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PRIVATE UNIVERSITY LECTURERS' PERSPECTIVE OF PROFESSIONEL DEVELOPMENT OPPORTUNITIES AND ITS CONTRIBUTION TO THEIR WELL-BEING

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ABSTRACT

PRIVATE UNIVERSITY LECTURERS' PERSPECTIVE OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES AND ITS CONTRIBUTION TO THEIR WELL-BEING

Oner, Ezgi

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The general aim of this study is to explore private university lecturers' perspective of well-being and professional development opportunities in language schools of the universities in Istanbul, Turkey. The study also seeks to find out negative and positive factors that affect English Language lecturers' well-being. The current study also explores whether attending professional development activities has a connection to English Language lecturers' overall well-being. In regard to the methodology of the study, interviews as a qualitative method were conducted with 30 lecturers from different universities in order to gain insight into language lecturers' perceptions. The findings in the study reveal that there are diverse positive and negative aspects that affect teacher well-being. The findings also show that involving in different kinds of professional development opportunities promote teacher well-being to a great extent at workplace. The findings suggest different implications for English lecturers and offer recommendations for further research regarding the field. The study suggests that

while the factors that affect well-being negatively need to be decreased, the factors that have positive effects on well-being should be increased. It also suggests that professional development activities need to be improved at universities and lecturers should be encouraged to attend professional development activities more.

Keywords: Well-Being, Professional Development, Self-efficacy, Motivation, Collegial Support

ÖZET

ÖZEL ÜNİVERSİTE ÖĞRETİM GÖREVLİLERİNİN PROFESYONEL GELİŞİM PROGRAMLARINA VE BUNUN REFAH DURUMLARINA OLAN KATKISINA İLİŞKİN GÖRÜŞLERİ

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Çalışmanın temel amacı, İstanbul-Türkiye'de vakıf üniversitelerin hazırlık birimlerinde görev alan İngilizce Öğretim Görevlileri'nin genel refah durumu ve profesyonel gelişim fırsatlarına ilişkin görüşlerinin incelenmesidir. Çalışma aynı zamanda öğretim görevlisi refah durumuna etki eden olumlu ve olumsuz unsurları bulmayı amaçlamaktadır. Ayrıca, bu çalışma profesyonel gelişim etkinliklerine dahil olmanın öğretim görevlisi genel refah durumuyla bir bağlantısı olup olmadığını araştırmaktadır. Araştırmanın yöntemi olarak, öğretim görevlilerinin görüşlerini detaylı bir şekilde anlamak amacıyla nitel bir uygulama olarak 30 farklı katılımcı ile röportajlar gerçekleştirilmiştir. Sonuçlar öğretim görevlilerinin genel refah durumunu etkileyen olumlu ve olumsuz unsurlar olduğunu göstermektedir. Sonuçlar ayrıca farklı profesyonel gelişim etkinliklerine dahil olmanın öğretim görevlilerinin genel refah durumuna önemli ölçüde katkı sağladığını göstermektedir. Sonuçlar İngilizce öğretim

görevlileri için tavsiyelerde bulunmakta ve gelecek çalışmalar için öneriler sunmaktadır. Bu öneriler, yöneticelere öğretim görevlisi refah durumunu olumlu etkileyen unsurların arttırılması ve olumusuz etkileyen öğelerin de azaltılması yönündedir. Ayrıca, çalışma profesyonel gelişim etkinliklerinin geliştirilerek öğretim görevlilerinin katılımını arttırmaya yönelik çalışmalar yapılmasına tavsiye vermektedir.

Anahtar kelimeler: Refah Durumu, Profesyonel Gelişim, Öz Yeterlilik, Motivasyon, Meslektaş

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LIST OF ABBREVIATIONS

CPD: Continous Professional Development

EFL: English as a Foreign Language

PD: Professional Development

PDIs: Professional Development Interventions

PLC: Professional Learning Community

CHAPTER 1 – INTRODUCTION

The chapter firstly gives the statement of the problem in the study. It also introduces the purpose of the study, research questions and the significance of the study respectively. Lastly, the definitions of key notions indicated in the study are given.

1.1 Statement of the Problem

Teaching has been considered as a profession with high level of stress and low professional well-being recently (Kidger et al., 2016). The reason behind is that there are different kinds of stressors which lead to high stress level, burnout and the absence of professional well-being in the domain of language teaching. Especially lecturers who work at private institutions face challenging conditions regarding high expectations from the managers and lack of balanced working hours, which creates a negative influence on well-being (Lewchuk, 2017). In fact, a lecturer's well-being which is the state of being comfortable, healthy and happy incorporates both learners' and lecturers' needs and expectations. Lecturer well-being which results in job satisfaction has a strong effect on lecturer attitude and is positively connected to classroom dynamic and learner success.

Maslach and Leiter (1999) states "the most valuable and costly part of an education system are the people who teach. Maintaining their wellbeing and their contribution to student education should be a primary objective of educational leaders" (p. 303). Thus, it fundamentally necessitates continuous professional development (CPD) as mentoring or orientation programme for lecturers who work at private universities in order to preserve well-being of both lecturers and students. Pollard (2005) defines professional development support and mentoring as "means of

providing support, challenge, and extension of the learning of one person through the guidance of another, who is more skilled, knowledgeable, and experienced, particularly in relation to the context in which the learning is taking place" (p.29). On the other hand, lecturers find themselves struggling due to the increasing requirements and responsibilities since they take dual roles in their institutions both as lecturers and students. They need to pursue their professional development (PD) as studies or trainings while they are dealing with high teaching demands of their institutions. Thus, realizing their well-being level and helping them improve it in their professional development process becomes a fundamental concern for researchers, decision makers or institutions.

Considering all these, it is found that well-being of employees in different sectors has been researched extensively in the literature (e.g., Barrett, 2015; Pescud et al., 2015; Schulte & Vainio, 2010). Similarly, lecturer wellbeing in different departments such as science or mathematics has also been investigated significantly and researched more than language lecturers' well-being (e.g., Spilt et al., 2011; Faltis, 2012; Milfont, Denny, Ameratunga, Robinson, & Merry, 2008). Furthermore, most of the studies research wellbeing of subject or language lecturers in terms of negative aspects such as teacher burnout, anxiety and stress (Acheson, Taylor, & Luna, 2016; Saboori & Pishgadam, 2016). Regarding this, studies targeting specifically language leccturers' well-being are still not enough and further studies are needed in the field.

Regarding the studies carried out in the field in Turkey, findings show that there is a need for deeper understanding of language lecturers' perspective of well-being and also its connection to professional development. More research need is underlined and suggested particularly for the lecturers working at private institutions in Turkey due to the demanding work conditions. The study by Cenkseven and Sarı (2009) involves 161 lecturers in order to analyse perceptions of lecturers subjective well-being in relation to work life quality and burnout levels. Results show that lecturers' subjective well-being levels are anticipated by "Quality of School Life Scale" elements as "status" and "curriculum" and "Burnout Scale" element as "coping

work related stress". In the study, lecturers' life satisfaction is notably anticipated by "status", "positive affects towards school" and "teachers". Overall findings in the study recommend that lecturers and managers need to be involved in different trainings for interpersonal connections and overcoming stress strategies. It also suggests that there is a need for increasing general work-life quality in different ways. Therefore, the study recommends more descriptive and predictive studies regarding lecturer well-being and professional development in the field.

Another study by Karanfil and Atay (2020) suggest that training and professional development programmes need to be implemented in order to maintain lecturers' improved well-being. Findings recommend that content and timing of trainings, physical circumstances of institutions, functionality and lecturer collaboration need to be taken into consideration while designing such PD programmes. Findings in the study illustrate that lecturers' well-being are influenced by a variety of factors such as timing and content of trainings, services provided by work-place and students' interest and active participation in their lessons. They also show that PD programmes need to prioritize how trainings should be applied and lecturer involvement. Six lecturer participation in the study is given as a limitation in order to shed light into the topic. In order to gain more insight into the topic, interview with more participants would increase the reliability in such studies. The factors that affect well-being positively and negatively would be understood better with more participants. Also, more participants might help researchers develop PD programmes more professionally taking various elements into account. Findings in the study show that lecturers criticize the content and timing of trainings, so gaining lecturers' views on PD opportunities could play an important role in guiding institutions how to design such trainings. In terms of functionality of PD programmes, participants state that attending trainings improve their well-being and encourage them to continue their profession. However, they also feel the need to mention necessary changes regarding those trainings. Therefore, it shows that there is a need to research the relation between PD programmes and lecturer well-being in the field and analyse the data properly. In

this respect, the current study will also examine language lecturers' perspective of PD programmes and its connection to their well-being.

On the other hand, some studies focusing on the link between lecturer well-being and student well-being and in return student achievement (e.g., Caprara, Barbaranelli, Steca, & Malone, 2006; Day & Quing, 2009). However, taking their limited number into account and their not being specifically in language schools of private universities, further research is necessary in the literature. Therefore, the study aims to research the perspective of language lecturers' well-being, its effects on classroom practices and how the students are affected by their lecturers' well-being.

As a result, as Özdemir and Demir (2017) state, Turkish lecturers have been encountering serious challenges over the years and this shouldn't be neglected. Turkish lecturers, specifically who work at private institutions have been dealing with low well-being because of several reasons. This even leads them to face drawbacks regarding a good communication with their students, managing the classroom and creating a positive classroom dynamic. Therefore, the study aims to explore private university lecturers' well-being and positive and negative elements that influence lecturer well-being. It will also investigate the effects of PD programmes on lecturers well-being. Moreover, it will research how student well-being and success are affected by lecturers well-being.

1.2 Purpose of the Study

This study aims to investigate and describe the individual experiences, feelings, and views of private university lecturers about lecturer well-being, professional development (PD) programmes, and their impact to their well-being and student achievement. The study has the following specific sub-goals:

- To develop a comprehensive understanding of private university lecturers' well-being.
- To determine the factors that positively and negatively impact lecturer well-being
- To investigate English lecturers' perceptions on professional development opportunities and to establish whether PD has a link to their well-being and student achievement.

1.3 Research Questions

The research aims to address following questions in order to fulfil the goals of this study:

1. What factors are effective for the well-being of private university lecturers?
2. How effective are PD programmes for lecturers' well-being?
3. How do lecturers perceive professional development programmes, its connection to their well-being and learner success?

1.4 Significance of the Study

In the contemporary educational environment where work-life imbalance and work stress prevail, lecturers well-being has become a crucial factor in terms of performance, productivity and success. Due to the demands and hectic schedules of private schools, private school lecturers may be more susceptible to stress and burnout. A lecturer with good health, comfort, and a positive mindset may create more innovative and effective classes, teach with enthusiasm, and is more likely to inspire coworkers. New competitive teaching environment in private universities causes their members to be productive with icreased teaching hours, offer quality education and take part even in administrative responsibilities. These high expectations make faculty members diminish their productivity, have anxiety and burnout (Demir etal., 2015). In

fact, a lecturer with a high level of health, comfort and a positive attitude could design more creative and effective lessons, teach in an enthusiastic way and is likely to motivate his/her colleagues in the workplace. Fredrickson (2012) says that lecturers who are in a good mood have a broader perspective, which allows them to consider more options and form stronger relationships with those who have new ideas. Roffey (2012) argues that lecturer well-being and communication are two sides of the same coin, as a happy and content lecturer tends to interact verbally or nonverbally with others around them. He states that the emotions, attitudes, and motivation of lecturers are contagious to both their students and their coworkers. Once students internalize their lecturers' emotions, they are prone to emulate them. When students are motivated, lecturers feel compelled to encourage and educate them further. This mutually reinforcing willingness creates the cornerstone of a win-win situation for both parties.

Direct and indirect links may exist between lecturer well-being and student achievement. In addition, owing to PD programmes and mentorship, institutions might encourage the well-being and autonomy of their lecturers, which may result in the well-being of students and, in turn, much healthier generations. Professional development opportunities may provide lecturers with psychological and academic assistance, helping them to become more self-confident and fulfilled. This may reduce the likelihood of lecturer burnout, lecturer absenteeism, and career abandonment. In addition, boosting lecturer well-being would be a means of overcoming obstacles to school development, educational innovations, and administration that might further aid student achievement.

Considering all these, this study can contribute to the English language teaching field in different aspects. Firstly, it will investigate the perspectives of language lecturers specifically working at private institutions. Because of the fact that there is a huge number of private university English lecturers in Istanbul, investigating their current situation will be beneficial in the field. In this respect, the study will provide insights on negative and positive factors that affect lecturer well-being at private universities. Secondly, investigating the impacts of professional development

opportunities will throw light on how lecturer well-being is reshaped in language preparatory schools. Thirdly, analysing the different facets of lecturer well-being and how it is conveyed in the language learning context will help to understand how student performance, communication with learners and classroom dynamic are influenced by lecturer well-being. Moreover, institutions' awareness of the importance of lecturer well-being could be increased and they may look for the ways of fostering lecturer well-being and enhancing professional development opportunities in order to maintain an improved teaching and learning environment.

1.5 Definitions of Terms

Well-being: Wellbeing is defined by Diener, Oishi and Lucas (2003) as "presence of positive emotions, a lack of negative emotions and a sense of overall life satisfaction" (p. 404).

Professional Development: Professional development is the development of a person's learning experiences, which are formal or informal throughout his/her career life from starting point of a profession to retirement (Fullan, 2001). According to Organization for Economic Co-operation and Development (OECD) (2005), PD is defined as the activities which help lecturers to develop their personal skills, knowledge, professional skills, and other characteristics. It is described as a process in which lecturers can improve their intellection of role, career, self and develop their professional competence (Duke & Stiggins, 1990).

Private Universities: Private universities are established by Turkish foundations and owned by individiuals' or companies' foundations. They don't receive its funding from a state government (igi global dictionary).

CHAPTER 2 - LITERATURE REVIEW

2.1 Well-being

Two fundamental perceptions are widespread in order to define, understand, and analyze the term "well-being" in the literature. According to Diener, Suh, Lucas, and Smith (1999), the first approach relies on the concept of subjective well-being (SWB), which is related to the emotional context an individual apprehends (positive or negative emotions) and their understanding of satisfaction in life. Ryff and Singer (2008) mention six different facets as self-acceptance, aim in life, environmental understanding, positive connections, personal development, and autonomy. The second perception is an individual's long-term self-realization. Seligman's (2011) famous framework, PERMA referring to positive emotions, engagement, relationships, meaning, and a feeling of accomplishment, combines different aspects of the notion of well-being and guides other researchers to analyze an individual's general sense of well-being. Most of the researchers draw upon the framework in order to understand the various individual experiences stress creates in a person's life and some effective ways of handling those stressors. As the PERMA framework suggests, having positive feelings such as happiness, hope, or joy is a major objective for most individuals.

Indeed, the PERMA model demonstrates that having those positive feelings, along with satisfaction, work productivity, physical health, and mindfulness, is one of the most important indicators of increased well-being. Engagement is also closely connected to other well-being indicators as a second crucial indicator. Another important well-being signal is the sense of appreciation, being respected by others and preserving valuable relationships. Having strong relationships promotes self-esteem and improves the quality of communication, besides health. Therefore, those mutual relationships with friends provide individuals with a high level of self-esteem and that perception contributes to increased well-being.

The findings of a study by Diener and Oishi (2000), which involved a sample representative of three-fourths of the world's population in 55 nations, demonstrated that the most common factor of happiness is being provided with a strong healthy relationship. Ryan and Deci (2000) also suggest that having strong relationships is a major human necessity, and feeling valued and maintaining quality relationships were defined as important well-being elements by them. The fourth well-being indicator of the PERMA framework is meaning, or a sense of aim in life, which arises from the need for something bigger than oneself. People generally are in search of meaning because it gives them a reason to live, guaranteeing pleasure and satisfaction.

According to Seligman (2011), achievement or accomplishment as a last indicator of well-being is a continuous force that makes people succeed at something for their own good. Therefore, accomplishment as an important component of well-being needs to be initiated by investigating an individual's willingness to achieve something rather than examining existing ones. At that point, Butler and Ken (2016) state that the PERMA model is a subjective estimation of accomplishment that creates a chance to be generalized in terms of various settings or age groups and provides that seeking for accomplishment is a current and ongoing process.

Ward and Searle (1991) also highlight psychological and sociocultural aspects of well-being. They define the psychological dimension as having psychological well-being and feeling satisfied in a new cultural environment, while the sociocultural aspect means a person's capability to fit in and having good communication with host culture members.

2.1.1 Stressors. Other than those two main well-being aspects by Ward and Searle, a teacher's well-being depends on different kinds of factors and stressors, which are also major elements in the literature. Some researchers find stress itself really complicated, so they prefer to differentiate chronic stressors and daily stressors in order to analyze individual well-being in a better way. Kanner, Coyne, Schaefer and Lazarus (1981) define daily stressors as "the irritating, frustrating, distressing demands

that to some degree characterize everyday transactions with the environment" (p.3). They explain that uplifts such as having a good sleep, being exposed to good news or experiencing love could be given as examples of daily positive experiences. However, how to balance good experiences with stressors shapes the idea of the well-being of a person. Therefore, researchers aim to research the link between health and those uplifts and stressors, and they also try to figure out whether or not individual daily experiences of uplifts and stressors or dealing with capacity are affected by significant life events.

Gregersen, Mercer, Maclntyre, Talbot, and Banga (2020) demonstrate how a teacher's full teaching potential is dependent on improved well-being in their study. To that end, they needed to investigate the daily stressors that teachers face both inside and outside of the workplace, as well as their relationship to their overall well-being. Findings from the study show that it is really important to understand continuing chronic stressors in teachers' lives, which influence a person's wellbeing in general, despite individual differences such as health or various personal contexts. The study also highlights the significant institutions' roles regarding the uplift of language teachers and suggests that the educational system needs to prioritize a teacher's well-being, which is indeed society's concern. In their research, Malclntyre, Ross, Talbot,

Mercer, Gregerson, and Banga also discuss some of the major stressors that language teachers face, such as unstable teaching contracts or job insecurity. They aim to research the reasons behind those stressors and their negative impacts on language teachers' psychological health. This longitudinal study also underlines the importance of comprehending teachers' psychology and supporting them to use their full potential to teach, which has been neglected for a long time in the area of SLA. It shows how personality traits, stress, and well-being are related to each other, gaining insight into both potential dangers and protecting aspects. The findings show that teachers have various stressors in their jobs, such as financial tension, workload, and unsteady working hours, which indeed have a direct effect on their well-being. On the other hand, the absence of control and role conflict they encounter create another type of burden, increasing the stress level they already have. In order to handle potential problems, the study suggests that strategies improving the socio-emotional

competence of language teachers can be implemented. Cognitive reappraisal could also help teachers regulate their emotions more. To a great extent, being more forgiving, kind, cooperative, flexible, and tolerant in the workplace could enhance language teachers' well-being to a great extent. The study suggests that teachers shouldn't be neglected more by institutions because of the fact that only a satisfied teacher with improved well-being can be an effective teacher for their learners.

At that point, DeLongis, Folkman, and Lazarus (1982) have a criticism of some studies that just focus on major life events that create stress without involving daily stressors, implying that there is not a strong link between those and health. Their findings show that, while major life stressors have little to do with health issues, daily stressors have a significant impact on health outcomes. Therefore, they state that there is a need for a combination of daily stressors and life events stressors data in order to have a better understanding of the health connection. In another study, they further explained that the findings show a clear relationship between daily stressors and health issues. Ruffin (1993) also explained that health is influenced more by daily stressors than influential life events. Thus, his findings indicate that the ways of decreasing stress and improving health could be supported significantly by the relevant parties in various fields.

2.1.2 Burnout. Another issue that needs to be examined within the teaching profession is teacher burnout as an obstacle to improved teacher well-being and, ultimately, effective teaching practices. Leiter and Maslach's (1998) definition of burnout as "a syndrome of Emotional Exhaustion, Depersonalization, and Reduced Accomplishment which is a special risk for individuals who work with other people in some capacity" (pp. 1-2). This above-mentioned model with three dimensions that has been proposed by Leiter and Maslach (1998) is one of the most frequently employed by researchers. According to this model, "emotional exhaustion" is a component of stress and means being emotionally impoverished and lacking emotional resources. Loss of energy, feeling fatigued or exhausted are some of the features of this component, and they basically result from prolonged work load. Therefore, employees

develop a coping strategy for themselves by alienating themselves from their jobs in an emotional or psychological way.

As a second element of the model, 'depersonalization' refers to detaching oneself from recipients and decreasing the connection with them because of negative feelings or attitudes towards them. When employees encounter this dimension of burnout, they don't consider recipients as people with valuable features, but instead see them as objects.

Reduced accomplishment as the last component of the model is a self-evaluation element with a sense of low professional efficacy, a lack of feeling successful, competent, or productive. They are unable to deal with job expectations with a healthy dose of optimism. As they are unable to develop successful coping strategies, they may experience Emotional Exhaustion. They may even start spending more time on their private lives rather than their work lives to get rid of stress and exhaustion. However, distancing from work-life may cause decreased achievement in work life, putting their physical health at risk.

Bakker and Schaufeli (2000) illustrate that excessive stress and depression cause teachers to have inadequate performance, negative attitudes, and personality disorders during their career life. This has even resulted in an earlier retirement than needed. Maslach (1998) also mentions the negative results of these three dimensions of burnout, such as absenteeism, job dissatisfaction, or the desire to end career life. Furthermore, people who experience burnout may face psychological problems such as neuroticism, melancholy, or depression. Bottiani, Duran, Pas, and Brandshaw (2019) state that the stress and burnout it creates due to high institutional expectations may interrupt even a highly competent teacher's effective teaching. This exhaustion and burnout resulted from a high level of stress, making it difficult for them to have strong communication and relationships with their students. Moreover, they explain that excessive stress hinders teachers' ability to implement creative classroom practices and ensure a comfortable and innovative learning environment for their learners. This

may even lead to unproductive results from the students and low student well-being without academic outcomes.

Bowen (2013) also aims to show how language teachers, especially in private schools, suffer from different kinds of stressors and burnout, together with their causes both inside and outside the working place. The findings in his study demonstrate that most private sector language teachers suffer from excessive burnout and the main factors that cause stress and burnout are basically the main requirements of being a teacher, relationship expectations in the working environment, and TESOL-based problems. Furthermore, organizational support for teachers who experience burnout was not enough, and however hard language teachers try to cope with stress and burnout in their professional and personal lives, the results and effects were not positive, especially in the long run.

2.1.3 Coping Strategies. Stressful situations in life make people give different kinds of reactions and develop various techniques to be able to cope with them, and this is an aspect that needs to be examined in order to gain more insight into teacher well-being. Lazarus (1993) describes coping as "ongoing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person" (p. 237). In fact, various coping techniques exist, and individual experiences and kinds of stressors determine how effective they are. For example, Tsenc and Newton (2001) showed in their study that international students use eight different techniques in order to adapt to a new environment and keep their well-being safe. These include knowing and understanding oneself and others, communicating effectively with peers and mentors, broadening one's worldview, and seeking assistance as needed.

2.1.3.1 Teacher Education students' coping strategies. Because of the fact that students are in the process of living alone or adapting to a new environment during

their university education, they may start feeling stressed even before they begin their teaching career. At that point, as teachers of the future, it is important to focus on teacher education students and understand their general well-being or stress coping strategies before they begin their career, which may even make a great contribution to the field. Khawaja and Dempsey (2008) examined coping techniques for academic stress and university life problems with international students, and they found that most of them develop passive coping strategies such as avoidance. The findings suggest that institutions need to support their students so that they are able to deal with stress, develop better coping strategies, and enhance their well-being.

In their article, Maclntyre, Gregersen, and Mercer (2020) focus on the techniques that were adopted by language teachers and which were connected to dealing with stress, negative emotions, and their general state of well-being during the COVID-19 pandemic. The study shows that there are a lot of elements that cause high levels of stress for language teachers while they are trying to embody work-life balance in their lives, and it is clear that this even doubles that stress level during online education. Therefore, teachers developed different kinds of techniques in order to cope with it at their best and improve their well-being. While more active and approach-oriented strategies used by language teachers presented more positive results, the use of avoidant coping strategies led to more negative consequences associated with anger, anxiety, or loneliness. Thus, the researchers suggest that the findings need to be taken into consideration in order to support teachers who feel stress or decreased emotional well-being. (for example; when they are new to an institution, have just started their teaching journey, or if there is an educational reform and when they encounter a hectic schedule). It also suggests that schools may integrate professional sessions regarding how to cope with stress into their programs and support teachers who may even face stress at their best times in order to improve that precious skill and become more competent.

Some studies even underline the importance of creating awareness towards distress coping strategies among teacher education students. Calderon and Carnier (2013) also focus on teacher education students' reactions towards stressors, stating

their significance for their psychological improvement and improved well-being. The findings in the study demonstrate a strong link between coping strategies and psychological well-being. Problem-solving as a coping approach has a great positive impact on depression, anxiety, and also psychological suffering in general. On the contrary, prolonged distress or lack of improved well-being arises from cognitive avoidance and behavioral coping strategies such as looking for alternative awards. Therefore, improving approach-centered coping strategies and discouraging cognitive avoidance coping among teachers may contribute to their overall well-being by diminishing stressors in their lives.

Wong, Cheung, Chan, Ma, and Tang (2006) state in their study that students may feel overloaded physically and psychologically, which suppresses them in terms of using their full potential and improving their teaching abilities as teacher candidates. This may even cause them to develop an avoidant coping strategy towards their academic studies. As a place where students learn and teachers work, it is important for schools to be aware of the stressors that their students are under. These stressors can have both short- and long-term effects on their physical and mental health, which can affect their performance and productivity in the field. In fact, most of the studies clearly show that distress and burnout teacher education students face during their training have a tendency to reappear during their teaching career. However, how to notice the stress and deal with it with some strategies and techniques that do not exist in the educational programs or professional development units. Taking the nature of educational settings into account, Umbach and Wawrzynski (2005) suggest that training student teachers on stress management may increase their long-term commitment to learning and working in the education field.

2.1.3.2 Language teachers' coping strategies. Some researchers believe that additional stressors may appear in language teachers' lives more than teachers who are in other fields. King and Ng (2018); for instance, state that the reason behind it is that language teachers have to deal with and manage cultural variety and are also more

likely to encounter low-linguistic self-competence regarding their communication with students. They claim that language and self are so inextricably linked that language teachers must have more sentimental and deeper connections with their students than teachers in other fields. In order to achieve educational objectives, language teachers need to undertake emotional labor, which includes handling emotions and expressions as a part of their jobs and especially as part of their fields. This enforced management of feelings may cause them to experience additional stress by diminishing their well-being and lessening their psychological prosperity. Gkonou and Miller (2017) also mention the nature of language teaching that involves considerable emotional labor. They state that the challenge of this emotional labor exists when language teachers have students, especially those who have anxiety in terms of using a new language. Therefore, language teachers feel the need to update themselves by using a variety of methods, techniques, and approaches in order to overcome the anxiety problem of their learners. This necessitates extensive effort and energy, besides creativity, which needs to be able to be blended into their daily program. Moreover, in order to achieve the necessary outcomes of language teaching, teachers are to ensure a comfortable and communicative environment to increase the active participation of their students. All these put a burden on their shoulders, causing stress and affecting their psychological well-being negatively.

2.1.4 Institutional support for student and teacher well-being. Co and Yu (2015) researched the function of institutional support as a significant factor in international language education students' well-being. Because of the fact that those students rely on the institution in different ways than international students, the institution becomes a much more important support system than expected. The model offered involved four different elements: institutional support, university identification, education-life balance and satisfaction, and a decrease in psychological stress. The positive effects of the findings regarding institutional support were on the psychological well-being of the students as they advanced satisfaction with school-life balance and a decrease in stress. Another finding demonstrated that organization

identification has a huge influence on students' views of school support and eventual satisfaction. On the other hand, institution identification did not significantly affect psychological stress.

In a further study, the Sodexo Quality of Life Services (2014) puts forward well-being away which is a well-being model. The model is basically for people who work away from their homes and consists of five stages. The components in each stage have a positive or negative effect on an individual's well-being. The first phase of the model is pre-departure planning which contains assumptions about being away, recognizing the reality of separation, establishing a support system, and most importantly, a scheme for communicating with family members at home. The researcher highlights that even though people think that technology lessens the problems and suffering of separation thanks to current innovations, this is not the reality, especially when people are away from each other and have to work long hours with a hectic schedule. The second phase in the model is being-away. This involves two major components. The first one is using technology while being aware of the importance of not becoming overly dependent on it. The second one includes improving the ability to release from work or study, since over-work or study may cause physical and psychological health problems. The model also underlines the significance of changing regular activities and doing something different than the obligatory tasks, especially in free time. For instance, English teachers who use technology for work may exercise as a free time activity rather than surfing the Internet, which changes what they usually do. The third phase of the model is preparing to return which influences well-being a lot. It is important to perceive that people tend to change even in a very short time, especially if they are away from their homes, families, or friends for studying or working purposes. Changing activities before returning home is an important consideration here. The fourth phase is returning. That is the last part of being away. At that stage, increasing the free-time activities is crucial. That stage is especially significant for people who face severe conflict, such as soldiers, so it may not be as important as language teachers or students. The final stage of the model is 'being back," which can be interpreted as going home or being with

family members or friends for some time, and for students, being back at home. That stage necessitates readjustments that have a significant impact on general well-being. That may include readjustment to the hometown or work life after returning. As a result, a sense of disconnection between being physically and psychologically back impacts an individual's well-being as a whole. The model seems worthwhile as it examines different dimensions of being away from home, family members, or friends for working or studying purposes. The study underlines the importance of the pre-transition stage to a new culture, country, institution or working environment. In fact, there is not much research on the pre-arrival stage of English language teachers or the well-being of English language teachers who begin working in a new institution. Indeed, a new working environment with new rules and systems may affect the level of stress and general well-being of language teachers, especially in the private sector, where they have their own ground expectations. Therefore, the model could be valuable for the institutions that aim to improve their teachers' well-being and for the researchers who are willing to do further research.

Similarly, Skinner, Leavey, and Rothi (2019) explain that job stress has been increasing in the education field recently and; as a result of this, teacher well-being has become a recent research topic. The study shows that there are various factors that affect teacher commitment negatively due to heavy workload, performance standards, and adjustments in the management and curriculum. The research examines different aspects of language education teachers in terms of professional existence, teacher self-esteem, teachers' stress and anxiety level. The changes in the education field and how the management approaches these changes influence the teachers, damaging their autonomy. The findings demonstrate that these all have a negative effect on the professional lives of teachers, impairing their psychological health and general well-being. As a result, the researchers propose that the changes in the education system and management implementations need to be considered carefully in terms of individual well-being and their impacts on the profession.

2.1.5 Private sector. The well-being of language teachers who work in the private sector is of particular interest because of the extra stressors in their lives. Sun (2010) demonstrates the working conditions of language teachers in adult basic education in terms of employment, equity, and advocacy in the study. The findings show that language teachers in the private sector have a heavy workload with long teaching hours and unequal working conditions. They don't feel that they have job security, promotion opportunities, or institutional support in general. The teachers in the study also expect to be supported by the institutions professionally in order to maintain high quality education, which is mostly ignored by the managers. The study highlights the importance of finding solutions to the problems that are raised thanks to the data collected from the study. The teachers in the private sector also lack some benefits, such as holiday leaves, compared to state schools. Thus, teachers in the private sector have some practical aims without having intrinsic working motivation, which may in turn hinder job satisfaction and commitment.

2.1.6. Self-efficacy. Bandura (1997) explains that self-efficacy is an important factor of well-being since it has a variety of functions regarding a person's perspective, motivation, attitude, behavior, and activity range. People who have high self-efficacy are in charge of their own attitudes and behaviors with management and organizational skills, and they are able to deal with the challenges they encounter in life. Since self-efficacy shapes an individual's feelings, thoughts, or actions, low-self-efficacious people are generally more likely to be depressed and anxious. Those people also have lower self-confidence than people with high self-efficacy, and this makes a negative difference in their beliefs about their self-achievements and personal development. Regarding how they think, highly self-efficacious people make high-quality decisions and have academic accomplishments in different kinds of settings. The level of self-efficacy has a role in promoting or hindering motivation as well.

Bandura (1997) says that highly self-efficacious people make a decision on conducting more challenging tasks by choosing high aims in life and adhering to them.

They also put more effort into their jobs, tasks, or objectives with commitment and insist on them even though they encounter drawbacks. This sense of high self-efficacy makes those people choose more challenging tasks and, in turn, create new ones with high motivation. Similarly, when teachers have a high level of self-efficacy, they are more capable of teaching. Also, their students are able to learn more even in challenging environments with teachers who have self-effciacy rather than with teachers without self-efficacy. In that way, they pave the way for their students' achievement and learning because it is inevitable for them to bring their perspective to the classroom and display their usefulness in teaching.

Ross, Romer, and Horner (2012) also argue that "teachers with higher levels of perceived self-efficacy set more challenging goals, collaborate with colleagues and parents, take personal responsibility for student outcomes, such as individualizing instruction, and are more likely to successfully implement new programs" (p.119). A high level of self-efficacy contributes to teachers' dedication and commitment and also helps them become well-equipped and prepared for their teaching. On the other hand, teachers who have low self-efficacy are not able to meet the needs of students or management, and they are likely to break down due to stress and burnout.

Aelterman, Engels, Petegem & Verhaeghe (2007) find self-efficacy as the most important factor affecting the other dimensions of well-being. They describe teacher self-efficacy as "the extent to which a teacher finds himself competent. It includes the assessment of one's own capacities and skills in relation to the demands of the task that has to be performed" (p. 292). Therefore, it refers to teachers' opinions of their own capabilities and evaluations of their own skills and abilities. Teacher self-efficacy also includes teachers' having confidence in their skills to help their students learn and improve. In that way, teachers feel sufficient enough for their students' improvement, which ensures they feel motivated and satisfied, which in turn enhances their sense of well-being.

2.1.7. Motivation. There is a need to examine the intrinsic and extrinsic motivational elements of teachers to be able to achieve more understanding of teacher well-being. At that point, Deci and Ryan (2008) define motivation as the drive to act, think, and develop and they underline that affective and cognitive guidance and energy or effort are fundamental elements of effective motivation. Dinham & Scott (1996) describe intrinsic elements for teachers as the willingness to guide students and make them achieve, aspiration to be influential in society, and the feeling of achievement associated with the success of their students; extrinsic elements involve salary, side benefits, and appreciation of the work done. As a result, it is stated that intrinsic motivation tools are more effective than extrinsic ones in terms of teacher motivation, which also ensures improved well-being in the workplace.

Brown (1996) mentioned three basic causes of teachers' quitting their jobs. They were all linked to intrinsic motivation as a personal improvement necessity, a willingness for education philosophy, and a lack of being valued and appreciated for their efforts at work. In comparison, Sarfoglu (1997) underlines the importance of intrinsic motivation, which makes teachers stay in their occupations or workplaces. He explained that love of learning and students, strong communication with colleagues, or reflectivity are the reasons why teachers do not want to leave their jobs. Studies show that people with autonomous motivation tend to have improved well-being, categorizing different kinds of motivation into two categories: autonomous motivations, which are a blend of intrinsic motivation and identified regulation, and controlled motivation, which is a mixture of introjected and external regulation (e.g., Fernet et al., 2012; Kins et al., 2009; Vansteenkiste et al., 2005). These different kinds of motivation influence performance and well-being in different ways. While well-being is influenced by intrinsic motivation, performance is influenced by identified motivation. Moreover, controlled motivation as a combination of introjected and external motivation has other significant impacts on well-being. For instance, maladaptive results such as anxiety or stress are closely connected to external regulation. Introjected regulation has a positive relationship with both negative and positive effects. Decision-making methods, feelings, and attitudes are affected by

identified and introjected regulations differently. Thus, while identification is likely to produce positive results, introjection is linked with unwanted consequences. Therefore, alternative motivations create diverse relationships with well-being.

Findings in the study also discuss three different signs of well-being, which are especially work-related, such as job satisfaction, stress resulting from work or other numerous illnesses, and how they involve both positive and negative aspects, besides psychological and physical ones. Findings in the study demonstrate that intrinsic motivation accompanied by identified regulation has a much stronger effect on well-being than well-being alone, which shows positive links with positive indicators and negative links with negative indicators. For instance, when employees have more intrinsic motivation, it is highly possible that they have job satisfaction and don't face many health problems like headaches or insomnia. External regulation and a-motivation have negative links with well-being signs.

Lastly, introjected regulation shows both positive and negative results. So, by looking at how different types of motivation and their consequences are linked, we can see how different types of motivation might help or hurt well-being consequences. The well-being notion is also closely associated with organizational support since it shows the worker's assessment of the level of the company's commitment to the worker. War (2007) states that providing comfortable conditions for work achievement, physical setting quality, and opportunities for personal growth ensure the measurement of the notion of well-being at work. For instance, studies in Brazil by Oliveira, Pilati, and

Borges-Andrade (1999) illustrate that organizational support is one of the major factors that shape a worker's view of health and well-being. Similarly, Meleiro and Siqueira's (2005) findings show that there is a positive correlation between the recognized support by employees that are members of an organization and their job satisfaction and overall well-being. Therefore, organizational support has a significant influence on employees' motivation, which in turn affects their general well-being.

2.1.8 Job satisfaction. The other point in well-being is the teacher's job satisfaction, which means a feeling of engagement, belonging, accomplishment, and pleasure in teaching. Cranny, Smith, and Stone (1992) proposed that there is an agreement in defining what job satisfaction is. They state: "job satisfaction is an affective (that is emotional) reaction to one's job. It results from the incumbent's comparison of actual outcomes with those that are desired (expected, deserved, and so on)" (p. 1). The definition given by them is quite similar to how Locke defines it in his two different significant papers on job satisfaction. Locke (1969) defines it as "pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating one's job values" (p. 317). Job dissatisfaction is the unpleasurable emotional state resulting from the appraisal of one's job as frustrating or blocking the attainment of one's values.

Job satisfaction is also defined by Weiss (2002) as "a positive (or negative) and evaluative judgment one makes about one's job or job situation" (p. 175). That means teacher job satisfaction refers to how teachers understand and assess their duties in a professional working context. Therefore, as a multifaceted notion, job satisfaction is closely connected to teachers' personal experiences and also correlated with issues such as age, teaching experience, institutional support, or good communication with colleagues. For instance, Veenhoven (1996) also gives the definition of life satisfaction as "the degree to which an individual judges the overall quality of his life as a whole favorably" (p. 26), which always needs to be considered while explaining job satisfaction.

Weiss (2002) touches upon it stating that one element of all current structural examinations of well-being is indeed a universal perception of life satisfaction, an assessment of one's life in general as a whole. He underlines that this is even an accurate attitudinal component of well-being and that it is equal to job satisfaction in a concept based approach. It means while life satisfaction refers to "the attitude object of evaluation being one's life," job satisfaction means "the attitude object of evaluation being one's job." On the other hand, according to Perie and Baker (1997), a report of American teachers' job satisfaction exemplifies that management support, student

attitude, a positive working environment, and teacher autonomy are the factors that increase teacher satisfaction. It clearly shows that working conditions are more influential in teacher satisfaction than other variables such as sex, age, or years of experience. Job dissatisfaction is a direct cause of stress and, in turn, prolonged burnout.

Kyriacou (1989) stated: "teacher stress refers to the experience by teachers of unpleasant emotions such as anger, tension, frustration, anxiety, depression, and nervousness, resulting from the aspects of their work as teachers... Teacher burnout refers to a state of mental, emotional, and attitudinal exhaustion in teachers which results from a prolonged experience of stress" (p. 29). Therefore, the more satisfied the teachers are with their work, the less stress they experience, and this maximizes their level of well-being.

2.1.9 Teacher empowerment and autonomy. Teacher empowerment with autonomy finds its place as a major indicator of teacher job satisfaction and well-being as well. It lets teachers enhance their sense of control and take responsibility for their own work, which improves well-being to a great extent. Pearson and Moomaw (2005) indicate that the sense of empowerment provides teachers with freedom, and that freedom contributes to their teaching as they are able to apply the best teaching strategies, and creativity in their style increases in that way. Moreover, this helps them be more involved in the decision-making process thanks to increased autonomy, and this brings about increased well-being.

On the other hand, limitations on teacher autonomy, such as the feeling of incompetency or lack of being in charge, may lead to anxiety, discouragement, or conflict among teachers. Some other researchers have been in search of how teacher autonomy is blended with professionalism. A Nation at Risk's (1983) findings showed that professionalism in teachers' working lives is inappropriate, which made the teaching profession controversial for a long time. Then, a Nation at Risk offered some recommendations in order to improve teaching as a profession and make it more

valuable and appreciated. After that attempt, Ingersoll (1997) stated that professionalism, which is promoting teachers' status and working conditions as a movement, took a great deal of attention and was of interest to most. Ingersoll (1997) considered teacher authority as one of the important features in order to differentiate professionals from other kinds of jobs. In that context, the definition of authority is "the extent to which teachers influence school decisions concerning key educational issues" and then it was extended to "the degree of individual autonomy exercised by teachers over planning and teaching within the classroom" (p. 7). That is, teacher autonomy is related to teacher commitment and professionalism, and autonomy contributes to the professional applications of teachers as a key component to increased well-being as well. Thanks to gaining control of their own job and freedom to do what they want to do. Teachers' empowerment is considered indispensable in the education system. Even though most of the research underline the importance of teacher autonomy and empowerment, empowered teachers are difficult to be found in schools. No matter what kind of school type it is.

Ingersoll (1997) examined a survey by the National Center for Educational Statistics of the U.S. Department of Education in which a group of teachers were asked about their impact on classroom and school-related issues. They stated that the influence they have on school-related issues has stayed the same for a really long time. That means teacher impact seems to be limited just to classroom issues such as choosing a teaching method or material selection rather than having a chance to work collaboratively with management in terms of curriculum design or instruction choice. This, most of the time, becomes a reason for a teacher to leave the institution they are working for or leave the teaching profession forever as it makes them lose the motivation they have, which decreases their job satisfaction and, in turn, their well-being in the work place.

2.1.10 Workload. Having a sensible workload and financial difficulties are other important aspects of teachers' well-being since teachers need to have enough time for different kinds of tasks and responsibilities that high quality outcomes necessitate. Thanks to a reasonable workload, teachers are capable of managing their

tasks effectively, balancing their time and energy usage and lessening the stress level they experience. In fact, this shows that teachers with reasonable workloads have a supportive working environment in which they feel the respect that they deserve, appreciated by the managers, and valued by their colleagues and students.

As Liebermann (1995) states, education management and the working environment they supply have a critical role in teachers' lives. The reason is that teachers' well-being is influenced by being appreciated for their work, and when they feel more involved in the workplace, they become more committed to the school they work for and their communication with all the units becomes much stronger. Tynan, Ryan, and Mills's (2015) study aims to research teacher workload, which is increased for several reasons, especially during online education. The findings in the study in which different Australian universities with fully online or hybrid education were examined indicate that teacher workload increased significantly due to more office hours with students, technical challenges online programs raise, lack of IT support, or problems in the management or effective application of lessons.

In their study, Cenkseven-Onder and Sari (2009) investigated the link between prolonged stress and teacher well-being. They emphasized that management and the working environment need to support teachers as effective teaching and learning are ensured by the improved well-being of individuals. Moreover, they state that a comfortable working environment promotes teachers' well-being and thus work satisfaction, which affects commitment and loyalty positively. Kızıltepe (2008) presents financial support and security as another important factor in order to maintain teacher motivation high in a comfortable working environment. The study findings illustrate that offering unsatisfactory payments and a lack of fringe benefits creates motivational problems among teachers. Besides, it is observed that online education leads to extra stress, which affects teacher motivation and well-being in a negative way. In the study, another important factor in online education is stress, which is a result of the excessive workload of teachers.

Mamun, Rahman, and Danaher (2015) explain that students do not have the responsibility of taking their own responsibility for learning since online learning is new for most students and has changed even their study habits. In fact, online teaching entails students' having more autonomy due to its being a learner-centered approach. This finds its reflection in teachers' increased duties and responsibilities, which can be interpreted as another stressor in their lives.

Another study by Lorenzetti (2014) focuses again on online education and how it affects the working nature of teachers. It is proposed in the study that online education may not increase the workload compared to face-to-face education; however, it has disturbance in its nature. While face-to-face lessons give teachers an opportunity to give feedback or answer questions before, during, or after the lessons or tasks immediately, online education necessitates a lot of asynchronous tasks, email replies, or contact hours, which tend to be spread over the day. This creates an extra burden for the teachers, and it is suggested that institutions need to take decreasing contact hours into consideration in order to lessen the workload for teachers and improve their well-being.

2.2 Professional Development

Teacher proficiency is key to effective student performance and outcome in a quality education system, and this could be provided by promoting teacher quality in general. At that point, Borg (2018) defines Professional Development (PD) as a key method for teacher development and involves any activity which is designed to create positive change in practising teachers' capabilities. There can be a variety of PD sorts, such as formal, informal, or as individual activities like reading professional articles or participating in long-term teacher development projects provided by institutions. There are different theoretical approaches and frameworks on PD in the literature, ranging from general evaluation of PD to its impact on teacher proficiency. They

mostly show that being a competent teacher requires diverse skills, knowledge, and attitudes that are possible consequences of PD. Thus, it is of great importance to analyze all potential impacts PD activities have on teachers in order to see if there is any correlation between PD and the general well-being of teachers.

2.2.1 Professional Development Interventions (PDI). Markiewicz and Patrick (2016) find it important to assess Professional Development Interventions (PDI) as formative and summative evaluations. They are important in order to analyze the real effects, management, the effective use of resources, what is working in the institution, development and making decisions in terms of design or resourcing. Therefore, an institution that uses important sources for PDI needs to evaluate whether they are really effective or not. In the study, they state that the implementation of PDI design shouldn't be something theoretical or formal, but its long-term influence needs to be evaluated carefully. For that purpose, a framework by Kirkpatrick (2006) was changed by Guskey (2000) according to the needs of an educational setting. While this framework consists of four different elements such as reactions, learning, behavior, and results, Guskey offers five different aspects such as reactions, learning, organizational support and change, new knowledge and ability use, and student outcomes. The last item added to the frame was significant enough to improve student outcomes.

Another aspect of the effects of PDI can be explained in terms of input, reach, which refers to its impact on the number of people, participation, and output, which is the production part. Markiewicz and Patrick (2016) explain that it is critical to examine these elements since they are significant variables that help teachers understand the effect of PD. "Reach" means how many people are affected by PDI in a direct or indirect way. While there is a direct impact on the teachers who participate in PDI, there is also an indirect impact on the students of those teachers. Since "Reach" refers to the number of people who are influenced by PDI, it is quite crucial. For example, one project aimed to improve the English of all children under age 11, and the potential

number in that country was several million. As another example, the TEJAS project in Maharashtra was to reach 18,000 teachers. However, Markiewicz and Patrick (2016) state that it is not always easy to estimate what the accurate reach is as some projects are nationwide, but it eventually has its impact, directly or indirectly. "Inputs" are PD sessions such as workshops, seminars, or idea-sharing sessions. For example, in the ELISS project in Maharashtra, mentors were interviewed on the frequency of their school visits and pre-observation or post-observation of teachers at schools. Those questions are basically associated with PD activities, but not with the overall impact. Those questions help evaluate whether teachers' practices, styles, or approaches change or not, which in fact, influences the impact significantly. "Participation" refers to how engaged a participant is in a PDI. Participation level may show differences among teachers when it is, for instance, an online session. Participation can be seen when teachers are logged into an online platform or, as in the ELISS project, WhatsApp groups can help teachers talk. The number of teachers who show up for face-to-face PDIs is much easier to see. In the study, "Output" is defined as products with the help of PDI, such as materials, language tests, or reports. Outputs generally are reflections of what a PDI accomplishes. Therefore, they are important elements and can be taken into consideration while designing a PD plan.

2.2.2 Impact of PDI on teachers

2.2.2.1 Satisfaction. In his study, Borg (2018) mentions a variety of effects of PDI on teachers. He states that there are measurement scales in order to understand the satisfaction level of participants after a PDI finishes. He exemplifies that after a 10-week PD workshop, teachers completed an assessment document rating the content, trainer, and course delivery, which may help to observe the impact on satisfaction. On the other hand, Donovan and Townsend (2004) show both the positive and negative sides of this happy sheet which is called in a business context, although they believe that they provide a fast analysis of the satisfaction level, they may not give the real

result. Moreover, even though a participant seems satisfied, they may not be able to comprehend new knowledge or apply it in their work environment.

Yan and He (2014), for instance, receive feedback from teachers via a questionnaire. However, despite the long-term effect focus in their article, they only have a chance to obtain data with immediate reactions right after the course. Another concern about self-reported assessment is that, in spite of the anonymous nature of these forms, participants may hesitate to be critical of others, which may cause them not to express their real thoughts. Thus, immediate feedback after a PDI has its own limitations, and it may be better to combine this evaluation form with other forms or get feedback sometime after a PDI may help more to collect a more accurate evaluation.

2.2.2.2 Language Proficiency. Another potential impact of PDs is the language proficiency of teachers. Some of the projects show that most of the teachers' levels of English are at A1 or A2 level according to the criteria of the Common European Framework of Reference for Languages (CEFR). In fact, the general suggestion is that teachers' being B2 or C1 means that PDIs also aim to improve teachers' English competence. In one of the projects, teachers had a pre-test and post-test for their English proficiency, and the results show that it is undeniable that PDIs have a huge effect on the English proficiency level of teachers. Borg (2018) also states that in another project, 1600 teachers had a chance to take a language assessment test at the beginning of the project, at mid-point, and also at the end of the project. Again, the results show that PDIs affect teachers' proficiency levels to a great extent. However, it is really necessary to consider some conditions for that, such as providing a proper test, standardization for administration and marking, or enough time for language improvement. Therefore, when the necessary environment and requirements are met, PDIs may have a significant influence on the proficiency level of teachers in their fields.

2.2.2.3 Teacher Knowledge. The third impact is believed to have a significant improvement in teacher knowledge. Carter (1990) describes teacher knowledge as a complicated notion, and teacher knowledge has been discussed in various ways in the literature. In general, only teachers who have a high level of knowledge can ensure the necessary quality of teaching and learning environment. According to Khalifa (2014), one type of teacher knowledge in assessment is pedagogical knowledge, or teaching knowledge in ELT, which is teacher knowledge about educational theory, teaching, and learning. For instance, the Teaching Knowledge Test (TKT) assesses theoretical knowledge of theories, approaches, methodologies, and ELT practices. The objective of some PDIs in institutions may be to improve the theoretical knowledge of the teachers. At that point, Borg (2018) states that PDIs need to assess teacher knowledge after PDI sessions rather than evaluate what they already know. Another project that underlines the importance of PDI sessions was the EFECT project, which evaluated teachers' interactive teaching methodology with a test before PDI, at the end of it, and several months later. The results showed that there was significant improvement in teacher knowledge thanks to PDI. One important point to clarify here is that assessment of PDIs shouldn't be seen as something technical; it must show empathy towards the participant in order not to give a negative impression regarding their actual aims.

2.2.2.4 Instructional Skills. Another important impact of PDIs is that they enhance the instructional skills of teachers. Borg (2018) underlines that PDIs may also help teachers improve their instructional abilities thanks to some teaching methods such as peer observation, team teaching, or material design. Those don't involve actual teaching in a classroom environment, and they may target the evaluation of communicative teaching skills such as classroom management in terms of pair or group work. Thanks to the observation during PDIs and specific observation rubrics, it is also possible to see how much of an impact PDIs have on teachers in terms of instructional skills.

2.2.2.5 Attitudes and Beliefs. Another impact is that PDIs aim to make a difference in teachers' attitudes and perceptions. Kirkpatrick's framework shows that learning involves attitudes besides knowledge and abilities, and it is even seen as a pre-requisite. Guskey (2000), on the other hand, proposed that teachers need to change their behavior first and then they may be able to develop ability or knowledge. Bandura (1997) also believes that proficiency in a field is necessary for attitude change and a new belief. This change in behavior cannot be maintained if there is not a deep change in belief. Borg (2018) states here that prolonged change in teacher attitude and belief can be one of the main goals of PDIs. There are various methods for assessing teacher attitudes and perspectives in the context of PDI. As Kagan (1990) suggests, questionnaires and self-evaluation reports can be the tools to measure them. In some PDIs, teachers' perceptions can be learned via interview questions such as "What, in your opinion, are the characteristics of an effective English lesson? What do you try to do in your lessons to help your pupils learn English more effectively? What, in your opinion, is the best way to help your pupils learn English?" Instead of asking questions that limit teachers' ability to respond, asking them such questions that let them become more productive is more meaningful. Teachers may also be provided with a questionnaire at the beginning, middle, and end of a long-term PDI project. In that way, it is possible to observe and evaluate the changes in teacher beliefs on some specific topics. Moreover, teachers may rate some items in order to see their knowledge of a specific topic. It is crucial to note that these don't give an accurate measurement, but instead give the impacts on beliefs. Most such PDIs also assess teacher confidence in using English, teaching interactively, or any other relevant practices, which can be one of the main focuses on whether or not it contributes to teacher well-being.

2.2.2.6 Classroom Practice. Another effect of PDIs is to change teacher practices in the classroom. Classroom practices can be evaluated by observations in

order to see their impact at their best. Borg (2018) demonstrates that in the TEJAS project in Maharashtra again, observers have class visits in order to evaluate and rate teachers, taking criteria into account, which specifically consists of communicative goals during the PDI. In this study, 600 teachers had class visits at the beginning and end of the project. Observers assessed whether there were specific teacher behaviors and pedagogical methods according to the criteria. In such PDIs, observers also have a training session with a standardization meeting beforehand in order to use the criteria in a standard and most effective way. In some institutions, when resources aren't enough, other ways of evaluation, such as video-based observations or teacher portfolios, are also available. However, a high number of teachers' observations can give more reliable results in order to better understand the real impact of a PDI. At that point, Borg (2018) notes that "portfolios provide a holistic, authentic, and evidence-based picture of teachers' work over time and thus provide a sound basis for the assessment of teacher competence" (p. 27). They provide an opportunity to observe teacher behavior over time rather than analyzing a single classroom observation, which can be considered a more effective method of assessing the impact of PDI.

2.2.2.7 Reflective Competence. Borg (2018) states that PDIs also give teachers an advantage of improving their reflective competence as another impact. The reason behind that is that most institutions aim to improve their teachers' reflections on their own teaching ability. Mann and Walsh (2017) propose that an extensive literature supports reflective attitude since it is a really complicated area and how reflective behavior is defined is crucial, which necessitates an accurate evaluation. Calderhead and Gates (1993) define teacher reflection as teachers' ability to understand, discuss, assess, and amend their own practices, adopting a methodical approach towards teaching. Borg (2018) shows in his study that reflection was evaluated via pre-lesson and post-lesson discussions between EFECT project trainers and the teacher trainers who participated in the PDI, and the findings resulted in an improvement of 68% of participants. Due to the fact that this evaluation type was a restricted one, systematic conversations or teacher portfolios that involve teachers' examination of their work

effectiveness can also be included to provide more insight into their ideas. Moreover, Whatsapp groups give teachers a chance to express their ideas and experiences and create a collaborative reflection atmosphere. Thus, teachers have a variety of reflection options with PDI support. Although its evaluation is a challenge, it needs to be more systematic in PDIs since it is worth seeing its impact on teachers' general well-being.

2.2.3 Impacts of PDIs on Organizations. Kirkpatrick gives "Results" as the last part of the impact in his model. In fact, his model is directly connected to the business context in terms of profit, productivity, and quality. In an educational context, professional development can be interpreted as an organization. For instance, Norway has "Competence for Quality" scheme regarding professional development and its objective is collective learning and improvement of the professional community in each school (Ministry of Education, 2015). Teachers who participate in this scheme are encouraged to work collaboratively with their colleagues. This exemplifies that PDIs benefit schools and the education system in general rather than just benefiting the attendees. Another example is Teacher Activity Groups (TAGs) which motivate teachers from different schools to come together with face-to-face meetings and also meet online in order to enhance the collaborative work that PDIs ensure, so it is also important to understand how PDIs impact on teachers and their well-being in this aspect.

2.2.4 Impact of PDIs on Students. Guskey (2000) added another important level as student outcomes with the adaptation of Kirkpatrick's model while evaluating the impact of professional development. The student outcomes level in this model shows the impact of a PDI on students. Timberley (2011) states that not only achievement but also student involvement and well-being are defined by student outcomes. On the other hand, Hayes and Chang (2012) underline the difficulty of finding a direct connection between teaching and student outcome. Braun (2005) also finds it difficult to say that teaching leads to learning. Therefore, finding a correlation

between professional development and student outcomes becomes more challenging and complicated because there are variables such as choosing student groups in a study randomly, having a control group and representative sample, the quality of PDIs, what teachers learn during PDIs, and student assessment type. For example, studies with an experimental group whose teachers attend a PDI and a control group whose teachers are not in a PDI may contribute to having better results while evaluating the PDI impact on student development. When an experimental group develops more, it clearly shows that PDIs are effective in student outcomes. On the other hand, if student outcomes are assessed with test scores, they need to be evaluated in a qualitative or longitudinal way, such as an ongoing evaluation of student performance. At that point, Timperley (2011) highlights that professional development basically aims to improve student outcomes.

2.2.5 Professional Development Models. After reviewing all the possible impacts of PD on teachers with various studies, it is also essential to go through the suggested professional development models in order to gain insight into the concept. At that point, Anderson (2018) presents three different professional development models for language teachers as top-down, bottom-up, and interactive approaches. A top-down approach basically refers to an institution's decision for their teachers' development method, and it is called an "expert-driven process" by Richard (2015, p. 697). It clearly shows that institutions decide what the needs of an institution, teacher, or student are in terms of professional development.
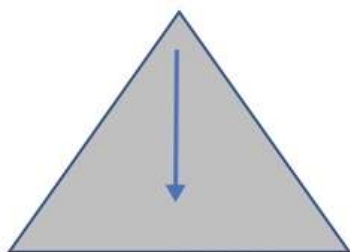
Figure 1: a visual representation of a top-down model of teacher professional development

According to Richards (2015), "from an institutional perspective, professional development opportunities... are intended to improve the performance of teachers as well as benefit the school as a whole." (p. 703). In fact, he emphasizes the function of institutions as decision makers, guiding teachers to obtain what they need professionally. Crandall and Finn Miller (2014) also explain the top-down model as institutions' regulating teachers' needs and providing a "mandatory in-service workshop... with little input from teachers" (p.631). Thus, institutions are the ones that ensure the development opportunities for teachers by deciding on their needs. However, the model is criticized on a large scale by those who find it neglectful in terms of identifying the real professional needs of teachers.

The second model, which is called the "bottom-up model", provides teachers with the opportunity to direct their own needs and choose PD opportunities that they prefer. Anderson (2018) says that teachers who are self-motivated for their own professional development are the most important part of this strategy's success.
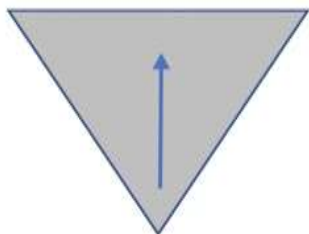
Figure 2: a visual representation of a bottom-down model of teacher professional development

Richards (2015) drafted eight methods regarding individual professional development. "(1) find out how you teach (2) expand your understanding of language teaching (3) expand your teaching skills (4) review and reflect on your own teaching (5) collaborate with other teachers (6) arrange for peer observation (7) document your own teaching, and (8) research your own classes". The draft clearly emphasizes how teachers determine their own professional development strategies and how they have control of their own development process. The last model, called the 'interactive model', is

introduced as the most effective model since it combines institutional needs with the needs of teachers who recognize their own professional needs.
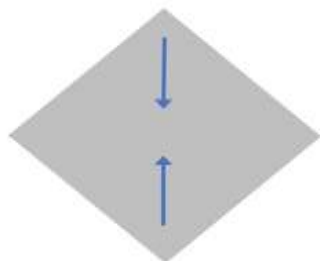
Figure 3: a visual representation of an interactive approach to teacher professional development

Anderson (2018) highlights that blending the institution's objectives with the teacher's own aims may create a more life-changing positive impact that benefits not only institutions but also individuals. Crandall and Finn Miller (2014) highlight that, based on key research studies on teacher professional development, "sustained, content-focused professional development was most effective when it actively involved teachers in concrete ways and concentrated on specific instructional practices rather than abstract discussions of teaching" (pp. 631-632). Indeed, this supports the interactive approach in professional development as the best model of all, since only with the teachers' involvement in their own professional development is it possible to foster teaching strategies and student learning. So, it is important for institutions and teachers to work together to improve the quality of PD and, as a result, the general well-being of students and teachers. Regarding institutions, Richards (2015) suggests five important steps to carry out an effective PD. The steps entail: (1) discovering the needs of both the institution and teachers; (2) setting goals for professional development; (3) choosing the participants; (4) ensuring a supportive environment; and (5) assessing learning'.

Anderson (2018) utilizes an interactive model and suggests five fundamentals in order to implement an effective professional development program with a strong frame, which he calls the five Ps. These five Ps include "purpose, personalization,

priority,   passion,   and   professional   learning   community".

Figure 4: the five Ps of effective professional development

Purpose as the first P necessitates both institutional and teacher aim, which is necessary to determine a common need for PD. At that point, Duckworth (2016) explains focusing on individual well-being*: "*At its core, the idea of purpose is the idea that what we do matters to people other than ourselves. . . . Purpose means the intention to contribute to the well-being of others. . . . Grittier people are dramatically more motivated than others to seek a meaningful, other-centered life. Higher scores on purpose correlate with higher scores on the Grit Scale" (pp. 145-147).

The second P is personalization, which is key to the accomplishment of a teacher's aim. Personalization enables a teacher to meet real professional development needs and achieve success in the end. Therefore, professional development in language programs should focus on individual teacher needs for ultimate success. Fink (2013) points out that personalization has an important role in teachers' lives and states: "when we learn about our self, we might learn something that helps us understand who we are at the present time; this kind of learning changes or informs our self-image. At other times, we might learn something new about the person we want to become; this gives us a new self-ideal. Both are important and either may happen intentionally or as a by-product of the formal aspects of our education" (p. 51).

It definitely underlines the importance of enhancing self-image and well-being by personalizing teachers' professional improvement. Teachers generally know the individual needs of their learners and realize how effective it is in their students' learning journeys. Similarly, teachers can become successful by identifying their personal and professional needs. However, teachers need to realize that this doesn't happen spontaneously. Therefore, they need to be in search of their individual professional development needs deliberately. Moreover, institutions need to encourage teachers to reflect upon their own teaching and needs and facilitate their ongoing development. Only in that way, can the interactive approach realize its own objectives. Anderson (2018) suggests some questions for teachers who desire to identify their own needs. The questions are: "What do I see as my core purpose as an ELT professional? Why do I want to be a better English language teacher? Am I the best ELT professional I can be? Am I actively contributing to building the best ELT program at my institution? What changes do I need to make to be my best self?" (p. 51). Such questions may contribute to raising awareness among teachers who want to identify their specific professional needs.

The third P is priority, which refers to the need to list professional development areas according to their importance and prioritize them in a realistic way. Since there is room for professional development all the time and in different aspects, teachers sometimes find themselves overloaded with the needs, expectations, and work. This may even lead to reluctance and end up with doing nothing. Therefore, Anderson (2018) suggests teachers concentrate on the items one by one in order to avoid unwanted results. He also states that teachers can brainstorm on potential development items and, after that, they may prioritize one item on that list. In fact, institutions that recognize the importance of this guide their teachers to target one personal aim for a long period of time as a part of their professional development so that they are not overwhelmed. Managers and colleagues can even play a role in directing teachers by asking them what one item they volunteer to work on as a part of PD.

The fourth P is given as a passion for professional development. Passion can be described as the driving force to achieve targets and succeed at the end of them.

Impassioned students are the results of only impassioned teachers, as Guilloteaux & Dörnyei (2008) suggest: "student motivation is related to the teacher's motivational practice" (pp. 72-73). Therefore, teachers who want to develop themselves professionally always need to maintain the passion they have and they need institutional support to become more passionate and better teachers in that area as well. Teachers may ask themselves whether they have enough passion in order to move forward in their professional development journey or not.

The final P is professional learning communities which necessitate learning or teaching to be in social context. Professional development in a social context contribute interaction which makes improvement collaborative and more liable. Crandall and Finn Miller (2014) explain that "the research evidence suggests that educational institutions that align their performance goals to teachers' professional development through professional learning communities (i.e., groups of teachers who meet regularly to plan, problem solve, and learn together) achieve positive outcomes" (p. 632). The findings in this research focus on the institution and teachers function to implement PD activities as communities. Anderson (2018) states that teachers can take steps by asking: "How can I take responsibility for my own professional development and create a professional learning community with my trusted colleagues? How can my colleagues and I share what we are learning about our classroom practices?" Richards (2015) points out: "institutions that recognize the benefits of professional-development opportunities for their teachers should adopt a strategic approach to such activities and provide the necessary conditions and support for them to be realized" (p. 724). Thus, having a professional development plan may benefit both institutions and teachers meeting the needs, which may have a positive impact on teacher confidence and well-being as a result.

2.2.6 Professional Learning Community (PLC). Some studies even focus on professional learning communities (PLC) as an important element of PD. Stoll & Seashore Louis (2007) state that a professional learning community is an

internationally well-known term changing the education system successfully and contributing to learning and engagement effectively in a learning environment. Senge (1990) points out: "ideal professional learning community is one where people continually expand their capacity to create the results they truly desire. It is where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together" (p. 372). Similarly, Webb, Vulliamy, Sarja, Hamalainen, and Poikonen (2009) examine some professional development elements that affect teachers' morale, perception, applications, and attitudes in the workplace. They also argue that although PLCs may sometimes become difficult to implement due to some governmental issues and limitations in the workplace, it is worth researching and working on thanks to the potential contribution it makes to teachers' well-being.

In the study, the four basic factors that have an influence on teachers' work and well-being are listed as: "school community; collaborative working; continuing professional development (CPD) and trust and accountability". As for the school community, the study findings show that communication with colleagues, a collaborative working environment, professional development chances, and the attitude of management are the main factors that affect the school community. Therefore, being more 'people centered', caring about employees' satisfaction, well-being, and improvement, besides students' welfare, seems to facilitate employment, professional development, and increase general well-being at school. In the study, it is stated that gaining such a community was thanks to appreciating, supporting, and promoting teachers who are especially willing to share their educational experiences. As a result, it becomes possible to build a trust-based, committed, and supportive professional development community environment. Moreover, it is also found essential that there is a need to bring all employees together, including administrative staff and assistants, in order to create a sense of community with positive communication, motivate teamwork, and create a mutual vision. Some school events, such as workshops, art days, sports events, or having a whole staff away day, may promote inclusiveness, contributing to general well-being and being a community.

As for collaborative working, MoE (2001) describes it as an important component in increased teacher motivation and well-being and also as a tool to be able to cope with burn-out. Similarly, Wenger and Snyder (1998) also mention PLCs as being "about knowing, but also about being together, living meaningfully, developing a satisfying identity, and altogether being human" (p. 134). Therefore, teachers appreciate a supportive culture embodied in a collaborative and trusted environment. For instance, a teacher from Finland in a project values collaboration among colleagues, stating that although each teacher works alone in a classroom, they all collaborate to solve problems, deal with challenges, or produce ideas. Thus, this facilitates teacher motivation, morale, effective teaching, and, in turn, welfare. Most of the researchers believe that it should be a must for institutions to encourage collegiality and this culture. MoE (2007) illustrates that Finnish teachers are expected to participate for three hours a week in the school's joint instructional planning, in subject group and issue-group meetings, in school–home collaboration, and in tasks regarding instructional planning and school work improvement. It is observed that this institutional attitude even evolves into further teaching partnerships such as team teaching, peer observation, or collaborative lesson planning over time, which results in high quality teaching and enhanced learning. Moreover, cooperation between schools is also found to be effective, and it is believed that it may create continuous professional development. At that point, the 1994 Finland education reform encouraged schools to create their own curricula as "encouraging difference" and "feeding independence" and the regulation also paved the way for cooperation between schools and networks, indicating it even in the curriculum. Due to some limitations and drawbacks, such as distance or transportation cost, it continued to be supported in terms of the benefits of cross-curricular subjects and an interdisciplinary approach.

Another aspect that is fostered by PLCs is continuing professional development (CPD). CPD includes in-service training, professional development, or "life-long learning". The DfES (2002) defines CPD as "any activity that increases teachers' knowledge or understanding and their effectiveness in schools and can help raise

children's standards and improve teachers' job satisfaction" (www.teachernet.gov.uk). There is another definition by Day (1997) highlighting the important function of teachers in the exchange of perceptions, skills, and knowledge and the spread of improvement in education policy, which also makes emotional intelligence fundamental to maintaining and fostering professional thinking. For the sake of education policy, teachers are considered to have a significant role in spreading values for the sake of this broad definition. Cordingly (2003) points out the impact of CPD, especially when teachers have their own responsibility for development and pinpoint their own CPD aim, since it is clear that 'one size fits all' training approach is not beneficial to meet the needs any more. The MoE (2001) highlights that professional development continuity depends mostly on community-based approaches and suggests that 'staff development is carefully planned and linked to institutional development' with 'individual and institutional training plans and the possibility of requiring that teachers develop their own professional skills'. Another aspect is trust, which has a huge impact on teacher well-being and is vital for fostering and maintaining PLCs. Hargreaves (2007) defines trust as "both a moral commitment and an acceptance of the other's good faith, as well as an emotional disposition of reduced anxiety, of ease and acceptance, that accompanies this suspension or expulsion of doubt" (p. 187). Trust is crucial to building an educational environment in which colleagues become creative with innovative ideas and challenge each other in a secure way. However, Whitty (2002) states that accountability increased control over schools and teachers and even formed "a low trust relationship" between society and teachers in England. Government regulations regarding high standards put a lot of pressure on managers and teachers' shoulders, and this also affects students, which creates workload and, in turn, stress. On the other hand, Sahlberg (2007) points out that teachers in Finland had a strong sense of trust, which affects engagement, competence, and the ability to realize curriculum objectives in spite of workload and bureaucracy. Valijarvi (2007) claims that there are interconnected factors that influence Finnish students' achievements, such as teacher proficiency, professionalism, and classroom applications. Those are seen as important factors that enhance teacher satisfaction, self-image, and well-being.

2.2.7 Peer observations. As it is stated before, a collaborative attitude in institutions may turn into a willingness for further teaching partnerships such as peer observation, so some studies underline the importance of such practices as a part of PD. Gosh (1999) says that good teachers need both competence and enthusiasm; also, self-reliance, self-respect, and a willingness to question, experiment, and improve professionally. Most researchers find this definition really meaningful no matter what their teaching environment is: online or face-to-face. In terms of online education, there were a lot of challenges regarding demanding work, technical issues, and innovative online applications and strategies. Therefore, most of the teachers; especially during online education, wanted to observe some practices in their peers' lessons since most of them believe that feedback from a manager doesn't provide the same opportunity to see practices in other teachers' teaching. Moreover, although observations as a part of professional development give an opportunity for new teachers in an institution, experienced teachers may also be in search of benefiting from diverse techniques from others. At that point, Bandura (1986) states that observing a peer may contribute to a teacher's self-efficacy, benefiting general well-being.

Byrne, Brown, and Challen (2010) also point out that professional development (PD) can help individuals form knowledge in communities as it involves conversations and prioritizes collaboration. Peel (2005) highlights that one-off observations may not be effective enough for deep engagement; however, organized dialogues enhance improvement and motivate people to share problems and solutions as a whole community. In order to have a better understanding of professional development, Kubanyiova's (2009) notion of "teacher self" can be beneficial as well. She explains that while "ought-to teacher self" refers to institutional and management requirements of a teacher, "feared teacher self" refers to teacher applications that are unwanted, but adoptable. Therefore, "teacher self" framework may also help researchers analyze teachers' reactions towards professional development practices. For instance, whereas

some teachers may perform their lessons more creatively and confidently in face-to-face teaching, others may become more dominant or teacher-centered in online lessons, or vice versa. At that point, PD sessions such as peer observation or team-teaching may foster a sense of creativity and self-confidence.

As a part of PD, peer observation research specifically has been increasing in the field. Swinglehurst, Russell, and Greenhalgh (2008) show that the Quality Assurance Agency provided the requirements for peer observation as a component of the performance evaluation process. However, Shortland (2010) explains that despite the desire for it to be non-judgemental and evaluate only improvement needs, it wasn't a colleague's conversation, but an observer's evaluation of performance. On the contrary, Bennett and Barp (2008) believe that teachers are involved more enthusiastically and genuinely thanks to peer observation. However, in some peer observations, participants do not know their colleagues beforehand, which creates a more objective and non-judgmental PD opportunity. Gosling (2002) proposes a peer observation model that has three components: evaluation, improvement, and peer analysis. Gosling's purpose was to change the perception of giver and receiver. It instead aims to have a "dialogue model in which both parties are regarded as equal and mutual beneficiaries of the process" and a spirit which is "formative, developmental, collaborative, reflective, and enabling of a personal exploration of practice. It seems to increase self-efficacy and, in turn, general well-being of a teacher" (p.122). Byrne (2010) recommends that teachers need flexibility in order to cope with the practices that become habits over time. Nicolson and Harper (2013) state that they realized good communication, mutual trust, and collaborative work need to be maintained by practices over a year and teachers may continue the practices in a much freer way afterwards. Studies underline the importance of mutual trust and collaboration and also mention the atmosphere of peer observation as "encouraging of open debate, and supportive of risk-taking". Anderson (2018) also presents the main issues regarding teacher PD and recommends a more united approach to professional development. He especially underlines the five Ps, which help teachers and institutions meet their professional needs and improve their students. Teacher professionalism, according to

Leung (2009), is a "selectively combined set of disciplinary-based knowledge, ethical principles, and time- and place-specific work practices" (p. 50). It is believed that teachers tend to improve those specific four areas within formal university education. Farrell (2012) touches on the issue by showing how teachers benefitting from university education differ from teachers' training while employed. He exemplifies the issue with a recommendation: "after completing university studies, most novice teachers suddenly have no further contact with their teacher educators. From the very first day on the job, they must face the same challenges as their more experienced colleagues, often without much guidance from the new school or institution" (p.436). In this respect, it is an indispensable necessity for institutions to pinpoint strategies that can foster existing professional development among teachers. Ousseini (2018) points out that "teacher professional development may seek to improve practitioners' job performance, extend their experience for career development, promote job satisfaction, prepare them for change, enhance their views of the job they do, or improve their understanding of educational policy" (p. 1). The reason behind it is that the more teachers develop as professionals, the more their learners improve their learning. Another crucial aspect here is that teacher development is not a one-off event but a life-long developmental process. Crandall and Finn Miller (2014) mention five features of effective teacher professional development as "involving learning opportunities over an extended period of time, engaging teachers in deepening and extending skills, challenging teachers' assumptions about learning, involving teachers in talking with one another, and having administrative support" (p.631). It seems that they summarize all the necessary points that institutions need to pay attention to while designing their professional development plan. It is only possible to improve the well-being of teachers and students by increasing the quality of both teaching and learning with an effective professional development plan.

CHAPTER 3 – METHODOLOGY

The section describes the study's methodology by outlining its research design, setting, participants, and data collection and analysis procedures.

3.1 Research Design

A qualitative approach was applied in the study in order to investigate English language lecturers' perception towards lecturer well-being, professional development and their connection to each other. Qualitative research is appropriate for carrying out a research which investigates individual experiences, notions or challenges. Moreover, qualitative research method enables both researcher and participants to examine transformational examination of human activities and underlying meanings. Berg and Lune (2014) state that "Qualitative research properly seeks answers by examining various social settings and the groups or individuals who inhabit these setting" (p. 8). According to Richards (2003), "the term qualitative is based on the paradigmatic position that can be represented in terms of . . . two intimately related aspects, which have to do with the nature of our beliefs about reality (ontology) and about knowledge (epistemology), beliefs that impinge not only on our research but other aspects of our lives" (p. 33). The study's visual research design is depicted in the figure below.
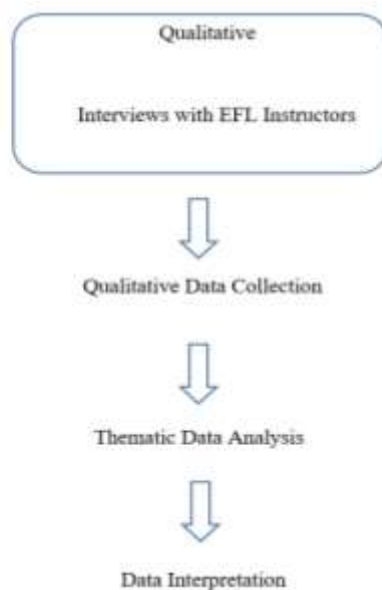
Figure 5: visual model of the research design

3.2 Setting and Participants

The study was conducted online and targeted language schools at private universities in Istanbul, Turkey since a huge number of private universities are located in Istanbul as a metropolis. Another reason why Istanbul was aimed in the study was that lecturers have more challenging, hectic and tiring life conditions, which could be an important factor that affects lecturer well-being. In the study, thirty lecturers from eight different private universities were interviewed and their personal views were gathered. The research included 25 female lecturers and 5 male lecturers. The reason for selecting these participants is because they all work at private universities, their institutions have professional development units, and they all have adequate experience and understanding of professional development options.

Before the interviews, the researcher aimed to get to know the participants beforehand by pre-meetings, making appointments, exchanging emails or introducing herself, which ensures a comfortable atmosphere in the interview. Roulston (2010)

defines such interviews as "the burden of proof for establishing quality has shifted from showing both the participants and researchers to be reliable and accurate witnesses, to emphasize the researcher's accounts of his/her place within the research process (in the generation of data, research design, and analysis, interpretation and representation of findings), and relationship to the participants of the study" (p31). The Table 1 below illustrates the number of participants and their demographic traits in the study.

Tablo 1: distribution of the participants based on their certain demographic traits

Gender	n	%
Female	25	83.3
Male	5	16.7
Total	30	100

Years of Experience		
1-5 years	1	3.3
6-10 years	8	26.7
11-20 years	19	63.3
More than 21 years	2	6.7
Total	30	100

Subject of Graduation		
ELT	20	66.7
Non-ELT	10	33.3
Total	30	100

Educational Background		
BA degree	3	10
MA degree	23	76.7
PhD degree	4	13.3
Total	30	100

Attending Professional Development Trainings		
Yes	30	100
No	-	-
Total	30	100

Among 30 English lecturers in the study, 25 (83,3%) participants were female and 5 (16,7%) were male. Taking the participants' years of experience into consideration, 1 (3.3%) participant had 1-5 years working experience, 8 (26,7%) participants had 6-10 years experience, 19 (63,3%) participants had 11-20 years working experience, and 2 (6,7%) participants had more than 21 years working experience. Considering the educational backgrounds of the lecturers, 20 (66,7%) participants were the graduates of ELT departments, 10 (33.3%) participants were the graduates of non-ELT departments such as English Language and Literature, American Culture and Literature, and Translation and Interpreting Studies. 3 (10%) participants had their bachelor's degrees, 23 (76,7%) participants had their master's degrees and 4 (13,3%) participants had completed their PHDs. Moreover, they had different qualifications such as CELTA, DELTA or TEFL due to the demanding expectations of private universities. Because of the fact that participants had a variety of educational backgrounds, all the participants had attended diverse professional development sessions in line with their different expertises and interests. Besides, the participants selected have professional development opportunities at their workplaces and they have a chance to attend different kinds of seminars, webinars or conferences. Since the study aimed to understand different perceptions of PD opportunities and well-being, private university lecturers were chosen based on this.

3.3 Procedures

This section of the study gives information about data collection instrument, data collection procedures, and data analysis.

3.3.1 Data collection instruments. As the study takes a qualitative approach, open-ended interview questions were used as a data collection tool. EFL lecturers were interviewed regarding their perceptions of lecturer well-being, PD and their relation with each other.

3.3.1.1 Open-ended interview questions. As mentioned above, the data collection tool of the study is online semi-structured interviews, which is defined by Gillham (2000) as "a key technique as a much more flexible version of the structured interview in real-world research" (p31). Six open-ended interview questions were prepared to collect data. The interview questions were prepared in accordance with the relevant literature and the study's research objectives. The questions were reviewed by an expert in the field and revised according to the feedback. The first three questions focused on lecturer well-being and the factors that affect this in a positive or negative way. The other three questions aimed to understand lecturers' perception of professional development opportunities and their link to lecturers' well-being. In terms of interview questions in the study, the questions below were used by the researcher in order to gain insight into lecturers' perceptions:

1. What does the idea of "lecturer well-being" mean to you?

2. What factors in your professional life do you believe promote your sense of well-being? Could you share a case or specific example?

3. What factors in your professional life do you believe negatively impact your sense of wellbeing?

4. How often do you participate in professional development activities? How do these activities influence your well-being?

5. How can your sense of well-being be improved by the institution you work for?

6. How do the professional development activities that you attend and your well-being affect your teaching?

3.3.2 Data collection procedures. Interviews were conducted with 30 lecturers from private universities in Istanbul, Turkey. These online interviews were recorded, and each interview lasted between 20 and 30 minutes per participant. Audio recording and written notes were also provided as data track alternatives to the participants, but they all chose video recording. Then, in order to conduct a thorough analysis of the data, each video interview was transcribed in its entirety and all names were replaced with numbers. In addition, ethical approval was obtained prior to the investigation. During data collection, the researcher adhered to two fundamental ethical principles: "the right of informed consent" and "respect for privacy." According to Ary et al. (2010), informed consent serves two purposes: allowing participants to make an informed decision about their involvement in the study, and documenting their data upon participation. Thus, informed consent demonstrating participants' voluntariness was ensured. The study also adhered to the confidentiality concept. Ary et al. (2010) assert that it is essential to maintain the confidentiality and privacy of all data. Therefore, all collected data and participant information remained confidential.

3.3.2.1 Types of sampling. Probability and non-probability sampling are two basic sampling types. In probability sampling, participants are selected randomly while non-probability sampling refers to the decision that is not made by chance. Ary et al. (2010) define probability sampling as individual's equal chance of being in the sample. On the other hand, the participants are chosen according to the researcher judgment with non-probability sampling. For non-probability sampling, there are convenience, purposive and quota sampling types. In the study, purposive sampling strategy was used by the researcher. Purposive sampling is defined by Patton (2002) as "a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources" (p. 240). In the study, typical case sampling as a purposive samling technique was applied. The researcher used the method in order to invite specifically private university lecturers who have professional development opportunities in their institutions.

3.3.3 Data Analysis Procedure. The researcher listened to the interviews many times in order to gain a general understanding of the content. In the study, an interpretive narrative methodology was applied to formulate the research design. Marshall and Rossman (2011) state that this method attempts to work on personal experience by examining, describing and analyzing its meaning. Bentz and Shapiro (1998) also demonstrate "how the lived experiences of human beings involve the whole system of interactions with others [. . .] in an environment that is fused with meaning and language" (p. 6). Regarding analysis approach, a thematic analysis was employed, which is defined as "method for identifying, analyzing and reporting patterns within data" by Braun and Clarke (2006). The purpose in it is also defined "to be attentive and tentative – attentive to the data, and tentative in the conceptualizations of them" (Dey, 2003, p. 108).

Regarding the steps of thematic analysis approach in the study, the six-step process as suggested by Braun and Clarke (2006) was followed. As the first step, data analysis started with the researcher's familiarization with the data. Thanks to full transcription of interviews and a repeated attentive reading of transcripts, a deep understanding of the content was maintained. While reading transcripts, all significant information was underlined and cross-cited against research questions. As the second step, rereading the transcripts enabled to create codes with a big number. While some of them included a single word, the others were phrases or sentences. The third step was looking for the themes. As Chamberlain (2015) states, this step aims to determine patterns and links between and through the whole data. Brown and Clarke (2006) explain "a theme captures something important about the data in relation to a research question and represents some level of patterned response or meaning within the data set" (p. 10). Thus, forming concepts of these codes and merging codes to create themes in regard to research questions were significant in this step. In step four, all the main and sub-themes were reviewed and grouped systematically. Braun and Clarke (2006) suggest that themes need to be reviewed for 'internal homogeneity' (coherence and

consistency) and 'external heterogeneity' (distinctions between themes). This step also consists of comparing, reflecting and rereading of themes in order to examine similarities and differences in a coherent way. In that way, themes and sub-themes were renamed, eliminated or merged. Next step involved defining and naming themes in an organized way without being irrelevant or too diverse. Lastly, findings were reported demonstrating necessary evidence and specific examples or extracts.

The following figure displays the visual steps of thematic analysis of the study.

Braun and Clarke's (2006) six-phase thematic analysis

Phase 1 – Familiarization with the Data

Phase 2 – Forming Codes

Phase 3 – Searching for Themes

Phase 4 – Revising Themes

Phase 5 – Naming Themes

Phase 6 – Presenting Report

Figure 6: visual model of the theamtic analysis

3.3.4 Trustworthiness. While conducting research, trustworthiness and preventing research bias are important issues to consider. Thus, the findings were sent to three participants in order to prevent the bias asking them to confirm findings or add details if necessary. In order to enable credibility, the researcher asked respondents to review of their report during and after collecting data. Also, peer review was used in order to reinforce credibility. Mertens (2010) defines this process as 'member-checking'.

In order to increase validity, the researcher had prolonged involvement in the study and participants. Also, peer debrifing helped the researcher to have various opportunities to discuss the research topic and questions with valuable feedback, criticism and suggestions for improvement. Audit trail also contributed to the validity

of the study thanks to monitoring and keeping all the research-related data, materials and activities.

To ensure trustworthiness, as Lincoln and Guba (1985) mention, different kinds of criteria are necessary. Therefore, time spent on data collection guarantees credibility in the study. At that point, the researcher communicated with participants via different tools as pre-meetings or post-meetings besides interviews at different times.

Dependability was ensured by including all the documents and procedures and confirmability is also given by involving data analysis with the quotations and extracts from the interviews. Suggestions and feedback from other researchers and experts in the field, which contributed to necessary adjustments, also promoted the reliability of the study.

In order to assure intra and inter-reliability, the researcher and an independent second coder coded and analyzed the data in the study. Firstly, participants' transcribed interviews were coded by both coders independently and then compared and contrasted with each other. There was a high agreement between the two coders' similarity results (.91, *p<.001*) as over .80 illustrates strong agreement (Landis & Koch, 1977). Besides, some disagreements in coding were discussed and sorted out by researchers.

CHAPTER 4 – FINDINGS

4.1 Overview

In the study, participants expressed their opinions of well-being, professional development activities, and their connections with one another. In terms of well-being, two key categories were identified as promoters of well-being and impediments to well-being. Five themes with relevant sub-themes were placed under promoters of well-being, while three themes were placed under obstacles to well-being. Regarding professional development, three major themes were found, and the insights of these themes were reported in light of the gathered data.

4.2 Findings about Well-being

4.2.1 Promoters of Well-being. Participants reported that a range of factors impact their well-being as educators and, in turn, increase their overall well-being. They focused primarily on the significance of peer support in the workplace, institutional support, including its various components, and the student aspect. For institutional support, lecturers focused on a range of topics, including physical working conditions, professional development opportunities, and recognition of good work. Observing student growth and offering positive comments were introduced as workplace well-being enhancers in relation to student-related factors. The graphic below depicts a visual representation of well-being promoters.
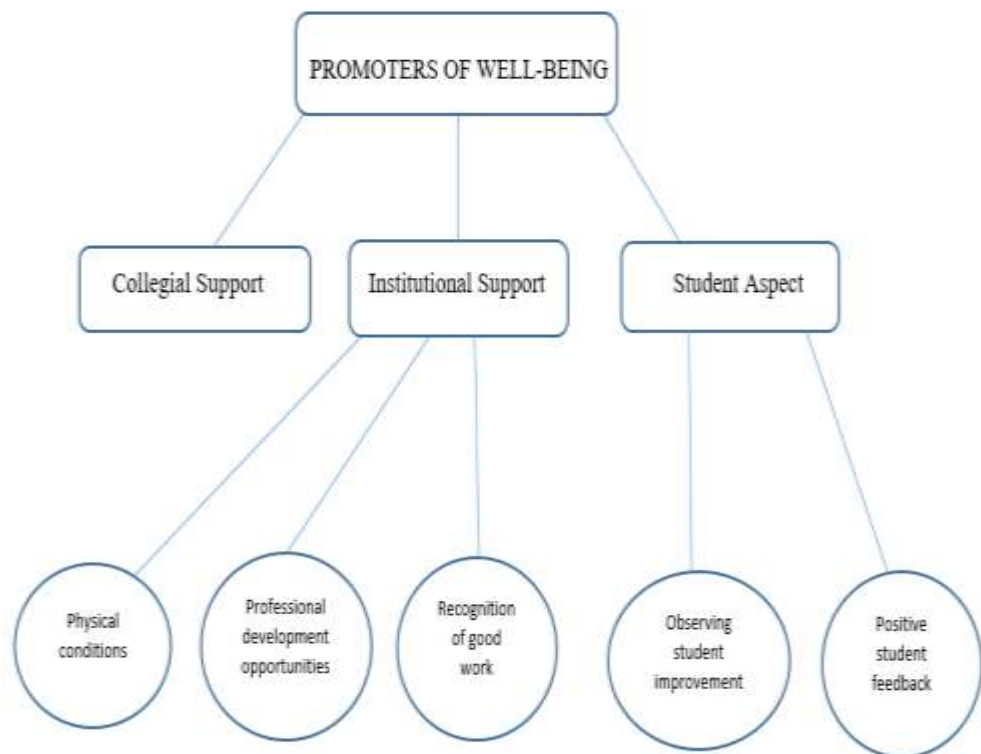
Figure 7: visual model of promoters of well-being

4.2.1.1 Collegial Support. In the interviews, all the lecturers, without exception, mentioned how valuable collegial support is to them. One lecturer mentioned collegial support in terms of its impact on well-being:

> […] Knowing that I'm supported by my colleagues offers me comfort at workplace. I become more motivated for my work and I tell myself that I'm not alone with this. I always remind myself that I'm surrounded by such valuable colleagues and I'm thankful for that. This affects me positively as a lecturer and it also find its reflection on my improved well-being. (P22)

Another lecturer also shared a specific case demonstrating how collegial support is effective on well-being:

> […] Feeling part of a group & sense of belonging with lovely people, being surrounded by the colleagues who care about you in the workplace all help to increase my well-being. This semester I work as a CAS and my schedule is completely different from that of my regular team. For the first couple of the weeks, I felt extremely lonely when I came to school because I had lost contact with my office mates due to our different schedules. And I realized that I was feeling well when I came to the building which was totally different until this year. For me, human touch and a sense of belonging are very important and they can directly add to my level of well-being. (P19)

Some of the lecturers highlighted the significance of collegial support in terms of feeling valued at workplace. One lecturer commented:

> […] Seeing supportive colleagues is an advantage for me at my workplace. They are always ready to help, offer solutions and suggestions. I feel lucky that I have colleagues who share materials and their ideas. This makes me feel valuable, which directly affects my well-being positively and helps me be more committed for my workplace. (P21)

Another lecturer talked about collegiality as an element that influences well-being by helping stress management:

> […] Working in a supportive environment, working with professional & friendly colleagues help me deal with the stress that work itself creates on a daily basis. Thanks to my colleagues, I'm relieved as I realize that I'm not alone and we share, we collaborate and we care of each other, which takes my stress away and improve my well-being. (P17)

Having a feeling of how lower stress is possible thanks to supportive colleagues, shared by another lecturer:

[…] Working with a group of harmonious colleagues promotes my sense of well-being since one knows that s/he can get help whenever s/he needs and it lowers the stress against the problems/the drawbacks one can come across while working. For instance, in the school that I have been working for, every colleague of mine is great helpers, which makes me feel less pressurized. I learn a lot from them and when I face a problem I always ask for their opinion and help that lead me to the solution safely and quite quickly. (P9)

Most of the participants told that support among colleagues is vital in order to maintain a comfortable, healthy and positive working environment. They also stated that collegial support contributes to lecturer well-being by diminishing stress that lecturers have resulting from their workload and hectic schedules.

4.2.1.2 Institutional Support. Another important promoter of well-being at a workplace was given as institutional support with three different major aspects by the participants. In the study, lecturers stated that they need institutional support in terms of physical working conditions, professional development opportunities and also recognition of good work in order to have an improved well-being.

4.2.1.2.1 Physical conditions. In the interview, participants suggested that institutions need to provide a comfortable working environment for lecturers including different kinds of elements such as offices or classrooms.

One of the lecturers especially focused on necessities pandemic brought in lecturers' lives and stated that institutions need to ensure such healthy physical environment for their lecturers:

[…] Prioritizing health is really important nowadays. Especially we have been living in pandemic age recently, so deciding on having on-line lessons is a good idea when it works for sure and it is not necessary to have F2F lessons when the number of people who have Covid19 is really high. Therefore, it shows me that the school takes necessary measurements and this contributes to my physical well-being. (P25)

Another lecturer also shared ideas focusing on pandemic:

[…] Especially during this pandemic age, I really care about working in a healthy environment. Classrooms and offices should be clean and at a certain temperature. I shouldn't be worried about whether I will catch Covid due to lack of basic conditions. Besides, the size of classrooms and offices are really important since we need a personal zone for ourselves. Luckily, my institution tries to do their best to ensure a comfortable working environment for us. That definitely affects my general well-being positively. (P11).

Some other lecturers paid attention to general ambiance and physical conditions of school or offices:

[…] Having private zone with regular breaks and having a comfortable environment   is necessary for each of us. We feel comfortable and relaxed in that way. When the school provides lecturers with different facilities such as having coffee breaks, classrooms with necessary space or more in-school benefits, this makes me concentrate on my work more letting me be more productive. Physical conditions really matter in that sense. (P23)

General ambiance as an important aspect also was appraised by another participant:

[…] General ambiance in the offices and classrooms change my mood. It makes me feel that I want to wake up and go there. It attracts me to my workplace. Thanks to quiet and warm offices, I can focus on what I do and finish my work on time and produce more in that way. These all affect my physical and mental well-being. (P26)

P 29 valued the perks provided by institutions:

[…] I'm fancied by coffee times or surprising breakfasts that our manager plans for some mornings. Our school also organizes annual dinner for its staff in an elegant hotel restaurant. It creates an opportunity to get to know other people from different departments and break our routines with the people that we only see in working environment. Such plans, organizations or little perks make me feel valued by the management affecting my well-being positively. (P29)

Two of the lecturers criticized their institution stating that their schools can provide better physical conditions for them:

[…] We need bigger classroom and offices, especially nowadays with health concern. My school needs to take necessary actions to change this. I believe that I can teach in a more effective way with better physical conditions. (P14)

Another lecturer also explained:

[…] Physical conditions are always important for lecturers because it affects concentration during office work and performance in the classrooms both for students and lecturers. Even specifically the size of seats in the classrooms affects students' concentration during lessons. I believe that my school can provide better physical conditions for us. (7)

4.2.1.2.2 Professional Development Opportunities. The findings demonstrated that when continuous trainings finish, lecturers find it difficult to change their practices despite the initial success of the trainings. They showed that having an ongoing professional development unit with continuous trainings contribute to effective teaching of lecturers impacting their well-being and, in turn, student learning positively.

Participants in the study also explained how much they find it important to be supported professionally by schools for an improved well-being and effective classroom practices.

> […] The support from institutions and well-being are really interrelated & connected to each other. In the long run you may have burnout, so everything reflects itself in the classroom and they all affect students & their well-being too. Salary problem or unrealistic teaching hours, psychological problems reflect themselves in the class. The more you are taken care of, supported, the better you can deal with the challenges. Also, teaching requires commitment and a lot of hard-work. Students also bring their background with them, so dealing with all of these requires an improved well-being. A supported lecturer will show support, patience and kindness to their students. This lecturer will be more creative. There is difference between just doing a job or doing a job with passion & improved well-being. If a lecturer really cares about you, it is the best thing that happens to this student. A lecturer cannot do this unless he/she sees that support from the institution & colleagues. (P3)

Another participant explained:

> […] Idea sharing sessions, workshops and seminars that my institution provide as a professional support influence my well-being positively making me more effective lecturer because they improve me, I learn new things and feel more

motivated since it helps my psychology and feel more confident & comfortable at workplace. (P2)

Another participant stated:

[…] I attend professional development activities regularly and these activities influence my well-being positively. I have been attending specifically reading club recently and also we have been organizing idea-sharing sessions as a team. These promote my well-being and me professionally because I can criticize what I want freely there and that makes me feel I'm heard. (P8)

Another lecturer stated his/her willingness of attending more, saying that due to hectic schedule, it is not frequent enough for him/her:

[…] I can only participate in obligatory ones because of hectic programme nowadays, but I need to attend more in order to improve myself. I feel relieved when I learn more & I engage more, so it definitely affects my well-being positively and my professional development means my well-being as well.

P10 also focused on PD activities' impact on general well-being:

[…] I participate in them regularly since I realized that they help me psychologically. They affect my well-being positively and they let me think that I'm fit for this job. Besides, they calm me down contributing to my physical & mental well-being. (P10)

P11 focused on not feeling alone thanks to professional development activities, which affects well-being directly.

[…] I attend professional development activities whenever I have a chance. I feel that I'm not alone with all the struggle and challenges. These valuable

experience share lets me survive & makes me happy & contributes to my well-being a lot. (P11)

Being open to innovative ideas and creating an open professional development environment in which lecturers themselves are involved was what one of the lecturers expected from institutions:

[…] Professional developmental opportunities that are provided is really valuable in terms of productivity and enhanced lecturer and student well-being. However, at the same time letting lecturers offer their own sessions, being a game changer in the sector with innovative professional development opportunities and ensuring free & comfortable improvement environment are also my expectations. Luckily, I have been working in an institution that welcome all these. (P5)

4.2.1.2.3 Appreciation of good work. The power of appreciation and its impact were clarified by one of the lecturers in the study as:

[…] Recognition of the good work that I do in my class by the others such as my students and managers create a sense of belonging in me.I feel valued and appreciated by others. This feeling definitely increases my well-being. (P19)

Another lecturer exemplified the power of appreciation on well-being and explained how it promoted commitment at workplace as well:

[…] I have realized that appreciation is one of the most influential aspects on well-being recently. I had an issue about HR this week and I asked my director for 10 min to talk about my problem, but she spent even almost 1 hour for my problem despite her hectic schedule and I felt that my feelings & ideas are appreciated by my manager. They are seen valuable and precious. In the first

place, I was really demotivated and concerned. Even I was thinking to change the institution I work for, but then my manager let me think that being appreciated is really important for me in an institution, even it is more important than financial issues, so my commitment towards my workplace i ncreased thanks to that feeling. (P20)

Along with the sense of appreciation, its continuity and being real were also emphasized by P24.

[…] Ensuring lecturer's being happy, ensuring what lecturers do really matters and are appreciated, work atmosphere, colleagues you work for & with – all these create the feeling that I'm liked and valued by my institution. It definitely contributes to the feeling of belonging to the workplace, not feeling that you are replaceable; therefore, all these show that institution's doing their best not to lose the lecturer and you feel that you are an indispensable part of the whole system. It also shows that they believe in what they are doing. However, the critical thing here is that they need to do it not just for the sake of doing it. Appreciation should be real and systematic as long as you do your job at your best as a lecturer. (P24)

Letting lecturers realize their own dreams and self was also emphasized by one of the lecturers as an indicator of appreciation.

[…] Allowing lecturers to show their skills, social gatherings, incorporating lecturers into non-teaching activities, letting people not just teach but reveal their full potential, self – all these show that the institution value you & appreciate you as a lecturer. Therefore, institutions need to let people not sensor themselves or filter. A lecturer needs to feel manifest their whole and the sense of ownership will improve. Improving the sense of ownership is key to lecturer success and it creates a sense of belonging contributing lecturers' feeling

themselves valuable. This also signals appreciation, but the critical thing here is not appreciating people in a mechanical way, it should be in a real way, in a deep way. (P9)

4.2.1.3 Student Aspect. Regarding student impact on lecturer well-being, there appeared two sub-themes in the study as observing student improvement and positive feedback that they give. Indeed, putting aside all the necessities of being a lecturer, what a lecturer mainly expects would be to observe his/her learners' improvement and achievement. Learner achievement would be the ultimate objective of the whole education system. Having successful results or production in education at the end would be the major aim of schools, lecturers, families, or governments. As a natural consequence, lecturers in the study expressed how important it was to see the student outcome at the end and observe their improvements in terms of their feeling satisfied at the end.

4.2.1.3.1 Observing Student Improvement. P11 talked about observing student improvement:

 […] When students change or improve or when they are able to decide what to do or not to do, I also feel the achievement with them. Sometimes the change in them occurs directly, sometimes it takes time, but it doesn't matter. Observing their improvement makes my job more meaningful and I feel relieved because I realize that I do things in a proper way. Specifically, when they have products or good grades or an effective written or spoken performance, they become more positive and their self-confidence increases, which brings more success with it. That also makes me feel achieved and affects me positively in a general way. (P11)

One of the lecturers explained how he/she enjoys watching his/her students' development, stating it is a process, its takes time, but how it is worth it.

[…] Observing students change or improvement is a real satisfaction for a lecturer. I have been teaching 17 students for 15 weeks this term. All my students have different characteristics and it is not possible to see the same change in every single student. However, no matter how fast or slow a student improves, that change is valuable. I try to keep track of their progress. Sometimes they even get surprised when they observe how they change in time. This is a real success for a lecturer and it is really a factor that contributes to an improved well-being and job satisfaction. (P6)

Reflecting on learners' own progress was another important element stated by participants in the study. These lecturers reported that they try to create reflection opportunities for their learners so that they are more motivated to follow their own progress closely and consciously. In that way, some participants told that when students evaluate their own progress, they are able to follow their own improvement closely and have a chance to reflect on their own learning taking more responsibility in their own learning journey. They stated that this might bring more achievement to the students in the long term.

 […] As a lecturer, I feel better when I observe my students' progress and it makes me believe that I'm a successful lecturer. As while I observe my students' improvement, I feel satisfied and motivated, I believe that we need to give this opportunity to our students as well. Therefore, I want my students to reflect on their own learning at certain intervals in order to show that their efforts return them as accomplishments. (P14)

4.2.1.3.2 Positive student feedback. Lecturers obtain increased motivation when they witness their learners' improvement, as mentioned above. Another student aspect that ensures job satisfaction for lecturers is getting positive feedback from their learners. Lecturers mostly believe that they receive recompense for the whole work that they do for their students once they get positive feedback from their learners. In

the study, most of the participants also introduced getting positive student feedback as a motivator and an indicator of work that is done properly.

[…] We have the feedback culture in our school. People in every single unit – team leaders, lecturers, management, curriculum and assessment team – everyone gives and gets feedback from relevant people. This is really important at school because otherwise it is not possible to improve or change. In a term, our students give us feedback two times as a formative and summative evaluation. When I get positive feedback from my students, I realize that my efforts are worth it. This motivates me and I feel job satisfaction, which affects my general well-being positively. (P23)

Another participant mentioned positive student feedback as a promoter of well-being as well.

[…] We regularly give and get feedback at my university, so we also train our students how to give feedback throughout the year. They also understand the importance of it and they know that their ideas are valuable and taken into consideration for the things that don't go well or for the things that need to be maintained. We general use an evaluation chart with my colleagues for self-evaluation and we have different categories as 'things went well', 'things need to improve' and 'suggestion' part. When I get positive feedback from my students, I add this to my 'things went well' category with a smiley face. However, if I have a negative feedback for any reason, I put it to 'things need to improve' part in order to evaluate myself and a further discussion on it with my team leader or colleagues. (17)

P18 also commented on positive feedback:

[…] We have had a brand new generation as our students recently, so we need to understand their needs or expectations. Things changed not only because of pandemic but also with new generations' evolving needs. Therefore, getting feedback from students at certain intervals is crucial; otherwise, we cannot improve our teaching techniques and our job doesn't mean anything then. I really do care about student feedback and they give feedback because they feel the need to mention the change. When I get positive feedback on what I do for them, that makes me really positive and I can say that this is one of the factors that affect my well-being as a lecturer.

General positive student attitude besides positive feedback for lessons enhanced lecturer well-being and this was exemplified by P30:

[…] Positive student attitude and getting positive feedback for a specific task that I give my students, a game that we played or my teaching style in general contribute to my well-being. For example, I have just received a thank you email from a student for the support I have provided for them throughout the semester. Similarly, getting emails from my students when I was on a health report promoted my sense of well-being. (P30)

4.2.2 Obstacles to Well-being. In the study, participants shared their ideas on some issues that affect their well-being negatively and those were identified as obstacles to their well-being. The following figure illustrates a visual model of obstacles to well-being.
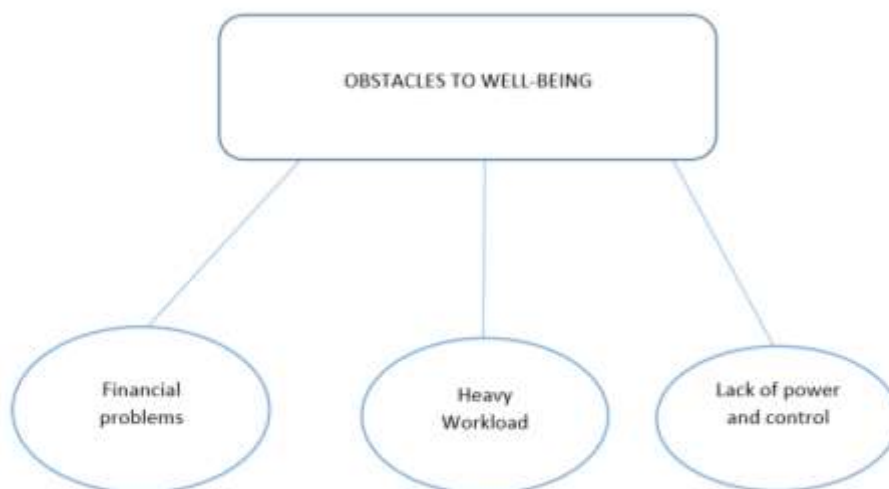
Figure 8: visual model of obstacles to well-being

4.2.2.1 Financial Problems. In the study, all the lecturers underlined the importance of financial support from the institutions and they stated that financial issues demotivate them.

One participant stated:

[…] I have been living in Istanbul for a while, which creates an extra financial burden on my shoulder. I think that I shouldn't be worried about my rent or bills while teaching. As lecturers, we need to focus on our jobs and our minds shouldn't be preoccupied with financial problems. Unfortunately, money is never enough while living in Istanbul, which really demotivates me and decreases my life standard. (P 13)

Some other participants criticized recent instability in currency, and they stated that it is a factor that affects their well-being negatively as a whole.

[…] Financial issues demotivate me and I realized that we keep talking about currency a lot recently with my colleagues even during break times. Being worried about the future, not having long term plans because of lack of savings create uncertainty, which doesn't let our well-being promote. (P14)

Having a negative influence on life standard was repeated by another participant, underlining its impact on teaching quality as well.

[…] As a lecturer, I shouldn't be looking for other alternatives just for the sake of salary. This is something that affects even students negatively since you can give that energy to others and they can feel it. Also, if I keep looking for other alternatives, that may affect my teaching negatively as well. My mind is somewhere else, so how can I focus on my students, their productions or needs? (P 27)

P 17 talked about financial concerns as well:

[…] Identifying students' needs, giving feedback to them, having effective teaching, so on – all necessitate a healthy mind. If a person has a low standard in life, it is likely to have a low quality lessons. As a lecturer, you create a context, you give real-life examples to your students. All these improve with a certain standard in life. When you have financial concerns, your teaching style is also affected negatively.

Some of the participants criticized the institution that they work for in terms of insufficient financial support. They stated that despite high expectations from lecturers and workload at those universities, they do not provide their lecturers with enough financial support.

[…] At my workplace, we really work hard and expectations from lecturers are really high. We identify individual student needs and group needs and take necessary actions to solve the problems. We offer project lessons, extra-curricular activities such as clubs to our students. We are also expected to improve ourselves professionally and individually. Therefore, I believe that we deserve both more financial support and appreciation from our institution as it really affects our mood, motivation and well-being negatively. (18)

4.2.2.2 Heavy Workload. Workload was seen as another obstacle to an improved well-being by the participants in the study. Especially during the pandemic, requirements change increasing workload since education model has become completely online or hybrid for most of the institutions, which is something totally new. All the participants in the study explained how the heavy workload in private institutions is an obstacle to improved well-being among lecturers.

P2 stated that even main responsibilities are too much at a private university and may sometimes lead to burnout and makes work-life balance impossible with a prolonged stress.

[…] Workload and working/teaching hours affect my well-being negatively. We have a lot of office works such as marking papers, taking attendance or filling in some documents besides active teaching hours. These all take much time, which makes life difficult, imbalances my work & life and affects my sense of well-being negatively. (P2)

Feeling nervous or having anxiety due to heavy workload was explained by another participant:

[…] I feel that teaching requires quite a very strong sense of responsibility. Having the control at hand may sound more of a phrase that fits into the

teacher-oriented approach. I believe that if a teacher adopts even the student-oriented approach (which most of the teachers of today do), it also pushes him/her towards a kind of a feeling that you should always be the one steering the ship all the time on the right track. Teaching is such a hectic profession that requires separate times for planning-preparing-delivering-assessing etc. In the times when the workload gets really heavy, I sometimes feel that I am losing the control over all of the items that I have to manage and this totally makes me feel quite nervous and anxious. (P9)

Irrelevant duties, unrealistic expectations and time constraint were given as stressors by some participants and they all believed that these make a lecturer's life difficult affecting well-being negatively.

[…] Sometimes I feel that we are not being treated as lecturers, but more like as officers. We are assigned unnecessary or irrelevant work as lecturers, which is a real extra burden and increases my workload. That makes me question my work and it consumes my time. I begin searching for the meaning in it. This creates depreciation in me. (P14)

Similarly, P15 stated:

[…] Sometimes we face unrealistic expectations which create time constrain and other problems & we become overwhelmed lecturers. There are regular deadlines waiting for us, this workload in a limited time overwhelm me affecting my well-being negatively. (P15)

P 27 complained about the ignored needs of lecturers in terms of heavy workload.

[…] I believe that our working hours are too much. We don't have just lessons, but we also have office work, extracurricular activity management and

professional development necessitates. These all are sometimes too much. I also sometimes realize that we don't have proper responsibilities, so that signals ignored needs of lecturers and I feel that institution has unrealistic observation of the problems. For example, we give feedback on unrealistic lesson hours, but I think this is neglected by the management, which shows that we don't really have mutual understanding & respect. Therefore, I can honestly say that these all affect lecturers' well-being negatively.

Another comment on heavy workload was:

[…] I have been working at a private university recently, which demands from me a lot. We have process writing tasks and timed writing tasks which include detailed feedback and a close observation of student improvement. Also, we have speaking tasks that involve input, practice and detailed feedback. We regularly have standardization meetings in order to set criteria and analyze rubrics. We also focus on student-centeredness in our lessons, which requires preparation a lot. We have observations and attend professional development activities regularly. These are too demanding most of the time. I mean workload should be more realistic in our institution. We need to remove the things that really don't work. As a result, I can say that workload can be demotivating influencing my well-being as a lecturer. (P5)

As mentioned before, online education or hybrid models have changed a lot in educational settings, which have also saddled lecturers with extra workload. Some of the lecturers also complained about it.

[…] I believe that the difficulties online education brought into lecturers' life weren't understood by the management in the very beginning. It seems that we have the same lesson hours, but technical problems, communication through a different channel and new instruction model put another type of burden on lecturers' shoulders. Some colleagues, coordinators or management expected

lecturers to be online throughout all the day. Students also sent emails even at late hours. All these; of course, increased the tension, workload and stress for me. I still often find myself working till late hours, which affects my work-life balance and welfare in a negative way. (P6)

Another participant's focused on the workload during online teaching:

[…] The workload in my workplace is too much; however, it doubled during online education, which is one of the main reasons that get my well-being worse. Students expect me to reply emails immediately and be 7/24 online. Giving feedback and grading online were something totally new for me, so this adaptation is not easy and takes time. Similarly, new instruction model, managing classrooms, identifying students' needs online, offering the exams – all are new within the online setting and it definitely increases the time I need to spend on work. It was really exhausting for me. I can honestly say that I needed professional help in order to cope with all these during pandemic. However, I can say that now we offer hybrid educational model to ourstudents and workload is too much again. (P22)

4.2.2.3 Lack of power & control. Lack of power and control was another finding of the study under the category of obstacles to well-being. One of the participants expressed it as follows:

[…] I have been teaching for more than 10 years and I also have different international certificates and my master on ELT. However, nowadays I feel that I cannot decide anything for my own teaching and students. I agree that we need to have a certain list of objectives to cover. I don't say anything for this. However, the book I need to teach is determined by other group of people or I don't understand the reason why we have really strict criteria on student participation. Of course, we need to use criteria for exams, but for instance, I want to create my own rules with my students for their active

participation during lessons. We even oblige students to buy certain books and they are expected to do assigned tasks from those books; otherwise, they lose some points from those assignments. Even if we disagree by this decision, nothing changes. At that point I feel devalued and because of the fact that I cannot support this decision, it affects my classroom practices. This makes me lose motivation and affects my well-being negatively. (P29)

Participants highlighted that managements aim to ask lecturers for their personal suggestions or ideas; however, they have to change it due to some school expectations, other formal requirement or other reasons. This sometimes might create a negativity among lecturers and it was explained as:

[…] In our school, we can offer our own clubs as extracurricular activities and it is something extra for students. We can do whatever we want according to some ground rules. However, unfortunately the coordinator of extracurricular activities unit always asks me to change something, remove another thing or adapt something. This really demotivates me and I don't want to design a club for the upcoming terms. One way or another, they find a way to impose their own ideas. Not everyone in management is like this for sure, but when similar things like that happen, I see that we don't have much power for even our own teaching. I believe that if you don't do something real or with a feeling, this doesn't bring success at all. Students also feel it. I can say that I don't enjoy teaching as I used to do. (P18)

Another lecturer mentioned the negativity due to this lack of power and control.

[…] Working with people who are not eager to appreciate the work I do and decisions I take sometimes demotivate me. But, deep down I know how to re-motivate myself, at least at this stage of my career ☺ Also, this lack of power and control creates negativity among lecturers. Constant intervention coming from the managers or coordinators (not always about me) also affects my well-

being. I notice that I try to avoid being exposed to such negativity as it demotivates me. (P21)

One of the participants underlined that miscommunication creates misunderstandings at workplaces and lecturers' eagerness to be in decision-making for some specific occasions can also be misunderstood by management.

[…] Not being appreciated regarding the decisions I make affects my well-being at workplace in a negative way. I often feel that I do not have a right to say in some decisions because I'm not even able to give feedback on some criteria. However, at the end of the day, lecturers are the ones who are in the classroom with students actively teaching. At certain issues, I strongly believe that I have a right to say as a lecturer. This may result from miscommunication or postponing the communication. No matter what, this has to change. Better solutions can come unexpectedly by anyone. We should be more open to feedback and suggestions as a team. In fact, we all have the same aim – to improve our students. Therefore, management and lecturers need to work hand in hand even in decision making for certain issues. (P15)

Inequality at workplace due to lack of power and control for some specific groups was emphasized by another participant:

[…] Not being fair at workplace affects my well-being negatively. We all do the same job, but we need to admit that effort and performance may differ among lecturers. If an institution doesn't differentiate this, that affects me negatively. The behavior & attitude of your managers, colleagues need to be fair. Moreover; for example, there are a group of lecturers whose qualifications or teaching experience is exactly the same as mine at my workplace. Then, why are they the decision makers? They don't have any other expertise on this. Even sometimes lecturers demand this explicitly. This unequal working environment diminishes my motivation and lets me take

unhealthy decisions regarding myclassroom practices as well. Lecturers should have the control of their own teaching. We deserve this. (P20)

4.3 Findings about Professional Development

In the study, the participants also shared their views on professional development opportunities at workplace, how often they have a chance to participate and what kind of impact they have on their teaching and classroom practices. The majority of the lecturers stated that they really benefit from PD opportunities in terms of different facets and try to participate actively in spite of their tight schedule. Some of them clarified that if they didn't have heavy workload, they would prefer attending more and they demanded that their institutions need to make necessary adjustments to promote more participations for PD activities. Some of the lecturers mentioned that they benefit more when they attend sessions that offer more practical ideas and they don't prefer theoretical ones which may be sometimes time-consuming. Another group of participants also criticized that institutions may sometimes organize compulsory PD sessions which may not be beneficial for specific lecturer groups. Therefore, they insisted that PD sessions need to be on a voluntary basis if real positive impact is aimed. No matter what the focus is, all of them admitted that they benefit from them a lot in terms of being more self-confident in classroom practices, more motivated towards their own work with an increased self-efficacy. Thus, the impact of PDs are worth understanding and evaluating in the field.
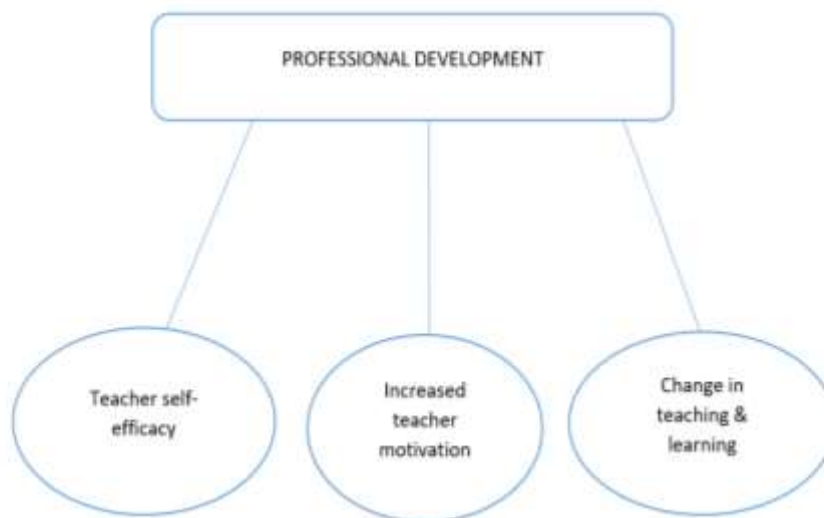
Figure 9: visual model of professional development

As illustrated in figure 9, three main themes were identified regarding professional development as lecturer self-efficacy, lecturer motivation and change in teaching and learning when interview answers are taken into account.

4.3.1 Self efficacy. In the study, most of the participants explained how professional development influenced their self-efficacy in a positive way.

P30 states:

[…] Some professional development activities that I attended have given me more confidence in my own teaching style as I could see the activities presented in those sessions were in line with my own activities. I started believing in more what I'm doing and I support my classroom practices and even need to share them with my colleagues. I also believe that all these affect my students' learning positively. (P30)

Some specific PD sessions and their positive effects were mentioned by P3:

[…] I attend PD activities regularly and these activities influence my well-being positively. For example, I have been attending reading club and also idea sharing sessions as a team recently. These promote my well-being and me professionally because I can criticize what I want freely and I feel I'm heard. That gives me self-confidence in sharing my own applications or giving feedback on others' sessions. Then, I start believing in the positive effect of what I apply in my teaching and I also have a chance to observe positive impact on my students' learning process. (P3)

Two participants also highlighted their contribution to lecturer self-efficacy, indicating that their busy schedules prevent them from attending as frequently as they used to did. But even if they do not, they attempt to attend often, and when they do, they discuss what takes place:

[…] I used to attend more, but I have been still attending regularly, but not as much as I want because of my hectic program. However, when I attend, they affect my well-being positively because I feel that I do something for myself. I also feel that I don't repeat myself in that way. You understand that you can do things differently, you feel yourself better and feeling that I attend those sessions for myself gives me an extra self-confidence. Even when I pay for those PD sessions a lot, I feel very well with a sense of adding a new qualification on my CV, which makes me feel more confident and provide an improved well-being. I see their positive effects on my teaching style and in terms of my students, I see that this improves more thanks to these different applications. (P18)

P19 said:

[…] I used to participate in structured activities designed for Professional development purposes, but recently I am not active in that sense. However, even if it is not that often, I attend at regular intervals. The ones that I have

completed so far have made me feel more comfortable about what I do and definitely increased my well-being. I believe that I improve my teaching every time I attend a session and try applications in my classes. I feel more confident in what I'm doing in that way. It is also like I double check the practices. (P19)

The importance of making a lecturer feel comfortable and confident was emphasized by P26 as well:

[…] I often attend professional development activities which make me really confident as a lecturer. When you attend, you have a feeling that that you are not behind your colleagues around the world. You perceive that your teaching is effective. Especially, when you see the positive effect on your students, you believe that all these time and energy are worth it. You also feel good about yourself even if you don't get any professional benefit from them. You feel useful & psychologically comfortable and confident. You feel dynamic and not repeating yourself. In time, it affects you even subconsciously as well. (P26)

P15 also stated:

[…] I attend PD sessions very often. I do love learning and I love it being on a voluntary basis. They give me the opportunity to expand my knowledge on the topics I have a great interest in, meet new people and engage in intellectual conversations that help me satisfy my curiosity, apply what I have learned into my professional life and reflect on my experiences. In this way, I find more meaning in what I am doing and this affects my well-being in a positive way because it gives me confidence in that way. It makes me think that what I do is right and also beneficial for my students. (P15)

4.3.2 Increased lecturer motivation. Some of the lecturers explained that seeing the positive effects of PD activities during classroom practices is one of the fundamental reasons of their motivation:

> […] I try most of the things that I learn from the sessions in my lessons and my students give positive feedback & things become more effective as they feel the difference. They help my students a lot. Some activities that I try make my students feel more ready for the lessons or tasks. My students well-being improves as well in that way. All these motivate me a lot because they help me invest in my students. When I see the difference in my students' performance & productions, that crates fulfillment & accomplishment both for me & my students. They are getting better and better every single day. Their performance & self-confidence improve. I have been teaching A2 level students recently and all these activities have positive impact on my students, especially in A2 students, improvement is really visible. Seeing all these impact is a great motivation for me. (P4)

P7 also shared:

> […] I add spice to my lessons with the techniques that I learn from PD activities. I try to use the things I learn from PD sessions and this affects my students really positively. Not only my students but also I feel better, motivated and improved in that way. Especially when I realize that they are applicable in lessons and adaptable easily, this motivates me to use them more and improve my teaching. (P7)

Awareness of a lecturer's own strengths and weaknesses was given as another reason for motivation by P9:

> […] Professional development opportunities raise my awareness in terms of my teaching, I realize my strengths & weaknesses more. I develop a sense of awareness about my teaching practices. I feel myself good & happy in that way

& I reflect this on my lessons & students. My students can also feel my good mood & happiness. They all affect each other & they are closely related. In return, I become more motivated for my job, for more developmental chances and for my students' improvements. (P9)

PD activities can also create some solutions to daily classroom problems and this was stated by one of the lecturers as a motivation tool:

[…] PD activities create solutions to everyday problems in my classroom, and this raises my mood & makes me feel happy motivating me for more. Being together with colleagues and suggesting alternative ideas and finding solutions for anticipating problems collaboratively motivate me a lot. It affects my well-being as a lecturer and my students directly. (P13)

Some specific sessions help both lecturers and students more since they assure self-confidence, which affects motivation level to a great extent. This was demonstrated by P17:

[…] I benefit from PD activities a lot. For example, I got training on how to apply critical pedagogy in classroom as it is necessary for my students to be critical. This is an example of a professional development activity and my students also feel that they are heard and have a say on some untouchable issues and topics. Students feel really positive and their well-being is also improved after such sessions. Another example, flipped learning that I learned from a professional development seminar improved my self-confidence and it makes me feel good while I'm teaching. That improves my well-being and also students' well-being as well. They feel that they are heard and their self-confidence & well-being improves in that way. This creates motivation in me. This extrinsic motivation even turns itself into intrinsic motivation in time. (P17)

The idea of applying practices that have been shared was mentioned by one of the participants. It seems that some lecturers are motivated to attend some sessions so that they will have something new to apply in their lessons. This idea can be a motivational element for lecturers:

[…] I attend lots of P.D. activities in a term. I try to join as much as possible. They all affect my teaching practices positively because what motivates me to join them is the brainstorming part of how to apply them to my lessons and they increase my motivation & enthusiasm more. For example, idea-sharing sessions are especially beneficial for me & my teaching since we arrange them as teams and share specific grammar, vocabulary teaching sessions or; for instance, strategy training for reading or note-taking. This is what motivates me at my workplace. (P21)

The lecturers who not only attend but also design their own P.D. sessions for their colleagues explained that they are motivated to offer their ideas which seem useful for learners. Moreover, they are motivated because they wonder what feedback they will get from their teammates. Therefore, improving their approach would be a great benefit for them in such sessions.

[…] What motivates me to deliver my own sessions at my workplace is to see if it really works from the perspectives of others. When my colleagues are enthusiastic about what I offer, I become motivated to share my experiences and feelings more. Another motivation factor for me is to get valuable feedback from my peers. This gives me a chance to improve my method/approach or style. (P15)

Another participant mentioned increased motivation thanks to free online P.D. opportunities during pandemic.

[…] I participate in professional development activities regularly. Online activities were free and easy to attend during pandemic. This affected me positively increasing my motivation to attend more and apply the practical

ideas in my lessons. This also gives me a chance to break the routine. I mean when you feel that your lessons become boring, you may feel monotonous. Therefore, when I attend such activities, I feel better about myself and profession. When I see the difference in me and my students, this increases motivation a lot. (P10)

4.3.3 Change in teaching and learning. P20 explained how different kinds of PDs are crucial for lecturer professional development focusing on both theoretical sessions and workshops and highlighted their significance of creating a change in teaching and learning:

[…] Whenever I have time, even at weekends, I have been attending them. I can say that I have lots of participation in PD sessions. They all are what makes me 'P20'. It doesn't matter whether they are theory-based or practical applications, they contribute to my development and teaching style as a whole since whenever I learn something new, I try it in the classroom. When I see that it really works, I feel satisfied. When they don't work, I still learn. I may decide to change the way I do them, my approach. I feel that I learn something every time and it is a driving force for me. Moreover, seeing their positive or negative effect improve me as a lecturer. (P20)

P1 and P21 stated that PDs are necessary to be up-to-dated since learners need novelties and they are important in order to turn lessons into creative ones, which refers to the need of change in teaching.

[…] Every week I attend professional development activities and they improve my creativity. I learn different applications and tools and it improves me. I feel up-to-date and I follow trends thanks to these sessions. These activities influence my well-being positively and most importantly I change my way of teaching using those useful tools. My students feel it as well and they give positive feedback on those lessons. They sometimes state that thanks to these new trends, they are able to learn better enjoying my lessons. (P1)

P21 said:

They are refreshing, and they let me catch up with the recent developments & technology. They give me practical ideas. As a team, we have different idea-sharing sessions regularly. I find them quite important, especially during online education. Also, they improve my sense of well-being as lecturer as a whole. Thanks to this improved well-being, I update myself and change my style and try some of the suggestions in my own classes. When I see that they work, they really create a change in me and my students. Due to our tight map, I sometimes feel that I bore my own students. Then, I become aware of the need to attend a session to refresh myself. I try a game or activity that I adapt according to my classroom dynamic. Everything changes in me and my students. (P21)

Being selective and attending the ones that are specifically beneficial for lecturers themselves were underlined by P9. P9 also mentioned how they help lecturers to revise or adopt their teaching approaches.

[…] I try to join especially the ones which either attract my attention personally or seem that it will be really beneficial for me if I attend. They all improve me and give me the necessary assistance/ guidance to revise or orient my teaching style/my approach/the methods that I have adopted so far. (P9)

In the study, some lecturers argued that theoretical PDs are really time-consuming, so they enjoy workshops more which pave the way for their teaching and for their students' learning. Therefore, findings showed that most of the lecturers consider workshops crucial and take the advantage of them during their classroom practices. Findings in the study also indicated that the majority of the lecturers make use of activities or tools that they have learned in those workshops.

P24 illustrated the impact of attending such workshops:

[…] I feel that I keep up with the developments when I attend such activities. I feel cared when I see such developmental opportunities and it affects my well-being positively because I feel cared by the institution. It depends on the nature of them. You refine what you are doing thanks to them. When you attend a workshop; for example, even if you are not active during the session, even subconsciously they affect you really positively. You question yourself, your style and it improves you & your teaching. You have a chance to see the better ways of doing something. You can see better achievements at the end. It makes your lessons more enjoyable & fruitful. (P24)

P30 also stated:

[…] I can honestly say that I don't get much benefit from theoretical ones. I really like workshops and I try them in my classes whenever I learn something new. Of course first I adapt them according to my students'profile. It changes my teaching positively and my students' perception of me also change. They realize that there are different ways of learning. They always provide immediate positive feedback after those lessons.

It is generally stated that learning starts with change and people start observing their own change while learning. Teaching also requires observing that positive change in learners, so lecturers are the ones who are searching the ways of creating this change in their learners. Professional development opportunities facilitate this change both in teaching and learning, so this is also emphasized by P29.

[…] As a lecturer, I have been always looking for the ways to create a change in my students. I always need to update myself, follow the novelties in the field and I feel that I'm also supported by the university I work for. I try to implement projects and clubs that help my students to improve their 21th c. skills, which is a contemporary need. Thanks to such projects, I see my students' change in terms of their improved self-confidence and language competence. Seeing their

efforts and change also make me realize the importance of attending more PD sessions. It becomes a teaching and learning cycle that means a lot.

Some of the lecturers stated that they don't only attend PD sessions, but also they design their own PD activities as workshops, seminars or recently webinars and share it with their colleagues. Some of them prepare workshops which involve useful classroom practices while another group of them design a PD project for 15 weeks which requires weekly attendance and aims to work collaboratively as teams. At the beginning of the term, some institutions plan a common time which is suitable for each lecturer's schedule and this is used for PD activities on a voluntary basis, which signals organizational support. It creates a great opportunity to share the specific expertise, seeing different ways of teaching and form a mutual learning environment.

P8 shared the experience:

[…] My institution encourages development activities a lot. I don't just attend, but I also prepare professional development activities for my colleagues. I prefer preparing communicative activities and use drama as a teaching tool & integrate them into my session, so these affect my well-being positively and improves my perspective as a lecturer. I learn a lot from them. Institutional development activities are also crucial for not repeating ourselves. Whenever we attend, we share and learn a lot. I have the opportunity to get help from my colleagues and also I learn from them. I learn different teaching approaches & styles. They improve my well-being because I feel better and I see the outcome & I get or give feedback for betterment. (P8)

A specific example was given by P13:

[…] I try to participate professional development activities regularly as it affects me in a positive way. I always feel that I improve & learn & have a new idea and I have a chance to reflect on my teaching. I try new things thanks to

them. I sometimes give a session when I especially find something practical. When I see something is really working, I feel the need to share it with my colleagues. Then, they attend my session. It is really nice to hear their positive reactions or alternative approaches to the game or activity. When I hear that they try it and it works, it creates an accomplishment feeling in me. Sometimes, I hesitate to share, but thanks to positive feedback, I see it's worth it. I gave a session named 'cooperation vs. collaboration' two weeks ago. It included some collaborative strategies and online platforms with some practical tips for classroom use and possible challenges. I was amazed by the feedback I got from my colleagues. Whenever we have time, we need to use common time to share our experiences. This creates a change in lecturers, in turnin students' learning. (P13)

Some of the lecturers said that going out of comfort zone and not being limited to regular schedule are sometimes what lecturers need. They need challenge and something different at work environment in order to see things from different perspectives. All these were mentioned by P25.

[…] I attend professional development sessions really regularly – whenever I'm available. I attend sessions at my workplace, other institutions' seminars,

national or international webinars or workshops. I can say that everything related to our job. I both attend sessions and offer them. They have a huge impact on my perception of the institution. I have a chance to go out of my comfort zone, share ideas freely and not restricted to the objectives & regular schedule or map in that way. They have huge positive effect on my well-being as well. You put a lot of energy & time in them, but at the end, the feeling of achievement is great & improve your well-being as a whole. Specifically, my last PD activity included 6 different sessions called 'Connections: Bonding and Relations'. The session aimed to explore not only relations between the lecturer and students, but also major links among us as

lecturers in an effective learning community. We had a chance to discuss the idea of relationships in the learning environment in terms of conduct, attitude and aim. Such exchange of ideas shape us as lecturers and it means a lot. (P25)

The importance of PD session in terms of their creating a change in lecturers and students was underlined by P30 as well:

[…] Teaching is a performance-based profession, which I think requires the well-being of the lecturer to be able to deliver an effective lesson and guide students in the best ways in the learning process. Through my involvement in the professional development activities, I have the chance to apply new ideas and practices into my classes- which excites me a lot because I would love to explore how my students will respond to it. And I like being flexible and creative with the materials that I will be using and the way I am teaching, which definitely has a positive influence on my well-being and - consequently- my teaching. It is great to observe change in me and change in my students' progress. All these result from regular attendance of my colleagues' sessions and the sessions I offer to my colleagues. Lastly, I offered artful teaching series titled as 'Making Learning Visible through Art'. I realized that some of my colleagues decided on delivering their own sessions after their attendance. PD sessions are beneficial in the sense that it creates change in us and our students. (P30)

CHAPTER 5 - DISCUSSION AND CONCLUSION

The primary objective of the study was to identify and examine the opinions of EFL lecturers at private universities in Istanbul, Turkey. The first objective of the study was to determine lecturers' opinions of lecturer well-being and to identify positive and negative factors that influence lecturer well-being. The study also intended to evaluate lecturers' perceptions on professional development and determine if professional development is associated with enhanced lecturer well-being. For the study objectives, qualitative data were gathered through interviews. In the next part, the study's findings will be discussed in terms of two primary focuses: well-being and professional development.

5.1 Discussion on Findings for Well-Being

Through interview questions, this research explored the meaning of lecturer well-being at private universities and the negative and positive elements that influence it. Findings indicate that participants are willing to share their thoughts on the topic, noting that they felt respected and appreciated for participating in such a research project.

Regarding the concept of lecturer well-being, all of the lecturers appeared to have a clear understanding of the term, while some articulated its new meaning in light of the pandemic and economic instability. This may indicate that it is essential to align research topics with the evolving needs of the time or to expand on the issue with these changes in mind. Aside from its definition, two key themes emerged as well-being promoters and obstacles. In terms of promoters of well-being, the first factor mentioned by participants was collegial support. As Feiman-Nemser et al. (1999) state: "If mentors do not represent shared standards of practice or promote a sense of collective responsibility for student learning, novices may not come to see themselves

as part of a broader collectivity working toward improved teaching and learning for all students" (p. 29). Similarly, the findings of the recent study show that participants needed to emphasize the importance of formal collegial/mentor support, which lecturers obtain at the workplace and might have a direct influence on how lecturers perceive their working conditions and their own work efforts. Moreover, according to Bryk and Schneider (2002), together with the benefits gained thanks to formal communication with mentors, lecturers' interactions with other colleagues in an informal way also provide both personal and professional advantages. In the current study, such collegial communication might also ensure lecturers feel necessary support and benefit from sources in a significant way. This could even pave the way for them to maintain positive perceptions of the workplace and work itself. Such support is so effective that it might not only benefit employees but also institutions, since lecturers who have diverse expertise are able to construct a more comfortable teaching and learning environment for themselves and their students in that way.

As the second major promoter of lecturer well-being, institutional support was identified. Eisenberger et al. (2001) describe perceived organizational support as a concept used to identify and assess organizations' interactions with their workers in terms of how much they are valued and supported in performing their task successfully. According to organizational support theory, a high degree of perceived organizational support increases employees' self-reliance, which contributes to their workplace productivity. Eisenberger et al. (1986) also report that employees tend to define extensive ideals in terms of how much the firm values their contributions and considers their well-being. Similarly, the findings of the study indicate that institutional support is connected to work turnover, job performance appraisal, the fear of supporting colleagues, the desire to give constructive ideas for institutional improvement, and institutional commitment. Overall, Organ (1988) argues that employees with greater levels of institutional support are more likely to be dedicated. Thus, lecturers may be more inclined to take on more responsibilities or engage in positive institutional behaviors than employees who do not feel safe and valued by their organization. In the survey, participants highlighted professional development

opportunities as another institution-provided well-being promoter. According to Conn (2017), strengthening lecturer working circumstances, which includes lecturer training and enhancement of their pedagogical approaches, is one of the greatest contributors to student learning and well-being. The latest study further underlines that it is reflected in both lecturers' effective instruction and student achievement and productivity. Changing the school system in a sustainable manner might also have long-term advantages. Wolf and Peele (2018) investigated the impact of professional development programs on lecturers' well-being and classroom practices in a different study. Similarly, the findings of the present study indicate that lecturers' classroom methods were modified as a result of professional development programs. Taking the remarks of research participants into consideration, additional practical possibilities for professional development might provide effective answers to classroom practice issues.

In terms of another promoter under the category of institutional support, appreciation of good work was given by the participants. Alshehri (2020) found that lecturers feel appreciated and respected when institutions take the appropriate steps. As mentioned in a similar manner in the current study, regular awards and systematic recognition of lecturers might have significant effects on their well-being. For the participants, the last contributor to lecturer well-being was the student aspect, specifically observing student growth and receiving positive student comments. Observing students as the primary aspect of this employment and receiving favorable feedback from them might make this occupation more meaningful for lecturers. In addition, private institutions set a variety of objectives to track the development of their students and employ a variety of feedback mechanisms. As a result, lecturers who achieve these rigorous standards may experience an improvement in their well-being.

Findings indicate that financial issues, a heavy workload, and a lack of power and control negatively impact the well-being of lecturers. Concerning financial issues, Gamal and Debra (2004) investigated the factors that determine the success of ELT, and their findings indicate that lecturers' classes become ineffective owing to financial

issues. Similarly, research participants noted recent financial instability and difficult living conditions, particularly in Istanbul. Ineffective instruction may be the primary cause of ineffective teaching. Another reason of ineffective teaching might be the absence of financial support for development programs, general low salaries, insufficient resources and inadequate classroom needs.

The interviewees also identified the excessive workload of private universities as a barrier. MacIntyre, Gregersen, and Mercer (2020) highlight some of the pandemic-related concerns for educators. They explain that the primary causes include severe workloads, new online education, changes in the work-life balance, and certain added demands, such as the need to help acquaintances with physical health issues or psychological obstacles that COVID has produced. They argue that these factors have an impact on the general well-being of lecturers. Garca-Arroyo, Segovia, and Peiró (2019) also discuss how lecturers have a lot of work, which produces stress since they do not receive sufficient professional development and have additional duties at work. Similarly, the findings of the present study indicate that even under normal conditions, lecturers face increased responsibilities from their managers, which can result in psychological symptoms such as anxiety, burnout, depression, and excessive stress. This may be another major event that led to poor well-being.

Lack of power and control was the last obstacle to an improved state of well-being regarding the findings of the study. Pearson and Moomaw (2005) state that when lecturers don't have any opportunity to be involved in the decision-making process, this makes them feel pressured and ignored. Findings in the study show that managers mostly expect their lecturers —especially in prep schools—to be standard in order to be on the safe side. The reason behind this might result from the large number of English lecturers in language schools at universities. The results revealed that managers believe that rubrics and criteria are necessary so that lecturers don't create any inequality among their students in terms of giving input, grading, or different opportunities in a classroom environment. Management takes necessary precautions in order to prevent student complaints or formal petitions because it becomes a

challenge to manage a large number of English lecturers and, in turn, their students. At that point, it was stated that they may ask their lecturers to follow the map they have created, use the books that they have chosen, or even decide on a student participation grade based on strict criteria that they have formed. In the interviews, istructors stated that they sometimes even believe that they don't have any power or control over their own work; as a result, their self-confidence decreases, they feel devalued with low motivation and deteriorated well-being. This low motivation corresponds with what a lecturer does in the classroom and most probably makes them unwilling to teach enthusiastically.

Taking all the findings for well-being into account, it can be concluded that collegial support, institutional support, and student feedback and improvement are contributing reasons for improved lecturer well-being. On the other hand, financial issues, heavy workloads, and lack of power and control lead to decreased well-being among lecturers who work at private universities.

5.2 Discussion on Findings for Professional Development

The study also aimed to understand the lecturers' perceptions of professional development and whether lecturers believe that professional development affects their well-being in a certain way. Roche (1999) shares his concern about assessing the impact of PDs, which is described as "the lasting or significant changes … in people's lives brought about by a given action or series of actions" (p. 21). Borg (2018) also asks this question: "To what extent does professional development make a difference in any way(the "what"), to anyone(the "who"), at any point in time(the "when"), and how can we find out(the "how")". Thus, he underlines the significant factors of assessing PDs' impact and the question might pave the way for understanding PD benefits more. The findings show that self-efficacy is the first impact of PD. Bandura (1997) defines teacher efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (p. 3). According to Wheatley (2002), teacher self-efficacy consists of two basic areas: "outcome

expectancies" (i.e., teachers' beliefs about the effects of specific teaching actions on students) and "efficacy expectancies" (i.e., teachers' beliefs about their own ability to conduct certain teaching actions)" (p. 6). At that point, Bruce, Esmonde, Ross, Dookie, and Beatty (2010) claim that active involvement in professional learning opportunities promotes teacher candidates' capability levels. Similarly, findings in the current study show that PD contributes to lecturers' level of self-efficacy to a great extent, and in return, experiences that improve self-efficacy are likely to enhance lecturers' professional development. In that case, it could be inevitable for the lecturers who have increased self-efficacy to perform better and enthusiastically in the workplace.

The second effect of PD was found to be increased lecturer motivation. Whether intrinsically or extrinsically, lecturers need motivation to continue what they have been doing. All the factors and consequences regarding lecturer well-being and professional development are interrelated with each other. For instance, professional development opportunities provided by institutions could motivate lecturers to improve themselves and their students. On the other hand, motivated lecturers might be more willing to attend PD sessions or offer their own. In the study, findings also reveal this two-way effect of PD and motivation. According to the study of Andreu, Canos, Juana, Manresa, Rienda, and Tari (2003) conducted at a university, findings showed that thanks to Critical Friends Group (CFG) as a part of lecturer professional development, lecturers' informal communication improved significantly. They learnt how to work as a team, realized the importance of assessing their job practices as a means for self-improvement, and most importantly, built a working environment that had prime motivation and mutual trust. One very important implication of such studies was that the lecturers who had participated in CFG were more professionally motivated than before and were able to perform their jobs better. Similarly, in the current study, participants also shared their views on the impact PD activities create and specifically how they are motivated by them in terms of diverse aspects. Moreover, it might be deduced that student learning may be developed more enthusiastically thanks to this CFG because motivated lecturers can teach their students more enthusiastically.

The last impact of PD focused on how it creates a change in teaching and learning. Smylie et al. (2001) also explain that it is used to describe the whole wide range of learning opportunities available to lecturers. It includes formal, planned learning activities provided to lecturers by their schools, districts, or external providers; informal learning from interacting and working with colleagues; incidental learning from classroom experience; and individual, self-directed study. Indeed, it seems that finding one single definition of PD is not necessary since it could be interpreted that all of these seem to create a change in the teaching and learning process one way or another. Most of the participants in the study stated that they have a chance to apply the things that they learn from professional development sessions, which refer to seminars, webinars, idea-sharing meetings, workshops, or even quick chit-chats with colleagues. While a group of lecturers mention that they benefit from any kind of PD activities – sessions that include theory or practical ideas – some of the lecturers stated that they improve thanks to applicable practices more, finding theoretical sessions time-consuming. Therefore, it could be deduced that PD benefits lecturers a lot, ensuring self-efficacy, enhanced lecturer motivation, and chances for practical ideas that promote change both in teaching and learning.

5.3 Practical Implications

The current study explored EFL lecturers' perspectives on lecturer well-being, professional development, and their connection to each other in a private university context. In view of the qualitative findings of the study, the suggested implications are offered in this section.

Firstly, the findings show that lecturers felt valued and appreciated participating in such a study. They stated that student well-being is generally at the center of institutions and research. However, everything begins with lecturer well-being. They stated that they had almost never heard of such research in Turkey or took part in one that focuses on lecturers' well-being. So, there needs to be more research

on how lecturers feel, and any problems with past research could be looked at and improved.

Secondly, considering the findings that focus on institutional support in different aspects, lecturers seemed to have expectations from their institutions. In that respect, firstly, private universities might appreciate the work done by their lecturers. Also, as heavy workload was given by participants as one of the most important obstacles to well-being, institutions might amend the working conditions of the lecturers by decreasing workload or increasing the sources in the universities. So, more research could be done on the institutional side of the problem in order to learn more about it.

Thirdly, the findings of the research have revealed that getting more training as idea-sharing sessions, seminars or workshops helps lecturers improve their classroom practices, increasing self-confidence and well-being. Hence, more research could be carried out in order to investigate the effectiveness of professional development opportunities in relation to well-being and learner outcomes. Moreover, universities could offer more PD to their lecturers and support them financially and psychologically, aiming at increasing participation.

Fourthly, qualitative findings from the study show that student aspects such as observing improvement and getting positive feedback have a great influence on lecturer well-being. As findings show that students' observing and tracking their own progress are influential in their performance and outcomes, new tools could be developed in order to help students follow their own progress in a consistent way. Similarly, a feedback culture in universities could be introduced to students, and students could be encouraged to get training on that. Furthermore, more sessions on how to train students on giving and interpreting feedback could be offered to the lecturers. As a consequence, not only lecturers but also students need to be informed about how important it is to observe their own progress besides their lecturers and how effective it is to offer feedback in a mutual way as lecturers and students. In that way,

it might help lecturers have an enhanced well-being regarding students' aspects with a sense of satisfaction.

5.4 Conclusion

The purpose of the study was to evaluate the general perspective of EFL lecturers working in higher education settings. The study examined the lecturers' opinions on lecturer well-being and the positive and negative aspects that impact lecturer well-being. In addition, it sought to determine whether there was a connection between professional development opportunities and lecturer well-being. In order to comprehend the challenging dynamics of private schools, the emphasis was placed on private university lecturers.

The findings of qualitative data reveal that the well-being of private university lecturers is promoted by three different aspects: collegial support, institutional support, and students. Considering collegial support, the findings show that collegial support has a positive effect on lecturers, making them feel valued and supported, helping with stress management and maintaining a comfortable working environment. In terms of institutional support, lecturers' well-being is improved as long as necessary physical conditions are provided, such as having a comfortable and hygienic classroom or offices. University-supported professional development opportunities are another important institutional factor that improves lecturer well-being in the study. The power of appreciation of good work by management is also emphasized by lecturers as an important reason. Taking student aspects into account, findings show that observing student improvement motivates lecturers and satisfies them, fostering their wellbeing. Besides, getting positive feedback from students makes lecturers' work and effort meaningful.

The findings also show that some negative factors, such as financial difficulties, a heavy workload, and a lack of power or control, impede lecturer well-

being. In the study, it is stated that a lack of having a certain financial standard demotivates lecturers, impacting their teaching quality. The lecturers also gave examples of how a heavy workload, especially in private universities, becomes an obstacle to well-being. It was also stated that a heavy workload is a stressor, creating anxiety and work-life imbalance among lecturers, thus diminishing well-being. Lack of control and power were another finding in the study as an obstacle to well-being. Participants expressed a desire to have control and power over the lecturers' own teaching in order to improve their well-being.

In the study, lecturer self-efficacy, increased lecturer motivation, and change in teaching and learning are found as three aspects of professional development. Attending different kinds of professional development activities promotes lecturers' well-being and increases their self-efficacy. Another effect of professional development is ensuring increased motivation; consequently, it results in student motivation and high student well-being. Since teaching and learning are all connected, these chances to improve as a professional open up new ways to teach and learn.

The findings of the study suggest that lecturers need to have improved well-being in order to increase student motivation and success. While promoters of well-being could be increased, ways of decreasing obstacles to well-being might be discovered. As professional development opportunities seem to play an important role in enhanced lecturer well-being, lecturers could be encouraged to attend more PD sessions in order to have increased self-confidence. Furthermore, since institutional support is one of the most effective elements in improving lecturer well-being, they could have a strategic plan and find ways of increasing lecturer well-being and aiming to improve the education system as a whole.

5.5 Limitations and Recommendations for Further Research

The study proposes some recommendations in order to shed light on further research. Firstly, the sample size in the research might not be large enough to explore the research topic and address research questions. The study might be conducted using

a larger sample in order to gain more insight into the issue. Secondly, participants in the study were lecturers who only work at private universities. In order to have an overall framework in the field, the study could be carried out with participants both from private and public universities with a higher number. Moreover, only the lecturers' perceptions upon well-being and professional development were investigated. Further research could examine both students' and lecturers' perspective especially in order to observe change in teaching and learning thanks to the lecturers with improved well-being. Finally, the current study didn't have a variety of data collection tools. Further research could include different kinds of data collection tools such as scales or classroom observations to guarantee validity and reliability more.

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APPENDICES

A. Semi-Structured Interview Questions

Dear Colleague,

I am an MA student at Trakya University, English Language Teaching Department.
This part of the study aims to research English language instructors' perceptions of
teacher well-being and professional development. Your cooperation is highly valuable
and appreciated. All the information you provide and responses you gave will be kept
strictly confidential.

Thank you for your cooperation.

Ezgi Öner

Section I: Background Questions

1. Gender: Female _____ Male _____

2. How many years of English language teaching experiences do you have?

_____

3. What is your undergraduate area of study?

a) Teaching English as a Foreign Language

b) English Language and Literature

c) American Culture and Literature

d) Translation and Interpreting Studies

e) Other (Please specify): _____

4. What is yur educational degree? (MA, PhD., etc.)

Please indicate field and degree: _____

5. Do you attend professional development trainings? (Please indicate)

Yes _____   No _____

Section II: Semi- Structured Interview Questions

1. What does the idea of "teacher well-being" mean to you?

2. What factors in your professional life do you believe promote your sense of well-being? Could you share a case or specific example?

3. What factors in your professional life do you believe negatively impact your sense of wellbeing?

4. How often do you participate in professional development activities? How do these activities influence your well-being?

5. How can your sense of well-being be improved by the institution you work for?

6. How do the professional development activities that you attend and your well-being affect your teaching?