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A Predictor of Teachers' Psychological Well-Being: Teacher Self-Efficacy

Research Article

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ABSTRACT

In this study, the relationship between teacher self-efficacy and psychological well-being was examined. The data were collected from 412 teachers working in public schools in Kadıköy district of Istanbul. Teacher self-efficacy and psychological well-being scales were used as data collection tools. In the study, teachers' self-efficacy and psychological well-being were found to be high. In addition, there was a positive and significant relationship between teacher self-efficacy and teachers' psychological well-being levels. On the other hand, teacher self-efficacy was found to be a predictor of psychological well-being of teachers.

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Keywords:
Psychological well-being, Teacher self-efficacy, Relationship between psychological well-being and self-efficacy

Introduction

When teachers experience negative emotions intensively, they find it difficult to demonstrate the expected behaviors in creating and maintaining quality relationships with students, manage their classrooms effectively and support student learning (Jennings and Greenberg, 2009; Sandilos et al., 2015; Whitaker, Dearth-Wesley and Gooze, 2015). Furthermore, teachers with positive emotions are sensitive to students' needs (Jeon, Buettner and Grant, 2018). In this respect, the development of internal resources can be seen as important in terms of better learning outcomes. Devoloping individuals' internal resources might help continue their lives functionally (Ryff, 1989a, 1989b). Therefore, a functional life is only possible through psychological empowerment (Bandura, 1977a, 1997; Lazarus and Folkman, 1984; Seligman and Csikszentmihalyi, 2000).

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Recent literature focuses on psychological well-being, which emphasizes functional life (Bradburn and Caplovitz, 1965; E. Diener, 2000; Ed Diener and Lucas, 2000; Seligman, 2011; Seligman and Csikszentmihalyi, 2000). Psychological well-being has a positive effect on quality of life (Cohen, Doyle, Turner, Alper, and Skoner, 2003; Davidson et al., 2003; Huppert, 2009; Vázquez, Hervás, Rahona and Gómez, 2009). Moreover, psychological well-being has a critical importance in terms of teaching profession (Kyriacou, 2001), which is a profession with high levels of stress. Psychological well-being of teachers is an effective variable which affects student outcomes. Investigating the factors that reinforce such an effective variable may provide some useful findings in identifying the precursors of quality education at schools (Hall-Kenyon, Bullough, MacKay and Marshall, 2014; Zee and Koomen, 2016). In this regard, in this study, the relationship between teachers' self-efficacy and psychological well-being was examined.

Literature on self-efficacy and psychological well-being mostly focused on general self-efficacy, subjective well-being, psychological well-being and their relationship (eg, Gibbons, 2010; Klainin-Yobas et al., 2016; Nielsen, Yarker, Randall and Munir, 2009). Relationship between teacher self-efficacy and psychological well-being was examined in a limited number of studies (Bentea, 2017; Hall-Kenyon et al., 2014; Jeon et al., 2018; McInerney, Ganotice, King, Morin and Marsh, 2015). Consequently, there is a dearth of research on the level of teachers' self-efficacy behaviors which are seen as context-specific variables predicting psychological well-being of teachers.

Psychological Well-Being

Positive psychology is about a functional life, optimism and hope, personal development, striving against difficulties of life and making sense of life. Satisfaction with past life and creating meaning for life are the main features of this perspective. Similary, finding peace from positive emotions is an effort to have a sense of living in peace, live harmoniously with yourself, and create meaning for life by using one's own potential (Seligman and Csikszentmihalyi, 2000). Research on positive psychology focus on ways of building well-being and monitoring well-being. Thus, it aims to maximize the development and capacity of individuals by focusing on the strengths of the individual (Kern, Benson, Steinberg and Steinberg, 2016). As a matter of fact, the concept of well-being is considered as an important topic in studies focused on positive psychology (eg, E. Diener, 1984, 2000; Ryff, 1989a; Ryff and Keyes, 1995). To sum up, psychological well-being is a function of positive and negative emotions (Bradburn and Caplovitz, 1965).

Well-being is an effort to be peaceful and enjoy life, connect to life, establish satisfying relationships with others, aim for a purpose and make life valuable. In addition, an individual's satisfaction with his /her life refers to having positive feelings about the future and continuing the life functionally (Seligman, 2011). Well-being is different from feeling good. It is living life functionally (Ryff, 1989b). On the other hand, integrating social life with the society, solidarity, and social acceptance reinforces the characteristics of well-being (Keyes, 1998). Positive emotions have been found to lead to positive thoughts, behaviors. Furthermore, positive emotions increase cognitive abilities (Fredrickson and Joiner, 2002).

Recent research on well-being has two approaches, namely hedonic and eudaimonic. According to the hedonic approach, well-being focuses on avoiding happiness, pleasure and pain. According to the eudinamic approach, well-being is self-realization, making life meaningful, and living life with full functionality (Ryan and Deci, 2001). Hedonic approach focuses on pleasures and puts more positive emotions in life. This framework expresses subjective well-being (Diener, 1984). On the other hand, instead of receiving happiness or pleasure, psychological well-being is revealing one's potential, and

living life to the fullest (Forgeard, Jayawickreme, Kern and Seligman, 2011). Psychological well-being is a balanced perception of positive and negative emotions (Ryff, 1989b). Psychological well-being is a positive attitude towards the existential difficulties of life (Keyes, Shmotkin, and Ryff, 2002). Psychological well-being is related to a functional life. Psychological functionality is control of life to some extent, carry a sense of purpose in life and experience positive relationships. However, feeling good is the ability to conduct life together with the difficulties and manage difficult emotions (Huppert, 2009).

Psychological well-being can be defined as a multidimensional model (Ryff, 1989a). In this multidimensional model, psychological well-being is formed by integrating different theories of personality, development theories and approaches in psychology. Personal development models can be classified as lifelong development perspectives and positive mental health. In the model of psychological well-being, Maslow's self-realization, Allport's maturation, Rogers's fully functional individual, Jung's individualization, Erikson's psycho-social development, Buhler's basic life trends, Neugarten's personality change in adulthood and old age, Frankl's meaning and purpose of life, Jahoda's positive psychological health concepts were used. The components of the psychological well-being model are self-acceptance, positive relationships, autonomy, capacity to manage the environment, a purposeful life and personal development. Self-acceptance expresses one's self-acceptance with its positive and negative aspects. Positive relationships can be described as developing sincere and trusting relationships with others, and contributing to the peacefulness of people. Autonomy is strengthening internal resources, making decisions and shaping life according to one' own criteria. Capacity to manage the environment is the individual's ability to regulate his/her environment, adapt to the environment and create an environmental control. A purposeful life represents an imposition of meaning on life, the creation of goals and perseverance to achieve goals. Personal development can be described as the ability of the individual to see his or her own capacity, develop talents.

Teacher Self-Efficacy

Self-efficacy is discussed within the framework of Social Cognitive Learning theory. This theory explains how behavioral patterns are acquired and maintained based on interaction, behavior, observation and modeling (Bandura, 1977b). Self-efficacy is the belief that individuals can accomplish a task or perform a behavior. This belief can be in different degrees in the individual. Such a belief in competence expresses an individual's ability to plan activities for demonstrating a behavior and his/her own capacity to deal with different challenges (Bandura, 1977a). The competence belief of the individual is examined in three dimensions. These are expectation of competence, empowerment and generality. The expectation of competence of an individual increases when the difficulty of a job increases. The increase in the expectation of competence affects the personal judgment as to whether a task will be accomplished. Generally, an individual is able to apply or transfer a behavior in which he/she considers himself competent in other similar situations. Empowerment is the ability of the individual to maintain his/her belief that he/she can accomplish a task even in cases of failure (Bandura, 1977a). Depending on their self-efficacy beliefs, individuals set themselves more challenging goals and control themselves against a difficult task to accomplish. In addition, individuals who rely on their own competencies can make more effort. Therefore, individuals can control their lives (Bandura, 1997).

Different sources feed self-efficacy. These are individual's experiences, indirect experiences, verbal persuasion and psychological state. Self-efficacy beliefs are the product of a complex self-belief process, which is based on the cognitive processing of various sources of activity information that are effectively, clearly, socially and physiologically transmitted (Bandura, 1986). Successful experiences are crucial to gaining competence. Through indirect experiences, individuals can strengthen their

perceptions that they can succeed in a task by monitoring and modeling individuals. Verbal persuasion is the use of encouraging words which helps an individual accomplish tasks effectively. Tense or relieving situations that are related to psychological conditions can increase or decrease individuals' expectations about success or failure. Mostly, positive emotions increase the belief in competence. High or low competence belief can be seen as a precursor to the level of performance. The fact that the competence belief of the individual is slightly higher than expected indicates that the self-efficacy in achieving a task is high (Bandura, 1977a, 1977b, 1986, 1995).

Individuals may have different competence beliefs (Bandura, 1977a, 1986). Teacher self-efficacy is one of them. Teacher self-efficacy is the competence beliefs of teachers towards the realization of student learning. Accordingly, teacher self-efficacy is conceptualized as teachers' judgments that students can achieve their learning goals by creating a positive classroom atmosphere and management (Tschannen-Moran and Hoy, 2001). In other words, it is a belief of a teacher that he/she can transfer targeted behaviors to students by effectively performing classroom management skills and using teaching methods effectively (Guskey, 1987; Pajares, 1992; Tschannen-Moran and Hoy, 2001). Teachers' self-efficacy perceptions are related to classroom management skills and teaching strategies (Gibson and Dembo, 1984) and form the basis of positive thoughts. Consequently, teachers can make plannings effectively and increase educational quality (Goddard, Hoy and Hoy, 2004). As a matter of fact, self-efficacy emerges as an important belief in classroom management (Battersby and Cave, 2014). In conclusion, self-efficacy is the source of beliefs for teachers to develop education and therefore reinforces the feeling of control. Furthermore, self-efficacy can help teachers easily and effectively manage their classrooms.

The Relationship Between Teacher Self-Efficacy and Psychological Well-Being

When teachers feel competent, they experience less negative emotions (stress, emotional exhaustion, depersonalization, burnout) and more positive emotions (high personal accomplishment, commitment and job satisfaction). When positive emotions increase, teachers' psychological functionality increases (Zee and Koomen, 2016). As self-efficacy increases, individuals focus on dealing with problems with increasing control (Lazarus and Folkman, 1984). In this respect, individual's sense of control over events can be seen as important in dealing with problems. Individuals feel better when they think that they have control over their work (Sheldon and Lyubomirsky, 2006). This can be explained by self-determination theory. According to self-determination theory, one's basic need is perception of self-sufficiency for psychological well-being. In other words, well-being is about meeting the psychological needs of the individual. These needs are autonomy, competence and relevance. There is a need to be able to choose according to one's beliefs and values and carry out activities in different areas of life. In addition, an individual must behave sincerely and enter into satisfactory interactions with his/her environment (Ryan and Deci, 2000). Efficient and motivated teachers who meet these needs perform better in their classrooms. Therefore, these teachers exhibit a higher degree of psychological well-being (Jeon et al., 2018).

As a matter of fact, Bandura (1997) states that the beliefs of individuals' competence beliefs are effective in increasing the level of effort they make for their work and ensuring well-being. As a result of this, teachers with high self-efficacy perception try to improve their knowledge of the content they teach and focus on qualified learning outcomes (Enochs and Riggs, 1990; Gibson and Dembo, 1984). They experience less anxiety and stress. They also focus on strategies to cope with the challenges encountered during teaching. Moreover, they identify problems that make learning difficult and try to solve them. Thus, they can provide the expected quality outputs related to academic success (Bandura, 1993, p. 134).

However, teachers who do not trust their competence have difficulty in dealing with academic or

classroom management problems. Instead of trying to overcome such difficulties, they focus on their own emotional problems. This creates a new set of tensions rather than relaxation (Chwalisz, Altmaier and Russell, 1992). These tensions cause different negative emotional reactions such as burnout and stress. As a result, psychological functionality of individuals is damaged. In addition, individuals may have an intense belief in loss of control in their work (Bandura, 1995), feel inadequate and vulnerable to negative emotional reactions (Schwerdtfeger, Konermann and Schonhofen, 2008).

There is evidence that there is a relationship between self-efficacy and psychological well-being. Literature shows that self-efficacy perception is related to well-being of individuals. Some studies have indicated that general self-efficacy strongly predicted psychological well-being (eg, Gibbons, 2010; Klainin-Yobas et al., 2016; Nielsen et al., 2009). There is a positive relationship between general well-being and belief in competence (Collie, Shapka, Perry and Martin, 2016). In the literature, it was found that teachers' self-efficacy was related to psychological well-being (Bentea, 2017; Jeon et al., 2018; McInerney et al., 2015). As can be seen from these evidence, general self-efficacy or self-efficacy for performing a task seems to be a determining structure in psychological well-being. From the theoretical and empirical evidence above, it can be stated that teacher self-efficacy beliefs may be related to psychological well-being and self-efficacy can be an important predictor of psychological well-being.

Method

In this study, the relationships between teacher self-efficacy beliefs and psychological well-being were examined. The research was designed in a relational model to reveal the relationships.

Sample

Participants of this study are primary, secondary and high school teachers working in Kadıköy district of Istanbul in the 2017-2018 academic year. The participants consist of volunteer teachers. In the study, convenient sampling method was used. 412 teachers participated in the study. 288 (70%) of the participants were females and 124 (30%) were males. The distribution of the participants according to their seniority was as follows: 1% less than 1 year; 7% between 2-4 years; 13% between 5-9 years; 18% between 10-15 years, and 61% over 15 years. 28% of the teachers work in primary schools while 42% of the teachers work in secondary schools and 30% of the teachers work in high schools.

Variables and measures

In the study, teacher self-efficacy scale and psychological well-being scale were used in order to identify the levels teacher self-efficacy and psychological well-being. Information on the demographic characteristics of the participants was collected as gender, age, seniority and type of school.

Teacher Self-Efficacy Scale

The scale is five-point Likert scale consisting of 24 items and 3 dimensions. The dimensions of the scale are (i) student participation (ii) teaching strategies and (iii) self-efficacy for classroom management. The scale was developed by Tschannen-Moran and Hoy (2001), and adapted into Turkish by Çapa, Çakıroğlu and Sarıkaya (2005). In the scale, a 9-point rating was used between (1) I am inadequate and (9) I am highly competent. Each dimension consists of 8 items. The Cronbach's Alpha coefficients calculated for reliability were .82 for the student participation dimension, .86 for teaching strategies, .84 for classroom management, and .93 for the whole scale. Some examples of the items are as follows: “How well can you r the hard-working students? ”, “How well you can answer the difficult questions of the students?” and “ Can cope with the students who disregard you?”.

Confirmatory Factor Analysis (CFA) was performed to see whether the 3-dimensional and 24-item structure included in the teacher self-efficacy scale was compatible with the data of this study. However, the fit indices were not sufficient. Exploratory Factor Analysis (EFA) was performed. As a result of the EFA, the scale was composed of 21 items and one factor. Three items were excluded from the scale due to their low factor load and low reliability values. The explained variance was 52.78%. The single factor was named as teacher self-efficacy perception. The Cronbach's Alpha value for the reliability of the scale was found to be .95. The low score of the scale indicates low teacher self-efficacy, and the high score indicates high teacher self-efficacy.

Psychological Well-Being Scale

The scale was developed by Ryff (1989b) and revised by Ryff and Keyes (1995). The scale consists of 6 dimensions and 84 items. There are 14 items in each dimension. The Likert-type scale is rated between seven (1) I disagree and (7) I completely agree. The factors of the scale are autonomy, environmental dominance, individual development, positive relationships with others, life goals and self-acceptance. The short form of the scale was adapted by Akın, Demirci, Yildiz, Gediksiz and Eroglu (2012). Akın et al. (2012) showed that the six-factor structure consisting of 42 items was confirmed. They found 7 items in each dimension. Some examples of the items are as follows: "I trust my views even if they contradict the general belief" "Most people see me as a kind and compassionate person ", and "I like many aspects of my personality".

Confirmatory Factor Analysis was performed to see whether the 6-dimensional and 42-item structure included in the teacher self-efficacy scale was compatible with the data of this study. However, the fit indices were not sufficient despite the modification and subtraction of items. Then, Exploratory Factor Analysis (EFA) was performed. The scale was composed of 24 items and one factor. Some items were excluded from the scale due to their low factor loadings and low reliability values. The explained variance was 52.39%. The whole dimension was named as psychological well-being perception. The Cronbach's Alpha value calculated for the reliability of the whole scale was found to be .95. The low score of the scale indicates low psychological well-being while the high score indicates high psychological well-being.

Data Analysis

Data was analyzed in SPSS. According to the teacher perceptions, mean and standard deviation values were used to determine teachers' self-efficacy and teachers' psychological well-being. First, the test for normality was performed. It was observed that the skewness values of the variables within the scope of the research were in the range of (-1.07) to (-.25) and the kurtosis values were between (-.60) and (.59). In addition, histogram and normal Q-Q graphs were examined together. Skewness and kurtosis values within the range of +1 and -1 or -2 and +2 indicate that normality assumptions are met (George and Mallery, 2003; Tabachnick and Fidell, 2013). Thus, the data was assumed to be normally distributed.

Since simple linear regression analysis was carried out in the study, autocorrelation, multicollinearity, equal variance and properties of regression analysis were examined. Tolerance values and VIF values less than 10 and CI values less than 30 were found to show the necessary agreement for analysis. Besides, Durbin-Watson (D.W) value was found between 1.5 and 2.5. Based on these results, it was assumed that there was no evidence for multiple connections. According to these results, it was decided that the data were suitable for regression analysis. If the tolerance value is less than .20, the VIF value is greater than 10, the CI value is higher than 30 and the correlation between independent variables

is greater than .80, it is suggested that multicollinearity exists (Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel, 2017).

The arithmetic means of the scores obtained from the data were calculated. The analyzes were made on these values. Pearson Product Moment Correlation Coefficient (r) was used to determine the relationships between variables. In the interpretation of regression analyzes, standardized Beta (β) coefficients and their t-test results were examined for their significance. The significance of the data was decided according to .05 level.

Findings

In this section, mean and standard deviation values, correlation and regression analysis results are given.

Mean, Standard Deviation and Correlations Between Variables

Table 1 shows the correlations between mean and standard deviation values and research variables.

Table 1. Teacher Self-Efficacy, Psychological Well-being Mean and Correlation Values

Variables	$\overline{X}$	S	Teacher self- efficacy	Psychological well-being.
1.Teacher self-efficacy	7.32	1.09	1	.73**
2. Psychological well-being.	6.03	.88		1
** $p < .01$				

When Table 1 was examined, it was observed that teachers' perceptions of self-efficacy were higher than moderate and very close to proficiency (= 7.32). The psychological well-being of the teachers was found to be above the middle level and close to the agreement completely (= 6.03). It is seen that teacher self-efficacy and psychological well-being were perceived at high levels.

Table 1 shows the correlations between the variables. A positive and statistically significant relationship was found between teachers' self-efficacy and psychological well-being. There was a positive and significant relationship between teacher self-efficacy and psychological well-being ($r = .73$, $p < .01$).

Prediction of Teacher Self-Efficacy

Table 2 shows the results of simple linear regression analysis for predicting teacher self-efficacy by psychological well-being.

Table 2.Simple Linear Regression Analysis for Predicting Psychological Well-Being

Variables	B	Std. Error	β	t	p
Fixed	1.694	.202		8.403	.000
Teacher self-efficacy	.592	.027	.73	21.754	.000
R=.73, R^2=.53, F=473.247, $p < .01$					

When Table 2 is examined, it is seen that teachers' self-efficacy positively and significantly predicts psychological well-being ($\beta = .73$, $p < .01$). Teachers' perceptions of self-efficacy explain 53% of the variance in psychological well-being.

Discussion and Results

The psychological well-being of the teachers was found to be high. Similarly, in some recent studies, psychological well-being of teachers in different regions of Turkey was found in moderate and high levels (Erturk, Keskinkılıç land and Victory Sun, 2016; Ruby and Ruby, 2018). In a study comparing the well-being levels of Turkish, American and Pakistani teachers, Özü et al. (2017) found that well-being levels of Turkish teachers were higher than moderate. At the same time, well-being of Turkish teachers was lower than American teachers and higher than Pakistani teachers. Similar findings emerged in studies conducted in other countries. Bentea (2017) found that the components of psychological well-being of teachers at different school levels in Romania were above moderate. According to these findings, the research group in this study has a functional life perception and potential. This can be considered positive in terms of student outcomes.

Psychological well-being of teachers may be related to some other factors. In the national literature, it is seen that teachers experience burnout; they are not autonomous enough and they are passive practitioners. Despite this situation, teachers stated that they chose their profession because of their social prestige. In addition, teachers' perceptions of value about their profession are positive (Yurdakul, Gür, Çelik, Kurt and Olçum, 2016). The belief that the profession is still valuable reinforces the well-being. In addition, teachers' perception of high quality of life at school (Ilgan, Ozu-Cengiz, Ata and Akram, 2015), unity and solidarity at work (Yakut and Yakut, 2018) may reinforce psychological well-being. On the other hand, regular salaries of teachers, the economic status of teachers in recent years and the quality of teachers' relations in the workplace positively affect their psychological well-being (Hall-Kenyon et al., 2014, p. 160). Indeed, according to the TALIS (The Teaching and Learning International Survey) report, at least 80% of teachers in Turkey see their profession as a source of motivation.

In the study, it was observed that teachers' self-efficacy perceptions were high. Similar studies found that teachers' self-efficacy perceptions were moderate and high (eg, Aslan and Kalkan, 2018; Cansoy, Parlar and Kılınç, 2017; Coşkun, 2010; Saracaloğlu, Karasakaloğlu and Gencel, 2010). In this regard, it can be stated that the high level of teachers' professional self-efficacy shows that they are confident and that they are trying to use effective teaching practices. According to the TALIS report, more than 80% of teachers in Turkey, see themselves efficient in teaching and classroom management (TEDMEM, 2019). Bandura (1986) stated that individual experiences, observations, verbal support and positive psychological conditions were effective in the development of self-efficacy. For example, in some studies, it was seen that teachers' self-efficacy increases when they make different applications for student learning and give them more time to learn. In addition, leadership styles of school principals were found to strengthen teachers' self-efficacy (Fackler and Malmberg, 2016). Therefore, although it is a subjective assessment, high levels of teachers' self-efficacy can be expressed as positive in terms of student learning.

In the study, it was found that teacher self-efficacy was a variable that predicted psychological well-being of teachers. There are similar findings that support these research findings (Bentea, 2017; Jeon et al., 2018; McInerney et al., 2015). Self-efficacy is considered as a component of psychological capital which has an impact on positive psychological development. On the other hand, psychological capital is strengthened by being open to difficulties and striving for goals (Luthans and Youssef, 2004). High self-efficacy is the source of positive psychology that makes it easier for individuals to cope and adapt to difficulties (Hobfoll, 2002). At the same time, self-efficacy enables individuals to achieve better performances in their tasks (Avey, Reichard, Luthans and Mhatre, 2011). Furthermore, since teachers feel competent to improve teaching quality, strengthen student learning, and manage students' problems, they may be putting more meaning into their lives by reaching an emotional satisfaction. Such a meaning may enable teachers to set higher goals for their students. As a matter of fact, teachers who believe in their own competencies endeavor to spend more time to

solve and improve students' academic problems (Chwalisz et al., 1992). Therefore, teachers' high self-efficacy perceptions were an important behavioral factor in ensuring their psychological well-being by providing meaningful answers to the question "why do I do this job?"

On the other hand, teachers can see problems in student learning as an experience or an opportunity to learn. Thus, they can engage in satisfactory interactions with the school and its environment. Self-efficacy is fed from different sources. These are individual experiences, indirect experiences, verbal persuasion and psychological state. Self-efficacy beliefs are the product of a complex process of self-belief based on the cognitive processing of various sources of activity information that are effectively, clearly, socially and physiologically transmitted (Bandura, 1986). Ryan and Deci (2000) stated that the interaction of the individual with the environment positively affects the well-being. In addition, teachers may be motivated to perform better when they feel they are contributing to their students. Schwerdtfeger et al. (2008) showed that performance of individuals strengthens their perception of living more functional lives. In addition, higher teacher self-efficacy perception may facilitate teachers' positive attitudes towards their profession. As a matter of fact, Zee and Koomen (2016) found that teachers experienced more negative feelings when they felt their competence was low. Considering that most of the teachers' lives are spent at school, one can understand how important self-efficacy is. Based on these statements, it strengthens the beliefs that teachers can fully exploit the potential of increasing self-efficacy related to professional qualification.

These findings may have some practical implications. In the study, teacher self-efficacy and psychological well-being were found to be related. In addition, teacher self-efficacy was found to be a predictor of psychological well-being. This finding shows that interventions to increase teacher self-efficacy can be an effective tool for ensuring teachers' psychological well-being. In this regard, teachers' classroom management, teaching methods and techniques, school-based trainings can be done to cope with compelling student behaviors (Roberts, Henson, Tharp and Moreno, 2001). In addition, school leaders can conduct coaching and mentoring-oriented activities to improve the professional competence of their teachers (Blase and Blase, 1999; Fackler and Malmberg, 2016). By sharing professional practices, teachers can carry out more functional studies to improve teaching and apply the innovations they have learned in their classrooms (Cannon and Scharmann, 1996). Interacting teachers can make new learning by modeling other teachers. Thus, it can be ensured that the teachers who develop their professional competencies add meaning to their work and that the teachers who receive satisfaction from their profession increase their psychological well-being.

This study contributed to the expansion of knowledge in this field as it conducted the teachers' psychological well-being levels in accordance with the conceptual framework developed by Ryff (1989b). As a matter of fact, some of the studies related to well-being have been found to be based on conceptual frameworks such as job satisfaction that causes positive emotions or burnout and stress that cause negative emotions (eg, Zee and Koomen, 2016). In addition, this study contributes to the expansion of the literature on the possible effect of the beliefs of teachers on their professional competence on psychological well-being. In this study, the relationship between teachers' psychological well-being and teacher self-efficacy was examined. Thus, the contribution of behavioral characteristics to the individual was revealed. Indeed, some researchers stated that improvements in understanding behavioral, biological and social pathways that strengthen psychological well-being will benefit individuals, organizations, and society (Huppert, 2009).

Suggestions for Researchers

Most of the researches on psychological well-being were handled in the context of positive emotions (job satisfaction, commitment, etc.) and negative emotions (burnout, etc.) (Hall-Kenyon et al., 2014; Zee and Koomen, 2016). In this respect, there is a need for new studies that reveal the psychological well-being levels of teachers with basic theoretical frameworks. Thus, more descriptive findings regarding the psychological

well-being of teachers can be reached. The fact that the basic theoretical frameworks of teachers' well-being is not very clear is thought to make researches about well-being difficult (Huang, Yin and Lv, 2019).

In addition, it was observed that there is a limited number of studies in the literature about the relationships between teachers' competencies related to their professional qualifications and psychological well-being. Consequently, studies can be conducted in larger sample groups that reveal the relationship between teacher self-efficacy and psychological well-being. Psychological well-being can also be examined within the conceptual framework of teacher well-being in educational organizations in accordance with context. The relationship between sub-dimensions of psychological well-being and self-efficacy sub-dimensions should also be examined. Revealing which sub-dimension of self-efficacy is the pioneer in providing psychological well-being may present some ideas in terms of practice. The data were collected in a district of Istanbul. The results should be interpreted with this in mind.

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