JOURNAL OF LANGUAGE EDUCATION AND RESEARCH

Journal of Language Education and Research, 2026, 12 (1), 200-214

Research Article

From Positive Psychology to Positive Education Regarding EFL Instructors' Well-being from the ELT Ecology Perspective

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ARTICLE INFO

Received:11.11.2025
Revised form:24.02.2026
Accepted: 26.02.2026
DOI: 10.31464/jlere.1821321

Keywords:
language education
PERMA
self-efficacy
well-being

ABSTRACT

The present study examines the correlation between the perception of well-being and self-efficacy beliefs of EFL teachers in the contexts of Turkish higher education and the Ministry of National Education. Drawing on Seligman's PERMA framework and socio-cognitive theory, the study conceptualizes teacher flourishing as the integration of cognitive, affective, and contextual resources. A quantitative comparison design was utilized, employing the PERMA-Profiler and the Teachers' Sense of Efficacy Scale, delivered to 55 educators. Statistical analyses (t-tests, ANOVA, Pearson correlations) indicated moderate to high levels of well-being and self-efficacy, alongside a significant moderate positive correlation ($r = .524$, $p < .001$), with no statistically significant institutional differences. Within the PERMA framework, the dimensions of Relationships and Meaning received the highest scores, suggesting that interpersonal connections and professional purpose play a central role in teachers' satisfaction and motivation. These findings suggest that relational and meaning-oriented dimensions may play a central role in teachers' professional well-being.

Acknowledgments
Not applicable.

Statement of Publication Ethics
The ethics committee approval has been confirmed by the Fırat University Social Sciences Ethics Committee Board (Decision Number: 36007) and the Ministry of National Education (Decision Number: MEB.TT.2025.030301.02).

Authors' Contribution Rate
Single Author

Conflict of Interest
There is no conflict of interest.

Reference
Demirkol Orak, S. (2026). From positive psychology to positive education regarding efl ınstructors' well-being from the elt ecology perspective. *Journal of Language Education and Research. 12* (1), 200-214.

ISSN: 2149-5602

Introduction

Positive psychology focuses on human strengths, resilience, and the development of meaningful lives (Seligman, 2011). In educational settings, this perspective has evolved into the concept of positive education, which amalgamates academic success with psychological health (Waters, 2011; Shankland & Rosset, 2017). Teacher well-being has become increasingly acknowledged as a fundamental element of educational quality, affecting classroom climate, instructional efficacy, and professional sustainability (Mercer, 2016; Oades et al., 2011). In language education, teachers work within challenging environments shaped by institutional demands (Klassen et al., 2012). Therefore, their well-being cannot be understood solely in terms of individual dispositions. Traditionally, well-being has been understood through hedonic (pleasure-focused) and eudaimonic (meaning-focused) frameworks (Ryan & Deci, 2001). Seligman's PERMA model integrates these points of view and suggests five areas of flourishing: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. This study applies the PERMA framework to examine teachers' psychological well-being across two institutional contexts. Self-efficacy, defined as individuals' beliefs in their capacity to execute actions effectively (Bandura, 1997), represents another key psychological resource. In educational contexts, teacher self-efficacy influences instructional practices, classroom management, and emotional resilience (Tschannen-Moran & Woolfolk Hoy, 2001; Klassen & Chiu, 2010). The relationship between self-efficacy and well-being is often described as reciprocal: beliefs in efficacy facilitate adaptive coping and positive affect, whereas well-being reinforces professional confidence and engagement (Zee & Koomen, 2016).

Literature Review

Recently, there has been an increasing academic focus on teacher well-being as a fundamental part of educational sustainability, professional quality, and efficacy, particularly in the context of language teaching. Recent research has shifted from deficit-oriented constructs such as burnout, anxiety, and stress to positive psychology frameworks to examine how teachers develop among challenging professional demands (Mercer, 2021; Seligman, 2011).

Empirical research conducted post-2019 consistently shows that the well-being of EFL teachers is multifaceted and context-specific. From a job-demands resources perspective (Bakker & Demerouti, 2007), the balance between institutional pressures and available professional capacities shapes teacher well-being. Studies across diverse educational contexts indicate that teachers' sense of purpose, job satisfaction, emotional stability, and engagement are closely associated with organizational support, collegial relationships, and perceived professional autonomy (Fathi et al., 2021; Wang, 2024). Nevertheless, the related studies underline diversity across national and institutional contexts, implying that well-being cannot be comprehensively described without considering workplace conditions.

Apart from well-being, a teacher's self-efficacy has also become a crucial psychological asset associated with well-being in EFL environments. Teachers frequently link diminished self-efficacy to emotional exhaustion, a central component of burnout (Maslach & Jackson, 1981). Research on life satisfaction (Diener et al., 1985) provides additional evidence for the multidimensional nature of well-being, which is reflected in the

integrated constructs of the PERMA framework. Recent studies in the pertinent literature demonstrate that educators exhibiting elevated levels of self-efficacy are likely to experience reduced emotional exhaustion, enhanced coping strategies, and increased engagement (Fathi & Derakhshan, 2019; Han & Wang, 2021). Furthermore, Dörnyei (2001) has linked motivational strategies in language classrooms to higher levels of teacher efficacy and increased emotional engagement. Some studies indicate that high self-efficacy does not fully buffer teachers against systemic pressures, particularly in centralized systems (Aydın & Karaman, 2021).

Despite these developments, the literature still reveals several conceptual and empirical gaps. Many studies examine well-being or self-efficacy independently, neglecting their interdependent relationship. Early positive education interventions (Seligman et al., 2009) laid the groundwork for integrating well-being into educational systems. Secondly, while positive psychology frameworks such as PERMA (Seligman, 2011) are gaining attention, their application is predominantly at the individual level, with limited integration of institutional or ecological perspectives. Third, comparative studies (Aydın & Karaman, 2021; Erdoğan & Eker, 2020) examining the impact of several educational systems on teacher well-being are still relatively insufficient in the EFL field.

Within the Turkish educational context, existing studies present important yet sometimes inconsistent findings. Research involving MoNE teachers identifies issues such as bureaucratic pressures, restricted decision-making autonomy, excessive workloads, and exam-oriented curriculum, all of which adversely impact teachers' professional well-being (Alteshehr et al., 2023; Erdoğan & Eker, 2020). In contrast, research on university educators shows that they have developed professional autonomy, but also face increased expectations regarding academic production, assessment outlines, and job overload (Aydın & Karaman, 2021). Notwithstanding, limited research directly compares these institutional systems using a cohesive theoretical framework (Mercer, 2021; Oades et al., 2011).

Furthermore, Turkish EFL research has irregularly examined teacher well-being and self-efficacy simultaneously from an ecological perspective that considers institutional frameworks, policy contexts, and professional cultures. This gap limits the field’s ability to examine the interaction between systemic conditions and individual psychological resources. The present research study attempts to address identified gaps in the literature by integrating positive psychology (PERMA) and teacher self-efficacy within an ELT framework and by employing a comparative analysis of teachers in MoNE schools and universities in Türkiye. Likewise, this study aims to contribute to the understanding of how educational systems may relate to teachers' psychological functioning.

Research Aim and Research Questions

The primary objective of the current study is to examine the relationship between the well-being of English language teachers and their self-efficacy across two institutional contexts in a provincial city in Türkiye, particularly comparing and contrasting teachers in the context of the Ministry of National Education (MoNE) with those in universities. Although prior studies (Alteshehr et al., 2023; Mercer, 2021) have shown that well-being and self-efficacy are each linked to teacher effectiveness and professional sustainability,

their interrelated dynamics within particular institutional contexts, especially in EFL environments, have not been adequately investigated.

The present research study is based on the understanding that teacher well-being is not merely an individual psychological issue but a systematically embedded phenomenon shaped by institutional frameworks and professional cultures. Investigating well-being and self-efficacy without considering institution-based factors may yield decontextualized findings that obscure the influence of systemic conditions over teachers' affective capacities.

Without careful examination, policy responses may prioritize individual coping strategies while underrepresenting institutional influences. Such approaches risk overlooking structural and institutional factors that may influence teachers' well-being. A limited body of context-specific evidence may restrict the development of appropriately tailored support mechanisms, particularly within centralized education systems. Finally, neglecting the interconnectedness between self-efficacy and well-being may prevent comprehension of how educators maintain motivation, significance, and engagement amidst escalating professional expectations. This gap is particularly prominent within the Turkish ELT context. Ministry of National Education teachers and university instructors work within organizational environments characterized by different levels of autonomy, accountability, workload, and professional expectations. Nevertheless, the current research study has tried to fill this gap to a certain level by investigating how these ecological disparities influence teachers' well-being and self-efficacy in a comparative and theoretically cohesive manner. Identifying this gap may inform the development of context-sensitive teacher support initiatives. In response to this gap, the study adopts an ecological perspective to move beyond descriptive comparison. Furthermore, the research aims to contribute context-specific insights to the broader discussion on teacher well-being.

Accordingly, the following research questions were formulated:

1. Is there a significant difference in psychological well-being levels between English teachers working in MoNE schools and those at universities?
2. Is there a difference in the perceived self-efficacy of these two groups of teachers?
3. Is there a significant relationship between teachers' psychological well-being and their self-efficacy beliefs?
4. According to the PERMA model, which psychological dimensions emerge as stronger or weaker among the teachers?
5. Do demographic variables such as gender, age, and years of experience change significantly regarding EFL teachers' perception levels of well-being and self-efficacy?

In line with the study's aims and research questions, this research undertakes a quantitative investigation to explore the correlation between psychological well-being and teacher self-efficacy in two diverse educational contexts. Recent empirical studies have highlighted the strong correlation between teacher well-being, instructional quality, professional sustainability, and student outcomes; however, much of this research has

treated well-being and self-efficacy as distinct constructs or has predominantly concentrated on individual-level explanations (Aydın & Karaman, 2021; Skaalvik & Skaalvik, 2017).

Methodology

Research Design

Creswell (2012) asserts that quantitative designs effectively describe the distribution of specific variables among various groups and facilitate the description of correlations between variables without suggesting causality. In the same line, Pallant (2016) asserts that models facilitating comparisons among diverse groups based on specific criteria possess significant promise for generating robust comparative data, particularly regarding psychological characteristics. Furthermore, Kumar (2011) contends that descriptive designs yield significant data for policy formulation and reform advancement, especially in applied social sciences such as education. This study employed a comparative survey design, drawing on the methodological guidance of Creswell (2012), Pallant (2016), and Kumar (2011). The study investigates whether levels of well-being and self-efficacy vary considerably based on the organizational setting in which teachers operate, allowing for the examination of contextual influences. Furthermore, this approach facilitates the investigation of disparities based on demographic characteristics, including age, gender, and seniority, thus providing insights that may inform educational policy.

The PERMA model, which functions as the theoretical basis of the study, comprises five subdimensions: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. The survey constructed using this model facilitates the assessment of teachers' well-being across each dimension. Consequently, both overall and dimension-specific analyses allow for the identification of areas of strength and areas requiring further support.

Publication Ethics

In terms of using data collection tools, survey owners were asked for permission to apply them, and required permissions were confirmed. In terms of target audiences, participants were presented information about the research purpose and process and were asked to provide written consent to take part in the research study. Surveys were distributed via an online platform (Google Forms), and personal data confidentiality was promised to be maintained. In accordance with ethical procedures, participants had the right to withdraw at any phase of the research. All information was anonymized during the data analysis process. Regarding the official permissions, at the first step, the Ethics Committee approval was confirmed by the Ethics Board of the Social Sciences Institute of the Fırat University; at the second step, the MoNE Ethics Committee board was confirmed.

Participants

The study population comprises faculty members of English language education at a large public university in Elazığ and English teachers employed at public elementary, secondary, and high schools associated with the Ministry of National Education in Elazığ. The sample comprises 55 individuals, strategically chosen to maximize diversity: 25 university professors and 30 Ministry of National Education teachers. Initially, equal group sizes were planned; however, five instructors were unable to participate due to documented

leave. Participants were recruited using a purposive sampling strategy, based on predetermined inclusion criteria: (a) a minimum of three years of English teaching experience and (b) current employment either in a Ministry of National Education (MoNE) school or at a public university. This strategy ensured the inclusion of participants who met predefined criteria. Eligible participants were contacted via institutional email networks and professional communication channels such as emails and electronic documentation systems of organizations. This ensured that participants contributed significantly at both institutional and experiential levels. Creswell (2012) observes that purposive sampling facilitates the selection of candidate participants capable of providing information regarding the study's objectives, and it is often favored in educational research. Consequently, the restriction that educators possess a minimum of three years of experience and are currently employed reinforces the data's credibility. In the same vein, Kumar (2011) advocates for the selection of participants based on particular criteria to enhance sample representativeness and bolster outcome validity. Similarly, in 2016, Pallant asserts that augmenting sample variety intensifies the efficacy of descriptive research and that non-probabilistic approaches are especially advantageous in small-scale, practice-oriented investigations. Therefore, the selection of 55 educators from diverse schools and universities facilitates a contextually informed comparative study, and online data collection enhances participation and offers the chance of wider geographical reach.

Data Collection Tools

The PERMA-Profiler and TSES scales employed in this study are globally acknowledged quantitative tools with established validity and reliability scores; that is why a piloting stage was not employed. Creswell (2012, 2021) asserts that data collection tools must be conceptually based and that organized surveys facilitate systematic interpretation and evaluation of psychological conditions. The PERMA-Profiler scale assesses five essential factors to deliver a comprehensive evaluation of teachers' state of psychological well-being. The TSES scale measures teachers' self-efficacy beliefs in student engagement, classroom management, and instructional strategies across three subdimensions. Pallant (2016) asserts that multidimensional scales facilitate a better understanding of individual variances in measuring teachers' skills. Kumar (2011) claims that these tools are very relevant in educational research and can inform policy formulation. As a consequence, these two data collection tools were chosen for this study.

Data Collection Tool 1: The PERMA-Profiler, developed by Butler and Kern (2016) and grounded in Seligman's PERMA model, was utilized to evaluate teachers' psychological well-being. This 23-item multidimensional Likert-type measure evaluates the categories of positive emotions, engagement, relationships, meaning, and accomplishment. It employs an 11-point scale from 0 to 10, yielding scores for both overall well-being and specific subdimensions. The scale has received international validation.

Data Collection Tool 2: The Teachers' Sense of Efficacy Scale (TSES) was employed to assess teachers' perceptions of self-efficacy. This scale was developed by Tschannen-Moran and Woolfolk Hoy (2001) and subsequently modified into Turkish by Çapa Aydın, Çakıroğlu, and Sarıkaya (2005). The instrument comprises 24 items and employs a 9-point Likert scale. The scale comprises three subdimensions: student engagement, classroom

management, and instructional methodologies. The reliability coefficients are 0.84, 0.82, and 0.86, for an overall dependability coefficient of 0.93. Confirmatory factor analyses have established its structural validity.

Data Collection Process and Analysis

The data collection process was started after getting the required ethics permissions from the legal organizations (Ethics Board of the University and Ministry of National Education), and candidate participants were informed about the objective of the research and their right to withdraw from the study at any stage. The participants were told their names would be kept secret throughout the study. Upon the acknowledgement stage, their consent was taken to take part in the research study by consent forms. Finally, they were delivered the digital version of the surveys via Google Forms, and they were requested to fill them out in two weeks' time. After one week of delivering the surveys, participants were sent reminder emails regarding the survey's completion.

Upon completion of data collection, responses were transferred to SPSS 25 for analysis. Before conducting statistical tests, the dataset was evaluated for completeness, correctness, and outliers. Due to the survey platform's requirement to complete all items, no missing data was identified. The Kolmogorov–Smirnov test was employed to evaluate the normality of data distribution, while the homogeneity of variances was analyzed to ensure the appropriateness of parametric analyses. The initial assessments guided the choice of suitable statistical tests.

Descriptive statistics were run to examine individuals' demographic variables and overall patterns in well-being and self-efficacy ratings. Independent sample t-tests were performed to compare MoNE teachers and university instructors for PERMA dimensions and self-efficacy levels. Pearson correlation analysis was employed to investigate the links between psychological well-being and self-efficacy. ANOVA and post-hoc testing were utilized, if applicable, to investigate differences among demographic factors. A significance level of 0.05 was established for all analyses.

Using statistical analysis software like SPSS 25 is a key element in enhancing the reliability and validity of quantitative research (Pallant, 2016). Creswell (2012) emphasizes that ANOVA and post-hoc tests are particularly effective in analyzing the effects of demographic variables in educational research and are valuable for informing policy. Kumar (2011) adds that these analyses provide flexibility for interpreting multidimensional datasets. The results presented descriptive and comparative insights into teachers' well-being and self-efficacy levels.

Results

Table 1 presents a critical summary of the central tendencies and variability of the two primary variables. The average scores reveal that participating EFL teachers exhibit relatively strong levels of well-being (M = 153.36, SD = 25.05) and self-efficacy (M = 173.10, SD = 30.84).

Table 1. *Descriptive statistics regarding EFL teachers' perception of self-efficacy beliefs and well-being level.*

	N	Minimum	Maximum	Mean	Std. Deviation
Well-being	55	76.00	201.00	153.36	25.05
Self-efficacy	55	55.00	216.00	173.10	30.84
Valid N (listwise)	55				

The observed score range indicates substantial variability among participants (well-being: 76–201; self-efficacy: 55–216). This variation indicates that although the group's overall profile is favorable, the lived experiences of teachers vary significantly among participants. These findings indicate that mean scores alone may not fully capture the influence of individual, contextual, and demographic factors. As a consequence, these findings support conducting subsequent inferential analyses to investigate group discrepancies and demographic influences.

The Organization-Based Statistical Differences Regarding EFL Teachers' Perception of Self-Efficacy Beliefs and Well-Being Levels

The table on Group Statistics (Table 2) demonstrates that university instructors (M = 179.73, SD = 25.41) reported slightly higher self-efficacy scores than MoNE teachers (M = 170.26, SD = 32.82). However, the results of the *independent samples t-test reveal* that this difference is not statistically significant ($t(48) = –0.995$, $p = .324$). The Levene's Test for Equality of Variances ($F = 0.429$, $p = .515$) confirms homogeneity of variance, allowing interpretation under the equal variances assumed condition.

Table 2. Group Statistics on EFL Teachers' Perception of Well-Being Levels and Self-Efficacy Beliefs

	Organization	N	Mean	Std. Deviation	Std. Error Mean
Self-efficacy	MoNE	30	170.25	32.82	5.54
	University	25	179.73	25.41	6.56
Well-being	MoNE	30	152.47	25.88	4.43
	University	25	155.40	23.81	6.14

The data indicates that while university instructors had slightly greater perceptions of instructional efficacy, classroom management, and engagement efficacy, the magnitude of the difference was insufficient to indicate a meaningful distinction between the two professional contexts. Finally, organizational membership was not associated with significant differences in self-efficacy beliefs. This corresponds with previous research (Tschannen-Moran & Woolfolk Hoy, 2007; Klassen & Chiu, 2010) suggesting that contextual differences frequently produce negligible quantitative variances while maintaining corresponding underlying efficacy orientations across educational domains.

Table 3. *The Results of the Independent Samples T-test for Self-efficacy Beliefs and Well-being Levels.*

Variable	Variance Assumption	t	df	p	Mean Difference	95% CI Lower	95% CI Upper
Self-efficacy	Equal variances assumed	-0.995	48	.324	-9.47	-28.55	9.61
Self-efficacy	Equal variances not assumed	-1.103	34.01	.278	-9.47	-26.93	8.59
Well-being	Equal variances assumed	-0.374	47	.710	-2.92	-18.69	12.85
Well-being	Equal variances not assumed	-0.386	29.05	.702	-2.92	-18.44	12.60

The Group Statistics table indicates that university instructors had marginally superior well-being scores (M = 155.40, SD = 23.82) compared to MoNE teachers (M = 152.47, SD = 25.88). Nevertheless, the t-test outcome (t(55) = –0.374, p = .710) indicates that this difference lacks statistical significance. Levene's Test (F = 0.144, p = .706) confirms homogeneity of variance, hence affirming the trustworthiness of this result. Both groups demonstrate comparable levels of well-being in the present study. Additionally, the absence of statistical significance suggests that shared professional characteristics may contribute to comparable outcomes within the sample.

The Relationship between EFL Teachers' Perception of Their Well-Being State and Self-Efficacy Beliefs

A Pearson correlation test was performed to investigate the link between teachers' self-efficacy beliefs and their state of well-being. The results showed a statistically significant positive correlation between the two variables (r = .524, p < .001), confirming that teachers who report higher levels of perceived student engagement, instructional efficacy, and classroom management reported higher levels of engagement, happiness, and meaning in their professional lives.

Table 4. *The Relationship between EFL Teachers' Perception of Their Well-being State and Self-efficacy Beliefs.*

		Self-efficacy	Well-being
Self-efficacy	Pearson Correlation	1	.524**
	Sig. (2-tailed)		p < .001
	N	55	55
Well-being	Pearson Correlation	.524**	1
	Sig. (2-tailed)	p < .001	
	N	55	55

This moderate correlation aligns with prior literature (Klassen & Chiu, 2010; Zee & Koomen, 2016) asserting that efficacy beliefs foster positive affect, resilience, and commitment, thereby enhancing the broader components of the PERMA framework.

Sub-Dimensional Findings within the PERMA Model

A one-sample t-test was conducted to determine whether the mean scores of the PERMA subdimensions significantly differed from the scale midpoint (5.00), thereby

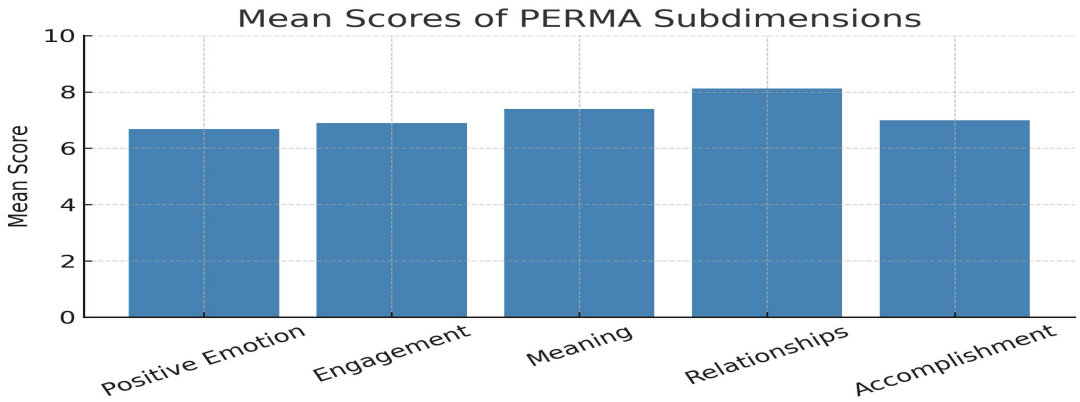
assessing whether teachers' well-being levels were significantly above a neutral threshold. Among the five PERMA components, Relationships (R) yielded the highest mean score (M = 8.12), followed by Meaning (M = 7.40) and Accomplishment (A ≈ 7.00). Positive Emotion (P = 6.68) and Engagement (E = 6.90) were marginally lower but remained above the neutral midpoint. The results in Table 5 indicate that EFL teachers largely obtain their well-being from interpersonal connections and the sense of purpose inherent in their employment. The moderate-to-positive "R" and "M" scores appear to serve as important emotional and motivational resources. This pattern suggests that participants attribute substantial personal and professional value to their teaching roles.

Table 5. *Statistics of PERMA Sub-dimensions.*

					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Positive Emotion	22.556	55	p < .001	6.68	6.08	7.27
Engagement	23.883	55	p < .001	6.90	6.31	7.48
Meaning	29.140	55	p < .001	7.40	6.88	7.91
Relationship	35.909	55	p < .001	8.12	7.66	8.57
Accomplishment	29.471	55	p < .001	6.98	6.35	7.80

Meanwhile, moderately high but lower values in "P" and "E" imply that although teachers report positive emotions and engagement, these dimensions were comparatively lower than relational and meaning-oriented components.

Figure 1. The Overall Summary for PERMA Sub-Dimensions.



In sum, the PERMA profile suggests that relational and meaning-oriented dimensions were more strongly endorsed than positive emotion within this sample.

EFL Teachers' Demographic Variables and Their Perception of Self-Efficacy Beliefs and Well-Being Levels

To address the research question regarding contextual differences, one-way ANOVA tests were employed to compare MoNE teachers and university instructors, as well as subgroups categorized by demographic variables such as gender, age, seniority, and institution.

Table 6. *ANOVA Test for Well-being Levels and Demographic Variables.*

Demographic Variable	df Between	df Within	F	p	η^2
Gender	1	53	4.23	.045*	.074
Seniority	4	50	0.14	.968	.011
Age	4	50	1.13	.352	.083
Institution (MEB vs. University)	1	53	0.57	.454	.011

In terms of participant teachers' and instructors' state of psychological well-being, a statistically significant difference was observed across gender, $F(1, 53) = 4.23$, $p = .045$, $\eta^2 = .074$, indicating a small-to-moderate effect size. Table 6 demonstrates that while female participants reported higher well-being scores than male participants, no significant differences were found across seniority levels, $F(4, 50) = 0.14$, $p = .968$, $\eta^2 = .011$, age groups, $F(4, 50) = 1.13$, $p = .352$, $\eta^2 = .083$, or affiliation (MEB vs University), $F(1, 53) = 0.57$, $p = .454$, $\eta^2 = .011$.

Table 7. *ANOVA Test for Perception of Self-Efficacy Beliefs and Demographic Variables.*

Demographic Variable	df Between	df Within	F	p	η^2
Gender	1	53	1.43	.237	.026
Seniority	4	50	0.42	.792	.033
Age	4	50	1.41	.244	.101
Institution (MEB vs. University)	1	53	1.07	.307	.020

To investigate if participant teachers' and instructors' self-efficacy beliefs changed significantly among demographic characteristics, such as gender, seniority, age, and organization, one-way ANOVA analyses were employed. According to the findings, there was no statistically significant difference in self-efficacy scores across the examined demographic categories. In particular, there was no discernible difference between the male and female participants ($F(1, 53) = 1.43$, $p = .237$). Likewise, there was no statistically significant difference across seniority levels ($F(4, 50) = 0.42$, $p = .792$). Additionally, comparisons between age groups did not point out a statistical significance ($F(4, 50) = 1.41$, $p = .244$). Additionally, affiliation (MoNE vs. University) did not significantly impact self-efficacy evaluations ($F(1, 53) = 1.07$, $p = .307$). When combined, these results indicate that self-efficacy views seem quite stable across demographic categories within this population. These results should be interpreted cautiously, though, considering the sample size and group distributions. The absence of statistically significant differences does not necessarily indicate an absence of practical or contextual variance; rather, it indicates that any differences were not significant enough in the current dataset.

Discussion and Conclusion

From an ecological perspective (Mercer, 2021), teacher well-being cannot be reduced to individual dispositions alone; rather, it emerges from the interaction between personal beliefs, relational dynamics, and institutional structures. The absence of statistically significant differences between MoNE and university teachers in this study may therefore suggest that macro-level systemic conditions—such as centralized curricular expectations and shared professional norms—shape teacher experiences in comparable ways across

educational settings. This finding aligns partially with research emphasizing profession-wide emotional demands in language teaching contexts (Klassen et al., 2012). At the same time, it contrasts with studies that report institutional differences in autonomy and well-being (Aydın & Karaman, 2021; Erdoğan & Eker, 2020). The divergence may reflect contextual variability: while some systems allow institutional distinctions to significantly influence psychological outcomes, this pattern may reflect structural similarities across institutional contexts within the sampled region.

The significant moderate correlation between self-efficacy and psychological well-being ($r = .524$) supports Bandura's (1997) socio-cognitive theory, which posits that efficacy beliefs enhance persistence, emotional regulation, and adaptive coping. Consistent with Zee and Koomen's (2016) synthesis, teachers who perceive themselves as capable in instructional and classroom management domains appear more likely to report higher levels of engagement and professional satisfaction. Similarly, Fathi et al. (2021) demonstrate that self-efficacy indirectly reduces burnout through improved emotion regulation, reinforcing the interpretation of efficacy as a protective psychological resource.

The PERMA subdimension findings further deepen this interpretation. The strongest contributors to well-being were relationships and meaning, indicating that relational connectedness and professional purpose primarily anchor teachers' flourishing. This pattern resonates with Ryan and Deci's (2001) eudaimonic framework, in which meaning and self-realization are central to sustained well-being. It also aligns with Oades et al. (2011), who emphasize the role of value-driven engagement in positive education models.

Although demographic analyses revealed limited variation, the overall stability of self-efficacy across groups is consistent with prior findings suggesting that efficacy beliefs may function as relatively robust professional constructs once established (Tschannen-Moran & Woolfolk Hoy, 2001). However, the modest sample size warrants caution in interpreting subgroup comparisons. Taken together, the findings indicate that teacher well-being and self-efficacy function as interrelated constructs within systemic and relational ecologies. Rather than functioning as isolated psychological traits, they appear embedded within broader institutional and professional environments.

This study sought to examine the relationship between psychological well-being and self-efficacy among EFL teachers working in two institutional contexts within Türkiye. Grounded in positive psychology (Seligman, 2011) and socio-cognitive theory (Bandura, 1997), and interpreted through an ecological lens (Mercer, 2021), the findings indicate lukewarm to high levels of well-being and efficacy, alongside a significant positive association between the two constructs. The absence of statistically significant institutional differences should not be interpreted as definitive equivalence between MoNE and university settings. Rather, the results may reflect systemic convergence shaped by shared professional expectations and centralized educational structures. Broader generalizations would require multi-site investigations incorporating larger and more diverse samples. The identified relationship between self-efficacy and well-being reinforces the theoretical proposition that efficacy beliefs contribute to professional resilience and adaptive functioning (Zee & Koomen, 2016). In line with Fathi et al. (2021), self-efficacy may operate as a mediating psychological resource that buffers against emotional strain and

supports sustained engagement. However, given the correlational nature of the design, directional or causal claims cannot be established.

The prominence of relational and meaning-oriented PERMA dimensions further underscores the eudaimonic foundations of teacher flourishing (Ryan & Deci, 2001). These findings suggest that teachers' well-being appears to be associated with collegial support and professional purpose within this dataset rather than solely to hedonic satisfaction. In practical terms, the results indicate that professional development initiatives may benefit from incorporating elements that strengthen efficacy beliefs and foster collaborative, purpose-driven work environments. However, such implications should be interpreted cautiously and viewed as exploratory rather than prescriptive. Policy-level recommendations would require broader empirical evidence capable of capturing institutional variability across contexts. Overall, this study contributes to the understanding of teacher well-being by integrating positive psychology and socio-cognitive perspectives within an ecological framework. Future research employing longitudinal or mixed-methods approaches may further clarify how institutional environments and psychological resources interact over time in shaping teacher flourishing.

Implications for Education and Policy

This study contributes to ongoing discussions in EFL research by integrating positive psychology and socio-cognitive theory within a systemic framework. The findings suggest that considering PERMA-based approaches, which often focus on individual flourishing, in relation to institutional and organizational contexts could be beneficial. Such integration may support a more context-sensitive understanding of teacher well-being in applied linguistics and teacher education.

From a practical perspective, institutions may consider incorporating self-efficacy development and reflective practice components into professional development initiatives. These elements could support teachers' professional confidence and sustained engagement. Similarly, mentorship structures that facilitate collaboration between novice and experienced educators may foster collegial support and shared coping strategies.

Within this dataset, both individual and institutional factors appear to shape teacher well-being at the policy level. Therefore, professional development frameworks that acknowledge relational and organizational dimensions may provide an additional perspective. However, these implications should be interpreted cautiously given the modest sample size and localized scope of the study.

Rather than proposing prescriptive reforms, the results provide preliminary evidence that may inform future investigations into institution-based well-being initiatives within MoNE schools and universities. Broader policy recommendations would require larger-scale, multi-site research capable of capturing structural variability across educational settings.

Limitations and Further Studies

The current study offers useful comparison evidence; however, its limited sample size constrains the generalizability of the findings. Despite the sample size being adequate for exploratory comparative analysis, subgroup analyses based on demographic characteristics must be approached with caution. Future research utilizing larger samples

and mixed-methods approaches is advised to more thoroughly capture organizational dynamics at the institutional level. Further research could utilize mixed-methods or longitudinal designs to delineate causal linkages between self-efficacy and well-being. Incorporating qualitative interviews would enhance comprehension of how institutional pressures and institutional practices influence these characteristics. The findings highlight the relevance of considering teacher well-being within broader discussions of educational sustainability and professional development. Strengthening self-efficacy and supporting relational dimensions of teachers' professional lives may contribute to more sustainable educational environments.

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