Investigation of Teachers' Proactivity, Psychological Well-Being and Professional Satisfaction

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Article Info	ABSTRACT
	The aim of the study was to examine teachers' proactivity, psychological well-being and professional satisfaction levels and the relationship between them. In order to reach this purpose, a quantitative cross-sectional study, one of the quantitative research methods, was used. Within the scope of the determined purpose, firstly, it was examined whether there was a significant difference in terms of seniority, number of close friends, working in the hometown/abroad, being a teacher/administrator, and marital status. Secondly, it was investigated whether there is a significant relationship between proactivity, psychological well-being and professional satisfaction. The study group of the research consists of 162 teachers working in Kilis. "Abbreviated Proactivity Scale", "Psychological Well-being Scale", "Occupational Satisfaction Scale" and "Personal Information Form" were used as data collection tools. Independent sample t-test, ANOVA, Pearson correlation analysis and regression analysis were used to analyze the data. As a result of the study, significant positive relationships were found between proactivity, psychological well-being and occupational satisfaction variables. Regarding demographic variables, it was determined that proactivity differed according to seniority and number of close friends; psychological well-being differed according to the number of close friends and being a teacher/administrator. Professional satisfaction differed according to seniority, number of close friends and working in hometown/abroad. No difference was found in any of the variables of the study according to marital status. There was a moderate positive and significant relationship between psychological well-being and proactivity. A weak positive and significant relationship between psychological well-being and professional satisfaction. A weak positive and significant relationship between proactivity and professional satisfaction. Suggestions were made in line with these results.

Öğretmenlerin Proaktivite, Psikolojik İyi Oluş ve Mesleki Doyumunun İncelenmesi

ÖZET

Araştırmanın amacı öğretmenlerin proaktivite, psikolojik iyi oluş ve mesleki doyum düzeylerinin ve aralarındaki ilişkinin incelenmesi olarak belirlenmiştir. Belirlenen amaca ulaşabilmek için nicel araştırma yöntemlerinden ilişkisel tarama modeli kullanılmıştır. Belirlenen amaç kapsamında ilk olarak kıdem, yakın arkadaş sayısı, memlekette/gurbette çalışma, öğretmen/yönetici olma, medeni durum açısından anlamlı farklılık olup olmadığına bakılmıştır. İkinci olarak proaktivite, psikolojik iyi oluş ve mesleki doyum arasında anlamlı ilişki olup olmadığı araştırılmıştır. Araştırmanın çalışma grubu Kilis'te görev yapan 162 öğretmenden oluşmaktadır. Veri toplama aracı olarak "Kısaltılmış Proaktivite Ölçeği", "Psikolojik İyi Oluş ölçeği", "Mesleki Doyum Ölçeği" ve "Kişisel Bilgi Formu" kullanılmıştır. Verilerin analizinde bağımsız örneklem t-testi, ANOVA, Pearson korelasyon analizi ve regresyon analizi kullanılmıştır. Araştırma sonucunda proaktivite, psikolojik iyi oluş ve mesleki doyum değişkenleri arasında pozitif yönlü anlamlı ilişkiler bulunmuştur. Demografik değişkenler açısından bakıldığında proaktivitenin kıdem ve yakın arkadaş sayısına göre farklılaştığı; psikolojik iyi oluşun yakın arkadaş sayısı ve öğretmen/yönetici olma durumuna göre farklılaştığı; mesleki doyum değişkeninin ise kıdem, yakın arkadaş sayısı ve memlekette/gurbette çalışma durumuna göre farklılaştığı belirlenmiştir. Medeni durum değişkenine göre araştırmanın hiçbir değişkeninde farklılık bulunmadığı görülmüştür. Psikolojik iyi oluş ile proaktivite arasında orta düzeyde pozitif anlamlı bir ilişki; psikolojik iyi oluş ile mesleki doyum arasında zayıf düzeyde pozitif ve anlamlı bir ilişki; proaktivite ile mesleki doyum arasında zayıf düzeyde pozitif ve anlamlı bir ilişki saptanmıştır. Bu sonuçlar doğrultusunda önerilerde bulunulmuştur.

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INTRODUCTION

Teaching profession is one of the most fundamental elements of a state's education system that also prioritizes students and parents. It is seen that achieving the new goals set in the field of education is linked to the competencies and qualifications of teachers, and it is emphasized that any kind of innovation movement can only be implemented through teachers (Ministry of National Education [MoNE], 2017). Therefore, in order to continue to be effective, teachers will need to acquire certain competencies or be able to use the conditions in their favor.

According to the definition provided by the Cambridge dictionary (2020), the word proactive means "taking precautions by making changes ahead of time; acting in advance". Bindl and Parker (2011) define proactivity as spontaneous, future-oriented and change-oriented behavior. Proactivity can be seen as a tendency towards proactivity, a personality trait that does not exist in all employees (Bolino et al., 2010). Proactive individuals look for opportunities, take initiative, are willing to act and persevere until they bring about a meaningful transformation (Bateman & Crant, 1993). Parker and Collins (2010) suggested that the behaviors that together best explain the way proactive people work are taking responsibility (Morrison & Phelps, 1999), speaking up (LePine & Van Dyne, 1998), taking measures against problems (Frese & Fay, 2001) and individual innovation. Teachers are alone when they are with the group they teach and are likely to encounter many unexpected situations, so they are expected to take more personal initiative (Frese et al., 1996) or show proactive behavior (Crant, 2000). MoNE (2017) emphasizes the transfer of target personality traits to students through the modeling of teachers with the statement "becomes a role model for students with his/her attitudes and behaviors" in the Attitudes and Values - Approach to Students section among the general competencies that teachers should have.

While discussions about human beings fostering a positive self-perception or enjoying life started with Socrates and Plato, Aristotle's 'eudemonia' began to be systematically examined and addressed. Since then, mental well-being, which has become a subject that many scientists have been working on, is now considered within the framework of psychological well-being (Roothman et al., 2003; as cited in Atan, 2020). Although psychological well-being is a phenomenon focused on individuals' skills and personal development, it can be seen as related to concepts such as "self-actualization, full functionality or maturity" in some studies (Manzano et al., 2017). Fredrickson (1998) put forward that the energy and motivation of individuals to act may increase with positive emotions or decrease with negative emotions as a result of the transformative effect of emotions on thoughts, not on emotions. According to this view, an increase in psychological well-being may also increase the motivation to act proactively. Again, it is eviden that psychological well-being has a role in shaping people's professional lives (Göçen, 2019). Holman et al. (2018) emphasized that an increase in the level of psychological well-being can positively affect personal health status, satisfaction at work and job retention. From the perspective of teachers, it is seen that psychological well-being is influenced by the working environment and general teaching competencies, which in turn affects even the basic vital needs of students and has a positive impact on learning outcomes (Jeon et al., 2018).

Occupational satisfaction refers to the working individuals' satisfaction with his/her ongoing profession (Kuzgun & Bacanlı, 2012). Başaran (2008) defined job satisfaction as the state of pleasure that emerges when working individuals evaluate their work and working processes, and said that the level of job satisfaction can be seen by the degree of this pleasure. The important factors affecting professional satisfaction encompass some components such as the overlap between the requirements of the profession and the competencies of the individual and the physical condition of the working environment, human relations in the working environment, salary, assurance, being rewarded and appreciated, opportunity for advancement, authority and responsibility given, daily working time.

(Kuzgun et al., 1999). According to the 'Life Tables' published by TurkStat (2020), life expectancy at birth in Turkey was 78.6 years between 2017 and 2019. Considering this data, today's working life lasts up to 40 years, occupying almost half of the average human life. It is observed that teaching is one of the professions that need high motivation in order to be efficient and productive in terms of its mission and meaning. Gümüştaş and Gülbahar (2022) emphasize the importance of highly motivated teachers in both revealing the potential of students and making the education system sustainable with radical changes. The argument posits that high motivation will facilitate a teacher to achieve professional satisfaction and to adapt to the conditions in the dynamic and variable educational process (Gümüştaş & Gülbahar, 2022). Proactivity is considered to be important in terms of effectiveness in professional studies as it characterizes finding opportunities in variable and challenging conditions; psychological well-being is the ability to feel socially, emotionally and physically well; and professional satisfaction is the satisfaction of being a member of the work done.

Looking at the relationship between psychological well-being and proactivity, Loretto et al. (2005) found that an increase in perceived autonomy and control, which are sub-dimensions of proactivity, facilitate psychological well-being, that is, it helps better mental health. Hahn et al.'s study (2012) revealed that eudaimonic (being alive and energetic) well-being has a significant effect on taking personal initiative. An important finding of Jawahar and Liu's (2017) study is that employees' psychological well-being can be increased by encouraging proactive ways of thinking and behaving at work. Aslan and Uyar (2020) found a statistically significant positive relationship between proactive work behavior and positive affect, but no statistically significant relationship was found between negative affect and proactive work behavior.

The relationship between psychological well-being and occupational satisfaction has been addressed in different studies. As per the investigation carried out by Gowan (2012), psychosocial employability measures were found to be important as predictors of psychological well-being and occupational satisfaction. Being resilient, balancing work and family, being more optimistic and completing a university degree can lead to better psychological well-being and improved work outcomes (productivity and satisfaction). The most important outcome of Milyavskaya et al.'s (2013) study, which shed light on future studies, is that need satisfaction at all levels impresses psychological well-being, and thus more need satisfaction leads to better psychological well-being over time. However, it is possible to experience need satisfaction in one domain and need frustration in another domain because each domain can be experienced independently. Jones et al.'s (2015) examined the role of sub-dimensions of psychological well-being in the relationship between personality and occupational satisfaction. The results show that self-acceptance, environmental mastery, and life purpose fully explain extraversion and occupational satisfaction, and partially explain conscientiousness and occupational satisfaction. Self-acceptance, environmental mastery and life purpose also moderated the relationship between neuroticism and occupational satisfaction. The findings lead to the conclusion that work-related psychological well-being is influenced by personality traits, occupational satisfaction, and growth and development (Jones et al., 2015). The outcomes of the research undertaken by Lorente et al. (2018) revealed that job meaningfulness and general occupational satisfaction mediate the relationships between job characteristics (social support, time pressure, and decision latitude) and well-being. In addition, occupational satisfaction partially mediates the relationship between meaningfulness and well-being. The results reported by Satuf et al. (2018) showed the protective effect of occupational satisfaction on health, happiness, subjective well-being and self-esteem, as well as reinforcing the importance of maintaining a positive perspective on one's job. Comparing individuals experiencing occupational dissatisfaction with those experiencing satisfaction, this study found that those who positively evaluated their jobs were more likely to be healthy, and the most significant effects were identified in the dimensions of emotional performance

and mental health.

According to the findings from the research by Chan (2006), proactive personality positively impacts perceptions of work, commitment to the organization, occupational performance and occupational satisfaction in individuals who have the ability to correctly characterize and evaluate the event in new situations encountered. Strauss et al.'s study (2015) revealed that high professional satisfaction and high adjustment affect proactivity differently. Employees with low professional satisfaction who showed high levels of proactivity in the first assessment did not show high levels of proactivity in the next assessment after a period of time had passed. The results suggest that high fit can enhance proactivity, while high satisfaction can sustain proactivity. The conclusions drawn from Jawahar and Liu's (2017) study demonstrated that both proactive personality and work engagement have a positive relationship with individuals' occupational and life satisfaction. The findings of Li et al.'s (2017) study show that proactive personality has a significant and positive effect on teachers' professional satisfaction. In addition, self-efficacy and job commitment were found to mediate the relationship between proactive personality and teachers' job satisfaction in a simple and sequential manner. Kuo et al. (2019) indicated that psychological safety is a moderator/mediator in the positive relationship between proactive personality and job satisfaction. In addition, the results suggest that high psychological safety in the workplace can substitute the effect of proactive personality on occupational satisfaction.

Studies on the relationship between proactivity, psychological well-being and occupational satisfaction variables are limited. It is seen that coping strategies in the environmental dominance sub-dimension of psychological well-being are compatible with the characteristics of proactive people, so it is thought that proactive personality may increase psychological well-being. Satuf et al. (2018) revealed in their research that occupational satisfaction has an important role in individuals' psychological well-being. For these reasons, proactivity and professional satisfaction were included in the present study along with psychological well-being, and examining the relationship between variables can contribute to the field regarding the measures to be taken to increase the psychological well-being levels of teachers. The results of the research may be suggestive for pre-service teachers, teachers, parents, students, and institutions and individuals who organize the content of pre-service teachers' education. The variables in this study were analyzed in terms of the variables of working in the hometown/abroad and being a teacher/administrator ensuring its difference from other studies. For these reasons, it is thought that the current study will contribute to future scientific studies on the issues addressed in this paper.

This study aims to examine the relationship between teachers' psychological well-being, proactivity and professional satisfaction. An answer was sought to unveil the level of the relationship between proactivity, psychological well-being and professional satisfaction of teachers working in Kilis and the differentiation in terms of demographic variables (seniority, number of close friends, working in the hometown/abroad, being a teacher/administrator, marital status). Accordingly, the research questions were formulated as follows:

1) Is there a significant relationship between teachers' proactivity, psychological well-being and professional satisfaction?

2) Do teachers' proactivity, psychological well-being and professional satisfaction differ significantly in terms of seniority, number of close friends, working in hometown/abroad, being a teacher/administrator and marital status?

3) Do teachers' proactivity and professional satisfaction significantly predict their psychological well-being levels?

METHOD

In this section, information about the research model, study group, data collection tools and processes, data analysis and ethics is presented.

Research Model

In this study, the relational survey model, one of the quantitative research methods, was used to determine used to identify teachers' proactivity, professional satisfaction and psychological well-being. Survey models are research approaches that aim to describe a situation that existed in the past or currently exists. The relational survey model endeavors to determine whether there is a change between two or more variables together, and if so, to determine the degree (Karasar, 2014). The relationships observed as a result of the survey can be interpreted not as cause-and-effect relationships but as interdependence, partial dependence or complete independence.

Participants

The study group of the research consists of 162 teachers working in schools affiliated with MoNE in Kilis province in the 2022-2023 academic year. While forming the study group, the snowball sampling method was preferred so as to alleviate some problems such as accessing the small number of teachers in Kilis and the transportation difficulties the participants encountered, hence allowing the researchers to form the study group easily. In the snowball sampling method, after contacting an individual while collecting data, the sample is formed in a chain by interviewing other individuals with the help of this individual.

Data Collection Tools and Processes

The Abbreviated Proactivity Scale (Akın et al., 2011), Psychological Well-Being Scale (Telef, 2013) and Professional Satisfaction Scale (Kuzgun et al., 1999) were employed as data collection tools to determine the proactivity, psychological well-being and professional satisfaction levels of the teachers who constituted the study group. In order to obtain the demographic information of the participant teachers, the Personal Information Form prepared by the researcher was used.

Personal Information Form

The Personal Information form, which was designed by the researchers and includes demographic information of the participants (seniority, working in hometown-abroad, being a manager-teacher, number of close friends, marital status).

Abbreviated Proactivity Scale

The 'Abbreviated Proactivity Scale' was developed by Bateman and Crant (1993) and adapted into Turkish by Akın et al (2011). Consisting of 10 items, the scale is a 5-point Likert-type, unidimensional and non-reversal scale. As the score increases, the level of proactivity increases. Exploratory factor analysis for the construct validity of the scale yielded a unidimensional scale with item factor loadings ranging from .38 to .69. While Cronbach's Alpha internal consistency coefficient was calculated between .79 and .85 in the analysis performed for the original scale, it was calculated as .86 in the Turkish adaptation study and .92 in this study.

Psychological Well-Being Scale

The 'Psychological Well-being Scale' developed by Diener et al. (2010) was used to measure the psychological well-being levels of teachers. The scale was adapted into Turkish by Telef (2013). It is a 10-item unidimensional scale that was formed in a 7-point Likert type and does not contain reverse items. As the score increases, the level of psychological well-being increases. The exploratory factor

analysis conducted for the Turkish form of the scale, revealed that the factor loadings of the items ranged between .54 and .76. The Cronbach's Alpha internal consistency coefficient of the original scale was found to be .80. As a result of the reliability analysis, Cronbach's Alpha internal consistency coefficient was calculated as .89.

Occupational Satisfaction Scale

The 'Professional Satisfaction Scale' developed by Kuzgun et al. (1999) was used to determine the professional satisfaction levels of teachers. The scale consists of 20 items and is a 5-point Likert type. Negative items are scored in reverse order. An increase in the score indicates an increase in professional satisfaction. As a result of the reliability analysis conducted in the original study, Cronbach's Alpha coefficient was found to be .75 and .73 in this study.

Data Analysis

In order to determine the use of parametric or non-parametric tests in the analysis of the data, the suitability of the data for normal distribution was examined. Whether the data were normally distributed or not was decided by examining the kurtosis and skewness values. According to Tabachnick and Fidell (2013), if these values are between -1.5 and 1.5, the data are considered to be normally distributed.

The kurtosis value of the Abbreviated Proactivity Scale data used in this study was calculated as .72, skewness value -1.08. The kurtosis value of the Psychological Well-Being Scale data was calculated as -.18, skewness value .70. The kurtosis value of the Occupational Satisfaction Scale data was calculated as .15, skewness value -.51. While deciding on the normal distribution, histogram, Q-Q Plot, Boxplot graphs and Kolmogorov-Smirnov test results were evaluated. Since the data were normally distributed, independent sample t-test, ANOVA test and Pearson correlation test were used as parametric tests. Kruskal-Wallis test was used when looking at the differentiation according to the number of close friends variable, since the number of data in some groups was less than 30.

Ethics

This study is based on a master's thesis. .... As a result of the evaluation of the University Social and Human Sciences Ethics Committee dated 04.11.2022, it was determined in the decision numbered 2022/12 that the research did not contain any ethical drawbacks.

FINDINGS

In this section, descriptive statistics related to the variables in the study, t-test, ANOVA and Kruskal-Wallis test results of differentiation according to demographic variables, correlation analysis conducted to determine the relationships and regression analysis results to determine the predictive power between variables are presented.

Table 1
Descriptive Statistics of Variables (N=162)

Scales	$\bar{X}$	ss	Skewness	Kurtosis
Proactivity	52.06	10.71	-1.08	.72
Psychological Well-Being	44.03	7.60	-.70	-.18
Professional Satisfaction	68.25	7.57	-.51	.15

Table 1 showed that the mean score of Proactivity is 52.06, the mean score of Psychological Well-Being is 44.03, and the mean score of Occupational Satisfaction is 68.25. In addition, skewness kurtosis values (-1.08 and .72) were compatible with normal distribution criteria (Tabachnick & Fidell, 2013).

Table 2

ANOVA test results on whether teachers' proactivity, psychological well-being and professional satisfaction levels differ according to seniority variable

	Seniority	N	$\bar{X}$	ss	f	p	Difference
Proactivity	(1)0-10	89	53.93	9.15			
	(2)11-20	38	51.61	10.38	4.417	.014*	1>3
	(3)21+	35	47.74	13.44			
Psychological Well-Being	(1)0-10	89	45.05	7.52			
	(2)11-20	38	43.03	7.66	1.838	.162	Yok
	(3)21+	35	42.51	7.56			
Professional Satisfaction	(1)0-10	89	70.47	6.24			1>2
	(2)11-20	38	66.34	7.49	9.976	<.001*	1>3
	(3)21+	35	64.66	8.92			

When Table 2 is examined, it is seen that there are statistically significant differences between teachers in terms of proactivity levels according to seniority variable. Accordingly, teachers with 0-10 years of experience had higher levels of proactivity than teachers with over 21 years of experience.

It is seen that there are no significant differences between teachers in terms of psychological well-being levels according to the seniority variable. It was found that the level of psychological well-being among teachers did not differ according to the duration of professional experience variable.

This result indicated that there are significant differences between teachers in terms of professional satisfaction levels according to the seniority variable. Teachers with 0-10 years of experience had higher professional satisfactions cores than teachers with 11-20 years of experience, and teachers with 0-10 years of experience had higher professional satisfactions scores than teachers with over 21 years of experience.

Table 3

Kruskal-Wallis test results on whether teachers' proactivity, psychological well-being and professional satisfaction levels differ according to the number of close friends variable

	No. of Close Friends	N	$\bar{X}$	ss	f	p	Difference	
Proactivity	(1)0	19	35.47	10.73				5>1
	(2)1	38	49.53	8.97			2>1	4>2
	(3)2-4	37	52.60	8.83	64.285	<.001*	3>1	5>2
	(4)5-6	41	56.07	5.52			4>1	5>3
	(5)7+	27	60.41	7.26				
Psychological Well-Being	(1)0	19	28.95	3.42			2>1 3>2	
	(2)1	38	39.26	2.38			3>1 4>2	5>3
	(3)2-4	37	44.49	1.39	153.304	<.001*	4>1 5>2	5>4
	(4)5-6	41	48.46	1.29			5>1 4>3	
	(5)7+	27	53.96	1.85				
Professional Satisfaction	(1)0	19	61.42	10.08	31.830	<.001*	3>1	
	(2)1	38	66.53	7.34			4>1	

(3)2-4	37	67.51	5.89		5>1
(4)5-6	41	70.32	6.33		5>2
(5)7+	27	73.33	5.08		5>3

When Table 3 is examined, it appears that there are significant differences between teachers in terms of proactivity levels according to the number of close friends variable. The findings indicated that it can be said that teachers with no close friends have lower proactivity levels than other teachers, teachers with 1 close friend have lower proactivity levels than teachers with 5-6 and 7+ close friends, and teachers with 2-4 close friends have lower proactivity levels than teachers with 7+ close friends.

It is evident that there are significant differences between teachers in terms of psychological well-being levels according to the number of close friends variable. Accordingly, as the number of close friends increases, psychological well-being increases significantly.

Evidently there are significant differences between teachers in terms of professional satisfaction levels according to the number of close friends variable. Teachers with no close friends had higher professional satisfaction scores than teachers with 2-4, 5-6 and 7+ close friends, and teachers with 7+ close friends had higher professional satisfaction scores than teachers with 1 and 2-4 close friends.

Table 4
T-test results on whether teachers' proactivity, psychological well-being and professional satisfaction levels differ according to the variable of working in hometown/abroad

	Working at home/abroad	N	$\bar{X}$	ss	t	p
Proactivity	Working at home	73	50.63	12.37	-1.534	.127
	Abroad	89	52.21	9.04		
Psychological Well-Being	Working at home	73	43.82	8.01	-0.307	.760
	Abroad	89	44.19	7.29		
Professional Satisfaction	Working at home	73	66.86	8.37	-2.129	.035*
	Abroad	89	69.38	6.69		

Table 4 shows that there is no significant difference between teachers working in their hometown and teachers working abroad in terms of proactivity and psychological well-being. Accordingly, the level of proactivity and psychological well-being in teachers did not differ according to the status of working at home or abroad.

The results demonstrated a significant difference between teachers working in their hometown and expatriate teachers in terms of professional satisfaction. Accordingly, the level of professional satisfaction of expatriate teachers is significantly higher than that of teachers working in their hometowns.

Table 5
T-test results on whether teachers' proactivity, psychological well-being and professional satisfaction levels differ according to marital status variable

	Marital Status	N	$\bar{X}$	ss	t	p
Proactivity	Married	111	51.29	11.01	-1.338	.183
	Single	51	53.71	9.94		
Psychological	Married	111	43.82	7.74	-0.505	.614

Well-Being	Single	51	44.47	7.35		
Professional Satisfaction	Married	111	67.78	7.76	-1.172	.243
	Single	51	69.28	7.12		

When Table 5 is examined, it is obvious that there is no significant difference between married teachers and single teachers in terms of proactivity, psychological well-being and professional satisfaction. The findings indicated that it was found that the level of proactivity, psychological well-being and professional satisfaction did not differ according to the marital status variable.

Table 6

T-test results on whether teachers' proactivity, psychological well-being and professional satisfaction levels differ according to the variable of being a teacher-administrator

	Status as a Teacher-Administrator	N	$\bar{X}$	ss	t	p
Proactivity	Teacher	119	52.19	10.78	0.267	.790
	Administrator	43	51.67	10.64		
Psychological Well-Being	Teacher	119	44.78	7.55	2.131	.035*
	Administrator	43	41.93	7.45		
Professional Satisfaction	Teacher	119	68.58	7.18	0.930	.354
	Administrator	43	67.33	8.59		

When Table 6 is analyzed, it can be concluded that there is no significant difference between teachers and administrators in terms of proactivity and professional satisfaction. As evident in the table, the level of proactivity and professional satisfaction in teachers does not differ according to the variable of fulfilling their duties as teachers or administrators.

According to Table 6, there is a significant difference between teachers and administrators in terms of psychological well-being. Accordingly, the level of psychological well-being of teachers is significantly higher than that of administrators.

Table 7

Pearson correlation coefficients for the relationships between proactivity, psychological well-being and professional satisfaction scores

		Proactivity	Psychological Well-Being
Psychological Well-Being	r	.67	
Professional Satisfaction	r	.39	.43

Upon examining Table 7, it is evident that there exists a statistically significant, moderate positive correlation between proactive personality and psychological well-being (r=.67; p<.05). Additionally, a statistically noteworthy, weak positive correlation between proactive personality and occupational satisfaction (r=.39; p<.05) is observed. Furthermore, a statistically important, moderate positive correlation between Professional satisfaction and psychological well-being (r=.43; p<.05) is also evident.

Table 8

Coefficients of determination at each step in the stepwise regression analysis applied to psychological well-being scores

Model	R	R²	Adj. R²	R² Change	F Change	Sig.
1	0.665[a]	0.442	0.438	0.442	126.549	<.001
2	0.689[b]	0.474	0.468	0.474	71.772	<.001

a.: (Fixed), Proactivity
b.: (Fixed), Proactivity, Professional Satisfaction

Table 9

Regression coefficients obtained at each stage, significance of coefficients, partial correlations and multicollinearity statistics

Model		Regression Coefficients		Standardized Coefficients	t	Partial Correlation	Multiple Link Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Fixed)	19.47	2.23		8.74**			
	Proactivity	.47	.04	.67	11.25**	.67	1.00	1.00
2	(Fixed)	8.83	4.01		2.20**			
	Proactivity	.42	.04	.59	9.40**	.54	.85	1.18
	Professional Satisfaction	.20	.06	.20	3.15**	.18	.85	1.18

As seen in Table 8 and Table 9, the stepwise regression analysis for the prediction of psychological well-being scores was completed in 2 stages. Proactivity and occupational satisfaction were found to be significant predictors. In the first step, the variable of proactivity occurred in the analysis as the strongest predictor of psychological well-being or the largest explanatory variable of the variance in psychological well-being scores and explained 44.2% of the total variance. In the second step, in addition to the proactivity variable, the occupational satisfaction variable, which contributed to the variance in psychological well-being, became apparent in the analysis as an important predictor. The contribution of this variable to the variance was 3.2% and the two variables in total increased the contribution to the variance in psychological well-being scores to 47.4%. As a result, observation suggests that proactivity and professional satisfaction variables explain 47.4% of the total variance in psychological well-being scores.

DISCUSSION

The aim of this study was to examine teachers' proactivity, psychological well-being and professional satisfaction levels. In this context, the relationship between the variables and their differentiation in terms of demographic variables was discussed.

During the analysis of the data obtained from the study, it is seen that there are significant differences between teachers in terms of proactivity levels according to the duration of professional experience. The results illustrated that teachers with 0-10 years of experience have higher proactivity levels than teachers with over 21 years of experience. When the literature is examined, it appears that there are results that support this result. Bertolino et al. (2011) and Jawahar et al. (2012) found that new employees tend to exhibit more proactive behaviors than employees with high professional seniority. It is estimated that the fact that junior employees are exposed to more unexpected situations due to their lack of experience may predispose them to

exhibit more proactive behavior. There are also studies showing that there is no relationship between professional seniority and proactivity (Alanoğlu & Karabatak, 2018; Hatipoğlu, 2019; Kalkan, 2019; Karabatak, 2018).

Apparently there are no significant differences between teachers in terms of psychological well-being levels according to the duration of professional experience variable. The existing literature comprises some studies supporting the results of the research (Ağaçbacak, 2019; Ertürk et al., 2016; Karaçam & Pulur, 2016). Some studies, unlike the results of the present study, suggest that psychological well-being differs according to professional seniority. A few studies have found that psychological well-being tends to increase as career progression increases (Dorociak et al., 2017; Karadeniz & Zabcı, 2020). Studies showing that psychological well-being differs according to professional seniority are common (Aydoğan, 2019; Çelebi, 2016; Köylü & Gündüz, 2019; Yılmaz et al., 2023). However, it can be concluded that the relationship between professional seniority and psychological well-being is quite contradictory. While some studies show that professional seniority does not affect psychological well-being, some show that beginners have higher levels of psychological well-being, In contrast, others show that veterans have higher levels of psychological well-being. The reasons for the higher psychological well-being of veterans may be that they are experienced with possible problems that may arise during work and meet problems calmly, can handle things in a shorter way and can spend more time on self-care. The higher psychological well-being of beginners may be related to the quality of work, enthusiasm for work, and the satisfaction of producing.

It is evident that there are significant differences between teachers in terms of professional satisfaction levels according to the seniority variable. As a result, it can be said that teachers with 0-10 years of experience have higher professional satisfaction scores than teachers with 11-20 years of experience, and teachers with 0-10 years of experience have higher professional satisfaction scores than teachers with over 21 years of experience. In other words, it appears that teachers with less than 10 years of experience have higher satisfaction than teachers in the other two groups. When the studies in the field are reviewed, there are studies in which professional satisfaction shows different results according to seniority (Altınkurt & Yılmaz, 2014; Kitapçı, 2001; Öztürk & Özdemir, 2010; Polat, 2019) and studies that do not show different results (Gafa & Dikmenli, 2019; Güneş, 2020; Karaaslan et al., 2020; Yıldız, 2021). However, there are also studies in which professional satisfaction was found to be linearly and inversely related to seniority. Kitapçı (2001) and Öztürk and Özdemir (2010) reported in their studies that professional satisfaction was low in the first years of the profession and increased as the years progressed. Altınkurt and Yılmaz (2014), who found the same result with the results of our research, revealed that teachers' professional satisfaction was higher in the first years. As a result, when the relationship between professional satisfaction and professional seniority is examined, it appears that many different results emerge. It can be inferred that seniority has a low or no significant effect on professional satisfaction. The fact that the effect of other variables is higher is also seen from the contradictory results that emerge when the results are analyzed according to the years of professional seniority.

It is seen that there are significant differences between teachers in terms of proactivity levels according to the number of close friends variable. Accordingly, it can be said that teachers with no close friends have lower proactivity levels than other teachers, teachers with 1 close friend have lower proactivity levels than teachers with 5-6 and 7+ close friends, and teachers with 2-4 close friends have lower proactivity levels than teachers with 7+ close friends. According to the results of the study, it is obvious that those with a high number of close friends may exhibit

more proactive behaviors than those with a low number of close friends. There is a chance that those with a high number of friends can produce more solutions because they witness more experiences. It is presupposed that those who have strong social relationships may act more proactively because they may act freely in taking initiative and trying some solutions since their anxiety about being evaluated may be lower (Frese & Fay, 2001). In the literature, there is no study in which proactivity and the number of close friends were studied together. Studies can be conducted to understand both the quantity and quality of the number of friends and social environment of people with proactive personality.

Apparently there are significant differences between teachers in terms of psychological well-being levels according to the number of close friends variable. Accordingly, as the number of close friends increases, psychological well-being increases significantly. When the results of the study are analyzed, it appears that psychological well-being increases as the number of friends increases. Thompson et al. (2022) conducted a study with adults with an average age of 69 (SD= 4.29) and found that the number of friends is beneficial for psychological health up to a certain point. The number of friends, which is associated with a decrease in loneliness up to four close friends, decreases to three close friends for anxiety and two close friends for depression and stress. The reason for these thresholds in the number of friends may be due to the fact that as the network grows, relationships with members within the network become shallower and emotional closeness decreases (Roberts et al., 2009). In a review study conducted by Pezirkianidis et al. (2023), the link between psychological well-being and adult friendships was examined. According to the results of this study, the number of friends is positively related to well-being. Although psychological well-being has been examined less than the number of friends, there are many studies showing that social support mechanisms positively affect psychological well-being in relation to the number of close friends (Arfianto et al., 2020; Chen et al., 2021; Jackman et al., 2020; Sheykhangafshe & Shabahang, 2020). As a result, more research is needed on how psychological well-being will change according to the number of friends. Because, although there is a limited number of studies on the number of friends, the effect of social support on well-being has been revealed in many studies, but there are not enough results on the quantity and quality of social support. Today, friendship is seen as inevitably necessary for psychological health. The effect of friendship on the emergence and acceleration of well-being in people's lives is claimed to be the most important contribution to people (Anderson & Fowers, 2020). In light of this information, investigating the effect of the number of friends on well-being will contribute to the field.

Evidently there are significant differences between teachers in terms of professional satisfaction levels according to the number of close friends variable. Accordingly, it was revealed that teachers with no close friends had lower professional satisfaction scores than teachers with 2-4, 5-6 and 7+ close friends, and teachers with 1 and 2-4 close friends had lower professional satisfaction scores than teachers with 7+ close friends. When the literature is examined, among the few studies on how professional satisfaction is affected by the number of close friends, Erdil et al. (2004) found that the professional satisfaction of those who develop friendship and work friendship at work is higher. Although not directly on the number of friends, there are studies in which friendship is included as a context. In Gafa and Dikmenli's (2019) study, the relationship between professional satisfaction and loneliness in work life was examined and a strong negative relationship was found. Accordingly, as loneliness in work life decreases, professional satisfaction increases. In Neto's (2015) study, teachers' professional satisfaction decreased as their loneliness level increased, while in Chan and Qiu's (2011) study, loneliness and professional satisfaction

were positively correlated. In their study, Koçak and Eves (2010) found that school administrators' perceptions of social support differed according to their level of competence, and those with higher perceived social support levels had higher professional satisfaction. In the light of the results, the increase in the number of close friends also increases professional satisfaction. Especially when the number of close friends increases, there is a significant increase in professional satisfaction.

It is seen that there is no significant difference between teachers working in their hometown and teachers working abroad in terms of proactivity. In the reviewed literatüre, there are no studies in which working at home or abroad is presented as a variable. However, there are studies in which working abroad is considered as a variable. It was found that a proactive personality increased job performance in expatriate CEOs in which proactivity was considered together with the variable of working abroad (Lauring et al., 2019). In Hua et al.'s study (2019), it was observed that proactive personality facilitates social adaptation when intercultural differences increase for expatriates (Hua et al., 2019). Considering these results, although there is no study that reveals the effect of working at home or abroad on the level of proactivity, it can be said that proactive personality is a feature that helps working abroad. In addition, it is thought that working in expatriation may cause more proactive behavior because it exposes the individual to different cultural factors.

As a result of the research, it appears that there is no significant difference in terms of psychological well-being between teachers working in their hometown and expatriate teachers. When the existing studies are examined, there are no studies in which working at home or abroad is presented as a variable. However, there are studies in which working abroad is considered a variable. Viswanathan et al. (2019) investigated the psychological well-being and work adaptation of Indians in the United States and found that an employee who has achieved good cross-cultural adaptation has a higher level of general psychological well-being. As the differences between the cultural environment in which one grows up and the cultural environment in which one works increase, difficulties in achieving psychological well-being may increase. It is estimated that the reason for the difference between the results of this study and the results of Viswanathan et al.'s (2019) study is that they are local and international studies. As a result, working in a different culture may have an impact on individuals' psychological well-being as it may cause adaptation problems. However, there is a need to test this view with more studies.

According to the results of the study, The results of the study indicate that the level of professional satisfaction of expatriate teachers is significantly higher than that of teachers working in their hometown. In the literature review, no study was found in which the status of working in hometown or expatriate was used as a variable. There is a need for studies that include this variable in professional satisfaction research. Evidently working in the hometown and abroad differentiates the lifestyle and responsibilities of individuals. Since individuals working in their hometown have more family and cultural responsibilities, they have difficulty in allocating time for their work outside of working hours, which reduces the quality of the work done, and the decreased output quality may trigger dissatisfaction. Considering that cultural differences are also a factor in this regard, it can be predicted that the satisfaction of some employees may be lower in expatriates. The academic background and quality of the work will be decisive in this regard. Although professional roles do not change, working in the country of origin or expatriation may affect professional satisfaction due to the change in social roles.

There is no significant difference between married teachers and single teachers in terms of proactivity. In the literature, it is seen that proactivity has been little studied with the marital status

variable. In the existing studies, it is revealed that there is no connection between marital status and proactive personality, which supports the results of this study (Alanoğlu & Karabatak, 2018; Uncuoğlu Yolcu, 2017). Evidently proactivity, which is a personality trait, is not related to marital status, but the reliability of the current results will increase if it is addressed in different samples with more studies.

There is no significant difference between married teachers and single teachers in terms of psychological well-being. In the field, there are a large number of studies in which marital status is found to be related to psychological well-being, which differs from the results of this study (Coombs, 1991; Çelebi, 2016; Dündar & Demirli, 2018; Liu & Shuzhuo, 2011; Williams, 2003). It can be said that the effect of marital status on psychological well-being stems from factors such as the social status of marriage, marital quality, emotional support and sense of closeness. As one of the few studies supporting the results of this study, Aydoğan's (2019) study reveals that psychological well-being does not differ according to marital status. As a result, the effect of marital status on psychological well-being is seen in the studies mentioned above. Since variables such as the social status of marriage and marital quality are thought to be highly influential, not only being married but also living in accordance with social rules and social perspective may be a factor that will increase psychological well-being.

Apparently there is no significant difference between married teachers and single teachers in terms of professional satisfaction. Studies in the existing literature support the results of the research (Bil, 2018; Erdoğan, 2017; Gafa & Dikmenli, 2019; Öztürk & Şahbudak, 2015; Ünal, 2015). Some studies show that married teachers have higher professional satisfaction (Çanak, 2014; Gündoğdu, 2013; Sharma & Jyoti, 2009; Dost & Cenkseven, 2008). However, there are also studies showing that single teachers have higher professional satisfaction (Yavuzkurt, 2017; Akıtıcı & Öztürk, 2014). As a result, it is seen that the effect of marital status on occupational satisfaction does not have a clear tendency. The quality of marriage, if the individual is married, and the quality of life, if the individual is single, may arise as key catalysts that affect occupational satisfaction rather than marital status. Since the increase in social and personal responsibilities of marriage for some people can have negative effects, it can also negatively affect their professional life, but it can be said that it is not a generalizable conclusion.

There is no significant difference between teachers and managers in terms of proactivity. In the literature, there are no studies in which managers and employees are examined together and their proactivity levels are compared.

It appears that there is a significant difference between teachers and administrators in terms of psychological well-being. Accordingly, it can be said that the psychological well-being level of teachers is significantly higher than that of managers. When the studies were examined, it was seen that there were studies in which managers and employees were examined together, but there were no studies in which psychological well-being levels were compared.

It is seen that there is no significant difference between teachers and administrators in terms of professional satisfaction. There are many studies on professional satisfaction in the literature, but there are not enough studies comparing managers and employees. Ağaoğlu (2011), one of the few comparative studies, found no difference between the professional satisfaction of administrators and employees, similar to the results of this study. The results of the study also found that those who have a managerial position have higher professional satisfaction than teachers (Yıldız, 2021; Emlek, 2005). There is a need for more studies due to the small number of comparison studies between administrators and employees in the literature. While there are

studies in which there is no difference between teachers and administrators and studies in which administrators have higher professional satisfaction, there is no study in which teachers have higher professional satisfaction. Accordingly, it is thought that organizational climate, status, conditions of private schools, the structure of student-parent-teacher communication and the adopted management styles may have an effect on the professional satisfaction of teachers and administrators.

A positive, moderate and statistically significant relationship was found between proactivity and psychological well-being (r=.67; p<.05). Studies supporting the results of this study were found in the body of research. In these studies examined, a positive relationship between proactivity and psychological well-being was reported (Aslan & Uyar, 2020; Hahn et al., 2012; Loretto et al., 2005; Wang et al., 2018). It is seen that the autonomy and initiative-taking dimensions of proactivity are more highly related to psychological well-being. Individuals who can act more autonomously and responsibly may contribute positively to their psychological well-being due to their higher ability to take action without feeling vulnerable or helpless in the face of problems. As a matter of fact, feeling alive and full of energy in the eudaimonic well-being dimension of psychological well-being was found to be more highly related to proactive behavior (Hahn et al., 2012). Therefore, it is thought that there may be a cyclical relationship between proactive behavior and psychological well-being.

A positive, weak, and statistically significant relationship was found between proactivity and professional satisfaction (r=.39; p<.05). When the literature is examined, studies that support the results of this study are frequently encountered. In the studies examined, a positive relationship between proactivity and professional satisfaction was reported (Chan, 2006; Jawahar & Liu, 2017; Kuo et al., 2019; Li et al., 2017; Straus et al., 2015). The relationship between proactivity and occupational satisfaction is influenced by some characteristics of the work environment. Feeling psychologically safe at work was found to mediate the relationship between proactivity and occupational satisfaction (Kuo et al., 2019). Jawahar and Liu (2017) reported that work engagement plays a key role in the emergence of proactive behaviors. In their study, Straus et al. (2015) found that high job satisfaction helps to maintain and sustain the level of proactivity, whereas when low job satisfaction is observed, the level of proactivity decreases over time. Based on these results, it is seen that proactivity is easier to emerge when professional satisfaction is high. It is thought that taking measures to increase occupational satisfaction will make it easier to benefit from the characteristics of proactive people.

A positive, weak, and statistically significant relationship was found between professional satisfaction and psychological well-being (r=,43; p<,05). A review of the literature reveals a prevalence of studies that corroborate the findings of this study. In the studies examined, a positive relationship between psychological well-being and professional satisfaction was reported (Jones et al., 2015; Kundi et al., 2021; Lorente et al., 2018; Milyavskaya et al., 2013; Satuf et al., 2018). Upon examination of the results, it is obvious occupational satisfaction mostly impresses psychological well-being. High occupational satisfaction positively affects the individual's life in many ways. Satuf et al. (2018) state that high occupational satisfaction can lead to better health, happiness, self-esteem and subjective well-being. Kundi et al. (2021) report that job engagement will decrease when job insecurity is high, while Gowan (2012) suggests that psychological well-being and occupational satisfaction may be high in areas where it is easy to settle in a new job even if one has to leave the job. As a result, the psychological health of employees who love their jobs, are engaged and have a positive perception is positively affected. It is an undeniable reality that experiencing occupational dissatisfaction can occupy a large area in our lives mentally in our

time when most of the day is spent at work or with work-related activities, and it is inevitable that this situation will negatively affect psychological health. On the other hand, in cases where psychological health is impaired, professional activities may be disrupted, resulting in a decrease in performance and a subsequent decrease in satisfaction. However, even in periods of low psychological well-being, healthy socialization at work and the feeling of being useful by working can reflect positively on individuals.

A review of the literature reveals that, there are not many studies on whether psychological well-being is predicted by proactivity and occupational satisfaction, but there are some studies. According to Loretto et al. (2005), the increase in perceived autonomy and control, which are sub-dimensions of proactivity, increases psychological well-being, but the extent of the effect was not analyzed. The environmental dominance dimension, one of the six denominators of Ryff's (2014) psychological well-being model, contains the features provided by proactivity. Keeping what is going on around under control by acting autonomously and responsibly can both help individuals feel better and prevent the emergence of different problems by making them feel safe. Satuf et al. (2018) found that occupational satisfaction has a positive and protective effect on psychological well-being. Since work life occupies a large part of daily life, workplace experiences and the results of these experiences appear as occupational satisfaction and thus affect psychological well-being. Lorente et al. (2018) found that occupational satisfaction has a mediating effect between job characteristics (social support, time pressure, decision freedom) and psychological well-being. Regardless of the characteristics of the job, individuals' level of satisfaction with their job affects their psychological well-being. In study carried out by Hahn et al. (2012), a reverse prediction was observed and it was found that the eudaimonic dimension of psychological well-being predicts proactivity. When psychological well-being is taken out of the pattern of feeling emotionally well only and the dimensions of vigor and energeticness are also considered, it is seen that the vitality that proactive people need can emerge thanks to the high level of psychological well-being. Considering all these studies, that having a proactive personality positively affects psychological well-being, but more studies are needed to determine to what extent it has an effect. Although the positive effects of occupational satisfaction on psychological health are constant, it is seen that more studies are needed to examine the level of predicting psychological well-being. In order to increase psychological well-being, it is necessary to exhibit more proactive behaviors and increase occupational satisfaction. This will lead to more potential for action, a more flexible mind and the opportunity to be more productive. In other words, proactive people can increase their psychological well-being in terms of their openness to experience, taking responsibility and having resilience in the face of problems. In addition, it appears that the general psychological well-being of people with high occupational satisfaction is also increased and maintained.

CONCLUSION

This study, it is uncovered that proactivity is significantly differentiated according to seniority and number of close friends; psychological well-being is significantly differentiated according to number of close friends; and occupational satisfaction is significantly differentiated according to seniority, working in hometown/nationality and number of close friends. When the relationships between the variables of proactivity, the investigation of psychological well-being and occupational satisfaction revealed that there was a moderate positive and significant relationship between psychological well-being and proactivity at a high-level limit, a weak positive and significant relationship between psychological well-being and occupational satisfaction, and a weak positive and significant relationship between proactivity and occupational

satisfaction.

SUGGESTIONS

In line with these activities, workshops and seminars that will increase interaction with members of the profession and contribute to personal and professional development requires closer attention to increase the psychological well-being of teachers. Teachers' authority and responsibilities can be increased or reviewed as a factor that will support both psychological well-being and proactivity. In order to increase professional satisfaction, the proliferation of personal and economic rights seems to be a priority in terms of meeting physiological needs. It is crucial to enhance professional satisfaction by augmenting intellectual knowledge, so that younger generations can be made aware of the happenings in every corner of the globe. Based on the fact that expatriate teachers have higher professional satisfaction, a larger-scale research can be conducted throughout Turkey and measures can be taken to encourage expatriate work in the light of strong results. The data collection process was stopped in order to evaluate the results of the research in a healthy way due to the major earthquake that occurred in the city during the collection of the research data, the research was conducted with 162 participants and reflects the situation before the earthquake. Teachers' proactivity, psychological well-being and professional satisfaction may differ after the earthquake; therefore, a new study can be conducted after the earthquake. It was observed that the variable of working in the hometown or expatriate country, which was included in this study, was found to be related to the professional satisfaction of the employees. The inclusion of this variable in different samples and more studies may provide more information about the effect of working at home or abroad on people's psychological state characteristics.

Ethics Committee Approval

04/11/2022 dated and 12 numbered ethics committee approval was given by Gaziantep University, social and human sciences ethics committee.

Author Contributions

Research Design (CRediT 1) Author 1 (%60) – Author 2 (%40)

Data Collection (CRediT 2) Author 1 (%100) – Author 2 (%00)

Research - Data analysis - Validation (CRediT 3-4-6-11) Author 1 (%60) – Author 2 (%40)

Writing the Article (CRediT 12-13) Author 1 (%70) – Author 2 (%30)

Revision and Improvement of the Text (CRediT 14) Author 1 (%60) – Author 2 (%40)

Conflict of Interest

There is no conflict of interest in our study.

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