

RELATIONSHIP BETWEEN TEACHERS' PERCEPTIONS OF SCHOOL
CLIMATE AND THEIR PSYCHOLOGICAL WELL-BEING

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ABSTRACT

RELATIONSHIP BETWEEN TEACHERS' PERCEPTIONS OF SCHOOL CLIMATE AND THEIR PSYCHOLOGICAL WELL-BEING

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The study aims to explore the relationship between teachers' perceptions of school climate and their psychological well-being and determine whether teachers' psychological well-being levels vary based on their gender, age marital status, the level of school they work at, and their seniority in the teaching profession. Correlational research design as a quantitative research model was used to examine this relationship. The population is teachers in primary, middle, and high schools in the Sincan District of Ankara. A convenience sampling method was implemented to select schools. Two hundred thirty-two teachers, who were volunteers in visited schools participated in the study. The Revised School Climate Teacher Scale and Psychological Well-Being Scale were administered to teachers. Descriptive statistics, Pearson correlation, and multiple linear regression analysis were performed in SPSS 28.0. Confirmatory Factor Analyses were performed in AMOS 26.0. The result of the study showed that there is a significant positive relationship between teacher perceptions of school climate and their psychological well-being. In addition, Prosocial Development Practices, Teacher Efficacy, and Enjoyment of teaching which were the sub-dimensions of the school climate predicted the psychological

well-being of teachers. However, there is no significant difference in the psychological well-being of teachers in terms of gender, age, marital status, school level, and seniority in the teaching profession. The results highlight that all stakeholders should work collaboratively to improve the school climate.

Keywords: school climate, psychological well-being, teacher well-being

ÖZ

ÖĞRETMENLERİN OKUL İKLİMİNE İLİŞKİN ALGILARI İLE PSİKOLOJİK İYİ OLUŞLARI ARASINDAKİ İLİŞKİ

NORMAN, Burcu

Yüksek Lisans, Eğitim Bilimleri, Eğitim Yönetimi ve Planlaması Bölümü

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Bu çalışmanın amacı, öğretmenlerin okul iklimi algıları ile psikolojik iyi oluşları arasındaki ilişkiyi araştırmayı ve öğretmenlerin psikolojik iyi oluş düzeylerinin cinsiyet, medeni durum, çalıştıkları okul düzeyi, öğrenim durumu ve mesleki kıdeme göre farklılık gösterip göstermediğini belirlemeyi amaçlamaktadır. Bu ilişkiyi incelemek için nicel araştırma modellerinden ilişkisel araştırma deseni kullanılmıştır. Araştırmanın evrenini Ankara'nın Sincan ilçesindeki ilkökul, ortaokul ve liselerdeki öğretmenler oluşturmaktadır. Okulların seçiminde kolaylıklılı örneklem yöntemi uygulanmıştır. Araştırmaya ziyaret edilen okullarda görev yapan gönüllü 230 öğretmen katılmıştır. Öğretmenlere Revize Edilmiş Okul İklimi Öğretmen Ölçeği ve Psikolojik İyi Oluş Ölçeği uygulanmıştır. Tanımlayıcı istatistikler, Pearson korelasyonu ve çoklu doğrusal regresyon analizi SPSS 28.0'da yapılmıştır. Doğrulayıcı Faktör Analizi AMOS 26.0'da yapılmıştır. Araştırmanın sonucu, öğretmenlerin okul iklimine ilişkin algıları ile psikolojik iyi oluşları arasında anlamlı ve pozitif bir ilişki olduğunu göstermiştir. Ayrıca Olumlu Sosyal Gelişim Uygulamaları, Öğretmen Yeterliliği ve Öğretmekten Zevk Alma okul İklimi alt boyutları öğretmenlerin psikolojik iyi oluşlarını yordamaktadır. Ancak öğretmenlerin

psikolojik iyi oluřlarında cinsiyet, yař, medeni durum, okul dzeyi ve ğretmenlik mesleęindeki kdeme gre anlamlı bir farklılık grlmemektedir. Sonular, okul iklimini iyileřtirmek iin tm paydařların iř birlięi iinde alıřması gerektięini ortaya koymaktadır.

Anahtar Kelimeler: okul iklimi, psikolojik iyi oluř, ğretmen iyi oluřu

To My Beloved Family

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LIST OF ABBREVIATIONS

TEDMEM	: Turkish Education Association
TALIS	: Teaching and Learning International Survey
OECD	: Organization for Economic Co-operation and Development
WHO	: World Health Organization
SPSS	: Statistical Package for the Social Sciences
AMOS	: Analysis of Moment Structures

CHAPTER 1

INTRODUCTION

This chapter presents an overview of the study, including the background, purpose, significance, and key definitions. The background section provides the context and rationale for investigating the relationship between teacher school climate perceptions and teacher psychological well-being. The purpose of the study is outlined, focusing on the specific objectives and research questions that guide this exploration. Additionally, the significance of the study is highlighted, demonstrating its potential contributions to educational research and practice. Lastly, key terms and concepts relevant to the research are defined to ensure clarity and understanding throughout the study.

1.1. Background of the Study

Teaching is known to be a highly stressful profession (Kyriacou, 2001). The pandemic also increased the level of stress and burnout among teachers (Westphal et al., 2022). The pandemic demonstrated how important it is to support teachers' well-being by uncovering the problem of teacher retention and motivation (Ding et al., 2022). Viac and Fraser (2020) stated that teachers' occupational well-being identifies teachers' stress levels and decisions to stay or leave the profession. The Director-General of UNESCO Azoulay (2022) noted that the teaching profession has problems attracting new talents and keeping the workforce globally. As a result, teacher well-being is a factor related to better student outcomes, retaining quality teachers in the profession, and attracting new talents.

Strengthening the teaching profession is also an issue of Türkiye's Teacher Strategic Plan (2017-2023). However, Education Reform Initiative (ERG, 2017) claims that

there is no connection between the goals of the Teacher Strategic Plan and teachers' social, emotional, mental, and physical well-being. TEDMEM (2022) claimed that the Teacher Professional Law is inefficient in clarifying all steps of being a teacher, from choosing the profession to retirement, such as the teacher training process, the professional development of teachers, personal rights, workload, and professional and ethical standards. Tunca et al. (2022) stated in the education monitoring report 2022 of the Education Reform Initiative that the Teacher Profession Law has inadequacies in terms of promoting teachers' rights and well-being; moreover, it causes tension and competition among teachers, which affects the school climate negatively. In addition, the draft of the Teaching Profession Law published in 2024 lacks specific measures that will positively impact the teaching profession. TEDMEM (2024) claimed in Opinions and Evaluations on The Teaching Profession Law Proposal that the rights of teachers are not clearly defined, the ethical standards of the teaching profession are not included, it does not offer a perspective that will elevate the social perception of the teaching profession, what exactly expertise and head teaching means, and the competencies expected in expertise/head teachers are not explained.

Viac and Fraser (2020) presented a teacher well-being framework in which teacher well-being is an outcome of school climate as a quality of the working environment. The study conducted with TALIS data, including 72,190 teachers, showed that teachers' professional well-being is mainly shaped by organizational characteristics. The most effective organizational factors are school climate, assessment and feedback, cooperation among staff, and classroom climate (Yıldırım, 2014). In another study, Aldridge et al. (2016) stated that a positive school climate is related to the well-being of the members. Also, school climate is related to teacher retention (Fulton et al., 2005) and teacher/staff emotional exhaustion (Grayson & Alvarez, 2008). In addition, Viac and Fraser (2020) stated in their teacher well-being framework study that teacher well-being can also be affected by contextual factors such as gender, the grade level they teach, their professional seniority, and their branch. For example, Gloria et al. (2012) showed in their study that Female teachers often report higher stress levels, while older and more experienced teachers generally report greater well-being.

Stress negatively affects teachers' well-being (Collie et al., 2012). In addition, when well-being is measured at the same time as job performance, they are positively related to each other (Cropanzano & Wright, 1999). Also, teacher well-being affects students' well-being and their self-academic perceptions (Carroll et al., 2021). Teacher quality is the most school-related factor influencing student achievement (Rice, 2003). Moreover, a child's social and emotional development is also influenced by teachers (Schonert-Reichl, 2017). Considering that teachers' well-being affects not only their performance but also students' well-being and success, researching the factors related to well-being has become essential.

Situations that negatively affect teachers' well-being increased in Turkiye. For example, low salaries, differentiation of the teaching profession as a teacher, expert teacher, and head teacher, lack of resources, decreased prestige of the teacher profession, and violence against teachers by students/parents. Also, the pandemic may have adversely affected the school climate and teachers' psychological well-being. No studies have been conducted on this relationship during or after the pandemic. Moreover, after the devastating earthquake in the 10 cities in Turkiye in 2023, the well-being and positive school climate in the schools gained importance. In a crisis, schools with a positive school climate promote communication, participation, and coexistence, prioritize the well-being of the school community, and motivate teachers, staff, and students to overcome challenges (Keskin-Samancı et al., 2022).

Limited studies focus on teachers' well-being during and after the pandemic (e.g., Karadeniz & Zabcı, 2020; İnce & Demirhan, 2022). Although there are many studies about teacher well-being in the literature, there is no consensus on a definition of teacher well-being. Therefore, there is a complication in measuring teacher well-being (Hascher & Waber, 2021). In the literature, studies about teacher well-being do not focus much on socioeconomic status. However, the responsibilities of teachers may be heavier in schools where students from low SES backgrounds are in the majority. Since Devlin et al. (2012) claimed that teachers should be more available and approachable to guide students from low socio-economic backgrounds,

educational leaders should support teachers of low SES students by providing more resources.

In addition, understanding how psychological well-being differs based on gender, age, marital status, and professional seniority may enable educational stakeholders such as school administrators, and policymakers to implement more tailored support systems that enhance teachers' well-being and job satisfaction.

1.2. Purpose of The Study

The purpose of the study is to examine the relationship between teachers' perceptions of school climate and their psychological well-being, as well as to determine whether teachers' psychological well-being levels vary based on their gender, age marital status, the level of school they work at, and their seniority in the teaching profession. The study aims to answer these questions:

- 1- How well do subdimensions of school climate perceptions of teachers predict their psychological well-being?
- 2- Is there any significant difference in psychological well-being levels in terms of gender, age, marital status, school level, and seniority in the teaching profession variables?

1.3. Significance of The Study

School climate, which encompasses the quality and character of school life (National School Climate Center, 2007), plays a pivotal role in shaping teachers' work experiences. Positive school climates are associated with higher job satisfaction (Malinen & Savolainen, 2016), and improved teacher retention (Fulton et al., 2005). By exploring how teachers perceive their school environment, this study seeks to identify specific dimensions of school climate that are significantly related to their psychological well-being. Understanding these factors can help school administrators create more supportive and nurturing environments that promote both teacher satisfaction and student achievement.

Teachers' psychological well-being is a critical issue, particularly in the face of increasing demands and challenges in the educational field. Teachers who experience high levels of stress and burnout are less effective in their roles (Zhang & Sapp, 2008) which can negatively impact student learning outcomes. The pandemic, the devastating earthquake, the Teaching Profession Law, violence against teachers, and the perception that teachers' participation and opinions were not valued while preparing the new curriculum are factors that can negatively impact the school climate and increase teachers' stress levels. These factors make it more meaningful to understand the school climate and the psychological well-being levels of teachers in schools.

While there is a growing body of research on school climate and teacher well-being separately, the specific connections between these two areas remain underexplored. Also, in the Turkish context, there are limited numbers of studies on the relationship between school climate and teachers' psychological well-being (e.g., Aydoğan, 2019; Doğan & Aslan, 2022). This study will contribute to the existing literature by providing empirical evidence on the nature of this relationship, thus filling a gap in the research. The insights gained from this study will be valuable for future research endeavors and for developing a more comprehensive understanding of how to support teacher well-being through positive school climates. Also, the study will present an understanding of teachers' well-being and school climate perceptions after the pandemic crisis in a low SES district among the central districts of Ankara.

The findings from this research have the potential to inform school policies and practices. By identifying key elements of school climate that contribute to teacher well-being, educational leaders and policymakers can develop targeted interventions aimed at improving these aspects of the school environment. Moreover, the study highlights the relationship between school climate and teachers' psychological well-being, providing insights into how improving the school environment can lead to better psychological well-being outcomes for educators. This, in turn, can enhance the quality of education and foster a more positive learning environment for students. Additionally, the study may provide evidence to support the implementation of

psychological well-being programs and resources for teachers, which are essential for sustaining a healthy and productive workforce.

1.4. Definitions of The Terms

Organizational Climate: the collective perceptions of employees regarding their work environment within the organization (Hoy & Miskel, 1991).

School Climate: “The quality and character of school life,” including how members of the school community experience the school environment. This encompasses norms, values, and expectations that support people feeling socially, emotionally, and physically safe (National School Climate Council, 2007).

Well-being: a state where a person recognizes their strengths, can handle everyday challenges, works efficiently, and contributes positively to their community (WHO, 2001).

Psychological well-being: “people’s positive evaluations of their lives, which include positive emotion, engagement, satisfaction, and meaning.” (Diener & Ryan, 2009).

CHAPTER 2

LITERATURE REVIEW

This chapter presents a literature review. After a brief introduction to organizational climate, school climate will be discussed including its definition, and dimensions, as well as approaches to school climate, measurement of teacher perceptions of school climate, studies on school climate outcomes for students and teachers, and the role of principals on school climate. Next, positive psychology and positive education will be introduced. Then, psychological well-being will be discussed including its definition, views on well-being, teacher well-being, studies related to well-being, studies about the relationship between school climate and teacher psychological well-being, and a summary of the literature review.

2.1. Organizational Climate

The concept of organizational climate was introduced by social scientists in the 1950s. It originated from studies aimed at understanding how work environments influence employee attitudes and behaviors. Early researchers like Lewin et al. (1939) laid the groundwork by exploring leadership styles and their effects on group dynamics. The term "organizational climate" was later formalized by scholars such as Litwin and Stringer (1968), who defined it as the perceived attributes of an organization as experienced by its members.

Hoy and Miskel (1991) described organizational climate as the collective perceptions of employees regarding their work environment within the organization. Ostroff et al. (2003) defined organizational climate as the collective understanding and interpretation of the policies, practices, and procedures that employees encounter, and the behaviors they see being rewarded, supported, and expected within the

organization. In addition, Lunenburg and Ornstein (2011) associated organizational climate with the overall quality of the work environment.

2.2. School Climate

School climate and organizational climate share similarities in that both refer to the overall atmosphere, culture, and environment within an institution, affecting the behavior, motivation, and satisfaction of individuals within the system. Both climates influence how people interact, communicate, and collaborate, contributing to the institution's success or challenges. However, they differ in scope and focus. School climate specifically relates to the educational setting, emphasizing student-teacher relationships, safety, and academic environment, while organizational climate is broader, encompassing workplace dynamics, employee engagement, and corporate culture in various types of organizations beyond education (Lindahl, 2006).

This section includes a review of the literature on school climate. First, definitions of school climate are given, then dimensions of school climate are explored, and approaches of the school climate are mentioned. Next, the measurement of school climate perceptions of teachers is explained, and studies related to student and teacher outcomes are examined. Finally, the role of principal on school climate is discussed.

2.2.1. Definitions of the School Climate

“School climate is the relatively enduring quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perception of behavior in schools.” (Hoy et al., 1991a, p. 10). Another definition of school climate is the heart and soul of the school (Freiberg & Stein, 1999). In addition, The National School Climate Council (2007) defined school climate as “the quality and character of school life where the patterns of individual’s experience consisting of norms, aims, values and relationships among stakeholders, and structure of the organization.” The quality of the relationship in school includes the concept of interpersonal, organizational, and instructional dimensions (Loukas et al.,

2006). According to Çalık and Kurt (2010), school climate is an organizational structure that enables the interaction of school elements consisting of teachers, students, parents, and administration among themselves and these elements are affected by each other.

2.2.2. School Climate Dimensions

In literature, researchers examine the school climate under various dimensions. Wang and Degol (2016) claimed that the studies on the quality of school climate lie in four domains which are academic, community, safety, and institutional environment. Academic climate emphasizes the overall quality of the academic environment, covering curricula, instruction, teacher training, and professional development. Community highlights the quality of interpersonal relationships within the school. Safety shows the level of physical and emotional security the school provides, along with the implementation of effective, consistent, and fair disciplinary practices. Lastly, the institutional environment reflects the organizational and structural aspects of the school. Together, these four dimensions encompass nearly every aspect of the school environment that influences students' cognitive, behavioral, and psychological development.

Dimensions of the school climate were selected by researchers to measure different aspects of the school climate. For example, The National School Climate Center (2012) examined school climate under five major categories which are safety, teaching and learning, interpersonal relationships, institutional environment, and leadership and efficacy.

Under these categories 14 dimensions contribute to the school community's overall perception of school climate: Rules and norms, sense of physical security, sense of social-emotional security, online safety, support for academic learning, social and emotional learning, respect for diversity, Teacher-Student Relationships, peer relationships, school connectedness, physical surroundings, social inclusion, administration and leadership, and collective efficacy. Figure 2.1 shows the conceptualization and categorization of the school climate.

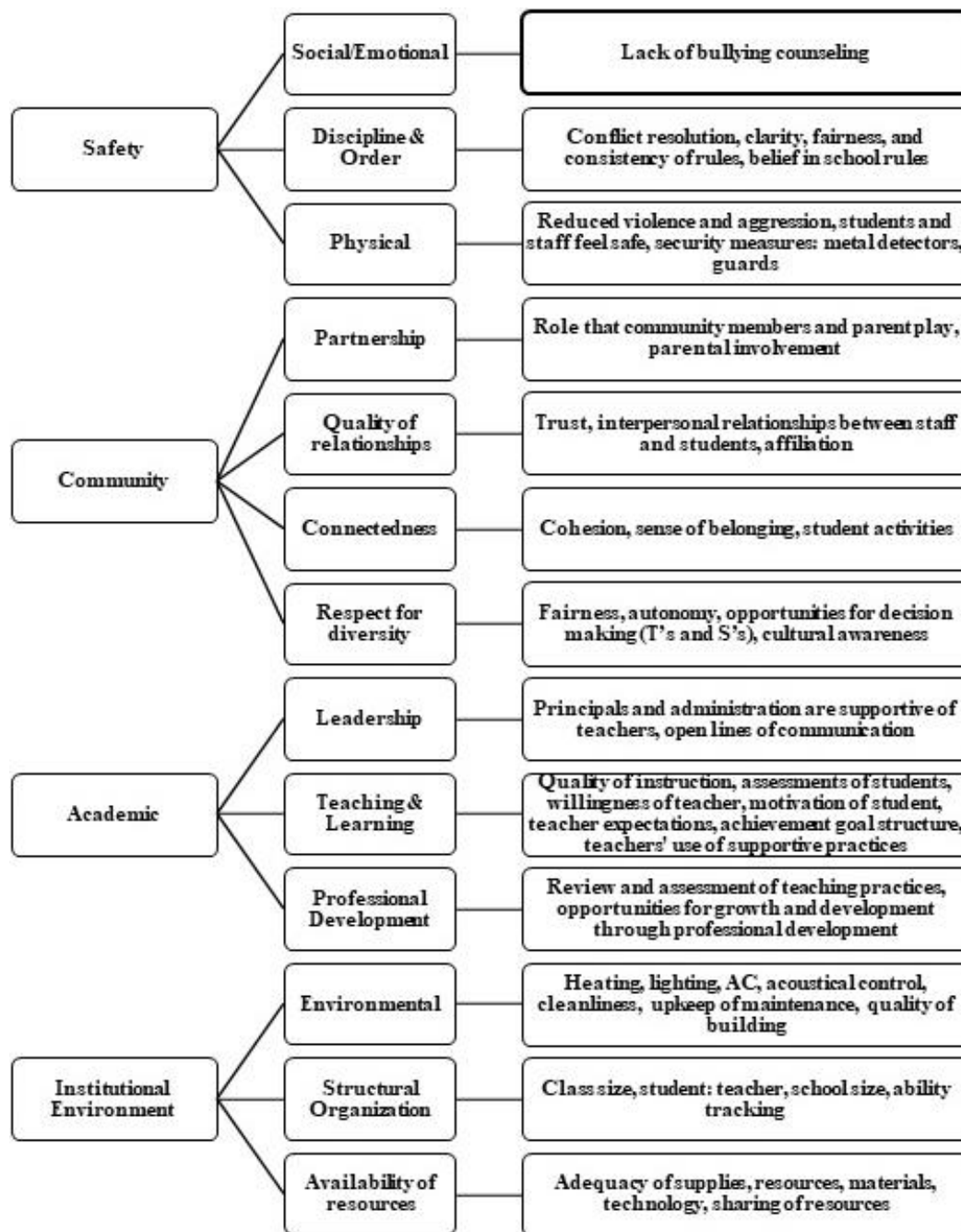


Figure 2. 1. *The conceptualization and categorization of school climate*

Note: From “School climate: A review of the construct, measurement, and impact on student outcomes.” By Wang, M. T., & Degol, J. L., 2016, *Educational psychology review*, 28(2). Copyright 2015 by Springer Science+Business Media New York.

2.2.3. School Climate Approaches

This section presents two basic school climate approaches, Open-Closed School Climate and Organizational Health Approach. The open-closed approach focuses on the behaviors of principals and teachers while the organizational health approach

focuses on the organization emphasizing how well it functions as a whole and how it adapts to internal and external challenges.

2.2.3.1. Open-Closed School Climate Approach

According to Halpin and Croft (1963), the school climate relates to the educational environment's social atmosphere. To describe climate, Halpin and Croft use a conceptual continuum of open to closed climates Halpin and Croft (1963) developed The Organizational Climate Description Questionnaire (OCDQ). OCDQ measures behaviors of principal and teachers. Principal behaviors include aloofness, production, emphasis, thrust and consideration while teachers' behaviors are disengagement, hindrance, esprit, and intimacy. Six school climate types are identified with the questionnaire, these are open, autonomous, controlled, familiar, paternal, and closed climates. In the open climate, a high degree of thrust, esprit, and low disengagement exists. The open climate is an energetic and lively organization moving toward its goals that provide satisfaction for group members' social needs. In this climate, Teachers collaborate effectively with one another and with the principal, who sets a positive example. This leadership style energizes the teachers. With the principal's dynamic leadership and collaboration of teachers, there's no need for excessive paperwork, strict oversight, formalities, or many rules and regulations. On the other hand, In the closed climate, low thrust, esprit, and high disengagement exist. Unlike the open climate, the closed climate is unsuccessful in change operations as individuals are unable to reach both satisfaction of social needs and satisfaction with tasks. In this climate, the principal and teachers appear to be fulfilling their duties without enthusiasm. The principal emphasizes bureaucratic procedures and unnecessary tasks, while teachers put in minimal effort and feel little gratification. In addition, the principal's poor leadership is evident in the strict supervision, formal approach, and impersonal interactions.

2.2.3.2. Organizational Health Approach

Organizational health refers to the alignment and harmony of an organization with its internal components and external environment, as well as its capacity to achieve its

goals and objectives (Doğanay & Dağlı, 2020). Educators have assessed organizational health by examining school management, effectiveness, culture, and climate. They focus on the harmony between teachers, students, and management (Tsui & Cheng, 1999 as cited in Aytaç, 2003). Miles (1965; as cited in Doğanay & Dağlı, 2020) initially mentioned organizational health and divided organizational health into ten dimensions goal focus, communication adequacy, optimal power distribution, resource utilization, cohesiveness, morale, innovativeness, autonomy, adaptation, problem-solving adequacy. In a health organization, an organization's purpose should be logical and well-received by its members. Goals must be achievable with current resources and align with the environmental demands. Communication flows relatively smoothly within and along the boundaries of the organization, both vertically and horizontally, without any distortion. Subordinates can influence those above them. More importantly, they believe their managers can also affect their superiors. The workload is balanced ensuring employees are neither overburdened nor underutilized. Employees experience a sense of self-actualization through learning, development, and growth while contributing to the organization. Employees love themselves and are aware of their characteristics. Employees view life positively, and their primary personal response to events is characterized by a sense of goodness. In addition, A healthy organization continually seeks new methods, pursues new goals, creates new products, and evolves moreover responds to external demands in a constructive and orderly manner, without being passive. It sees itself as part of the environment while maintaining a degree of independence from it.

In addition, Hoy et al. (1991b) used "healthy" word to describe a positive school climate and developed an Organizational Health Inventory (OHI) to measure school climate. According to them, being a healthy school triggers to be a better school and schools having a positive school climate encourage teachers to be more productive. Principals in healthy schools act kind, accessible, inclusive, and welcoming. They provide teachers with the opportunities to do their jobs. In sick schools, principals provide little direction or structure and show insufficient courage for teachers. In addition, teachers do not like their colleagues and their jobs. Moreover, instructional materials, devices, and supplementary materials are not available when required.

2.2.4. Measurement of School Climate

This section presents instruments that measure teacher perceptions of school climate. Each of them focuses on different dimensions of the school climate. In addition, the Turkish version of the last instrument was used for this research.

2.2.4.1. Organizational Climate Description

Kottkamp et al. (1987) revised The Organizational Climate Description Questionnaire to measure school climate perceptions of teachers and staff in secondary schools. In The Organizational Climate Description Questionnaire-Secondary Schools (OCDQ-RS), there are five aspects which are Supportive Principal Behavior, Directive Principal Behavior, Engaged Teacher Behavior, Frustrated Teacher Behavior, and Intimate Teacher Behavior and a four-point Likert scale with 34 items. Supportive Principal Behavior, the principal explains criticisms with clear reasoning and motivation, while also attending to teachers' personal and professional needs. However, Directive Principal Behavior is characterized by the principal's inflexibility, dominance, and micromanagement of school affairs. Engaged Teacher Behavior describes teachers interacting friendly with students and colleagues, showing high engagement, pride, trust, and collegiality. In contrast, Frustrated Teacher Behavior signifies a disruptive work environment with frequent interruptions and negative relationships among teachers and between teachers and administrators. Finally, Intimate Teacher Behavior highlights strong social bonds among teachers, who view their colleagues as personal friends, forming a cohesive network that extends beyond work. Supportive Principal Behavior, Directive Principal Behavior, Engaged Teacher Behavior, and Frustrated Teacher Behavior aspects identify the openness of the school climate while Intimate Teacher Behavior identifies the intimacy in the school. Kottkamp et al. (1987) stated that some open schools can be intimate teacher relationships while other open schools do not. Thus, openness and intimacy are analyzed separately for school climate.

Hoy (2005) also revised The Organizational Climate Description Questionnaire for Middle Schools. The scale includes Supportive Principal Behavior, Directive

Principal Behavior, Restrictive Principal Behavior, Collegial Teacher Behavior, Committed Teacher Behavior, and Disengaged Teacher Behavior.

Hoy and Clover (1986) revised The Organizational Climate Description Questionnaire for Elementary Schools. The scale includes Supportive Principal Behavior, Directive Principal Behavior, Restrictive Principal Behavior, Collegial Teacher Behavior, Intimate Teacher Behavior, and Disengaged Teacher Behavior.

2.2.4.2. The Delaware School Climate Survey-Teacher/staff

The Delaware School Climate Survey-Teacher /staff (DSCS-TS) was developed by Bear et al. (2014b) at the request of The Delaware Department of Education to identify teachers' perceptions of school climate. DSCS-TS has seven dimensions which are Teacher–Student Relations, Student–Student Relations, Teacher–Home Communication, Respect for Diversity, School Safety, Fairness of Rules, and Clarity of Expectations. It is a four-point Likert Scale with 24 items. The Teacher-Student Relations subscale evaluates how well teachers and other school adults respond to students' emotional needs, shown by their care and attentiveness to students' problems. Student-student relations measure the quality of interactions among students, focusing on respect, caring, friendliness, and cooperation. Teacher-Home Communications examines the effectiveness of teachers' communication with parents/guardians, including their attentiveness to concerns, respectfulness, and collaborative efforts to prevent and address student misbehavior. Respect for Diversity gauges how students of different races are treated respectfully. School Safety evaluates the perceived safety of the school by teachers, staff, and students. Fairness of Rules assesses whether school rules and their consequences are perceived as fair. Lastly, Clarity of Expectations measures how well the school's behavioral expectations and rules are communicated to students. The 2020 Version of the scale consists of Teacher-Student Relations, Student-Student Relations, Clarity of Expectations, Fairness of Rules, School Safety, Student Engagement Schoolwide, and Bullying Schoolwide dimensions. It is a four-point Likert Scale with 30 items. The Delaware School Climate Survey has also versions of students (DSCS-S) (Bear et al., 2011) and home (DSCS-H) (Bear et al., 2014c). The DSCS–T/S, when used

with the student and home versions, offers schools a comprehensive, multi-method evaluation of the school climate (Bear et al., 2014a).

2.2.4.3. Revised School Climate Survey

Liu et al. (2014) revised the School Climate Teacher Survey which was developed by the Developmental Studies Center and used by the U.S. Department of Education for the study of the Pathways to Character curriculum. Liu et al. (2014) revised the scale by eliminating outdated and irrelevant items.

The revised SCTS consists of seven dimensions which are Principal Supportiveness, Accessibility, and Competence, Colleague Collegiality, Prosocial Development Practices, Student Behavior, Teacher Efficacy, Enjoyment of Teaching, and Parent Involvement. It is a five-point Likert scale with 42 items. Sample items can be listed as follows: For Principal Supportiveness, Accessibility, and Competence dimension: “The principal usually consults with staff members before he or she makes decisions that affect us”, “Goals and priorities for the school are clear”, “The principal is accessible to teachers”; For Colleague Collegiality dimension: “I can get good advice from other teachers in this school when I have a teaching problem”, “Teachers are supportive of one another”; For Prosocial Development Practices dimension: “In my class, I talk with students about emotions and why they are important”, “Helping students to understand and appreciate people who are different from themselves is an important part of my teaching”, For Student Behavior dimension: “Students are not mean, cruel, or insensitive to others’ feelings”, “Students follow rules and instructions given by staff members”, “Students give their best effort”; For Teacher Efficacy dimension: “If I try really hard, I can get through to even the most difficult or unmotivated student”, “If teachers have patience and goodwill, they can help any student to learn”; For Enjoyment of Teaching Dimension: “I really love teaching”, “I don’t seem to have as much enthusiasm now as I did when I began teaching.”, and for Parent Involvement dimension: “Parents are actively involved in school activities” and “Parents are supportive of the school and the teachers”. In the next section, studies related to school climate that are related to student and teacher outcomes are presented.

2.2.5. Studies on School Climate

School climate is known to play a role in student and teacher outcomes. This section presents the studies related to student and teacher outcomes of school climate.

2.2.5.1. Studies Related to School Climate and Student Outcomes

Positive school climate perceptions of students are related to higher academic achievement, higher motivation levels, lower absenteeism and dropout rates, and higher levels of well-being of the students.

Allen et al. (2015) found that when student perception of student behavior and parent involvement dimension is higher, students' reading achievement is better. Also, Payton et al. (2008) stated that the school climate is related to the student's academic achievement at the elementary, middle, and high school levels. Moreover, a positive school climate is related to the increased motivation to learn. Elias and Haynes (2008) found in their studies with third-grade students that students' teacher support perceptions can predict their academic achievement. In addition, Jones and Schindler (2016) found in their study of 30 urban schools that students' school climate perceptions highly correlated with their academic achievement. However, Bektaş and Nalçacı (2013) in their study with 598 8th grade students found no relationship between students' school climate perceptions and their academic achievement. Bahçetepe and Giorgetti (2015) in their study with 8th graders in İstanbul claimed that students' academic achievement increases when their school climate perceptions are more positive.

School climate perceptions of students also may have a relationship with students' engagement with school. Jia et al. (2016) stated that students with high supportive teacher perceptions have lower dropout rates. Kotok et al. (2016) stated in their study by using data from the High School Longitudinal Study of 2009 in the US that better disciplinary order in schools is related to lower rates of dropout. Also, Daily et al. (2020) claimed that middle and high school students with positive school climate perceptions have lower school absenteeism.

Aldridge et al. (2020) stated that school climate perceptions of high school students have a significant effect on students' well-being. In addition, Coelho et al. (2020) claimed in their longitudinal study that students with positive school climate perceptions have a higher self-concept and self-esteem. Moreover, Ruus et al. (2007) stated that the teacher-student relationship dimension of school climate has a significant effect on students' psychological, and physical well-being. Also, students' school climate perceptions are significantly related to life satisfaction and internalizing/externalizing problems (Suldo et al., 2012). Another study (Zullig et al., 2018) showed a positive school climate perception has a stronger effect on life satisfaction and self-rated health for girls while school satisfaction is more affected by a positive school climate for boys.

2.2.5.2. Studies Related to School Climate and Teacher Outcomes

Studies that examine the role of school climate on teacher outcomes have explored its relationship to outcomes such as teacher job satisfaction, teacher burnout, motivation, and work performance autonomy.

Malinen and Savolainen (2016) reported that teachers who perceive their school climate positively at the beginning of the school year are more likely to report higher job satisfaction at the end of the year. However, school climate did not have a direct effect on teacher burnout. In addition, Grayson and Alvarez (2008) stated in their study with teachers from all grades that teachers who have more positive perceptions of school climate reported low levels of burnout. Moreover, Alonso-Tapia and Ruiz-Diaz (2022) found that teachers' perception of the school climate, particularly the quality of leadership and the quality of teachers' mutual support, significantly influences their satisfaction with the school. A positive school climate, characterized by supportive leadership and a collaborative atmosphere among teachers, contributes to higher levels of teacher satisfaction.

Another study found a significant and positive relationship between school climate and teacher work motivation. This indicates that a better-perceived school climate is associated with higher levels of motivation among teachers (Ningsih et al., 2020). In

addition, Reaves and Cozzens (2018) stated that there is a positive significant relationship between staff relationship and teacher intrinsic motivation.

Fei and Han (2020) claimed that there is a significant positive relationship between school climate and teachers' work performance. A supportive and positive school climate contributes to improved work performance among teachers. This relationship highlights the importance of a conducive and well-organized school environment for enhancing teacher effectiveness. Also, Teachers who feel valued and supported are more likely to engage in effective teaching practices and have a positive impact on their students (Benevene et al.,2020). In addition, Mailool et al. (2020) stated in their study with vocational high school teachers that school climate perceptions of teachers predict 20.7% of teacher performance.

Çolak and Altinkurt (2017) stated that a supportive and collaborative school climate significantly enhances teacher autonomy, while restrictive and directive behaviors can have a mixed or negative impact depending on their application and context. The next section presents the role of the principal in creating a positive school climate.

2.2.6. Role of Principals on School Climate

Pepper and Thomas (2001) stated that the leadership style of a principal significantly affects the school climate. An authoritarian leadership style was observed to have negative effects on the morale and success of both students and teachers. Conversely, when the principal adopted a transformational leadership style which involves encouraging collaboration, promoting teacher development, and fostering a school culture centered around students, it resulted in a more positive learning and working environment.

In addition, the principal plays a crucial role in the formation and maintenance of a healthy school climate. The effectiveness and health of the school climate are directly linked to the principal's actions, policies, and leadership style (Gülşen & Gülenay, 2014).

Also, Frequent changes in school leadership can create instability and negatively impact the school climate. The study found that when principals change, it often

leads to shifts in policies and practices, which can unsettle the staff and disrupt the established climate (Capp et al.,2021).

Smith et al. (2020) found that the principal's influence is a critical determinant of school climate. Principals who possess high levels of influence can positively impact various aspects of the school climate, such as collegial leadership, professional teacher behavior, achievement press, and institutional vulnerability. Next Positive Psychology and Well-Being concept which is found to be influenced by school climate is discussed.

2.3. Positive Psychology

Positive psychology is a field that focuses on the study of positive aspects of human life, such as well-being, happiness, and flourishing, rather than merely addressing mental illness or disorders. Teacher-well-being is also examined in this field. Seligman (2008), one of the pioneers of this field, argues that positive psychology can help individuals not only alleviate mental illness but also build and sustain mental health by fostering positive emotions and strengths. Seligman and Csikszentmihalyi (2000) explained positive psychology in terms of subjective, individual, and group levels. At the subjective level, it is about well-being, contentment, and satisfaction in the past; at the individual level it is about positive individual traits such as the capacity for love, courage, interpersonal skills, perseverance, forgiveness, high talent, wisdom; at group level, it is about institutions that move individuals make better citizens, work ethics, responsibility.

Positive psychology accepts happiness, as not a destination it is a cause of desirable outcomes at work, at school, in health, in relationships, and in aging (Seligman, 2019). Lyubomirsky et al. (2005) claimed that happiness is related to fewer sick days at work and predicts changing jobs less frequently. This approach has also shown that interventions designed to enhance well-being can also prevent and relieve mental disorders like depression (Seligman et al., 2005).

According to Seligman (2011), there are five elements of well-being: Positive emotion, Engagement, Relationships, Meaning, and Accomplishment (PERMA).

Positive emotion refers to a pleasant life, Engagement means being absorbed or highly involved in a task, Relationship means having positive relationships with others, Meaning refers to being part of and contributing to something that you perceive as greater than yourself, and Accomplishment refers to working toward and reaching goals, and feeling able to complete tasks and daily responsibilities. The next section presents purpose and outcomes of the positive psychology in schools.

2.3.1. Positive Education

The core idea of Positive Education is that positive schools and teachers are key to fostering greater well-being within a culture. This approach integrates clinical interventions into the classroom and evaluates well-being alongside traditional academic metrics like grades and standardized tests (Seligman, 2019). Adler (2016) in his experimental studies in 3 different countries, Bhutan, Peru, and Mexico found that measurement at the end of 15 months showed students in the treated schools experienced a significant increase in well-being compared to those in the placebo schools. Additionally, academic achievement improved substantially and remained much higher in the treated schools. Moreover, Turner and Thielking (2019) claimed in the qualitative study that when teachers consciously apply positive psychology strategies, it not only improves their psychological well-being but also significantly impacts their teaching practice and student learning outcomes. Teachers feel less stressed, more engaged, and more positive, which leads to enhanced relationships with students, more meaningful lessons, and a classroom environment where students are more independent and engaged in their learning. Seligman et al. (2009) believed that well-being should be included in school curricula for three main reasons: it serves as a remedy for depression, helps boost overall life satisfaction, and supports improved learning and creative thinking. Since most young people attend school, this environment offers a unique opportunity to positively impact their well-being on a large scale.

2.4. Psychological Well-Being

Health generally was considered as the absence of disease and disability until World War II (Cooke et al., 2016). Then, The World Health Organization (WHO) defined

health as “a state of complete physical, mental, and social well-being and not merely the absence of disease and infirmity” (WHO, 1948). While there is no consensus on the definition of well-being in the literature, The World Health Organization (2001) defines well-being as a state where a person recognizes their strengths, can handle everyday challenges, works efficiently, and contributes positively to their community. Well-being is also defined as people’s evaluations of their lives and their “optimal psychological functioning and experience” (Ryan & Deci 2001, p. 142). According to Diener and Ryan (2009), well-being refers to “people's positive evaluations of their lives, which include positive emotion, engagement, satisfaction, and meaning.”

Well-being is conceptualized under two views. The first view is hedonism described by Kahneman et al. (1999), which refers to the belief that well-being primarily consists of pleasure or happiness. The second view is eudaimonism in which well-being is more than happiness.

2.4.1. Hedonic View

Hedonic psychology has a long tradition rooted in the belief that well-being is closely tied to pleasure and happiness. This concept dates back to Aristippus, a Greek philosopher from the fourth century B.C., who argued that the goal of life is to maximize pleasure and that happiness is the sum of these pleasurable experiences. Over time, this idea has been embraced by various thinkers. For example, Hobbes claimed that happiness is found in satisfying our desires (Ryan & Deci, 2001).

Hedonism, as a perspective on well-being, has evolved, ranging from a focus on physical pleasures to a broader view that includes mental and emotional satisfaction. Modern psychologists who adopt the hedonic approach often emphasize that well-being encompasses not just physical pleasures but also the satisfaction of mental and emotional preferences (Kubovy, 1999). According to the prevailing view among hedonic psychologists, well-being is closely linked to subjective happiness, which includes the experience of pleasure versus displeasure across various aspects of life. This broader definition of happiness is not limited to physical pleasure but can also arise from achieving goals or valued outcomes (Diener et al., 1998).

Kahneman et al. (1999) introduced the field of hedonic psychology, defining it as the study of what makes life experiences pleasant or unpleasant. Their work emphasized that, within this framework, well-being and hedonism are essentially equivalent, with a focus on maximizing human happiness by increasing pleasure and reducing pain. Research in this field often measures subjective well-being (SWB), which consists of three components: life satisfaction, the presence of positive affect, and the absence of negative affect, collectively referred to as happiness (Diener & Lucas, 1999). The next section presents the psychological well-being scale which is also used to measure the psychological well-being of teachers in this study.

2.4.1.1. Psychological Well-Being Scale

Diener et al. (2009) developed the Psychological Well-Being Scale (PWB). It has 8 items and a seven-point Likert scale. It has no dimensions and gives only an overall psychological well-being score. While developing it, Diener et al. (2009) give attention to different aspects of well-being on different scales and the aspects not mentioned in the existing scales. Each of the items is related to Meaning and purpose (Ryff, 1989; Seligman, 2002), Supportive and rewarding relationships (Ryff, 1989), Being Engaged and interested (Csikszentmihalyi, 1990), Contributing to the well-being of others (Brown et al., 2003), Competency (Ryff, 1989; Deci & Ryan, 2000), Self-acceptance (Maslow, 1958; Ryff, 1989), Optimism (Peterson & Seligman, 2004), Being respected (Maslow, 1958; Ryff, 1989) states.

2.4.2. Eudaimonic View

Eudaimonic psychology, rooted in the ideas of philosophers like Aristotle, offers a view of well-being that goes beyond the pursuit of pleasure or hedonic happiness. Aristotle criticized the idea of happiness as simply satisfying desires, suggesting that this approach makes people slaves to their wants. Instead, he proposed that true happiness is found in living a virtuous life, doing things that are genuinely worth doing (Ryan & Deci, 2001).

Building on Aristotle's ideas, Ryff and Singer (1998, 2000) developed a theory of well-being that focuses on human flourishing throughout life. They argue that well-

being isn't just about experiencing pleasure but involves striving for perfection and realizing one's true potential (Ryff, 1995). Ryff and Keyes (1995) further distinguished psychological well-being (PWB) from subjective well-being (SWB). They introduced a multidimensional approach to PWB, identifying six key aspects of human fulfillment: autonomy, personal growth, self-acceptance, purpose in life, environmental mastery, and positive relationships with others. Ryff (1989) defined these six aspects as:

Autonomy: having an internal sense of evaluation, where one relies on personal standards rather than seeking approval from others

Personal growth: To continue to develop, grow, and develop one's potential while achieving targeted characteristics

Self-acceptance: accepting oneself and one's past, leading to a positive self-outlook

Purpose in life: the sense that life has purpose and meaning

Environmental mastery: a person's capacity to select or design environments that align with their mental and emotional needs

Positive relations with others: building close, trusting connections with others and having the capacity to love

The next section presents the psychological well-being scale that measures the well-being under these aspects.

2.4.2.1. Psychological Well-Being Scale-42

Ryff (1989) developed the Psychological Well-Being Scale including the six dimensions described above; autonomy, personal growth, self-acceptance, purpose in life, environmental mastery, and positive relationships with others. The scale is a 7-point Likert with 42 items. The shortened version of the scale (Ryff & Keyes, 1995)

also measures the psychological well-being of the individuals. Ryff operationalized the dimensions as follows:

Self-Acceptance:

High scorer: Embraces a positive view of themselves, recognizing and accepting all aspects of who they are, both strengths and weaknesses. They feel good about their life experiences.

Low scorer: Feels unhappy with themselves, regrets past experiences, and is troubled by certain personal traits. They wish they could be different.

Positive Relations with Others:

High scorer: Enjoys close, trusting, and fulfilling relationships with others. They care about others' well-being, and are capable of deep empathy, affection, and intimacy. They understand the importance of mutual give-and-take in relationships.

Low scorer: Struggles to build close, trusting relationships. They find it hard to be warm and open, often feeling isolated and frustrated in their interactions. They are unwilling to compromise to maintain important relationships.

Autonomy:

High scorer: Is independent and self-reliant, able to resist social pressures and make decisions based on their own standards and values.

Low scorer: Worries about others' opinions and relies on external judgments to make important decisions, often conforming to social pressures.

Environmental Mastery:

High scorer: Feels confident in managing their environment, effectively handling a variety of external activities, and making good use of opportunities. They can create or choose settings that align with their needs and values.

Low scorer: Struggles to manage daily tasks, feels powerless to change or improve their surroundings, and lacks awareness of opportunities. They feel a lack of control over their environment.

Purpose in Life:

High scorer: Has clear goals and a sense of direction in life, finding meaning in their past and present experiences. They hold beliefs that give their life purpose and have specific aims for the future.

Low scorer: Feels a lack of meaning and direction in life, has few goals, and struggles to find purpose in their past. They lack beliefs or outlooks that provide a sense of meaning.

Personal Growth:

High scorer: Sees themselves as continuously developing, open to new experiences, and feels they are realizing their potential. They notice improvement in themselves over time and are evolving in ways that reflect greater self-awareness and effectiveness.

Low scorer: Feels stuck in their personal development, uninterested in life, and unable to adopt new attitudes or behaviors. They feel a sense of stagnation and lack of progress over time. The next section presents definitions of teacher well-being and outcomes of having a high well-being.

2.5. Teacher Well-being

Teacher well-being encompasses how teachers feel and function in their jobs; and includes teachers' affections, attitudes, and evaluations of their work (Collie et al., 2015). Acton and Glasgow (2015) defined teacher well-being as "an individual sense of personal professional fulfillment, satisfaction, purposefulness, and happiness, constructed in a collaborative process with colleagues and students" (p. 101).

Organization for Economic Co-operation and Development (OECD, 2020) stated that teachers' well-being leads to two immediate expected internal effects: one affects their level of work engagement and desire to remain in the profession, while the other influences their stress levels and risk of burnout. Additionally, teachers' well-being has expected external impacts, such as influencing classroom dynamics by supporting students and giving feedback and directly affecting students' well-being, including their motivation, learning attitudes, and self-efficacy. These three studies support the ideas. First, teachers with higher well-being levels show higher levels of organizational commitment (Heidari et al., 2022). Second, teachers with high levels of well-being also have higher levels of work engagement (Burić et al., 2021). Third, teachers with high levels of well-being have students with higher levels of well-being (Harding et al., 2019).

Teacher well-being is influenced by workload, student-teacher relationship, student disruptive behavior (Zhou et al., 2024), policy settings of educational systems, school characteristics, and teacher characteristics (Viac & Fraser, 2020). In this study, teacher well-being focused on teachers' subjective well-being (general well-being) rather than occupational well-being. However, a teacher's subjective well-being is not entirely separate from occupational well-being. Subjective well-being is also a core dimension of occupational well-being (Viac & Fraser, 2020).

Hascher and Waber (2021) in their systematic review study on teacher well-being stated that research on teacher well-being (TWB) has largely focused on general well-being concepts which are mostly subjective well-being and positive psychology field rather than the specific challenges, demands, and tasks of the teaching profession. The next section presents the studies that examined the well-being of teachers by general well-being concepts.

2.5.1. Studies on Teacher Well-Being

Farhah et al. (2021) investigated the moderating role of teacher experience on the relationship between the student-teacher relationship and the teacher's subjective well-being. They found that the teacher-student relationship is significantly and

positively associated with teacher-subjective well-being. However, there is no significant moderation role of teacher experience.

Brouskeli et al. (2018) stated that teachers' resilience positively correlates with teachers' occupational well-being. Gender and age of participants did not have a significant impact on occupational well-being. Kamboj and Garg (2021) stated that in their study in India with public and private school teachers, emotional intelligence and the resilient character trait of perseverance make a significant contribution to the psychological well-being of teachers.

Kun and Gadanecz (2019) found in their mixed-method study that teachers' overall psychological well-being at work significantly influences their job satisfaction. Teachers who have higher levels of psychological well-being, characterized by positive emotions, meaningful relationships, and a sense of purpose in their work, tend to be more satisfied with their jobs.

Bentea (2017) stated in the study with Romanian preschool, primary school, and secondary teachers' self-efficacy shows a positive correlation with all six dimensions of psychological well-being. Among these, teacher self-efficacy has the weakest correlation with autonomy and a moderately strong correlation with personal growth and positive relations with others. Additionally, exhaustion and cynicism are negatively associated with psychological well-being dimensions, while personal achievement has a moderately positive correlation with these dimensions. Also, Lipińska-Grobelny and Narska (2021) stated that teachers with higher self-efficacy experience greater psychological well-being, which positively impacts their professional functioning. Moreover, Cansoy et al. (2020) in their study with primary, middle, and secondary school teachers in İstanbul stated that teachers' self-efficacy positively and significantly predicts psychological well-being.

Jeon et al. (2017) in their study with preschool teachers, use depressive symptoms, general stress, and job-related emotional exhaustion as psychological well-being indicators and stated that there is a significant relationship between teachers' age and perceived stress, older teachers experienced lower levels of perceived stress. In

contrast, in the study of Katsantonis (2020) the dimensions of psychological well-being are largely unaffected by gender, meaning that gender does not significantly influence the variability in factors that contribute to reducing work-related stress. Soykan et al. (2019) conceptualized well-being as positive and negative effect in their study in New Zealand with teachers claimed that psychological capital has a direct relationship to enhanced well-being and lower stress levels.

Kidger et al. (2016) investigated the relationship between teacher well-being and depressive symptoms among secondary school teachers in England. The study showed that teachers have lower well-being and higher depressive symptoms than the population. It also revealed that feeling unable to talk to a colleague when feeling stressed or down, dissatisfaction with work and high presenteeism (showing up for work despite feeling unhealthy, thus working inefficiently) have a strong relationship with both poor well-being and depressive symptoms. Stress at work and recent changes in school governance have a relationship with poor well-being, while sickness absence and low student attendance have a relationship with depressive symptoms.

Kurt and Demirbolat (2019) in their study with secondary school teachers in Ankara stated that participants have high psychological well-being. Also, the combination of psychological capital perception and job satisfaction accounts for roughly half of the variance in psychological well-being. Ilgan et al., (2015) in their study of primary and secondary teachers in Turkiye stated that female teachers have significantly higher psychological well-being perceptions than male teachers. In addition, married teachers have significantly higher PWB perceptions than single teachers.

Özü et al. (2017) compared the psychological well-being of teachers from the USA, Pakistan, and Turkiye among demographic characteristics. The study showed that American teachers had significantly higher levels of psychological well-being (PWB) compared to both Turkish and Pakistani teachers, with Turkish teachers showing significantly higher PWB levels than Pakistani teachers. Also, the psychological well-being levels of teachers examined in terms of demographic characteristics, teachers from the USA have higher psychological well-being than

Turkish teachers, and Turkish teachers have higher psychological well-being than teachers from Pakistan in all demographic variables.

Ertürk et al. (2016) in their research with teachers in Küçükçekmece, İstanbul showed that female teachers have significantly higher psychological well-being than male teachers. In addition, teachers who are younger than 30 years old have significantly higher psychological well-being level than the teachers between 31-40 years old. However, school level that teachers worked in have not significant effect on psychological well-being. Also, educational status and seniority in the teaching profession do not have a significant difference in psychological well-being levels. Lastly, psychological well-being levels are high. The next section presents the studies that examined the relationship between teacher perceptions of school climate and their psychological well-being.

2.5.2. School Climate and Psychological Well-being Studies

A study conducted in Malaysia showed that teacher well-being is significantly positively correlated with the school climate dimensions of collaboration, student relations, school resources, decision-making, and instructional innovation (Kamarudin et al.,2022).

A study conducted in Italy showed that Teacher well-being conceptualized as teacher morale is positively correlated with goal congruence, curriculum coordination, and participative decision-making dimensions. In addition, Organizational processes affected teacher well-being rather than social and work-related factors (Maria-Cristina et al., 2016).

There are limited studies about the relationship between teachers' psychological well-being and their school climate perceptions in Türkiye. One of them reveals the relationship between teachers' psychological well-being and their school climate perception (Aydoğan, 2019). The study showed that teachers' well-being is positively correlated with leadership and participation, education and training environment, and cooperation dimensions of school climate. Gender, age, education

level of teachers did not make any difference on the psychological well-being levels, in contrast teachers who have experienced in the teaching profession between 1-5 years had significantly higher psychological well-being than 6-10 years and 16-20 years experienced.

Another study shows a moderate positive relationship between all sub-dimensions (being democratic and dedicated to the school, leadership and interaction, success factors, sincerity, conflict) of the school climate and the teachers' perceptions of psychological well-being. Also, the study shows there is a positive and moderate relationship between teachers' perceptions of the school climate and their perceptions of psychological well-being. Female teachers have significantly higher psychological well-being than male teachers, while psychological well-being levels do not significantly differ in terms of school level and seniority in the teaching profession (Doğan & Aslan, 2022). In the next section, an overview of Turkish education system is provided.

2.6. Education in Turkiye

The Turkish education system is structured and regulated by the Ministry of National Education (Basic Law of National Education No. 1739, 1973). It operates on a centralized model, ensuring uniformity across the country while aiming to provide equal opportunities for all students. Education in Turkey is compulsory for twelve years, which is divided into three stages: primary, middle, and high school, each lasting four years. According to 2023 data, there are 19,126,106 students, 1,146,177 teachers and 74,549 schools (Ministry of National Education, 2024b). When the last twenty years were examined, the Minister of National Education has changed 8 times (MoNE, 2024a). The change of ministers also caused changes in the philosophy of education, 4 times curriculum change, and entrance exams for high schools and universities, and resulted in changes in teacher training, appointment, and teachers' working conditions.

2.6.1. Teacher Education in Turkiye

In Turkey, student selection for faculties of education is carried out through the Student Selection Examination. Individuals who rank in the top 300,000 in terms of

success are eligible to apply to faculties of education. Opening the way for graduates of different faculties to become teachers through pedagogical formation and elective courses is incompatible with the goal of training qualified teachers by selecting students according to their success rankings in education faculties (TEDMEM, 2023).

In the teacher training undergraduate programs, Teaching Profession Knowledge courses constitute 30-35%, General Knowledge courses comprise 15-20%, and Subject-Specific Education courses account for 45-50%. In addition, in all undergraduate programs, there are common courses such as Research Methods in Education, Introduction to Education, Measurement and Evaluation in Education, Principles and Methods of Teaching, Classroom Management, Educational Psychology, Turkish Education System and School Management, Special Education and Inclusion, Guidance in Schools, Instructional Technologies, Teaching Practice 1 and Teaching Practice 2, Sociology of Education, History of Turkish Education, Philosophy of Education, Morality and Ethics in Education, and Community Service Practices. (YÖK, 2018).

2.6.2. Teachers in Turkiye

After graduating from the faculties of education, teachers take the public personnel selection exam to be assigned to public schools. Then, candidates are called for an interview according to the branches, three times the number of teacher assignments. The final scores are calculated as in 50% exam and 50% interview with the new regulation. However, the Ministry of National Education does not have a predetermined teacher assignment calendar or number of teacher assignments. The last appointment of 45,000 teachers was made in 2023, however, the number of candidates taking the exam was 572,019 in the same year. There is a growing body of graduates of faculty of education while the need for teachers was announced as 68000. In addition, practices that facilitate the path to becoming a teacher through pedagogical formation and elective courses and do not involve any concern about quality are increasing the number of teacher candidates waiting for appointments, creating a supply-demand gap that is widening day by day (Sunar, 2024).

The Ministry of National Education employs teachers in three ways: permanent, contracted, and substituted teachers. Before 2016, appointments were made as "permanent teachers". Teachers assigned since 2016 were in contract status, every year the contracts are renewed and after working in the same school for 3 years, they become permanent teachers. Contracted teachers reported psychological abuse linked to their employment status, mainly by administrators who cited legal regulations to justify their actions. Fearing job loss, victims felt unable to pursue legal rights. The abuse resulted in dismissals, the desire to quit, stress, health issues, and reduced performance (Güran & Tösten, 2022).

In addition, District National Education Directorates assign people to schools as teachers with the status of substitute teachers to complete the sufficient number of teachers. One of the controversial issues is that substitute teachers are also comprised of not associate degree graduates or education faculty graduates. In addition, teachers who are not appointed may apply for substitute teaching positions to practice their profession. However, substitute teachers have almost no employment rights. In addition to not receiving fair compensation for their work, they have limited access to social and health insurance (Tunç & Taner, 2020). Substitute teachers mentioned their problems as administrators and permanent teachers view substitute teachers as temporary, often assigning them extra tasks and offering little communication. Students don't take them seriously, and parents blame them for their children's failures. Substitute teachers linked these issues to feeling unrecognized as real teachers and associated their experiences with injustice, slavery, and disrespect for labor (Polat, 2014).

In 2022, the career ladder application came with the Law on the Teaching Profession. Teachers with 10 years of experience must complete the necessary training and take the expert teacher exam, while those with 20 years of experience must do the same for the head teacher exam. Teachers with master's degrees and doctorates only need to complete the training. This application was implemented regularly in 2022 and 2023, but the ministry made no statement on this issue in 2024. Teachers believe a seniority-based career system is needed, as current exams and training don't support professional development. The career ladder system has a

negative view due to insufficient benefits and lack of impact on retirement (Özdemir et al., 2022). In addition, teachers view the system as likely to cause conflicts among teachers. They believe career progression should be based on years of service, experience, education, and additional responsibilities. Most participants oppose the current exam, finding it inadequate (Çobanoğlu & İlkin, 2023). Moreover, teachers found the exam too easy and completed just for appearance. They believe it doesn't serve its purpose, as even those who don't engage in professional development could pass (Elagöz & Pala-Elagöz, 2023).

The new curriculum “Türkiye Yüzyılı Maarif Modeli” also brings challenges for teachers. The introduction of new teaching methods and terminologies in the curriculum requires significant teacher training, which is currently deemed inadequate. The presence of many substitute teachers without formal pedagogical training further exacerbates this issue, potentially leading to inconsistent curriculum implementation across schools (TEDMEM, 2024). Moreover, the new curriculum adds substantial academic structures, such as competencies, literacy, and interdisciplinary connections. This complexity requires extensive planning and expertise from teachers, which increases their workload significantly. So, teachers need support and training to adapt to this intense workload. Without this, the complexity of the program could negatively impact classroom effectiveness and student learning outcomes (Diker-Coşkun, 2024). In addition, in the reform process of the new curriculum teachers are treated as passive executors rather than active participants. Without considering teachers as key stakeholders and involving them in the design and decision-making stages, any curriculum reform is unlikely to succeed (TEDMEM, 2024).

Teacher salaries are generally lower than other public sector jobs such as engineers or doctors, impacting the profession's appeal. According to the OECD (2019), teacher salaries in Turkey are significantly lower than the average in other OECD countries. The salary gap between entry-level and experienced teachers is one of the smallest among OECD countries. Despite some job security and extra earnings from additional classes, the low wage level makes it challenging for teachers to maintain

economic parity with other professionals in Turkey, contributing to the profession's decreasing attractiveness (Arik et al., 2018).

Violence against teachers is another issue in Türkiye in recent times. Violence against educators tends to increase over the years. One of the reasons for the increase in violence against teachers may be the increase in hate speech as a result of false information about teachers in the press, such as "they are on vacation for 3 months" (Türk, 2019). When people committing violence against teachers were examined parents and students had the highest rate. In addition, in terms of the materials or type of force used in violence against teachers, it is seen that physical force is the most commonly used, but the use of firearms, and knives is also high, and schools can be entered with these tools. (Bodur & Toprakçı, 2021). After the case of the murder of a principal by his student, teachers went on strike on 10th May 2024. Teachers demanded security measures in schools to be reviewed and more deterrent punishments to be given for crimes committed against educators. After this case, it is seen that the proposed law on the teaching profession takes measures against crimes committed against teachers, and this is considered important in terms of responding to a long-standing social demand (Sunar et al., 2024).

The new proposed law on the teaching profession also could not the expectations of teachers. The law does not include regulations on the elimination of differences in rights between contracted and permanent teachers and the termination of the practice of substitute teaching for the well-being of both students and teachers. In addition, the Education Reform Initiative (ERG, 2024) stated that the law does not mention any improvement in salaries or an increase in additional lesson fees. Moreover, the four pages of the eighteen-page proposed law consist of "disciplinary penalties to be applied to prospective teachers and the acts and behaviors corresponding to these penalties", when considered together with the fact that the rights of teachers and the ethical standards of the profession are not included in the proposed law, gives the impression that other important issues that prioritize the development of teachers are being neglected, and points to the lack of a balanced approach (Sunar et al., 2024). On the other hand, a positive side of the law is including measures against crimes

committed against teachers (Sunar et al., 2024). The next section summarizes the literature review.

2.7. Summary of The Literature Review

As mentioned above, school climate, a specific form of organizational climate, has been defined as the enduring quality of the school environment as experienced by participants, affecting their behavior (Hoy, 1991, p 10). Different approaches to understanding school climate have been proposed, such as the open-closed school climate approach by Halpin and Croft (1963), which categorizes school climates based on principal and teacher behaviors. Another significant approach is the organizational health model, which assesses the alignment and harmony between internal components and the external environment, contributing to a school's overall effectiveness (Miles, 1965; Hoy et al., 1991a). The organizational health model forms the basis of this study. Various dimensions of school climate have been identified, with researchers like Wang and Degol (2016) highlighting four key domains: academic climate, community, safety, and institutional environment. School climate has a relationship with student and teacher outcomes. Positive school climates are associated with higher student academic achievement, engagement, and well-being (Allen et al., 2015; Aldridge et al., 2020). For teachers, a supportive school climate enhances job satisfaction, motivation, and work performance (Malinen & Savolainen, 2016; Ningsih et al., 2020). Furthermore, the role of principals is crucial in shaping school climate, with leadership styles significantly impacting the morale and success of both students and teachers (Pepper & Thomas, 2001; Smith et al., 2020).

Psychological well-being (PWB) has been conceptualized in various ways over time. Historically, health was viewed merely as the absence of disease, but the World Health Organization (1948) redefined health as a state of complete physical, mental, and social well-being. According to Diener and Ryan (2009), well-being involves positive evaluations of one's life, including emotions, engagement, satisfaction, and meaning. Two primary perspectives on well-being are the hedonic view, which focuses on pleasure and happiness (Kahneman et al., 1999), and the eudaimonic

view, which emphasizes human flourishing and the realization of one's potential (Ryff & Singer, 2000).

Teacher well-being, which refers to how teachers feel and function in their jobs, has gained attention due to its impact on teachers' emotions, attitudes, and evaluations of their work (Collie et al., 2015). Various studies have identified factors that influence teacher well-being. For example, Soykan et al. (2019) found that psychological capital, including resilience and optimism, directly relates to enhanced well-being and reduced stress levels among teachers. Kamboj and Garg (2021) highlighted the importance of emotional intelligence and perseverance in contributing to teachers' psychological well-being. Other research has shown that factors such as teacher-student relationships, self-efficacy, and school climate significantly affect teacher well-being (Farhah et al., 2021; Kamarudin et al., 2022). The limited number of studies conducted in Türkiye, these studies have found a moderate positive relationship between teachers' school climate perceptions and their psychological well-being, with factors such as leadership and cooperation playing significant roles (Aydoğan, 2019; Doğan & Aslan, 2022). This study will contribute to the existing literature by identifying key elements of school climate that contribute to teacher well-being. In addition, presents an understanding of teachers' well-being and school climate perceptions after the pandemic crisis in a low SES district among the central districts of Ankara.

The Turkish education system has faced numerous criticisms, including frequent changes in ministers and curricula, which have disrupted teacher training, working conditions, and appointment processes (MoNE, 2024). The use of pedagogical formation for non-education graduates is seen as undermining teacher quality (TEDMEM, 2023). Contracted and substitute teachers face job insecurity and lack adequate rights, leading to stress and lower performance (Güran & Tösten, 2022; Tunç & Taner, 2020). Additionally, low teacher salaries, rising violence against educators, and exclusion from curriculum reforms remain significant concerns (OECD, 2019; Sunar et al., 2024). Proposed laws have failed to address these issues (ERG, 2024).

In conclusion, it is important to investigate teachers' perceptions of school climate and their psychological well-being when considering the impact of school climate on student and teacher outcomes and the outcomes of high levels of teachers' psychological well-being.

CHAPTER 3

METHODOLOGY

This chapter of the study presents the design of the study, population and sample, data collection instruments, data collection procedures, and data analysis.

3.1. Design of the Study

The design of the study is correlational research. It shows an association between two variables without any intervention (Fraenkel et al., 2012). The study investigates the relationship between the school climate perception of teachers and their psychological well-being.

In this study, the school climate perception of teachers is the predictor variable, and the teachers' psychological well-being is the criterion variable based on the literature.

3.2. Participants

The target population is 5395 teachers in public schools excluding pre-schools in Sincan District of Ankara. There are 46 primary schools, 42 middle schools, and 37 high schools in Sincan. The convenience sampling method was applied to select the schools. Data could be collected from 5 primary schools, 10 middle schools, and 5 high schools. Teachers who were volunteers in visited schools participated in the study. 258 teachers participated in the study however 230 of the sample completed the survey without missing information. Analysis was performed on these 230 participants' responses.

3.3. Data Collection Instruments

In the study, the "Demographic Information Form" was prepared by the researcher to obtain essential demographic details from the participants. "Revised School Climate

Teacher Survey” and “Psychological Well-Being” scale were used to collect data. Appendix A includes the data collection tools.

3.3.1. Demographic Information Form

The Demographic Information Form was prepared by the researcher to obtain essential demographic details from the participants. The form contains information about gender, age, marital status, number of children they have, branch, school level, seniority in the teaching profession, years at the current school, number of students and teachers in the school, class size, and the district and the neighborhood where the teachers live.

3.3.2. Revised School Climate Teacher Survey

The Revised School Climate Teacher Scale was developed by Liu et al. (2014) and adapted to Turkish by Yılmaz and Demir (2016). The scale consists of 7 dimensions and a total of 42 items. These are Principal Supportiveness, Accessibility, and Competence (8 items), Colleague Collegiality (4 items), Prosocial Development Practices (5 items), Student Behaviors (14 items), Teacher Effectiveness (3 items), Enjoyment of Teaching (5 items), Parents Involvement (3 items). The scale was prepared as a 5-point Likert (Strongly Disagree (1), Disagree (2), Moderately Agree (3), Agree (4), Strongly Agree (5)). Higher scores on the scale indicate a more positive school climate perception.

The researchers found that the Turkish form they developed showed high equivalence with the original form. They applied CFA to determine the construct validity of the scale. RMSEA=0.061; NFI=0.94; NNFI=0.96; PNFI=0.87; CFI=0.97; IFI=0.97; RFI=0.93; SRMR=0.076 and PGFI=0.69. As a result of CFA, fit indices were found to be at good and excellent levels. To determine the reliability of the measurements made in terms of the subscales of the Revised School Climate Teacher Scale, internal consistency coefficient determination and test splitting methods were used. Cronbach's alpha internal consistency coefficients of the subscales of the Revised School Climate Teacher Scale are between 0.70 and 0.94; Spearman-Brown coefficients determined by the split test method vary between 0.79 and 0.90. According to the researchers' results, the Revised School Climate Teacher Scale is a valid and reliable measurement tool (Yılmaz & Demir, 2016).

In this study, Cronbach alpha coefficients were calculated as .86 for principal supportiveness, accessibility, and competence, .89 for colleague collegiality, .83 for prosocial development practices, .95 for student behavior, .76 for teaching efficacy, .75 for the enjoyment of teaching, .79 for parent involvement subdimension and .93 for the total of scale. For this study, according to confirmatory factor analysis, fit index values were found to be $\chi^2=1567.329$, $df=798$, $\chi^2/df=1.96$, $RMSEA=.07$, $CFI=.86$; $SRMR=.06$. Value of $\chi^2/df=1.96$ was less than 2, CFI was closer to .90, and RMSEA and SRMR were less than .08 which indicated the scale can be used to collect data from primary, middle, and high school teachers (Hu & Bentler, 1999; Tabachnick & Fidell, 2007). Also, values of standard estimates changed between .43 and .96. Figure 3.1 shows the standard estimates.

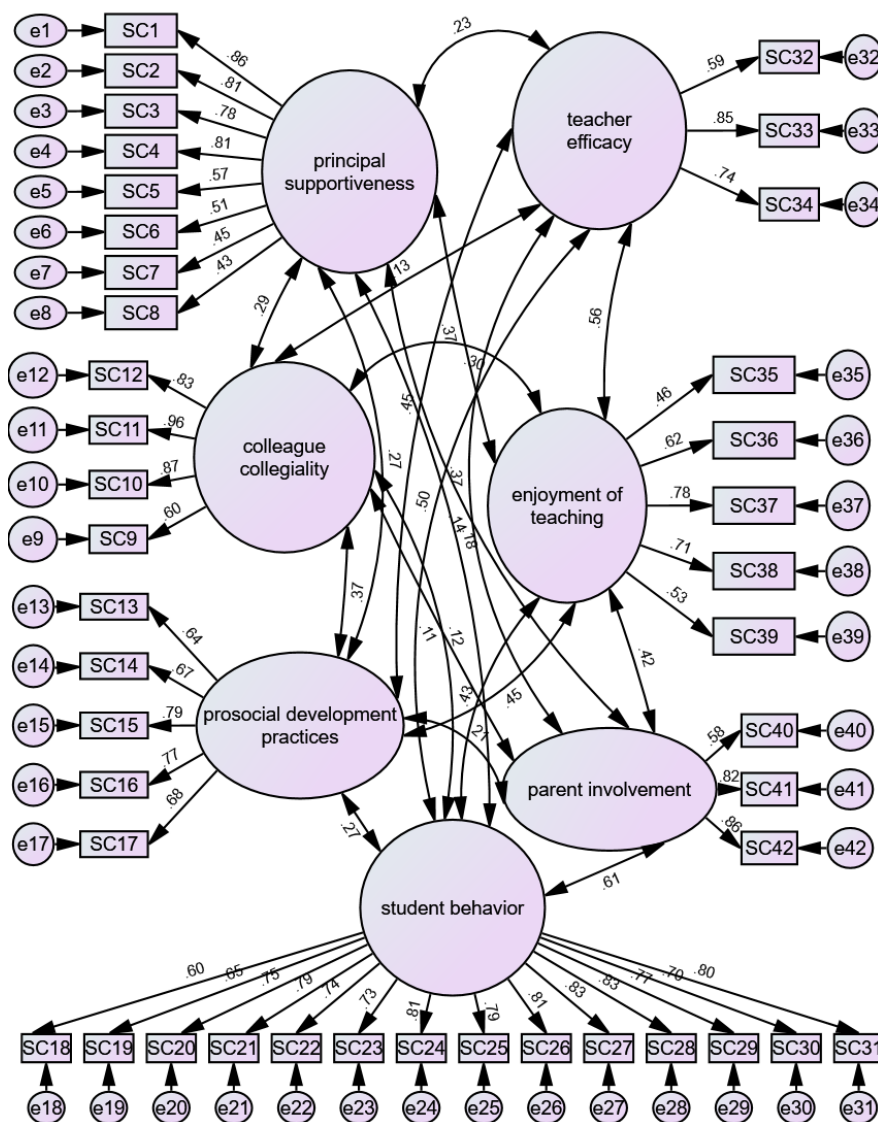


Figure 3. 1. CFA Model of School Climate with Standard Estimates

3.3.3. Psychological Well-Being Scale

The Psychological Well-Being Scale was developed by Diener et al. (2009) and adapted into Turkish by Telef (2013). The scale consists of 8 items and is rated on a 7-point Likert scale (Strongly disagree (1), Disagree (2), Sometimes disagree (3), Undecided (4), Sometimes agree (5), Agree (6), Strongly agree (7)). Scores range from 8 (if all items are answered strongly disagree) to 56 (if all items are answered strongly agree). A high score indicates that the person has many psychological resources and strengths. Although the scale does not provide individual measurements of aspects of well-being, it provides an overview of positive functions in different areas (Diener et al., 2009).

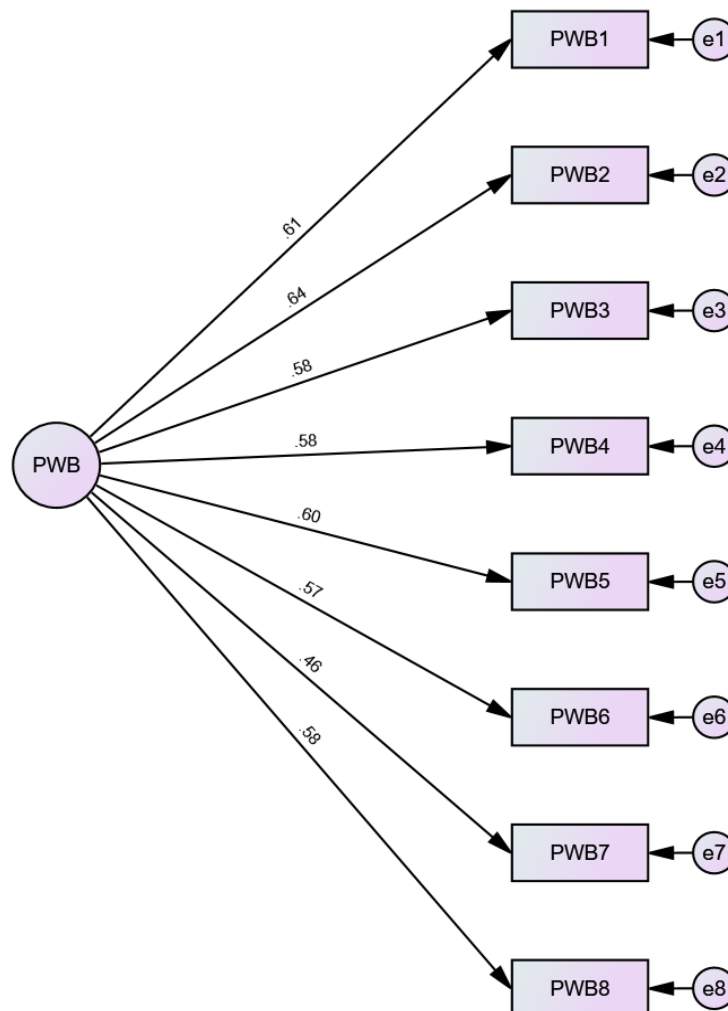


Figure 3. 2. CFA model of Psychological Well-Being with Standard Estimates

In confirmatory factor analysis, fit index values were found to be RMSEA = 0.08, SRMR = 0.04, GFI = 0.96, NFI = 0.94, RFI = 0.92, CFI = 0.95, and IFI = 0.95. The Cronbach's alpha internal consistency coefficient obtained in the reliability study of the scale was calculated as .80. According to the test-retest results, it was seen that there was a high, positive, and significant relationship between the first and second application of the scale ($r = 0.86$, $p < .001$). It was determined that the item-total correlations of the Psychological Well-being scale varied between .41 and .63 and the t-values were significant ($p < .001$) (Telef, 2013). Therefore, the scale is reliable.

In this study, the Cronbach alpha coefficient was calculated as .78 for the total psychological well-being scale. In addition, confirmatory factor analysis for this study showed that values of standard estimates changed between .46 and .64. Figure 3.2 shows the standard estimates.

3.4. Data Collection Procedure

Before the data collection process, permissions are obtained to use the data collection tools in the study (Appendix B). Then, ethical permission from the Middle East Technical University Human Subjects Ethics Committee (Appendix C) and Ankara Provincial Directorate of National Education (Appendix D) were obtained.

After the permissions were obtained, the data was collected in May and June 2024. The necessary information was provided to the schools in Sincan. However, only 20 schools (5 primary schools, 10 middle schools, and 5 high schools) answered positively to attend the study. Twenty schools were visited by the researcher, the purpose of the study was explained to the teachers in the teachers' room, and informed consent forms (Appendix E) and data collection tools were given.

Finally, 258 teachers participated in the study. 230 of them filled out the forms completely and formed the sample.

3.5. Data Analysis

Data collected from 230 participants was analyzed with the SPSS 28.0 version. Cronbach Alpha values were also calculated by SPSS 28.0. Confirmatory Factor

Analysis for the scales performed with AMOS 26.0. First, descriptive analysis was given considering the characteristics of the teachers and school climate perceptions and psychological well-being. To answer research question one, the Pearson Correlation was run to check the relationship then Multiple Linear Regression Analysis was conducted to determine which degree of school climate dimensions. To run these tests, first, the assumption of normality was checked. Skewness and Kurtosis values of scales and subscales were between $-.673$ and $.750$. Since normality assumptions were not violated, the Pearson Correlation was run to check the relationship. Then, multiple linear regression assumptions which are multicollinearity, independent errors, multivariate normality, homoscedasticity, and non-zero variances assumptions were checked. Since all the assumptions were not violated, Multiple Linear Regression was conducted to determine which degree of school climate dimensions (Principal Supportiveness, Accessibility, and Competence, Colleague Collegiality, Prosocial Development Practices, Student Behavior, Teacher Efficacy, Enjoyment of Teaching, and Parent Involvement) predict psychological well-being of teachers.

To answer research question two, after checking the necessary assumptions of t-test and ANOVA, a t-test was applied to identify significant differences in the psychological well-being levels of teachers among gender and marital status and ANOVA was applied to identify significant differences in the psychological well-being levels of teachers among age, school levels, seniority in the teaching profession and education levels.

3.6. Limitations of the Study

There may be certain factors influencing the result of the study. Internal validity threats can be a factor that may cause the result to stem not from the desired variable, but from an unintended variable (Fraenkel et al., 2012). In this study, location may be a threat to internal validity. Participants were given the questionnaires in the teachers' room. This situation may involve factors such as social interaction, pressure, or influence from others. For example, teachers may see each other's responses or be influenced by one another while filling out the questionnaire. This

could lead to responses reflecting socially desirable answers rather than their true thoughts. To avoid this threat, participants were told that they could complete the questionnaire in a comfortable setting of their choice within the school and then submit it. Additionally, to prevent the questionnaires from being rushed, they were distributed to available volunteer teachers in the teachers' lounge during class time and anonymity and confidentiality of responses were emphasized. Another threat may be subject characteristics. Differences among participants may affect the relationship between school climate perceptions of teachers and their well-being. To minimize the threat, only one district Sincan was selected from the districts have low SES backgrounds.

In addition, the generalizability of the results is limited since the study was conducted only in the Sincan district of Ankara. Since the data was collected from a specific geographical location, the findings may not fully represent other districts, or cities in Turkiye.

CHAPTER 4

RESULTS

This chapter of the study presents the results of the data analysis. The first part outlines the demographic characteristics of the teachers. The second part provides descriptive statistics detailing the levels of teachers' perceptions of school climate and their psychological well-being. Lastly, the final part discusses the findings from the correlational analysis, specifically focusing on Pearson correlation and Multiple Linear Regression results.

4.1. Demographic Characteristics

One hundred seventy-eight (77.4%) teachers were female, and 52 (22.6%) were male. Fifteen (6.5%) teachers were between 20-29 years old, 84 (36.5%) were between 30-39 years old, 94 (40.9%) were between 40-49 years old, 32 (13.9%) were between 50-59 years old, and 5 (2.2%) were 60 or older than 60 years old. Twenty-nine (12.6%) teachers were single, and 201 (87.4%) were married. Regarding the education level of the teachers, 186 (80.9%) teachers were graduates with bachelor's degrees, 41 (17.8%) teachers were graduates with master's degrees, and 3 (1.3%) teachers were graduates with doctorate degrees. Forty-nine (21.3%) teachers were working in primary schools, 138 (60.0%) teachers were working in middle schools, and 43 (18.7%) teachers were working in high schools. Two (0.9%) teachers had less than one year experience in teaching, 9 (3.9%) teachers had between 1–5-year experience, 31 (13.5%) teachers had between 6–10-year expertise, 57 (24.8%) teachers had between 11–15-year experience, 64 (27.8%) teachers had between 16–20-year experience, and 67 (29.1%) teachers had 21 or more than 21-year experience in teaching. Table 4.1 shows the demographic information of the teachers.

Table 4. 1. *Frequencies of teachers*

Variable		Frequency	Percentage (%)
Gender	Male	52	22.6
	Female	178	77.4
	Total	230	100
Age Group	20-29	15	6.5
	30-39	84	36.5
	40-49	94	40.9
	50-59	32	13.9
	60+	5	2.2
	Total	230	100
Marital Status	Single	29	12.6
	Married	201	87.4
	Total	230	100
Education Level	Bachelor's Degree	186	80.9
	Master's Degree	41	17.8
	Doctorate	3	1.3
	Total	230	100
School Level	Primary	49	21.3
	Middle School	138	60.0
	High School	43	18.7
	Total	230	100
Seniority in the Profession	Less than 1 year	2	0.9
	1-5 years	9	3.9
	6-10 years	31	13.5
	11-15 years	57	24.8
	16-20 years	64	27.8
	21+ years	67	29.1
	Total	230	100

4.2. Descriptive Statistics

This section presents descriptive statistics of teacher school climate perceptions, teacher school climate perceptions of dimensions, and the psychological well-being levels of teachers.

4.2.1. Results from the Scales

Teachers' prosocial development practices perceptions ($M=4.30$, $SD=.53$) are higher than colleague collegiality ($M=4.06$, $SD=.73$), principal supportiveness, accessibility

and competence ($M=3.88$, $SD=.72$), teacher efficacy ($M=3.56$, $SD=.73$), enjoyment of teaching ($M=3.49$, $SD=.74$), parent involvement ($M=3.02$, $SD=.83$), and student behavior ($M=2.91$, $SD=.70$). Teachers' total school climate perception ($M=3.50$, $SD=.45$) is high according to the five-point Likert scale. In addition, teachers' psychological well-being level ($M=5.95$, $SD=.63$) is high according to the seven-point Likert scale. Skewness and Kurtosis values were examined to investigate whether the variables showed a normal distribution. Skewness values of the school climate scale and its dimensions are between $-.673$ and $.079$ and Kurtosis values are between $-.687$ and $.750$. In addition, the skewness value of the psychological well-being scale is $-.502$ and the kurtosis value is $-.146$. A skewness and kurtosis value between ± 1 is considered excellent for most psychometric purposes (George & Mallery, 2016). Thus, the scores from all scales follow a normal distribution. Table 4.2 shows the mean, standard deviation, and skewness-kurtosis values of the scales.

Table 4. 2. *Mean, Standard Deviation and Skewness-Kurtosis Values*

Variable	M	SD	Skewness	Kurtosis
Principal Supportiveness	3.88	.72	-.421	-.228
Colleague Collegiality	4.06	.73	-.673	.750
Prosocial Development	4.30	.53	-.248	-.687
Student Behavior	2.91	.70	.072	.370
Teacher Efficacy	3.56	.73	-.019	-.274
Enjoyment of Teaching	3.49	.74	-.095	-.308
Parent Involvement	3.02	.83	.037	.268
School Climate	3.50	.45	.079	.393
Psychological Well-Being	5.95	.63	-.502	-.146

4.2.2. Results of Teacher Perceptions of School Climate

Teacher perceptions of school climate did not seem to be very much in terms of gender. Both males ($M=3.52$, $SD=.44$) and female teachers ($M=3.49$, $SD=.46$) have positive school climate perceptions. In terms of differences based on age groups, teachers in the 20-29 age group ($M=3.75$, $SD=.48$) have the most positive school climate perceptions and the 30-39 age group ($M=3.40$, $SD=.43$) have the lowest school climate perceptions. Single teachers ($M=3.51$, $SD=.50$) and married teachers ($M=3.49$, $SD=.45$) have positive school climate perceptions. Teachers who graduated with a doctorate ($M=3.60$, $SD=.46$) have the most positive school climate perceptions

while teachers with master's degrees ($M=3.49$, $SD=.40$) have the lowest school climate perceptions in terms of education level. Teachers who work in primary school ($M=3.75$, $SD=.39$) have the most positive school climate perceptions while the middle school teachers ($M=3.39$, $SD=.42$) have the lowest perceptions in terms of the school level they work at. According to seniority in the teaching profession, teachers with less than one year seniority in the profession ($M=4.05$, $SD=.27$) have the most positive school climate perceptions while 11-15 years seniority ($M=3.39$, $SD=.43$) have the lowest level of school climate perceptions. Table 4.3 shows the mean and standard deviations of school climate perceptions regarding demographic characteristics.

Table 4. 3. *Mean and Standard Deviations of School Climate*

Variable		M	SD
Gender	Female	3.49	.46
	Male	3.52	.44
Age Group	20-29	3.75	.48
	30-39	3.40	.43
	40-49	3.50	.44
	50-59	3.60	.48
	60+	3.63	.50
Marital Status	Single	3.51	.50
	Married	3.49	.45
Educational Level	Bachelor's Degree	3.49	.47
	Master's Degree	3.49	.40
	Doctorate	3.60	.46
School Level	Primary School	3.75	.39
	Middle School	3.39	.42
	High School	3.54	.52
Seniority in The Profession	Less than 1 year	4.05	.27
	1-5 years	3.73	.55
	6-10 years	3.42	.44
	11-15 years	3.39	.43
	16-20 years	3.44	.38
	21+	3.62	.50
	Total	3.45	.33

4.2.3. Results of Psychological Well-Being of Teachers

Female teachers ($M=5.97$, $SD=.58$) have higher psychological well-being than males ($M=5.85$, $SD=.76$). Teachers in the 20-29 age group ($M=6.07$, $SD=.52$) have the

highest psychological well-being while 60+ age group ($M=5.50$, $SD=.72$) have the lowest level of psychological well-being based on the results of the age groups. Both Married ($M=5.95$, $SD=.62$) and single teachers ($M=5.93$, $SD=.68$) have high psychological well-being scores. Teachers with a doctorate ($M=6.17$, $SD=.14$) have the highest while teachers with bachelor's degrees ($M=5.92$, $SD=.64$) have the lowest in terms of education level. Teachers who work in primary schools ($M=6.01$, $SD=.62$) have the highest psychological well-being while teachers who work in high schools ($M=5.92$, $SD=.68$) have the lowest. Teachers with less than one year of seniority in the profession ($M=6.31$, $SD=.44$) have the highest psychological well-being, and teachers with 11-15 years of seniority ($M=5.87$, $SD=.59$) have the lowest in terms of groups based on seniority. Table 4.4 shows the mean and standard deviations of the psychological well-being of teachers regarding demographic characteristics.

Table 4. 4. *Mean and Standard Deviations of Psychological Well-being*

Variable		M	SD
Gender	Female	5.97	.58
	Male	5.85	.76
Age Group	20-29	6.07	.52
	30-39	5.88	.57
	40-49	6.01	.65
	50-59	5.93	.70
	60+	5.50	.72
	Marital Status	Single	5.93
Married		5.95	.62
Educational Level	Bachelor's Degree	5.92	.64
	Master's Degree	6.03	.60
	Doctorate	6.17	.14
School Level	Primary School	6.01	.62
	Middle School	5.93	.61
	High School	5.92	.68
Seniority in The Profession	Less than 1 year	6.31	.44
	1-5 years	5.96	.62
	6-10 years	6.00	.59
	11-15 years	5.87	.59
	16-20 years	5.97	.60
	21+	5.95	.71
	Total	5.88	.73

4.3. Pearson Correlation

The scores from the school climate scale and its subdimensions, and psychological well-being scale follow a normal distribution. Thus, the relationship between teacher school perceptions and their psychological well-being levels was examined by Pearson Correlation.

The results show a significant positive relationship between teachers' school climate perceptions and their psychological well-being level, $r=.41$, $p<.01$. Also, psychological well-being levels of teachers have a significant and positively correlated with dimensions of school climate perceptions of teachers. Psychological well-being of teachers has a significant relationship with principal supportiveness, accessibility and competence dimension ($r=.17$, $p<.05$) in a positive and weak level, with colleague collegiality dimension ($r=.23$, $p<.01$) in a positive and weak level, with prosocial development practices dimension ($r=.36$, $p<.01$) in a positive and moderate level, with student behavior dimension ($r=.26$, $p<.01$) in a positive and weak level, with teacher efficacy dimension ($r=.35$, $p<.01$) in a positive and moderate level, enjoyment of teaching dimension ($r=.45$, $p<.01$) in a positive and moderate level, and with parent involvement dimension ($r=.15$, $p<.05$) in a positive and weak level.

In addition, teachers' perceptions of school climate and sub-dimensions of teachers' perceptions of school climate have a significant relationship, with principal supportiveness, accessibility and competence ($r=.56$, $p<.01$), prosocial development practices ($r=.53$, $p<.01$), student behavior ($r=.81$, $p<.01$), teacher efficacy ($r=.59$, $p<.01$), enjoyment of teaching ($r=.67$, $p<.01$) and parent involvement ($r=.59$, $p<.01$) in a positive and strong level and with colleague collegiality ($r=.45$, $p<.01$) in a positive moderate level.

Subdimensions of school climate that have positive significant relationships are Colleague Collegiality and Principal Supportiveness, Accessibility, and Competence ($r=.32$, $p<.01$); Prosocial Development and Principal Supportiveness, Accessibility and Competence ($r=.22$, $p<.01$); Prosocial Development and Colleague Collegiality

($r=.37, p<.01$); Student Behavior and Colleague Collegiality ($r=.16, p<.05$); Student Behavior and Prosocial Development Practices ($r=.27, p<.01$); Teacher Efficacy and Principal Supportiveness, Accessibility and Competence ($r=.17, p<.05$); Teacher Efficacy and Colleague Collegiality ($r=.15, p<.05$); Teacher Efficacy and Prosocial Development ($r=.39, p<.01$); Teacher Efficacy and Student Behavior ($r=.44, p<.01$); Enjoyment of Teaching and Principal Supportiveness, Accessibility and Competence ($r=.33, p<.01$); Enjoyment of Teaching and Colleague Collegiality ($r=.28, p<.01$); Enjoyment of Teaching and Prosocial Development Practices ($r=.34, p<.01$); Enjoyment of Teaching and Student Behavior ($r=.38, p<.01$); Enjoyment of Teaching and Teacher Efficacy ($r=.40, p<.01$); Parent Involvement and Prosocial Development ($r=.20, p<.01$); Parent Involvement and Student Behavior ($r=.54, p<.01$); Parent Involvement and Teacher Efficacy ($r=.33, p<.01$); and Parent Involvement and Enjoyment of Teaching ($r=.36, p<.01$). However, there is no significant relationship between Student Behavior and Colleague Collegiality ($r=.12, p>.05$); Parent Involvement and Principal Supportiveness, Accessibility, and Competence ($r=.11, p>.05$); and Parent Involvement and Colleague Collegiality ($r=.11, p>.05$). Table 4.5 shows correlation values of teacher school climate perceptions and their psychological well-being.

Table 4.5. Correlations of the variables

Variable	1	2	3	4	5	6	7	8	9
1. School Climate	-								
2. Psychological Well-being	.413**	-							
3. Principal Supportiveness	.561**	.168*	-						
4. Colleague Collegiality	.450**	.228**	.324**	-					
5. Prosocial Development	.536**	.356**	.222**	.366**	-				
6. Student Behavior	.809**	.256**	.161*	.122	.268**	-			
7. Teacher Efficacy	.586**	.345**	.168*	.147*	.393**	.436**	-		
8. Enjoyment of Teaching	.669**	.454**	.333**	.284**	.339**	.376**	.401**	-	
9. Parent Involvement	.590**	.152*	.107	.105	.204**	.540**	.334**	.355**	-

* $p < .05$, ** $p < .01$

$r = .10$ weak, $.30$ moderate, $.50$ strong association (Cohen, 1988)

4.4. T-Test and ANOVA Results

To test whether there were differences in psychological well-being levels of teachers in terms of gender, age, marital status, school level, and seniority in the profession analyses of variance (ANOVA) and independent samples- t-tests were conducted.

T-test results showed that psychological well-being levels of female teachers ($M=5.97$, $SD=.58$) do not significantly higher than male teachers ($M=5.85$, $SD=.76$), ($t(228) = 1.23$, $p>.05$). In addition, psychological well-being levels of married teachers ($M=5.95$, $SD=.62$) do not significantly higher than single teachers ($M=5.93$, $SD=.68$), ($t(228) = -.13$, $p>.05$).

ANOVA results showed that there are no significant differences in psychological well-being levels among age groups ($F(4,225) = 1.32$, $p>.05$). Also, there is no significant differences in psychological well-being levels among school levels that teachers work at ($F(2,227) = .34$, $p>.05$). In addition, there are no significant differences in psychological well-being levels among seniority in the teaching profession ($F(5,224) = .39$, $p>.05$).

4.5. Multiple Linear Regression Analysis

To find out how well teacher perceptions of school climate dimensions predict their psychological well-being assumptions of the multiple linear regression were checked. An analysis of standard residuals was carried out, which showed that the data contained no outliers (Std. Residual Min = -2.89, Std. Residual Max = 2.83).

First, tests to see if the data met the assumption of collinearity indicated that multicollinearity was not a concern. Myers (1990; as cited in Field, 2009) suggests that the VIF value must be lower than 10 while Tolerance values must be larger than .10. The values for dimensions are: Principal Supportiveness, Accessibility, and Competence, Tolerance = .83, VIF = 1.20; Colleague Collegiality, Tolerance = .79, VIF = 1.27; Prosocial Development Practices, Tolerance = .73, VIF = 1.37; Student Behavior, Tolerance = .62, VIF = 1.62; Teacher Efficacy, Tolerance = .69, VIF = 1.45; Enjoyment of Teaching, Tolerance = .68, VIF = 1.47; Parent Involvement, Tolerance = .68, VIF = 1.48.

Second, the Durbin-Watson coefficient test was conducted. According to Tabachnick and Fidell (2007), this value must be between 1.50 and 2.50 for the errors to be unrelated. The data met the assumption of independent errors with a Durbin-Watson value of 1.99.

Third, as Figure 4.2 shows the histogram of standardized residuals indicated that the data contained approximately normally distributed errors, as did the normal P-P plot of standardized residuals, which showed points that were not completely on the line, but close. Fourth, Figure 4.2 shows the scatterplot of standardized residuals showed that the data met the assumptions of homogeneity of variance and linearity.

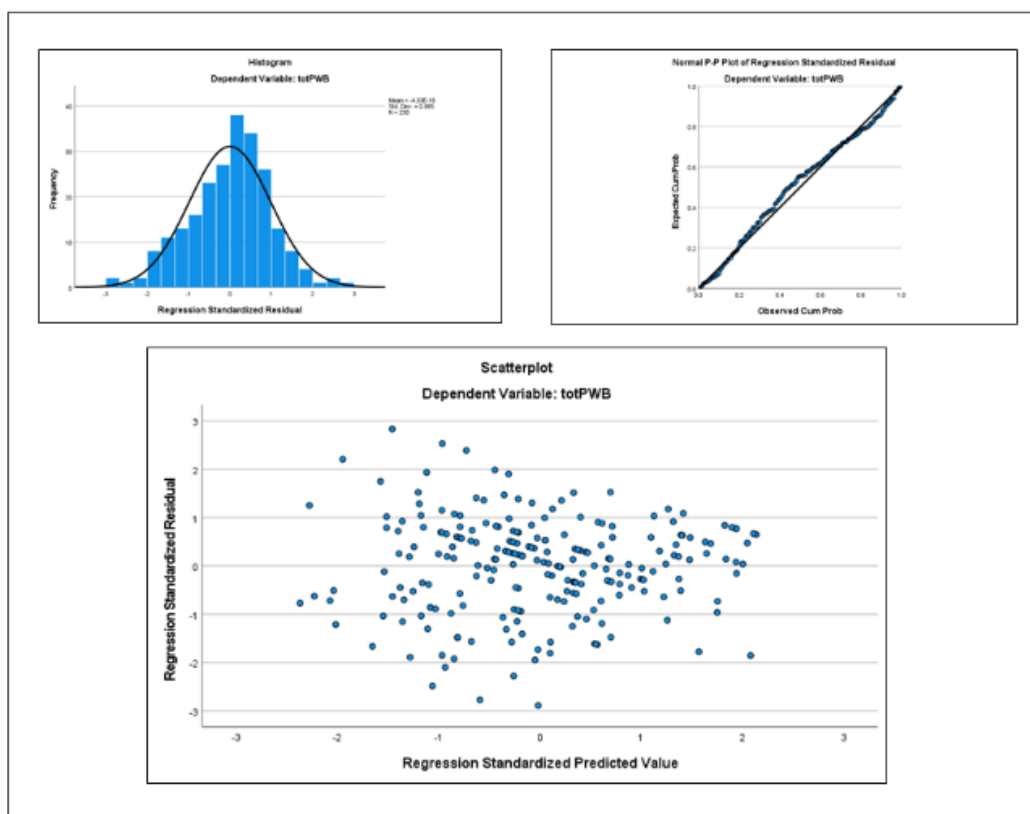


Figure 4. 1. *The histogram of standardized residuals, the normal probability plot, and the scatter plot*

Finally, the data also met the assumption of non-zero variances (Psychological Well-Being, Variance = .39; Principal Supportiveness, Accessibility and Competence, Variance = .51; Colleague Collegiality, Variance = .54; Prosocial Development Practices, Variance = .28; Student Behavior, Variance =.49; Teacher Efficacy,

Variance =.53; Enjoyment of Teaching, Variance = .55; Parent Involvement, Variance=.68). Since the assumptions are not violated, multiple regression analysis conducted.

The significance of the multiple linear regression test was examined with ANOVA. Results of the ANOVA show that the model is significantly significant ($F(7,222) = 12.057, p < .001$). Table 4.6 shows the ANOVA results.

Table 4.6. Results of ANOVA

Model	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Regression	7	24.742	3.535	12.057	<.001
Residual	222	65.081	.293		
Total	229	89.823			

The analysis shows that Prosocial Development Practices ($\beta = .17, p < .05$), Teacher Efficacy ($\beta = .14, p < .05$), and Enjoyment of Teaching ($\beta = .34, p < .05$) did significantly predict the psychological well-being perceptions of teachers. However, Principal Accessibility and Competence Supportiveness ($\beta = -.03, p > .05$), Colleague Collegiality ($\beta = -.06, p > .05$), Student Behavior ($\beta = -.07, p > .05$), and Parent Involvement ($\beta = -.09, p > .05$) did not significantly predict psychological well-being levels of teachers. In addition, the adjusted R-square coefficient for the model was calculated as .253. This value shows that 25.3% of the variation in psychological well-being can be explained by the model containing the Prosocial Development Practices, Teacher Efficacy, and Enjoyment of Teaching variable ($F(7, 222) = 12.063, p < .05, R^2 = .28, R^2_{Adjusted} = .25$). Table 4.7 shows the results of the Multiple Linear Regression analysis.

Table 4.7. Results of the Multiple Linear Regression Analysis

	<i>B</i>	β	<i>t</i>	<i>p</i>	<i>R</i>	<i>R</i> ²	<i>Adjusted R</i> ²	<i>SE</i>
Model 1					.525	.275	.253	.54114
Constant	3.563		10.575	<.001*				
Principal Supportiveness	-.023	-.026	-.418	.677				

Table 4.7. (continued)

Colleague Collegiality	.049	.058	.903	.368
Prosocial Development	.203	.172	2.565	.011*
Student Behavior	.061	.068	.930	.354
Teacher Efficacy	.119	.138	2.004	.046*
Enjoyment of Teaching	.286	.339	4.890	<.001*
Parent Involvement	-.068	-.089	-1.284	.200

* $p < .05$.

4.6. Summary of Results

Research Question 1 “How well do subdimensions of school climate perceptions of teachers predict their psychological well-being?” aims to learn about the relationship between teacher perceptions of school climate and their psychological well-being. According to the results, teacher school climate perceptions and the perceptions of the subdimensions which are Principal Supportiveness, Accessibility, and Competence, Colleague Collegiality, Prosocial Development Practices, Student Behavior, Teacher Efficacy, Enjoyment of Teaching, and Parent Involvement have a significant positive relationship with the psychological well-being of teachers. In addition, Prosocial Development Practices, Teacher Efficacy, and Enjoyment of teaching significantly predict teachers' psychological well-being.

Research Question 2 “Is there any significant difference in psychological well-being levels in terms of gender, age, marital status, school level, and seniority in the teaching profession variables?” aims to learn about differences in psychological well-being. According to the results, there is no significant difference in teachers' psychological well-being in terms of gender, age, marital status, school level, and seniority in the teaching profession.

CHAPTER 5

DISCUSSION

This chapter of the study presents a discussion of the results considering the literature with a critical reflection on the current research findings. After the discussion of the results, implications highlight their relevance for educators and policymakers. Lastly, limitations and recommendations for improving practice and further investigation are given.

5.1. Discussion of the Findings

Results of the study showed a positive relationship between school climate perceptions of teachers and their psychological well-being. The first research question was “How well do subdimensions of school climate perceptions of teachers predict their psychological well-being?” Results showed that Prosocial Development Practices, Teacher Efficacy, and Enjoyment of teaching subdimensions of school climate predicted teachers' psychological well-being.

It was found that there is a positive relationship between school climate perceptions of teachers and their psychological well-being. The finding is consistent with the other studies in the literature. Kamarudin et al. (2022) found a positive relationship between school climate perceptions of teachers and teacher well-being. The studies conducted in Turkiye (i.e. Aydoğın, 2019; Doğan &Aslan, 2022) also found a relationship between school climate perceptions of teachers and their psychological well-being.

In addition, all subdimensions of school climate which are Principal Supportiveness, Accessibility, and Competence, Colleague Collegiality, Prosocial Development Practices, Student Behavior, Teacher Efficacy, Enjoyment of Teaching, and Parent

Involvement have a positive relationship with the psychological well-being of teachers. These findings also are consistent with the literature. For example, Cece et al. (2022) found that teachers who perceive higher levels of support from principals had higher levels of well-being at the end of the school year. The study conducted by Ortan et al. (2021) showed a positive relationship between colleague collaboration and teacher well-being. Similarly, Sánchez-Pujalte (2021) stated that the prosocial behaviors of teachers enhance the well-being of teachers. Also, Toropova et al. (2021) showed that student behavior is positively associated with teacher well-being. In addition, Bentea (2017), Lipińska-Grobelny and Narska (2021) found a positive relationship between teacher efficacy and teacher well-being. Moreover, Manasia et al. (2020) stated that enjoyment of teaching has a positive relationship with teacher well-being. Lastly, Handayani (2023) found that teacher-parent partnership contributes to teacher well-being.

The result of the current study also showed that Prosocial Development Practices, Teacher Efficacy, and Enjoyment of teaching subdimensions of school climate are the predictors of the psychological well-being of teachers. In the study conducted by Wang et al. (2024) teacher efficacy predicted teachers' well-being as well. Manasia et al. (2020) stated the importance of enjoyment of teaching on the general well-being of teachers which is consistent with the results of this study. However, in the study where enjoyment of teaching was a nature of work subdimension of the job satisfaction scale, enjoyment of teaching did not predict teacher well-being.

In the current study, principal supportiveness, accessibility and competence, colleague collegiality, student behavior, and parent involvement did not predict psychological well-being levels of teachers. However, Ertürk (2021) found in his study with primary teachers that principal support predicted teacher well-being. Teachers' expectations from principals may differ in terms of school levels. Therefore, in this study conducted with primary, middle, and high school teachers, principal support may not have predicted teacher well-being.

The second research question was "Is there any significant difference in psychological well-being levels in terms of gender, age, marital status, school level,

and seniority in the teaching profession variables?” Results showed that there is no significant difference in teachers’ psychological well-being in terms of gender, age, marital status, school level, and seniority in the teaching profession. In terms of gender, the finding is consistent with the studies conducted by Aelterman et al. (2007), Kaur and Singh (2019), Aydođan (2019), Yakut and Yakut (2018), and Köylü and Gündüz (2019). However, Milfont et al. (2008), Dođan and Aslan (2022), Ilgan et al. (2015), Gündüz and Çađırğa (2023), and Ertürk et al. (2016) found that female teachers have significantly higher psychological well-being than male teachers. Contrary to these studies, Liang et al. (2017) and Yılmaz et al. (2023) found that male teachers have significantly higher psychological well-being than female teachers. The fact that different results are obtained in terms of psychological well-being between male and female teachers shows that it is difficult to reach a definite and applicable conclusion on this matter. In addition, sample sizes and differences in the numbers of females and males in the samples may have contributed to these results. For example, sample sizes were 50 for Kaur and Sing (2019), 100 for Yakut and Yakut (2018), and 129 for Milfont et al. (2008). In addition, for the studies conducted by Liang et al. (2017), Yılmaz et al. (2023), Gündüz and Çađırğa (2023), and for the current study the difference in the number of men and women is very large.

In terms of age, the finding is consistent with the study conducted by Aydođan (2019). However, Özer et al. (2023) found that teachers who are in the 40 years and above age group have significantly higher psychological well-being than the 20-29 age group. On the contrary, Ertürk et al. (2016) found that teachers who are in the 30 years and below age group have significantly higher psychological well-being than those who are 41 years and above. The current study and the compared studies have unequal numbers of groups. So, the significant and insignificant results may be due to this.

In terms of marital status, the finding is consistent with the study conducted by Aydođan (2019). However, Özer et al. (2023), Gündüz and Çađırğa (2023) and Ilgan et al. (2015) found that married teachers have significantly higher psychological well-being than single teachers. The reason for the insignificant difference in the

current study can arise from the unequal numbers of married (201) and single (29) teachers.

In terms of school level, the finding is consistent with studies of Doğan and Aslan (2022) Köylü and Gündüz (2019), Ertürk et al. (2016), and Gündüz and Çağırğa (2023). In contrast, Yılmaz et al. (2023) found that teachers working at high schools have significantly higher psychological well-being than those working in primary and middle schools.

In terms of professional seniority, the finding is consistent with Doğan and Aslan (2022), and Gündüz and Çağırğa (2023). However, Aydoğan (2019) found that teachers who have 1-5 years of professional seniority have significantly higher psychological well-being than those who have 6-10 years and 16-20 years of seniority. In addition, Yılmaz et al. (2023) found similar results that teachers with 1-5 years of professional seniority have significantly higher psychological well-being than those who have 6-10 years and 16 years and more. Moreover, Özer et al. (2023) found that teachers who have 1-5 years of professional seniority have significantly higher psychological well-being than those who have 11-15 years, and 16 and above. Teachers who have 6-10 years of professional seniority have significantly higher psychological well-being than those who have 11-15 years, and 16 years and above. Also, Köylü and Gündüz (2019) found that teachers with 1-5 years of seniority have significantly higher well-being. From those findings, teachers who are at the beginning of their professional careers have a higher level of psychological well-being compared to other teachers. Inconsistency with the current study can arise from the numbers in the seniority groups.

5.2. Implications

The finding that Prosocial Development Practices significantly predict teachers' psychological well-being indicates the importance of promoting an environment that supports social and emotional learning for both students and teachers. School administrators can implement programs that foster collaboration, empathy, and emotional support among staff and students. For example, professional development

on prosocial behaviors could improve the school climate, resulting in better psychological outcomes for teachers.

The positive relationship between Teacher Efficacy and psychological well-being shows that empowering teachers to feel competent and effective in their roles can have beneficial effects on their well-being. This highlights the need for ongoing professional development that focuses not only on improving instructional techniques but also on reinforcing teachers' confidence in their abilities. Educational leaders should prioritize opportunities for teachers to gain feedback and develop skills that enhance their sense of efficacy. Policymakers might also focus on mentorship programs where experienced teachers guide and support less experienced colleagues, helping to build efficacy and well-being.

The predictive power of the Enjoyment of Teaching subdimension shows that job satisfaction plays a vital role in maintaining teachers' well-being. This finding implies that policies aimed at improving teacher well-being and providing recognition for accomplishments could enhance the joy teachers experience in their profession. Schools should focus on creating conditions that allow teachers to focus on their core teaching responsibilities without unnecessary stress, thus fostering a more enjoyable and less stressful work environment.

All subdimensions of school climate including Principal Supportiveness and Colleague Collegiality were found to have a positive relationship with psychological well-being. This suggests that the leadership style of the principal and the nature of peer relationships among teachers can significantly impact their well-being. School leaders should cultivate an open and supportive leadership approach, ensuring that teachers feel valued and supported in their work. Regular communication, feedback, and accessible leadership are key. In addition, fostering collaboration and collegial relationships among teachers could help create a more supportive and less isolating professional environment.

The findings that Student Behavior and Parent Involvement are positively related to teacher well-being also indicate that a cooperative and respectful student body, along

with active and supportive parent engagement, contributes to a positive work environment for teachers. Schools may implement behavioral programs to ensure that student conduct aligns with respectful and prosocial behaviors, which in turn enhances teacher well-being. Similarly, fostering positive partnerships with parents can help create a community-based support system that benefits both teachers and students.

At the policy level, policymakers should recognize the critical link between school climate and teacher well-being. Policies that prioritize well-being resources for teachers, create systems of professional support, and promote positive school environments will be crucial in improving teacher retention and performance.

In terms of research implications, the findings highlight the need for further investigation into teacher well-being. Specifically, attention should be given to how teacher well-being is measured in future studies. The results from the confirmatory factor analysis revealed that the factor structure used to measure teacher well-being was only moderately sufficient, suggesting that more refined tools and methodologies are needed to accurately capture the complexities of teacher well-being. This indicates that ongoing work is required to improve the reliability and validity of instruments used in this area, which could lead to a deeper understanding of how teacher well-being interacts with school climate perceptions.

5.3. Recommendations for Further Research

This study was conducted in Sincan district, located in Ankara. The specific educational and cultural context of this district may limit the generalizability of the findings to other districts of Ankara and Turkiye. School climates may vary significantly from area to area and school to school, and the relationship between school climate and teacher well-being might differ accordingly. It is recommended that further research be conducted to better understand the relationship between school climate and well-being in specific contexts. Case studies should be conducted to explore these dynamics in depth within various school environments. Additionally, studies should be carried out across different districts to compare how

perceptions of school climate and teacher well-being may vary between districts. Furthermore, a study with a larger sample size in the same district (Sincan) is suggested, with a focus on comparing elementary, middle, and high school levels. These approaches would provide a more comprehensive understanding of the relationship between school climate and teacher well-being across diverse educational settings.

The study employed a correlational design, which limits the ability to infer causality. While significant relationships were found between school climate subdimensions and teacher well-being, it cannot be definitively concluded that these aspects of school climate caused improvements or declines in teacher well-being. Researchers should consider using experimental design to explore causal relationships between specific aspects of school climate and teacher well-being. By manipulating aspects of the school climate or implementing targeted interventions, researchers could observe direct effects on teachers' psychological well-being.

The use of self-reported questionnaires introduces potential biases, such as social desirability bias or response bias. Teachers may have responded in ways they felt were socially acceptable or aligned with expectations, rather than providing completely accurate reflections of their perceptions and psychological well-being. Future research could benefit from incorporating additional data sources beyond self-reported questionnaires. For example, interviews, classroom observations, or administrative data on school performance could provide a more comprehensive view of school climate and teacher well-being.

The study was cross-sectional, meaning that data were collected at a single point in time. As a result, it was not possible to observe changes in school climate perceptions or teacher well-being over time. A longitudinal design could provide more insight into how these variables evolve and influence each other over time.

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APPENDICES

A. QUESTIONNAIRES

Okul İklimi Öğretmen Ölçeği	Kesinlikle katılmıyorum	Katılmıyorum	Orta derecede katılıyorum	Katılıyorum	Kesinlikle katılıyorum
<p>Bu ölçekteki maddelere ilişkin görüşlerinizi, çalıştığınız bu okuldaki personelleri (müdür, öğretmen vd.), öğrencileri ve velileri düşünerek belirtiniz. Teşekkürler.</p>					
1.Okul müdürümüz, bizi etkileyecek kararlar almadan önce okul personeline danışır.					
2.Okulumuzun hedef ve öncelikleri açıktır.					
3.Okul müdürümüz, öğretmenler için ulaşılabiliridir.					
4.Okul müdürümüz, yetenekli ve tertiplidir.					
5.Okul personeli, yaptığı iyi bir işten dolayı asla takdir edilmez.					
6.Okul müdürü, öğretim etkinliklerimi etkileyen okul dışı baskılarla etkili bir biçimde mücadele eder.					
7.Okul müdürü, çoğu okul etkinliğinde etkin rol alır.					
8.Okul müdürü, okula kaynak sağlama konusunda yetersizdir.					
9.Öğretimle ilgili bir problem yaşadığımda, bu okuldaki diğer öğretmenlerden yararlı tavsiyeler alabilirim.					
10.Öğretmenler birbirine sık sık danışır ve yardımcı olurlar.					
11.Öğretmenler birbirlerine karşı destekleyicidirler.					
12.Öğretmenler birbirlerine saygı gösterirler.					
13. Öğrencilerime, harekete geçmeden önce düşünceleri konusunda yardımcı olurum.					
14. Derslerimde, öğrencilere birbirleriyle etkili bir biçimde çalışma becerilerini öğretmek için zaman ayırırım.					
15. Öğrencilerime, herkesin sonuçtan memnun olmasını sağlayacak çatışma çözme biçimlerini öğretirim.					
16.Öğrencilere, kendilerinden farklı olan insanları anlamaları ve bu insanlara değer vermeleri için yardım etmek öğretim etkinliklerimin önemli bir parçasıdır.					

17.Sınıfımda, öğrencilerle duygular ve duyguların neden önemli olduğu hakkında konuşurum.					
18.Öğrenciler, başkalarının duygularına yönelik olarak acımasız, insafsız ya da duyarsız değildir.					
19.Öğrenciler kendi dağınıklıklarını, başkalarının düzeltmesini beklemektense, kendileri düzeltirler.					
20.Öğrenciler, adil oyun kurallarına bağlı kalırlar					
21.Öğrenciler, hatalarının sorumluluğunu üstlenirler.					
22.Öğrenciler, kendilerinden farklı olan insanları kabul ederler.					
23.Öğrenciler okul personeli tarafından kendilerine sunulan kural ve yönergeleri takip ederler.					
24.Öğrenciler ellerinden gelenin en iyisini yaparlar.					
25.Öğrenciler kendilerine nasıl davranılmasını istiyorsa, başkalarına öyle davranırlar.					
26.Öğrenciler başkalarına verdikleri sözü tutarlar.					
27.Öğrenciler aldatmazlar, yanıltmazlar ya da dürüstçe olmayan davranışlarda bulunmazlar.					
28.Öğrenciler birbirlerine karşı kibar ve destekleyicidirler.					
29.Öğrenciler, akranlarının yaptıklarına değil; doğru olana yönelik güçlü inançlarına uyarlar.					
30.Öğrenciler oyunlarda hile yapmaz ya da sınavlarda kopya çekmezler.					
31.Öğrenciler, engel olmadan, başkalarının çalışma ve öğrenme haklarına saygı gösterirler.					
32.Eğer gerçekten çok çabalarsam, en zor ya da motivasyonu en düşük öğrenciyle bile anlatmak istediklerimi anlatabilirim.					
33.Eğer öğretmenler sabırlı ve iyi niyetli olurlarsa, tüm öğrencilerin öğrenmelerine yardımcı olabilirler.					
34.Farklı bir öğretim yöntemi deneyerek, bir öğrencinin başarısını kayda değer bir biçimde etkileyebilirim.					
35.Bu okulda çalışmanın, yaşattığı strese ve hayal kırıklıklarına gerçekten değmediğini düşünüyorum.					
36.Öğretmenliği gerçekten seviyorum.					
37.Bu okuldaki her iş gününü, genellikle dört gözle bekliyorum.					
38.Genelde, öğrencilerimle mutlu olurum.					
39.Şimdi, öğretmenliğe başladığımda olduğum kadar hevesli görünmüyorum.					
40.Öğretmen ve veliler çocukların eğitiminde birbirlerini, birer işbirlikçi olarak düşünürler					
41.Veliler okul etkinliklerine etkin bir biçimde katılırlar (gönüllü olarak, sınıf ve okul programlarına katılımcı olarak).					
42.Veliler, okul ve öğretmenlere karşı destekleyicidirler.					

PİÖÖ

Aşağıda katılıp ya da katılamayacağınız 8 ifade vardır. 1–7 arasındaki derecelendirmeyi kullanarak, her bir madde için uygun olan cevabınızı belirtiniz.

1	2	3	4	5	6	7
Kesinlikle katılmıyorum	Katılmıyorum	Biraz katılmıyorum	Kararsızım	Biraz katılıyorum	Katılıyorum	Kesinlikle katılıyorum

1.	Amaçlı ve anlamlı bir yaşam sürdürüyorum	<input type="checkbox"/>
2.	Sosyal ilişkilerim destekleyici ve tatmin edicidir	<input type="checkbox"/>
3.	Günlük aktivitelerime bağlı ve ilgiliyim	<input type="checkbox"/>
4.	Başkalarının mutlu ve iyi olmasına aktif olarak katkıda bulunurum	<input type="checkbox"/>
5.	Benim için önemli olan etkinliklerde yetenekli ve yeterliyim	<input type="checkbox"/>
6.	Ben iyi bir insanım ve iyi bir hayat yaşıyorum	<input type="checkbox"/>
7.	Geleceğim hakkında iyimserim	<input type="checkbox"/>
8.	İnsanlar bana saygı duyar	<input type="checkbox"/>

Kişisel Bilgi Formu

1-Cinsiyetiniz:

Kadın Erkek

2-Yaşınız:

3-Medeni Durum:

Evli Bekar

4- Çocuğunuz var mı?

Var Yok

Cevabını “Var” ise sayısını belirtiniz:

5-Öğrenim Durumu:

Önlisans Lisans Yüksek Lisans Doktora

6-Branşınız:

7- Çalıştığınız Okul Kademesi:

İlkokul Ortaokul Lise

8-Kaç yıldır öğretmenlik yapıyorsunuz?

9-Şu an çalıştığınız okulda kaç yıldır çalışıyorsunuz?

10-Şu an çalıştığınız okulda toplam kaç öğrenci bulunmaktadır?

11- Őu an alıŐtıđımız okulda toplam ka đretmen bulunmaktadıř?

12- Őu an alıŐtıđımız okulda sınıf mevcutları ka đrenciden oluŐmaktadır?

13-YaŐadıđınız ile ve mahalleyi belirtiniz:

B. PERMISSION TO USE QUESTIONNAIRES

Psychological Well-Being Scale

▼ Re: Psikolojik İyi Oluş Ölçeği Kullanım İzni

Kimden: Bulent Baki Telef

Tarih: 05-03-2024 (09:47:06 +03)

Kime: Burcu Norman

📎 ▶ 2 Ek

Metin (1 KB) 📎 🖨️

Merhabalar,

Ekte ölçeği, geçerlik ve güvenilirliğini gönderiyorum. Araştırmanızda kullanabilirsiniz. İyi çalışmalar.

5 Mar 2024 Sal 09:08 tarihinde Burcu Norman < > şunu yazdı:

School Climate Scale

▶ Ynt: Revize Edilmiş Okul İklimi Öğretmen Ölçeği Kullanım İzni kimden: ferat yilmaz 14-12-2023 (00:42:59 +03) 📎

Metin (4 KB) 📎 🖨️

Burcu Hocam merhaba,

Revize Edilmiş Okul İklimi Öğretmen Ölçeğini tabii ki kullanabilirsiniz. İyi çalışmalar

Dr. Öğr. Üyesi Ferat YILMAZ
Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi
Temel Eğitim Bölümü Diyarbakır/Türkiye

Dr. Asst. Professor Ferat YILMAZ
Dicle University Ziya Gokalp Faculty of Education
Department of Primary Education Diyarbakir/Turkey

Gönderen:
Gönderildi: 14.12.2023 00:42:59
Kime:
Konu: Revize Edilmiş Okul İklimi Öğretmen Ölçeği Kullanım İzni

Sayın Ferat Yılmaz Hocam,

Ben Burcu Uygun, Orta Doğu Teknik Üniversitesi, Sosyal Bilimler Enstitüsü, Eğitim Yönetimi ve Planlaması yüksek lisans programı öğrencisiyim. Tez çalışmamda Türkiyeye uyarladığımız Revize Edilmiş Okul İklimi Öğretmen Ölçeğini kullanmak için izin istiyorum.

C. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

 ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

Konu: Değerlendirme Sonucu

18 OCAK 2024

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Gökçe GÖKALP

Danışmanlığınızı yürüttüğünüz Burcu Norman'ın "*ÖĞRETMENLERİN OKUL İKLİMİ ALGISI VE PSİKOLOJİK İYİ OLUŞLARI ARASINDAKİ İLİŞKİ*" başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek 0209-ODTÜİAEK-2024 protokol numarası ile onaylanmıştır

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Ş. Halil TURAN
Başkan

Prof. Dr. İ. Semih AKÇOMAK
Üye

Doç. Dr. Ali Emre Turgut
Üye

Doç. Dr. Şerife SEVİNÇ
Üye

Doç. Dr. Murat Perit ÇAKIR
Üye

Dr. Öğretim Üyesi Süreyya ÖZCAN KABASAKAL
Üye

Dr. Öğretim Üyesi Müge GÜNDÜZ
Üye

D. PERMISSION OF NATIONAL EDUCATION



T.C.
ANKARA VALİLİĞİ
Millî Eğitim Müdürlüğü



Sayı : E-14588481-605.99-102764871
Konu : Araştırma İzni

21.05.2024

ORTA DOĞU TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi : a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 2020/2 sayılı Genelgesi.
b) 14.05.2024 tarihli ve 434 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Anabilim Dalı yüksek lisans programı öğrencisi Burcu NORMAN'ın "Öğretmenlerin Okul İklimi Algısı ve Psikolojik İyi Oluşları Arasındaki İlişki" başlıklı çalışması kapsamında Sincan ilçemize bağlı okullarda yapılacak uygulama talebi ilgi (a) Genelge çerçevesinde incelenmiştir.

Yapılan inceleme sonucunda, söz konusu araştırmanın Müdürlüğümüzde muhafaza edilen ölçme araçlarının; Türkiye Cumhuriyeti Anayasası, Millî Eğitim Temel Kanunu ile Türk Millî Eğitiminin genel amaçlarına uygun olarak, ilgili yasal düzenlemelerde belirtilen ilke, esas ve amaçlara aykırılık teşkil etmeyecek, eğitim-öğretim faaliyetlerini aksatmayacak şekilde okul ve kurum yöneticilerinin sorumluluğunda, gönüllülük esasına göre uygulanması Müdürlüğümüzce uygun görülmüş olup çalışma tamamlandıktan sonra çalışmanın bir nüshasının **30 iş günü içerisinde arge06_arastirma@meb.gov.tr adresine PDF olarak gönderilmesi** gerekmektedir.

Bilgilerinizi ve gereğini rica ederim.

Burhan İNAN
Vali a.
Millî Eğitim Müdürü V.

Ek: Uygulama Araçları (5 Sayfa)
Dağıtım:
Gereği:
ODTÜ

Bilgi :
Sincan İlçe MEM

Bu belge güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/meb-ebwa>

Bilgi için:

İmza : Merve
İnternet Adresi : Faks:

Bu elektronik güvenli elektronik imza ile imzalanmıştır. <https://resim.kesgin.meb.gov.tr> adresinden **86c2-0cff-30b2-ac8e-d1ee** koda ile teyit edilebilir.

E. INFORMED CONSENT FORM

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu çalışma, ODTÜ öğretim üyesi Doç. Dr. Gökçe Gökalp'ın danışmanlığında Burcu Norman'ın yüksek lisans çalışması kapsamında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek amacıyla hazırlanmıştır.

Çalışmanın amacı nedir?

Çalışmanın amacı, öğretmenlerin okul iklimi algıları ile psikolojik iyi oluşları arasındaki ilişkiyi Sincan'da bulunan okullardaki öğretmenler açısından nicel bir yaklaşımla incelemektir.

Bize nasıl yardımcı olmanızı isteyeceğiz?

Araştırmaya katılmayı kabul ederseniz, sizden bireysel olarak iki farklı ölçeğin sorularına cevap vermeniz beklenmektedir. Toplamda ortalama 20 dakika sürmesi beklenen bu ölçeklerde sizlere psikolojik iyi oluşunuzu ve okul iklimini değerlendirmenizi gerektiren sorular yöneltilenektir. Sorulara verilen cevaplar sadece araştırmacılar tarafından değerlendirilecektir.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelindedir. Sizden kimlik veya çalıştığınız kurum/bölüm/birim gibi belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel amaçlar adına kullanılacaktır. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

Katılımınızla ilgili bilmeniz gerekenler:

Çalışma genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü

kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakmakta serbestsiniz. Böyle bir durumda çalışmayı uygulayan araştırmacıya, çalışmadan çıkmak istediğinizi söylemek yeterli olacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için ODTÜ öğretim üyelerinden Doç. Dr. Gökçe Gökalp (E-posta:) ya da araştırmacı Burcu Norman (E-posta:) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Ad Soyad

Tarih

İmza

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F. TURKISH SUMMARY / TÜRKÇE ÖZET

GİRİŞ

Öğretmenliğin oldukça stresli bir meslek olduğu bilinmektedir (Kyriacou, 2001). Pandemi ayrıca öğretmenler arasında stres ve tükenmişlik seviyesini artırdı (Westphal vd., 2022). Pandemi, öğretmen tutma ve motivasyon sorununu ortaya çıkararak öğretmenlerin iyi oluşunu desteklemenin ne kadar önemli olduğunu göstermiştir (Ding vd., 2022). Viac ve Fraser (2020), öğretmenlerin mesleki iyi oluşunun, öğretmenlerin stres seviyelerini ve meslekte kalma veya ayrılma kararlarını belirlediğini belirtmiştir. UNESCO Genel Müdürü Azoulay (2022), öğretmenlik mesleğinin yeni yetenekleri çekme ve küresel olarak iş gücünü tutma konusunda sorunlar yaşadığını belirtmiştir. Sonuç olarak, öğretmen iyi oluşu daha iyi öğrenci sonuçları, meslekte kaliteli öğretmenleri tutma ve yeni yetenekleri çekme ile ilgili bir faktördür.

Öğretmenlik mesleğinin güçlendirilmesi aynı zamanda Türkiye Öğretmen Stratejik Planı (2017-2023)'nin da konusudur. Ancak Eğitim Reformu Girişimi (ERG, 2017), Öğretmen Stratejik Planı'nın hedefleri ile öğretmenlerin sosyal, duygusal, ruhsal ve fiziksel iyi oluşları arasında bir bağlantı olmadığını ileri sürmektedir. TEDMEM (2022), Öğretmen Meslek Kanunu'nun, öğretmen yetiştirme süreci, öğretmenlerin mesleki gelişimi, özlük hakları, iş yükü, mesleki ve etik standartlar gibi meslek seçiminden emekliliğe kadar öğretmen olmanın tüm adımlarını açıklama konusunda yetersiz olduğunu ileri sürmüştür. Tunca vd. (2022), Eğitim Reformu Girişimi'nin 2022 eğitim izleme raporunda, Öğretmen Meslek Kanunu'nun öğretmenlerin hakları ve iyi oluşunu teşvik etme açısından yetersiz olduğunu; ayrıca öğretmenler arasında gerginliğe ve rekabete neden olarak okul iklimini olumsuz etkilediğini belirtmiştir. Ayrıca 2024 yılında yayımlanan Öğretmenlik Mesleği Kanun Tasarısı Taslağı'nda öğretmenlik mesleğini olumlu yönde etkileyecek özgül düzenlemelere yer

verilmemiştir. TEDMEM (2024), Öğretmenlik Mesleği Kanun Tasarısı Hakkındaki Görüş ve Değerlendirmelerinde, öğretmenlerin haklarının açık bir şekilde tanımlanmadığını, öğretmenlik mesleğinin etik standartlarına yer verilmediğini, öğretmenlik mesleğine ilişkin toplumsal algıyı yükseltecek bir bakış açısı sunmadığını, uzmanlık ve baş öğretmenliğin tam olarak ne anlama geldiğini, uzmanlık/müdür yardımcılığında aranan yeterliliklerin neler olduğunun açıklanmadığını ileri sürmüştür.

Viac ve Fraser (2020), öğretmen iyi oluşu, çalışma ortamının bir niteliği olarak okul ikliminin bir sonucu olarak ele alan bir öğretmen iyi oluşu çerçevesi sunmuştur. 72.190 öğretmeni kapsayan TALIS verileriyle yürütülen çalışma, öğretmenlerin mesleki iyi oluşunun esas olarak örgütsel özellikler tarafından şekillendirildiğini göstermiştir. En etkili örgütsel faktörler okul iklimi, değerlendirme ve geri bildirim, personel arasındaki iş birliği ve sınıf iklimidir (Yıldırım, 2014). Başka bir çalışmada, Aldridge vd. (2016), olumlu bir okul ikliminin üyelerin iyi oluşu ile ilişkili olduğunu belirtmiştir. Ayrıca, okul iklimi öğretmen tutma (Fulton vd., 2005) ve öğretmen/personel duygusal tükenmişliği (Grayson ve Alvarez, 2008) ile ilişkilidir. Ayrıca, Viac ve Fraser (2020), öğretmen iyi oluşu çerçeve çalışmalarında, öğretmen iyi oluşunun cinsiyet, öğrettikleri sınıf seviyesi, mesleki kıdemleri ve branşları gibi bağlamsal faktörlerden de etkilenebileceğini belirtmişlerdir. Örneğin Gloria ve diğerleri (2012) yaptıkları çalışmada kadın öğretmenlerin genellikle daha yüksek stres seviyeleri bildirdiklerini, daha yaşlı ve daha deneyimli öğretmenlerin ise genellikle daha yüksek bir iyi oluş düzeyi bildirdiklerini ortaya koymuştur.

Stres öğretmenlerin iyi oluşunu olumsuz etkiler (Collie vd., 2012). Ayrıca, iyi oluş iş performansıyla aynı anda ölçüldüğünde, birbirleriyle olumlu ilişkilidir (Cropanzano & Wright, 1999). Ayrıca, öğretmen iyi oluşu öğrencilerin iyi oluşunu ve kendi akademik algılarını etkiler (Carrol vd., 2021). Öğretmen kalitesi, öğrenci başarısını etkileyen en okul ile ilgili faktördür (Rice, 2003). Dahası, bir çocuğun sosyal ve duygusal gelişimi de öğretmenlerden etkilenir (Schonert-Reichl, 2017). Öğretmenlerin iyi oluşunun yalnızca performanslarını değil, aynı zamanda öğrencilerin iyi oluşunu ve başarısını da etkilediği düşünüldüğünde, iyi oluşla ilgili faktörlerin araştırılması önemli hale gelmiştir.

Türkiye'de öğretmenlerin iyi oluşunu olumsuz etkileyen durumlar artmıştır. Örneğin, düşük maaşlar, öğretmenlik mesleğinin öğretmen, uzman öğretmen ve başöğretmen olarak farklılaştırılması, kaynak eksikliği, öğretmenlik mesleğinin prestijinin azalması ve öğretmenlere öğrenciler/veliler tarafından uygulanan şiddetin arttığı gözlemlenmiştir. Ayrıca, pandemi okul iklimini ve öğretmenlerin psikolojik iyi oluşlarını olumsuz etkilemiş olabilir. Pandemi sırasında veya sonrasında bu ilişki üzerine hiçbir çalışma yapılmamıştır. Ayrıca, 2023 yılında Türkiye'nin 10 şehrinde meydana gelen yıkıcı depremden sonra, okullardaki iyi oluş ve olumlu okul iklimi önem kazanmıştır. Bir krizde, olumlu bir okul iklimine sahip okullar iletişimi, katılımı ve bir arada yaşamayı teşvik eder, okul topluluğunun iyi oluşunu önceliklendirir ve öğretmenleri, personeli ve öğrencileri zorlukların üstesinden gelmeye motive eder (Keskin Samancı vd., 2022).

Sınırlı sayıda çalışma, pandemi sırasında ve sonrasında öğretmenlerin iyi oluşuna odaklanmaktadır (örn. Karadeniz ve Zabcı, 2020; İnce ve Demirhan, 2022). Literatürde öğretmen iyi oluşu hakkında birçok çalışma olmasına rağmen, öğretmen iyi oluşunun tanımı konusunda bir fikir birliği yoktur. Bu nedenle, öğretmen iyi oluşunu ölçmede bir karmaşıklık vardır (Hascher ve Waber, 2021). Literatürde, öğretmen iyi oluşu hakkındaki çalışmalar sosyoekonomik statüye fazla odaklanmamaktadır. Ancak, düşük SES geçmişine sahip öğrencilerin çoğunlukta olduğu okullarda öğretmenlerin sorumlulukları daha ağır olabilir. Devlin ve diğerleri (2012), öğretmenlerin düşük sosyoekonomik geçmişe sahip öğrencilere rehberlik etmek için daha ulaşılabilir ve ulaşılabilir olmaları gerektiğini iddia ettiğinden, eğitim liderleri daha fazla kaynak sağlayarak düşük SES öğrencilerinin öğretmenlerini desteklemelidir. Ayrıca psikolojik iyi oluşlarının cinsiyet, yaş, medeni durum ve mesleki kıdeme göre nasıl farklılaştığını anlamak, okul yöneticileri ve politika yapıcılar gibi eğitim paydaşlarının, öğretmenlerin iyi oluşunu ve iş tatminini artıran daha özel destek sistemleri uygulamasına olanak sağlayabilir.

Çalışmanın amacı, öğretmenlerin okul iklimi algıları ile psikolojik iyi oluşları arasındaki ilişkiyi incelemek ve öğretmenlerin psikolojik iyi oluşlarının cinsiyet, yaş, medeni durum, çalıştıkları okul seviyesi ve öğretmenlik mesleğindeki kademelerine

göre deęişip deęişmedięini belirlemektir. Çalışma Őu sorulara cevap bulmayı amaçlamaktadır:

- 1- Öğretmenlerin alt boyutlardaki okul iklimi algıları psikolojik iyi oluşlarını ne kadar yordamaktadır?
- 2- Cinsiyet, yaş, medeni durum, okul seviyesi ve öğretmenlik mesleğindeki kıdem deęişkenleri açısından psikolojik iyi oluşlarında anlamlı bir fark var mıdır?

Örgütsel İklim: çalışanların örgüt içindeki çalışma ortamlarına ilişkin kolektif algıları (Hoy & Miskel, 1991).

Okul İklimi: “Okul yaşamının kalitesi ve karakteri”, okul topluluęu üyelerinin okul ortamını nasıl deneyimledikleri dahil. Bu, insanların sosyal, duygusal ve fiziksel olarak güvende hissetmelerini destekleyen normları, deęerleri ve beklentileri kapsar (Ulusal Okul İklimi Konseyi, 2017).

İyi oluş: Bir kişinin güçlü yönlerini tanıdığı, günlük zorluklarla başa çıkabildięi, verimli bir şekilde çalıştığı ve topluluęuna olumlu katkıda bulunduęu bir durum (WHO, 2001).

Psikolojik iyi oluş: “insanların olumlu duygu, katılım, memnuniyet ve anlam içeren yaşamlarına ilişkin olumlu deęerlendirmeleri” (Diener & Ryan, 2009).

YÖNTEM

Çalışmanın tasarımı ilişkisel araştırmadır. Herhangi bir müdahale olmaksızın iki deęişken arasında bir ilişki olduęunu göstermektedir (Fraenkel vd., 2012). Çalışma, öğretmenlerin okul iklimi algısı ile psikolojik iyi oluşu arasındaki ilişkiyi araştırmaktadır.

Bu çalışmada, öğretmenlerin okul iklimi algısı yordayıcı deęişkendir ve öğretmenlerin psikolojik iyi oluşu literatüre dayalı olarak ölçüt deęişkendir.

Araştırmanın evrenini Ankara İli Sincan İlçesi'nde okul öncesi eğitim kurumları hariç olmak üzere devlet okullarında görev yapan 5395 öğretmen oluşturmaktadır. Sincan İlçesi'nde 46 ilkokul, 42 ortaokul ve 37 lise bulunmaktadır. Okulların seçiminde kolayda örnekleme yöntemi uygulanmıştır. Veriler 5 ilkokul, 10 ortaokul ve 5 liseden toplanabilmiştir. Çalışmaya katılan okullarda gönüllü olan öğretmenler araştırmaya katılmıştır. Çalışmaya 258 öğretmen katılmış ancak örneklemedeki öğretmenlerin 230'u anketi eksiksiz doldurmuştur. Analiz bu 230 katılımcının yanıtları üzerinden yapılmıştır.

Çalışmada, katılımcılardan temel demografik bilgileri elde etmek için araştırmacı tarafından "Demografik Bilgi Formu" hazırlanmıştır. Verileri toplamak için "Revize Edilmiş Okul İklimi Öğretmen Anketi" ve "Psikolojik İyi Oluş" ölçeği kullanılmıştır. Ek A, veri toplama araçlarını içerir.

Veri toplama sürecinden önce, çalışmada veri toplama araçlarının kullanılmasına için izinler alındı (Ek B). Daha sonra, Orta Doğu Teknik Üniversitesi İnsan Denekleri Etik Kurulu'ndan (Ek C) ve Ankara İl Milli Eğitim Müdürlüğü'nden (Ek D) etik izin alındı.

İzinler alındıktan sonra, veriler Mayıs ve Haziran 2024'te toplandı. Sincan'daki okullara gerekli bilgiler verildi. Ancak, yalnızca 20 okul (5 ilkokul, 10 ortaokul ve 5 lise) çalışmaya katılmayı olumlu karşıladı. Yirmi okul araştırmacı tarafından ziyaret edildi, öğretmenler odasında öğretmenlere çalışmanın amacı açıklandı ve bilgilendirilmiş onam formları (Ek E) ve veri toplama araçları verildi.

Son olarak, araştırmaya 258 öğretmen katıldı. Bunlardan 230'u formları eksiksiz doldurarak örnekleme oluşturdu.

230 katılımcıdan toplanan veriler SPSS 28.0 versiyonu ile analiz edilmiştir. Cronbach Alpha değerleri de SPSS 28.0 ile hesaplanmıştır. Ölçekler için Doğrulayıcı Faktör Analizi AMOS 26.0 ile yapılmıştır. Öncelikle öğretmenlerin özellikleri ve okul iklimi alguları ile psikolojik iyi oluşları dikkate alınarak betimsel analiz yapılmıştır. Birinci araştırma sorusuna cevap bulmak için ilişkiyi kontrol etmek

amacıyla Pearson Korelasyonu çalıştırılmış ardından okul iklimi boyutlarının hangi derecede ilişkili olduğunu belirlemek amacıyla Çoklu Doğrusal Regresyon Analizi yapılmıştır. Bu testleri yapmak için öncelikle normallik varsayımı kontrol edilmiştir. Ölçek ve alt ölçeklerin çarpıklık ve basıklık değerleri $-.673$ ile $.750$ arasında bulunmuştur. Normallik varsayımları ihlal edilmediğinden ilişkiyi kontrol etmek amacıyla Pearson Korelasyonu çalıştırılmıştır. Daha sonra çoklu doğrusal regresyon varsayımları olan çoklu doğrusallık, bağımsız hatalar, çok değişkenli normallik, homoskedastisite ve sıfırdan farklı varyans varsayımları kontrol edilmiştir. Hiçbir varsayım ihlal edilmediğinden, okul iklimi boyutlarının (Okul Müdürü Destekleyiciliği, Erişilebilirlik ve Yeterlilik, Meslektaş Arkadaşlığı, Sosyal Gelişim Uygulamaları, Öğrenci Davranışı, Öğretmen Etkililiği, Öğretmekten Keyif Alma ve Ebeveyn Katılımı) öğretmenlerin psikolojik iyi oluşunu hangi derecede yordadığını belirlemek için Çoklu Doğrusal Regresyon yürütülmüştür.

İkinci araştırma sorusunu cevaplamak için, t-testi ve ANOVA'nın gerekli varsayımlarını kontrol ettikten sonra, öğretmenlerin psikolojik iyi oluş düzeylerinin cinsiyetlerine göre ve medeni durumlarına göre anlamlı farklılık gösterip göstermediğini belirlemek için t-testi uygulanmış ve öğretmenlerin psikolojik iyi oluş düzeylerinde, yaş, okul seviyeleri, öğretmenlik mesleğindeki kıdem ve eğitim seviyelerine göre anlamlı farklılık gösterip göstermediğini belirlemek için ANOVA uygulanmıştır.

BULGULAR

Birinci Araştırma Sorusunun Bulguları

Sonuçlar öğretmenlerin okul iklimi algıları ile psikolojik iyi oluş düzeyleri arasında anlamlı pozitif bir ilişki olduğunu göstermektedir, $r=.41$, $p<.01$. Ayrıca öğretmenlerin psikolojik iyi oluş düzeyleri öğretmenlerin okul iklimi algılarının boyutlarıyla anlamlı ve pozitif bir korelasyona sahiptir. Öğretmenlerin psikolojik iyi oluşu, müdür desteği, ulaşılabilirlik ve yeterlilik boyutuyla ($r=.17$, $p<.05$) pozitif ve zayıf düzeyde, meslektaş dayanışması boyutuyla ($r=.23$, $p<.01$) pozitif ve zayıf düzeyde, olumlu sosyal gelişim uygulamaları boyutuyla ($r=.36$, $p<.01$) pozitif ve orta

düzeyde, öğrenci davranışı boyutuyla ($r=.26, p<.01$) pozitif ve zayıf düzeyde, öğretmen yeterliliği boyutuyla ($r=.35, p<.01$) pozitif ve orta düzeyde, öğretmekten keyif alma boyutuyla ($r=.45, p<.01$) pozitif ve orta düzeyde ve ebeveyn katılımı boyutuyla ($r=.15, p<.05$) pozitif ve zayıf düzeyde anlamlı bir ilişkiye sahiptir.

Analiz, Olumlu sosyal Gelişim Uygulamaları ($\beta =.17, p < .05$), Öğretmen Etkililiği ($\beta =.14, p < .05$) ve Öğretmenin Keyfi'nin ($\beta =.34, p < .05$) öğretmenlerin psikolojik iyilik oluşlarını önemli ölçüde yordadığını göstermektedir.

Ayrıca, model için ayarlanmış R-kare katsayısı .253 olarak hesaplanmıştır. Bu değer, psikolojik iyi oluşlarındaki varyasyonun %25,3'ünün Olumlu sosyal Gelişim Uygulamaları, Öğretmen Etkililiği ve Öğretmenin Keyfi değişkenlerini içeren model tarafından açıklanabileceğini göstermektedir ($F(7, 222) = 12,063, p < .05, R^2 = .28, R^2_{Adjusted} = .25$).

İkinci Araştırma Sorusunun Bulguları

T-testi sonuçları kadın öğretmenlerin psikolojik iyi oluş düzeylerinin ($M=5.97, SD=.58$) erkek öğretmenlerden ($M=5.85, SD=.76$) anlamlı düzeyde yüksek olmadığını göstermiştir ($t(228)=1.23, p>.05$). Ayrıca evli öğretmenlerin psikolojik iyi oluş düzeyleri ($M=5.95, SD=.62$) bekar öğretmenlerden ($M=5.93, SD=.68$) anlamlı düzeyde yüksek değildir ($t(228)=-.13, p>.05$).

ANOVA sonuçları yaş grupları arasında psikolojik iyi oluş düzeylerinde anlamlı bir fark olmadığını göstermiştir ($F(4,225)=1.32, p>.05$). Ayrıca öğretmenlerin çalıştığı okul düzeyleri arasında psikolojik iyi oluş düzeylerinde anlamlı bir fark yoktur ($F(2,227)=.34, p>.05$). Ayrıca öğretmenlik mesleğindeki kıdeme göre psikolojik iyi oluş düzeylerinde anlamlı bir farklılık bulunmamaktadır ($F(5,224) = .39, p>.05$).

TARTIŞMA

Çalışmanın sonuçları öğretmenlerin okul iklimi algıları ile psikolojik iyilik oluşları arasında pozitif bir ilişki olduğunu göstermiştir. İlk araştırma sorusu “Öğretmenlerin

okul iklimi algılarının alt boyutları psikolojik iyilik hallerini ne kadar iyi tahmin ediyor?” idi. Sonuçlar okul ikliminin Olumlu Sosyal Gelişim Uygulamaları, Öğretmen Etkililiği ve Öğretimden Zevk alma alt boyutlarının öğretmenlerin psikolojik iyilik hallerini yordadığını göstermiştir.

Öğretmenlerin okul iklimi algıları ile psikolojik iyilik halleri arasında pozitif bir ilişki olduğu bulunmuştur. Bulgu literatürdeki diğer çalışmalarla tutarlıdır. Kamarudin ve ark. (2022) öğretmenlerin okul iklimi algıları ile öğretmen iyilik halleri arasında pozitif bir ilişki bulmuştur. Türkiye’de yürütülen çalışmalarda da (yani Aydoğan, 2019; Doğan ve Aslan, 2022) öğretmenlerin okul iklimi algıları ile psikolojik iyilik halleri arasında bir ilişki bulunmuştur. Ayrıca, okul ikliminin tüm alt boyutları olan Müdür Destekleyiciliği, Erişilebilirlik ve Yeterlilik, Meslektaş Arkadaşlığı, Toplumsal Gelişim Uygulamaları, Öğrenci Davranışı, Öğretmen Etkililiği, Öğretmekten Keyif Alma ve Ebeveyn Katılımı, öğretmenlerin psikolojik iyi oluşları ile pozitif bir ilişkiye sahiptir. Bu bulgular literatür ile de tutarlıdır. Örneğin, Cece vd. (2022), müdürlerinden daha yüksek düzeyde destek algılayan öğretmenlerin okul yılı sonunda daha yüksek düzeyde iyi oluşa sahip olduğunu bulmuştur. Orta vd. (2021) tarafından yürütülen çalışma, meslektaş iş birliği ile öğretmen iyi oluşu arasında pozitif bir ilişki olduğunu göstermiştir. Benzer şekilde, Sánchez-Pujalte (2021), öğretmenlerin toplumsal davranışlarının öğretmenlerin iyi oluşunu artırdığını belirtmiştir. Ayrıca, Toropova vd. (2021), öğrenci davranışının öğretmen iyi oluşu ile pozitif ilişkili olduğunu göstermiştir. Ek olarak, Bentea (2017), Lipińska-Grobely ve Narska (2021) Öğretmen Etkililiği ile öğretmen iyi oluşu arasında pozitif bir ilişki bulunmuştur. Dahası, Manasia ve diğerleri (2020), öğretmekten zevk almanın öğretmen iyi oluşu ile pozitif bir ilişkiye sahip olduğunu belirtmiştir. Son olarak, Handayani (2023), öğretmen-ebeveyn ortaklığının öğretmen iyi oluşuna katkıda bulunduğunu göstermiştir.

Mevcut çalışmanın sonucu ayrıca, okul ikliminin Olumlu Sosyal Gelişim Uygulamaları, Öğretmen Yeterliliği ve Öğretimden Keyif Alma alt boyutlarının öğretmenlerin psikolojik iyi oluşlarının yordayıcıları olduğunu göstermiştir. Wang vd. (2024) tarafından yürütülen çalışmada öğretmen yeterliliği öğretmenlerin iyi oluşunu da yordamıştır. Manasia vd. (2020), bu çalışmanın sonuçlarıyla tutarlı

olarak, öğretmenlerin genel iyi oluşları üzerinde öğretimden keyif almanın önemini belirtmiştir. Ancak, öğretimden keyif almanın iş tatmini ölçeğinin işin doğası alt boyutu olduğu çalışmada, öğretimden keyif alma öğretmen iyi oluşunu yordamamıştır.

Mevcut çalışmada, müdür destekleyiciliği, erişilebilirlik ve yeterlilik, meslektaş dayanışması, öğrenci davranışı ve veli katılımı öğretmenlerin psikolojik iyi oluş düzeylerini yordamamıştır. Ancak, Ertürk (2021), ilkokul öğretmenleri ile yaptığı çalışmada müdür desteğinin öğretmen iyi oluşunu yordadığını bulmuştur. Öğretmenlerin müdürlerden beklentileri okul düzeyleri açısından farklılık gösterebilir. Dolayısıyla ilkokul, ortaokul ve lise öğretmenleri ile yürütülen bu çalışmada, müdür desteği öğretmen iyi oluşunu yordamamış olabilir.

İkinci araştırma sorusu “Cinsiyet, yaş, medeni durum, okul düzeyi ve öğretmenlik mesleğindeki kıdem değişkenleri açısından psikolojik iyi oluş düzeylerinde anlamlı bir fark var mıdır?” idi. Bulgular, öğretmenlerin psikolojik iyi oluş düzeylerinde cinsiyet, yaş, medeni durum, okul düzeyi ve öğretmenlik mesleğindeki kıdem açısından anlamlı bir fark olmadığını göstermiştir. Cinsiyet açısından bulgu, Aelterman vd. (2007), Kaur ve Singh (2019), Aydoğan (2019), Yakut ve Yakut (2018) ve Köylü ve Gündüz (2019) tarafından yürütülen çalışmalarla tutarlıdır. Ancak, Milfont vd. (2008), Doğan ve Aslan (2022), Ilgan vd. (2015), Gündüz ve Çağırğa (2023) ve Ertürk vd. (2016) kadın öğretmenlerin erkek öğretmenlere göre anlamlı derecede daha yüksek psikolojik iyi oluşa sahip olduklarını bulmuştur. Bu çalışmaların aksine Liang vd. (2017) ve Yılmaz vd. (2023) erkek öğretmenlerin kadın öğretmenlere göre anlamlı derecede daha yüksek psikolojik iyi oluşa sahip olduklarını bulmuşlardır. Erkek ve kadın öğretmenler arasında psikolojik iyi oluş açısından farklı sonuçların elde edilmesi bu konuda kesin ve uygulanabilir bir sonuca ulaşmanın zor olduğunu göstermektedir. Ayrıca, örneklem büyüklükleri ve örneklemdeki kadın ve erkek sayılarındaki farklılıklar bu sonuçlara katkıda bulunmuş olabilir. Örneğin, örneklem büyüklükleri Kaur ve Sing (2019) için 50, Yakut ve Yakut (2018) için 100 ve Milfont vd. (2008) için 129'dur. Ayrıca Liang vd. (2017), Yılmaz vd. (2023), Gündüz ve Çağırğa (2023) tarafından yapılan çalışmalarda ve mevcut çalışmada erkek ve kadın sayısı farkı oldukça büyüktür.

Yaş açısından bakıldığında bulgu Aydoğan (2019) tarafından yapılan çalışmayla tutarlıdır. Ancak Özer vd. (2023) 40 yaş ve üzeri yaş grubundaki öğretmenlerin 20-29 yaş grubundaki öğretmenlere göre anlamlı düzeyde daha yüksek psikolojik iyi oluşa sahip olduğunu bulmuşlardır. Bunun aksine Ertürk vd. (2016) 30 yaş ve altı yaş grubundaki öğretmenlerin 41 yaş ve üzeri öğretmenlere göre anlamlı düzeyde daha yüksek psikolojik iyi oluşa sahip olduğunu bulmuşlardır. Mevcut çalışma ve karşılaştırılan çalışmalarda grup sayıları eşit değildir. Dolayısıyla anlamlı ve anlamsız sonuçlar bundan kaynaklanıyor olabilir.

Medeni durum açısından bulgu Aydoğan (2019) tarafından yapılan çalışmayla tutarlıdır. Ancak Özer vd. (2023), Gündüz ve Çağırğa (2023) ve Ilgan vd. (2015) evli öğretmenlerin bekar öğretmenlere göre anlamlı düzeyde daha yüksek psikolojik iyi oluşlarına sahip olduğunu bulmuşlardır. Mevcut çalışmada anlamlı olmayan farklılığın nedeni evli (201) ve bekar (29) öğretmenlerin sayılarının eşit olmamasından kaynaklanıyor olabilir.

Okul düzeyi açısından, bulgu Doğan ve Aslan (2022) Köylü ve Gündüz (2019), Ertürk vd. (2016) ve Gündüz ve Çağırğa (2023) ile tutarlıdır. Buna karşılık, Yılmaz vd. (2023) liselerde çalışan öğretmenlerin ilkokul ve ortaokullarda çalışanlara göre anlamlı derecede daha yüksek psikolojik iyi oluşa sahip olduklarını bulmuştur.

Mesleki kıdem açısından, bulgu Doğan ve Aslan (2022) ve Gündüz ve Çağırğa (2023) ile tutarlıdır. Ancak, Aydoğan (2019) 1-5 yıl mesleki kıdeme sahip öğretmenlerin 6-10 yıl ve 16-20 yıl kıdeme sahip olanlara göre anlamlı derecede daha yüksek psikolojik iyi oluşa sahip olduklarını bulmuştur. Ayrıca, Yılmaz vd. (2023) de benzer şekilde 1-5 yıl mesleki kıdeme sahip öğretmenlerin 6-10 yıl ve 16 yıl ve üzeri mesleki kıdeme sahip olanlara göre psikolojik iyi oluşlarının anlamlı düzeyde yüksek olduğunu bulmuşlardır. Ayrıca Özer vd. (2023) de 1-5 yıl mesleki kıdeme sahip öğretmenlerin 11-15 yıl ve 16 yıl ve üzeri mesleki kıdeme sahip olanlara göre psikolojik iyi oluşun anlamlı düzeyde yüksek olduğunu bulmuşlardır. 6-10 yıl mesleki kıdeme sahip olan öğretmenler 11-15 yıl ve 16 yıl ve üzeri mesleki kıdeme sahip olanlara göre psikolojik iyi oluşlarının anlamlı düzeyde yüksek olduğunu bulmuşlardır. Ayrıca Köylü ve Gündüz (2019) de 1-5 yıl kıdeme sahip öğretmenlerin psikolojik iyi oluşunun anlamlı düzeyde yüksek olduğunu

bulmuşlardır. Bu bulgulardan mesleki kariyerlerinin başında olan öğretmenlerin diğer öğretmenlere göre psikolojik iyi oluşlarının daha yüksek olduğu anlaşılmaktadır. Mevcut çalışma ile tutarsızlık kıdem gruplarındaki sayılardan kaynaklanıyor olabilir.

SONUÇLAR

Olumlu Sosyal Gelişim Uygulamalarının öğretmenlerin psikolojik iyi oluşunu önemli ölçüde yordadığı bulgusu hem öğrenciler hem de öğretmenler için sosyal ve duygusal öğrenmeyi (SEL) destekleyen bir ortamı teşvik etmenin önemini göstermektedir. Okul yöneticileri, personel ve öğrenciler arasında iş birliğini, empatiyi ve duygusal desteği teşvik eden programlar uygulayabilir. Örneğin, olumlu sosyal davranışlar üzerine profesyonel gelişim okul iklimini iyileştirebilir ve öğretmenler için daha iyi psikolojik sonuçlar doğurabilir.

Öğretmen Etkililiği ile psikolojik iyi oluş arasındaki olumlu ilişki, öğretmenlerin rollerinde kendilerini yetkin ve etkili hissetmeleri için güçlendirilmesinin iyi oluşları üzerinde yararlı etkilere sahip olabileceğini göstermektedir. Bu, yalnızca öğretim tekniklerini iyileştirmeye değil, aynı zamanda öğretmenlerin yeteneklerine olan güvenlerini güçlendirmeye odaklanan sürekli profesyonel gelişime olan ihtiyacı vurgulamaktadır. Eğitim liderleri, öğretmenlerin geri bildirim almaları ve yeterlilik duygularını artıran beceriler geliştirmeleri için fırsatlara öncelik vermelidir. Politika yapıcılar ayrıca deneyimli öğretmenlerin daha az deneyimli meslektaşlarına rehberlik ettiği ve onları desteklediği, etkinlik ve iyi oluş oluşturmaya yardımcı olan mentorluk programlarına odaklanabilir.

Öğretmenlikten Haz Alma alt boyutunun öngörücü gücü, iş memnuniyetinin öğretmenlerin iyi oluşunu sürdürmede hayati bir rol oynadığını göstermektedir. Bu bulgu, öğretmenlerin iyi oluşunu iyileştirmeyi ve başarıların tanınmasını sağlamayı amaçlayan politikaların öğretmenlerin mesleklerinde yaşadıkları sevinci artırabileceği anlamına gelir. Okullar, öğretmenlerin gereksiz stres olmadan temel öğretim sorumluluklarına odaklanmalarını sağlayan koşullar yaratmaya odaklanmalı ve böylece daha keyifli ve daha az stresli bir çalışma ortamı yaratmalıdır.

Müdür Desteđi ve Meslektař Dayanıřması dahil olmak üzere okul ikliminin tüm alt boyutlarının psikolojik iyi oluř ile olumlu bir iliřkisi olduđu bulunmuřtur. Bu, m¼d¼r¼n liderlik tarzının ve ¼đretmenler arasındaki akran iliřkilerinin dođasının, onların iyi oluřunu önemli ölç¼de etkileyebileceđini göstermektedir. Okul liderleri, ¼đretmenlerin alıřmalarında deđerli ve desteklenmiř hissetmelerini sađlayarak açık ve destekleyici bir liderlik yaklařımı geliřtirmelidir. D¼zenli iletiřim, geri bildirim ve eriřilebilir liderlik önemlidir. Ayrıca, ¼đretmenler arasında iř birliđi ve meslektař iliřkilerini teřvik etmek, daha destekleyici ve daha az izole edici bir profesyonel ortam yaratmaya yardımcı olabilir.

¼đrenci Davranıřı ve Ebeveyn Katılımının ¼đretmen iyi oluřu ile olumlu bir řekilde iliřkili olduđu bulguları, iřbirliki ve saygılı bir ¼đrenci topluluđunun, aktif ve destekleyici ebeveyn katılımıyla birlikte, ¼đretmenler iin olumlu bir alıřma ortamına katkıda bulunduđunu da göstermektedir. Okullar, ¼đrenci davranıřlarının saygılı ve toplum yanlısı davranıřlarla uyumlu olmasını sađlamak iin davranıřsal programlar uygulayabilir ve bu da ¼đretmen iyi oluřunu artırır. Benzer řekilde, ebeveynlerle olumlu ortaklıklar geliřtirmek hem ¼đretmenlere hem de ¼đrencilere fayda sađlayan toplum tabanlı bir destek sistemi oluřurmaya yardımcı olabilir.

Politika d¼zeyinde, politika yapıcılar okul iklimi ile ¼đretmen iyi oluřu arasındaki kritik bađlantıyı kabul etmelidir. ¼đretmenler iin iyi oluř kaynaklarına öncelik veren, profesyonel destek sistemleri oluřturan ve olumlu okul ortamlarını teřvik eden politikalar, ¼đretmen iř g¼c¼nde tutma ve performansını iyileřtirmede ok önemli olacaktır.

Arařtırma sonuları aısından, bulgular ¼đretmen iyi oluřu konusunda daha fazla arařtırma yapılması ihtiyacını vurgulamaktadır. Özellikle, ¼đretmen iyi oluřunun gelecekteki alıřmalarda nasıl ölç¼ld¼đ¼ne dikkat edilmelidir. Dođrulamalı faktör analizinden elde edilen sonular, ¼đretmen iyi oluřunu ölçmek iin kullanılan faktör yapısının yalnızca orta d¼zeyde yeterli olduđunu ortaya koymuřtur ve bu da ¼đretmen iyi oluřunun karmařıklıklarını dođru bir řekilde yakalamak iin daha rafine aralara ve metodolojilere ihtiya duyulduđunu göstermektedir. Bu durum, bu alanda kullanılan araların g¼venilirliđini ve geerliliđini artırmak iin devam eden

çalıřmalara ihtiya duyulduėunu gstermektedir; bu da ėretmen iyi oluřunun okul iklimi algılarıyla nasıl etkileřime girdiėine dair daha derin bir anlayıřa yol aabilir.

Bu alıřma Ankara'da bulunan Sincan ilesinde yrtlmřtr. Bu ilenin zel eėitim ve kltrel baėlamı, bulguların Ankara ve Trkiye'nin diėer ilelerine genellenebilirliėini sınırlayabilir. Okul iklimleri blgeden blgeye ve okuldan okula nemli lde deėiřebilir ve okul iklimi ile ėretmen iyi oluřu arasındaki iliřki buna gre farklılık gsterebilir. Okul iklimi ile iyi oluř arasındaki iliřkiyi belirli baėlamlarda daha iyi anlamak iin daha fazla arařtırma yapılması nerilir. Bu dinamikleri eřitli okul ortamlarında derinlemesine incelemek iin vaka alıřmaları yapılmalıdır. Ek olarak, okul iklimi algılarının ve ėretmen iyi oluřunun ileler arasında nasıl deėiřebileceėini karřılařtırmak iin farklı ileler arasında alıřmalar yrtlmelidir. Ayrıca, aynı ilede (Sincan) ilkokul, ortaokul ve lise dzeylerini karřılařtırmaya odaklanan daha byk bir rneklem byklėine sahip bir alıřma nerilmektedir. Bu yaklařımlar, eřitli eėitim ortamlarında okul iklimi ile ėretmen iyi oluřu arasındaki iliřkiye dair daha kapsamlı bir anlayıř saėlayacaktır.

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