INVESTIGATION OF THE EFFECT OF SCHOOL-BASED PROFESSIONAL DEVELOPMENT PRACTICES ON TEACHERS' PSYCHOLOGICAL WELL-BEING[1]

*OKUL TEMELLİ MESLEKİ GELİŞİM UYGULAMALARININ ÖĞRETMENLERİN PSİKOLOJİK İYİ OLUŞ DÜZEYLERİNE ETKİSİNİN İNCELENMESİ**

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ABSTRACT: The aim of this study is to determine the relationship between school-based professional development practices and teachers' psychological well-being levels. Relational survey model, one of the quantitative research methods, was used in the study. Within the scope of the study, "Personal Information Form", "School-Based Professional Development Environment Evaluation Scale", "Psychological Well-Being Scale" were applied to 400 teachers working in Kindergartens, Primary Schools, Secondary Schools and High Schools affiliated to the Ministry of National Education in the centre and districts of Edirne province in the 2022-2023 academic year. In the study, no significant difference was found in teachers' perceptions of school-based professional development practices according to the variables of age, gender, years of professional service, but it was seen that it differed according to school type. It was concluded that teachers' psychological well-being levels also differed according to school type. In addition, it was determined that there was a positive and low level significant relationship between teachers' perceptions of evaluation of school-based professional development environment and their psychological well-being levels.

Keywords: Teacher, School-based professional development, Psychological well-being.

ÖZ: Bu araştırmanın amacı okul temelli mesleki gelişim uygulamaları ile öğretmenlerin psikolojik iyi oluş düzeyleri arasındaki ilişkinin saptanmasıdır. Araştırmada nicel araştırma yöntemlerinden ilişkisel tarama modeli kullanılmıştır. Çalışma kapsamında 2022-2023

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Eğitim-Öğretim yılında Edirne ili merkez ve ilçelerinde bulunan Millî Eğitim Bakanlığı'na bağlı Anaokulu, İlkokul, Ortaokul ve Liselerde görev yapan 400 öğretmene "Kişisel Bilgiler Formu", "Okul Temelli Mesleki Gelişim Ortamını Değerlendirme Ölçeği", "Psikolojik İyi Oluş Ölçeği" uygulanmıştır. Araştırmada öğretmenlerin okul temelli mesleki gelişim uygulamalarına ilişkin algılarının yaş, cinsiyet, mesleki hizmet yılı değişkenlerine göre anlamlı bir fark bulunmamıştır ancak okul türüne göre farklılaştığı görülmüştür. Öğretmenlerin psikolojik iyi oluş düzeylerinin de okul türüne göre farklılaştığı sonucuna ulaşılmıştır. Ayrıca araştırmada öğretmenlerin okul temelli mesleki gelişim ortamının değerlendirilmesi algılarının psikolojik iyi oluş düzeylerine etkisi incelenmiş, pozitif yönde ve düşük düzeyde anlamlı bir ilişki olduğu tespit edilmiştir.

Anahtar Kelimeler: Öğretmen, Okul temelli mesleki gelişim, Psikolojik iyi oluş.

EXTENDED ABSTRACT

The aim of the study is to determine the relationship between school-based professional development practices and teachers' psychological well-being levels. Relational survey model, one of the quantitative research methods, was used in the study. The population of the study consisted of 4159 teachers working in Kindergartens, Primary Schools, Secondary Schools and High Schools affiliated to the Ministry of National Education in the center and districts of Edirne province. In the study, 13 scales that were not filled out carefully were removed and 400 scales were examined. In the study, the School-Based Professional Development Environment Assessment Scale developed by Deniz et al. (2017) and the Psychological Well-Being Scale developed by Diener et al. (2009-2010) and adapted into Turkish by Telef (2011; 2013) were used as data collection tools. In the study, a personal information form developed by the researcher was used to obtain demographic information about the study group. The quantitative data obtained were analyzed with the SPSS program in computer environment. Confirmatory factor analysis was performed with the JASP program in order to provide evidence for reliability analysis and construct validity in a sample of 400 people. In the analysis of quantitative data; descriptive statistics, Independent Variables t-test and ANOVA for normally distributed variables, Post Hoc Multiple Comparative tests, Scheffe test was applied to determine the differences between groups. Correlation and regression analysis were applied to determine the relationship between school-based professional development practices and psychological well-being levels of teachers. In the study, no significant difference was found in teachers' perceptions of school-based professional development practices according to the variables of age, gender, years of professional service, but it was seen that there was a difference according to the type of school. It was concluded that teachers' psychological well-being levels also differed according to school type. In addition, the study examined teachers' perceptions of the evaluation of the school-based professional development environment and its effect on their psychological well-being levels, and it was determined that there was a positive and low-level significant relationship.

1.   INTRODUCTION

Today, rapid change and development in every field, especially in science and technology, affects social life and forces the education profile in schools to change. With the increase in knowledge and the acceleration of the communication network, it is known that schools have shown a compulsory development towards changing their organisational facilities, education system and processes (Gökçe & Kahraman, 2010). In this context, from the view of education for all individuals to lifelong learning, views based on developing personal skills instead of a critical perspective are accepted (Gültekin, 2020). The necessity of increasing the quality of education day by day has intensified the expectations for a qualified education and training process. The school administrator is the school administrator in planning the learning-teaching process in the school, and the person who should create teaching opportunities in the classroom and learning environments is the teacher (Helvacı & Aydoğan, 2011). In this context, the responsibility of providing quality education in schools has brought along the understanding of the presence of professionally well-trained teachers. Considering that the most important determinant of the outcomes of education is the teacher, it has an important role in all elements with its effect on the success of students (Taştekin, 2018). It has been stated that there are opinions that teachers do not have the opportunity to work on new models in the areas they need in the education-training process (Tonbul, 2006). Raising the standards of educational institutions has positive effects on job satisfaction and the results obtained in the success of institutions as well as providing professional development of employees (Aydın, 2021). It is stated that in the learning experiences that administrators will provide for teachers in schools, it is necessary to provide continuous education opportunities that support effective professional development activities and in cooperation (Bülbül, 2021). Professional development is a concept that includes formal and informal learning activities in the development of teaching processes in order to increase the learning outcomes of the teacher in service and to carry out teaching in a more qualified way (İlğan, 2021).

In this context, professional development is a comprehensive and continuous learning experience aimed at the output of improving teaching on the subject that the teacher needs and increasing the success of the student (Deniz, Sarıdaş, Araç, & Çelikel, 2017). The General Directorate of Teacher Training of the Ministry of National Education has developed the School-Based Professional Development (SBPD) model to provide a different perspective in the inservice training of teachers and to offer new training opportunities (MEB, 2010). OTMG is a model that includes the processes of teachers who want to improve themselves professionally, preparing their own professional model and implementing their own professional development plan. School-based professional development is a professional development process that contributes to the development of teachers' professional field knowledge and

skills within the school or the environment and supports teachers in creating effective learning and teaching processes (MEB, 2008). In ensuring the continuity of teachers' professional development, in-service training activities to be organised by schools through central and local activities and especially OTMG practices are important for the development of schools and teachers (Demirkol, 2004). MEB started OTMG activities with the project initiated by the European Union Commission in 2002. In school-based professional development practices, it is important to increase the quality of interaction between teachers and administrators, teachers and other teachers, parents-teachers and the environment, and teachers are given the opportunity to plan, implement and evaluate the trainings they need (Deniz, Sarıdaş, Araç, & Çelikel, 2017).

In Turkey, the most basic and sustainable activities for teachers' professional development are inservice trainings. However, the School-Based Professional Development Model (MEB, 2010), the aims and actions highlighted in the Teacher Strategy Document (MEB, 2017), the Professional development programmes published by MEB since 2015, and the practices provided through TBA reflect professional development for teachers. As an effective professional development model, the OTMG process has important aspects. It is stated that professional development should be carried out in a sustainable manner in a certain period of time and school-based, centred on student success, including professional solidarity, realising the school's goals and rewarding good examples (MNE,2008).

Today, rapid change and development in every field, especially in science and technology, affects social life and forces the educational profile in schools to change. The professional development of teachers, who constitute the most important dimension of the school, increases the level of personal well-being. According to Balcı (2022), schools where teachers who contribute positively to school development with a motivating approach in education and create educational environments for students' learning experiences are effective schools. Kurum and Bülbül (2021) state in their study that there are important consequences for the working environment in terms of the relationship between the wellbeing of the person in organisations and the quality of work and life. In this context, teachers' psychological well-being levels reveal a sense of professional belonging and the need for selfimprovement. Psychological well-being is the individual's behaviours of living in harmony with himself/herself in his/her inner world, and at the same time, the supportive attitudes arising from the social environment of the individual give the individual the opportunity to evaluate himself/herself internally (Arslan & Tura, 2022). Psychological well-being is defined as showing awareness of one's own positive aspects and realistic aspects and seeing one's life as meaningful (Ryff & Keyes, 1995). Ryff (1989) defines psychological well-being as six dimensions: self-

acceptance, autonomy, positive relationships with others, environmental dominance, life purpose and personal development.

It is stated that psychological well-being has an effect on social cohesion in terms of cultural differences (Diener & Tov, 2013). For this reason, the environmental variables in which the individual lives are effective on psychological well-being. The increase in expectations of continuous development and change for teachers who assume different responsibilities day by day negatively affects their psychological well-being levels (Ergün & Nartgün, 2017). On the other hand, it is also very important for school administrators to provide motivation as well as guidance and guidance activities to increase the psychological well-being of teachers in the working environment.

Individuals with a high level of psychological well-being are individuals who have the ability to cope with the difficulties they will face and who do more useful work for themselves and society (Saylık, 2021). When employees have a high level of personal well-being in the organisation, they show more positive emotions than negative emotions, and this also affects work efficiency (Bülbül & Kurum, 2021). Ryff (1989) explained psychological well-being and its sub-dimensions in his study on sub-dimensions of psychological well-being. As a result of the study, psychological well-being levels of women were found to be high in terms of "positive relationships" and "personal development" sub-dimensions. Psychological well-being is enjoying life and being in contact with other people without any problems. In this context, it is expected that teachers will contribute to the development of an effective school system by increasing their job and life satisfaction, being more productive in educational environments and thus increasing their psychological well-being levels through professional development activities that they will participate in the areas they need. The purpose of this research; The aim of this study is to examine the effects of teachers' perceptions of school-based professional development practices on the psychological well-being levels of teachers working in primary and secondary schools in terms of different variables and to reveal the relationship between both variables. Within the framework of these aims, the research tried to find answers to the following questions:

1. At what level are teachers' perceptions of school-based professional development practices?
2. Teachers' perceptions of school-based professional development practices;
   a) Gender,
   b) Age
   c) Length of Service
   d) Does it show a significant difference according to school type?
3. What are the teachers' perceptions of their psychological well-being?
4. Teachers' psychological well-being levels;

a) Gender,

b) Age

c) Length of Service

d) Does it show a significant difference according to school type?

5. Is there a significant relationship between teachers' school-based professional development practices and their psychological well-being levels?

When the literature is examined, it is seen that many studies have been conducted on the professional development of teachers (Bülbül, 2021), but examining the relationship between schoolbased professional development practices and teachers' psychological well-being has not been the subject of studies. It is thought that this study will create a new study proposal by determining the relationship between school-based professional development practices and teachers' psychological wellbeing levels. Considering the professional development needs of teachers, it is thought that this research will create an idea for researchers in terms of how school-based professional development will contribute to the formation of a learning culture in the school and reveal the professional development responsibilities and problem areas of teachers.

2. METHOD

Relational survey model, one of the quantitative research methods, was used in the study. Relational survey model aims to determine the degree of change between two or more variables (Karasar, 2020).

2.1. Research Model

In this study, school-based professional development practices in schools and teachers' Psychological well-being levels are described, the relationship between them is revealed, and the effects of some independent variables are also investigated.

2.2. Universe and Sample

The population of the study consists of 4159 teachers working in official kindergartens, official primary schools, official secondary schools and official high schools affiliated to the Ministry of National Education in the centre and districts of Edirne. Random sampling method was used to determine the teachers in the sample group. In the calculation of the sample size, the acceptable margin of error was taken as 0.05 (5%) and the minimum sample size according to the 95% confidence level was calculated as 356 by using the formula (Anderson, 1990, cited in Balcı, 2022: 113). In this direction, 400 scales were taken into consideration after removing 13 incomplete and carelessly completed scale forms from the scales applied to the teachers. The demographic characteristics of the participants are given in Table 1.

Table 1. Demographic Characteristics of Participants

Veriables	Category	N	%
Gender	Female	288	72.0
	Male	112	28.0
Age	30 and bellow	20	5.0
	31-35	49	12.3
	36-40	84	21.0
	41-45	83	20.8
	46 and over	164	41.0
Length of Service	1-5 years	16	4.0
	6-10 years	55	13.8
	11-15 years	79	19.8
	16-20 years	62	15.5
	21 years and over	188	47.0
School Type	Kindergarten	56	14,0
	Primary school	110	27.5
	Secondary School	114	28.5
	High school	120	30.0
Total		400	100

2.3 Data Collection Tool

Personal Information Form, School-Based Professional Development Environment Evaluation Scale and Psychological Well-Being Scale were used as data collection tools in the study.

Personal Information Form: The personal information form prepared by the researcher was used to obtain demographic information of the participants.

School-Based Professional Development Environment Evaluation Scale: The School-Based Professional Development Environment Evaluation Scale developed by Deniz et al. (2017) consists of three sub-dimensions "Openness to Participation", "Opportunity for Professional Development" and "Responsibility for Development" and 20 items. As a result of the exploratory factor analysis of the scale conducted by the researchers, it was determined that the number of factors with eigenvalues greater than 1 was 3. As a result of the factor analysis, Kaiser-Meyer-Olkin (KMO) value was found as .929. Confirmatory factor analysis was conducted in order to provide evidence for reliability analysis and construct validity in the sample of 400 teachers obtained from the current study conducted by the researcher. In this study, Cronbach Alpha values calculated to determine the internal consistency of the scale were 0.95 for the whole scale, 0.91 for sub-factor 1 (openness in participation), 0.89 for sub-factor 2 (opportunity for professional development) and 0.86 for sub-factor 3 (responsibility for development).

Psychological Well-Being Scale: The Psychological Well-Being Scale developed by Diener et al. (2009-2010) was adapted into Turkish by Telef (2011; 2013). The "Psychological Well-Being Scale", which consists of eight items, emphasises important elements such as positive relationships, competence, and

having a meaningful and purposeful life. As a result of the exploratory factor analysis conducted in the original study of the Psychological Well-Being Scale, it was determined that the total explained variance was 42%. The factor loadings of the scale items were calculated between .54 and .76. Cronbach's alpha internal consistency coefficient obtained in the reliability study of the scale was calculated as .80. In the study, it was examined whether the scale used for teachers was compatible with the structure in the original study and with the sample. The goodness of fit values (chi-square/degree of freedom) obtained as a result of confirmatory factor analysis (CFA) of the data obtained in the scale were obtained as (x^2/sd=2.5; SRMR=.04; RMSEA=.06; CFI=.96; GFI=.96; NFI=.94; IFI=.96).

2.4 Data Collection and Analysis

After the scales were collected, they were examined by the researcher and 13 scales that were found to be incomplete and incorrectly filled were removed from the data set. In the study, it was examined whether teachers' perceptions of "Evaluation of School-Based Professional Development Environment" differed according to their characteristics in the Personal Information Forum and descriptive statistics such as arithmetic mean and standard deviation were calculated. Likewise, teachers' Psychological Well- Being levels were examined according to their characteristics in the Personal Information Forum and descriptive statistics were calculated. The data obtained within the scope of the research were analysed in computer environment through the Statistical Package Programme. The analyses were tested at 0.05 significance level. In the statistics, normality assumptions were examined and the normality of the distribution was decided by taking into account the +1- 1 Skewness values. The normality assumptions of the research were examined and it was seen that the values obtained were in normal distribution and the skewness and kurtosis values are given in Table 2.

Table 2. Data Related to Normality Distribution of Data

	N	*Skewness*	*Kurtosis*	*Cronbach's Alpha*
School Based Professional Development Environment Evaluation Scale	400	-.031	-.440	.94
Psychological Well-being Scale	400	-.366	.086	.74

3. FINDINGS

In this section, the findings and interpretations of the findings that emerged as a result of analysing the data obtained in the research conducted to determine the effect of school-based professional development practices on teachers' psychological well-being levels are presented.

In Table 3, descriptive statistics for teachers' perceptions of school-based professional development practices are given.

Table 3. Descriptive Statistics on Teachers' Perceptions of School-Based Professional Development Practices

Variable	Article Number (k)	Score Range	n	$\overline{X}$	$\overline{X}_{/k}$	SS
Openness in participation	8	8-40	400	31.41	3.92	4.48
Opportunity for professional	6	6-30	400	23.63	3.93	3.49
Responsibility for development	6	6-30	400	23.77	3.96	3.43

According to the data in Table 3, it is seen that the scores related to the sub-dimensions are at a moderate level in the evaluation of School-Based Professional Development Practices. According to the scores obtained by dividing the average scores by the number of items, "Opportunity for professional development" ($\overline{x}$ =23.63) is the lowest and "Responsibility for development" dimension ($\overline{x}$ =23.77) is the lowest, while the score for "Openness in participation" sub-dimension is the highest with ($\overline{x}$ =31.41). From the averages in Table 2, it is seen that teachers are most competent in the dimension of openness in participation, secondly in the dimension of responsibility for development and thirdly in the dimension of professional development opportunities.

In Table 4, the comparison of the scores of teachers' perceptions of school-based professional development practices according to gender variable is given below.

Table 4. Comparison of Teachers' Perceptions of School-Based Professional Development Practices According to Gender Variable

Dimensions	Gender	N	$\overline{X}$	SS	sd	t	p
Openness in Participation	Women	288	31.51	4.41	398	.767	.434
	Male	112	31.13	4.66			
Professional Development Opportunity	Women	288	23.71	3.46	398	.750	.984
	Male	112	23.41	3.59			
Development Responsibility	Women	288	23.89	3.42	398	1.07	.861
	Male	112	23.48	3.45			

According to the findings in Table 4; the participants' perceptions of evaluating the school-based professional development environment do not show a significant difference according to gender (p>0.05).According to the results; openness in participation t(434)=.767, p>0.05 dimension, professional development opportunity t(984)=.750, p>0.05 dimension, development responsibility t(861)=1.07, p>0.05 dimension did not show a significant difference according to gender variable. Table 5 shows the comparison of the scores of teachers' perceptions of school-based professional development practices according to age variable.

Table 5. Comparison of Teachers' Perceptions of School-Based Professional Development Practices According to Age Variable

Size	Age	N	$\overline{X}$	SS	F	p	Significant Difference
Openness in Participation	1-30 and below	20	32.20	3.62			
	2-31-35	49	31.75	4.25			
	3-36-40	84	31.32	4.82			
	4-41-45	83	31.24	4.74	.273	.895	-
	5-46 and above	164	31.34	4.36			
	Total	400	31.41	4.48			
Professional Development Opportunity	1-30 and below	20	24.35	3.16			
	2-31-35	49	23.89	3.36			
	3-36-40	84	23.66	3.58			
	4-41-45	83	23.22	3.76	.557	.694	-
	5-46 and above	164	23.64	3.40			
	Total	400	23.63	3.49			
Development Responsibility	1-30 and below	20	24.45	3.59			
	2-31-35	49	24.04	3.74			
	3-36-40	84	23.89	3.53			
	4-41-45	83	23.39	3.43	.543	.705	-
	5-46 and above	164	23.75	3.27			
	Total	400	23.77	3.43			

According to the findings in Table 5, the participants' perceptions about the evaluation of school- based professional development environments do not differ statistically significantly according to age (p>0.05). Participants' perceptions on the evaluation of school-based professional development environment with the dimensions of openness to participation F(4,395)=.273, p>.05, opportunity for professional development F(4,395)=.557, p>.05 and responsibility for development F(4,395)=.543, p>.05 do not differ according to age. Table 6 shows the comparison of the scores of teachers' perceptions of school-based rofessional development practices according to the variable of professional service period.

Table 6. Comparison of Teachers' Perceptions of School-Based Professional Development Practices According to the Variable of Professional Service Duration

Size	Professional Service Duration	N	$\overline{X}$	SS	F	p	Significant Difference
Openness in Participation	1-1-5 years	16	31.18	3.48			
	2-6-10 years	55	31.30	4.24			
	3-11-15 years	79	31.77	4.66	.425	.790	-
	4-16-20 years	62	31.83	4.76			
	5-21 years and over	188	31.16	4.47			
	Total	400	31.41	4.48			
Professional Development Opportunity	1-1-5 years	16	23.93	2.99			
	2-6-10 years	55	23.56	3.26			
	3-11-15 years	79	24.01	3.85	.620	.649	-
	4-16-20 years	62	23.90	3.52			
	5-21 years and over	188	23.37	3.44			
	Total	400	23.63	3.49			
Development Responsibility	1-1-5 years	16	23.87	3.30			
	2-6-10 years	55	23.87	3.35			
	3-11-15 years	79	24.05	3.77	.727	.574	-
	4-16-20 years	62	24.20	3.37			
	5-21 years and over	188	23.48	3.33			
	Total	400	23.77	3.43			

According to the findings in Table 6, there is no significant difference between the participants' perceptions of school-based professional development and length of professional service (p>0.05). In other words, participants' perceptions of openness to participation, $F_{(4,395)}=.425$, p>0.05, opportunity for professional development, $F_{(4,395)}=.620$, p>0.05, and responsibility for development, $F_{(4,395)}=.727$, p>0.05, and evaluation of school-based professional development environment do not differ according to teachers' length of professional service. Table 7 shows the comparison of the scores of teachers' perceptions of school-based professional development practices according to school type variable.

Table 7. Comparison of Teachers' Perceptions of School-Based Professional Development Practices According to School Type Variable

Boyut	Okul Türü	N	$\overline{X}$	SS	F	p	Significant Difference
Openness in Participation	1-Kindergarden	56	33.46	4.38	5.62	.001	1-2
	2-Primary School	110	31.64	4.33			1-3
	3-Middle School	114	30.86	4.99			1-4
	4-High School	120	30.75	3.85			2-4
	Total	400	31.41	4.48			3-4
Professional Development Opportunity	1-Kindergarden	56	25.25	3.59	5.37	.001	1-2
	2-Primary School	110	23.71	3.37			1-3
	3-Middle School	114	23.21	3.64			1-4
	4-High School	120	23.18	3.21			2-4
	Total	400	23.63	3.49			3-4
Development Responsibility	1-Kindergarden	56	25.73	3.32	7.52	.000	1-2
	2-Primary School	110	23.60	3.34			1-3
	3-Middle School	114	23.31	3.61			1-4
	4-High School	120	23.46	3.09			2-4
	Total	400	23.77	3.43			3-4

According to the analysis results in Table 7, the participants' perceptions of school-based professional development practices show that there is a significant difference in terms of school type ($p < 0.05$). In other words, the participants' perceptions of openness to participation, $F(3,396)=5.62$, $p < 0.05$, opportunity for professional development, $F(3,396)=5.37$, $p < 0.05$, and responsibility for development, $F(3,396)=7.52$, $p < 0.05$, and evaluation of school-based professional development environment differ according to the school type of the teachers. According to the results of the Scheffe test conducted to find out between which school type groups the differences are, the lowest score belongs to the "high school" ($\overline{x}=30.75$) group, followed by "secondary school" ($\overline{x}=30.86$), "primary school" ($\overline{x}=31.64$) and the highest score belongs to the "kindergarten" group ($\overline{x}=33.46$). When we look at the professional development dimension scores, it is seen that the lowest score belongs to the "high school" group ($\overline{X}=23.18$), followed by "secondary school" ($\overline{X}=23.21$), "primary school" ($\overline{x}=23.71$) and the highest score belongs to the "kindergarten" group ($\overline{x}=25.25$), respectively. When we look at the development responsibility dimension scores, it is seen that the lowest score belongs to the "secondary school" group ($\overline{X}=23.31$), followed by "high school" ($\overline{x}=23.46$), "primary school" ($\overline{x}=23.60$) and the highest score belongs to the "kindergarten" group ($\overline{x}=25.73$), respectively. The descriptive statistics values of the scores related to the Psychological Well-Being levels of the teachers were examined. Accordingly, the

findings obtained as a result of the analysis are presented in Table 8.

Table 8. Descriptive Statistics on Teachers' Psychological Well-Being Levels

Variable	Article Number (k)	Score Rance	n	$\overline{X}$	$\overline{X}/k$	SS
Psychological Well-Being	8	8-56	400	47,87	5.98	.522

According to the data in Table 8, it can be said that the scores related to the evaluation of teachers' Psychological Well-Being levels are high in general. It is seen that the score obtained by dividing the average scores by the number of items is ($\overline{X}$ =5.98). The findings obtained regarding the gender variable of the scores of teachers' Psychological Well- Being levels are presented in Table 9.

Table 9. Comparison of Teachers' Psychological Well-Being Scores According to Gender Variable

Score	Gender	N	$\overline{X}$	SS	sd	t	p
Psychological Well-Being	Women	288	48.32	4.01	398	3.46	.338
	Male	112	46.73	4.39			

According to the data in Table 9, teachers' scores on psychological well-being levels do not show a significant difference according to gender variable t(398)=3.46, p > 0.05. When Table 9 is evaluated, it is seen that the average score of women ($\overline{X}$ =48.32) is higher than men ($\overline{X}$ =46.73). The findings obtained regarding the age variable of the scores of teachers' Psychological Well- Being levels are presented in Table 10.

Table 10. Comparison of Teachers' Psychological Well-Being Scores According to Age Variable

Size	Age	N	$\overline{X}$	SS	F	p	Significant Difference
Psychological Well-Being	1-30 and below	20	48.55	3.91	.588	.672	-
	2-31-35	49	48.08	4.45			
	3-36-40	84	48.08	3.97			
	4-41-45	83	47.31	4.54			
	5-46 and above	164	47.91	4.05			
	Total	400	47.87	4.18			

According to the results of the analysis in Table 10, there is no significant difference between the participants' psychological well-being levels and age (p>0.05). In other words, participants' psychological well-being levels F(4,395)=.588, p>0.05 do not show a significant difference according to age. In Table 11, the findings obtained regarding the scores of teachers' Psychological Well-Being levels in relation to the variable of length of professional service are presented.

Table 11. Comparison of Teachers' Psychological Well-Being Scores According to Professional Service Duration Variable

Size	Professional Service Duration	N	$\overline{X}$	SS	F	p	Significant Difference
Psychological Well-Being	1-1-5 years	16	49.25	3.41			
	2-6-10 years	55	47.49	4.25			
	3-11-15 years	79	48.15	4.43			
	4-16-20 years	62	48.48	4.48	1.23	.295	-
	5-21 years and over	188	47.55	3.98			
	Total	400	47.87	4.18			

According to the results of the analysis in Table 11, it is seen that the psychological well-being levels of the participants do not differ significantly according to the length of professional service F(4,395) =1.23, p>0.05).

The findings obtained regarding the scores of teachers' Psychological Well-Being levels in terms of school type variable are presented in Table 12.

Table 12. Comparison of Teachers' Psychological Well-Being Scores According to School Type Variable

Size	School Type	N	$\overline{X}$	SS	F	p	Significant Difference
Psychological Well-Being	1-Kindergarten	56	49.39	3.68			
	2-Primary School	110	48.27	4.12			
	3-Middle School	114	47.83	4.51	5.36	.001	1-4
	4-High School	120	46.85	3.89			
	Total	400	47.87	4.18			

According to the results of the analysis in Table 12, the psychological well-being levels of the participants vary significantly depending on the type of school F(3.396)=5.36, p< 0.05. According to the results of the Scheffe test conducted to find out between which school types the differences are, it is seen that there is a difference between "Kindergarten" ($\overline{X}$=49.39), "Primary School" ($\overline{X}$ =48.27), "Secondary School" ($\overline{X}$ =47.83) and "High School" ($\overline{X}$ =46.85). The correlation analyses conducted to determine and compare whether there is a significant relationship between teachers' perceptions of school-based professional development practices and their psychological well-being levels are given in Table 13.

Table 13. The Relationship Between Teachers' Sub-Dimension Scores Regarding School-Based Professional Development Practices and Psychological Well-Being Levels

Variable	1	2	2a	2b	2c
1.Psychological Well- Being	-	-	.206**	.238**	.228**
2.Evaluating the School-Based Professional Development Environment	.237**	-	-	-	-
2a.Openness in participation	.206**	-	-	.811**	.826**
2b. Opportunity for professional	.238**	-	.811**	-	.835**
2c. Responsibility for development	.228**	-	.826**	.835**	-

p<0.01

According to the findings given in Table 13, there is a positive and low level significant relationship between teachers' perceptions of school-based professional development practices and their psychological well-being levels (r=.237; p<.05). The relationship between psychological well-being and school-based professional development is 0.237 and statistically significant.Table 13 shows that there is a relationship between each sub-dimension of the evaluation of the school-based professional development environment and psychological well-being. Accordingly, it can be said that there is a positive and low level significant relationship between psychological well-being levels and the sub-dimension of openness to participation r = .206, p< 0.01. In addition, there is a positive and low level significant relationship between psychological well-being levels and professional development opportunity r = .238, p < 0.01 and development responsibility r = .228, p < 0.01 sub- dimensions. Whether teachers' perceptions of school-based professional development practices are variables predicting psychological well-being is another question sought to be answered within the scope of the study. The findings obtained as a result of the simple regression analysis are presented in Table 14.

Table 14. The Relationship Between Teachers' Perceptions of School-Based Professional Development Practices and Psychological Well-Being Levels

Model	Independent Variable	Dependent Variable	B	Std. Error	(β)	t	p
1	Fixed		40.60	1.51		26.88	.000
	Evaluation of School Based Professional	Psychologic al Well-Being	.092	0.19	.237	4.85	.000
	Development Environment						

According to the findings given in Table 14, there is a positive and low level significant relationship between teachers' perceptions of school-based professional development practices and their psychological well-being levels (R=.237; p<.000). Accordingly, as the level of teachers' perceptions about the evaluation of school-based professional development environments increases, the level of psychological well-being increases. As seen in Model 1 (R=.237 ; R²=.056 ; F=23.59 ; p<.000), when the coefficient of determination (R²=.056) is taken into consideration, 5.6% of the evaluation of the school-based professional development environment is explained by the level of psychological well- being.

4. CONCLUSION

In this study, the effect of teachers' perceptions about the evaluation of school-based professional development practices on their psychological well-being levels was examined. According to the findings obtained as a result of the research; it is understood that teachers' perceptions about the evaluation of school-based professional development practices are at a medium level. It is seen that teachers are most competent in the dimension of "Openness in participation", secondly in the dimension of "Responsibility for development", thirdly and lastly in the dimension of "Opportunity for professional development". Teachers see low level of competence in the dimensions of professional development opportunity and responsibility for development. Yüksel and Adıgüzel (2012), in their study titled "Evaluation of Teachers' Views on School-Based Professional Development Model According to Various Variables", examined the professional development views of primary school teachers with a survey model and concluded that teachers have positive views on OTMG, but there are differences in the dimensions of environmental interaction-parent and private field. In the study conducted by Deniz et al. (2017), it is stated that when teachers ensure the participation of parents in educational processes, it also contributes to the student's learning responsibility. It is concluded that teachers need a school environment where they can renew themselves and improve their competences.

According to the findings obtained; it was seen that the mean scores of the gender variable in school-based professional development were slightly higher in the

dimension of openness in participation, but there was no significant difference between the mean scores of female and male teachers in all dimensions. There is no significant difference between the perceptions of teachers regarding the evaluation of school-based professional development practices and age, but it is seen that teachers between the ages of 41-45 evaluate lower in all dimensions. Kulbak (2019) stated in his study that there are differences between age groups for teachers' professional development, and that the desire for professional development of teachers aged 51 and over is at a low level.

When the school-based professional development practices of teachers are evaluated according to the length of professional service variable, it is seen that there is no difference according to the length of professional service, but the mean scores in the openness in participation dimension are higher than the other dimensions. Eroğlu (2019) concluded in his study that teachers with the lowest professional seniority participated more frequently in sharing activities in professional development. On the other hand, there is a significant difference according to the school type variable, the lowest score belongs to high school and secondary school type and the highest score belongs to kindergarten type. From this point of view, it is concluded that the school environment and culture of the teachers make them feel the need for professional development, teachers working in kindergartens participate in more professional development trainings and have a positive perception towards professional development. Due to the intensity of new approaches and changes in the field of preschool education and the fact that access to preschool education is more supported today, it can be said that teachers attach more importance to their professional development and in this context, they evaluate the school environment positively in terms of professional development.

According to the research findings, it is seen that the scores related to the evaluation of teachers' Psychological Well-Being levels are high. It is understood that teachers are of the opinion that they have a positive effect on the educational stakeholders, students and other individuals in their immediate environment to lead a happy life. Doğan and Aslan (2022) obtained a result above the average in their research on teachers' psychological well-being levels. In the study, when the distribution of teachers' psychological well-being levels according to gender variable was analysed, no significant difference was observed. Ryff (1989) and Çağırga (2020) found that the psychological well-being levels of female teachers were significantly higher than the psychological well-being levels of male teachers.

It was found that there was no significant difference between teachers' psychological well-being levels and age. Looking at the averages, it is seen that teachers aged 30 and under have more psychological well-being competencies. Aydoğan (2019) found that there was no significant difference between teachers' psychological well-being and age. There is no difference in terms of teachers'

psychological well-being levels in terms of professional service time. However, we can say that teachers with 1-5 years of professional seniority consider themselves more adequate in terms of psychological well-being. Considering 1-5 years of service as a group of teachers who are new to teaching, it can be explained that teachers do not experience too much stress because of the period of getting used to the profession and that they feel themselves more adequate in terms of psychological well-being because their theoretical knowledge is very new. Kürücü (2022) and Arabacı (2021) found that there was no significant difference between teachers' psychological well-being levels and years of service.

There is a difference in the psychological well-being levels of teachers according to the school type variable. Teachers working in kindergarten type were found to have higher well-being scores than teachers working in primary, secondary and high school types. The reasons for this can be listed as the working hours of the teachers working in kindergarten (continuous half-day education programme), the small age level of the students, the educational planning for gaining more behaviours instead of planning an educational process focused on academic achievement in teaching methods and techniques. It is thought that the variable curricula of teachers working in primary, secondary and high schools, the higher age and level of students, and the higher expectations of their families on academic foundations have an impact on the psychological well-being levels of teachers. Çağırga (2020) found that the type of institution in which teachers work did not have any effect on their psychological well-being levels.

In the study, it was found that there was a statistically positive and low level significant relationship between School-Based Professional Development and Psychological Well-Being. Dahiru, Basri, and Pihie (2017) found that there is a high and significant relationship between effective school characteristics and teachers' professional development. Activities carried out in line with professional development activities at school will lead to a positive increase in teachers' psychological well-being level and school-based professional development will be positively affected. It can be said that school- based professional development will also positively support the psychological well-being levels of teachers, as it will contribute positively to the increase in the quality of education and the development of the school by taking measures for the professional development of teachers who will have the opportunity to improve themselves in the school environment.

The research reveals that teachers' perceptions are at a low level in the evaluation of the professional development opportunities dimension of OTMG practices. In this context, professional development activities for providing professional development opportunities in schools can be planned more systematically according to teachers' views and OTMG practices can be carried out. By determining the effect of school-based professional development on the formation of an effective learning culture in

secondary and high school school types, the professional development needs of teachers will be supported. In order to provide professional development opportunities in schools, professional development activities can be planned more systematically according to teachers' views and OTMG practices can be carried out. The continuity of school-based professional development and its development in line with the needs of teachers is necessary. In this direction, a model can be developed within the scope of the programme for school-based professional development of teachers.

Ethics Statement

In this study, "Scientific Research and Publication Ethics in Higher Education Institutions" It has been declared that all rules specified within the scope of the "Directive" have been complied with.

Ethics Committee Approval

An application was made to Trakya University Social and Human Sciences Research Ethics Committee for the ethical suitability of the research. Ethics committee approval was received from the board dated 17.03.2023 and numbered E-29563864-050.03.04-423506. The survey was administered face to face. During the research process, permission was obtained from the participants before filling out the survey.

Conflict of Interest and Financial Contribution Declaration

No conflict of interest or financial contribution declared by the authors It has not been done.

Authorship Contribution Statement

All stages of the study were designed and prepared by the authors.

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