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**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**INVESTIGATING THE RELATIONSHIP BETWEEN JOB CRAFTING AND  
WORK ENGAGEMENT LEVELS OF ENGLISH LANGUAGE TEACHERS**

**THESIS BY**  
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**MASTER'S THESIS**

**MERSİN / JANUARY 2024**

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We certify that thesis under the title of “**Investigating The Relationship Between Job Crafting And Work Engagement Levels Of English Language Teachers**” which was prepared by our student **Sevim İNCELER** with number **2021008021** is satisfactory **consensus** for the award of the degree of **Master Thesis** in the Department of **English Language Education**.

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**DEDICATION**

*To my beloved son Murat Kazım, my treasured daughter Selin Hatice,  
and my esteemed husband Murat...*

**ETHICS DECLARATION**

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LEVELS OF ENGLISH LANGUAGE TEACHERS

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,

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25/01/2024

Sevim İNCELER

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**ABSTRACT****INVESTIGATING THE RELATIONSHIP BETWEEN JOB CRAFTING AND  
WORK ENGAGEMENT LEVELS OF ENGLISH LANGUAGE TEACHERS****Sevim İNCELER****Master Thesis, Department of English Language Education****Supervisor: Dr. Senem ZAIMOĞLU****January 2024, 174 pages**

Job crafting refers to the deliberate and proactive adjustment of one's own job responsibilities in order to enhance job satisfaction, personal development, and positive interpersonal connections in the workplace. Work engagement is the persistent commitment, excitement, and active participation of an employee in their profession. Job crafting has been consistently associated with favorable outcomes such as increased job satisfaction, enhanced productivity, and heightened work engagement. The objective of this thesis is to thoroughly investigate the correlation between job crafting and work engagement levels among English teachers in the Çukurova region in Türkiye. The study involved a total of 132 English teachers and employed a mixed research methodology that integrated qualitative and quantitative approaches. At the beginning, the study conducted surveys to gather demographic information, the Job Skills scale (Tims et al., 2012), and the Utrecht Work Engagement Scale (UWES) (Schaufeli et al., 2002). Subsequently, the researcher administered a semi-structured interview comprising of seven questions to a group of 10 teachers. The study's findings indicated that the individuals exhibited higher levels of job crafting behaviors and work engagement. The study revealed stronger correlations between job crafting and demographic characteristics, whereas weaker correlations were observed between the work engagement scale and other variables. Nevertheless, a strong correlation was found between job crafting and dedication. The qualitative results of the study provided additional support for these findings, indicating that teachers demonstrate a continuous drive to enhance their job crafting behavior and exhibit a strong level of engagement to their work.

*Keywords:* English Language Teaching (ELT), English teachers, job crafting, work engagement, education.

**ÖZ****İNGİLİZCE ÖĞRETMENLERİNİN İŞ BECERİKLİLİĞİ VE İŞE  
ADANMIŞLIK DÜZEYLERİ ARASINDAKİ İLİŞKİNİN İNCELENMESİ****Sevim İNCELER****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Dr. Senem ZAIMOĞLU****Ocak 2024, 174 sayfa**

İş becerikliliği, işyerinde memnuniyeti, kişisel gelişimi ve olumlu ilişkileri artırmak için kişinin kendi işini kasıtlı ve aktif olarak değiştirmesidir. İşe bağlılık ise çalışanın sarsılmaz bağlılığını, coşkusunu ve mesleğine olan bağlılığını ifade etmektedir. Genel olarak iş becerikliliğinin iş tatmini, üretkenlik ve işe bağlılık üzerinde olumlu etkileri olduğu bulunmuştur. Bu tez, Türkiye'nin Çukurova bölgesindeki İngilizce öğretmenlerinin iş becerikliliği ile işe bağlılık düzeyleri arasındaki ilişkiyi kapsamlı bir şekilde incelemeyi amaçlamaktadır. Çalışmaya 132 İngilizce öğretmeni dahil edildi ve hem niteliksel hem de niceliksel metodolojileri birleştiren karma bir araştırma tasarımı kullanıldı. Başlangıçta, çalışmada demografik bilgi toplamak için anketler, İş Becerileri Ölçeği (Tims vd., 2012) ve Utrecht İşe Bağlılık Ölçeği (UWES) (Schaufeli vd., 2002) uygulandı. Daha sonra on öğretmenle araştırmacı tarafından oluşturulan yedi sorudan oluşan yarı yapılandırılmış görüşme yapılmıştır. Araştırmanın sonuçları, katılımcıların iş becerikliliği algılarının ve işe bağlılıklarının yüksek düzeyde olduğunu gösterdi. Çalışmada iş yeterliliği ile demografik değişkenler arasında daha anlamlı ilişkiler bulunurken, işe bağlılık ölçeği ile diğer değişkenler arasında daha az anlamlı ilişkiler bulundu. Ancak iş becerileri ile bağlılık arasında yüksek düzeyde anlamlılık gözlenmiştir.

Bu bulgular, öğretmenlerin iş becerilerini sürekli olarak geliştirme eğiliminde olduklarını ve yüksek düzeyde işe bağlılıklarına sahip olduklarını ortaya koyan çalışmanın nitel sonuçlarıyla da desteklenmiştir.

*Anahtar Kelimeler:* İngilizce dili öğretimi (İDÖ), İngilizce Öğretmenleri, iş becerikliliği, işe bağlılık, eğitim.



## TABLE OF CONTENTS

COVER.....	i
APPROVAL .....	ii
DEDICATION .....	iii
ETHICS DECLARATION .....	iv
ACKNOWLEDGEMENT .....	v
ABSTRACT .....	vii
ÖZ .....	viii
TABLE OF CONTENTS .....	ix
ABBREVIATIONS .....	xi
LIST OF TABLES .....	xii
LIST OF FIGURES .....	xiv
LIST OF APPENDICES .....	xv
1. INTRODUCTION.....	1
1.1. Background of the Study .....	1
1.2. Statement of the problem .....	4
1.3. Purpose of the study .....	6
1.4. Significance of the study .....	7
1.5. Literature review .....	7
1.5.1. Job Crafting .....	7
1.5.2. Work Engagement .....	11
1.5.3. The Relationship of JC and WE in Education .....	13
1.5.4. Recent research conducted in the domain of Education within the past 5 years .....	16
2. METHODOLOGY .....	20
2.1. Research Design .....	20
2.2. Setting & Participants .....	20
2.3. Instruments and Reliability .....	23
2.4. Job Crafting Scale .....	23
2.5. Utrecht Work Engagement Scale (UWES) .....	25
2.6. Data Collection Procedure and Ethical Issues .....	26
2.7. Data Analysis .....	26

3. RESULTS .....	28
3.1. Findings Regarding the First Research Question .....	28
3.2. Findings Regarding the Second Research Question .....	31
3.3. Findings Regarding the Third Research Question .....	34
3.3.1. Teachers' Perceptions of JC .....	34
3.3.2. Teachers' Perceptions of WE .....	46
3.4. Findings Regarding the Fourth Research Question .....	55
3.5. Findings Regarding the Fifth Research Question .....	56
3.5.1. First Category .....	57
3.5.2. Second Category .....	64
4. DISCUSSION AND CONCLUSIONS .....	68
4.1. Discussion of the Perceptions' JC .....	68
4.2. Discussion of the Perceptions' WE .....	70
4.3. Discussion of the Teachers' Perceptions of JC .....	72
4.4. Discussion of the Teachers' Perceptions of WE .....	79
4.5. Discussion of the Teachers' Perceptions JC and WE .....	83
4.6. Directions for Future Research .....	84
4.7. Pedagogical Implications and Limitations .....	85
5. CONCLUSION .....	87
REFERENCES .....	88
APPENDICES .....	105

## ABBREVIATIONS

<b><math>\alpha</math></b>	: (alpha) in statistical hypothesis testing, the probability of making a Type I error; Cronbach's index of internal consistency (a form of reliability)
<b>ANOVA</b>	: Analysis of variance
<b>APA</b>	: American Psychological Association
<b>ELT</b>	: English Language Teacher
<b>hr</b>	: Hours
<b>JC</b>	: Job Crafting
<b>JCS</b>	: Job Crafting Scale
<b>JDR</b>	: Job Demands-Resource
<b>MoNE</b>	: Ministry of National Education
<b>PGI</b>	: Personal growth initiatives
<b>SEM</b>	: Structural equation modeling
<b>SLA</b>	: Second language acquisition
<b>SLD</b>	: Second language development
<b>SPSS</b>	: Statistical Package for the Social Sciences
<b>TfC</b>	: Teaching for creativity
<b>UWES</b>	: Utrecht Work Engagement Scale
<b>WE</b>	: Work Engagement
<b>yr</b>	: Years

## LIST OF TABLES

<b>Table 1.</b>	Demographics Information.....	22
<b>Table 2.</b>	JC Scale Subdimensions.....	24
<b>Table 3.</b>	Reliability Analysis of JCS.....	24
<b>Table 4.</b>	UWES Subdimensions .....	25
<b>Table 5.</b>	Reliability Analysis of UWES.....	25
<b>Table 6.</b>	JCS and Subscales Descriptive Statistics .....	28
<b>Table 7.</b>	WE and Subscales Descriptive Statistics.....	32
<b>Table 8.</b>	Independent Samples T-test Results of English Teachers' JC According to Gender Variable.....	34
<b>Table 9.</b>	One-way ANOVA Results of English Teachers' JC According to Age Variable .....	35
<b>Table 10.</b>	One-way ANOVA Results on English Teacher JC According to Experience Variable .....	37
<b>Table 11.</b>	One-way ANOVA Results of English Teachers' JC According to School Type Variable .....	39
<b>Table 12.</b>	One-way ANOVA Results of English Teachers' JC According to the Teaching Level of Education Variable.....	40
<b>Table 13.</b>	One-way ANOVA Results of English Teachers' JC According to Location Variable .....	41
<b>Table 14.</b>	One-way ANOVA Results of English Teachers' JC According to the Variable of Education Leve.....	43
<b>Table 15.</b>	One-way ANOVA Results of English Teachers' JC According to the Variable of Perception of Academic Succes .....	44
<b>Table 16.</b>	One-way ANOVA Results of English Teachers' JC According to Weekly Working Hours Variable .....	45
<b>Table 17.</b>	Independent Samples t-Test Results on English Teachers' Opinions on WE According to Gender Variable .....	46
<b>Table 18.</b>	One-way ANOVA Results on English Teachers' Opinions on WE According to Age Variable.....	47
<b>Table 19.</b>	One-way ANOVA Results on English Teachers' Opinions on WE According to the Variable of Experience .....	48

<b>Table 20.</b> One-way ANOVA Results on English Teachers' Opinions on WE According to School Type Variable .....	49
<b>Table 21.</b> One-way ANOVA Results on English Teachers' Opinions on WE According to the teaching Level of Education Variable .....	50
<b>Table 22.</b> One-way ANOVA Results on English Teachers' Opinions on WE According to Location Variable .....	51
<b>Table 23.</b> One-way ANOVA Results of English Teachers' Opinions on WE According to the Variable of Education Level.....	52
<b>Table 24.</b> One-Way ANOVA Results of English Teachers' Views on WE According to the Perception of Academic Success Variable .....	53
<b>Table 25.</b> One-Way ANOVA Results of English Teachers' Opinions on WE According to Weekly Working Hours Variable .....	54
<b>Table 26.</b> Pearson Two-Way Correlation Analysis Results Between JC and WE .....	55
<b>Table 27.</b> Professional Development Strategies .....	58
<b>Table 28.</b> Distribution of Teachers Passion for Work .....	60
<b>Table 29.</b> Distributions Regarding Emotions Towards Work .....	62
<b>Table 30.</b> Distributions of Professional Benefits .....	63
<b>Table 31.</b> Teachers' attitudes towards Achieving Emotional Balance.....	64
<b>Table 32.</b> Teachers' attitudes towards Relationships and Feedback.....	66

**LIST OF FIGURES**

<b>Figure 1.</b> Job Demands- Resource Model by Bakker & Demerouti .....	8
<b>Figure 2.</b> Forms of Job Crafting.....	9
<b>Figure 3.</b> A Model of JC by Wrzesniewski and Dutton,.....	10
<b>Figure 4.</b> Work Engagement Dimensions.....	11
<b>Figure 5.</b> Distribution of Fifth Research Question Categorization .....	57

## LIST OF APPENDICES

<b>Appendix A. Ethic Committee Approval of Çağ University .....</b>	105
<b>Appendix B. Informed Consent Form .....</b>	107
<b>Appendix C. Demographic Information Form .....</b>	108
<b>Appendix D. The Job Crafting Scale .....</b>	109
<b>Appendix E. Utrecht Work Engagement Scale UWES-17 .....</b>	110
<b>Appendix F. Semi-Structured Interview Questions .....</b>	111
<b>Appendix G. Interview Transcripts .....</b>	112
<b>Appendix H. Çağ University Ethics Permission Request Form from the Institute of Social Sciences .....</b>	135
<b>Appendix I. Çağ University Ethics Committee Permission Letter .....</b>	136
<b>Appendix J. Official Permission from Rectorate of Çağ University for the Questionnaire .....</b>	137
<b>Appendix K. Approval Request from the Institute of Vocational .....</b>	138
<b>Appendix L. Çağ University Ethical Permission Request Approval .....</b>	139
<b>Appendix M. Çağ University Ethical Permission Request Approval .....</b>	140
<b>Appendix N. Çukurova University Ethical Permission Request Approval .....</b>	141
<b>Appendix O. Official Permission from Rectorate of Çağ University for the Questionnaire .....</b>	142
<b>Appendix P. Approval Request from Adana MoNE .....</b>	143
<b>Appendix Q. The Post-Hoc Results of English Teachers' JC According to Age Variable .....</b>	145
<b>Appendix R. English Teachers' Experience and JC Post-Hoc Results .....</b>	148
<b>Appendix S. JC Post-Hoc Results of English Teachers' JC According to the Teaching Level of Education Variable .....</b>	151
<b>Appendix T. Location and JC Post-Hoc Results .....</b>	152
<b>Appendix U. ELTs' Recent Graduation Level and JC Post-Hoc Results .....</b>	156
<b>Appendix V. Weekly Work Hours and JC Post-Hoc Results .....</b>	157
<b>Appendix W. ELTs' Recent Graduation Status and WE Post-Hoc Results .....</b>	158
<b>Appendix X. Weekly Work Hours and WE Post-Hoc Results .....</b>	159

## 1. INTRODUCTION

### 1.1. Background of the Study

English education in Türkiye is mandatory for a duration of 12 years, commencing from the second grade. It is offered in primary, secondary, and private schools, as well as state or foundation universities. The initiation of this system commenced in the year 2012 (MoNE, 2012). The duration of English education in primary school gradually increases as students advance through different grades. Specifically, in second, third, and fourth grades, students are required to dedicate two hours to English education. In fifth and sixth grades, this requirement is extended to three hours, and in seventh and eighth grades, students are expected to allocate four hours to English education. Secondary school students have the opportunity to enroll in additional elective English courses in addition to the compulsory hours. The duration of English language courses and the number of years they are required for in universities can vary depending on the specific faculty and department. Certain programs may have a prerequisite of prior English education, whereas others provide instruction in English for the entire curriculum. According to the data obtained in 2023, the Ministry of National Education (MoNE, 2023) has a total of 1,201,138 teachers in its employ. Among these teachers, there are 102,463 individuals who specialize in teaching English. In order to pursue a career as an English teacher in Türkiye, individuals are required to complete their studies at a faculty specializing in English teaching education or in related fields such as English language and literature, American language and literature, or translation and interpreting. Additionally, they must also undergo pedagogical formation training.

In recent years, there has been a growing interest in exploring different strategies to enhance the effectiveness of teachers in promoting school success (Chang, 2009). Empirical data demonstrates that teachers exhibit an immense effect on facilitating the attainment of educational institutions' objectives and enhancing students' academic performance, outperforming the impact of numerous other variables (Marzano et al., 2001; Wayne & Youngs, 2003). It is imperative to accord utmost importance to the welfare and contentment of teachers, considering the specific framework. Given their position as a fundamental pillar of the educational system, teachers' levels of fulfillment have a direct influence on the belief and achievement of general and specific educational system goals. Maintaining a positive outlook and unwavering motivation is critical for teachers in order to effectively carry out their professional responsibilities (Akın &



Yıldırım, 2015; Bakker & Albrecht, 2018; Bakker & Demerouti, 2007; Feyza, 2017; Schaufeli & Bakker, 2004; Thomassen, 2016; Xanthopoulou et al., 2009a).

The subject of English language teaching has seen significant changes in the 21st century as a result of factors such as globalization, digitization, and increasing intercommunication between countries. In the current period, characterized by the presence of several languages, effective communication among individuals from diverse backgrounds is crucial. Therefore, there is a growing need for language teachers to go beyond traditional teaching methods (Kubanyiova & Crookes, 2016). In order to be efficient in the current world, English language teachers (ELTs) must possess a comprehensive understanding of their knowledge base, including both subject knowledge and pedagogic expertise, as well as the ability to effectively transfer this information via teaching. Our approach in ELT no longer adheres to the Communicative method (Kramsch, 2014). There is no one strategy or approach that may be considered the finest. Due to the inherent variability in language proficiency, a "one-size-fits-all" method is not suitable for assessing linguistic stamina. Hence, successful language teaching does not require adherence to a predetermined technique, but rather critical pedagogy (Kubanyiova & Crookes, 2016). In this sense, language teachers need to redefine their position in terms of a value-based component. It is essential for them to be discerning professionals who consider moral, ethical, and political matters, and prioritize social justice in their classrooms (Kubanyiova & Crookes, 2016). In summary, the vision of teachers is crucial since it is conveyed to students via their teaching methods and thought processes (Dörnyei & Kubanyiova, 2014).

In order to stay current in their area, teachers need a growth attitude and access to ongoing professional development opportunities not only for themselves but also for their students. They need a comprehensive understanding of their actions, the purpose behind them, and the underlying rationales for their activities. ELTs must also possess an understanding of their impact on the learning process and the whole classroom environment, since they are responsible for teaching English with a focus on the students' future. In addition, they should strive to extend their instruction beyond the confines of the classroom and encourage students to use English in extracurricular settings. Furthermore, the continual professional growth of ELTs is crucial for adjusting and thriving in a rapidly changing period. Teachers should surpass conventional teaching methods and adopt interdisciplinary teaching approaches (Kubanyiova & Crookes, 2016). It is important for educators to possess an understanding of the specific circumstances in

which they are teaching and to cultivate a method that is responsive to those circumstances.

Regrettably, in Türkiye, teachers are burdened with an excessive amount of responsibility. The tasks involved in their role include choosing appropriate materials, modifying materials as needed, structuring the curriculum, determining the sequence of lessons, adjusting the sequence as necessary, maintaining classroom management, handling interactions with parents, collaborating with managers and administrative staff, working as part of a team with other English teachers, and addressing assessment-related matters (Kubanyiova & Crookes, 2016). Therefore, teaching, in reality, is not a solitary endeavor but rather requires collaboration and cooperation. When a person is burdened with several tasks, whether they succeed or fail, the teacher is always credited (Kubanyiova & Crookes, 2016). Similarly, while language acquisition, learning, and teaching are always evolving and dynamic processes, language teacher candidates worldwide are subjected to a limited and unchanging curriculum. Furthermore, it is essential to provide instructors with sufficient room to engage in productive practice.

In current times, teachers frequently encounter demanding circumstances (Dede, 2010; Van Wingerden & Poell, 2019; Wassink et al., 2022) that can exert a detrimental impact on their mental health within the workplace (Darling-Hammond & Youngs, 2002). Examples of challenges in classes include the intensity of the curriculum, excessive workload, limited of study time, inflexibility in course adjustments, behavioral issues among students (Bermejo et al., 2013; Hakanen et al., 2006; Papastylianou et al., 2009; Pas et al., 2010; Pinto et al., 2005; Tilfarlioğlu & Öztürk, 2007), a sudden increase in the number of immigrant students (Yiğit et al., 2021), unexpected cultural diversity (Herzog-Punzenberger et al., 2020), socio-economic factors (Kizildag, 2009), COVID-19 pandemic (Aydin & Erol, 2021; Liu & Chang, 2023), and the earthquake disaster in Türkiye (Özer, 2023) have all had a severe impact on education. Among these, inappropriate student conduct is one of the most common challenges faced by teachers (Dede, 2010; Pinto et al., 2005; Van Wingerden & Poell, 2019; Wassink et al., 2022). According to the job demands-resources (JDR) framework, this issue negatively impacts the teacher's commitment to work (Bakker & Demerouti, 2007; Demerouti et al., 2001). Adding unexpected events to undesirable situations has increased teachers' workload and required them to be more altruistic, productive, and proactive, that is, to anticipate difficulties and seek and produce various solutions (Wrzesniewski & Dutton, 2001). In order to effectively manage the demanding and stressful nature of their work, it is crucial

for teachers to demonstrate a proactive approach and engage in job crafting (JC) (Berg et al., 2008, 2010; Wrzesniewski & Dutton, 2001). JC is a crucial component of the education sector. It involves educators proactively modifying the parameters and responsibilities of their work, to enhance the significance of their work, resulting in many positive consequences. Consequently, this aids teachers in embracing their work, cultivating a fresh professional persona, experiencing heightened work engagement (WE) in their field, find satisfaction in their work, which also results in enhancing their efficiency (Peral & Geldenhuys, 2016; Petrou et al., 2012; Sahito & Vaisanen, 2020; Schweitzer, 2014). When educators engage in JC behavior, and efficient work environment, it favorably influences their psychological health and their relationship with the students, ultimately leading to improved results for everyone concerned. Hence, it is vital for educators to comprehend the significance of JC and undertake measures to incorporate it into their daily tasks to remain engaged and derive fulfillment from their professional endeavors to be creative in multidirectional terms (Lu et al., 2014; Peral & Geldenhuys, 2016; Polatci & Sobaci, 2018). According to Altok, it is possible to observe the emotional signs of WE in teachers by observing the actual satisfaction that they have from teaching and learning and they demonstrate a favorable disposition toward their chosen line of work by participating gladly and enthusiastically in their jobs (2019). In line with this, WE can be defined as a state of subjective well-being that is closely tied to one's work. This state is characterized by positivity, satisfaction, and effective motivation (Altunel et al., 2015; Çankır, 2016; Poon, 2013; Schaufeli et al, 2002, 2006; Schaufeli & Bakker, 2003).

Ultimately, WE plays a crucial role in the educational setting, specifically for teachers. The commitment of teachers to their profession has a profound effect on the caliber of teaching, student drive, and educational achievement (Wang, 2022). Hence, it is imperative to foster and sustain higher levels of WE among teachers by handling the diverse elements that impact it. Educational institutions can cultivate a sense of purpose, fulfillment, and dedication among their teachers by embracing a positive attitude and offering possibilities for involvement, decision-making, and cooperation (Aboramadan et al., 2020, Wrzesniewski & Dutton, 2001). In the end, this can result in an enhanced educational experience for students and a more satisfying profession for teachers.

## **1.2. Statement of the problem**

The present study emphasizes the connections between WE and JC. Understanding the significance of this connection and perhaps integrating tactics to improve WE among

teachers may assist English teachers and educational organizations in creating a more favorable environment. As the significance of these evaluations has been emphasized by various researchers (Demerouti et al., 2010; Tims et al., 2012, 2016; Wrzesniewski & Dutton, 2001), this research will be a vital addition to the field of education research. That is, it should examine how to build a suitable learning environment for teachers to fulfill their jobs successfully and efficiently since this helps boost teachers' JC and WE. Schools must prioritize the provision of support toward their teachers, which should encompass initiatives aimed at enhancing professional development, crafting job roles that promote WE (Bakker & Demerouti, 2007; Leithwood et al., 1999; Tims & Bakker 2010; Tims et al., 2012, 2016), and offering organizational assistance (Oubibi et al., 2022). By offering these tools, educators may improve their expertise and develop a deeper commitment to their profession, leading to enhanced performance and WE. These resources should be readily available to teachers and delivered directly to them to guarantee they can effectively utilize them.

In order to perform these actions more efficiently and with a robust infrastructure, these relations should be clearly understood. As Demerouti and his colleagues (2010) emphasized there is a positive association between WE and job performance. Therefore, teachers should feel interested in their work (Bakker et al., 2012). The easiest approach to grasp this is to have the opinions of the staff firsthand. Furthermore, due to the lack of sufficient exploration of these relationships in the educational setting, it is imperative to do further investigation in this area. In addition, teachers have the ability to directly affect both the quality of education that their students receive and their overall performance (Clotfelter et al., 2007; Rivkin et al., 2005; Van Wingerden et al., 2017a) and the quality of education should be improved by keeping up with the advancing era. For this reason, teachers should also develop themselves. With these developments, the student profile and student needs are also developing. In this sense, WE plays an important role in teachers' self-development, keeping up the pace, and continual growth (Bakker & Demerouti, 2007).

Apart from this, JC is also very important in education (Huang et al., 2022a, 2022b; Peral & Geldenhuys, 2016). English teachers who possess a robust inclination towards the visual arts may encounter greater facilitation in imparting abstract concepts to students by employing artistic mediums. By adopting this approach, teachers may have the opportunity to fully explore their personal interests, all the while ensuring effective instruction for their students. As a result, both students may derive advantages from this

situation, while also contributing to the teachers' well-being (Berg et al., 2013; Clotfelter et al., 2007; Huang et al., 2022a; Rivkin et al., 2005). Teachers may connect more easily with art teachers and peers who share this passion. As art enthusiasts, they may even work on shared projects and attend shared events. Therefore, even their surroundings may have a positive influence.

By the same token, WE is a vital component of a teacher's professional existence that profoundly influences their personal welfare and the caliber of education they deliver to their students. Examining the WE of teachers can provide insights into the elements that influence it and enable the development of measures to enhance it. To enhance teachers' WE and professional practice, it is essential to enhance their commitment, self-efficacy, and autonomy support. As we strive to enhance education, it is crucial to give priority to the WE of teachers in order to guarantee their motivation, satisfaction, and dedication to their profession (Van Wingerden et al., 2017a, 2017b, 2017c; Van Wingerden & Poell, 2019; Wassink et al., 2022).

### **1.3. Purpose of the study**

The aim of this study was to determine the JC and WE relationships of English teachers in Çukurova region. At the end of this study, answers to the following research questions were sought:

1. What are English language teachers' perceptions related to JC?
2. What are English language teachers' perceptions related to WE?
3. Are there significant differences in participant teachers' perceptions of JC and WE regarding their demographic info such as:
  - a) gender
  - b) age
  - c) tenure
  - d) type of school
  - e) by service area
  - f) perceptions of academic success
  - g) academic degree (B.A., M.A., PhD.)
4. Is there a relationship between JC and the WE of English language teachers?
5. How do English language teachers perceive their JC experiences and WE in their teaching context?

## **1.4. Significance of the study**

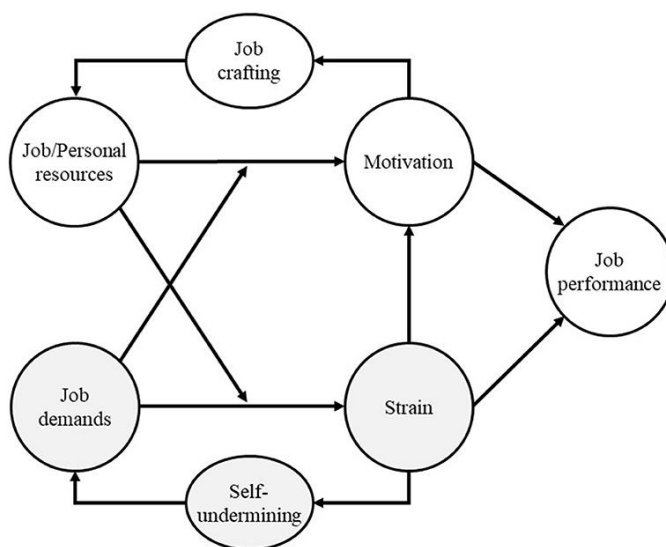
It is evident how beneficial JC and WE is on the teachers, the organizations where they work, and the work performed, as Wrzesniewski, Bakker, and Demerouti highlighted in their asunder studies with their colleagues. (Bakker et al., 2007; Demerouti et al., 2010; Wrzesniewski & Dutton, 2001). The significance and essentiality of JC and WE in relation to employees and teachers have been observed in numerous studies conducted thus far (Bakker et al., 2012; Falout & Murphey, 2018; Huang et al., 2022a, 2022b, 2023; Leana et al., 2009; Murangi & Bailey, 2022; Oubibi, 2022; Van Wingerden et al., 2017a, 2017b, 2017c; Van Wingerden & Poell, 2019; Wassink et al., 2022; Wellman & Spreitzer, 2011; Zahoor, 2018; Zhai et al., 2023). Regarding individuals working in the educational profession, it is essential to prioritize JC and WE, since these are key factors in achieving a satisfying and fruitful career. The research conducted on JC and WE among teachers in different countries revealed several interesting findings (Dwijayanthi et al., 2023; Huang et al., 2022a, 2022b; Sharma & Sood, 2023; Silva Júnior et al., 2019; Van Wingerden & Poell, 2019). However, it is worth noting that limited study focusing on the relationship between JC and WE among English language teachers in Türkiye was identified during our research. The purpose of conducting this study was twofold: firstly, to gain insights into the perspectives of the teachers mentioned earlier, and secondly, to contribute to the existing body of knowledge by addressing this gap in the literature.

## **1.5. Literature review**

### **1.5.1. Job Crafting**

The notion of JC, which emphasizes the adjustments that workers make to their jobs in order to conform to their specific requirements and anticipations, possesses considerable relevance in the domains of education and language acquisition (Berg et al., 2013). It could be contended that teachers may employ JC as a strategy to customize and improve their pedagogical methods (Rudow, 1999), thus enabling them to more efficiently attend to the distinct requirements of their students in the classroom setting (Pedroso et al., 2018). Similarly, in the domain of language acquisition, JC can assist learners in tailoring their academic trajectory to align with their specific language objectives and the motivations that drive them to engage in language study (Haneda & Sherman, (2016).

This is demonstrated by the contributions of Hackman and Oldham (Hackman & Oldham, 1976), which are considered the foundation of task designing modeling. According to the researchers, employees have the ability to independently adjust their work arrangements to suit their individual requirements and capabilities, without requiring collaboration or approval from their supervisors (Hackman & Oldham, 1976; Kulik et al., 1987). JC research typically centers on two primary viewpoints: those that make use of the Job Demands-Resources model and those that conform to the definition proposed by Wrzesniewski and Dutton.



*Figure 1.* Job Demands- Resource Model by Bakker & Demerouti (2007)

The JDR model is a notable paradigm in the field of employee well-being. It primarily focuses on two elements: job demands and job resources as seen in Figure 1 (Bakker & Demerouti, 2007; Demerouti et al., 2001). JC in the educational setting can facilitate the development of a tailored and captivating learning environment, hence resulting in enhanced student performance and increased levels of motivation and engagement. It enables individuals to personalize and improve their work or educational experience, thereby benefiting both individuals and organizations.

The study of JC has a rich history, but its significance has grown in recent years as firms and organizations strive to maximize the capabilities of their personnel. JC in educational and language learning settings can enhance the creation of a customized and captivating learning environment, resulting in improved student performance and increased levels of motivation and engagement. The JC viewpoints proposed by

Wrzesniewski and Dutton (2001) and Bruning and Campion (2019) offer valuable conceptual frameworks aimed at improving individuals' ability to adapt to the evolving dynamics of the corporate environment and empowering them to maximize their potential.

Teachers are employing JC techniques in many ways within their classrooms. English teachers with a passion for drawing may opt to incorporate pictures and drawings into their lessons to enhance understanding (task crafting). They may also establish close connections with an Art teacher (relational crafting). Consequently, they may decide to collaborate on a project that integrates both English and art, leading to the emergence of a novel professional purpose (cognitive crafting) (Berg et al., 2013; Wrzesniewski & Dutton, 2001). As it is clearly seen from the examples and also mentioned by Wrzesniewski and Dutton, "JC is a psychological, social, and physical act," (2001) and job crafters are people who actively participate in the process of developing unique employment prospects for themselves (Polatci & Sobaci, 2018; Wrzesniewski & Dutton, 2001; Zhang & Parker, 2018). Thus, engaging in any one of the aforementioned crafting alone is sufficient to classify the teacher to be a job crafter.

To elucidate the concept of job crafting within the realm of education, the "Forms of JC" illustrated in Figure 2 to provide further insight into this matter.

<b>Form</b>	<b>Example</b>	<b>Effect on Meaning of Work</b>
Adjusting the quantity, extent, and kind of job tasks	A teacher accepts an additional role as an administrator.	Developing an innovative leadership endeavor
Adjusting the level and/or frequency of engagement with others met in the workplace.	A burnout researcher taught the risk group coping skills.	His work became more meaningful by impacting people.
Adjusting the limits of cognitive tasks	A teacher offered a challenge to his students to generate money for a charity foundation.	The teacher enhanced the significance of his work by incorporating the scholarship of teaching and applying it to the cognitive constraints of his profession.

*Figure 2. Forms of Job Crafting*

*Note: This table was reproduced by using Wrzesniewski and Dutton's (2001) table and information from Wellman and Spreitzer (2011).*



Furthermore, it is not necessary for a teacher to engage in all three forms of work crafting concurrently in order to assert that they are engaging in JC. During this process, multiple modifications are implemented to align with the specific requirements of teachers in relation both in time and quantity as seen in Figure 3. This grants teachers a degree of independence, enabling them to efficiently handle their workload as necessary, and facilitating their ability to fulfill students' requests in this respect (Bizzi, 2017; Bolat, 2008; Rudolph et al., 2017; Tims et al., 2012).

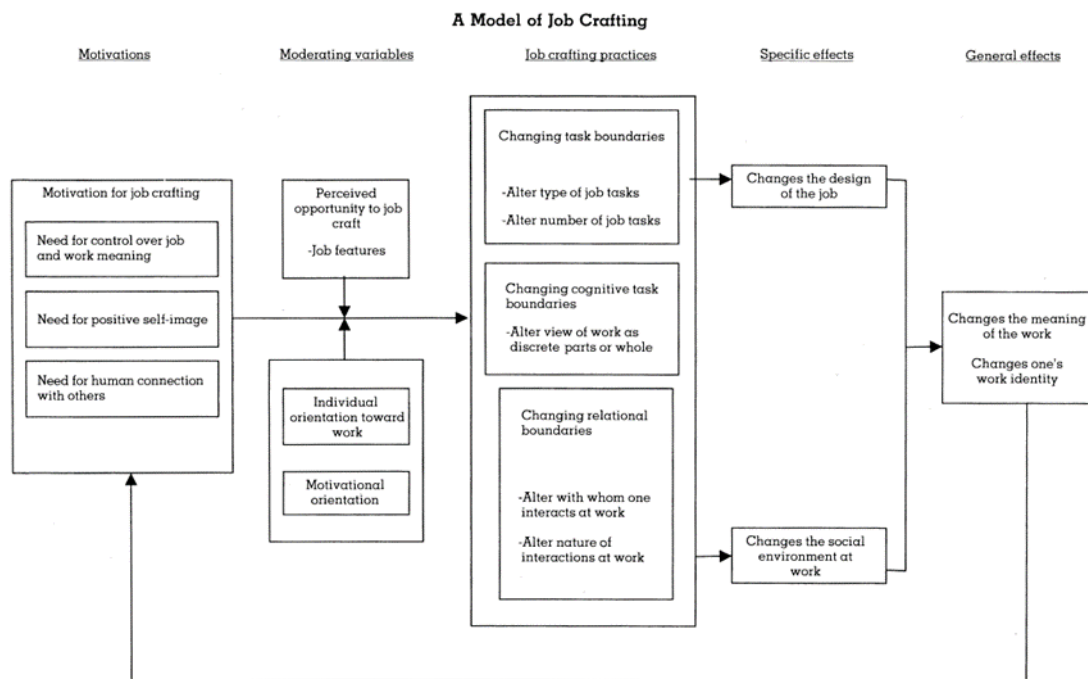


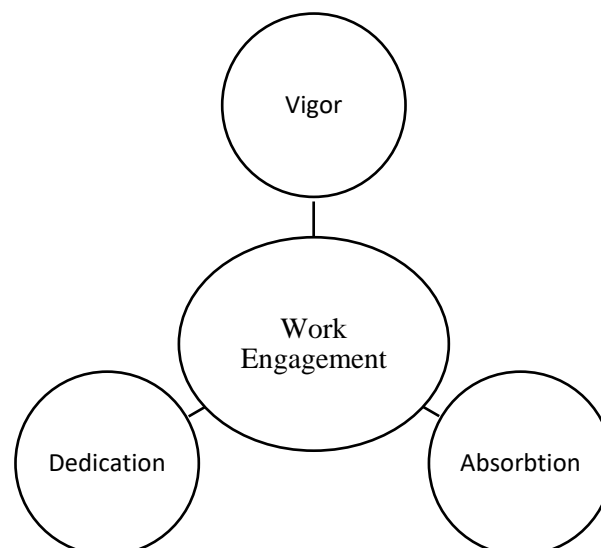
Figure 3. A Model of JC by Wrzesniewski and Dutton, (2001)

Concerning education, schools can foster dedication among teachers by providing them with diverse possibilities to improve their skills and knowledge, as well as engaging them in the decision-making process through JC (Bakker & Demerouti, 2007; Leithwood et al., 1999). Having sufficient job resources can lead to higher levels of engagement, enhanced job performance, and a greater sense of commitment to the organization (Bakker & Demerouti, 2014; Mäkikangas, et al., 2017). On the other hand, a scarcity of job resources might lead to a decrease in motivation and dedication. In addition, prolonged exposure to high job expectations without enough job resources might result in job burnout, as stated by Bakker and Demerouti (2007) and Schaufeli and his colleagues (2002).

To summarize, JC is a beneficial and highly relevant idea in the fields of education and language acquisition. Job making enables individuals to personalize and improve their work or educational experience, thereby benefiting both individuals and organizations. By engaging in JC, teachers have the ability to construct a learning environment that is tailored to individual needs and interests, resulting in improved academic achievement and a greater degree of motivation and engagement among students. Schools can foster teacher commitment by providing many avenues for professional development and empowering them to participate in decision-making through JC.

### 1.5.2. Work Engagement

“Work engagement and burnout” are two opposing states that have been thoroughly examined in the literature (Hakanen & Schaufeli, 2012). In the field of education, the idea of WE has become increasingly significant in recent years because it is essential for teachers to perform at the highest level in their careers. According to Demerouti et al. (2001), WE can be seen as the antithesis of burnout. Individuals experiencing burnout exhibit symptoms of stress, fatigue, and disengagement, whereas those who are engaged in their work demonstrate high levels of energy, productivity, and complete dedication (Atcıoğlu, 2018; Maslach & Leiter, 1997).



*Figure 4. Work Engagement Dimensions.*

WE refers to the degree to which individuals show a preference for participating in job-related tasks in order to build an attachment to their work. It is an internal process that involves dedication, vigor, and absorption (see Figure 4) (Schaufeli et al., 2002, 2006; Schaufeli & Bakker, 2010). These positive work experiences are influenced by various environmental and individual factors (Bakker et al., 2008; Schaufeli et al., 2009). Vigor, a dimension of WE, pertains to an individual's psychological preparedness for new tasks, their ability to sustain job performance, and their maintenance of positive energy levels in the work environment (Günaydın, 2021; Kır, 2021; Özkalp & Meydan, 2015; Rayton & Yalabik, 2014; Schaufeli et al., 2002). The primary focus is on the ability to adapt and overcome work-related issues, as well as the capacity of an individual to perform efficiently and sustain motivation to accomplish their responsibilities, persisting with determination despite any encountered difficulties. Dedication pertains to an individual's degree of emotional investment, ascribing significant importance, wholehearted acceptance, satisfaction, and emotional connection to a profession (Demir, 2020). It entails a readiness to assume additional responsibilities or do new tasks, demonstrate extra-role behaviors, exert effort to establish one's worth, and perform one's job with exceptional passion (Günaydın, 2021; Özkalp & Meydan, 2015; Rayton & Yalabik, 2014; Schaufeli et al., 2002). Absorption pertains to an individual's capacity to concentrate cognitively on their tasks and sustain that concentration. It entails concentrating on work without interruption and experiencing a profound state of absorption in job-related activities, leading to enhanced work performance (Kır, 2021; Özkalp & Meydan, 2015; Rayton & Yalabik, 2014; Schaufeli et al., 2002).

These three subscales offer a thorough foundation for comprehending an individual's dedication to their job and the efficiency of their job performance. Theoretical foundations of WE encompass vigor, dedication, and absorption, which are crucial for achieving a comprehensive comprehension and effective management of this phenomenon (Asmadili, 2020; Demir, 2020). WE is essential for teachers to achieve optimal performance in the educational setting. Engaged teachers exhibit elevated levels of enthusiasm, dedication, commitment, and absorption within their activities, as supported by research conducted by Bakker et al. (2008), Salanova et al. (2005), and Tims et al. (2012, 2013). They demonstrate traits such as perseverance, adaptability, and determination and form a deep connection to their work (Bakker et al., 2008; Berg et al., 2008, 2010; Tims & Bakker, 2010; Tims et al., 2012).

Collaborating with motivated educators yields numerous benefits for students and enhances the overall professional atmosphere (Huang et al., 2023). Hence, it is vital to bolster teachers' WE and undertake additional research in this domain (Huang et al., 2022a). Organizations prioritize collaborating with individuals who possess a strong WE mindset, as it proves advantageous for both the individuals themselves and the organizations, they are a part of, including educational institutions (Bakker & Demerouti, 2009; Konermann, 2012). According to Tatlı Cömert (2023), WE is a notion that educational institutions, employers, and teachers should prioritize.

WE is an essential element for teachers in the educational setting, and it is linked to favorable results for both teachers and students. Gaining insight into the various aspects of WE, providing assistance to enhance teachers' WE, and doing research in this field are crucial for educational organizations in order to enhance the standard of education.

### **1.5.3. The Relationship of JC and WE in Education**

Teaching is a highly intricate job that requires teachers to be fully dedicated to their work (Day, 2000). Despite the complexity of their profession, most teachers do not experience stress, burnout, or lack of motivation. On the contrary, many find their professions to be fulfilling (Borg & Riding, 1991; Rudow, 1999). A study conducted by Wrzesniewski and Dutton (2001) found out that teachers who have a stronger alignment between their goals and their job responsibilities experience higher levels of WE.

Gaining insight into the WE of professionals in the education sector can assist teachers in attaining higher levels of engagement in their work and ultimately experiencing long-term career fulfillment. Studies indicate that the active involvement of teachers has a good impact on student performance, the quality of education, and the overall educational experience (Xanthopoulou et al., 2009b). Teachers who align their work goals and enhance their job dedication can exert a favorable influence, not only on their own growth, but also on their students.

According to research conducted by Van Wingerden et al. (2017a) and Bakker et al., (2012), it has been found that JC, which refers to individuals making independently initiated adjustments to their work environment, can have a significant beneficial effect on work engagement levels. The act of individuals proactively optimizing their work demands and resources with the intention of enhancing their own WE is called "Job Crafting." (Berg et al., 2010,2013; Nielsen & Abildgaard, 2012; Tims et al., 2012; Wrzesniewski & Dutton, 2001). Numerous research studies have consistently

demonstrated that the practice of JC has a direct correlation with enhancing WE levels (Bakker et al., 2012; Guo & Hou, 2022; Letona-Ibañez et al., 2021; Vogt et al., 2016). Research has also shown that JC interventions have a significant capacity to enhance WE in individuals (Oprea et al., 2019). Within the realm of education, JC has the potential to significantly enhance teachers' levels of WE (Alonso et al., 2019; Saragih et al., 2020). The study conducted by Dwijayanthi and his colleagues (2023) shown that JC has a substantial impact on the happiness of teachers. This impact is influenced by the presence of calling and WE as mediators. Furthermore, the research discovered that JC had a substantial and immediate impact on the contentment of teachers. Zahoor (2018) discovered that teachers with a proactive personality tend to engage in job designing activity, which in turn has a considerably beneficial impact on their WE. In addition, Khawaja and his colleagues (2023) discovered that faculty members in public sector universities who tailor their employment experience higher levels of WE when they perceive themselves as suitable for the job. These studies emphasize the significance of JC in enhancing WE and satisfaction among teachers, particularly when they can align their job expectations and resources with their individual needs and talents.

Engaged teachers have been identified as individuals that demonstrate dedication, energy, and commitment towards their work (Schaufeli et al., 2002). Moreover, WE plays a crucial role in attaining superior organizational performance (Thomassen, 2016; Xanthopoulou et al., 2009a, 2009b). The level of dedication exhibited by teachers is a crucial factor that influences both their personal contentment and the overall achievement of the organization (Xanthopoulou et al., 2009a). Consequently, the extent to which teachers are in agreement with their employment objectives can impact their total level of work engagement (Wrzesniewski & Dutton, 2001).

According to Saragih et al. (2020), JC can enhance teachers' engagement and commitment to their work by making it more exciting and meaningful. Teachers have the ability to alter activities or interactions and redefine the aims and experiences of their employment in order to enhance the significance of their work and boost job satisfaction (Alonso et al., 2019). Implementing these modifications can heighten teachers' levels of WE, leading to a favorable influence on student progress and the overall quality of education (Xanthopoulou et al., 2009b). Hence, job designing is a crucial tactic that educational institutions can employ to raise teacher WE levels and subsequently improve educational outcomes.

The JD-R model proposes that employees have the ability to shape their workplace by strategically optimizing job demands and job resources using four distinct tactics. Employees have the option to enhance their structural resources, actively enhance their social job resources, boost their difficult expectations, or decrease their job demands (Tims et al., 2012; Wassink et al., 2022). Moreover, employees who are actively involved in their work are more inclined to utilize job creating as a tactic to enhance their job performance (Bakker, 2011; Berg et al., 2008, 2013). Committed teachers who are actively involved in their work and demonstrate high levels of dedication and energy are more likely to engage in professional development and enhance their occupational expertise (Ardıç, 2017; Demerouti et al., 2001; Hyvönen et al., 2009; Schaufeli & Bakker, 2004). JC is a crucial factor in enhancing teachers' WE in the field of education. It enables teachers to discover significance and interest in their work, leading to increased dedication and commitment (Alonso et al., 2019; Saragih et al., 2020; Xanthopoulou et al., 2009b).

In conclusion, teaching is a complex profession that requires dedication and alignment between goals and job responsibilities. It is essential to have an understanding and improve the levels of work engagement that teachers have, despite the fact that many teachers feel their employment to be meaningful. JC, which involves making self-initiated modifications to the work environment, has been shown to significantly enhance workplace engagement (Slemp & Vella-Brodrick, 2014; Wrzesniewski & Dutton, 2001). By engaging in JC, individuals can experience a sense of control and ownership over their work life and creating a wholesome atmosphere. (Grant & Parker, 2009; Petrou et al., 2017; Wrzesniewski et al., 2013) When it comes to the subject of education, JC has the potential to have a significant impact on the fulfillment and engagement of teachers in their work. This is especially true when teachers adjust their job objectives and resources to correspond with their unique characteristics and abilities. Engaged teachers demonstrate dedication, energy, and commitment towards their work, which not only contributes to their personal satisfaction but also to the overall achievement of the organization. JC can make teaching more exciting and meaningful, leading to increased job satisfaction and improved educational outcomes (Parker & Bindl, 2016; Riasnugrahani & Riantoputra, 2017; Wrzesniewski et al., 2013). By strategically optimizing job demands and resources, teachers can actively shape their workplace and enhance their job performance. Therefore, JC is a crucial tactic that

educational institutions can employ to raise teacher WE levels and ultimately enhance the quality of education.

#### **1.5.4. Recent research conducted in the domain of Education within the past 5 years**

Huang et al. (2022b) conducted a study to investigate the role of teachers' JC in mediating the relationship between the fulfillment of their basic psychological needs and their self-reported performance in teaching creativity, specifically in terms of process and product orientation. The study additionally delved into how teachers' job redesign activities affected their overall satisfaction and performance in teaching creativity. According to expert analysis, teachers' core psychological requirements have a considerable influence on their job satisfaction, ultimately leading to autonomy. As a result, the educator who fosters autonomy also creates tasks. It has been discovered that a teacher's level of creativity increases when their basic psychological requirements are met. This creativity includes the invention of novel ideas, the inventive use of materials, and the implementation of novel instructional strategies. As a result, this phenomenon might be linked to the concept of JC. The social backdrop and the act of developing relationships have a profound influence on process-oriented creativity. Product-oriented creativity, on the other hand, is largely related with the work at hand and the cognitive processes involved, as well as the individual's personal initiative. The results of the investigation, which used structural equation modeling and bootstrapping methodologies, demonstrated that teachers' structural behaviors moderated the relationship between their satisfaction with their core requirements and their self-reported teaching for creativity (TfC). These behaviors included increasing job resources, optimizing demands, and decreasing demands. According to the findings, teachers' efforts to create demanding job demands were solely associated with product-oriented task-focused coping (TfC), whereas initiatives to improve social job resources had no association with either product- or process-oriented TfC.

In another study, Huang et al. (2022a) examined the relationship between work crafting and teacher engagement among 998 volunteer Chinese teachers. They specifically focused on the four dimensions of JC and how they relate to the four dimensions of teacher engagement. The study aimed to examine the impact of teachers' JC behaviors on their WE. In addition, the researchers used structural equation modeling (SEM) and bootstrapping techniques to investigate whether self-efficacy acts as a mediator for the components mentioned above. The results demonstrated a significant relationship

between teachers' engagement in JC activities and their levels of self-efficacy and WE. They indicated that the positive relationship between increasing job resources, improving job demands, and enhancing teachers' WE was primarily influenced by self-efficacy. Research has found that teachers who tend to increase their demanding job requirements are less likely to have close social relationships with their colleagues. This behavior has been observed to have a negative correlation with teachers' social closeness in the workplace. Research has also shown that teachers who have strong social connections with both their students and colleagues are more likely to effectively manage challenging job demands. and the availability of social job resources is directly associated with the extent of social connectivity among teachers. In addition, the research results revealed that teachers' behaviors in designing their job responsibilities played a crucial role in enhancing their commitment to their profession and continuous professional growth.

Furthermore, utilizing the same sample and techniques, Huang and her colleagues (2023) examined the relationship between teachers' personal growth initiatives (PGI) and both teacher engagement and teaching quality. The study's results highlighted the significance of PGI in relation to both teacher engagement and self-reported teaching quality. The connection between PGI and self-reported teaching quality was mediated by aspects of teacher engagement other than cognitive engagement, to varying degrees. The outcomes of the research results indicated that there was a significant correlation between regular exercise and improved mental health. Additionally, the findings suggested that individuals who engaged in physical activity that personal growth motivation played a significant role in enhancing teaching quality. Research has demonstrated a positive correlation between effective classroom management and the emotional and social interactions of teachers with their colleagues and it has revealed a correlation between a supportive environment and teachers' social engagement with students.

A comprehensive interventional longitudinal study was conducted by Van Wingerden et al., (2017b) involving the participation of 75 teachers. The primary objective of this study was to assess the impact of the intervention on JC, job demands, and job resources. Additionally, the researchers aimed to determine whether the intervention had a positive influence on WE and self-rated job performance. Based on the findings, it was observed that the intervention had a positive impact on JC. Although job demands, resilience, and WE remained unchanged, there was a significant improvement in various aspects such as performance feedback, professional development opportunities, self-efficacy, and job performance even after a year.



Similarly, the effect of teachers' JC on WE was explored in an 8-week empirical study with 40 teachers in Brazil (Silva Júnior et al., 2019). As a consequence, the study indicated that the intervention group demonstrated considerable improvements across all categories as time progressed, whereas the comparison group did not exhibit any noteworthy changes.

Liu and Chang (2023) conducted a study in China, utilizing a convenient survey approach to get data from college and university teachers. The researchers employed the SEM and obtained 300 valid survey responses. Their findings indicated that job classification elements significantly influenced WE.

The effect of JC on job performance and the mediating role of WE and work meaning were investigated with 536 ideological and political education teachers in China. In the study, a comprehensive set of 4 scales was utilized and subsequently subjected to analysis using Structural Equation Modeling (SEM). Based on the findings of the research, it has been determined that all four parameters exhibit a consistent and mutually beneficial correlation with one another (Shang, 2022). Furthermore, one study examined autonomy and JC among 232 teachers working in various child care institutions in the United States. It was found that as teachers' level of autonomy increased, they exhibited more job resourcefulness (Leana et al., 2009).

According to a multitude of scholars, there is a favorable correlation between JC and WE, as stated by Burke and Cooper (2009), Dwijayanthy et al. (2023), Rodríguez-Muñoz et al. (2014), and Sharma and Sood (2023). The study conducted, by Sharma and Sood (2023) in India with a group of 350 teachers indicated that that the elements of vigor, devotion, and absorption, which were influenced by JC, had a crucial role in predicting teachers' job satisfaction. The outcomes of the experimental study that was conducted in Pakistan and involved sixty teachers indicate that the job-crafting intervention program had a beneficial impact on a variety of areas of the teachers' professional lives (Mushtaq & Mehmood, 2023). Specifically, it was observed that the program effectively enhanced the teachers' WE emotional well-being, and psychological empowerment. According to the findings of Sharma and Nambudiri's research that was carried out in India (2020), the influence of WE on JC was determined to be both positive and significant.

Once again in India, Sharma and Sood conducted a study involving 350 teachers. The results of this study demonstrated that JC played a significant role in influencing the amount of job satisfaction experienced by teachers. Specifically, the elements of vigor, dedication, and absorption were found to be crucial in this regard.

In conclusion, the studies reviewed demonstrate the significant role of teachers' JC in mediating various aspects of their professional lives, including their job satisfaction, creativity, engagement, and performance. JC behaviors, such as increasing job resources and optimizing demands, were found to positively impact teachers' WE and self-efficacy. Additionally, personal growth initiatives and autonomy were identified as important factors in enhancing teaching quality and job performance. The findings highlight the importance of creating a supportive and empowering work environment for teachers, where they had the autonomy and resources to shape their job responsibilities and enhance their professional growth. Overall, these studies provide valuable insights into the relationship between JC and various outcomes in the teaching profession, emphasizing the need for further research and interventions to support teachers' well-being and effectiveness in the classroom.

## **2. METHODOLOGY**

### **2.1. Research Design**

This study employed a mixed methods research methodology to gather detailed data and achieve a more comprehensive comprehension of the research inquiries. Mixed methods research is highly valuable since it allows researchers to utilize several sources of data, resulting in a more thorough and holistic perspective (Creswell, 2009). To gain a comprehensive understanding of the mixed methods research design, it is imperative to delve into the intricacies of both quantitative and qualitative research approaches. Quantitative research is the collection of precise numerical data, which is then submitted to statistical analysis in order to reveal overarching patterns and trends (Creswell, 2012). The study utilized a survey-based approach to gather quantitative data. Surveys are employed to ascertain a distinct cohort of individuals and comprehend the attitudes and actions of the population represented by the sample (Hox et al., 2008).

In contrast, qualitative investigations entail direct dialogues with individuals, with data being collected through open-ended interviews. Qualitative data provides insights into diverse viewpoints on a specific subject and illuminates the intricacy of a given scenario (Creswell, 2012). In this study, semi-structured interviews were chosen as the preferable method for gathering qualitative data. This decision was made to complement the quantitative findings and gain a comprehensive understanding of the subject matter.

Semi-structured interviews are a research technique that enables the interviewer to pose open-ended inquiries within a pre-established format to explore particular subjects. The objective was to have a comprehensive and individualized understanding of how teachers articulate their dedication in their own language.

This study incorporates both quantitative surveys and qualitative semi-structured interviews, employing a hybrid methodology. The purpose of this methodological combination was to offer a thorough and precise comprehension of JC and WE among English Language Teachers. The integration of both approaches sought to offer a holistic viewpoint on the research issues of the study and enhance the thoroughness and intricacy of the findings. This offered a potent method to uncover overall patterns and acquire a thorough comprehension of the unique encounters of participants.

### **2.2. Setting & Participants**

The research sample comprises 132 English language teachers who voluntarily agreed to take part in the study at various educational institutions, including private and

public schools, Çukurova University (a state university), and Çağ University (a foundation university), all located in Çukurova region, in the southern of Türkiye. The study sample comprised 112 female teachers and 20 male teachers. For this research, eight independent variables were utilized to examine the JC and WE levels and their relationship among teachers. These variables were gender, age, tenure, type of school, service area, academic degree of the teachers, perceptions of academic success and weekly working hours. The participants were categorized into five groups based on their age. 13 individuals were aged 49 and older, while two were aged 22-26, 18 were aged 27-32, 67 were aged 33-40, and 32 were aged 41-48. The teaching experience was categorized into seven categories annually, with a concentration of 38 teachers having 16-20 years of experience. A total of 108 English teachers from public schools, seven teachers from private schools, three teachers from state university, and 14 teachers from foundation university participated. A total of 15 teachers from elementary schools (grades 2-4), 64 teachers from secondary schools (grades 5-8), 39 teachers from high schools (grades 9-12), and 14 teachers from universities took part in the research. 87% of these teachers perceived themselves as successful, 41% as moderately successful, and 4% as unsuccessful. Based on the study, there were 59 teachers who work between 15 and 20 hours per week, 47 teachers who work between 21 and 25 hours per week, 20 teachers who work between 26 and 30 hours per week, and six teachers who work 30 hours per week while also taking additional courses. The school regions of the participating teachers were examined across nine categories, with the largest group consisting of 59 participants. It was found that a large number of initial service areas took part. Ultimately, a total of 10 ELTs, consisting of seven females and three males, were interviewed as volunteers (see Table 1).

Table 1  
*Demographic Information*

Variable	Characteristic	N	%
Gender	Female	112	85
	Male	20	15
Age	22-26	2	2
	27-32	18	14
	33-40	67	51
	41-48	32	24
	49+	13	10
Teaching experience	1-5 yr	7	5
	6-10 yr	28	21
	11-15 yr	33	25
	16-20 yr	38	29
	21-25 yr	18	14
	26-30 yr	2	2
	31+ yr	6	5
School type	Public (state) school	108	82
	Private school	7	5
	State university	3	2
	Foundation university	14	11
Teaching level	Primary school 2-4th grades	15	11
	Secondary school 5-8th grades	64	49
	High school 9-12th grades	39	30
	University	14	11
School area	Public school in the 1st service area	59	45
	Public school in the 2nd service area	11	8
	Public school in the 3rd service area	7	5
	Public school in the 4th service area	23	17
	Public school in the 5th service area	2	2
	Public school in the 6th service area	3	2
	Private school- city center	8	6
	Private school- rural area	14	11
	No specific service area	5	4

	University (B.A.)	89	67,4
Graduation status	I did/I am doing an MA	34	25,8
	I did/ am doing a PhD	9	6,8
Perception of academic success of teaching	Successful	87	66
	Moderately Successful	41	31
	Unsuccessful	4	3
Weekly work hours	15-20 hr	59	45
	21-25 hr	47	36
	26-30 hr	20	15
	30+ courses	6	5

Note:  $N=132$

### 2.3. Instruments and Reliability

The evaluation was utilized the Job Crafting Scale (JCS) (Tims et al., 2012), which includes four sections and a total of 21 questions. Additionally, the Utrecht Work Engagement Scale (UWES) (Schaufeli et al., 2002) was employed, which assesses vigor, dedication, and absorption as subdimensions with 17 items (UWES-17). Moreover, a demographic information questionnaire (see Appendix A) devised by the researcher was employed. The assessments were administered online through the utilization of Google Forms. According to the JCS, a teacher has the potential to get score between 21 and 105 points. Conversely, when it comes to the UWES, a participant can obtain a score ranging from 17 to 85 points.

### 2.4. Job Crafting Scale

The JCS was developed by Tims et al. (2012) and aims to determine JC behaviors and distinguish between hindering and challenging job demands based on the JD-R model and contains 21 items in total (see Appendix B). The items are subject to a 5-point Likert-type rating: "Never", "Rarely", "Sometimes", "Often" and "Always". Permission was received from developers for the use of the scale and was presented in the Appendix C.

Information about the four subscales that make up the JCS and the distribution of the 21 items in these dimensions are presented in Table 2.

Table 2

*JC Scale Subdimensions*

Variable	Subdimensions	Item No.
JC	Increasing structural job resources	1.2.3.4.5
	Decreasing hindering job demands	6.7.8.9.10.11
	Increasing social job resources	12.13.14.15.16
	Increasing challenging job demands	17.18.19.20.21

The scale is divided into four subscales:

1. *Increasing structural job resources* (5 items): This dimension focuses on increasing the structural resources at work.

2. *Decreasing hindering job demands* (6 items): The second dimension is aimed at decreasing hindering demands at work.

3. *Increasing social job resources* (6 items): This dimension focuses on Job resources to strengthen social relationships.

4. *Increasing challenging job demands* (6 items): The last dimension focuses on increasing challenging job demands.

Dimensions According to Cronbach Alpha reliability coefficients are presented in Table 3.

Table 3

*Reliability Analysis of JCS*

Subscales	Number of items	Cronbach Alpha
Increasing structural job resources	5	.86
Decreasing hindering job demands	6	.84
Increasing Social job resources	5	.83
Increasing challenging job demands	5	.86
JC total	21	.79

Cronbach's alpha “is a measure of internal consistency, that shows a group of things is how closely linked to each other” (Cronbach, 1951). This scale is considered a reliability metric and in the context of most social science studies. In order to be considered “*acceptable*” a reliability coefficient should be 0.70 or higher. JCS is valid and have good internal consistency.

## 2.5. Utrecht Work Engagement Scale (UWES)

UWES was developed by Schaufeli et al. to measure WE (2002) and consists of three main dimensions: vigor, dedication, and absorption. Information about the three subscales that make up the UWES and the distribution of the 17 items in these dimensions are given in Table 4. Permission was received from developers for the use of the scale and was presented in the Appendix D.

Table 4

### *UWES Subscales*

Variable	Subscales	Item No.
WE	Vigor	1,4,8,12,15,17
	Dedication	2,5,7,10,13
	Absorption	3,6,9,11,14,16

Items are subject to a 7-point Likert-type rating: “*Never*”, “*A few times a year or less*”, “*Once a month or less*”, “*A few times a month*”, “*Once a week*”, “*A few times a week*” and “*Every day*” (see Appendix E).

Cronbach Alpha reliability coefficients according to dimensions are presented in Table 5.

Table 5

### *Reliability Analysis of UWES*

Subscales	Number of items	Cronbach Alpha
Vigor	6	.86
Dedication	5	.78
Absorption	6	.88
WE total	17	.93



In order for a reliability coefficient to be regarded "*acceptable*," it must be equal to or above 0.70 (Cronbach, 1951). Overall, the Cronbach's Alpha value for JC was 0.79, and for WE was 0.93. These findings confirmed that the questionnaire was suitable for our specific context and showed a good level of reliability.

## **2.6. Data Collection Procedure and Ethical Issues**

At the very beginning of the research, to guarantee ethical considerations, initial approval from the Research Ethics Board at Çağ University was acquired. Then, authorization to carry out the survey was acquired from Çağ University. After that, the Adana Directorate of National Education granted the required authorization to collaborate with English language teachers employed in Çukurova region. Following this, permission was obtained from Çukurova University. All the teachers had the freedom to resign from the study at any given moment. The study refrained from collecting or disclosing the identities of the participants for ethical considerations. In addition, individuals were required to verify their voluntary participation in the research. Prior to the interview, all participants unanimously agreed to provide their approval to partake in the research and formally signed the consent form. Immediately afterward, including JCS, UWES, and demographic information questionnaire an online survey formed using Google Forms and the sharable link provided to the teachers via school WhatsApp groups.

For interviews, semi-structured interviews conducted in order to collect data about the teachers' perceptions of JC and WE (see Appendix F). The interviews were done in Turkish so subsequently translated into English by the researcher and proof reading provided by researcher's colleagues.

## **2.7. Data Analysis**

Following the end of the deadline, the Google form was closed to receive responses and the survey results were taken from spreadsheets. The data collected in Google Forms transferred to the Microsoft Office Excel program and necessary changes made to it in accordance with Statistical Package for the Social Sciences (SPSS), that is, verbal expressions were converted into numerical expressions. No missing values detected. The questionnaire's quantitative data were analyzed using the SPSS. A total of 132 surveys were examined using SPSS.

According to the results of the normality analysis, it was determined that the data showed normal distribution. Therefore, parametric analyses were applied. Descriptive statistics, such as frequency, mean values, and standard deviation, were used to analyze the perspectives of foreign language teachers regarding JC and WE for the first and second research questions. After considering a range of teacher characteristics including gender, age, duration of experience, service area, perceptions of academic success, and academic degree, an independent *t*-test and ANOVA were utilized to address the third research question. Furthermore, inferential statistics were employed to address the fourth research inquiry, which sought to determine whether a significant correlation existed between the sub-domains of WE and JC as it pertained to English teachers. In order to determine whether or not these variables exhibited a statistical relationship, correlation statistics were computed. A correlational research design involves the utilization of correlation statistics by researchers to ascertain the presence and magnitude of a relationship between two or more sets of scores or variables (Cresswell, 2012). Afterwards, necessary analyzes were made with SPSS software and remarkable information added to the study through tables suitable for APA 7<sup>th</sup> (American Psychological Association, 2020) edition. Finally, these tables were interpreted.

Conversely, qualitative data was employed to corroborate the findings of the scale. Qualitative data analysis involves the systematic examination and categorization of data in order to uncover more profound insights and address the research questions of the study (Merriam, 2009). Within this particular framework, the information acquired from the semi-structured interviews was initially transcribed verbatim. Subsequently, a content analysis was employed to gain a deeper comprehension of the perspectives held by English language teachers about JC and WE.

Content analysis is a research method that involves drawing reliable and accurate conclusions from texts or other significant subjects (Krippendorff, 2004). This analytical approach is employed to comprehend the acquired data and to gain insight into certain matters. The objective of the content analysis is to ascertain the perspectives of foreign language teachers on job design and WE. At this point, a thorough analysis of the data collected from semi-structured interviews was conducted. The resultant writings were structured according to specific primary themes and sub-themes, with a focus on highlighting the connections and resemblances among these subjects. Hence, qualitative data were employed to enhance the depth and clarity of the quantitative scale results.

### 3. RESULTS

#### 3.1. Findings Regarding the First Research Question

In the research, first of all, the means and standard deviations of the answers given by English teachers to the JCS were calculated according to dimensions and overall.

The means and standard deviations of the answers given by English teachers to the Increasing structural job resources subscale are shown in Table 6.

Table 6

#### *JCS and Subscales Descriptive Statistics*

JC (N: 132, X: 3,49, SD: 0,54)	Never		Rarely		Sometimes		Often		Always		$\bar{X}$	SD
	F	%	F	%	F	%	F	%	F	%		
Increasing Structural Job Resources ( $\bar{X}$ : 4.26, SD: 0.65)												
1. I try to develop my capabilities.	-	0.0	2	1.5	15	14.4	48	36.4	67	50.8	4.36	.744
2. I try to develop myself professionally.	-	0.0	4	3.0	18	13.6	45	34.1	65	49.2	4.30	.817
3. I try to learn new things at work.	-	0.0	1	0.8	26	19.7	35	26.5	70	53.0	4.32	.813
4. I make sure that I use my capacities to the fullest.	-	0.0	2	1.5	18	13.6	48	36.4	64	48.5	4.32	.765
5. I decide on my own how I do things	-	0.0	8	6.1	30	22.7	51	38.6	43	32.6	3.98	.895
Decreasing Hindering Job Demands ( $\bar{X}$ : 3.45, SD: 0.76)												
6. I make sure that my work is mentally less intense.	5	3.8	25	18.9	63.	47.7	24	18.2	15	11.4	3.14	.98
7. I try to ensure that my work is emotionally less intense.	3	2.3	26	19.7	55	41.7	34	25.8	14	10.8	3.23	.96
8. I manage my work so that I try to minimize contact with people whose problems affect me emotionally.	5	3.8	17	12.9	35	36.5	38	28.8	37	28.0	3.64	1.13

9. I organize my work so as to minimize contact with people whose expectations are unrealistic.	1	0.8	9	6.8	32	24.2	48	36.4	42	31.8	3.92	.95
10. I try to ensure that I do not have to make many difficult decisions at work.	5	3.8	16	12.1	39	29.5	50	37.9	22	16.7	3.52	1.03
11. I organize my work in such a way to make sure that I do not have to concentrate for too long a period at once.	9	6.8	23	17.4	44	33.3	37	28.0	19	14.4	3.26	1.11
Increasing Social Job Resources ( $\bar{X}$ : 2.76, SD: 0.85)												
12. I ask my supervisor to coach me.	32	24.2	30	22.7	46	34.8	14	10.6	10	7.6	2.55	1.19
13. I ask whether my supervisor is satisfied with my work.	40	30.3	32	24.2	38	28.8	16	12.1	6	4.5	2.36	1.17
14. I look to my supervisor for inspiration.	30	22.7	35	26.5	43	32.6	19	14.4	5	3.8	2.50	1.11
15. I ask others for feedback on my job performance.	17	12.9	37	28.0	44	33.3	26	19.7	8	6.1	2.78	1.09
16. I ask colleagues for advice.	1	0.8	14	10.6	47	35.6	45	34.1	25	18.9	3.60	.94
Increasing Challenging Job Demands ( $\bar{X}$ : 3.49, SD: 0.54)												
17. When an interesting project comes along, I offer myself proactively as project co-worker.	4	3.0	24	18.2	46	34.8	36	27.3	22	16.7	3.36	1.06
18. If there are new developments, I am one of the first to learn about them and try them out.	2	1.5	14	10.6	42	31.8	36	27.3	38	28.8	3.71	1.05
19. When there is not much to do at work, I see it as a chance to start new projects.	8	6.1	26	19.7	45	34.1	33	25.0	20	15.2	3.23	1.12
20. I regularly take on extra tasks even though I do not receive extra salary for them.	12	9.1	23	17.4	36	27.3	33	25.0	28	21.2	3.32	1.24
21. I try to make my work more challenging by examining the underlying relationships between aspects of my job.	23	17.4	27	20.5	48	36.4	20	15.2	14	10.6	2.81	1.2

Upon analyzing the responses of English teachers involved in the study regarding the Increasing structural job resources subscale, it is found that the highest mean score is attributed to the first variable, "I try to develop my capabilities" ( $\bar{X}=4.36$ ). Conversely, the lowest score is observed for the fifth variable "I decide on my own how I do things" ( $\bar{X}=3.89$ ). These findings indicate that participants generally demonstrate a conscientious endeavor to enhance their skills. A high mean score signifies the prevalence of this activity among individuals. Nevertheless, the participants expressed a slight reluctance in determining the approach to independently carry out their tasks. Consequently, it seems that the participants generally had a favorable disposition towards increasing structural job resources.

The survey of the decreasing hindering job demands subscale revealed that English teachers frequently used the "I organize my work so as to minimize contact with people whose expectations are unrealistic" subdimension ( $\bar{X}=3.92$ ), while "I make sure that my work is mentally less intense" ( $\bar{X}=3.14$ ) ranked in the average level. In general, the study indicates that English teachers utilize several techniques to handle their workload and uphold their state of well-being. In addition, it can be said that teachers try to make their jobs more manageable and less emotionally intense by using various strategies in the subdimension of decreasing hindering job demands.

The means and standard deviations of the answers given by English teachers to the Increasing social job resources subscale is shown in Table 6 that while English teachers' desire to get advice from colleagues has the highest mean ( $\bar{X}=3.60$ ), their desire to communicate with the supervisor about job satisfaction ( $\bar{X}=2.36$ ) has the lowest mean. The importance given to learning from advice among colleagues stands out as a factor contributing to the development of employees. Consequently, although the significance of communication and collaboration among colleagues is apparent as a valuable resource in social work, it is evident that participants have minimal tendency to seek professional assistance or support from their supervisors.

According to the research conducted, the statement "If there are new developments, I will be one of the first to learn and try them" has the highest mean value for the increasing challenging job demands subscale, with a score of 3.71. On the other hand, "When an interesting project arises, I proactively present myself as a project colleague" has the lowest mean value, with a score of 3.36. Accordingly, it was determined that the participants were open to innovations in the workplace and tended to adapt to these innovations quickly, while the participants were more limited in exhibiting proactive

behavior. This evaluation reveals a changing trend for English teachers to increase their challenging job demands.

Based on the analytical results presented in Table 6, it is evident that the JC level of English teachers is consistently average, with a mean value of 3.49. The study revealed that teachers consistently adopted the Increasing structural job resources subdimension at a high level ( $\bar{X}=4.26$ ), indicating a strong presence. However, the degree of increasing social job resources was found to be low ( $\bar{X}=2.76$ ), indicating a rare occurrence. Furthermore, there is a parallel trend observed in the subdimensions at the "*Often*" level, with an increase in difficult job demands ( $\bar{X}=3.26$ ) and a decrease in hindering job demands ( $\bar{X}=3.46$ ). Overall, these results indicate that English teachers are regarded as highly skilled in their profession. The consistency of the data indicates that individuals have extensive ability to enhance their job resources, manage demanding job requirements, and minimize hindering job demands, resulting in elevated levels of JC. Additionally, teachers' average effort to decrease hindering job demands reflects a trend toward making workloads more manageable. Their average effort to increase challenging job demands reflects their tendency to cope with more challenging work conditions. Finally, it can be said that English teachers' job proficiency varies in certain dimensions and these dimensions affect teachers' job performance.

### **3.2. Findings Regarding the Second Research Question**

The means and standard deviations of the answers given by English teachers to the UWES, which was given as the second research question, were calculated according to the sub-dimensions and the general.

Table 7  
*UWES and Subscales Descriptive Statistics*

WE (N:132, $\bar{X}$ : 5,41, SD: 1,2)	1		2		3		4		5		6		7		$\bar{X}$	SD
	F	%	F	%	F	%	F	%	F	%	F	%	F	%		
Vigor ( $\bar{X}$ : 5.37, SD: 1.25)																
1. At my work, I feel bursting with energy.	2	1.5	8	6.1	11	8.3	16	12.1	6	4.5	62	47.	27	20.5	5.35	1.56
4. At my job, I feel strong and vigorous.	3	2.3	6	4.5	8	6.1	10	7.6	10	7.6	56	42.4	39	29.5	5.59	1.54
8. When I get up in the morning, I feel like going to work.	10	7.6	10	7.6	12	9.1	10	7.6	10	7.6	53	40.2	27	20.5	5.02	1.89
12. I can continue working for very long periods at a time.	6	4.5	8	6.1	10	7.6	9	6.8	19	14.4	45	34.1	35	26.5	5.29	1.72
15. At my job, I am very resilient, mentally.	4	3.	3	2.3	12	9.1	11	8.3	21	15.9	40	30.3	41	31.1	5.47	1.58
17. At my work I always persevere, even when things do not go well.	1	0.8	4	3.0	13	9.8	12	9.1	21	15.9	45	34.1	36	27.3	5.48	1.45
Dedication ( $\bar{X}$ : 5.43, SD: 1.23)																
2. I find the work that I do full of meaning and purpose.	2	1.5	9	6.8	5	3.8	11	8.3	14	10.6	33	25	58	43.9	5.7	1.62
5. I am enthusiastic about my job.	3	2.3	6	4.5	10	7.6	10	7.6	13	9.8	42	31.8	48	36.4	5.59	1.61
7. My job inspires me.	4	3	8	6.1	11	8.3	19	14.4	10	7.6	40	30.3	40	30.3	5.3	1.72
10. I am proud on the work that I do.	-	-	6	4.5	12	9.1	6	4.5	8	6.1	21	15.9	79	59.8	5.99	1.55
13. To me, my job is challenging.	7	5.3	19	14.4	19	14.4	16	12.1	16	12.1	28	21.2	27	20.5	4.57	1.92
Absorption ( $\bar{X}$ : 5.45, SD: 1.29)																
3. Time flies when I'm working.	2	1.5	5	3.8	7	5.3	10	7.6	9	6.8	42	31.8	57	43.2	5.83	1.5
6. When I am working, I forget everything else around me.	5	3.8	9	6.8	7	5.3	8	6.1	21	15.9	45	34.1	37	28	5.38	1.68

9. I feel happy when I am working intensely.	10	7.6	6	4.5	11	8.3	12	9.1	23	17.4	38	38.8	32	24.2	5.08	1.82
11. I am immersed in my work.	2	1.5	5	3.8	11	8.3	7	5.3	9	6.8	41	31.1	57	43.2	5.78	1.56
14. I get carried away when I'm working.	2	1.5	4	3	10	7.6	19	14.4	11	8.3	33	25	53	40.2	5.61	1.57
16. It is difficult to detach myself from my job.	5	3.8	11	8.3	11	8.3	13	9.8	27	20.5	37	28	28	21.2	5.04	1.71

*Note: "Never" (1), "A few times a year or less" (2), "Once a month or less" (3), "A few times a month" (4), "Once a week" (5), "A few times a week" (6), "Every day" (7).*

The means and standard deviations of the answers given by English teachers to the UWES subscales are shown in Table 7.

According to the vigor subscale, the ELTs who participated in the study obtained the highest score ( $\bar{X}=5.59$ ) for the statement "I feel strong and vigorous in my job" whereas the lowest was "When I wake up in the morning, I feel like going to work" ( $\bar{X}=5.02$ ). This shows that employees tend to feel energetic and strong in their work. It can be said that employees have a positive feeling of energy and power towards their jobs. On the other hand, it was observed that employees had a more moderate attitude towards going to work, but their overall level of vigor was still at an average level of high. As a result, it shows that employees are generally highly engaged to their works.

The responses to the dedication subscale revealed that ELTs have a significant degree of dedication to their profession. This was apparent in their responses, as the assertion "I am proud of the work I do" obtained the highest mean score of 5.99. Teachers' pride in their work and job satisfaction might enhance their dedication to their profession. Nevertheless, the subdimension "My job is difficult for me" obtained the lowest mean score of 4.57, suggesting that teachers perceive their profession as somewhat challenging. In general, the mean value of the dedication subscale varied from 4.57 to 5.99 for all assessed items. This implies that English teachers typically exhibit a high level of commitment and dedication to their profession.

Based on the analytical results presented in Table 7 regarding the answers given by English teachers to the absorption subdimension, it was found that English teachers exhibited a high level of time perception ( $\bar{X}=5.93$ ) and had a significant level of concentration on their work, leading to a tendency to neglect their surroundings ( $\bar{X}=5.38$ ). They exhibited less sensitivity to external influences and had a tendency to absorb themselves in their task ( $\bar{X}=5.68$ ) and engage in more profound concentration ( $\bar{X}=5.78$ ).



In addition, individuals had a tendency to experience happiness when they exerted significant effort ( $\bar{X}=5.08$ ). Nevertheless, the study also indicated that English teachers encountered challenges while attempting to disengage from their work, as seen by a mean score of 5.68. Additionally, they reported finding it challenging to detach themselves from their professional responsibilities, as indicated by a mean score of 5.04. These findings indicate that English teachers have a tendency to depend on their profession for happiness and satisfaction, but may require assistance in achieving a harmonious equilibrium between work and personal life.

According to the examined Table 7 regarding the WE subscales, the general mean ( $\bar{X}=5.37$ ) and standard deviation of teachers' WE are at  $SD=1.25$ . These findings show that the WE of English teachers is generally at the "a few times a week" level. In addition, the results indicated that the WE levels of English teachers were quite high. Also, in the analysis of the subdimensions of the WE scale, all dimensions were found to be at the "a few times a week" level.

### 3.3. Findings Regarding the Third Research Question

#### 3.3.1. Teachers' Perceptions of JC

In the next part of the research, the opinions of English teachers according to the gender variable were tested according to dimensions and generality with independent samples *t*-test. The results are summarized in Table 8.

Table 8

*Independent Samples t-test Results of English Teachers' JC According to Gender Variable*

Variable	Gender	N	$\bar{X}$	SD	<i>t</i>	<i>p</i>
Increasing structural job resources	Female	112	4.28	0.65	1.087	0.279
	Male	20	4.11	0.63	1.108	
Decreasing hindering job demands	Female	112	3.42	0.76	-1.270	0.206
	Male	20	3.65	0.75	-1.287	
Increasing social job resources	Female	112	2.68	0.83	-2.531	0.013
	Male	20	3.19	0.83	-2.524	
Increasing challenging job demands	Female	112	3.20	0.78	-2.012	0.046
	Male	20	3.59	0.89	-1.824	
JC total	Female	112	3.41	0.52	-1.644	0.103
	Male	20	3.62	0.57	-1.551	

*Note: N=132*

An investigation was undertaken to examine the perspectives of English teachers regarding JC in relation to the gender variable. Independent samples *t*-test was utilized to determine the outcomes. Gender was found to be significantly associated with the subdimension of increasing social job resources and increasing challenging job demands ( $p < 0.05$ ), while the remaining subdimensions and total scores did not differ significantly ( $p > 0.05$ ).

In the next stage of the research, the opinions of English teachers age variable were tested according to dimensions and generality with one-way ANOVA. The results are summarized in Table 9.

Table 9

*One-way ANOVA Results of English Teachers' JC According to Age Variable*

Variable	Age	N	$\bar{X}$	SD	F	<i>p</i>
Increasing structural job resources	22-26	2	4.6	0.28	1.55	0.192
	27-32	18	4.4	0.55		
	33-40	67	4.2	0.70		
	41-48	32	4.4	0.53		
	49+	13	4.1	0.73		
Decreasing hindering job demands	22-26	2	4.0	0.24	3.67	0.007*
	27-32	18	3.18	0.70		
	33-40	67	3.27	0.75		
	41-48	32	3.70	0.71		
	49+	13	3.18	0.76		
Increasing social job resources	22-26	2	3.4	1.13	3.02	0.020*
	27-32	18	3.17	1.00		
	33-40	67	2.61	0.75		
	41-48	32	2.93	0.90		
	49+	13	2.39	0.66		
Increasing challenging job demands	22-26	2	4.2	1.13	2.52	0.044*
	27-32	18	3.4	0.91		
	33-40	67	3.10	0.70		
	41-48	32	3.47	0.80		
	49+	13	3.38	0.94		
JC total	22-26	2	4.07	0.51	5.31	0.01*
	27-32	18	3.70	0.58		
	33-40	67	3.29	0.43		
	41-48	32	3.64	0.56		
	49+	13	3.24	0.56		

Note:  $N=132$ , \*:  $p < 0.05$

An investigation utilizing ANOVA was conducted to assess the viewpoints of English teachers regarding JC and the age variable. The findings revealed a noteworthy association between age and the overall scale of JC and decreasing hindering job demands, increasing social job resources, increasing challenging job demands ( $p < 0.05$ ). Nevertheless, there was no statistically significant distinction ( $p > 0.05$ ) observed in the subdimension of increasing structural job resources. Subsequently, to ascertain the age levels at which the significance occurred, an examination was conducted to ensure that the differences between the variables were evenly distributed and the Post-Hoc LSD test was employed and the results shown in Appendix Q. The findings indicated that the subdimension of decreasing hindering job demands exhibited significant variations between individuals aged 27–32, 33–40, and 49+ ( $p < 0.05$ ). In addition, significant variations found between the age group 33-40 and 41-48 as well as between the age groups 41-48 and 49+. Additionally, Significant variations were found in the Increasing social job resources variable between the age groups of 27-32 and 33-40, as well as between the age groups of 41-48 and 49+. Overall, the study indicates that age has a significant impact on JC, specifically in regards to the subdimensions of decreasing hindering job demands and increasing social job resources.

Table 10

*One-way ANOVA Results on English Teacher JC According to Experience Variable*

Variable	Experience	N	$\bar{X}$	SD	F	<i>p</i>
Increasing structural job resources	1-5 yr	7	4.51	0.43	0.811	0.563
	6-10 yr	28	4.20	0.64		
	11-15 yr	33	4.18	0.58		
	16-20 yr	38	4.36	0.67		
	21-25 yr	18	4.22	0.76		
	26-30 yr	2	3.60	0.56		
	31+ yr	6	4.30	0.75		
Decreasing hindering job demands	1-5 yr	7	3.37	0.90	1.850	0.095
	6-10 yr	28	3.70	0.74		
	11-15 yr	33	3.26	0.76		
	16-20 yr	38	3.31	0.66		
	21-25 yr	18	3.74	0.83		
	26-30 yr	2	3.25	0.35		
	31+ yr	6	3.11	0.87		
Increasing social job resources	1-5 yr	7	3.94	0.75	4.068	0.001*
	6-10 yr	28	2.97	0.83		
	11-15 yr	33	2.56	0.71		
	16-20 yr	38	2.70	0.77		
	21-25 yr	18	2.69	0.75		
	26-30 yr	2	1.70	0.42		
	31+ yr	6	2.47	0.73		
Increasing challenging job demands	1-5 yr	7	3.91	0.82	1.476	0.192
	6-10 yr	28	3.12	0.89		
	11-15 yr	33	3.26	0.67		
	16-20 yr	38	3.28	0.78		
	21-25 yr	18	3.12	0.83		
	26-30 yr	2	2.60	0.56		
	31+ yr	6	3.63	0.95		
JC total	1-5 yr	7	4.02	0.46	2.339	0.036*
	6-10 yr	28	3.49	0.53		
	11-15 yr	33	3.33	0.39		
	16-20 yr	38	3.43	0.53		
	21-25 yr	18	3.44	0.65		
	26-30 yr	2	2.78	0.23		
	31+ yr	6	3.36	0.52		

Note:  $N=132$ , \*:  $p<0.05$

The relationship between English teachers' opinions on the JC variable and the experience period variable was analyzed by ANOVA test and is shown in Table 10.

The study examined English teachers' perspectives on JC by a one-way ANOVA, focusing on the variable of experience period. The findings indicated a strong correlation between the overall level of JC and the increasing social job resources, as well as the experience period ( $p<0.05$ ). Nevertheless, there was no statistically significant distinction

( $p > 0.05$ ) observed in the subscales pertaining to decreasing hindering job demands and increasing challenging job demands.

To ascertain the experience levels at which the significance occurred, an analysis was conducted to ensure that the variances of the variables were evenly distributed. Subsequently, the Post-Hoc LSD test was applied see Appendix R.

According to Appendix R., for the subdimension increasing social job resources, a significant relationship was detected between the variables between 1-5 years of professional experience and 6-10, 11-15, 16-20, 21-25, 26-30 and 31+ years, between 6-10 years and 26-30 years, and between 11-15 years and 6-10 years. In addition, for the JC total dimension, a significant relationship was detected between 1-5 years of professional experience and the variables 6-10, 11-15, 16-20, 21-25, 26-30 and 31+ years. To summarize, the study emphasizes the importance of the experience period in JC, specifically in terms of the total extent of JC and increasing social job resources.

In the next stage of the research, whether there was a difference between the opinions of English teachers according to the school type variable was tested with one-way ANOVA. The results are shown in Table 11.

Table 11

*One-way ANOVA Results of English Teachers' JC According to School Type Variable*

Variable	School Type	N	$\bar{X}$	SD	F	<i>p</i>
Increasing structural job resources	Public	108	4.26	0.63	0.380	0.767
	Private	7	4.26	0.54		
	State University	3	3.87	1.03		
	Foundation university	14	4.30	0.79		
Decreasing hindering job demands	Public	108	3.41	0.75	0.980	0.404
	Private	7	3.92	0.55		
	State University	3	3.44	1.39		
	Foundation university	14	3.46	0.80		
Increasing social job resources	Public	108	2.69	0.83	2.329	0.078
	Private	7	2.66	0.76		
	State University	3	3.47	0.50		
	Foundation university	14	3.20	0.91		
Increasing challenging job demands	Public	108	3.23	0.80	0.509	0.677
	Private	7	3.48	0.59		
	State University	3	3.13	0.12		
	Foundation university	14	3.44	1.01		
JC total	Public	108	3.41	0.53	0.685	0.563
	Private	7	3.60	0.31		
	State University	3	3.46	0.54		
	Foundation university	14	3.58	0.64		

*Note: N=132*

The attitudes of English teachers regarding JC were assessed using one-way ANOVA, taking into account the school type variable. The results indicated that there was no statistically significant difference between the viewpoints ( $p > 0.05$ ).

The next stage of the study involved conducting a one-way ANOVA to examine whether there were any disparities in the viewpoints of English teachers based on their level of education. The findings are succinctly presented in Table 12.

Table 12

*One-way ANOVA Results of English Teachers' JC According to the Teaching Level of Education Variable*

Variable	School Type	N	$\bar{X}$	SD	F	<i>p</i>
Increasing structural job resources	Primary school 2-4th grades	15	4.16	0.68	0.349	0.790
	Secondary school 5-8th grades	64	4.22	0.62		
	High school 9-12th grades	39	4.33	0.63		
	University	14	4.25	0.65		
Decreasing hindering job demands	Primary school 2-4th grades	15	3.93	0.78	3.968	0.010*
	Secondary school 5-8th grades	64	3.26	0.75		
	High school 9-12th grades	39	3.58	0.68		
	University	14	3.46	0.80		
Increasing social job resources	Primary school 2-4th grades	15	2.99	0.86	2.123	0.101
	Secondary school 5-8th grades	64	2.67	0.78		
	High school 9-12th grades	39	2.64	0.88		
	University	14	3.20	0.85		
Increasing challenging job demands	Primary school 2-4th grades	15	3.17	0.67	2.475	0.064
	Secondary school 5-8th grades	64	3.10	0.78		
	High school 9-12th grades	39	3.50	0.77		
	University	14	0.34	1.01		
JC total	Primary school 2-4th grades	15	3.56	0.55	2.03	0.113
	Secondary school 5-8th grades	64	3.32	0.50		
	High school 9-12th grades	39	3.52	0.49		
	University	14	3.58	0.53		

*Note: N=132, \*:  $p < 0.05$*

The results of a one-way ANOVA revealed a significant correlation between the level of education received by English teachers and a decrease in hindering job demands ( $p < 0.05$ ). However, no statistically significant relationship was found between the other variables ( $p > 0.05$ ).

To determine at which school levels the significance was found, it was observed that the variances between the variables were equally distributed and the Post-Hoc LSD test was applied and presented in Appendix S. According to the Appendix S, for the decreasing hindering job demands subdimension, a significant relationship was detected between Secondary school 5-8th grades and Primary school 2-4th grades and High school 9-12th grades ( $p < 0.05$ ).

In order to find whether there was a difference between the opinions of English teachers according to the location variable one-way ANOVA was conducted as seen in Table 13.

Table 13

*One-way ANOVA Results of English Teachers' JC According to Location Variable*

Variable	Location	N	$\bar{X}$	SD	F	p
Increasing structural job resources	Public school in the 1st service area	59	4.37	.61	2.204	0.031*
	Public school in the 2nd service area	11	4.31	.52		
	Public school in the 3rd service area	7	3.97	.88		
	Public school in the 4th service area	23	4.15	.70		
	Public school in the 5th service area	2	4.20	.28		
	Public school in the 6th service area	3	3.00	1.00		
	Private school- city center	8	4.15	.64		
	Private school- rural area	14	4.41	.49		
	No specific service area	5	4.16	.22		
Decreasing hindering job demands	Public school in the 1st service area	59	3.39	.78	0.362	0.393
	Public school in the 2nd service area	11	3.39	.80		
	Public school in the 3rd service area	7	3.29	.96		
	Public school in the 4th service area	23	3.51	.64		
	Public school in the 5th service area	2	3.33	2.12		
	Public school in the 6th service area	3	3.44	1.08		
	Private school- city center	8	3.81	.61		
	Private school- rural area	14	3.55	.74		
	No specific service area	5	3.50	.75		



Increasing social job resources	Public school in the 1st service area	59	2.63	.85		
	Public school in the 2nd service area	11	2.85	.73		
	Public school in the 3rd service area	7	3.14	.65		
	Public school in the 4th service area	23	2.75	.91		
	Public school in the 5th service area	2	2.20	.00	1.130	0.348
	Public school in the 6th service area	3	2.40	.87		
	Private school- city center	8	2.65	.71		
	Private school- rural area	14	3.23	.90		
	No specific service area	5	2.88	1.02		
Increasing challenging job demands	Public school in the 1st service area	59	3.27	.78		
	Public school in the 2nd service area	11	3.71	.58		
	Public school in the 3rd service area	7	3.09	.45		
	Public school in the 4th service area	23	2.98	.78		
	Public school in the 5th service area	2	2.70	.42	1.547	0.148
	Public school in the 6th service area	3	2.67	1.36		
	Private school- city center	8	3.48	.80		
	Private school- rural area	14	3.56	.87		
	No specific service area	5	3.04	1.18		
JC total	Public school in the 1st service area	59	3.42	.54		
	Public school in the 2nd service area	11	3.56	.41		
	Public school in the 3rd service area	7	3.38	.62		
	Public school in the 4th service area	23	3.36	.51		
	Public school in the 5th service area	2	3.21	.57	1.012	0.430
	Public school in the 6th service area	3	2.86	.92		
	Private school- city center	8	3.55	.44		
	Private school- rural area	14	3.67	.51		
	No specific service area	5	3.40	.50		

Note:  $N=132$ , \*:  $p<0.05$

The English teachers' perspectives on JC were examined using one-way ANOVA, specifically considering the location variable. The results revealed a significant association only between increasing structural job resources and location ( $p<0.05$ ). However, no significant differences were found between the other subdimensions and location ( $p>0.05$ ).

In order to determine at which location levels the significance was, it was observed that the variances between the variables were equally distributed and the Post-Hoc LSD test was applied and shown in Appendix T. According Appendix T, for the increasing

structural job resources subdimension, a significant relationship was detected between Public school in the 6th service area and Public school in the 1st service area, Public school in the 2nd service area, Public school in the 3rd service area, Public school in the 4th service area, Public school in the 5th service area, Private school- city center, Private school- rural area and No specific service area ( $p < 0.05$ ).

In the next stage of the research, whether there was a difference between the opinions of English teachers according to the education level variable was tested with one-way ANOVA. The results are summarized in Table 14.

Table 14

*One-way ANOVA Results of English Teachers' JC According to the Variable of Education Level*

Variable	Teachers' Level of Education	N	$\bar{X}$	SD	F	<i>p</i>
Increasing structural job resources	University (B.A.)	89	4.14	0.64	4.383	.014
	I did/I am doing an MA	34	4.51	0.51		
	I did/ am doing a PhD	9	4.38	0.92		
Decreasing hindering job demands	University (B.A.)	89	3.38	0.81	1.256	.288
	I did/I am doing an MA	34	3.61	0.65		
	I did/ am doing a PhD	9	3.56	0.57		
Increasing social job resources	University (B.A.)	89	2.68	0.88	2.007	.139
	I did/I am doing an MA	34	2.83	0.77		
	I did/ am doing a PhD	9	3.24	0.66		
Increasing challenging job demands	University (B.A.)	89	2.68	0.88	6.253	.003
	I did/I am doing an MA	34	3.63	0.75		
	I did/ am doing a PhD	9	3.49	1.01		
JC total	University (B.A.)	89	3.33	0.53	6.271	.003
	I did/I am doing an MA	34	3.67	0.39		
	I did/ am doing a PhD	9	3.66	0.67		

*Note: N=132, \*:  $p < 0.05$*

According to the results of one-way ANOVA, a significant relationship was detected between the education levels of English teachers and the JC total, increasing structural job resources, and increasing challenging job demands ( $p < 0.05$ ). It was determined that there was no significant difference ( $p > 0.05$ ) between the teaching level of education and the rest subdimensions.

To determine at which education levels the significance was found, it was observed that the variances between the variables were equally distributed and the Post-Hoc LSD test was applied and presented in Appendix U. According to the Post-Hoc LSD test (see Appendix U), for the JC total score, increasing structural job resources, and increasing challenging job demands sub dimensions, a significant relationship was detected between University (B.A.) and I did/I am doing an MA ( $p < 0.05$ ).

Table 15

*One-way ANOVA Results of English Teachers' JC According to the Variable of Perception of Academic Success*

Variable	Academic Success Perception	N	$\bar{X}$	SD	F	<i>p</i>
Increasing structural job resources	Successful	87	4.32	.56	2.089	0.128
	Moderately Successful	41	4.09	.79		
	Unsuccessful	4	4.45	.41		
Decreasing hindering job demands	Successful	87	3.43	.74	1.624	0.201
	Moderately Successful	41	3.43	.82		
	Unsuccessful	4	4.13	.37		
Increasing social job resources	Successful	87	2.80	.86	2.583	0.079
	Moderately Successful	41	2.59	.78		
	Unsuccessful	4	3.50	.96		
Increasing challenging job demands	Successful	87	3.32	.77	1.062	0.349
	Moderately Successful	41	3.11	.87		
	Unsuccessful	4	3.45	.87		
JC total	Successful	87	3.47	.49	2.900	0.059
	Moderately Successful	41	3.32	.60		
	Unsuccessful	4	3.90	.35		

*Note: N=132*

Whether there was a difference between the opinions of English teachers according to the academic success perception variable was tested with one-way ANOVA. The results are summarized in Table 15.

A one-way ANOVA was conducted to examine the perspectives of English teachers regarding JC in relation to the perception of academic success variable. The results

indicated that there was no statistically significant distinction between the subdimensions and the perception of academic success ( $p>0.05$ ).

In the next stage of the research, whether there was a difference between the opinions of English teachers according to the weekly working hours variable was tested with one-way ANOVA. The results are summarized in Table 16.

Table 16

*One-way ANOVA Results of English Teachers' JC According to Weekly Working Hours Variable*

Variable	Weekly Working Hours	N	$\bar{X}$	SD	F	p
Increasing structural job resources	15-20 hr	59	4.26	.64	2.979	0.034*
	21-25 hr	47	4.17	.62		
	26-30 hr	20	4.57	.40		
	30+ courses	6	3.80	1.12		
Decreasing hindering job demands	15-20 hr	59	3.50	.77	2.483	0.064
	21-25 hr	47	3.25	.75		
	26-30 hr	20	3.78	.73		
	30+ courses	6	3.44	.68		
Increasing social job resources	15-20 hr	59	2.76	.84	1.814	0.148
	21-25 hr	47	2.59	.86		
	26-30 hr	20	3.10	.75		
	30+ courses	6	2.93	.95		
Increasing challenging job demands	15-20 hr	59	3.20	.71	4.666	0.004*
	21-25 hr	47	3.13	.85		
	26-30 hr	20	3.84	.69		
	30+ courses	6	2.93	.98		
JC total	15-20 hr	59	3.43	.46	5.594	0.001*
	21-25 hr	47	3.30	.54		
	26-30 hr	20	3.84	.44		
	30+ courses	6	3.30	.81		

Note:  $N=132$ ; \*:  $p<0.05$

According to the results of the one-way ANOVA, a significant relationship was detected between the weekly working hours of English teachers and the total scale of JC,

increasing structural job resources, and increasing challenging job demands ( $p < 0.05$ ). A significant relationship was detected between the weekly working hours and the other subdimensions. It was determined that there was no significant difference ( $p > 0.05$ ) between the other subdimensions and weekly working hours.

To determine at which study levels the significance was found, it was observed that the variances between the variables were equally distributed and the Post-Hoc LSD test was applied and shown in Appendix V. According to the Appendix V, for the increasing structural job resources subdimension, a significant relationship was detected between 21-25 and 26-30 hours, 26-30 hours and 30+ courses ( $p < 0.05$ ). In addition, for the decreasing hindering job demands subdimension, between 21-25 and 26-30 hours and 30+ courses, for the increasing social job resources subdimension, between 21-25 and 26-30 hours, increasing challenging job demands for the " " subdimension, a significant relationship was detected between 15-20 and 26-30 hours, 21-25 and 26-30, and 26-30 hours and 30+ courses ( $p < 0.05$ ). Finally, for "JC total", a significant relationship was detected between 15-20 and 26-30 hours, 21-25 and 26-30 hours, and 26-30 hours and 30+ courses ( $p < 0, 05$ ).

### 3.3.2. Teachers' Perceptions of WE

In the next part of the research, the opinions of English teachers according to the gender variable were tested utilizing independent samples *t*-test. The results are summarized in Table 17.

Table 17

*Independent Samples t-Test Results on English Teachers' Opinions on WE According to Gender Variable*

Variable	Gender	N	$\bar{X}$	SD	<i>t</i>	<i>p</i>
Vigor	Female	112	5.37	1.26	.119	.288
	Male	20	5.25	1.21	.269	
Dedication	Female	112	5.51	1.19	.112	.484
	Male	20	4.98	1.38	.308	
Absorption	Female	112	5.51	1.28	.121	.833
	Male	20	5.10	1.32	.294	
WE total	Female	112	5.47	1.19	.113	.763
	Male	20	5.12	1.24	.278	

*Note: N=132*

An independent samples *t*-test was conducted to assess the WE of English teachers based on their gender. The results indicated that there was no statistically significant difference in opinions ( $p>0.05$ ).

In the next stage of the research, the opinions of English teachers according to the age variable were tested according to dimensions and generality with one-way ANOVA. The results are summarized in Table 18.

Table 18

*One-way ANOVA Results on English Teachers' Opinions on WE According to Age Variable*

Variable	Age	N	$\bar{X}$	SD	F	<i>p</i>
Vigor	22-26	2	4.50	1.89	0.891	0.471
	27-32	18	4.96	1.44		
	33-40	67	5.40	1.14		
	41-48	32	5.48	1.40		
	49+	13	5.59	1.09		
Dedication	22-26	2	4.00	1.98	1.946	0.107
	27-32	18	4.89	1.21		
	33-40	67	5.51	1.11		
	41-48	32	5.66	1.30		
	49+	13	5.43	1.45		
Absorption	22-26	2	4.00	4.01	1.059	0.380
	27-32	18	5.16	1.43		
	33-40	67	5.49	1.18		
	41-48	32	5.64	1.32		
	49+	13	5.41	1.08		
WE total	22-26	2	4.18	2.66	1.255	0.291
	27-32	18	5.01	1.31		
	33-40	67	5.46	1.09		
	41-48	32	5.59	1.30		
	49+	13	5.48	1.14		

*Note: N=132*

A one-way ANOVA was conducted to examine the perspectives of English teachers on WE, with regard to the age variable. The results indicated that there was no statistically significant variation among the opinions ( $p>0.05$ ).

In the next stage of the research, whether there was a difference between the opinions of English teachers according to the experience period variable was tested with one-way ANOVA. The results are summarized in Table 19.

Table 19

*One-way ANOVA Results on English Teachers' Opinions on WE According to the Variable of Experience*

Variable	Age	N	$\bar{X}$	SD	F	<i>p</i>
Vigor	1-5 yr	7	4.88	1.50	0.611	0.721
	6-10 yr	28	5.30	1.34		
	11-15 yr	33	5.31	1.20		
	16-20 yr	38	5.54	1.22		
	21-25 yr	18	5.29	1.39		
	26-30 yr	2	4.67	0.24		
	31+ yr	6	5.92	0.76		
Dedication	1-5 yr	7	4.66	1.59	1.127	0.351
	6-10 yr	28	5.44	1.27		
	11-15 yr	33	5.34	1.10		
	16-20 yr	38	5.57	1.19		
	21-25 yr	18	5.59	1.27		
	26-30 yr	2	4.10	0.99		
	31+ yr	6	5.83	1.42		
Absorption	1-5 yr	7	4.86	2.35	0.682	0.664
	6-10 yr	28	5.43	1.25		
	11-15 yr	33	5.36	1.16		
	16-20 yr	38	5.64	1.24		
	21-25 yr	18	5.44	1.37		
	26-30 yr	2	4.50	0.71		
	31+ yr	6	5.86	0.79		
WE total	1-5 yr	7	4.81	1.81	0.8	0.572
	6-10 yr	28	5.39	1.22		
	11-15 yr	33	5.34	1.11		
	16-20 yr	38	5.58	1.17		
	21-25 yr	18	5.43	1.31		
	26-30 yr	2	4.44	0.62		
	31+ yr	6	5.87	0.94		

*Note: N=132*

According to the results of one-way ANOVA, it was revealed that there was no significant difference between the experience period variable of English teachers and WE and its subdimensions ( $p>0.05$ ).

In the next stage of the research, whether there was a difference between the opinions of English teachers according to the school type variable was tested with one-way ANOVA. The results are summarized in Table 20.

Table 20

*One-way ANOVA Results on English Teachers' Opinions on WE According to School Type Variable*

Variable	School Type	N	$\bar{X}$	SD	F	<i>p</i>
Vigor	Public (state) school	108	5.38	1.17	0.251	0.861
	Private school	7	5.48	1.72		
	State university	3	4.78	2.46		
	Foundation university	14	5.31	1.43		
Dedication	Public (state) school	108	5.49	1.13	0.655	0.581
	Private school	7	5.43	1.86		
	State university	3	4.87	2.58		
	Foundation university	14	5.09	1.39		
Absorption	Public (state) school	108	5.50	1.19	0.423	0.737
	Private school	7	5.14	1.96		
	State university	3	4.89	2.55		
	Foundation university	14	5.32	1.46		
WE total	Public (state) school	108	5.46	1.12	0.361	0.781
	Private school	7	5.34	1.76		
	State university	3	4.84	2.52		
	Foundation university	14	5.25	1.35		

*Note: N=132*

According to the results of one-way ANOVA, it was revealed that there was no significant difference between the school type variable of English teachers and WE and its subdimensions ( $p>0.05$ ).

In the next stage of the research, whether there was a difference between the opinions of English teachers according to the teaching level of education variable was tested with one-way ANOVA. The results are summarized in Table 21.



Table 21

*One-way ANOVA Results on English Teachers' Opinions on WE According to the Teaching Level of Education Variable*

Variable	Teaching Level (Education)	N	$\bar{X}$	SD	F	<i>p</i>
Vigor	Primary school 2-4th grades	15	5.64	0.90	0.524	0.666
	Secondary school 5-8th grades	64	5.25	1.24		
	High school 9-12th grades	39	5.47	1.34		
	University	14	5.31	1.43		
Dedication	Primary school 2-4th grades	15	5.57	1.00	0.634	0.594
	Secondary school 5-8th grades	64	5.38	1.22		
	High school 9-12th grades	39	5.57	1.28		
	University	14	5.09	1.39		
Absorption	Primary school 2-4th grades	15	5.79	1.06	0.548	0.65
	Secondary school 5-8th grades	64	5.35	1.26		
	High school 9-12th grades	39	5.53	1.38		
	University	14	5.32	1.46		
WE total	Primary school 2-4th grades	15	5.67	0.94	0.531	0.662
	Secondary school 5-8th grades	64	5.33	1.20		
	High school 9-12th grades	39	5.52	1.28		
	University	14	5.25	1.35		

*Note: N=132*

According to the one-way ANOVA results, it was revealed that there was no significant difference between the English teachers' teaching level of education variable and WE and its subdimensions ( $p>0.05$ ).

In the next stage of the research, whether there was a difference between the opinions of English teachers according to the location variable was tested with one-way ANOVA. The results are summarized in Table 22.

Table 22

*One-way ANOVA Results on English Teachers' Opinions on WE According to Location**Variable*

Variable	Location	N	$\bar{X}$	SD	F	<i>p</i>
Vigor	Public school in the 1st service area	59	5.36	1.35	0.579	0.793
	Public school in the 2nd service area	11	5.42	.79		
	Public school in the 3rd service area	7	4.93	1.47		
	Public school in the 4th service area	23	5.25	1.02		
	Public school in the 5th service area	2	6.42	.35		
	Public school in the 6th service area	3	5.11	1.68		
	Private school- city center	8	6.00	1.19		
	Private school- rural area	14	5.27	1.49		
	No specific service area	5	5.40	1.20		
Dedication	Public school in the 1st service area	59	5.43	1.29	0.687	0.703
	Public school in the 2nd service area	11	5.75	.65		
	Public school in the 3rd service area	7	5.00	1.65		
	Public school in the 4th service area	23	5.42	1.03		
	Public school in the 5th service area	2	5.80	.28		
	Public school in the 6th service area	3	4.93	1.33		
	Private school- city center	8	5.95	1.49		
	Private school- rural area	14	5.04	1.44		
	No specific service area	5	5.84	.91		
Absorption	Public school in the 1st service area	59	5.44	1.40	0.350	0.944
	Public school in the 2nd service area	11	5.62	.70		
	Public school in the 3rd service area	7	4.98	1.69		
	Public school in the 4th service area	23	5.51	.88		
	Public school in the 5th service area	2	6.58	.59		
	Public school in the 6th service area	3	5.22	1.51		
	Private school- city center	8	5.48	1.84		
	Private school- rural area	14	5.36	1.42		
	No specific service area	5	5.47	1.18		
WE total	Public school in the 1st service area	59	5.41	1.31	0.444	0.892
	Public school in the 2nd service area	11	5.59	.66		
	Public school in the 3rd service area	7	4.97	1.59		
	Public school in the 4th service area	23	5.39	.90		
	Public school in the 5th service area	2	6.29	.00		
	Public school in the 6th service area	3	5.10	1.50		
	Private school- city center	8	5.80	1.47		
	Private school- rural area	14	5.24	1.37		
	No specific service area	5	5.55	1.07		

*Note: N=132*

According to the results of one-way ANOVA, it was revealed that there was no significant difference between the location variable of English teachers and WE and its subdimensions ( $p>0.05$ ).

In the next stage of the research, whether there was a difference between the opinions of English teachers according to the education level variable was tested with one-way ANOVA. The results are summarized in Table 23.

Table 23

*One-way ANOVA Results of English Teachers' Opinions on WE According to the Variable of Education Level*

Variable	Teachers' Level of Education	N	$\bar{X}$	SD	F	<i>p</i>
Vigor	University (B.A.)	89	5.40	1.30	2.684	.072
	I did/I am doing an MA	34	5.51	1.04		
	I did/ am doing a PhD	9	4.46	1.25		
Dedication	University (B.A.)	89	5.5	1.28	3.195	.044
	I did/I am doing an MA	34	5.51	1.05		
	I did/ am doing a PhD	9	4.44	0.99		
Absorption	University (B.A.)	89	5.48	1.27	2.759	.067
	I did/I am doing an MA	34	5.62	1.26		
	I did/ am doing a PhD	9	4.51	1.33		
WE total	University (B.A.)	89	5.46	1.23	3.099	.048
	I did/I am doing an MA	34	5.55	1.07		
	I did/ am doing a PhD	9	4.48	1.14		

*Note: N=132*

According to the results of one-way ANOVA, a significant relationship was detected between the education levels of English teachers and the dedication and WE total ( $p<0.05$ ). It was determined that there was no significant difference ( $p>0.05$ ) between the teaching level of education and the rest subdimensions.

The amount of education level at which the significance was identified was determined by observing the evenly distributed variances across the variables. The Post-Hoc LSD test was subsequently utilized and the results were reported in Appendix W. According to the table, for all three parameters, namely “Vigor, Dedication, Absorption and JC total”, significant relationships were detected between I did/I am doing a PhD and University (B.A.) and I did/I am doing an MA ( $p< 0.05$ ).

In the next stage of the research, whether there was a difference between the opinions of English teachers according to the perception of academic success variable was tested with one-way ANOVA. The results are summarized in Table 24.

Table 24

*One-Way ANOVA Results of English Teachers' Views on WE According to the Perception of Academic Success Variable*

Variable	Perception of Academic Success	N	$\bar{X}$	SD	F	<i>p</i>
Vigor	Successful	87	5.37	1.31	0.508	0.603
	Moderately Successful	41	5.30	1.16		
	Unsuccessful	4	5.96	.75		
Dedication	Successful	87	5.51	1.24	0.725	0.486
	Moderately Successful	41	5.24	1.24		
	Unsuccessful	4	5.70	1.00		
Absorption	Successful	87	5.47	1.25	0.13	0.878
	Moderately Successful	41	5.39	1.43		
	Unsuccessful	4	5.71	1.00		
WE total	Successful	87	5.44	1.21	0.364	0.695
	Moderately Successful	41	5.31	1.22		
	Unsuccessful	4	5.79	.9		

*Note: N=132*

According to the results of one-way ANOVA, it was revealed that there was no significant difference between the English teachers' academic success perception variable and WE and its subdimensions ( $p>0.05$ ).

In the next stage of the research, whether there was a difference between the opinions of English teachers according to the weekly working hours variable was tested with one-way ANOVA. The results are summarized in Table 25.

Table 25

*One-Way ANOVA Results of English Teachers' Opinions on WE According to Weekly Working Hours Variable*

Variable	Weekly Working Hour	N	$\bar{X}$	SD	F	<i>p</i>
Vigor	15-20 hr	59	5.28	1.27	2.977	0.034*
	21-25 hr	47	5.25	1.35		
	26-30 hr	20	6.08	.38		
	30+ courses	6	4.75	1.52		
Dedication	15-20 hr	59	5.29	1.19	2.985	0.034*
	21-25 hr	47	5.35	1.35		
	26-30 hr	20	6.15	.55		
	30+ courses	6	4.97	1.67		
Absorption	15-20 hr	59	5.40	1.30	2.422	0.069
	21-25 hr	47	5.34	1.32		
	26-30 hr	20	6.08	.50		
	30+ courses	6	4.72	2.14		
WE total	15-20 hr	59	5.33	1.22	2.997	0.033*
	21-25 hr	47	5.31	1.27		
	26-30 hr	20	6.10	.41		
	30+ courses	6	4.80	1.75		

*Note: N=132, \*:  $p < 0.05$*

A one-way ANOVA was employed to examine the perspectives of English teachers regarding WE. The results indicated a significant relationship ( $p < 0.05$ ) between the weekly working hours variable and the vigor, dedication, and WE total scale. However, no significant difference ( $p > 0.05$ ) was found between Absorption and weekly working hours.

The amount of working hours at which the significance was identified was determined by observing the evenly distributed variances across the variables. The Post-Hoc LSD test was subsequently utilized and the results were reported in Appendix X. According to the table, for all three parameters, namely “Vigor, Dedication and JC total”, significant relationships were detected between 26-30 hours and 15-20, 21-25 hours, and 30+ courses ( $p < 0.05$ ).

### 3.4. Findings Regarding the Fourth Research Question

In order to determine the relationship between JC and WE, Pearson two-way correlation analysis was conducted and the findings are presented in Table 26.

Table 26

*Pearson Two-Way Correlation Analysis Results Between JC and WE*

		ISJR	DHJD	ISJR	ICJD	JCT	V	D	A	WET
Increasing structural job resources	r	1								
	p									
	N	132								
Decreasing hindering job demands	r	.335 **	1							
	p	.000								
	N	132	132							
Increasing Social job resources	r	.138	.206 *	1						
	p	.115	.018							
	N	132	132	132						
Increasing challenging job demands	r	.501 **	.334 **	.286 **	1					
	p	.000	.000	.001						
	N	132	132	132	132					
JC total	r	.678 **	.658 **	.619 **	.783 **	1				
	p	.000	.000	.000	.000					
	N	132	132	132	132	132				
Vigor	r	.351 **	.243 **	.144	.275 **	.370 **	1			
	p	.000	.005	.098	.001	.000				
	N	132	132	132	132	132	132			
Dedication	r	.331 **	.171	.116	.177 *	.288 **	.850 **	1		
	p	.000	.050	.184	.042	.001	.000			
	N	132	132	132	132	132	132	132		
Absorption	r	.326 **	.220 *	.116	.224 **	.323 **	.901 **	.861 **	1	
	p	.000	.011	.185	.010	.000	.000	.000		
	N	132	132	132	132	132	132	132	132	
WE total	r	.351 **	.224 **	.132	.239 **	.344 **	.963 **	.938 **	.967 **	1
	p	.000	.010	.132	.006	.000	.000	.000	.000	
	N	132	132	132	132	132	132	132	132	132

*Note.* \*\* Significance at 0.01 (2-tailed) level

\* Significance at 0.05 level (2-tailed)

According to the results of the Pearson correlation analysis between JC and WE dimensions, a high and significant positive relationship was observed between Increasing structural job resources and JC total ( $r=0.678$ ,  $p<0.001$ ). In addition, increasing structural job resources exhibits moderate and significant positive correlations with the general dimensions of WE and Vigor ( $r=0.351$ ,  $p<0.001$ ), Dedication ( $r=0.331$ ,  $p<0.001$ ), Absorption ( $r=0.326$ ,  $p<0.001$ ). This outcome indicates that an increase in the structural job resources that affect teachers' work leads to a corresponding rise in their job crafting and work engagement. In addition, there is a positive relationship between Increasing structural job resources and the general dimensions of WE, vigor, dedication, and absorption.

Correlation analysis between decreasing hindering job demands and JC and WE dimensions showed that this variable was affected by total JC ( $r=0.335$ ,  $p<0.001$ ), Vigor ( $r=0.243$ ,  $p=0.005$ ) and Absorption ( $r=0.220$ ,  $p=0.011$ ) and shows that it has average and statistically significant positive relationships with its dimensions. This suggests that teachers' decreasing of hindering job demands may increase their work-related motivation and positively affect their Absorption.

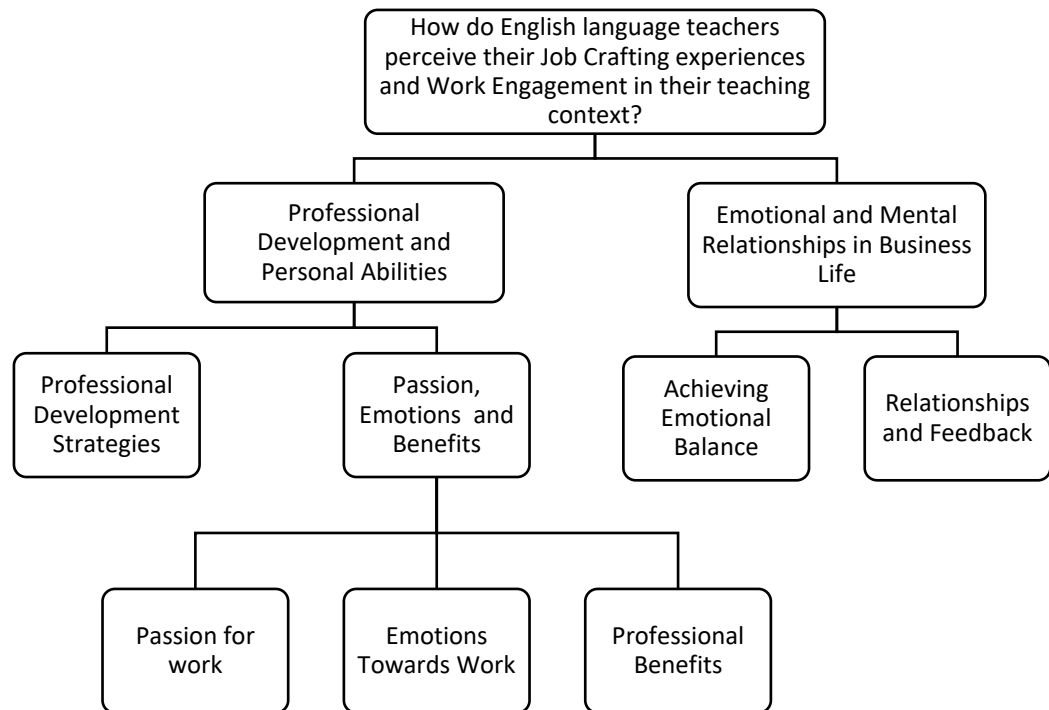
There is a high and significant positive correlation ( $r=0.619$ ,  $p<0.001$ ) between increasing social job resources and total JC. However, the relationship between increasing social job resources and Vigor is weak and statistically significant ( $r=0.144$ ,  $p=0.092$ ). This shows that the social support network among teachers is more related to their overall JC levels.

The correlations between increasing challenging job demands and the dimensions of JC and WE are generally high and significant. The correlation with the total JC is high ( $r=0.783$ ,  $p<0.001$ ), as well as vigor ( $r=0.275$ ,  $p=0.001$ ), dedication ( $r=0.288$ ,  $p=0.001$ ), absorption ( $r=0.323$ ,  $p<0.001$ ) and total WE ( $r=0.344$ ,  $p<0.001$ ). This indicates that teachers' JC may increase as they are exposed to increasing challenging job demands. Moreover, despite these challenging demands, the fact that teachers are vigorous, dedicated and absorbed on their work shows that their level of WE is high.

### **3.5. Findings Regarding the Fifth Research Question**

The fifth study question is addressed in this section: "How do English language teachers perceive their JC experiences and WE in their teaching context?" Utilizing a qualitative research methodology, the researchers employed semi-structured interview questioning to get insights into the experiences of English teachers with JC and WE.

Throughout the process, 10 teachers from various service regions and demographic backgrounds were interviewed. The information gathered from the interviews was classified as "Professional Development and Personal Abilities" and "Emotional and Mental Relationships in Business Life" and coded accordingly (see Figure 5).



*Figure 5.* Distribution of Fifth Research Question Categorization

### 3.5.1. First Category

Teachers' attitudes towards Professional Development and Personal Abilities are divided into two subcategories. These are Professional Development Strategies and Passion, emotions and benefits.

Distributions regarding Professional Development Strategies are given in Table 27.



Table 27

*Professional Development Strategies.*

First subcategory	Themes
Motivation and daily education	Learning with daily motivation, following on social media, focusing on interesting topics.
Academic and Language Development	Pursuing a master's degree, following current publications, participating in certificate programs.
Projects and Plan Approach	Participating in projects, organizing events, providing benefits to students.

According to the data in the Table 27, teachers' strategies for professional development and increasing their personal abilities are quite diverse. In addition to personal motivation strategies such as learning with daily motivation, following social media, focusing on interesting topics, various approaches are also seen in different areas such as academic development, updating language and communication skills, participating in projects, and adopting a planned and programmed approach. There are individual differences in participants' strategies and approaches. While there are those who set personal goals to increase their motivation, there are also those who attend corporate training for professional development, actively use social media and prefer academic paths such as master's degree. For example, one participant (P1) said,

*...I participate in in-service training activities of the Ministry of National Education to increase my professional qualifications. While participating in in-service activities, in addition to what I learned there, I also exchange ideas with my colleagues...*

Another participant (P2) states that she benefits from social media and uses different methods in her professional development and she adds:

*...Social media is a very suitable environment. From there, by following teacher groups, especially the English teachers' group, I feel it is useful for me. I see different usages and I say, "Oh, I can do that too." Sometimes, we work in different branches, for example in primary, secondary or high school*

*departments, and sometimes I gain experience in different branches. Or sometimes I go to playing therapy courses...*

There are frequent differences in teachers' professional development strategies. While some participants strive to increase their motivation on a daily basis, others focus on academic development strategies in a more regular and planned manner. While one participant (P9) stated that she feeds on academic publications by expressing

*...I read articles to increase my professional development...*

Another participant (P10) explained her academic development strategy as she stated,

*...I attend professional seminars and in-service trainings... I take online education...*

Different attitudes towards technology regarding professional development are also evident. Some participants tend to learn technology quickly, while others prefer to focus more on traditional methods. The most frequently used traditional methods are groups and more experienced colleagues. In this regard, one participant (P8) revealed the traditional method she used by saying,

*...In order to improve my skills, first, I try to learn new things from my coterie friends at work and other teachers, if available..."*

However, when analyzing the data on the strategies employed by teachers to enhance their professional development and the frequency with which these strategies are utilized, it becomes evident that teachers employ diverse methods to boost their motivation, which in turn impacts their desire to learn.

On the other hand, when information about what kind of strategies teachers adopt to increase their professional development and how often they use these strategies is examined, it is seen that teachers have various strategies to strengthen their own motivation and these approaches affect their inclination to learn. The strongest motivation in this regard is the responsibility of being an educator and continuous self-improvement. One participant (P5) said,

*...[S]o when there is a good project, when I believe that I will have a new experience, I usually get bold and do it. I will be the first person there, I try to take responsibility, and I do. As they say, I am one of those who "put their hands under the responsibility..."*

He revealed his motivation for professional responsibility in this way. Another participant (P7) revealed his basic motivations by expressing,

*...Let me explain it this way, when there is something in the coterie that is related to education, especially a project related to educational design and planning, I try to be the person who directly steps forward, constantly expresses his opinion, and tries to change what is happening. I always jump ahead in such matters...*

There are variations in the participants' levels of proactivity when the methods used by teachers to be proactive in their work and seize new possibilities are investigated. When it comes to assessing new chances, some teachers are very proactive, while others are more hesitant. These variations in proactiveness could be caused by a number of things, including their personal traits, workload, and motivation of the teachers. One of the most significant elements influencing teachers' proactive methods is their responsibility toward their students. One participant (P8) commented,

*...I believe of myself as a very proactive person, but I enjoy working on projects that will benefit my school, my students, or myself further...*

and said that he ought to be active for his students even if he is not proactive.

Consequently, strategies and levels of proactiveness in teachers' professional growth differ based on individual preferences, motivation levels, and work setting factors. This variability enables teachers to see their individual strengths and areas for improvement, and then implement effective strategies.

Teachers' perspectives regarding passion, emotions and benefits can be categorized into three subgroups. The three concepts are Passion for work, Emotions towards work, and Professional benefits.

The table labeled as Table 28 provides information on the distribution of individuals' enthusiasm for work.

Table 28

*Distribution of Teachers Passion for Work*

First sub- subcategory	Themes
Energy and satisfaction at work	Satisfaction with the work environment, a supportive atmosphere, professional passionate and happiness.
Motivation and learning excitement and challenges	New educational processes, excitement of teaching and learning, student motivation.

When assessing teachers' opinions regarding job passion based on their responses, a predominantly positive picture emerges. The participants express contentment with the workplace and the overall ambiance. They perceive the atmosphere as being conducive to providing help. An optimal work environment fosters instructors' vitality and contentment. Regarding this matter, a particular participant (P3) expresses that aside from having a strong passion for her career, she endeavors to exert a dynamic and inspiring influence on students. She asserts that the favorable responses from the students towards her intensify her passion for her work even more.

The majority of teachers express a strong affinity for their profession and derive satisfaction from imparting knowledge to their students. The acquisition of knowledge, the act of instructing, and the enthusiasm for learning, as well as the drive of students, hold significant value. P1 and P2 assert that they are experiencing a contented and encouraging work environment. Participant (P2) highlights that engaging with students and actively contributing to their learning process invigorates her.

Several teachers attribute their fluctuating motivation to issues such as student and parent relationships, classroom challenges, or external factors. However, these challenges do not appear to diminish their overall job satisfaction. Regarding this matter, a particular participant (P3) expresses that aside from having a strong passion for her career, she endeavors to exert a dynamic and inspiring influence on students. According to her, the students' favorable responses towards her intensify her passion for her career.

The majority of teachers have a deep affection for their job. One participant, identified as P7, characterizes his employment as thrilling and exceptional. He asserts that it is a privilege for students to hold affection for him and actively contribute to their achievements.

Their passion for their career sustains their high level of energy. The sensation of making physical contact with students, making a meaningful impact on their life, and leaving a lasting impression is a significant source of motivation. One participant, identified as P10, asserts that the work environment and connections with colleagues have an impact on her energy levels, resulting in fluctuating moods.

Several individuals express occasional dissatisfaction as a result of certain challenges. Factors such as student interest, parent attitudes, and classroom dynamics can negatively affect their motivation. Nevertheless, these negative aspects do not appear to significantly impact their overall state of satisfaction. Regarding this matter, a participant named P3 comments that She considers the duties of her work to be demanding, although she also

appreciates the fulfillment of interacting with students and making a beneficial influence on their lives. One additional participant (P6) asserts that, despite the challenges of her occupation, engaging in the education of students enhances and fulfills her.

Participants think that their profession provides great benefit to society and students. Teaching languages to students, affecting their lives in a positive way, and contributing to students' development are among the factors that motivate teachers. Energy and satisfaction rates at work are generally positive. Teachers state that they love their profession and that this love keeps their energy high.

Consequently, teachers exhibit mostly positive emotions about their employment. Teachers work passionately due to job satisfaction, a supportive environment, and a strong desire to impact children.

Distributions regarding emotions towards work are given in Table 29.

Table 29

*Distributions Regarding Emotions Towards Work*

Second sub-subcategory	Common Opinion, Thought and Disposition
Positive Emotions	Happiness
	Satisfaction
	Responsibility and challenge
	Pride
	Significant aspect
	Feeling valuable
	Learning process
Negative Emotions	Being sensitive towards criticism
	Negative influence concern
	Power of responsibility

According to the data presented in the Table 36, teachers exhibit both positive and negative attitude towards their profession. Teachers commonly experience emotions such as contentment, fulfillment, responsibility, and pride. Specifically, the topic of duty and struggle surfaced indicating the teachers' eagerness and determination towards their job.

Nevertheless, the investigation also revealed that the development of sensitivity to criticism stands. These findings indicate that teachers may exhibit a heightened sensitivity

to criticism, which might give rise to negative emotional experiences. It is crucial to establish support and feedback systems for teachers in such a setting, while also considering their emotional requirements. Regarding this matter, a participant (P1) expressed that she was sensitive to criticism.

While negative emotions may seem to occur less frequently, it is important to also evaluate the level of concern for their negative effects and a sense of responsibility. These emotions can provide valuable insights into teachers' perceptions of the challenges that they face in their job. Another participant (P5) expressed his negative feelings like,

*...My negative feelings are that I cannot do better things because the class hours and number of lessons are low, but I feel like 'I wish we had time, we could do better things, but we can't' because the number of lessons and time is low...*

Expressing dissatisfaction with the limited class hours and number of lessons, stating that these constraints prevent him from pursuing more meaningful activities and grieved the lack of time offered. He also expressed his desire to engage in more productive endeavors that are currently unachievable due to the limited number of lessons and time provided.

The Table 30 provides the distributions of professional benefits.

Table 30

*Distributions of Professional Benefits*

Third sub-subcategory	Themes
Providing Enlightenment and Motivation and Moral values	Enlightening and motivating is considered an important value
Contribution to the development of young people and Affecting students' lives	It is important to contribute to the development of young people.

Upon analyzing teachers' perspectives on professional benefit, it becomes evident that one of their main objectives is to guide and inspire students. This demonstrates their drive to assist students in realizing their potential and attaining success. Furthermore, teachers attach significant importance to fostering the growth of children by prioritizing the

significance of enlightenment and motivation in their profession. Their primary goal is to prioritize not just academic success, but also the personal and social growth of their students.

In addition, teachers experience a strong sense of commitment to assist students in cultivating favorable moral qualities and ethical principles. Their approaches towards human values reveal their dedication to not just conveying knowledge but also fostering the personal growth of their students. Teachers gain a broader perspective on their professional goals by recognizing the importance of impacting lives and serving as a source of inspiration for others. This demonstrates their aspiration to mentor and leave a constructive influence on the lives of their students. The prevailing viewpoints and cognitive inclinations about these topics indicate that teachers not only perceive their work as a merely conduit for transferring information, but also as a way to actively contribute to and steer the comprehensive growth of their students.

### 3.5.2. Second Category

Teachers' attitudes towards emotional and mental relationships in business life are divided into two subcategories. These are “Achieving Emotional Balance” and “Relationships and Feedback”

Distributions regarding Achieving Emotional Balance are given in Table 31.

Table 31

#### *Teachers' Attitudes Towards Achieving Emotional Balance*

First subcategory	Themes
Positive Attitude and Optimistic Approach	Evaluating negative situations from an optimistic perspective.
Problems and Solution Orientation	Focusing on problems, producing and implementing solutions.
Empathy and Human Relations	Understanding the flow of energy between people and building positive relationships.
Preservation of High Psychological and Emotional Energy	Keeping your own energy high and supporting it with positive activities.
Get Help and Support in Professional Relationships	Seeking help from colleagues to cope with difficult situations.
Planned and Organized Work	Managing things in a planned manner and thinking about unexpected situations in advance.

Table 31 highlights teachers' positive and solution-oriented attitudes towards maintaining emotional balance and strengthening relationships in business life and it includes a number of important subcategories which evaluates teachers' attitudes towards maintaining emotional balance in work life. The evaluation under positive thinking and optimistic approach shows the high tendency of teachers to evaluate negative situations from an optimistic perspective. Similarly, under the category of problem solving and solution focus, it is seen that teachers have a high agreement on focusing on problems and producing solutions.

The evaluation under empathy and human relations highlights teachers' high level of sensitivity in understanding the flow of energy between people and establishing positive relationships. Additionally, the results under preservation of psychological and emotional energy high reflect teachers' collective understanding of supporting their own energy with positive activities.

The evaluation under getting help and support in professional relationships reveals that teachers have a positive attitude towards getting help from colleagues to cope with difficult situations. Finally, the evaluation under planned and organized work reflects the high agreement that teachers manage work in a planned manner and think about unexpected situations in advance.

Distributions regarding Relationships and Feedback are given in Table 32.



Table 32

*Teachers' Attitudes Towards Relationships and Feedback*

Second subcategory	Themes
Passionate about the occupation	The majority of participants express great happiness and fulfillment in their jobs.
Support to Students	They believe that their occupation has a beneficial impact on youngsters.
Sense of pride	Professional accomplishments build a feeling of satisfaction and serve as a driving force.
Dealing with Difficulties	Their capacity to handle the challenges they encounter in their career is moderate.
Encourage Motivation	The motivational capacity of their occupation is moderate.
Spirituality of Work	They believe that their occupation offers spiritual fulfillment.
Adverse Emotions	Adverse feelings are uncommon in their area of employment.
Enjoyable and stimulating work atmosphere and Time constraint	The significance of a pleasant work atmosphere is relatively low among the participants.
Student interactions	Communication with students is moderately prevalent.

Table 32 presents a thorough evaluation of teachers' perspectives on relationships and feedback, encompassing multiple subcategories. Based on the evaluation provided, participants generally have a strong affection for and derive satisfaction from their profession, as seen by the passionate about the occupation category. Moreover, in the support to the students' category, teachers strongly concur that their profession has a good influence on students. The Sense of pride category suggests that professional performance has a moderate capacity to generate feelings of pride and motivation. However, teachers' ability to handle the problems they encounter in their job is at a medium level, as evidenced by the dealing with difficulties category. Likewise, the capacity of their occupation to offer inspiration is similarly moderate, as evidenced by the providing motivation group. Conversely, the assessment based on the concept of spirituality of work

indicates that teachers derive spiritual fulfillment from their profession. The rating of the adverse feelings category indicates that teachers experience fewer negative emotions in their career. Nevertheless, individuals perceive the enjoyable and stimulating work atmosphere category as somewhat less significant. Teachers typically encounter the lack of time problem less frequently, as evidenced by the data in the time constraint category. The rating of the interacting with the student category indicates that teachers exhibit a moderate degree of predominance in their communication with students. To summarize, this table displays prevalent opinions and inclinations among teachers about essential themes such as their passion for their work, impact on students, sense of accomplishment, resilience in the face of challenges, and provision of motivation.

## **4. DISCUSSION AND CONCLUSIONS**

### **4.1. Discussion of the Perceptions' JC**

The primary objective of the research was to ascertain the perception levels of English teachers about JC behaviors. The received results were analyzed and evaluated. Within this framework, the quantitative data collected from the participants was examined in a descriptive manner to ascertain their perspectives on JC. The findings indicated that the participants' overall view of JC was highly positive, as evidenced by a mean score exceeding 3.20 out of 5.00. It demonstrates that the efforts of English teachers to shape their employment are widely recognized and widespread. Simultaneously, this condition highlights the necessity for English teachers to enhance their overall job performance perceptions, at least to some extent.

A comprehensive study by Devotto and Wechsler (2019) focused on JC, covering the period between 2007 and 2017. The study conducted a thorough examination of JC interventions and uncovered some significant findings based on the collected data. The research findings indicate that JC interventions have a beneficial impact on various JC behaviors and lead to a rise in different well-being variables, depending on these behaviors. An observation has been made that as job crafting increase, there is a positive improvement in aspects such as teachers' overall contentment, motivation, and job satisfaction. Furthermore, studies have demonstrated that an improvement in JC has a beneficial impact on job performance. The investigations of Devotto and Wechsler (2019) highlight the crucial significance of enhancing perception in this domain, as it provides valuable insights into JC. The research findings indicate that an improvement in JC might have a favorable impact on the overall performance of both individuals and organizations.

Upon closer examination, the mean value of the subdimension increasing structural job resources exceeds 4.00 out of 5.00. Similarly, the mean value of the subdimension decreasing hindering job demands is 3.14 or higher. However, the mean value of the subdimension increasing social job resources is slightly lower. The value was estimated to be around 2.50. English teachers, in general, seem to have a positive outlook on increasing structural job resources. High mean scores suggest that these behaviors are commonly practiced, while low standard deviations imply widespread acceptance of these behaviors among individuals. Based on these findings it can be concluded that English teachers employ different ways to effectively handle the challenges that may hinder their work in the specific aspect of minimizing obstacles related to job demands.

This variety demonstrates that teachers possess distinct priorities on matters such as emotional intensity, meeting expectations, and making decisions. English teachers, conversely, enhance their collaboration and communication abilities through the implementation of diverse tactics under the subdimension of increasing social job resources. Their persistent effort, particularly in requesting guidance from peers, may indicate that teachers highly esteem experiential learning and collaboration. Nevertheless, evidence of a diminished degree of effort in terms of job satisfaction with their supervisors suggests that they encounter specific challenges or that these expectations are difficult to fulfill. Ultimately, this demonstrates that English teachers enhance their profession by implementing diverse tactics to elevate the level of demanding job requirements. Teachers' efforts to enhance their job are evident through behaviors such as active engagement in new initiatives, rapid acquisition of knowledge and skills, and dedicating leisure time to pursuing new endeavors.

Research conducted by Ingusci et al., (2016) and Leana et al. (2009) demonstrates the correlation between JC activities and teachers' satisfaction with their own performance. Their research demonstrates that individuals' pleasure with their own performance enhances their confidence in their abilities and competencies, resulting in a notable inclination towards job crafting behaviors. Upon reviewing the literature, the study conducted by Tims and her colleagues (2013) demonstrates that employment resources facilitate the personal development of individuals, while simultaneously, demanding job requirements contribute to the individual growth or development of people. It is asserted that the consequences resulting from these two factors essentially have an equivalent significance. The study's findings indicate that increasing structural job resources and demanding job requirements positively impact persons' well-being. Job resources facilitate employees' personal growth by providing them with essential support, information, and tools to enhance their talents. On the contrary, demanding job demands motivate individuals to confront obstacles, enabling them to broaden their limits and ultimately experience personal development. The research highlights the mutually beneficial impact of job resources and challenging job demands. It suggests that examining these two factors together might enhance individuals' success and well-being in the education realm. Effectively offering job resources to individuals in work environments while managing demanding job demands can favorably contribute to the individual and professional development of teachers. Research has found that when an employee engages in JC behavior, it can influence their work partner to also engage in JC

behavior. This can lead to an increase in work commitment for both individuals (Aslan, 2021; Bakker et al., 2015).

Furthermore, Niessen, Weseler, and Kostova (2016) discovered that having prior work experience facilitates the adoption of JC behavior, as employees are motivated to enhance their position and cultivate a favorable image. Several research investigating work crafting have utilized job satisfaction, well-being, WE, organizational commitment, organizational citizenship behavior, and job performance as individual job outcomes (Chiang & Jang, 2008; Cho & Johanson, 2008; Shusha, 2014; Zhang et al., 2012). Research has indicated that job crafting has the ability to alter individuals' work identities and the significance they attribute to their work (Ghitulescu, 2007; Tims & Bakker, 2010).

Finally, teachers who shape their work by increasing development-based job resources experience an increase in their level of work participation. This finding has been demonstrated in previous research among teachers (Bakker & Bal, 2010; Jackson et al., 2006) and in research in a variety of other organizational contexts (Bakker & Demerouti, 2007; Bakker et al., 2015; Tims et al., 2014).

#### **4.2. Discussion of the Perceptions' WE**

The second inquiry of the study was to ascertain the levels of perception among English teachers regarding WE behaviors. The received results were studied and assessed. Within this framework, the numerical data collected from the participants were analyzed in a descriptive way to ascertain their perspectives on WE.

The findings indicated that the participants' overall opinion of WE was significantly high, as evidenced by and mean score above 5.4 out of 7.00. It demonstrates that the efforts of English teachers to engage in their profession are widely appreciated and prevalent. This demonstrates the English teachers' unwavering dedication to their profession. Elevated levels of WE frequently enhance employee motivation, exert a beneficial influence on job performance, and augment pleasure in the workplace (Tims et al., 2016; Dwijayanthi et al., 2023). Within this particular framework, the notable dedication of English teachers to their work indicates that teachers work within a favorable setting characterized by professional contentment and effectiveness. While these findings indicate a generally favorable degree of job commitment among English teachers, it is crucial to gain a deeper understanding of the elements that influence this commitment. WE, as defined by Kahn (1990), refers to the extent to which employees are able to wholeheartedly and actively participate in their work on a physical, emotional,

and mental level. Work engagement has gained significant attention in recent years, primarily because it serves as a reliable measure of the quality of work life and plays a crucial role in comprehending work behaviors such as turnover, reluctance, and absenteeism (Aryee, 1994). Research indicates that the level of teachers' engagement in their employment has become a significant area of interest in the field of education (Bakker & Bal, 2010; Hakanen et al., 2006). Engaged teachers typically derive significance from their profession and prioritize student needs, actively seeking to acknowledge them (Klusmann et al., 2008). Teachers that are actively involved and committed may possess enhanced capacity to handle growing expectations and cultivate backing from education stakeholders. In addition, individuals have the ability to generate their own chances or possibilities (Bakker & Bal, 2010; Simbula et al., 2011). Teacher WE is a crucial factor in keeping and assuring the continued presence of teachers. Research indicates that there is a positive correlation between WE and both teachers' classroom performance and organizational commitment (Bakker & Bal, 2010; Hakanen et al., 2006). Based on these explanations and our research findings, it can be concluded that teachers who actively engage in their work demonstrate greater dedication and effectiveness in fostering the academic, social, and psychological development of students. Furthermore, it is evident that these teachers possess the capacity to transform their schools into successful organizations with a high standard of education.

Following further investigation, it was found that the mean score for the vigor subdimension was greater than 5.3 out of 7.00, the mean score for the dedication subdimension was 5.4 or higher, and the mean score for the absorption subdimension was likewise over 4.4. The results indicate that English teachers typically exhibit a favorable tendency towards the vigor subdimension. The participants have a favorable disposition towards feeling energized, physically robust, and enthusiastic about working in the morning. They demonstrate the ability to sustain mental stamina, work for extended durations, and maintain perseverance in the face of challenges. Similarly, research demonstrates that English teachers typically have a favorable inclination towards the dedication subdimension. The participants exhibit a favorable disposition towards their work, perceiving it as meaningful and purposeful. They express enthusiasm, inspiration, and pride in their professional endeavors. Nevertheless, there seems to be a range of opinions regarding the job's level of complexity. This implies that English teachers are generally satisfied with their dedication to their profession, although they encounter mixed feelings on the challenges associated with their work. Ultimately, this indicates

that English teachers likely to have a positive inclination towards the absorption subdimension. The participants' increased mean scores on items such as time elapsing rapidly during work, complete immersion in their tasks, experiencing joy from exerting effort, being engrossed in their work, and encountering challenges in disengaging from their occupations, indicate their favorable disposition towards focused labor. According to Kitsantas (2012), his study on WE in the literature reveals that classroom diversity requires the establishment of culture-enhanced classes. Gezer and Ilhan (2016) stress that only teachers who are capable of implementing multicultural education can effectively handle and oversee classroom diversity. These significant findings suggest a robust correlation between teachers' WE and classroom diversity. In order to comprehend this correlation, it is crucial to take into account numerous significant elements. Teachers' exceptional engagement to their work enables them to proficiently handle diversity within the classroom. Teachers that possess positive, pleasant, and job-related mental states are more capable of effectively guiding students and managing the learning environment. Furthermore, according to Meyer et al. (1993), teachers who possess a strong sense of professional involvement consistently endeavor to enhance their abilities, seek career advancement, and aspire to progress in their field. Enhancing teachers' capacity to effectively handle the classroom can lead to improved student learning experiences. Furthermore, according to Klusmann et al. (2008), teachers who have a strong commitment to their profession are able to derive significance from their work and are inclined to prioritize the needs of their students. This may enable educators to more successfully manage classroom diversity and respond to students' needs. The significance of the complex relationship between teachers' commitment to their profession and many aspects of the classroom is growing in relevance, particularly in light of the increasing variety in education systems. Supporting and fostering teachers' participation is crucial in order to establish more efficient and inclusive learning environments within classrooms.

#### **4.3. Discussion of the Teachers' Perceptions of JC**

With respect to the third research inquiry of the study, an examination was conducted to determine whether a statistically significant distinction existed between the perceptions of JC held by English teachers and demographic variables. In order to address this inquiry, each demographic variable was individually investigated utilizing diverse inferential statistical analysis techniques, including the Independent Sample *t*-Test and one-way ANOVA. This section presents a discussion of the analysis findings.

According to the gender variable, a significant difference was detected between the groups in the sub-dimension of increasing social work resources and increasing challenging job demands of English teachers ( $p < 0.05$ ). These results indicate that gender is an influential variable on teachers' attitudes towards social work resources and increasing challenging job demands and that there is significant variation between groups. Increasing social job resources sub-dimension generally refers to social support and communication skills in the business environment. Therefore, it can be concluded that these gender-based differences may reflect the different approaches of male and female teachers to increasing social job resources. In addition, enhancing job satisfaction and meaning may be achieved by deliberately modifying one's work activities, relationships, and perceptions in response to increasing challenging job demands. One may do this by actively pursuing or generating more prospects for acquiring knowledge, advancement, and progress in the workplace, such as engaging in fresh initiatives, duties, or positions. Although this may improve an individual's abilities, motivation, and performance, it is crucial to maintain a proper equilibrium by ensuring sufficient employment resources and support to prevent stress and burnout (Wrzesniewski & Dutton, 2001). This finding is important to evaluate the sensitivity of English teachers working in the education sector towards increasing social job resources and to develop gender-based strategies on this issue.

The results of the one-way ANOVA, using the age variable, show significant variations ( $p < 0.05$ ) in teachers' opinions of decreasing hindering job demands, increasing social job resources, increasing challenging job demands, and their overall JC. These data indicate that age significantly influences teachers' sensitivity and perceptions towards these sub-dimensions. Teachers' assessments of decreasing hindering job demand vary dramatically among different age groups. The observed disparity in the rising sub-dimension of social job resources suggests that instructors' requirements and anticipations for social job resources may vary based on their age. Moreover, the examination of progressively demanding work prerequisites revealed a notable disparity depending on age, suggesting that age influences teachers' perspectives on this particular aspect. Moreover, the examination of job capacity based on age demonstrated a notable disparity, suggesting that teachers' overall assessment of JC differs depending on their age. Thus, it can be inferred that age likely has a significant influence on teachers' beliefs and expectations regarding their job performance, which subsequently impacts their total job satisfaction and well-being.



The results of Polatçı and Sobacı (2018) research revealed that only gender and age are effective in distinguishing job crafting levels. The analyzes showed that there was no significant difference between demographic variables other than gender and age. According to variance analysis, it was determined that the job crafting level of female teachers was higher than male teachers. Additionally, the differences observed in JC levels between different age groups are also noteworthy. Developing customized strategies to support teachers' job crafting and increase job satisfaction, taking into account gender and age factors, may have positive results in terms of the efficiency of educational institutions and the personal development of teachers.

The one-way ANOVA conducted on the experience period variable revealed a statistically significant distinction in the sub-dimension of increasing social job resources ( $p < 0.05$ ). Teachers' impressions of the availability of social job resources vary depending on their level of experience. Furthermore, a notable disparity was observed in JC total when considering the variable of experience time ( $p < 0.05$ ). These findings indicate that instructors' overall assessment of work competency is impacted by their level of experience. Various research has shown that expanding teachers' experience in JC has a beneficial effect. This allows them to individually and cooperatively alter their duties, relationships, and mental structures over time. These studies include the works of Kunnari and Lipponen (2010), Kunnari, et al., (2018), and Dweck (2012). According to Kunnari's (2018) study, instructors have structured their responsibilities according to their expertise, aligning with the requirements of students and colleagues. Additionally, they have eliminated certain outdated traditional tasks that are not particularly useful in the modern innovative work framework. The process of developing relationships is influenced by experiences accumulated through interactions with students, fellow teachers, and partners in one's personal and professional life. Positive emotions and fostering a sense of connection through interactions with students enhance the process of comprehending students' needs and structuring educational procedures accordingly (Kunnari & Lipponen, 2010). Research has shown that fostering greater collaboration among teachers can facilitate success in educational innovation, enhance professional development, instill confidence in overcoming obstacles, and enhance the overall effectiveness and resilience of teacher teams (Kunnari & Ilomäki, 2016; Kunnari, et al., 2018). The teacher-developers involved in these sub-studies underwent cognitive transformation by cultivating a novel form of growth mindset derived from their acquired experiences, as opposed to a fixed mindset (Dweck, 2012). They made this decision based on a

comprehensive and adaptable methodology (Kunnari, 2018). Collectively, these data indicate that the experience of teachers significantly influences their perspectives and approaches, and that their professional growth can be improved through exposure to other experiences and collaborative prospects.

The one-way ANOVA, carried out based on the variable of school type, found no statistically significant association between the type of school where education was provided and English teachers' opinions of JC ( $p > 0.05$ ). These results indicate that teachers' views of JC are not significantly influenced by the types of schools they are employed in. According to Haneda and Sherman (2016), favorable institutional conditions can create an environment that allows for a wider variety of JC. However, it is important to note that these conditions alone do not ensure the occurrence of JC. Ultimately, it is the teachers' responsibility to seize opportunities and engage in experimentation. Despite variations in expression, this study done in the southern part of Türkiye suggests that English teachers employed in various educational settings share similar views regarding overall job competence. Consequently, the uniformity in teachers' views on JC, depending on the specific type of school, offers valuable insights for formulating policies and initiatives related to teacher training and administration.

The one-way ANOVA indicates a significant correlation ( $p < 0.05$ ) between the proficiency level of English teachers' students and their effectiveness in decreasing hindering job demands. Nevertheless, there was not a significant relationship found between the other dimensions and JC total. These data indicate that teachers attempt to regulate their work vary depending on the academic level of their students. Basically, instructors create and execute plans to minimize work pressures and obstacles, while considering the proficiency levels of their students. Such a depth of comprehension enables teachers of English to formulate targeted pedagogical approaches tailored to their student cohort, resulting in a more favorable professional rapport, heightened motivation, and enhanced work efficacy. The strong correlation between decreasing hindering job demands and the amount of teacher training suggests that teachers adapt their work regulations to align with their students' proficiency level. By doing this, individuals may design tailored approaches to manage their job more efficiently. Based on the findings of this study, it is recommended that education institutions and policymakers prioritize the development of training programs for English teachers to improve their ability to handle decreasing hindering job demands. These programs could focus on providing teachers with the necessary skills and knowledge to manage stress and work demands effectively.

They could also include strategies for creating a supportive work environment that helps teachers cope with job demands. Additionally, education institutions could consider incorporating courses on stress management and job demands into their curriculum for English teachers. Such courses could help teachers develop the skills and knowledge needed to manage their workload efficiently, leading to improved job performance.

According to the results of one-way ANOVA conducted according to the location variable of the school, a significant relationship was detected between the locations of English teachers and their perceptions of JC only in the increasing structural job resources sub-dimension ( $p < 0.05$ ). This finding shows that teachers' general JC perceptions are similar depending on their location, but differ in the increasing structural job resources sub-dimension. The fact that there is a significant relationship in the increasing structural job resources sub-dimension may suggest that teachers have different experiences depending on their location, especially in terms of school organization, resource distribution and structural elements. On the other hand, unobserved significant differences in terms of other sub-dimensions and general JC may indicate that the effect of these factors on teachers' perceptions of JC is limited. These results may help us better understand teachers' perceptions of JC depending on the location of educational institutions and develop specific strategies on this issue. Focusing specifically on increasing structural job resources may be important to address specific needs arising from the school's location.

The study's results indicate notable disparities between the educational attainment of ELTs and their perspectives on JC. According to this investigation, the amount of education of teachers significantly influences their view on job crafting. Upon closer examination of the sub-dimensions, a notable disparity was seen in the overall measurement of JC, increasing structural job resources, increasing challenging job demands, and the educational attainment level. These findings indicate that teachers' views on JC differ in these particular sub-dimensions according on their degree of education. Research has shown that the degree of education attained by teachers has a beneficial influence on their capacity to handle job-related tasks with greater efficiency. These findings indicate that the educational attainment of teachers has a greater influence on certain aspects of job crafting, although their overall opinion of job crafting is comparable. Akıtcı and Öztürk (2016) conducted a study to investigate the impact of job crafting on the job satisfaction of research assistants, including demographic factors.

Their findings revealed no significant correlation between education level and job crafting.

When the results of one-way ANOVA performed according to the academic success perception variable were examined, no statistically significant difference was found in terms of JC perceptions ( $p > 0.05$ ). This result shows that teachers' perceptions of JC are shaped independently of their perceptions of academic success. In terms of structuralist job resources, reducing hindering job requirements, increasing social job resources, increasing challenging job requirements, and general JC, no significant relationship was found between teachers' perception of academic success and their perceived JC. This shows that there is no specific relationship between teachers' perceptions of academic success and their perceptions of JC. These results indicate that teachers' perceptions of JC are based on several factors independent of their perception of academic achievement. Teachers' professional experience, education level, or other personal characteristics may have an impact on their perception of JC, and it turns out that these factors are not directly related to the perception of academic success.

Upon performing a one-way ANOVA using the variable of weekly working time, a significant difference was noted in teachers' perceptions of JC in relation to their weekly working hours. A statistically significant difference was observed between weekly working hours and increasing structural job resources ( $p = 0.034$ ), increasing challenging job demands ( $p = 0.004$ ), and overall JC ( $p = 0.001$ ). Increasing structural job resources often encompass the assistance and assets available within the workplace. The findings suggest that teachers' extended working hours may lead them to assess and perceive the resources associated with the work framework from a distinct standpoint. This discovery holds particular significance in comprehending the job experiences and working environment of instructors. The way teachers perceive the availability of resources in relation to their job structure can greatly influence their job satisfaction, motivation, and overall performance. Providing challenging job demands and boosting the availability of social and structural resources might enhance employees' levels of engagement (Harju et al., 2016). Hence, it is imperative to take into account the influence of weekly working hours while offering assistance and resources to instructors in the workplace. A notable disparity was observed among teachers' assessments of JC based on their weekly working hours ( $p = 0.004$ ), within the context of increasing challenging job demands. This implies that raising the intensity of teachers' labor has an effect on their impression of increasing challenging job demands. A statistically significant difference was seen in teachers'

perceived JC based on their weekly working hours ( $p=0.001$ ) within the overall context of JC. These findings indicate that teachers' views of JC may differ based on the number of hours they work each week. The results show that teachers' weekly working hours may have an impact on certain job crafting behaviors. In particular, the significant differences observed in the dimensions of increasing challenging job demands and general JC provide important clues about how teachers' working hours can be associated with job stress and job-related demands. The significant differences in the extent of increasing challenging job demands demonstrate how teachers' more intense work hours affect their perception of job requirements. This suggests that when teachers are exposed to workload, time pressure, and similar challenging factors, their general perception of JC may also be affected. The literature supports this, showing that increased job challenges can increase people's enthusiasm for their jobs, which can lead to more creative performance (Huang et al., 2022b; Shalley & Gilson, 2004; Sun et al., 2020). Significant differences in the general JC dimension show how teachers' weekly working hours reflect their overall job performance. This suggests that teachers' perceptions of JC may vary depending on their overall job performance, which can be associated with their working hours

The impact of management on job crafting is precisely related to the leadership style it adopts. Supportive, flexible, and participative leadership styles can increase job crafting by allowing teachers the freedom to shape their job tasks (Du et al., 2022; Katzenmeyer & Moller, 2013; Shang, 2022). Conversely, oppressive and controlling leadership styles can hinder this flexibility and reduce job adequacy. It is critical that the administration provides teachers with job crafting support mechanisms. Support such as training, educational resources, and mentoring can help teachers navigate their job duties more effectively and enable them to demonstrate their creativity (Dwijayanthi et al., 2023; Huang et al., 2022b). These support mechanisms are a powerful tool for increasing job crafting. The communication skills of the administration and the feedback they provide affect teachers' job crafting (Bakker et al., 2015; Tims et al., 2012). As promoting communication allow teachers to better understand and direct their job duties, positive feedback increases teachers' motivation by building job crafting (Shang, 2022).

. In this context, educational institutions and administrators can develop appropriate supports and strategies to understand and manage this relationship between teachers' working hours and their perceptions of JC. This could be an important step in supporting teachers to cope with work stress and improve their overall job performance.

#### **4.4. Discussion of the Teachers' Perceptions of WE**

In the light of the third research question of the study, it was investigated whether there was a statistically significant difference between English teachers' perceptions of WE and their demographic variables. To answer this question, each demographic variable was examined separately using various inferential statistical analysis methods such as Independent Sample t-Test and one-way ANOVA. In this section, the analysis results are discussed.

The research shows that gender does not have a significant effect on the WE levels of English teachers. In fact, in the studies conducted by Basikin (2007) and Adekola (2010), it was found that there was no significant difference between the gender variable and WE of English teachers. This finding indicates that gender does not create a statistically significant change on teachers' perceptions of WE, as in the study conducted by Atalay, (2022) in Türkiye, and that there is no significant relationship between these two variables. According to the results of the research, there was no significant difference in WE views between both male and female English teachers. This shows that the effect of gender on WE is neutral, that is, both gender groups have similar levels of WE. This finding emphasizes that educational institutions and administrators should not use gender as a determining factor when they need to evaluate teachers' WE levels on the basis of gender or develop supportive policies. The fact that gender is not significant among the factors affecting WE may mean that it serves the purpose of promoting gender equality and fair business practices in the education sector.

The fact that no statistically significant difference was found between English teachers' WE views according to the age variable shows that age does not have a decisive effect on teachers' WE levels in the study. This finding reveals that age is not a statistically significant variable on teachers' perceptions of WE and that there is no significant difference in WE levels between age groups. In the studies conducted by Basikin (2007) and Adekola (2010), they found that there was no significant effect between the age variable and work engagement of English teachers. Theoretically, several factors can be considered to explain these results. First, there are a number of factors that influence WE, and age is just one of them. Many factors such as job satisfaction, motivation, professional experience, and corporate culture can affect an individual's level of WE. Considering age together with these factors may help us understand the reasons why age alone does not make a significant difference. Second, age is a complex variable that can affect an individual's level of WE. The effect of age on WE may interact with factors such as

personal values, professional experience, and career goals. Third, the concept of WE is multi-layered and varies among different individuals. There may not have been a statistically significant difference, but this does not mean that age has no effect on WE. As a result, the fact that no statistically significant difference was detected between English teachers' views on WE according to the age variable means that the study did not report a definitive ineffectiveness in this regard.

In this study, no statistically significant difference was found between English teachers' views on WE according to the variable of professional experience. One of the important factors affecting engagement is professional seniority (Nartgün & Menep, 2010). In the literature, there are studies in which there is no relationship between professional seniority and organizational commitment (Atalay, 2022; Topchyan & Woehler, 2021), as well as studies that found a significant relationship between seniority and teachers' work engagement, such as the study conducted by Ertürk (2016) with high school teachers. As a result, there are different research results in the literature, so research on this subject needs to be increased.

No statistically significant difference was found between English teachers' views on WE according to the school type variable. This shows that teachers' WE levels have a similar trend in different types of schools. Again, when the literature is examined, Atalay reached the same result in WE and subdimensions in 2022, while Kabar (2017) found significance in absorption, which is the WE subdimension, in his study with high school teachers. As a result, more research is needed on this subject.

The study did not find any statistically significant disparity in the perspectives of English teachers about WE based on the variable of students' education level. The findings show that the WE levels of English teachers are similar regardless of the level at which they teach. This may suggest that teachers' attitudes towards WE cannot be directly related to the level at which they teach. The fact that the teachers examined in the study generally had similar education levels or similar qualifications may indicate that this variable is not a determinant of WE. While differences in education level were expected to have an impact on WE, it is noteworthy that this expectation was not met. The findings show that other factors that may have an impact on WE may be more decisive, other than the level of education provided. For instance, factors such as school culture, management style, working conditions, and student profile may affect the level of WE more. This finding indicates that the teaching education level variable is not a determinant on English teachers' views on WE. However, in order to better understand this result, it is important

to examine elements such as the research methodology, measurement tools and group profile in more detail.

As in this study, in the studies conducted by Basikin (2007) and Adekola (2010), no statistically significant difference was found between English teachers' views on WE according to the location of the institution variable. Although some studies suggest that WE is increased when different opportunities and resources are offered (Mauno et al., 2007; Oplatka, 2004), teachers' work engagement levels do not show a significant change depending on their geographical location. This finding suggests that teachers' WE levels do not depend on geographical factors. However, the fact that the examined institutions have similar characteristics or the similarities between the demographic characteristics of the teacher groups may explain the ineffectiveness of location on WE.

A one-way ANOVA was performed on the variable representing the attainment level in ELT. The results showed a statistically significant difference in the devotion sub-dimension ( $p < 0.05$ ). These statistics indicate that teachers with a doctoral degree have a greater sense of significance in their occupations, take pride in their work, and feel inspired by it. Furthermore, while considering the variable of ELTs' degree level, a significant disparity in the total WE was discovered ( $p < 0.05$ ). These data indicate that doctorate teachers' assessment of work ability is influenced by their degree of education attainment. PhD graduate ELTs exhibit a higher level of work satisfaction, more engagement, increased self-assurance, and enhanced professional growth prospects. These teachers might be considered to possess higher levels of creativity and work satisfaction in their work environment. Multiple studies have shown that enhancing teachers familiarity with WE has positive outcomes. Unlike this study Sharma and Rajput (2021) did not find any significance between WE and educational attainment.

There was no statistically significant disparity observed among English teachers' perspectives on WE based on the variable of academic success perception. Put simply, teachers' WE levels remain constant regardless of their impression of academic accomplishment. This discovery indicates that teachers' attitudes about WE remain rather stable regardless of their impression of academic accomplishment. When assessing this situation, we can infer that the overall WE levels of teachers are uniform based on the variable of perceived academic performance. Factors such as teachers' demographic traits, professional experience, and education level may have a greater impact on determining the level of WE.



The research analysis revealed a noteworthy correlation between the weekly working hours of English teachers and their overall levels WE, dedication, and vigor ( $p < 0.05$ ). These findings indicate that the number of hours teachers work per week directly affects their overall degree of WE. The presence of a notable correlation between weekly working hours and vigor, dedication, and general WE implies that as teacher working hours grow, their motivation and commitment to work intensify. This demonstrates a positive correlation between teachers' working hours and their levels of WE, vigor, and dedication towards their profession.

Furthermore, the administration's leadership style directly affects teachers' WE. Supportive, fair and motivating leadership increases teachers' commitment to their jobs (Katzenmeyer & Moller, 2013; Wu et al., 2020). The leader's vision and values play an influential role in connecting teachers emotionally to their work (Mazzetti et al., 2023). Additionally, the work environment created by the administration can determine the level of teachers' WE. For instance, a positive work culture, collaboration and support increases teachers' commitment to their work (Mazzetti et al., 2023). Conversely, a stressful, uneasy work environment has a negative impact on WE (Bermejo et al., 2013). As a result, the administration's motivation strategies for teachers affect WE. Incentive rewards, recognition systems and career development opportunities encourage teachers to become more engaged in their work.

Teachers' WE is a critical factor that affects not only the level of individual satisfaction but also overall work productivity and student engagement (Parker et al., 2012). Many variables can affect teachers' work engagement. In general, teachers' duties may be similar, but each teacher's job carries the responsibility of creating a unique learning experience, given the student profile, educational resources, and diverse demands they encounter in the classroom (Doyle, 1986). Previous research has shown that many demographic variables affect teachers' WE levels (Hakanen et al., 2006; Johnson et al., 2005). Consequently, teachers' work engagement should be considered a critical element for education systems to achieve sustainable success. Strengthening teachers' commitment to their work can improve both student achievement and overall educational quality. In this context, further research and support programs are necessary to understand and increase teachers' WE.

#### **4.5. Discussion of the Teachers' Perceptions JC and WE**

The study examined if there was a statistically significant difference between English teachers' perceptions of JC and WE, focusing on the fourth research question. To address this inquiry, the researcher analyzed each subdimension individually by employing Pearson's correlation. The following part presents a discussion of the analysis findings.

The research findings have unveiled multiple substantial correlations between JC and WE. A significant and positive correlation was found, specifically between the increasing structural job resources and total JC ( $r=0.678$ ,  $p<0.01$ ). This demonstrates that the JC of teachers is impacted by their work resources, and increasing structural job resources can improve JC as a whole by offering instructors assistance and resources. Furthermore, a notable correlation was discovered between the decreasing hindering job demands and the practice of JC ( $r=0.335$ ,  $p<0.01$ ). This suggests that by removing obstacles, teachers can enhance their overall JC, so helping them to carry out their duties with greater effectiveness. Therefore, it is essential to prioritize increasing of job resources and decreasing job demands in order to understand the elements that influence teachers' degrees of JC and promote their WE.

Furthermore, a notable correlation was found between the aspect of increasing social job resources and WE ( $r=0.206$ ,  $p<0.05$ ). This suggests that instructors' motivation to work intensifies as their social work resources expand. Increasing social job resources contain components such as social assistance, cooperation, and interaction within the work surroundings of instructors. These resources can enhance WE by promoting positive interpersonal connections, cooperation, and effective communication among teachers. The significant correlation underscores the significance of school administrators and policymakers implementing efforts to enhance social connections among teachers and devising initiatives to increase social job resources. Increasing social support and fostering teamwork may boost teachers' excitement for their profession, so positively influencing their total WE.

Finally, a robust and meaningful positive correlation was seen between the dimension of increasing challenging job demands and total JC ( $r=0.501$ ,  $p<0.01$ ). This demonstrates that the competence of teachers improves when the level of demanding job requirements increases. Increasing challenging job demands encompass factors that challenge teachers, foster their growth, and motivate them to put greater effort. Furthermore, there were notable and favorable correlations seen between this particular aspect and the overall aspects of WE, vigor, dedication, and absorption. This discovery indicates that

challenging job demands have a favorable impact on teacher excitement, devotion, focus, and overall level of commitment to their job. Teachers' capacity to handle challenging demands and perceive them as chances can enhance their commitment to their job. Thus, when educational institutions provide assistance to instructors, demanding job demands not only have a detrimental effect but can also enhance their professional growth and WE. Enhancing teachers' JC and engagement to work can be achieved by improving their capacity to handle demanding tasks.

The findings indicate that the various job resources encountered by teachers in their work environment influence their degrees of JC and WE. There are external circumstances out of teachers control that affect teachers' job crafting and work engagement practices. Amongst them, imposing tasks on teachers without their consent or carrying out various projects which teachers are mostly asked to do (Bermejo et al., 2013; Van Wingerden et al., 2017a). Moreover, in the rapidly advancing digital era, experienced teachers are striving to stay updated (<https://www.pearson.com/languages/tr-tr/community/blogs/2019/10/12-tips-for-training-older-teachers-to-use-technology.html>). Hardly many teachers can keep up with the rapid rate at which new apps, programs, and platforms are being released. Furthermore, in the context of Türkiye, the prevailing approach in many schools is to provide student-centered and individualized instruction inside overcrowded classrooms, which may prove to be arduous for teachers. Essentially, the teacher's objective is not alone to convey academic information to students, but also to foster their social and emotional growth. Hence, it is imperative that teachers, administrators, parents, and occasionally policymakers collaborate and provide assistance. Furthermore, the mandatory in-service training supplied to teachers has a detrimental impact on them. Trainings tailored to individuals' qualities, emotions, interests, or particular talents will capture teachers' attention and enhance their job crafting behaviors thence their work engagement. Within this framework, it can be asserted that the work environment plays a crucial role in influencing the job satisfaction and performance of teachers.

#### **4.6. Directions for Future Research**

In order to strengthen the generalizability of the findings and provide a more comprehensive perspective, it is important to consider a larger sample size for the proposed study. In particular, a study covering English language teachers across Türkiye

can offer a more comprehensive approach than focusing only on the Çukurova region. This may allow the findings to be evaluated in a more general framework.

Considering the cross-sectional nature of the study, it is recommended that a longitudinal study be conducted to better understand the possible causal relationship between JC and WE. This can enable in-depth analysis of relationships, giving the chance to observe changes over time.

Finally, organizing a test-retest application in order to address the problem of self-report bias and increase the reliability of the data may allow more reliable results to be obtained. This may help identify potential biases that may arise from self-report bias by comparing participants' first responses with their second responses.

#### **4.7. Pedagogical Implications and Limitations**

The purpose of this research attempted to clarify the factors underlying teachers' job crafting (JC) and work engagement (WE). The acquired data will be advantageous to both the field of education and various sectors associated with it. The results indicate that Job Crafting (JC) can be a highly effective strategy, particularly for educators in the Çukurova region. Engaging in the active formation of their job empowers teachers to experience greater dedication and involvement in their responsibilities. Moreover, heightened commitment and participation result in favorable outcomes that can yield substantial advantages for organizations.

This study addresses the knowledge gaps in the current body of research on the teaching profession by examining how teachers actively shape their professional life and the subsequent impact on their overall work experience. Furthermore, our research emphasizes the significance of Job Crafting (JC) and Work Engagement (WE) in the realm of education in Türkiye. Given the findings, policy makers should consider this information while addressing the issue, as it emphasizes the significance of developing and promoting job crafting strategies to enhance teachers' work engagement and efficacy. JC and WE have a crucial role in enhancing the effectiveness of education policies and practices. Further research on JC and WE is necessary to attain a more thorough comprehension of the topic. Integrating additional information on JC and WE into teacher training programs, and enhancing in-service training opportunities, can facilitate the professional growth of teachers and lead to more effective outcomes in education.

It is important to mention that this study was carried out specifically with English teachers in the Çukurova region. Thus, by involving teachers and faculty members from

various locations and schools, the findings can be extrapolated and used more broadly. Nevertheless, this might also be perceived as a drawback as the viewpoints of educators operating in other provinces were not considered in the study. In addition, this study employed a cross-sectional research approach, which may be viewed unfavorably due to the fluid character of emotions (Fogel et al., 1992); that is, it can change over time.

## 5. CONCLUSION

The research aimed to examine the correlation between the JC behaviors of English instructors and their degree of WE in the Çukurova region of Türkiye. The study results indicate a substantial correlation between the JC behaviors of English teachers and their WE. The research underscores the significance of job satisfaction and WE in the field of teaching and stresses the need to consider these elements when formulating policies and initiatives to enhance the educational standards. Through the provision of essential resources and assistance, educational institutions may establish a favorable and supportive work environment that yields advantages for both teachers and students.

Furthermore, the study results have wider ramifications for the subject of education. The research illustrates that the use of JC techniques and the mitigation of WE may have advantageous effects on raising teaching quality and promoting teacher well-being. This may result in increased teacher motivation and satisfaction, leading to enhanced capacity to provide top-notch education to students. Therefore, politicians, educational institutions, and companies should acknowledge the significance of JC and WE in the teaching profession and actively encourage the adoption of these techniques to foster a more favorable and efficient work environment for educators.

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## APPENDICES

## Appendix A. Ethic Committee Approval of Çağ University

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	Sevim İNCELER
ÖĞRENCİ NO	2021008021
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	2023 / 2024 - GÜZ DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	İngilizce Öğretmenlerinin İş Becerikliliği ile İşe Bağlılık Düzeyleri Arasındaki İlişkinin İncelenmesi
TEZİN AMACI	İngilizce Öğretmenlerinin İş Becerikliliği ile İşe Bağlılık Düzeyleri Arasındaki İlişkinin İncelenmek ve öğretmenlerin İş Becerikliliği ve İşe Bağlılık Düzeylerine ilişkin bakış açılarını araştırmak
TEZİN TÜRKÇE ÖZETİ	İş becerikliliği, çalışanların iş deneyimlerini aktif olarak şekillendirdikleri, çalışma hayatlarını tanımlayan değişiklikler yapmak için inisiyatif aldıkları bir süreçtir. Bu süreç, çalışanların iş hayatlarının kontrolünü ellerine almalarını ve sahiplenme ve bağlılık duygusunu deneyimlemelerini sağlar. Öğretmenlerin benzersiz istihdam fırsatları yaratmak, iş yükünü etkili bir şekilde yönetmek ve meslektaşları ve yönetimle ilişkiler kurmak için kullanabileceği iş becerikliliği, eğitimde ilgi görmüştür. Güç, adanmışlık ve kendini kaptırma duygularıyla karakterize edilen işe bağlılık, öğretmenlerin mesleklerinde başarılı olmaları için çok önemlidir. Bu dinamik aktivite, kişisel ve profesyonel tatmini ve kurum performansını artırabilir. Öğretmenlerin işe katılımlarına yönelik daha fazla araştırma ve destek, onların etkililiğini ve refahını artırmak için gereklidir. Bu sebeple bu çalışma, İngilizce öğretmenlerinin iş becerikliliği ve işe bağlılık konusundaki algılarının yanı sıra cinsiyet, yaş, kıdem, okul türü, hizmet alanı, akademik başarı ve akademik derece gibi demografik faktörlere dayalı algı farklılıklarını araştırmayı amaçlamaktadır. Çalışma, öğretmenler ve eğitim yöneticileri arasında bu ilişkiler konusunda farkındalık yaratmayı, yöneticileri ve politika yapımcıları iş becerikliliği ve işe adanmışlığın yararları konusunda bilinçlendirmeyi ve bu konudaki mevcut literatüre katkıda bulunmayı amaçlamaktadır.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	ADANA MEB Okulları, Çağ Üniversitesi, Çukurova Üniversitesi, Adana Alparslan Türkeş Bilim ve Teknoloji Üniversitesi.
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	ADANA İL MİLLİ EĞİTİM MÜDÜRLÜĞÜ,ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜ, ÇUKUROVA ÜNİVERSİTESİ REKTÖRLÜĞÜ, ADANA ALPARSLAN TÜRKŞ BİLİM VE TEKNOLOJİ ÜNİVERSİTESİ REKTÖRLÜĞÜ
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 UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN	Bu çalışma Adana'daki Millî Eğitim Bakanlığına bağlı tüm okullarda, Çağ Üniversitesi, Çukurova Üniversitesi ve Adana Alparslan Türkeş Bilim ve Teknoloji Üniversitesinde görev yapan İngilizce Öğretmenlerinin İş Becerikliliği ile İşe Bağlılık Düzeyleri Arasındaki İlişkinin İncelenmesi amaçlanmaktadır. Katılımcı öğretmenlerle 2023 Ekim-Kasım ayları içerisinde, Demografik bilgiler, İş Becerikliliği (Job Crafting) ve İşe Bağlılık ( Work engagement) olmak üzere 3 anket uygulamak ve gönüllü 10 öğretmenle yüz yüze veya dijital platformlarda görüntülü olmak üzere yarı yapılandırılmış görüşme yapmak hedeflenmektedir.
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, .... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1. Demografik Bilgi anketi 2. Utrecht Work Engagement Scale (İşe bağlılık ölçeği) 3. Job Crafting Scale (İş becerikliliği ölçeği) 4. Yarı yapılandırılmış Görüşme soruları.  1. 1 adet (1 sayfa) Demografik Bilgi anketi 2. 1 adet (1 sayfa) Utrecht Work Engagement Scale (İşe bağlılık ölçeği) 3. 1 adet (1 sayfa) Job Crafting Scale (İş becerikliliği ölçeği) 4. 1 adet (1 sayfa) Gönüllülük Esasına Göre Tez Anket Uygulaması İçin Tez Onam Formu 5. 1 adet (1 sayfa) Yarı yapılandırılmış Görüşme soruları.



ÖĞRENCİNİN ADI - SOYADI: Sevim İNCELER		ÖĞRENCİNİN İMZASI: TARİH: 11/10/2023		Evrakın aslı Enstitü müdürlüğünde ıslak imzalıdır.		
<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.						
1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)		ANA BİLİM DALI BAŞKANININ ONAYI		SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	
Adı - Soyadı: Senem ZAIMOĞLU	Adı - Soyadı: .....		Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ		Adı - Soyadı: Murat KOÇ	
Unvanı: Aşst. Prof.	Unvanı: .....		Unvanı: Evrakın aslı Enstitü müdürlüğünde ıslak imzalıdır.		Unvanı: Evrakın aslı Enstitü müdürlüğünde ıslak imzalıdır.	
Evrakın aslı Enstitü müdürlüğünde ıslak imzalıdır.	İmzası: .....		İmzası: .....		İmzası: .....	
<b>ETİK KURULU ASIL ÜYELERİNE AİT 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 İNÖZÜ
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
Evrakın aslı Enstitü müdürlüğünde ıslak imzalıdır.	Evrakın aslı Enstitü müdürlüğünde ıslak imzalıdır.	Evrakın aslı Enstitü müdürlüğünde ıslak imzalıdır.	Evrakın aslı Enstitü müdürlüğünde ıslak imzalıdır.	Evrakın aslı Enstitü müdürlüğünde ıslak imzalıdır.	Evrakın aslı Enstitü müdürlüğünde ıslak imzalıdır.	Evrakın aslı Enstitü müdürlüğünde ıslak imzalıdır.
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
OY BİRLİĞİ İLE	<input checked="" 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 iznin verilmesi taraflarımızca uygundur.				
OY ÇOKLUĞU İLE	<input type="radio"/>					
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.						

## Appendix B. Informed Consent Form

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.

Bu kapsamda “**Investigating The Relationship Between Job Crafting and Work Engagement Levels of English Language Teachers**” başlıklı araştırma “SEVİM İNCELER” tarafından **gönüllü katılımcılarla**

yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz**. Bu formu onaylamanız, **araştırmaya katılım için onam verdiğiniz** anlamına gelecektir.

#### Araştırmayla İlgili Bilgiler:

**Araştırmanın Amacı:** Bu araştırmanın amacı, birleştirilmiş otomatik -öğretmen geri bildirim mekanizmasının yanı sıra öğrencilerin otomatik ve öğretmen geri bildirimlerinin birleşimine nasıl tepki verdiklerini araştırmaktır.

**Araştırmanın Nedeni:** Birleştirilmiş otomatik - öğretmen geri bildirim mekanizması ve öğrencilerin otomatik ve öğretmen geri bildirimlerinin birleşimine tepkilerini güncel verilere dayandırarak araştırmak.

**Araştırmanın Yürütüleceği Yer:** ADANA MEB Okulları, Çağ Üniversitesi, Çukurova Üniversitesi, Adana Alparslan Türkeş Bilim ve Teknoloji 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 araştırmaya 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<sup>\*\*\*</sup>:

#### Araştırmacının

Adı-Soyadı: SEVİM İNCELER  
e-posta:

İmzası: Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.

## Appendix C. Demographic Information Form

1. What is your gender?
  - a) Female
  - b) Male
2. Which of the following fits your age?
  - a) 22-26
  - b) 27- 32
  - c) 33- 40
  - d) 41-48
  - e) 49+
3. How long have you been teaching?
  - a) 1-5 years
  - b) 6-10 years
  - c) 11-15 years
  - d) 16-20 years
  - e) 21-25 years
  - f) 26-30 years
  - g) 31+ years
4. What type of school do you work at?
  - a) public(state) school
  - b) private school
  - c) state university
  - d) foundation university
5. At which level do you teach?
  - a) primary school (grades 2-4)
  - b) middle school (5th-8th grade)
  - c) High school (grades 9-12)
  - d) university
6. In which service area is your school located?
  - a) Public School in the 1st service area
  - b) Public School in the 2nd service area
  - c) Public School in the 3rd service area
  - d) Public School in the 4th service area
  - e) Public School in the 5th service area
  - f) Public School in the 6th service area
  - g) private school - city center
  - h) private school - rural area
  - i) no specific service area
7. Which of the following corresponds to your recent graduation status?
  - a) University (B.A.)
  - b) I did/I am doing an MA
  - c) I did/I am doing my PhD
8. Perception of academic success
  - a) Successful
  - b) Moderately Successful
  - c) Unsuccessful
9. Weekly work hours
  - a. 15-20
  - b. 21-25
  - c. 26-30
  - d. 30+ courses

### Appendix D. The Job Crafting Scale

	Never	Rarely	Sometimes	Often	Always	Never
1. I try to develop my capabilities.						
2. I try to develop myself professionally.						
3. I try to learn new things at work.						
4. I make sure that I use my capacities to the fullest.						
5. I decide on my own how I do things.						
6. I make sure that my work is mentally less intense						
7. I try to ensure that my work is emotionally less intense..						
8. I manage my work so that I try to minimize contact with people whose problems affect me emotionally.						
9. I organize my work so as to minimize contact with people whose expectations are unrealistic.						
10. I try to ensure that I do not have to make many difficult decisions at work.						
11. I organize my work in such a way to make sure that I do not have to concentrate for too long a period at once.						
12. I ask my supervisor to coach me.						
13. I ask whether my supervisor is satisfied with my work.						
14. I look to my supervisor for inspiration.						
15. I ask others for feedback on my job performance.						
16. I ask colleagues for advice.						
17. When an interesting project comes along, I offer myself proactively as project co-worker.						
18. If there are new developments, I am one of the first to learn about them and try them out.						
19. When there is not much to do at work, I see it as a chance to start new projects.						
20. I regularly take on extra tasks even though I do not receive extra salary for them.						
21. I try to make my work more challenging by examining the underlying relationships between aspects of my job.						

### Appendix E. Utrecht Work Engagement Scale UWES-17

	Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day
1. At my work, I feel bursting with energy.							
2. I find the work that I do full of meaning and purpose.							
3. Time flies when I'm working.							
4. At my job, I feel strong and vigorous.							
5. I am enthusiastic about my job.							
6. When I am working, I forget everything else around me.							
7. My job inspires me.							
8. When I get up in the morning, I feel like going to work.							
9. I feel happy when I am working intensely.							
10. I am proud on the work that I do.							
11. I am immersed in my work.							
12. I can continue working for very long periods at a time.							
13. To me, my job is challenging.							
14. I get carried away when I'm working.							
15. At my job, I am very resilient, mentally.							
16. It is difficult to detach myself from my job.							
17. At my work I always persevere, even when things do not go well.							

## Appendix F. Semi-Structured Interview Questions

1. How are you actively enhancing your professional growth and expertise? At what time and through what means do we typically acquire new knowledge? Rate of occurrence or repetition of an event or phenomenon.

2. What tactics do you employ to cultivate a more harmonious and stable atmosphere in your professional life? What strategies do you employ to handle challenging circumstances?

3. What types of professional connections do you form to enhance your career growth? Do you receive feedback from your colleagues, supervisor, or other individuals? In such case, how do you assess this feedback?

4. What methodologies do you employ to actively engage in your business and consistently capitalize on novel prospects?

5. What is your emotional state throughout work? Does your job inspire you with vigor and vitality?

6. What significance does your occupation hold for you? What are the emotions, whether happy or negative, that you experience when performing your job and how often do you experience these emotions? What advantages do you believe your occupation offers to you or others? What aspect of your employment do you find most appealing?

7. How do you perceive the significance of time in your work? Do you experience difficulty maintaining focus on your tasks? Do you observe the passage of time when you concentrate on your tasks?

*Note: Semi-structured interview questions were developed by the researcher.*

## Appendix G. Interview Transcripts

### Participant 1

A1. First of all, I should feel happy and peaceful. My determination to learn a new job only starts with this. So, I need to be motivated. Frankly, I need to feel the need and that's about it. Then I may be prone to this. So, I can say almost every day.

A2. I usually don't have many problems, but when I do, I focus on solving the problem first. I try to listen to the other side. I listen and then try to find a solution for this. What else can be done? I can't know until I experience the difficulty, but after experiencing it, I generally approach people positively, events and situations, and I always have a "I wonder". You know, even if something bad happens, I think optimistically, "I wonder if he did it with that intention?" And then, if there is a negative situation, I do research on it. I try to understand what the problem really is and solve it. And once I find the problem, my solution becomes easier.

A3. I don't get it from my superior, but I do some work between myself and my friends, whether it's related to my own branch or my own personal development. I am trying to contribute to book reading activities. I have just started this, or rather, I am trying to listen to English news on English channels related to my field at home. Talk to others about that topic or follow things on social media. I try to be inspired by the experiences of teachers and other self-expressed and successful people by looking at what they do. I appreciate social media in this sense. I'm trying to do this with my friends, but as I said to my manager, it doesn't work. We don't have such a relationship with my supervisor.

A4. Because I love my job, I do the necessary research and learn when necessary. I like learning anyway.

A5. Yes, I am definitely very happy with my environment and I do not have any problems with my workplace. I am satisfied in general. I think it's a supportive environment. I'm happy, I'm at peace.

A6. I love my profession very much because teaching things to someone really makes me happy. It's a different feeling really. I don't think I could achieve this in any other profession. It really makes me happy to be a light to someone and to enlighten someone. Because I see how happy people are when they know or can learn. I mean students, take it as an example, and I think I can broaden their horizons. I think I can enlighten them even if it is about the subjects that will be useful to them or the profession they will choose

in the future. I think that I was able to enlighten them, whether it was about cultural information, my own profession or religion.

A7. I am incredibly focused on my work. In fact, I prefer not to think about anything else while at work. In my lessons, both for myself and for my students, and because I hear these words all the time, I get feedback such as "How did the time pass, teacher, we did not realize?" "Is one lesson over, are two lessons over?" and I like this very much. It really is the same for me. You know, time passes so quickly. I really lose track of time.

### Participant 2

A1. Namely, I participate in in-service training activities of the Ministry of Education to increase their professional competence. In addition to what I learned there; I also exchange ideas with my colleagues. Well, I'm trying to implement them. Also, when there is a subject that interests me and the stress factors on me are removed, I become more open to learning something new. In other words, it has to attract my attention, and when that tension is gone, I can learn new things more easily in a comfortable environment. So it's not very frequent, unfortunately. I can't say it happens very often, but as I said, when I go to in-service training, yes, I learn something new.

A2. I observe myself and my colleagues. I build a distanced sincerity with my friends in order to avoid problems from the very beginning. But if problems still arise, I continue my relationship with minimal commons. As a strategy, first of all, of course, I try to ignore the negativity. I try to draw attention to the positive aspects. If it's beyond me, I'll step back.

A3. In such cases, I consult with friends whose experience and competence I trust, and from time to time they give me suggestions and feedback specific to the situations I am experiencing. I put this into practice both in the classroom and in my own social environment.

A4. To be frank, I do not have a very proactive attitude in my work. I follow the innovations, but if being proactive means making a suggestion, unfortunately I do not have that attitude. If there is a new project is being done at the school I could be in, but to be self-critical, I'm not in a think team, I mean, I try to do what I'm told to do the best I can, I'm not sure if I can offer a very good idea.

A5. Yes, I feel energetic. I feel a little energetic because I entered a new environment. And moreover, when I see individuals who need what I learn and teach, this motivates me even more positively. Because of this, I become livelier and more energetic.



A6. My profession actually reminds me of responsibility. I think I bear a serious responsibility in this regard. Both the positive and negative aspects of my job are being involved with people. So, on the one hand, I socialize and meet different people, but on the other hand, I also have to struggle with them from time to time. Sometimes I may have to make them accept what I said. Sometimes it happens that I have to control myself. These are the negative aspects for me. However, contributing to the development of a young person, seeing him/her grow and develop over time, is also an exciting experience for me. I also try to touch their lives in a positive way. So, I'm not only trying to teach English, but I'm also trying to add something to them in terms of moral values. I believe it has such a benefit. What do I like most about my job? I don't know much about what I really like, but I like it when people remember me. I think I like it when the children come back from time to time and say, "Ma'am, we experienced this and that, such and such things happened."

A7. for me, what makes it easier to focus on work is related to the positivity or negativity of the work environment. If I am dealing with a class that I cannot connect with, that does not need what I teach, and I am trying to keep them in the classroom, this really makes the time endless and impassable. But it ends quickly, quickly, with a class that wants to learn. So, if you are dealing with an audience that listens and demands what you say, and you are trying to give them something, then time passes quickly. But it is difficult otherwise. As you said, it is possible to concentrate in this way. So, as long as there is that motivation, 100% concentration is achieved. When I concentrate, time is something that passes. " Oh, it's over quickly." So, since I'm focused on that task, I immediately ask, "Is there 10 minutes left?" It's like, "Is there five minutes left?" Is happening. So, it turns into him. when it's over " It was a nice journey, " I say. I mean, "it was a nice journey, a nice adventure", that's what I'm saying.

### Participant 3

A1. First of all, I am a person who loves innovations. I love experiencing something new. Professionally, especially if you don't care about yourself, I love working as a group or following what my colleagues are doing. At that point, it is not enough for me to be limited to my own city or my own school. Social media is a very convenient environment. From there, following our teacher groups, especially the English teachers' group, I feel it was useful for me. I see different uses and I say, " Oh, I can do that too." Sometimes, we work in different branches, for example in primary, secondary and high school

departments, and sometimes I have experience in different branches. Or I sometimes go to play therapy courses. I can experience them. So, I experience small things very often in the small sense. But I see myself as a bit weak in terms of technology. There is a bit more scope for experiencing something technological, so instead of immediately adapting to technology, I like to express myself in the work, with my voice and my body. That's why technology can be a little slow, but I can usually learn anything at any time. It's common there.

**A2.** First of all, I am a person who tries to keep my own psychology high. I try to keep my morale high. Even if I'm feeling down, I smile and try to boost my energy. I stay away from people who make me nervous as much as possible. If I don't have to, I don't even stay in the same environment. Because I believe in the flow of energy between people. Or I can even chat with people I love, such as a teacher friend I love, and that can increase my energy. I can go and hug. Or a curious look like this from a student makes me very happy. At those points, I can chat a little or jump around with the students. I dance and sing a lot. They increase my energy and increase my motivation at that point.

**A3.** Now there is a manager and there is a manager! I just don't like communicating with people whose name is manager. First of all, if someone is related to my field and has a qualification, there is no need for him to be a supervisor. So, I can stick to anyone I feel qualified for. I can try to learn something from him. I'm open to this. But if he has no qualifications, and his title is manager, and to be honest, I don't like it if he tries to teach me something or criticize me. But I try to benefit from a full person in every possible way. What can I do? For example, there are book authors. I go to book fairs and try to meet them in person. What kind of structure do they have? How and what do they pay attention to? I try to chat. I try to get their energy. What do they do about English, what do they think, what are their perspectives? I try to learn them. After all, we use those people's books in our lessons when appropriate. I try to think about how to integrate it into the lesson, I think about it, I do it, and I apply some of it. In addition, I love my friends and being good with my friends increases my energy. I mean, we've been in each other's classes before and said, " Oh, should we pay a little attention here and there?" It's like you better pay attention to this." There may be expressions like this. Sometimes things happen and we can work at different levels. A friend of ours from high school can be stunned in middle school. "Pay attention to this and that." we can say. Or when you work in a primary school, what you need to do physically to meet the needs of children may differ. We can give each other tips there. It's so beautiful. I'm trying to get it at that

point. For example, I have little experience as a high school teacher. I have an English group with my friends from university. From there I sometimes write, "What can I do in high school? Can I do it in high school?" Or "what should I pay attention to?" I ask. I try to learn and pick up something. At that point it gets better. At my school, yes, we ask each other. "Shall we do this this way? Shall we do it like this? I think there is cooperation. In feedback, we look at what happens as a result of something we do together. We usually argue. I am open to criticism, positive or negative, always open to feedback. I'm not prejudiced at that point. I am open to all kinds of things.

**A4.** So, when it's a good project, when I believe I'll have a new experience, I'm usually bold and do it. I come first, I try to take responsibility, and I do. As they say, I am one of those who "take responsibility". But my colleagues are very important to me. I need to have people around me who I believe are really working, who will work, and who will not make excuses. I travel with them. I don't get tired with them. I won't sleep if I have to. I try to do something with them. I also pursue jobs that I think can really benefit me. But if I find it simple or if I think it won't add much to me, I try not to tire myself out. I channel myself into something that I think will add more value to something else. At that point I try to improve.

**A5.** First of all, I love my job very much. Our environment at work is good, in general, I am satisfied. Our relationships with our friends are also good. I'm generally energetic. Even my friends say that I am very energetic. I try to continue this with songs, folk songs and dances, both in and outside of class. Sometimes I even enter class dancing or singing folk songs. I see that children's energy immediately increases. This is so beautiful for me. Sometimes, even children who says "Teacher, I don't like this course at all", when they see your energy, your enthusiasm at work, the child also feels this and can be motivated accordingly. It is a very nice experience for me. Seeing the curiosity in those children's eyes is something that makes me more in love with my profession. I already love my profession very much. I also love English. It increases my energy, that is, the children's energy.

**A6.** My profession is a huge part of my life, I really love my profession. Teaching, being able to really touch someone's life, is both a great responsibility and a very difficult thing, but also such a magical wand that I really love it at that point. And the best part about our profession is that, even after years, I still say, "Teacher, I never liked English, but thanks to you, I liked it" or "Teacher, I keep the notebooks you made me write in secondary school." He became a computer engineer and still keeps the notebook I made him wrote

in secondary school. Hearing this makes me feel even happier. It means I touched someone's life. Or even the students who called to be "lazy" in some classes, make me feel happier when they say things like "Teacher, we are much more successful in our school even though we don't listen to you, what would we could have done if we had listened to you?" in the schools they attend. Teaching is an indispensable part of my life. I really love it. I feel happy while doing it. Especially touching someone's life is a very beautiful thing. Sometimes this also brings responsibility. In other words, "If I do something wrong, will that child have anything left bad?" Those points are important for our profession. What else can I say? When I say negative, sometimes responsibility is nice, but the student takes you as a role model. We are human beings, sometimes it happens that when we make a wrong move, we may reflect this on the child. Sometimes I'm afraid of this. I question myself there to see if I am teaching anything wrong with this action. Sometimes things happen, of course, I don't always have high energy, or you explain something again and again, but the child may not always understand. Or sometimes you can't explain it, you don't have the energy, or you're not in the mood that day, or that day isn't really THAT day. You feel sad when you can't win a child over. You are also negatively affected. Your hope is shaken sometimes. "Am I not able to teach these children at all?" I say. You question yourself. "I wonder where I'm doing wrong?" I say. Of course, instead of questioning and sinking to the bottom, "what am I doing wrong?" If you can think like this and make yourself positive, that is beautiful. But if you are drowning in minus, it becomes bad at that point. I can say that touching the lives of people and children is one of the best aspects of teaching.

**A7.** Definitely. Sometimes, especially sometimes when I focus on the lesson. Of course, it varies from class to class and sometimes from day to day. And if you're sick, sometimes that day doesn't pass. But in general, when I try to teach something and I see that the other students' openness to learning is high, I never get tired. I really don't know how to get tired. I'm getting very tired, especially in fifth grade this year. I get very tired physically, but we progress so much in classes that are open to learning, we try so hard to explain these things, and we have fun together. And you see and feel the love of those children. It's good there, it's beautiful. Time goes by so quickly. But if you are sick or find yourself in a classroom where time does not pass or you are not open to learning, do whatever you do. Even if you sing a song or a folk song, make someone dance, sometimes, unfortunately, that lesson may not pass that day. But you know, it doesn't keep up day by day. It always happens to the students; you can find something they like. Sometimes you

need to experiment a little. Let's just say I had bad experiences in that class for a long time. But at some point, when you find something in that class, or at least the majority of them, then it becomes passable. That class becomes more teachable. I say it depends on things a little bit, it's relative okay, but, for example, it depends on the rules being established, especially in the fifth grade, and it depends on the students getting used to the new system. I think that after sitting there, time passes faster and becomes more productive. When I was preparing eighth graders for exams, when I saw that those children, the exam students, were actually studying, I said, "It doesn't matter whether I drink tea or eat food, even during breaks." If that child wants to learn it, I say, 'I won't get tired, let me do it.' And time passes so quickly, yes. Sometimes you can feel that time passes quickly and that you are tired when the day is over. It's beautiful. I can say, "How the day is over, 7 hours have passed." Of course, it may vary from class to class. So I say, I'm glad I'm a teacher. I'm glad I'm an English teacher. I always want to meet nice people.

#### Participant 4

**A1.** I am a primary school English teacher. Since my English-speaking skills are weakening over time, I try to keep up to date. I follow international news, especially in English. I'm taking assignments. I meet with tourists when foreigners come to promote the city locally. There are also weekly English meetings with foreigners, I attend them. At school, I study activities on social media and the internet to develop my own methods and techniques, to see how I can be more helpful to children.

**A2.** The place I work now is very different from my first place of duty in terms of social and economic aspects. So my old school was the complete opposite. Students whose academic success is not expected are generally here. I remember the first months when I came to the region because the social and cultural education levels were low. There were also cultural events at that time. I was coming home crying for the first few months. Then, of course, as teachers, we are people who do not like to give up too much. I received support from many professional groups on how to do this, and I talked to friends. Then we established an association with our friends. I started helping families, students, and their data in the region monthly. When they saw that I could enter those neighborhoods, the children started to respect me a little more. We started to establish stronger relationships with children at school. Because they saw me outside of school, their perspective on me at school changed, personally, emotionally and mentally. I really love children. So, I always try to see this as a hobby and not as a job. As I said, in situations

where it challenges me like this, I prefer to ask my friends or experienced teachers who have worked there before for solution suggestions, "What can I do?" Saying. This is usually my coping method. I'm either trying to find a way myself or asking for support from experienced teacher friends. when there are regional and student-related problems. As I said, when there are problems related to the profession, I try to benefit from experienced teacher friends. I'm trying to find it myself, researching. I prefer these.

**A3.** I find it very appropriate to attend English seminars held by English teachers, usually held at universities. I love it very much. There are teacher friends there who are new to the profession, and we also see professor friends who train more experienced teachers than us. We see our teachers and professors there. So, I took it upon myself to attend annually. At Çukurova University and Alparslan Türkeş University. Since we have the opportunity to get feedback there , to evaluate ourselves and to evaluate English education in general, and because they make narratives and presentations on current issues, it keeps me alive, both towards my profession and towards English teaching. This is generally how I give feedback to them about the areas we teach, whether it is teaching method, technique or content. In other words, I have the opportunity to evaluate together and examine their evaluations and research. In that respect, it is easier and more beautiful. Both face to face, offerings and meals are eaten together. Those Seminars last 2 - 3 days. It's enjoyable, I generally like it that way. In general, I always love being the school group president and attending group meetings. I usually take part in that. What is going on in the district, the city? What are the thoughts and feelings of other teacher colleagues? That's how I keep in touch. But frankly, I don't remember having a professional meeting with my administrative manager.

**A4.** I really love teaching English. I am currently preparing for the international teaching exams regarding promotion. I am following new opportunities, especially projects. I am researching projects related to projects carried out abroad with foreigners and Erasmus projects. I also follow, attend and attend in-service training and seminars organized by the National Education. For example, there was something, there was "DynEd". At my previous position, I was a district manager. So, when something new like this comes out, I like to research it directly. When smart boards first came to us last year, I received training on them. Yes, when something new comes out I enter the environment, I can say that I am at least curious about "knowing".

**A5.** Actually, this question is very variable. So, I ask myself this question every day. For example, there are times when I go to school with great enthusiasm, but when I go, I don't

get a response. Frankly, this is mutual. It may be caused not only by the student, but also by the environment we are in, our colleagues, and the region. Parents, for example, are not very knowledgeable about English, they do not have much knowledge. When I say something to the parents, inform about how they can be useful for children, when I tell them to do it again at home, or when I say to the children to watch videos, listen to English songs, or sing them at home, they do not find it very interesting. Yes, we should not give too many phones to children, but we actually guide them on how to use them. You feel like that child wasn't given much opportunity either. 2 hours of lessons at school are very insufficient for children. Because of this, I feel a little low on motivation. Or for example, you park your car outside the school, but you don't know if anything will happen to the car, and this depends on the area. Or it happens with classroom teachers. For example, when I attend their classes, it is as if they see it as a rest period for themselves when we attend their classes. Just as I entered the class and said myself "I'm energetic, I'm very good", as I entered the class and the teachers says "You're attending the class, aren't you? You're good, aren't you?" When they say "such and such", I feel as if I am providing them with a rest period rather than a language lesson. Frankly, this demotivates me a little. But when I go to class myself, I am generally energetic. Or it may be caused by the classroom or the students. For example, we have some students in the classroom. I don't know how to explain this, but we also have Syrian students, refugees. Some of them cannot read or write. I stand next to them while teaching them English. We also have other students who have such adaptation problems in the classroom. I can get a little demotivated at those times too. But I can say that I am generally energetic.

**A6.** When I first started teaching, I had something like this for myself. In other words, the process of learning while teaching. So that I can learn from the students wherever I go. So that he can constantly motivate me. Even when I chose teaching, it was a very difficult decision. Because I was a naughty student. For example, my relationship with my teachers was not very good. But later on, this turned out to be an advantage for me. I was able to connect with some empathy and emotion in the classroom with students who had no interest in academic knowledge towards that course. In this respect, I saw this as an opportunity for myself. When I saw this, I felt valuable in the classroom and in every class I took. This actually gives me a feeling of satisfaction. Not only as a profession, but also as a human being, as an individual. I feel a little more conscientious satisfaction. It helps me subconsciously love what I do. Emotions are more positive. On the negative side, as I said, I don't have many examples. For example, there is an example that comes

to my mind regarding this. My first duty station was a mountainous area 2 hours away from Adana. There were also students who had mobile education coming from villages that did not have opportunities. I invited an American I met in Adana to school. I had covered all his expenses, everything. We went by car. The next day, he came to my lesson so that the children could see it. After a few lessons, the principal, that is, my Administrative Supervisor, came. He said to me, "Can we not let strangers into the classroom?" "Okay, okay," I said. I had just started my career at that time. After all, it was actually my course material. It saddens me to be opposed when I start doing things with enthusiasm and energy to motivate children, but I feel differently about them. Or once I came across this: individualized education, we had a student with IEP, for whom individualized education planning was made. I was also teaching him English. But I was giving lessons with songs and games. The child had great listening skills. They had problems. He was a child born from a consanguineous marriage. But I noticed that his listening ability is very good. I also noticed his interest in electronics. I bought him a new Mp3 player at that time. At that time, I had English songs loaded into the MP3. Our teachers who saw this said, " Oh, are you making the child listen to songs? Did you teach everyone and that was the only thing left?" I felt negative emotions when I received feedback like this and some more demotivating sentences, such things. If you ask about the frequency, they are really very rare. We encounter these, but they leave deep effects on the person. For example, this happened 8-9 years ago, but you do not become more open to trying something new over time. Of course, I was just starting my career at that time, and now I have more self-confidence in those matters.

My observation skills are increasing a lot, that is, in different classes all the time. Being a subject teacher in primary school seemed like a bit of a disadvantage at first. You get 2 hours of training and you have to change classes all the time, there are many students, there are few hours. I felt the need to increase my observation skills. I read books about these, watched self-improvement videos or attended seminars. I have received a lot of training in psychological or movement related observation skills. This added something to my daily life. That is, what should I say when communicating with people I have just met? I can directly say that my observation skills in daily life have increased. I believe it increases your communication skills. I love being a child with a child. My classroom is the place where I feel most comfortable. Those who see it outside say it's crazy, but I like to jump and play in the classroom. I can scream and scream with kids like this. Of course,



sometimes there is noise. It is disturbed when the noise reaches other classes, but I try to keep it balanced. I guess being a child with children is the best thing.

A7. Again, this is variable, but yes, time passes quickly. Because, as I said, we attend primary school for two lessons of 40 minutes each. We have a large number of students and the background of our students is, frankly, a bit hyperactive. It's going a little too fast for us. We need to allocate time not only for lessons, but also for general classroom management. That's why it goes a little faster for us. What I would like to add is... well, I like to talk about profession, I like to talk about education. I would like to increase such things among teachers, and for the teacher class to meet and come together in social environments in their own regions. I don't want school to be treated as work. It's my hobby. Because I said that whenever I got bored of teaching, then I would quit teaching. This was the promise I made to myself when I started my career. Because, as I said, Frankly, I was a naughty student too. I was a hyperactive student, not to say naughty. I know myself because I always upset the teachers. I was saying, "Whenever I get bored, if I get bored, I will quit teaching one day." But I've coped well so far.

#### Participant 5

A1. Generally, I try to constantly update myself. I follow the questions that come up. I am solving questions. I solve questions so that I don't forget what I know. There is a book called "Reader at Work". There are paragraphs there, I read paragraphs from paragraphs from time to time. I try to keep myself constantly updated.

A2. To deal with a difficult situation I try not to think purely emotionally, I try to think logically. Equality is important to me. Do I treat all students equally? Do I provide equal learning opportunities? I'm paying attention to this. Because some students are active and some are passive. I try to be equal in order to include passive students in the lesson. And then I feel happier. Since I am in primary school, I meet with the classroom teachers on this issue, just in case I have difficulty. There are students with problems. I get help from them. For example, if there is a student who disrupts the flow of the lesson and I have difficulty, I get help from administrators and guidance counselors. Or, I meet with guidance counselors to learn how to communicate better with children.

A3. I get it from my supervisor. He sometimes praises me. Here they are telling the parents that they have given him a good return. I get feedback through English presentations I prepare with students at ceremonies. I see the satisfaction of the parents after the English presentations. I see that student like the course more. I get feedback from

parents when we meet. They tell me I'm fine. It is about problem students or some students, for example, they use medication, have hyperactivity, have problems, have special conditions. I get information from the guidance counselor and classroom teacher to learn about their situation or what to do, I ask help.

**A4.** I try to constantly keep up with innovation. Let's say it's a new project. If the school has a project, I try to take part in it. If there is a situation or competition that can be held on behalf of the school and where we can represent the school, I try to take part.

**A5.** I love my job and I deliberately wanted to be a teacher, so I feel energetic and happy. The more I try to do my duty well, the better I feel.

**A6.** I try to be very sensitive because I know that my profession is very sacred. As I said before, I try to be equal to everyone. I try to use class time very effectively. Apart from that, I love my job very much. I try to do my job well to make me feel good. My negative feelings are that I cannot do better things because the class hours and number of lessons are low, but I feel like "I wish we had time, we could do better things, but we can't." Shall we say, something happens inside me that makes me sad? If there was time, many things could be done. Because an application-based course requires time. For example, I feel sad because I feel like I can't do much because he isn't around. My job is that I think English is a subject, not a course, that is useful to people in every field. I think that the more I teach people, the more they learn, their life becomes easier. That's why I try to do my best.

**A7.** I think I am very concentrated on my work and I get carried away and lose track of time. For me, time passes quickly in class. Once I start, I immediately feel like the bell rings right away. Sometimes I feel bad. Because there are a lot of student participation, for example, some students could not participate because the time ran out and he feels something. For example, many people want to attend the class, but they cannot attend because the class hours go by quickly or because the time is limited, some unfortunately can't attend because the class is crowded.

#### **Participant 6**

**A1.** I am currently doing a master's degree. I think this has been very beneficial to my professional development. I follow current publications and books related to my field. I participate in various certification programs and maid training. I follow webinars that I learn about through social media. I also improve myself in my own field.

A2. Since I had a private school experience before, and because I worked in very difficult and challenging conditions, when compared to a public school, I remember those private school experiences and say that I am more comfortable now than the previous school I worked in, and I am also under less pressure. I remind myself. Maybe it's a type of Emotional regulation. I read emotions regulation as a widely used strategy. I could be working under worse conditions here. Maybe I'm getting used to this situation because I have relatively good conditions. Also, we often do reflection with my colleagues. I also share the difficulties I experienced and things that went wrong. I get their opinions. And sometimes I share my own ideas with them. I think this is very beneficial. About coping with these difficulties

A3. Frankly, as I just said, I am in constant communication with my more experienced teacher friends. I think I realized a lot of things through their experiences. I think I benefited a lot from their experiences. I get feedback from them. I also receive feedback from my students. And I think this is also very valuable. Especially after each lesson, I ask, "Yes, how was our lesson today?" It was an enjoyable piece, wasn't it? etc., or I ask or observe what kind of impression our use of visuals or role-play in this lesson creates on them. I also receive feedback from my students. At the same time, some surveys are conducted in the institution where I work. We are also evaluating these surveys. There are surveys where we can get feedback on the adequacy of the materials prepared by the instructor and the course in every sense, and I follow these very frequently. From here, this kind of feedback really helps me compile and collect things that may be wrong or missing in myself, my professional practices related to my course, and related things.

That is to say, I do not hesitate to hear from others that I have made a mistake or have done something missing in a proper manner, or to receive negative criticism. I believe that these criticisms are very constructive. That's why I'm a very open person to these. I think this has been very beneficial to my development. Because it is always beneficial to see from a different perspective. I am not a supervisor, but sometimes I can be a group leader or a department head and ask him/her to come and observe my lesson. I would like you to share your ideas with me. I think making such observations or sharing will have very positive results. Because from our own perspective, we may not be able to see some things that are not going well. Our friends who are more experienced or have a different professional career can help us more.

A4. If we look at my own practices, I may be missing some career opportunities because I have difficulty in my own professional development and adding something to myself,

as well as in the pace of work, work intensity, and perhaps in balancing work and family life. Because there was such a gap in my career, I was able to start my master's degree about 14 years later. Apart from this, in terms of proactive teaching, an instructive model could be as follows: I want my students to teach more interactively, with projects, or by making videos, rather than using such a rote learning system. Or I organize a museum trip. We are doing a project about the translations made there. Or I am currently trying to do projects where they can gain some awareness about local culture and multiculturalism, that is, to make a difference in terms of their learning processes. In this sense, can I take advantage of every opportunity? I'm not sure about that, but I believe I did my best.

**A5.** Definitely. I believe that working with young students or younger age groups makes me very energetic. I feel the need to empathize in order to communicate with them. And this keeps me younger and more vigorous. I can say that no matter how difficult a day I am having personally, when I close the classroom door, I do my best to ensure that the time I spend with my students is a quality, productive 45 minutes, if it is 45 minutes there. Because students are there to learn something. And this is their right. I'm trying to spend my time there in the most productive way. As I said, what I do there professionally makes me feel more energetic and truly vigorous. I can say that their participation and their feedback motivate me to do even better.

**A6.** This was the profession I wanted to do since the day I chose the foreign language department in high school. I always wanted to be a good, ideal English language teacher. I'm trying to realize the identity I pictured in my mind. I'm trying to live it. Teaching is a truly satisfying profession for me. Being able to touch the lives of really young people and leave something, a mark on them, makes people excited. And especially on days like November 24th, the feedback I receive from the graduating students I taught years ago, or the successes they have achieved thanks to English at the point they have reached in their lives, really satisfies me and makes me more enthusiastic. I think I am very lucky to be an English teacher. Because I don't know English teachers, but universally, wherever you look in the world, English teachers have very colorful personalities. Because they are aware of more than one culture and are such lively people. It really gives me that feeling. Time passes very, very fast. And sometimes we realize that we have gone past the time we should take a break from classes. But we never get bored or we have a great time. These are very positive, very nice feelings. I think we are in a lucky profession because I am a teacher, especially an English teacher, because we have the ability to communicate in a different way, because we have some drama talent, and when we enrich the lesson

with songs and games, no one finds us strange and even appreciates it. That's why I love my job. As I said for myself, it gives me such endless energy, joy, and real satisfaction. That's why I believe I reflect that as well. For my students, learning English really gives them exposure to very different cultures, very different experiences. We provide them with the ability to communicate with people, to express themselves wherever they go in the world, and to sustain their lives. That's why I believe we are doing a really useful job.

**A7.** Yes, I answered a little bit about this before, but time goes by so fast. Sometimes, as I said, we miss the time when we should take a break from the lesson. But the students don't notice either. I like it very much. Because we are in such a flow. They also focus on what they are doing, it could be a reading passage, it could be a translation, whatever it is. The fact that everyone focuses so much on what they do and does it with enthusiasm eliminates the concept of time a little, no one checks their watches. And I went to class for 8 hours a day, I went to class for 10 hours a day, but sometimes only physical fatigue remains, but mentally I don't feel tired, I feel vigorous. The feeling of satisfaction of having done something truly enjoyable and fun that day takes away all your tiredness. Happy teachers and happy students mean a quality learning process.

#### **Participant 7**

**A1.** I am constantly trying to improve myself in order to improve my professional development and skills. How do I do it? Since my field is primarily English, I believe that I need to educate myself in both English. I also believe that I need to train in the field of education. Of course, these are not enough. An English teacher may know English very well, but he cannot be a very good Instructor. Again, a good education cannot be achieved even if a very good instructor does not have a good level of English. That's why I want to educate myself in both fields and at the same time, how to teach a language? I am working to advance in the field. I can say that I am a new teacher in terms of what I have done in this regard, and then I started my master's degree directly. Plus, I'm thinking of applying to the CELTA program. I plan to do various certifications and things that will improve my language teaching. In addition, I have received the TESOL certificate, which is also a certificate given by English teachers around the world.

**A2.** I mean, since we work with children, it is a bit of an emotionally and mentally tiring environment. In general, unfortunately, they are unconscious learners because they are not adult learners. First of all, we need to convince them to learn something. That's why direct learning is very difficult in these age groups. We prefer to resort to indirect learning.

But in this process, people of course get worn out, both mentally and emotionally. The biggest reason why this happens is actually the perspective of other educators around. "Even if you try, there will be no teacher. What are you doing? Don't tire yourself, don't tear yourself apart. "We used to be like this." I don't know, when such things happen, I try to stay away from such negative thoughts. I try to ignore these negative thoughts. Because a tiny negative emotion directly pulls me down. As soon as a person hears a negativity, because we are lazy creatures, we say, "Oh, I shouldn't try, what should I do?" Everyone can go into the "like this" mode and ruin their own emotional state. That's why, in order to keep myself mentally sharp, I try to focus on the positive aspects and ignore the negative aspects, staying as far away as possible. Additionally, even making a very small distance for one person is something that makes people extremely happy. In other words, the things that keep me alive the most, psychologically and emotionally, are seeing a student who says he can't do it, a student who seems like he will never progress, making progress like this, realizing that he is also making progress, and the parent observing this and giving feedback. So, I can say these.

A3. So, for my development, I am someone who always wants to get feedback from everyone and from my students. I tell them, criticize me, that's what I always want from people who watch me. But in general, the people I get feedback from are the people whose opinions I pay more attention to, the people with whom I talk and discuss language teaching more, and my professors in graduate school. I mean, even the slightest conversation with them makes an incredible contribution to me, that's how I feel. As I said, I wouldn't say it in terms of age, but I would say it's colleagues I'm at the same level with, so unfortunately, I can't see anyone around me enough to get advice. The Graduate school teachers, either because their competence is at a much higher level, and above all because they are motivated, because they do not meet with the students one-on-one. They educate us, we meet with the students. They are always motivated for this reason. In other words, they talk about their competence and their constant motivation, that is, "catching all 30 people in a class of 30 people" etc. They are talking about truly impossible things about language education. For this reason, I can say that I attach greater importance to their opinions. But I am always open to discussing a topic with my colleague or talking about it. But like I said, I can't get anything like that from them. People I generally apply to, people who are more Academically Competent.

A4. Let me put it this way: I try to be a person who directly steps forward when something happens in the group, especially when there is a project related to education design and

planning, and constantly expresses my opinion and tries to change what is happening. I always jump ahead in such matters. I can say these, in various projects, in different things done by the group, I can say how we can design a better education, how we can take things forward. To step forward in group meetings. I can say that in all projects, I say "Let me step forward and do something" and take responsibility.

**A5.** Unfortunately, I don't feel very well while working at work. So I'm trying to stay super motivated. I make sure to go with great motivation. I never reflect anything that happens outside of my business life into my work. But unfortunately, after a certain time when I went to school, I could not see anything from the students. Because learning is a very active process. There is a giver and there is a receiver. Family has great importance, especially for children and young learners. Is that child accustomed to learning from a young age? Has he learned to learn? That is important. "Does he repeat when he gets home? Does he study? Does he make any effort? Motivated? Is he ready?" All of these are important. For this reason, when I put all of these ends to end, when I come to the end of the period, of course it does not become zero again. But in a class, my biggest problem is that I can't catch everyone. In a class of 30 people, unfortunately, I feel bad because I can catch 5 people, 6 people, but not the others. For this reason, my morale motivation at work is going down like this. I can't say that I feel very good at work. I can't say that I feel energetic either.

**A6.** My profession means everything to me. It's a wonderful thing indeed. If it happens in a positive way, one looks at it from beginning to end and truly says, I did this. It is literally a perfect thing, like a sculptor making a sculpture or an artist practicing his art. It means a lot to me. On a positive note, I feel a sense of pride. Especially when a student says, "Thanks to you, my teacher. I never liked English, now I love English." I feel very proud and happy. The negative emotions I feel are the exact opposite of these. Sadness and disappointment. Especially this is happening from a student who I am in an expectation. Because motivation isn't everything. "I'm motivated, it's great, it's so so," said the student. Unfortunately, it is not always successful. Motivation alone is not enough. Generally speaking, if I had to say it statistically, I would say that if I feel these positive emotions 20-25 % of the time, I feel negative emotions 180% to 75% of the time. If we look at the general perspective of education and teaching, I think it provides a great benefit to society. I think it is a great benefit to my students. Because I also try to guide my students. Whether it is about career choices from a young age or what they will do in the future. Because when we were at that age and looked ahead, there was a great

darkness. So “how will it be, what will happen, what are we doing?” We didn't even know which exam we would take. For this reason, I think it has such a benefit. If we narrow down the perspective as an English teacher, I think that today, especially learning English, and students learning English through my efforts, their efforts, and our mutual efforts, has a great impact on society, partly because learning a language has an incredible benefit. The perspective of a person who speaks a language on the world develops and changes incredibly. Because the things he follows are changing. News sources are changing. The method of learning something is evolving. That’s why there is a huge difference between a person who doesn't know a language and a person who knows it. I think this is the case, especially between a person who speaks English and a person who does not. The thing I dislike most about my job is that I don't like this process at all. Unfortunately, as I said, the process goes through many things. It is not a language teaching process, but because of the difficulty of teaching languages to children, because the process is generally not about learning and teaching. Trying to make people like it, trying to motivate them, then trying to restrain those who sabotage them, trying to change them. I don't like the process because it goes like this. What I love most about my job is the result. That is, the final product. I like that product very much. After it happens, I say “that's OK”. When I look at that Result, this is what I like most. So, I can say that the result is my favorite thing about my job.

**A7.** I am always focused on my work. And believe me, I never notice how time passes. I have already managed to make most of my students, around 90-95%, love English. I can say that because there are students who like it, because motivation increases even if they cannot do it, at least because they love me, because they endure the lesson, it is the same for them as well. Let me put it this way, we have been studying for 2 hours and 3 hours in a row without going to recess. I don't even look at the clock, I don't even look at my phone. Time passes incredibly fast in class.

#### **Participant 8**

**A1.** In order to improve my skills, I first try to learn new things from my colleagues at work and other teachers, if available. If possible, I attend seminars. I do my best not to miss new information. I also use the internet a lot.

**A2.** In order to create a more emotionally and mentally balanced environment, I first take great care in being planned. I don't leave things to the last minute. And if there are people



or colleagues who cause extra trouble, I try to lower their expectations. Even if it doesn't happen, I ignore your expectations. I do things my way.

A3. First of all, I attach great importance to benefiting from the knowledge of my groups. I especially value the opinions of my group president or people who I think are more talented than me. I share my ideas with them. I look at their comments or evaluations of my work. If there are any missing aspects, I will fix them together or alone, if we can fix them. If not, I would of course evaluate the positive developments and feedback on whether it should be more or sustainable.

A4. In normal circumstances, I like to participate in projects. I don't see myself as a very proactive person, but I like to participate in projects if it will add something extra for myself, my students or my school. But I can't say that I'm doing much nowadays due to my daily private life. That's why I can only work on such small projects that will make my students happy and motivate them. But I don't like to take on the workload for no reason.

A5. I usually feel dynamic and energetic at work. I love my job. I love where I work. It's not difficult because I do what I love. In fact, I find it not as if I am working, but as if I am having a good time during my day, as if it is an opportunity to improve myself or to be useful to someone. I feel happy when I'm at work, so I have energy.

A6. I think our profession provides more spiritual benefits than material ones. I generally feel positive emotions while doing my job. Perhaps because I have not experienced many negative things in the places I have worked, my attitude towards my job has always been positive. My attitude at work has always been positive. Of course, there are problems. We are trying to deal with them. But I am happy that I do not have co-workers or superiors who want to put me in a difficult situation individually. I am at peace because I do this job. I can say that I feel proud of my job. That's good, I think.

Actually, one more thing I want to add is that there were times when I had really bad supervisors. I had colleagues like this for 1-2 years or 3 years or so. I dealt with them quite a bit, but with this question I realized more and more that it never had a negative impact on me regarding my students or the work I do.

A7. With this interview, I realized that I really enjoy my job. Because neither the time I come to work nor the time I stay at work makes me tired." I've never had a feeling like "Oh, time doesn't pass, we've been here for so long." I'll stay as long as necessary. If I have extra work to do during breaks, I do them instead of resting. I even spend time on

activities that will be beneficial for my students at Exit. There were also times when I spent too much time. It means that I am quite happy with what I do.

#### Participant 9

A1. I read articles to increase my professional development. I follow current news.

There are pages I follow on social media, whether they are related to my field or my area of interest, I look at them. I like to learn something new.

A2. First of all, I stay away from people who I think are problematic. Apart from that, I determine what the problem is, draw a road map to reach the solution, and reach the solution step by step in this direction.

A3. For the development of my career, I establish respectful and solution-oriented relationships with my colleagues and superiors. After filtering the feedback, I receive from my superiors through my own logical filter, I focus on the positive aspects for myself.

A4. I try to be planned and scheduled in all my processes at school. I strive to be up to date on my own development in the process of evaluating new opportunities.

A5. I do my job lovingly and willingly. I feel happy and peaceful around my students. I forget all the negativities in life

A6. I love my job. Most students do not attach enough importance to English lessons due to their environment or family structure. I start my job by making them love the lesson. Because English is everywhere in our lives. I'm trying to explain this to students. I am very happy when I learn that my graduate students are making good careers. Sometimes they come to visit and then I feel very happy.

A7. I focus on the process while working, and it makes me very happy that my students' and my achievements progress in the same direction. Therefore, I think it is very satisfying to see that a lesson in which we can concentrate properly improves both me and my students personally. Our lessons are already lively due to the style of the English lesson. That's why I don't even realize how time passes.

#### Participant 10

A1. I'm one of those people who can't help but learn something new. I always like to do different things. I attend professional seminars and in-service training. I take online

education. I follow developments, seminars and courses on social media. I definitely follow technological developments. General culture is very important to me. I like to know information. I try to watch the movies I watch in English so that my foreign language does not become dull. In the meantime, I am doing a master's degree related to my profession. I can say that I am very active in this regard.

**A2.** First of all, I am a very good observer. This can happen in the environment I enter or in the classroom. And I think it helped me a lot. For example, let's say I enter an environment and if there is someone I don't like, I simply avoid eye contact. I don't sit near you. If this is a student, for example, we have some problem students. I take precautions before problems occur in the classroom. For example, I give the student the task of opening a very simple smart board, and this makes the student very happy. He doesn't cause any problems because he is happy. So, in general, I can say that my defense mechanism is activated before the problem occurs. If a problem occurs, I examine the problem thoroughly. I try to learn why and how. If it's a person, I try to empathize. I have a very analytical nature when it comes to problems, so I think I don't have many problems.

**A3.** Frankly, I do not receive direct feedback from my supervisor. I am a professional in my job. I know what I need to do and what I don't need to do, so in general, I do my job around the clock. But from time to time, they express their satisfaction for various reasons. Of course, this flatters my pride. But if I'm going to get an opinion, I prefer to get it from a competent person. He must be more knowledgeable than me, more investigative and more active than me. In this sense, I find my graduate teachers more competent, because they are constantly researching and learning. At school, I have a very good relationship with all my teacher friends. I am a very good teammate in the work we need to do together. I will definitely take responsibility. I don't avoid work.

We talk a lot about students with my other branch teacher friends. We make general evaluations together.

**A4.** I can definitely say that I am a very innovative and proactive individual in this regard. I want to learn and know everything new. Because I think knowledge is wealth. At work, I also do projects, organize meetings or meals. I love things like this. I never skip work. I'm not someone who says, "Well, it's not my job." To me, school is our second home. Just as we don't want anything to be missing or problematic at home, I think it shouldn't be there at school either. That's why I do whatever needs to be done. I never seek anything in return.

A5. First of all, I love my job very much. I love the school I work at. But the feeling changes depending on the environment. That is to say, if I am in the teachers' room, I am very happy because I love all my friends and get along well with all of them. If I'm in a class, it varies depending on the class. Let me explain it this way. I don't work in a very good neighborhood. Most of the students in the neighborhood are aimless. They seem to come to school to spend time rather than to learn something. Most Syrian students are illiterate or do not want to study. Of course, there are also those who are very hardworking. In the E class, 3-5 students attend the lesson, the rest are either worried about disrupting the order or have nothing to do with the lesson. In this situation, I feel unhappy. I feel like a babysitter, not a teacher. Because I feel like teaching something, but I can't find anyone to do it with. Of course, I still do my best. But some lessons go so well that I can't even sit still. When the bell rings, neither I nor my students understand how 40 minutes have passed. The children say, "Teacher, the bell rang so quickly." Then, of course, I understand that they are having a really good time, too.

A6. I love my job. I think English is a more necessary course than many other subjects at school. Because we teach a language. As our ancestors said, "one language, one person, 2 languages, 2 people". English is everywhere in our lives and that's what I explain to children first. I'm trying to raise awareness about their environment. I make you realize that even many brands around them are actually in English. And I explain that no matter what career they choose in the future, they will definitely need English. Apart from this, I also explain the importance of English for general culture. Because, of course, it is much better to know one language and access information from one source than to know many languages and research in that way. Apart from that, I teach that language means cultural richness. In this sense, I think I shed light on the future of students with the English language. At the same time, I become an advisor, a guide or a mentor to them about life. For this reason, I have positive feelings in general. I'm proud of my work. Because I really work hard for each student, regardless of them. "Even if you fail academically in other courses, the nature of English is different, you can be very successful," I try to convince. As a negative feeling, teaching is actually very difficult in a way. The difficult part is that the conscientious burden is very heavy. We put a lot of effort into making sure that a student does not say, "Sir, you did not give me the right to speak today." How much rights did we give to which student and who did not? Meanwhile, trying to include those who do not attend the lesson. These are the most tiring parts of our job. In other words, it is not physical fatigue, but mental fatigue. What do I love most about my job? First of all,

the way English lessons are taught is not like other lessons. We teach with fun. That's why I like my lessons in general.

A7. If it is a class with good student participation, time flies and I get carried away while studying. I have no difficulty concentrating on my work. Because I love my job very much. I think I did very well. As I said, if there is a good attendance in class, I get carried away and lose track of time. But this is a situation that can change for students from class to class and even from day to day. When it happens otherwise, I usually feel very sad.

**Appendix H. Çağ University Ethics Permission Request Form from the Institute of Social Sciences**



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.04.04-2300009653

18.10.2023

Konu : Bilimsel Araştırma ve Yayın Etiği  
Kurulu Kararı Alınması Hk.

**REKTÖRLÜK MAKAMINA**

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

İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü Psikoloji, İngiliz Dili Eğitimi Tezli Yüksek Lisans Programlarında tez aşamasında kayıtlı olan **Sevgi Tarhan**, **Sevim İnceler** isimli öğrencilerimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Prof. Dr. Murat KOÇ  
Sosyal Bilimler Enstitüsü Müdürü

Ek :

- 1 - Sevgi Tarhan'a Ait Tez Etik Dosyası.
- 2 - Sevim İnceler'e Ait Tez Etik Dosyası.

## Appendix I. Çağ University Ethics Committee Permission Letter



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Rektörlük



Sayı : E-81570533-044-2300010190  
Konu : Bilimsel Araştırma ve Yayın Etiği  
Kurul İzni Hk.

30.10.2023

### SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : a) 18.10.2023 tarih ve E-23867972- 050.04.04-2300009653 sayılı yazımız.  
b) 18.10.2023 tarih ve E-23867972- 050.04.04-2300009656 sayılı yazımız.  
c) 19.10.2023 tarih ve E-23867972- 050.04.04-2300009766 sayılı yazımız.

İlgi yazılarda söz konusu edilen **Dilara Gün, Büşra Öner, Eren İlbey Şahin, Sevgi Tarhan ve Sevim İnceler** isimli öğrencilerimize ait tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY  
Rektör

## Appendix J. Official Permission from Rectorate of Çağ University for the Questionnaire



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü



Sayı : E-23867972-044-2300010229  
Konu : Sevim İnceler'in Tez Anket İzni  
Hk.

31.10.2023

### DAĞITIM YERLERİNE

İngiliz Dili Eğitimi tezli yüksek lisans programında kayıtlı Sevim İnceler isimli öğrencinin, "İngilizce öğretmenlerinin iş becerikliliği ile işe bağlılık düzeyleri arasındaki ilişkinin incelenmesi" başlıklı tez çalışması Üniversitemiz öğretim üyesi Dr. Öğr. Üyesi Senem Zaimoğlu'nun danışmanlığında yürütülmektedir. Adı geçen öğrenci tez çalışmasında Üniversitemize bağlı tüm birimlerde halen görev yapan İngilizce Öğretmenlerini kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, izin verilmesi hususunu arz ederim.

Prof. Dr. Murat KOÇ  
Sosyal Bilimler Enstitüsü Müdürü

Ek : Öğrenciye ait tez anket evrakları dosyası.

Dağıtım:

Gereği:

Fen Edebiyat Fakültesi Dekanlığına

Hukuk Fakültesi Dekanlığına

İktisadi ve İdari Bilimler Fakültesi Dekanlığına

Meslek Yüksek Okulu Müdürlüğüne

Yabancı Diller Yüksekokulu Müdürlüğüne

Bilgi:

Rektörlük Makamına



## Appendix K. Approval Request from the Institute of Vocational



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Meslek Yüksek Okulu



Sayı : E-98052352-044-2300010519  
Konu : Sevim İnceler'in Tez Anket İzni  
Hk.

08.11.2023

### SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 31.10.2023 tarihli ve E-23867972-044-2300010229 sayılı belge.

İngiliz Dili Eğitimi tezli yüksek lisans programında kayıtlı Sevim İnceler isimli öğrencinizin, “İngilizce öğretmenlerinin iş becerikliliği ile işe bağlılık düzeyleri arasındaki ilişkinin incelenmesi” konulu tez çalışması ile ilgili yapmak istediği anket çalışması Müdürlüğümüzce uygun görülmüştür.

Bilgilerinizi Arz/rica ederim.

Prof. Dr. Eda YAŞA ÖZELTÜRKAY  
Meslek Yüksekokulu Müdürü

## Appendix L. Çağ University Ethical Permission Request Approval



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Hukuk Fakültesi



Sayı : E-82356537-044-2300010503  
Konu : Sevim İnceler'in Tez Anket İzni  
Hk.

08.11.2023

### SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi :| 31.10.2023 tarihli ve E-23867972-044-2300010229 sayılı belge.

İngiliz Dili Eğitimi Tezli Yüksek Lisans öğrenciniz Sevim İnceler'in "İngilizce öğretmenlerinin iş becerikliliği ile işe bağlılık düzeyleri arasındaki ilişkinin incelenmesi" başlıklı tez çalışması ile ilgili yapmak istediği anket çalışması Dekanlığımızca uygun görülmüştür.

Bilgilerinize sunulur.

Prof. Dr. Yücel ERTEKİN  
Hukuk Fakültesi Dekanı

## Appendix M. Çağ University Ethical Permission Request Approval



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü



Sayı : E-23867972-044-2300010227

31.10.2023

Konu : Sevim İnceler'in Tez Anket İzni  
Hk.

### DAĞITIM YERLERİNE

İngiliz Dili Eğitimi tezli yüksek lisans programında kayıtlı Sevim İnceler isimli öğrencinin, "İngilizce öğretmenlerinin iş becerikliliği ile işe bağlılık düzeyleri arasındaki ilişkinin incelenmesi" başlıklı tez çalışması Üniversitemiz öğretim üyesi Dr. Öğr. Üyesi Senem Zaimoğlu'nun danışmanlığında yürütülmektedir. Adı geçen öğrenci tez çalışmasında Üniversitenize bağlı birimlerde halen görev yapan İngilizce Öğretmenlerini kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, izin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Ünal AY  
Rektör

Ek : Öğrenciye ait tez anket evrakları dosyası.

Dağıtım:

Gereği:

Adana Alparslan Türkeş Bilim ve Teknoloji Üniversitesi Rektörlüğüne  
Çukurova Üniversitesi Rektörlüğüne

**Appendix N. Çukurova University Ethical Permission Request Approval**

İ.C.  
ÇUKUROVA ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Öğrenci İşleri Daire Başkanlığı

Sayı :E-27224817-044-854351  
Konu :Tez Anket İzni (Sevim İNCELER)

20/11/2023

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

İlgi : 31.10.2023 tarihli ve 2300010227 sayılı yazımız.

Üniversitemiz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi tezli yüksek lisans programı öğrencisi Sevim İNCELER'in Dr. Öğr. Üyesi Senem ZAIMOĞLU danışmanlığında yürütmekte olduğu "İngilizce Öğretmenlerinin İş Becerikliliği ile İşe Bağlılık Düzeyleri Arasındaki İlişkinin İncelenmesi" başlıklı tez çalışması kapsamında anket uygulama isteği Üniversitemiz Yabancı Diller Yüksekokulu Müdürlüğü tarafından uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

Prof.Dr. Neslihan BOYAN  
Rektör a.  
Rektör Yardımcısı

## Appendix O. Official Permission from Rectorate of Çağ University for the Questionnaire



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü



Sayı : E-23867972-044-2300010228  
Konu : Sevim İnceler'in Tez Anket İzni  
Hk.

31.10.2023

### DAĞITIM YERLERİNE

İngiliz Dili Eğitimi tezli yüksek lisans programında kayıtlı Sevim İnceler isimli öğrencinin, "İngilizce öğretmenlerinin iş becerikliliği ile işe bağlılık düzeyleri arasındaki ilişkinin incelenmesi" başlıklı tez çalışması Üniversitemiz öğretim üyesi Dr. Öğr. Üyesi Senem Zaimoğlu'nun danışmanlığında yürütülmektedir. Adı geçen öğrenci tez çalışmasında Müdürlüğünüze bağlı tüm okullarda halen görev yapan İngilizce Öğretmenlerini kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, izin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Ünal AY  
Rektör

Ek : Öğrenciye ait tez anket evrakları dosyası.

Dağıtım:  
Gereği:  
Adana İl Millî Eğitim Müdürlüğüne

Bilgi:  
Adana Valiliğine

## Appendix P. Approval Request from Adana MoNE



İ.C.  
ADANA VALİLİĞİ  
İl Millî Eğitim Müdürlüğü



Sayı : E-98258552-20-90747593  
Konu : Sevim İnceler'in Tez Anket İzni Hk.

29.11.2023

### MÜDÜRLÜK MAKAMINA

İlgi : Çağ Üniversitesi'nin 31.10.2023 tarih ve E-23867972-044-2300010228 sayılı yazısı.

Çağ Üniversitesi İngiliz Dili Eğitimi tezli yüksek lisans programında kayıtlı Sevim İnceler'in Öğretim Üyesi Dr. Senem Zaimoğlu'nun danışmanlığında yürütülmekte olduğu "İngilizce öğretmenlerinin iş becerikliliği ile işe bağlılık düzeyleri arasındaki ilişkinin incelenmesi" başlıklı tez çalışmasını, Adana İline bağlı tüm okullarda görev yapan İngilizce Öğretmenlerine uygulama yapmak isteği ile ilgili ilgi yazı ekte sunulmuştur.

Söz konusu uygulama çalışmasının, İlimiz İl Araştırma Değerlendirme Komisyonu'nun 28/10/2023 tarihli "Uygundur" raporu doğrultusunda, 2020/2 nolu Millî Eğitim Bakanlığı Araştırma Uygulama İzinleri Genelgesine göre uygulanması Şube Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Ahmet İŞIKLI  
Şube Müdürü

OLUR  
Hasan TEVKE  
İl Millî Eğitim Müdürü



İ.C.  
ADANA VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : E-98258552-605.01-90839472  
Konu : Sevim İnceler'in Tez Anket İzni Hk.

29.11.2023

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE  
(Öğrenci İşleri Daire Başkanlığı)

- İlgi: a) 31.10.2023 tarih ve E-23867972-044-2300010228 sayılı yazımız.  
b) Müdürlük Makamı'nın 29.11.2023 tarih ve E-98258552-20-90747593 sayılı Onayı.

Üniversiteniz İngiliz Dili Eğitimi tezli yüksek lisans programında kayıtlı Sevim İnceler'in Öğretim Üyesi Dr. Senem Zaimoğlu'nun danışmanlığında yürütülmekte olduğu "İngilizce öğretmenlerinin iş becerikliliği ile işe bağlılık düzeyleri arasındaki ilişkinin incelenmesi" başlıklı tez çalışmasını, Adana İline bağlı tüm okullarda görev yapan İngilizce Öğretmenlerine uygulama yapmak isteği ile ilgili ilgi (b) olur ekte gönderilmiştir.

2020/2 Nolu Millî Eğitim Bakanlığı Araştırma Uygulama İzinleri Genelgesi 28. Maddesi gereği; Bilimsel Araştırma sonuç raporunun ya da Yüksek Öğretim Kurulu Ulusal Tez Merkezi Veri Tabanında arşivlenmesine izin verildiğine dair tez sonuç linkinin çalışma bitiminden itibaren 30 gün içerisinde Müdürlüğümüze gönderilmesi hususunda;

Bilgilerinizi ve gereğini arz ederim.

Hasan TEVKE  
İl Millî Eğitim Müdürü

Ek:  
- Onay Örneği ( 1 Sayfa).

**Appendix Q. The Post-Hoc Results of English Teachers' JC According to Age Variable**

Dependent Variable	(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	<i>p</i>
Decreasing hindering job demands	22-26	27-32	0.19	0.547	.736
		33-40	0.73	0.527	.170
		41-48	0.31	0.535	.567
		49+	0.82	0.558	.144
	27-32	22-26	-0.19	0.547	.736
		33-40	0.54	0.195	.006*
		41-48	0.12	0.216	.573
		49+	0.64	0.267	.019*
	33-40	22-26	-0.73	0.527	.170
		27-32	-0.54	0.195	.006*
		41-48	-0.42	0.158	.009*
		49+	0.09	0.223	.673
	41-48	22-26	-0.31	0.535	.567
		27-32	-0.12	0.216	.573
		33-40	0.42	0.158	.009*
		49+	0.51	0.241	.035*
	49+	22-26	-0.82	0.558	.144
		27-32	-0.64	0.267	.019*
		33-40	-0.09	0.223	.673
		41-48	-0.51	0.241	.035*
Increasing social job resources	22-26	27-32	0.22	0.612	.717
		33-40	0.79	0.589	.185
		41-48	0.47	0.599	.435
		49+	1.02	0.624	.106
	27-32	22-26	-0.22	0.612	.717
		33-40	0.56	0.218	.011*
		41-48	0.25	0.242	.310
		49+	0.79	0.299	.009*
	33-40	22-26	-0.79	0.589	.185
		27-32	-0.56	0.218	.011*
		41-48	-0.32	0.177	.076



		49+	0.23	0.249	.357
		22-26	-0.47	0.599	.435
	41-48	27-32	-0.25	0.242	.310
		33-40	0.32	0.177	.076
		49+	0.55	0.270	.045*
		22-26	-1.02	0.624	.106
	49+	27-32	-0.79	0.299	.009*
		33-40	-0.23	0.249	.357
		41-48	-0.55	0.270	.045*
		27-32	0.79	0.586	.181
	22-26	33-40	1.13	0.564	.047*
		41-48	0.73	0.573	.204
		49+	0.82	0.597	.174
		22-26	-0.79	0.586	.181
	27-32	33-40	0.34	0.209	.103
		41-48	-0.06	0.232	.804
		49+	0.03	0.286	.926
		22-26	-1.13	0.564	.047*
Increasing challenging job demands	33-40	27-32	-0.34	0.209	.103
		41-48	-0.40	0.169	.019*
		49+	-0.32	0.238	.187
		22-26	-0.73	0.573	.204
	41-48	27-32	0.06	0.232	.804
		33-40	0.40	0.169	.019*
		49+	0.08	0.259	.745
		22-26	-0.82	0.597	.174
	49+	27-32	-0.03	0.286	.926
		33-40	0.32	0.238	.187
		41-48	-0.08	0.259	.745
		27-32	0.37	0.371	.317
	22-26	33-40	0.78	0.358	.031*
		41-48	0.43	0.363	.237
JC total		49+	0.83	0.378	.029*
		22-26	-0.37	0.371	.317
	27-32	33-40	0.41	0.132	.003*
		41-48	0.06	0.147	.691

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	49+	0.46	0.181	.012*
	22-26	-0.78	0.358	.031
33-40	27-32	-0.41	0.132	.003*
	41-48	-0.35	0.107	.001*
	49+	0.05	0.151	.721
	22-26	-0.43	0.363	.237
41-48	27-32	-0.06	0.147	.691
	33-40	0.35	0.107	.001*
	49+	0.40	0.164	.016*
	22-26	-0.83	0.378	.029*
49+	27-32	-0.46	0.181	.012*
	33-40	-0.05	0.151	.721
	41-48	-0.40	0.164	.016*

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Note: \*:  $p < 0.05$ .

**Appendix R. English Teachers' Experience and JC Post-Hoc Results**

Dependent Variable	(I) Experienc e	(J) Experienc e	Mean Difference (I-J)	Std. Error	<i>p</i>
Increasing Social job resources	1-5 yr	6-10 yr	0.98	0.335	.004*
		11-15 yr	1.39	0.330	.000*
		16-20 yr	1.25	0.326	.000*
		21-25 yr	1.25	0.353	.001*
		26-30 yr	2.24	0.635	.001*
		31+ yr	1.48	0.441	.001*
	6-10 yr	1-5 yr	-0.98	0.335	.004*
		11-15 yr	0.41	0.204	.048*
		16-20 yr	0.27	0.197	.175
		21-25 yr	0.28	0.239	.252
		26-30 yr	1.26	0.580	.031*
		31+ yr	0.50	0.357	.165
	11-15 yr	1-5 yr	-1.39	0.330	.000*
		6-10 yr	-0.41	0.204	.048*
		16-20 yr	-0.14	0.189	.468
		21-25 yr	-0.13	0.232	.573
		26-30 yr	0.86	0.577	.140
		31+ yr	0.09	0.352	.796
16-20 yr	1-5 yr	-1.25	0.326	.000*	
	6-10 yr	-0.27	0.197	.175	
	11-15 yr	0.14	0.189	.468	
	21-25 yr	0.01	0.227	.979	
	26-30 yr	0.99	0.575	.086	
	31+ yr	0.23	0.348	.514	
21-25 yr	1-5 yr	-1.25	0.353	.001*	
	6-10 yr	-0.28	0.239	.252	
	11-15 yr	0.13	0.232	.573	
	16-20 yr	-0.01	0.227	.979	
	26-30 yr	0.99	0.591	.097	
	31+ yr	0.22	0.374	.553	

		1-5 yr	-2.24	0.635	.001*	
		6-10 yr	-1.26	0.580	.031*	
	26-30 yr	11-15 yr	-0.86	0.577	.140	
		16-20 yr	-0.99	0.575	.086	
		21-25 yr	-0.99	0.591	.097	
		31+ yr	-0.77	0.647	.238	
			1-5 yr	-1.48	0.441	.001*
	31+ yr	6-10 yr	-0.50	0.357	.165	
		11-15 yr	-0.09	0.352	.796	
		16-20 yr	-0.23	0.348	.514	
		21-25 yr	-0.22	0.374	.553	
		26-30 yr	0.77	0.647	.238	
			6-10 yr	0.53	0.217	.017*
JC total	1-5 yr	11-15 yr	0.69	0.214	.002*	
		16-20 yr	0.59	0.212	.006*	
		21-25 yr	0.58	0.229	.012*	
		26-30 yr	1.23	0.413	.003*	
		31+ yr	0.66	0.286	.022*	
			1-5 yr	-0.53	0.217	.017*
			6-10 yr	11-15 yr	0.16	0.132
	16-20 yr	0.06		0.128	.615	
	21-25 yr	0.05		0.155	.729	
	26-30 yr	0.71		0.377	.063	
	31+ yr	0.14		0.231	.558	
		1-5 yr		-0.69	0.214	.002*
	11-15 yr	6-10 yr	-0.16	0.132	.229	
		16-20 yr	-0.10	0.122	.438	
		21-25 yr	-0.11	0.151	.484	
		26-30 yr	0.55	0.375	.146	
		31+ yr	-0.02	0.228	.917	

	1-5 yr	-0.59	0.212	.006*
	6-10 yr	-0.06	0.128	.615
16-20 yr	11-15 yr	0.10	0.122	.438
	21-25 yr	-0.01	0.147	.943
	26-30 yr	0.64	0.373	.088
	31+ yr	0.07	0.226	.753
	1-5 yr	-0.58	0.229	.012*
21-25 yr	6-10 yr	-0.05	0.155	.729
	11-15 yr	0.11	0.151	.484
	16-20 yr	0.01	0.147	.943
	26-30 yr	0.65	0.384	.091
	31+ yr	0.08	0.243	.736
	1-5 yr	-1.23	0.413	.003*
26-30 yr	6-10 yr	-0.71	0.377	.063
	11-15 yr	-0.55	0.375	.146
	16-20 yr	-0.64	0.373	.088
	21-25 yr	-0.65	0.384	.091
	31+ yr	-0.57	0.420	.176
	1-5 yr	-0.66	0.286	.022*
31+ yr	6-10 yr	-0.14	0.231	.558
	11-15 yr	0.02	0.228	.917
	16-20 yr	-0.07	0.226	.753
	21-25 yr	-0.08	0.243	.736
	26-30 yr	0.57	0.420	.176

Note: \*:  $p < 0.05$

**Appendix S. JC Post-Hoc Results of English Teachers' JC According to the Teaching Level of Education Variable**

Dependent Variable	(I) Level	(J) Level	Mean Difference (I-J)	Std. Error	<i>p</i>
Decreasing hindering job demands	Primary school 2-4th grades	Secondary school 5-8th grades	0.68	0.212	.002*
		High school 9-12th grades	0.36	0.224	.115
		University	0.47	0.275	.090
		Primary school 2-4th grades	-0.68	0.212	.002*
	Secondary school 5-8th grades	High school 9-12th grades	-0.31	0.150	.035*
		University	-0.20	0.218	.345
		Primary school 2-4th grades	-0.36	0.224	.115
		Secondary school 5-8th grades	0.32	0.150	.035*
	High school 9-12th grades	University	0.11	0.230	.625
		Primary school 2-4th grades	-0.47	0.275	.090
		Secondary school 5-8th grades	0.21	0.218	.345
		High school 9-12th grades	-0.11	0.230	.625
	University	Secondary school 5-8th grades	0.21	0.218	.345
	University	High school 9-12th grades	-0.11	0.230	.625

Note: \*:  $p < 0.05$

**Appendix T. Location and JC Post-Hoc Results**

Variable	(I) Location	(J) Location	Mean Differen ce (I-J)	Std. Error	<i>p</i>
Increasing structural job resources		Public school in the 2nd service area	0.06	0.205	.768
		Public school in the 3rd service area	0.40	0.249	.113
		Public school in the 4th service area	0.22	0.153	.151
		Public school in the 5th service area	0.17	0.448	.706
		Public school in the 6th service area	1.37	0.369	.000*
		Private school- city center	0.22	0.235	.352
		Private school- rural area	-0.04	0.185	.809
		No specific service area	0.21	0.290	.472
		Public school in the 1st service area	-0.06	0.205	.768
		Public school in the 3rd service area	0.34	0.301	.265
		Public school in the 4th service area	0.16	0.229	.482
		Public school in the 5th service area	0.11	0.479	.820
		Public school in the 6th service area	1.31	0.406	.002*
		Private school- city center	0.16	0.290	.584
		Private school- rural area	-0.11	0.251	.676
		No specific service area	0.15	0.336	.658
	Public school in the 1st service area	-0.40	0.249	.113	

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the 3rd service area	Public school in the 2nd service area	-0.34	0.301	.265
	Public school in the 4th service area	-0.18	0.269	.513
	Public school in the 5th service area	-0.23	0.500	.648
	Public school in the 6th service area	0.97	0.430	.026*
	Private school- city center	-0.18	0.323	.581
	Private school- rural area	-0.44	0.289	.127
	No specific service area	-0.19	0.365	.606
	Public school in the 1st service area	-0.22	0.153	.151
	Public school in the 2nd service area	-0.16	0.229	.482
Public school in the 4th service area	Public school in the 3rd service area	0.18	0.269	.513
	Public school in the 5th service area	-0.05	0.460	.910
	Public school in the 6th service area	1.15	0.383	.003*
	Private school- city center	0.00	0.256	.993
	Private school- rural area	-0.27	0.211	.210
	No specific service area	-0.01	0.308	.968
	Public school in the 1st service area	-0.17	0.448	.706
Public school in the 5th service area	Public school in the 2nd service area	-0.11	0.479	.820
	Public school in the 3rd service area	0.23	0.500	.648
	Public school in the 4th service area	0.05	0.460	.910

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	Public school in the 6th service area	1.20	0.569	.037*
	Private school- city center	0.05	0.493	.919
	Private school- rural area	-0.21	0.471	.650
	No specific service area	0.04	0.522	.939
	Public school in the 1st service area	-1.37	0.369	.000*
	Public school in the 2nd service area	-1.31	0.406	.002*
Public	Public school in the 3rd service area	-.97	0.430	.026*
school in	Public school in the 4th service area	-1.15	0.383	.003*
the 6th	Public school in the 5th service area	-1.20	0.569	.037*
service	Private school- city center	-1.15	0.422	.007*
area	Private school- rural area	-1.41	0.397	.001*
	No specific service area	-1.16	0.455	.012*
	Public school in the 1st service area	-0.22	0.235	.352
	Public school in the 2nd service area	-0.16	0.290	.584
	Public school in the 3rd service area	0.18	0.323	.581
Private	Public school in the 4th service area	0.00	0.256	.993
school-	Public school in the 5th service area	-0.05	0.493	.919
city center	Public school in the 6th service area	1.15	0.422	.007*
	Private school- rural area	-0.26	0.276	.341
	No specific service area	-0.01	0.355	.978

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	Public school in the 1st service area	0.04	0.185	.809
	Public school in the 2nd service area	0.11	0.251	.676
	Public school in the 3rd service area	0.44	0.289	.127
Private school-rural area	Public school in the 4th service area	0.27	0.211	.210
	Public school in the 5th service area	0.21	0.471	.650
	Public school in the 6th service area	1.41	0.397	.001*
	Private school- city center	0.26	0.276	.341
	No specific service area	0.25	0.325	.435
	Public school in the 1st service area	-0.21	0.290	.472
	Public school in the 2nd service area	-0.15	0.336	.658
	Public school in the 3rd service area	0.19	0.365	.606
No specific service area	Public school in the 4th service area	0.01	0.308	.968
	Public school in the 5th service area	-0.04	0.522	.939
	Public school in the 6th service area	1.16	0.455	.012*
	Private school- city center	0.01	0.355	.978
	Private school- rural area	-0.25	0.325	.435

Note: \*:  $p < 0.05$ .

### Appendix U. ELTs' Recent Graduation Level and JC Post-Hoc Results

Dependent Variable	(I) Graduation Status	(J) Graduation Status	Mean			
			Difference (I-J)	Std. Error	<i>p</i>	
Increasing structural job resources	University (B.A.)	I did/I am doing an MA	-0.37*	0.127	.004	
		I did/ am doing a PhD	-0.23	0.220	.290	
	I did/I am doing an MA	University (B.A.)	0.37*	0.127	.004	
		I did/ am doing a PhD	0.13	0.236	.571	
	I did/ am doing a PhD	University (B.A.)	0.23	0.220	.290	
		I did/I am doing an MA	-0.13	0.236	.571	
	Decreasing hindering job demands	University (B.A.)	I did/I am doing an MA	-0.23	0.154	.129
			I did/ am doing a PhD	-0.18	0.267	.507
I did/I am doing an MA		University (B.A.)	0.23	0.154	.129	
		I did/ am doing a PhD	0.06	0.286	.842	
I did/ am doing a PhD		University (B.A.)	0.18	0.267	.507	
		I did/I am doing an MA	-0.06	0.286	.842	
Increasing social job resources		University (B.A.)	I did/I am doing an MA	-0.15	0.169	.382
			I did/ am doing a PhD	-0.56	0.294	.057
	I did/I am doing an MA	University (B.A.)	0.15	0.169	.382	
		I did/ am doing a PhD	-0.42	0.315	.190	
	I did/ am doing a PhD	University (B.A.)	0.56	0.294	.057	
		I did/I am doing an MA	0.42	0.315	.190	
	Increasing challenging job demands	University (B.A.)	I did/I am doing an MA	-0.53*	0.156	.001
			I did/ am doing a PhD	-0.39	0.271	.150
I did/I am doing an MA		University (B.A.)	0.53*	0.156	.001	
		I did/ am doing a PhD	0.14	0.290	.629	
I did/ am doing a PhD		University (B.A.)	0.39	0.271	.150	
		I did/I am doing an MA	-0.14	0.290	.629	
JC total		University (B.A.)	I did/I am doing an MA	-0.34*	0.103	.001
			I did/ am doing a PhD	-0.33	0.178	.065
	I did/I am doing an MA	University (B.A.)	0.34*	0.103	.001	
		I did/ am doing a PhD	0.00	0.191	.984	
	I did/ am doing a PhD	University (B.A.)	0.33	0.178	.065	
		I did/I am doing an MA	0.00	0.191	.984	

Note: \*:  $p < 0.05$ .

### Appendix V. Weekly Work Hours and JC Post-Hoc Results

Dependent Variable	(I) Work hours	(J) Work hours	Mean		
			Difference (I-J)	Std. Error	<i>p</i>
Increasing structural job resources	15-20 hr	21-25 hr	0.09	0.124	.464
		26-30 hr	-0.31	0.163	.061
		30+ courses	0.46	0.271	.091
	21-25 hr	15-20 hr	-0.09	0.124	.464
		26-30 hr	-0.40	0.169	.019*
		30+ courses	0.37	0.274	.179
	26-30 hr	15-20 hr	0.31	0.163	.061
		21-25 hr	0.40	0.169	.019*
		30+ courses	0.77	0.294	.010*
	30+ courses	15-20 hr	-0.46	0.271	.091
		21-25 hr	-0.37	0.274	.179
		26-30 hr	-0.77	0.294	.010*
Increasing challenging job demands	15-20 hr	21-25 hr	0.07	0.151	.653
		26-30 hr	-0.64	0.200	.002*
		30+ courses	0.27	0.331	.422
	21-25 hr	15-20hr	-0.07	0.151	.653
		26-30 hr	-0.71	0.206	.001*
		30+ courses	0.20	0.335	.554
	26-30 hr	15-20hr	0.64	0.200	.002*
		21-25 hr	0.71	0.206	.001*
		30+ courses	0.91	0.360	.013*
	30+ courses	15-20hr	-0.27	0.331	.422
		21-25 hr	-0.20	0.335	.554
		26-30 hr	-0.91	0.360	.013*
JC total	15-20 hr	21-25 hr	0.13	0.099	.175
		26-30 hr	-0.41	0.130	.002*
		30+ courses	0.13	0.216	.553
	21-25 hr	15-20hr	-0.13	0.099	.175
		26-30 hr	-0.54	0.135	.000*
		30+ courses	-0.01	0.219	.979
	26-30 hr	15-20hr	0.41	0.130	.002*
		21-25 hr	0.54	0.135	.000*
		30+ courses	0.54	0.235	.024*
	30+ courses	15-20hr	-0.13	0.216	.553
		21-25 hr	0.01	0.219	.979
		26-30 hr	-0.54	0.235	.024*

Note: \*:  $p < 0.05$ .

**Appendix W. ELTs' Recent Graduation Status and WE Post-Hoc Results**

Dependent Variable	(I) Recent Graduation Status	(J) Recent Graduation Status	Mean Difference (I-J)	Std. Error	<i>p</i>
Vigor	University (B.A.)	I did/I am doing an MA	-0.11	0.249	.648
		I did/I am doing a PhD	0.94*	0.432	.032
	I did/I am doing an MA	University (B.A.)	0.11	0.249	.648
		I did/I am doing a PhD	1.05*	0.463	.025
	I did/I am doing a PhD	University (B.A.)	-0.94*	0.432	.032
		I did/I am doing an MA	-1.05*	0.463	.025
Dedication	University (B.A.)	I did/I am doing an MA	-0.01	0.244	.958
		I did/I am doing a PhD	1.05*	0.424	.014
	I did/I am doing an MA	University (B.A.)	0.01	0.244	.958
		I did/I am doing a PhD	1.07*	0.454	.020
	I did/I am doing a PhD	University (B.A.)	-1.05*	0.424	.014
		I did/I am doing an MA	-1.07*	0.454	.020
Absorption	University (B.A.)	I did/I am doing an MA	-0.15	0.257	.560
		I did/I am doing a PhD	0.96*	0.445	.033
	I did/I am doing an MA	University (B.A.)	0.15	0.257	.560
		I did/I am doing a PhD	1.11*	0.477	.022
	I did/I am doing a PhD	University (B.A.)	-0.96*	0.445	.033
		I did/I am doing an MA	-1.11*	0.477	.022
WE total	University (B.A.)	I did/I am doing an MA	-0.10	0.239	.686
		I did/I am doing a PhD	0.98*	0.415	.020
	I did/I am doing an MA	University (B.A.)	0.10	0.239	.686
		I did/I am doing a PhD	1.08*	0.445	.017
	I did/I am doing a PhD	University (B.A.)	-0.98*	0.415	.020
		I did/I am doing an MA	-1.08*	0.445	.017

### Appendix X. Weekly Work Hours and WE Post-Hoc Results

Dependent Variable	(I) Work hours	(J) Work hours	Mean Difference (I-J)	Std. Error	<i>p</i>
Vigor	15-20 hr	21-25 hr	0.03	0.239	.907
		26-30 hr	-0.80	0.317	.013*
		30+ courses	0.53	0.525	.315
	21-25 hr	15-20 hr	-0.03	0.239	.907
		26-30 hr	-0.82	0.327	.013*
		30+ courses	0.50	0.531	.346
	26-30 hr	15-20 hr	0.80	0.317	.013*
		21-25 hr	0.82	0.327	.013*
		30+ courses	1.33	0.570	.022*
	30+ courses	15-20 hr	-0.53	0.525	.315
		21-25 hr	-0.50	0.531	.346
		26-30 hr	-1.33	0.570	.022*
Dedication	15-20 hr	21-25 hr	-0.06	0.236	.805
		26-30 hr	-0.86	0.312	.007*
		30+ courses	0.33	0.517	.526
	21-25 hr	15-20 hr	0.06	0.236	.805
		26-30 hr	-0.80	0.322	.015*
		30+ courses	0.39	0.523	.461
	26-30 hr	15-20 hr	0.86	0.312	.007*
		21-25 hr	0.80	0.322	.015*
		30+ courses	1.18	0.561	.037*
	30+ courses	15-20 hr	-0.33	0.517	.526
		21-25 hr	-0.39	0.523	.461
		26-30 hr	-1.18	0.561	.037*
WE total	15-20 hr	21-25 hr	0.02	0.230	.943
		26-30 hr	-0.77	0.305	.013*
		30+ courses	0.52	0.505	.301
	21-25 hr	15-20 hr	-0.02	0.230	.943
		26-30 hr	-0.79	0.315	.014*
		30+ courses	0.51	0.511	.322
	26-30 hr	15-20 hr	0.77	0.305	.013*
		21-25 hr	0.79	0.315	.014*
		30+ courses	1.30	0.549	.020*
	30+ courses	15-20 hr	-0.52	0.505	.301
		21-25 hr	-0.51	0.511	.322
		26-30 hr	-1.30	0.549	.020*

Note: \*:  $p < 0.05$ .