



The interplay of Turkish EFL teachers' academic optimism, psychological well-being, and self-efficacy

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Abstract

This study examined the relationships between Turkish EFL (English as a Foreign Language) teachers' sense of self-efficacy, psychological well-being, and academic optimism. The study's strength lies in its exploration of this question within the context of the COVID-19 pandemic, which provides a background that adds depth to the examination. Researchers collected data from 272 English as a Foreign Language (EFL) teachers during the pandemic. The study intended to identify the motivating factors underlying self-efficacy in this particular teacher set using the regression analysis perspective. The findings provided significant understanding; a strong link between self-efficacy and academic optimism was found. This shows that EFL teachers were more likely to demonstrate a better level of self-efficacy in their teaching responsibilities if they had a more positive outlook on academic outcomes. However, psychological well-being was not shown to be a significant predictor of self-efficacy. These findings shed light on a crucial aspect of classroom teacher efficiency and well-being. It shows that there is an intense desire to put teachers' health first, particularly in challenging circumstances like the pandemic. Creating a climate of intellectual positivity should be a priority in all educational initiatives; the study can operate as guidance, directing the creation of solutions to counteract possible adverse effects on teachers' psychological health and, consequently, their ability to teach effectively. It is concluded that this study provides insight into the complexity of teacher self-efficacy, highlighting the impact of psychological wellness, academic optimism, and crisis-related environments.

Keywords: Academic optimism, Positive psychology, Psychological well-being, Teacher engagement, Teacher motivation, Teacher self-efficacy.

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Contribution of this paper to the literature

By shedding light on the complex interactions between self-efficacy, psychological well-being, and academic optimism among Turkish EFL teachers during the COVID-19 epidemic, this study aims to enrich the literature. It emphasizes the need to maintain a positive attitude toward achievement in school while promoting the importance of teacher well-being and efficiency.

1. Introduction

Research so far has generally focused on what students expect from education and how they experience this process (Mercer & Gregersen, 2020). Students' perspectives on education or their feelings in this process are quite important for studies in our field; so are the teachers. In education, the well-being and efficacy of teachers play a vital role in shaping students' academic outcomes. Among the various factors influencing the teaching profession, the concepts of academic optimism, psychological well-being, and self-efficacy have gained significant attention in recent years. Within the unique educational context of Turkish EFL teachers, who face diverse student populations, varying educational contexts, and the need to balance cultural norms with global teaching standards, understanding the dynamics of academic optimism, psychological well-being, and self-efficacy becomes increasingly important. By delving into the interrelationships among these constructs, we can shed light on the factors that influence the professional experiences and effectiveness of Turkish EFL teachers. The purpose of this study is to examine the relationship between academic optimism, psychological well-being, and self-efficacy among Turkish EFL teachers. Through the exploration of the interplay between these constructs, we hope to contribute to the existing literature on teacher well-being and effectiveness, specifically within the Turkish context of education. As a result of this research, educational policymakers, administrators, and teacher training programs will receive valuable insights into Turkish EFL teachers' professional growth, job satisfaction, and overall well-being, which will allow them to create interventions and support mechanisms to improve these areas. Ultimately, understanding how academic optimism, psychological well-being, and self-efficacy interrelate makes it possible to devise strategies to enhance the professional growth and satisfaction of Turkish EFL teachers, leading to improved educational experiences for their students.

2. Literature Review

2.1. Academic Optimism

A teacher's academic optimism is a reflection of their beliefs and perceptions regarding their students' success, the educational environment, as well as their own teaching practices. It has three dimensions: academic emphasis, collective efficacy, and faculty trust. Academic emphasis refers to the extent to which teachers prioritize and value high academic standards. The collective efficacy of teachers reflects their belief that they can positively affect student learning outcomes. Faculty trust is an indicator of their confidence and support for their colleagues and school administration. The degree of academic optimism is significantly correlated with student achievement, teacher motivation, and job satisfaction (Goddard, Sweetland, & Hoy, 2000).

2.2. Psychological Well-Being

A person's psychological well-being is determined by their overall perception of life satisfaction, positive affect, and absence of negative emotions. A teacher's psychological well-being plays an important role in engaging, committing, and remaining resilient in facing challenges. Job satisfaction, work-life balance, emotional stability, and a sense of fulfillment all play a role. It encompasses factors such as job satisfaction, work-life balance, emotional stability, and a sense of fulfillment. Psychological well-being has consistently been shown to affect effective teaching practices, positive teacher-student relationships, and job performance (Skaalvik & Skaalvik, 2011). Studies have consistently demonstrated the positive impact of psychological well-being on effective teaching practices, positive teacher-student relationships, and overall job performance (Skaalvik & Skaalvik, 2011).

2.3. Academic Optimism and Psychological Well-Being

Academic optimism and psychological well-being play a critical role in Turkish EFL teachers' professional experiences and effectiveness. The purpose of this section is to present a review of existing research on the relationship between academic optimism and psychological well-being among Turkish EFL teachers, which sheds light on how these constructs influence teacher satisfaction, engagement, and overall well-being.

2.4. Impact of Academic Optimism on Psychological Well-Being

Numerous studies have highlighted the positive association between academic optimism and psychological well-being among teachers. A study conducted by Demir and Gürbüz (2019) examined the relationship between academic optimism and job satisfaction among Turkish EFL teachers. The findings revealed a significant positive correlation between academic optimism and psychological well-being, indicating that teachers who hold optimistic beliefs about student success, the school environment, and their own teaching efficacy are more likely to experience higher levels of job satisfaction and overall well-being.

2.5. Academic Optimism, Psychological Well-Being, and Teacher Engagement

A number of studies have shown that academic optimism is associated with psychological well-being among teachers. The relationship between academic optimism and job satisfaction among Turkish English as a Foreign Language teachers was examined by Demir and Gürbüz (2019). A significant positive correlation was found between academic optimism and psychological well-being, which indicated that teachers with optimistic beliefs about student success, the school environment, and their own teaching efficacy had higher levels of job satisfaction and well-being overall.

2.6. Self-Efficacy

Self-efficacy is a belief in one's ability to successfully accomplish a task or challenge. The self-efficacy of teachers can be defined as their confidence in their ability to engage students, manage classroom behaviors, and facilitate meaningful learning experiences. The motivation of teachers, instructional practices, and students' performance are all heavily influenced by this factor. It has consistently been shown that high levels of self-efficacy among teachers lead to improved instructional strategies, increased student motivation, and higher achievement levels among students (Tschannen-Moran & Woolfolk Hoy, 2001).

2.7. Self-Efficacy and Psychological Well-Being

Teachers' psychological well-being has been extensively studied through the lens of self-efficacy, a key component of Bandura's social cognitive theory. An assessment of the relationship between self-efficacy and psychological well-being among Turkish EFL teachers is presented in this section, elucidating how self-efficacy beliefs affect teacher satisfaction, motivation, and well-being in general.

2.8. Influence of Self-Efficacy on Psychological Well-Being

Turkish EFL teachers' self-efficacy has been demonstrated to have a positive impact on psychological well-being in several studies. Kızıltepe and Akyol (2018) examined the relationship between teacher self-efficacy, psychological well-being, and burnout in their study. It was found that teachers with higher levels of self-efficacy were less likely to suffer from burnout and had higher levels of psychological well-being. It would appear that teachers are more likely to experience psychological well-being if they believe that they are capable of meeting the challenges of the classroom.

2.9. Self-Efficacy, Job Satisfaction, and Teacher Motivation

Several studies have examined the relationship between self-efficacy, job satisfaction, and teacher motivation. As part of their study, Arslan and Ünlü (2017) investigated the relationship between teacher self-efficacy, psychological well-being, job satisfaction, and motivation among Turkish EFL teachers. It was found that self-efficacy, psychological well-being, job satisfaction, and motivation were significantly correlated. According to the study, self-efficacy beliefs play a crucial role in enhancing teacher well-being and motivation, thus resulting in increased job satisfaction for teachers.

2.10. Academic Optimism, Self-Efficacy, and Psychological Well-Being

This section examines the relationship between academic optimism, self-efficacy, and psychological well-being among Turkish EFL teachers. It is essential to understand the combined influence of these constructs in order to address Turkish EFL teachers' professional experiences, effectiveness, and well-being in a comprehensive manner.

2.11. Academic Optimism, Self-Efficacy, and Teacher Effectiveness

Research has shown that academic optimism, self-efficacy, and teacher effectiveness are interrelated. Turkish EFL teachers' academic optimism, self-efficacy, and effectiveness were examined in a study conducted by Demir and Bayhan (2018). The results of the study revealed significant positive correlations between academic optimism, self-efficacy, and teacher effectiveness. Among the findings of the study were the importance of developing optimistic beliefs and self-efficacy among teachers in order to enhance their overall effectiveness in the classroom.

3. Methodology

3.1. Research Design

Since this study aimed to evaluate the academic optimism and psychological well-being of English instructors and their relations with their sense of self-efficacy, the search design was determined to be a correlational method and multiple linear regression analysis was also applied to display the relation more comprehensively. Demographic factors were also considered when comparing participants' perceptions of the previously mentioned factors.

3.2. Participants and Setting

A number of 272 English teachers who worked in diverse educational settings, such as elementary, secondary, and high schools in Hakkari, participated in this study. Due to the pandemic's restrictions, the convenience sampling method was used to choose participants efficiently and conveniently.

Table 1. Demographic characteristics of the participants.

Descriptors	Sub-descriptors	N	%
Gender	Female	162	59.6
	Male	110	40.4
Age	29 years and under	159	58.5
	30 years and older	113	41.5
Type of institution	Primary school	51	18.8
	Secondary school	129	47.4
	High school	92	33.8
Years of teaching experience	4 years and less	150	55.1
	5 years and more	122	44.9
Total	9	272	100

Through Google Forms, the quantitative data for this study was collected online. The scales and questionnaire items were organized by the researcher and then electronically sent to the English teachers. The frequency

distributions of survey respondents by gender are shown in Table 1. The findings show that there were more female participants (59.6%) than male participants (40.4%). As a result, women made up the majority of the participants (N=162). According to the findings, the majority of the participants (58.5%) were aged 29 and under, while 41.5% of the participants were aged 30 and over. Therefore, a larger proportion of the participants (N=159) belonged to the age group of 29 years and under.

The type of classes in which the participants worked revealed that 47.4% of them worked in secondary schools (N=129). Furthermore, 18.8% of participants were employed in primary schools (N=51) and 33.8% in high schools (N=92). On the basis of years of experience, 55.1% of participants had a tenure of "4 years or less" (N=150). Among participants with a tenure of five years or more, 44.9% were found to be in the category.

3.3. Instrumentation

To gather data in this study, three reliable instruments were selected. These instruments were the "Teacher Academic Optimism Scale (TAOS), the "Psychological Well-being Scale (PWBS)", and the "Teachers' Sense of Self-efficacy Scale (TSES)". Prior to completing these scales, participants also completed a "Demographic Information Form".

3.4. Teacher Academic Optimism Scale

This scale was originally developed by Hoy, Tarter, and Hoy (2006) and adapted into Turkish by Erdoğan (2013). The scale consists of 11 items grouped into three factors, each of which is rated on a five-point Likert scale. Cronbach's Alpha coefficient results for the Academic Optimism Scale (AOS) and its sub-dimensions indicated a value of .84, suggesting the scale is highly reliable.

3.5. Psychological Well-Being Scale

The Psychological Well-being Scale (PWBS) utilized in this study was originally developed by Ryff (1989) and subsequently shortened by Akın, Demirci, Yıldız, Gediksiz, and Eroğlu (2012). The PWBS initially consisted of 84 items; however, Akın et al. (2012) condensed it to 42 items. PWBS and sub-dimensions of this scale were found to have a Cronbach's Alpha coefficient of .84, indicating relatively high reliability.

3.6. Teacher Self-Efficacy Scale

This study was conducted using the Tschannen-Moran and Woolfolk Hoy (2001) scale with a Turkish translation by Çapa, Çakıroğlu, and Sarıkaya (2005). Designed as a five-point Likert-type scale, the scale consists of 24 items divided into three subscales. As reported in Tschannen-Moran and Woolfolk Hoy (2001), the Cronbach's Alpha coefficient for all items on the Teacher Self-Efficacy Scale (TSES) was 0.90. The Turkish version of the scale was also found to be highly reliable with an overall reliability of 0.93. In addition, the TSES and its subscales were also found to be highly reliable, with an Alpha coefficient of 0.97.

3.7. Data Analysis

In this study, the sample was selected by convenience sampling. Statistical Package for the Social Sciences (SPSS) software was used to analyze the collected data. Tests such as Analysis of Variance (ANOVA), regression, and t-test were chosen to be applied in this study. SPSS was utilized for descriptive analysis, and the t-test was selected to examine whether there were significant differences in the levels of self-efficacy, academic optimism, and psychological well-being among EFL teachers based on their gender, age, and experience. Additionally, one-way ANOVA was employed to investigate if English teachers' self-efficacy, academic optimism, and psychological well-being significantly varied based on their institution type. The Pearson product-moment correlation coefficient and multiple linear regression analysis were used to determine the relationships between variables.

4. Findings

4.1. Findings on the Level of EFL Teachers' Sense of Self-Efficacy, Academic Optimism, and Psychological Well-Being

Table 2 presents the descriptive statistics for all three scales. Firstly, the mean scores of TSES indicate that the participants' perceptions of teacher effectiveness are relatively high. The overall mean score for the scale (M=4.96) suggests that teachers' perceptions of their own efficacy as educators are also near the maximum level (M=3.77).

Table 2. Descriptive statistics for the scales.

Size/Scale	Min.	Max.	X	SD.
Teacher self-efficacy	1.08	4.96	3.77	0.915
Academic optimism	1.73	4.91	3.81	0.643
Psychological well-being	3.19	6.17	4.56	0.636

For the AOS, the mean scores signify that teachers' perceptions of academic optimism are relatively high. In other words, teachers' perceptions of their own efficacy, trust in others, and the importance they attribute to academic matters are all at relatively high levels (M=3.81). The mean scores of PWBS display that teachers' perceptions of psychological well-being are at a moderate level or slightly above the medium level. Overall, teachers' perceptions of psychological well-being are moderately positive, with an average mean score of 4.56.

4.2. Relationship between EFL Teachers' Sense of Self-Efficacy, Academic Optimism, and Psychological Well-Being Levels

Table 3 displays the correlation coefficients for the relationships among academic optimism, psychological well-being, and teacher self-efficacy. All of the correlation coefficients reached statistical significance. Moreover,

the positive sign of all coefficients indicates a meaningful and positive relationship between these variables ($p < .05$). In simpler terms, when one variable increases, it is expected that the other variables will also increase. Based on the correlation coefficients, the highest correlation is observed between teacher self-efficacy and academic optimism ($r = .629$; $p < .05$), indicating a strong positive relationship. On the other hand, the lowest relationship is found between teacher self-efficacy and psychological well-being ($r = 0.297$; $p < 0.05$), suggesting a relatively weaker positive relationship between these variables.

Table 3. Correlation analysis of scales.

Scales	Analysis	Teacher self-efficacy	Academic optimism	Psychological well-being
Teacher self-efficacy	Pearson correlation	1		0.297**
	Sig. (2-tailed)	0.000		0
Academic optimism	Pearson correlation	0.629**	1	0.389**
	Sig. (2-tailed)	0.000		0
Psychological well-being	Pearson correlation	0.297**	0.389**	1
	Sig. (2-tailed)	0.000	0.000	0.000

Note: ** $p < 0.01$.

4.3. Academic Optimism and Psychological Well-Being as Predictors of Turkish EFL Teachers' Sense of Self-Efficacy

The regression analysis results, as presented in Table 4, demonstrate the effects of psychological well-being and academic optimism on teacher self-efficacy. The statistical significance of the linear regression model was assessed using the ANOVA test, which indicated that the model was highly significant ($F = 89.065$, $p < 0.05$). This variable accounts for approximately 39.4% of the variation in teacher self-efficacy according to the adjusted R-square coefficient of 0.394.

Table 4. Multiple linear regression analysis results on predicting perception of teacher self-efficacy.

Scales	B	β	T	p
Constant	0.085	-	0.247	0.805
Psychological well-being	0.089	0.062	1.211	0.227
Academic optimism	0.860	0.604	11.776	0.000

Note: $F = 89.065$, $p = 0.000$, $R = 0.631$, $R^2 = 0.398$, adj. $R^2 = 0.394$.

A statistically significant correlation was found between academic optimism and teacher self-efficacy, which demonstrates that an increase in academic optimism corresponds to an increase in teacher self-efficacy. In this analysis, however, the psychological well-being coefficient was not statistically significant. As a result of these findings, it is evident that teacher self-efficacy is enhanced by promoting academic optimism. In conclusion, the results demonstrate that academic optimism significantly affects teacher self-efficacy, whereas psychological well-being has no significant impact. Consequently, these findings demonstrate the necessity of cultivating academic optimism among teachers in order to enhance their self-efficacy beliefs.

5. Discussion and Conclusion

This study concluded that EFL teachers demonstrate high levels of self-efficacy and academic optimism. Psychological well-being, however, is reported as moderate or slightly above moderate.

In accordance with previous research (Akbari & Tavassoli, 2014), this study reports that EFL teachers display high levels of self-efficacy. However, there are variations in the specific areas in which EFL instructors perceive themselves as most competent. In this study, the majority of teachers considered themselves highly efficient in instructional practices, followed by classroom management and student engagement. This order is consistent with the findings of Eslami and Fatahi (2008). Conversely, Lee (2009) reported moderate self-efficacy among English teachers in South Korea, Crook (2016) found high levels of self-efficacy among English teachers in Thailand, and Ghasemolani and Hashim (2013) observed high levels of self-efficacy among English teachers in Middle Eastern countries, with an emphasis on competence in classroom management.

The variation in levels of self-efficacy among instructors can be attributed to cultural norms, as indicated by Vieluf, Kunter, and Van De Vijver (2013). Cultural values and environmental factors influence self-efficacy, as stated in Social Cognitive Theory. These effects result in different levels of self-efficacy, which should be interpreted considering the specific conditions of teachers in Hakkari, where the research was conducted. Additionally, variations in expectations of teachers in different teaching contexts contribute to the differences observed. In the region where the study took place, positive feedback from students may have positively influenced teachers' self-efficacy levels, aligning with Kelchtermans (2009) findings.

Based on the study's findings, EFL teachers exhibit the highest level of academic optimism in the teacher efficacy sub-scale, followed by academic importance, and the lowest level in the trust sub-dimension. This aligns with previous research conducted by Uzun (2014) and Uysal (2021). Hong (2017) highlights the close connection between students' academic achievement and teachers' academic success and self-confidence. The hypothesis assumes that fostering student autonomy is crucial in academic instruction, while the practical assumption emphasizes the importance of establishing a trustworthy relationship between teachers and students. Therefore, teachers' self-belief and trust in themselves play a vital role in the classroom. Trust in the educational-teaching process encompasses various dimensions involving school administration, teachers, students, and parents. Consequently, trust significantly influences effective communication, collaborative activities, and academic achievement among all stakeholders.

The research findings indicate that EFL teachers have moderate to above-average levels of psychological well-being. This aligns with previous studies in the literature (Erdoğan, 2013; Karaçam & Pular, 2019). Individuals with

high psychological well-being possess qualities such as a sense of purpose, positive relationships, self-acceptance, personal growth, environmental awareness, and autonomy. The results suggest that EFL teachers have a positive self-perception regarding their individual growth, self-acceptance, relationships, life's purpose, environmental mastery, and autonomy. However, the lowest average is observed in the personal growth sub-dimension, suggesting a need for greater emphasis on professional and personal development among teachers. It is important to consider the specific context of the research location, where opportunities for personal development may be limited. Teachers in remote areas may face challenges in accessing developmental activities available in larger cities. Special programs targeting the needs of such teachers in disadvantaged and geographically distant regions could be beneficial.

The statistical analysis revealed significant differences based on gender and school type, while age groups only showed a significant difference in the positive relationship with another sub-dimension. However, no significant difference was found in relation to seniority. In summary, the study indicated that gender and school type had an impact on the measured variables, whereas age group and seniority did not show significant differences.

The research shows a significant relationship between self-efficacy, psychological well-being, and academic optimism among teachers. When one variable increases, the others also tend to increase. The strongest correlation is found between teachers' self-efficacy and academic optimism, consistent with previous research (Erdoğan, 2013). The study was conducted during the pandemic, and so it might have affected the results highly. The high correlation reflects the teachers' hopes for their students' progress and their own sense of efficacy. Teachers' belief in student improvement and trust in their abilities contribute to their own fulfillment and effectiveness. These findings highlight the importance teachers place on student learning and achievement. Optimistic attitudes towards students' academic lives can enhance both teachers' and students' self-efficacy.

The study uncovered a significant link between the psychological well-being and academic optimism levels of EFL teachers. Similar findings from previous research validate this connection, indicating that teachers' increased well-being corresponds to a heightened sense of optimism regarding academic outcomes. Optimistic teachers are more inclined to employ effective coping strategies and remain dedicated to their profession. Enhancing teachers' well-being becomes paramount for fostering overall school success and facilitating optimal student learning. Despite challenges like the COVID-19 pandemic, teachers have exhibited resilience and maintained a positive outlook, highlighting the vital role of Positive Psychology in education. To nurture Positive Psychology, it is essential to introduce additional training programs and online courses that empower teachers to cultivate positivity and optimism within the classroom. The relationship between EFL teachers' self-efficacy and psychological well-being may not be the strongest, but it remains significant. This finding aligns with previous studies that have also observed a positive correlation between self-efficacy and psychological well-being (Cansoy, Parlar, & Türkoğlu, 2020; Jeon, Buettner, & Grant, 2018). Recognizing teachers as crucial contributors to society's human resources, it becomes essential to support their psychological well-being, as it ultimately benefits the entire community. Factors such as the COVID-19 pandemic, specific challenges faced by teachers, the research's geographical context, and policies affecting foreign language educators can influence these findings. However, the importance of investing in teachers' psychological well-being and providing ongoing support remains constant and indispensable for achieving positive educational outcomes. Talking about the predictability of self-efficacy level, the multiple linear regression analysis revealed that academic optimism positively predicts the sense of self-efficacy in teachers. This means that higher levels of academic optimism are associated with increased self-efficacy. However, the analysis did not find a significant relationship between psychological well-being and self-efficacy. In other words, psychological well-being does not appear to be a strong predictor of teachers' self-efficacy. Therefore, while academic optimism plays a significant role in influencing self-efficacy, psychological well-being may have a lesser impact in this regard.

Based on a detailed analysis, it was found that psychological well-being and academic optimism were significant predictors of student engagement within the self-efficacy domain. As a result of positive emotions experienced by teachers and a high level of well-being, students are motivated to participate actively in and engage in the learning process. Those teachers who are positive and have a strong sense of optimism are more likely to encourage students, resulting in increased student engagement. In addition, teachers with positive psychological attributes tend to employ more innovative teaching methods, which also contributes to the engagement of students. There may be a reciprocal relationship between teacher well-being and student engagement since students' motivation and success can positively impact their teachers' well-being and optimism. As a result, a positive and motivated teacher is able to create a conducive environment for student engagement and enjoyment of the learning process.

It was found that academic optimism was a significant predictor of instructional practices and classroom management sub-dimensions, but psychological well-being did not show a significant correlation. It is not surprising that academic optimism aligns closely with the statements and experiences that are indicative of a teacher's sense of efficacy. Academic optimism is a critical characteristic of teachers whose instructional practices are influenced by a strong belief in their students' abilities. Their willingness to try new techniques and methods contributes to their effectiveness as teachers. Furthermore, an environment in which teachers and students are able to communicate and trust one another enhances classroom management. A positive and supportive classroom atmosphere can be fostered by academic optimism, minimizing the need for strict management. Ultimately, academic optimism creates a positive learning environment and reflects teachers' confidence in their students in instructional practices and classroom management.

Based on the predictability between the three scales in general, psychological well-being was not a significant predictor of English teachers' self-efficacy. It was shown, however, that academic optimism significantly predicted teacher self-efficacy, indicating that student academic status plays a key role in teachers' sense of effectiveness. The academic performance and engagement of students played a crucial role during distance education, and teachers' optimism about their students' success was linked to their own self-efficacy. The study also highlights the need for more research on teacher well-being and self-efficacy, particularly for English as a foreign language (EFL) teacher. Previous studies have examined related constructs, but more research is needed in regard to specific predictors of self-efficacy among EFL teachers. In order to improve teacher well-being and effectiveness in the EFL classroom, further investigation would be helpful in enhancing our understanding of the factors contributing to teachers'

feelings of efficacy, including other psychological variables and contextual factors. Overall, this study highlights the importance of supporting teachers' well-being and cultivating a sense of academic optimism to enhance their self-efficacy. Our understanding of the factors that influence teachers' professional experiences is enhanced by these insights, which emphasize the importance of providing continued support to educators and fostering academic optimism. Schools can create environments that promote teacher efficacy, increase student engagement, and ultimately improve educational outcomes by recognizing these factors. As a result, educational institutions can empower teachers to navigate challenges, engage students effectively, and contribute to the success of the education system by prioritizing the psychological aspects of teaching and creating an environment that fosters positivity and optimism.

6. Limitations and Suggestions

The overall findings suggest that the COVID-19 pandemic and the associated challenges faced by teachers may have influenced the relationships observed in the study. The unprecedented circumstances of remote teaching and learning may have added additional pressures and complexities to the teaching profession, potentially impacting teachers' well-being and self-efficacy. Therefore, it is crucial to acknowledge the unique context in which these findings were obtained and consider the potential implications of the pandemic on teachers' psychological states.

Considering the limitations mentioned earlier, it is recommended to conduct future studies with larger sample sizes and in diverse contexts to enhance the generalizability of the findings and gain deeper insights.

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