

Understanding the Association between Positive Psychological Functioning at Work and Cognitive Wellbeing in Teachers

Journal of Positive Psychology and Wellbeing
2018, Volume 2(2): 113–127
www.journalppw.com
ISSN 2587-0130
OPEN ACCESS

Gökmen Arslan¹

Abstract

Teachers play a central role in facilitating children's cognitive, emotional, and behavioral development. Therefore, it is essential to investigate and understand the psychological factors that are associated with effective teaching and teacher wellbeing. The purpose of the present study is to present the association between teachers' positive functioning at work and cognitive wellbeing in Turkish educators. Participants of the study comprised of 295 teachers (60.3% female), and they ranged in age from 23 to 55 years ($M = 32.43$, $SD = 7.85$). Findings from correlation analysis demonstrated the significant and positive association between cognitive wellbeing and school connectedness, teaching efficacy, and overall teacher functioning, ranging from moderate to large effect. Following, the outcomes indicated the significant effects of wellbeing groups on teachers' functioning, and revealed that teachers with high levels of wellbeing had greater positive functioning at work than those with low and average wellbeing levels. Taken together, the results suggest that high level of wellbeing is associated with teachers' healthy and successful functioning at work.

Keywords

Teacher wellbeing, positive psychological functioning, cognitive wellbeing, life satisfaction, and positive psychology.

¹Hope Psychology: Counseling and Development Center, Turkey

Corresponding Author: Gökmen Arslan, Hope Psychology: Counseling and Development Center, Isparta, Turkey
Email: gkmnarslan@gmail.com

Article History: Received: 29 September 2017 | Accepted: 19 November 2017 | Published Online: 21 November 2017

Teachers play a central role in facilitating children's cognitive, emotional, and behavioral development (Wentzel, 2009); thereby, they are expected to perform various roles, including mastering academic area content, responding to social and emotional needs of students, developing lesson plans, and managing student behavior (Mankin, von der Embse, Renshaw, & Ryan, 2017). Research have demonstrated the stronger effect of teacher quality indicators on student academic achievement than class sizes, school spending levels, and teacher salaries (Darling-Hammond, 2000). Furthermore, teacher effectiveness has an important role in improving students' classroom behavior, which in turn, is an important component in the reduction of disruptive behavior development (Leflot, van Lier, Onghena, & Colpin, 2010). For example, Telef, Arslan, Mert, and Kalafat (2015) found the significant predictive effect of supportive teacher behaviors on students' school satisfaction and cognitive wellbeing, and their outcomes demonstrated that supportive teacher behaviors were an important factor in improving students' school-based and general wellbeing. Given the importance of teacher quality, it is essential to investigate and understand the facilitators that are associated with effective teaching and teachers' wellbeing (Mankin et al., 2017). In this respect, the purpose of the present study is to examine the relationship between positive functioning at work and cognitive wellbeing in teachers.

Cognitive wellbeing–life satisfaction– refers to the evaluations and judgments that individuals make about their life (Diener, Oishi, & Lucas 2003) and is seen as a significant component of subjective wellbeing (Diener, 2000). Cognitive wellbeing is the perceived fulfillment of expectations and standards of individuals' life (Hall, 2014). Individuals with high levels of wellbeing are more successful across multiple life domains (Lyubomirsky, King, & Diener, 2005). For example, previous research have demonstrated that high levels of wellbeing are associated with various domains, including work performance (Judge, Thoresen, Bono, & Patton, 2001; Tenney, Poole, & Diener, 2016), mental health (Diener & Seligman, 2002; Strine, Chapman, Balluz, Moriarty, & Mokdad, 2008; Keyes, 2006), physical health (e.g. mortality and longevity; Diener & Chan, 2011; Diener, Pressman, Hunter, & Delgado-Chase, 2017), quality relationships with others (Diener & Seligman, 2002; Lucas, Le, & Dyrenforth, 2008; Mehl, Vazire, Holleran, & Clark, 2010), and addictive behaviors (e.g. internet-related addictions, smoking, and heavy drinking; Boehm, Vie, & Kubzansky, 2012; Koç, 2017; Strine et al., 2008). In addition, many other studies investigated the association between teachers' wellbeing and work-related variables, demonstrating that there is a significant association between wellbeing and teacher effectiveness (Jaidka & Passi, 2014), occupational stress (Poormahmood, Moayedi, & Alizadeh, 2017), burnout (Avşaroğlu, Deniz, & Kahraman, 2005), loneliness at work (Yılmaz & Arslan, 2013), and character strengths (Abasimi & Xiaosong, 2016). Taken together, these outcomes suggest that high level of wellbeing is related to a range of life domains that may have importance for teachers' effectiveness and wellbeing, which in turn, influences students' positive academic and social-emotional outcomes, such as academic achievement, social abilities, motivation, and prosocial behaviors.

Despite the literature supporting the importance of investigating and understanding the wellbeing, few have focused on the relationship between psychological functioning and wellbeing in teachers. In the present study, teacher positive psychological functioning refers to teachers' subjective perceptions of healthy and successful functioning at work, including school connectedness and

teaching efficacy (Renshaw, Long, & Cook, 2015). School connectedness is operationalized as “feeling supported by and relating well to others at school,” while teaching efficacy is defined as “appraising one’s teaching behaviors as effectively meeting environmental demands” (Renshaw et al., 2015, p. 294). The development of the model was conducted based on Van Horn, Taris, Schaufeli, and Schreurs’s (2004) multidimensional model of occupational wellbeing that emphasizes teachers’ healthy and successful functioning at work. Specifically, the model suggests that work-related wellness is an integration of key aspects of affective (e.g., job satisfaction), cognitive (e.g., cognitive weariness), professional (e.g., aspiration and competence), social (e.g., social functioning in relationships with students and colleagues), and psychosomatic (e.g., health complaints) dimensions of teacher well-being. Research has indicated that these two core positive aspects of teacher functioning is associated with many domain-general areas of quality of life— physical, psychological, social, and environmental—and psychological stress— teacher stress and burnout (Caprara, Barbaranelli, Steca, & Malone, 2006; Collie, Shapka, & Perry, 2012; de Biagi, Celeri, & Renshaw, 2017; Klassen & Chiu, 2010; Renshaw et al., 2015). Teachers with higher levels of teaching efficacy, for example, reported greater job satisfaction and teaching effectiveness (Klassen & Chiu, 2010; Klassen & Tze, 2014), whereas lower stress and burnout (Collie et al., 2012; Renshaw et al., 2015). Additionally, the outcomes support that teachers’ feelings of school connectedness are directly related to job satisfaction, emotional exhaustion, and indirectly associated with motivation to leave (Skaalvik & Skaalvik, 2011). Consequently, these results suggest the importance of teachers’ positive psychological functioning on various outcomes, which have effects on their wellbeing and effectiveness at work.

Current study

Considering the vital role of teachers in students’ positive development and wellbeing (Wentzel, 2009), research regarding the facilitators in promoting teachers’ wellbeing and effectiveness is essential to inform school counselors and allied educational professionals who collaborate and consult with teachers to promote positive outcomes at school. Therefore, supporting teacher wellbeing promotes teacher effectiveness and students’ academic experiences, such as academic achievement and motivation. Additionally, despite the increasing literature of the wellbeing, specifically in Turkey (see Telef, 2017), the factors that promote wellbeing in teachers are relatively unexplored, and only few have focused on the influences of teacher psychological functioning at work on the wellbeing. Given the importance of promoting teacher wellbeing, the purpose of the present study is to investigate the association between positive functioning at work and cognitive wellbeing in teachers. In addition, similar to previous research (e.g. Diener & Seligman, 2002; Gilman & Huebner, 2006), it is expected that high wellbeing would be beneficial for teachers. Therefore, teachers reporting such wellbeing levels would report significantly higher levels of positive psychological functioning at work compared to those reporting low levels of wellbeing.

Method

Participants

Participants of the study comprised of 295 teachers (60.3% female) employed in six public schools in a city of Turkey. All teachers were invited to participate in the study, yet only %60 of the teachers agreed to participate in the study. The participants ranged in age from 23 to 55 years old ($M = 32.43$, $SD = 7.85$). In addition, teachers were employed at elementary school (28.8%), at secondary school (39.7%), and at high school (31.5%). The demographic questionnaire and paper-and-pencil survey, which was created using the instruments described in the measure section, were administrated on the teachers who volunteered to participate in the study.

Table 1. CFA results for the Turkish version of the TSWQ

Scale and items	λ	R^2	H
School Connectedness Scale	–	–	.82
I feel like I belong at this school.	.66	.44	–
I can really be myself at this school.	.80	.64	–
I feel like people at this school care about me.	.63	.39	–
I am treated with respect at this school.	.77	.77	–
Teaching Efficacy Scale	–	–	.89
I am a successful teacher.	.75	.56	–
I am good at helping students learn new things.	.82	.68	–
I have accomplished a lot as a teacher.	.75	.56	–
I feel like my teaching is effective and helpful.	.88	.77	–

Note. λ = item loadings for first-order factors; R^2 = indicator reliability for first-order factor items; H = latent construct reliability.

Measures

Teacher Subjective Wellbeing Questionnaire (TSWQ). The TSWQ is an 8-item self-report behavior rating scale developed to measure two core positive aspects of teachers' healthy and successful functioning at work: school connectedness and teaching efficacy (Renshaw et al., 2015). Findings from the original development study of TSWQ conducted with a small U.S. sample demonstrated a sound two-factor latent factors (λ range = .54–.87), and the composite scale and subscales had strong internal consistency coefficients (α range = .82–.89). Furthermore, results demonstrated the convergent and divergent validity with self-reported school supports, stress and emotional burnout. Although it is not a purpose of this study, the study also investigated the psychometrics of a cultural adaptation of the Teacher Subjective Wellbeing Questionnaire (TSWQ), which is aimed at enhancing the measure's usability for both research and practice in Turkey. A cultural adaptation of the English version of the TSWQ (Renshaw et al., 2015) was created by translating the measure into Turkish using a process consistent with the International Test Commission's (2005) guidelines for adapting tests. After this process, the confirmatory factor analysis was conducted to investigate the latent structure of the eight items in the TSWQ–T as

indicators of two correlated first-order latent constructs (school connectedness and teaching efficacy) with a sample of Turkish educators ($n = 95$). They were 59.6% female and 40.4% male and ranged in age from 24 to 52 years ($M = 31.00$, $SD = 5.81$). Findings from these analyses are presented in the preliminary analyses subsection, see the Results Section.

Satisfaction with Life Scale (SWLS). The SWLS (Diener, Emmons, Larsen, & Griffin, 1985) is a 5-item self-report instrument (e.g. “*In most ways my life is close to my ideal*”, “*I am satisfied with my life*”) developed to assess individuals’ overall cognitive judgments of life satisfaction. The items were scored using a 7-point Likert scale, ranging from 7 (strongly agree) to 1 (strongly disagree). Research demonstrated an adequate internal reliability coefficient with Turkish sample ($\alpha > .80$; Köker, 1991).

Table 2. Observed scale characteristics, correlations between variables, and LVPA results

Measures	N. of Items	Descriptive Statistics					Correlation (r)				LVPA	
		Mean	SD	Skew.	Kurt.	α	SC	TE	OTF	OW	β	R^2
SC	4	11.43	2.85	-.20	-.39	.81	1	.65	.93	.55	.61	.38
TE	4	12.70	2.13	-.34	-.09	.83	.65	1	.88	.35	.37	.14
OTF	8	24.13	4.55	-.14	-.43	.87	.93	.88	1	.51	.54	.29
OW	5	22.21	6.67	-.53	-.52	.88	.55	.35	.51	1	–	–

Note. All correlations are significant at the $p < .001$ level. SCS = School Connectedness Scale, TES = Teaching Efficacy Scale, OTF = Overall Teacher Positive Functioning, OW = Life Satisfaction Scale; LVPA = A Latent Variable Path Analysis.

Data Analyses

Data analyses were conducted in two phases. In phase 1 of the analyses, observed scale characteristics were examined, and Pearson product–moment correlation analysis was conducted to investigate the association between teacher positive functioning and wellbeing. Normality assumption was tested using skewness and kurtosis scores (relatively skewness and kurtosis $< |1|$). In phase 2, the predictive effect of each teacher positive psychological functioning on wellbeing was investigated using a latent variable path analysis. Thereafter, similar to previous research that has used the classification approach to categorize the wellbeing and to compare effects of groups (e.g. Furlong, You, Renshaw, Smith, & O'Malley, 2014; Gilman & Huebner, 2006; Proctor, Linley, & Maltby, 2010; Renshaw, 2015), the participants were ranked and divided into three groups using SD -derived groups based on total wellbeing scores (z -score $< -1 SD$ = low wellbeing, $-1 SD < z$ -score $< 1 SD$ = average wellbeing, and z -score $> 1 SD$ = high wellbeing). Following these preliminary analyses, a series univariate analysis of variance (ANOVA) were conducted to examine the differential effects of wellbeing status on teacher positive functioning. Additionally, in order to compare the selected cognitive wellbeing groups, post hoc analyses were conducted using a Bonferroni adjustment. All data analyses were conducted using SPSS version 23 and AMOS version 22.

Results

Preliminary Analyses

Before conducting the primary analyses, the psychometrics properties of the Teacher Subjective Wellbeing Questionnaire (TSWQ) was investigated to enhance the measure's usability for both research and practice in Turkey. Confirmatory factor analysis results demonstrated the good data-model fit statistics ($\chi^2 = 28.14$, $df = 19$, $p = .081$, $TLI = .96$, $CFI = .98$, $SRMR = .048$, $RMESA [90\% CI] = .072 [.00, .12]$). In addition, a strong and positive inter-factor correlation was observed between latent constructs of the TSWQ-T ($\phi = .70$, $p < .001$). Further outcomes showed that factor loadings (λ) were strong for each first-order factor, ranging from .63 to .88 (R^2 ranging between .40 and .77; see Table 1). Latent construct reliability coefficients (H) for factors in the measurement model were also sound (school connectedness (H) = .82 and teaching efficacy (H) = .89). Moreover, observed scale characteristics showed that the internal reliability of the TSWQ scales was strong—school connectedness $\alpha = .81$, teaching efficacy $\alpha = .83$, and overall teacher positive functioning $\alpha = .87$. Taken together, these outcomes provide further evidence suggesting that scores derived from the TSWQ-T could be used to represent teachers' positive psychological functioning at work, see Table 1.

Table 3. Univariate analysis of variance results

Variables	Low		Average		High		<i>F</i>	<i>p</i>	<i>R</i> ²
	Mean	<i>SD</i>	Mean	<i>SD</i>	Mean	<i>SD</i>			
SC	8.89	2.71	11.60	2.53	13.35	2.15	46.11	<.001	.24
TE	11.51	2.45	12.71	2.01	13.82	1.50	18.36	<.001	.11
OTF	20.41	4.32	24.32	4.13	27.17	3.41	40.02	<.001	.22

Note. Effect size (R^2) interpretation guide: .01–.05 = small. .06–.13 = medium. .14+ = large; SC = School Connectedness, TE = Teaching Efficacy, and OTF = Overall Teacher Positive Functioning

Primary Analyses

Findings from observed scale characteristics indicated that scales deemed to be relatively normal distributed (skewness and kurtosis $< |1|$, see Table 2). Additionally, the internal reliability of the scales with present sample was strong (school connectedness $\alpha = .81$, teaching efficacy $\alpha = .83$, and overall teacher wellbeing $\alpha = .88$). Following, bivariate correlation analysis conducted between teacher positive functioning and cognitive wellbeing demonstrated positive and moderate-to-large associations between variables—school connectedness $r = .55$, teaching efficacy $r = .35$, and overall teacher functioning $r = .51$, $p < .001$. Finally, the predictive effect of each teachers' positive functioning on teachers' cognitive wellbeing was investigated using a latent variable path analysis. Results from these analyses indicated the significant predictive effect of each teacher functioning on cognitive wellbeing, accounting for large proportions of the variance in the teachers' wellbeing, see Table 2.

In final step, the ANOVA was performed to test the main effect of wellbeing groups on teachers' positive functioning, including school connectedness and teaching efficacy. Before the analyses, descriptive statistics of wellbeing groups were examined, as follows: low wellbeing ($n = 56$, $M = 11.57$, $SD = 2.85$), average wellbeing ($n = 182$, $M = 22.96$, $SD = 3.59$), and high wellbeing ($n = 57$, $M = 30.28$, $SD = .3.59$). Overall findings from a series of ANOVA demonstrated the significant main effects of wellbeing classifications on teachers' school connectedness, teaching efficacy, and overall teacher functioning, ranging from moderate to large effect size (see Table 3). The results showed that there was a significant difference between cognitive wellbeing groups (low-to-high wellbeing) for school connectedness ($F(2, 292) = 46.11$, $p < .001$, $R^2 = .24$), teaching efficacy ($F(2, 29) = 18.36$, $p < .001$, $R^2 = .11$), and overall teacher functioning ($F(2, 292) = 40.02$, $p < .001$, $R^2 = .22$). In order to compare the selected wellbeing groups, post hoc analyses were conducted using a Bonferroni adjustment. Findings from post hoc comparisons indicated that there was significant difference between all groups for school connectedness, teaching efficacy, and overall positive teacher functioning, see Table 4. Moreover, Hedge's g results demonstrated the moderate-to-large effect sizes for the comparisons between all cognitive wellbeing groups in school connectedness, teaching efficacy, and overall positive teacher functioning (see Table 4). Given these outcomes, teachers with high level of wellbeing have greater school connectedness, teaching efficacy, and overall positive functioning at work compared to those with low levels of wellbeing.

Table 4. Post Hoc comparisons by teacher wellbeing level

Dependent Variable	Wellbeing		Me diff. (A - B)	SE	p	Hedge's g (95% CI)
	(A)	(B)				
School connectedness	Low	Average	-2.71	.38	<.001	1.02 [-1.36, -.685]
	Low	High	-4.45	.47	<.001	1.81 [-2.26, -1.36]
	Average	High	-1.74	.37	<.001	.71 [-1.02, -.40]
Teaching efficacy	Low	Average	-1.19	.30	<.001	.56 [-.83, -.29]
	Low	High	-2.30	.38	<.001	1.13 [-1.50, -.75]
	Average	High	-1.11	.30	<.001	.58 [-.82, -.34]
Overall teacher functioning	Low	Average	-3.91	.61	<.001	.93 [-1.46, -.40]
	Low	High	-6.76	.76	<.001	1.73 [-2.44, -1.01]
	Average	High	-2.85	.61	<.001	.72 [-1.22, -.21]

Note. M diff. = mean difference; Effect size (Hedge's g) interpretation guide: .00-.19 = negligible, .20-.49 = small, .50-.79 = moderate, $\geq .80$ = large.

Discussion

The purpose of the present study was to investigate the association between teacher positive functioning at work and cognitive wellbeing in Turkish educators. In addition, we were expected that high wellbeing would be beneficial for teachers, and teachers reporting such wellbeing levels would report significantly higher levels of positive psychological functioning at work compared to those reporting low levels of wellbeing. Findings from analyses demonstrated the significant and

positive association between cognitive wellbeing and school connectedness, teaching efficacy, and overall teacher functioning, ranging from moderate to large effect. Following, the potential classification utility of the wellbeing, using *SD*-derived groups based on total scores (i.e., low, average, and high) indicated the significant main effects of wellbeing groups on teachers' school connectedness, teaching efficacy, and overall teacher functioning. Comparisons results showed that teachers with high levels of wellbeing had greater positive functioning at work than those with low and average wellbeing levels. Taken together, the results support that high level of wellbeing is associated with teachers' healthy and successful functioning at work.

First, outcomes from the study demonstrated the significant and large association between cognitive wellbeing and school connectedness, and teachers with low levels of wellbeing reported low levels of school connectedness compared to those who had high levels. School connectedness is the feeling of belonging that is considered a fundamental human need (Baumeister & Leary, 1995). This sense is closely associated with a range of important life domains that have importance for positive development and wellbeing from adolescence to adulthood (Arslan & Duru, 2017; Baumeister & Leary 1995; Osterman, 2000). Teachers with feelings of connectedness make an effort to participate in activities and they perceive themselves as meaningful and valuable parts of their school. Therefore, teachers' feelings of school connectedness are associated with success at work; thereby, play a crucial role in students' academic outcomes (e.g. academic achievement) at school (Mankin et al., 2017). Consistent with outcomes of the present study, research demonstrated that school connectedness directly predicted job satisfaction and emotional exhaustion, and was indirectly associated with motivation to leave (Skaalvik & Skaalvik, 2011). Moreover, school connectedness was found a significant predictor of the quality-of-life variables, representing the physical, psychological, social, and environmental domains of the general areas of quality of life, with accounting for large proportions of the variance in each of the variables (de Biagi et al., 2017). A study by Renshaw and colleagues (2015), for example, demonstrated the significant and strong predictive effect of school connectedness on psychological distress, including teacher stress and emotional burnout. Briefly, the results of the study are consistent with the previous outcomes suggesting that teachers with a higher level of school connectedness have greater wellbeing.

Following, the outcomes indicated the significant association between teaching efficacy and wellbeing, and teachers with high wellbeing reported high levels of teaching efficacy, consistent with the literature supporting the relationship between teaching efficacy and various life domains (Caprara et al., 2006; Collie et al., 2012; de Biagi et al., 2017; Klassen & Chiu, 2010; Renshaw et al., 2015). Teaching efficacy is the perceived capabilities to successfully bring about desirable outcomes in all students and has significant influences on teachers' experiences at work, such as motivation, goals, and commitment to teaching (Tschannen-Moran & Hoy, 2001). For example, while teachers with higher levels of teaching efficacy had greater job satisfaction and teaching effectiveness (Klassen & Chiu, 2010; Klassen & Tze, 2014), they had lower stress and burnout levels (Collie et al., 2012; Renshaw et al., 2015). Teaching efficacy is related to teachers' planning, organization, aspiration, motivation, enthusiasm for teaching, resilience, and goal-setting (Tschannen-Moran & Hoy, 2001). Skaalvik and Skaalvik (2010) documented that teaching efficacy was a significant predictor of teachers' job satisfaction and teacher burnout. Teachers with low levels

of efficacy are less likely to have less willingness and intentions to try new practices (Cook et al., 2015). In this regards, it has a significant and a positive effect on teaching practices in work of teachers (Pan, Chou, Hsu, Li, & Hu, 2013). A study by Schwarzer and Hallum (2008) documented the significant cross-sectional and longitudinal effect of teachers' efficacy on burnout and job stress. In addition, research investigated the association between teacher efficacy and wellbeing, and demonstrated that teachers with high levels of efficacy reported high levels of wellbeing (Mehdinezhad, 2012; Stanculescu, 2014). For example, Salimirad and Srimathi (2016) found a significant positive association between teachers' efficacy and psychological wellbeing. Consequently, the literature supports the positive association between teaching efficacy and wellbeing among teachers, consistent with the outcomes of the present study.

Overall, results of the present study demonstrated that teacher positive psychological functioning was moderately-to-largely associated with teachers' cognitive wellbeing. Teachers with high levels of wellbeing reported high levels of positive psychological functioning. Teachers play a vital role to facilitate and promote student's positive development and wellbeing (Wentzel, 2009). In this regard, teacher quality has been identified as an important factor in predicting students' cognitive and behavioral outcomes (Darling-Hammond, 2000). Given the importance of teachers' quality, it is essential to identify and understand the psychological functioning at work that are positively related to teachers' effectiveness and wellbeing. In addition, literature has supported that individuals with high levels of wellbeing are successful across multiple life domains (Lyubomirsky et al., 2005), including teachers' work-related variables (e.g. stress, burnout, and teacher effectiveness). Therefore, the outcomes of this study provide significant implications for future research and practices, which contributes to promoting teacher effectiveness and students' academic experiences, such as academic achievement and motivation at school setting. Based on the results indicating the effects of teachers' psychological functioning on wellbeing, researchers and practitioners provide the practices that may help to improve teachers' teaching efficacy and increase their sense of school connectedness with their work. Given these results, researchers, policymakers, administrators, and schools may support teachers by enhancing their positive psychological resources. For example, school administrators or principals may support the positive experiences for teachers at school, such as social activities, positive relationships between teachers, and group activities to improve teachers' feelings of school connectedness. Given research demonstrating the effectiveness of the training programs on teachers' psychological distress and wellbeing (Cook et al., 2015), schools may design school psychology training programs to promote positive psychological functioning of teachers, thereby contributing to their wellbeing and effectiveness at work. Thus, improving teacher positive functioning can promote their wellbeing, which in turn would increase their level of effectiveness in teaching and decrease their stress outcomes. Furthermore, teacher' positive functioning does not only directly contribute to the teachers' wellbeing but also indirectly influences students' positive school outcomes (e.g. academic achievement).

Despite these important contributions, results from this study warrant consideration in light of a few methodological limitations. First, participants in this study were obtained via convenience sampling and the study consisted of a relatively small sample size including teachers employed in different public schools in a city of Turkey. In this regard, these outcomes are not representative of

the greater population of interest (i.e., all educators in the Turkey). Larger and more representative studies are thus warranted to replicate and generalize these findings to Turkish educators in future research. Data was collected using self-reported instruments, which suggests the possibility of common method bias. Considering the research supporting the impacts of teacher psychological functioning on students' academic and behavioral outcomes (Darling-Hammond, 2000; Leflot et al., 2010), future research may be conducted using variables of students, such as student academic achievement, motivation, student wellbeing, and externalizing and internalizing problems. Finally, and importantly, teacher positive psychological functioning at work was measured using dimensions of the TSWQ (school connectedness and teaching efficacy). However, teacher positive psychological functioning includes teachers' healthy and successful functioning at work (Renshaw et al., 2015). Future research may be investigated the association between different positive functioning at work (e.g. joy of teaching and prosocial relationships) and wellbeing in teachers.

Declaration of Conflicting Interests

The author(s) declared no conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding

The author(s) received no financial support for the research, authorship, and/or publication of this article.

References

- Abasimi, E., & Xiaosong, G. (2016). Character strengths and life satisfaction of teachers in Ghana. *Humanities and Social Sciences Letters*, 4(1), 22-35.
- Arslan, G., & Duru, E. (2017). Initial development and validation of the School Belongingness Scale. *Child Indicators Research*, 10(4), 1043–1058
- Avşaroğlu, S., Deniz, M. E., & Kahraman, A. (2005). Teknik öğretmenlerde yaşam doyumu iş doyumu ve mesleki tükenmişlik düzeylerinin incelenmesi. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 14, 115-129.
- Bandalos, D. L., & Finney, S. J. (2010). Factor analysis: Exploratory and confirmatory. In G. R. Hancock & R. O. Mueller (Eds.), *The reviewer's guide to quantitative methods in the social sciences* (pp. 93–114). New York: Routledge.
- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: desire for interpersonal attachments as a fundamental human motivation. *Psychological bulletin*, 117(3), 497-529
- Boehm, J. K., Vie, L. L., & Kubzansky, L. D. (2012). The promise of well-being interventions for improving health risk behaviors. *Current Cardiovascular Risk Reports*, 6, 511-519.
- Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of school psychology*, 44(6), 473-490.
- Darling-Hammond, L. (2000). Teacher quality and student achievement. *Education Policy Analysis Archives*, 8, 1. doi:10.14507/epaa.v8n1.2000
- de Biagi, N. B., Celeri, E. H., & Renshaw, T. L. (2017). Technical Adequacy of the Teacher Subjective Wellbeing Questionnaire with Brazilian Educators. *Journal of Psychoeducational Assessment*. Advance online publication. doi: 0734282917714904.
- Diener, E. (2000). Subjective well-being: The science of happiness, and a proposal for national index. *American Psychologist*, 55, 34-43.
- Diener, E. D., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The satisfaction with life scale. *Journal of personality assessment*, 49(1), 71-75.
- Diener, E., & Chan, M. Y. (2011). Happy people live longer: Subjective well-being contributes to health and longevity. *Applied Psychology: Health and Well-Being*, 3, 1-43.
- Diener, E., & Seligman, M. E. (2002). Very happy people. *Psychological science*, 13(1), 81-84.
- Diener, E., Oishi, S., & Lucas, R. E. (2003). Personality, culture, and subjective well-being: Emotional and cognitive evaluations of life. *Annual review of psychology*, 54(1), 403-425.
- Diener, E., Pressman, S. D., Hunter, J., & Delgado-Chase, D. (2017). If, why, and when subjective well-being influences health, and future needed research. *Applied Psychology: Health and Well-Being*, 9, 133-167.
- Doğan, T., Çötök, N. A., & Tekin, E. G. (2011). Reliability and validity of the Turkish Version of the UCLA Loneliness Scale (ULS-8) among university students. *Procedia-Social and Behavioral Sciences*, 15, 2058-2062.
- Furlong, M. J., You, S., Renshaw, T. L., Smith, D. C., & O'Malley, M. D. (2014). Preliminary development and validation of the Social and Emotional Health Survey for secondary school students. *Social Indicators Research*, 117(3), 1011-1032.

- Gilman, R., & Huebner, E. S. (2006). Characteristics of adolescents who report very high life satisfaction. *Journal of Youth and Adolescence*, *35*(3), 293-301.
- Hall, A. (2014). Concept of life satisfaction. In A. C. Michalos (Ed.), *Encyclopedia of quality of life and well-being research* (pp. 3599-3601). New York: Springer Science+Business
- Harris, D. N., & Sass, T. R. (2011). Teacher training, teacher quality, and student achievement. *Journal of public economics*, *95*(7), 798-812.
- Hays, R. D., & DiMatteo, M. R. (1987). A short-form measure of loneliness. *Journal of personality assessment*, *51*(1), 69-81.
- Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K. (2001). The job satisfaction–job performance relationship: A qualitative and quantitative review. *Psychological Bulletin*, *127*, 376–407.
- Keyes, C. L. M. (2006). Subjective well-being in mental health and human development research worldwide: An introduction. *Social Indicators Research*, *77*, 1-10.
- Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of educational Psychology*, *102*(3), 741-756
- Klassen, R. M., & Tze, V. M. (2014). Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis. *Educational Research Review*, *12*, 59-76.
- Koç, P. (2017). Internet addiction and subjective well-being in university students. *Journal of Positive Psychology and Wellbeing*, *1*(1), 34-41.
- Köker, S. (1991). Normal ve sorunlu ergenlerin yaşam doyumu düzeylerinin karşılaştırılması. (Unpublished thesis), Ankara Üniversitesi, Ankara
- Jaidka, M.L., & Passi, V. (2017). Life satisfaction of teacher educators in relation to their teacher effectiveness. *International Journal of Education*, *3*, 47-53.
- Leflot, G., van Lier, P. A., Onghena, P., & Colpin, H. (2010). The role of teacher behavior management in the development of disruptive behaviors: An intervention study with the good behavior game. *Journal of Abnormal Child Psychology*, *38*(6), 869-882.
- Lucas, R. E., Le, K., & Dyrenforth, P. S. (2008). Explaining the extraversion positive affect relation: Sociability cannot account for extraverts' greater happiness. *Journal of Personality*, *76*, 385-414.
- Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*, *131*, 803-855.
- Mankin, A., von der Embse, N., Renshaw, T. L., & Ryan, S. (2017). Assessing teacher wellness: Confirmatory factor analysis and measurement invariance of the Teacher Subjective Wellbeing Questionnaire. *Journal of Psychoeducational Assessment*, Advance online publication. doi: 0734282917707142.
- Mehdinezhad, V. (2012). Relationship between High School teachers' wellbeing and teachers' efficacy. *Acta Scientiarum. Education*, *34*(2), 233-241.
- Mehl, M. R., Vazire, S., Holleran, S. E., & Clark, C. S. (2010). Eavesdropping on happiness: Well-being is related to having less small talk and more substantive conversations. *Psychological Science*, *21*, 539-541.

- Mueller, R. O., & Hancock, G. R. (2008). Best practices in structural equation modeling. In J. Osborne (Ed.), *Best practices in quantitative methods* (pp. 488-508). Thousand Oaks, CA: Sage. doi:10.4135/9781412995627.d38
- Osterman, K. F. (2000). Students' need for belonging in the school community. *Review of Educational Research*, 70(3), 323-367.
- Pan, Y. H., Chou, H. S., Hsu, W. T., Li, C. H., & Hu, Y. L. (2013). Teacher self-efficacy and teaching practices in the health and physical education curriculum in Taiwan. *Social Behavior and Personality: an international journal*, 41(2), 241-250.
- Poormahmood, A., Moayedi, F., & Alizadeh, K. H. (2017). Relationships between psychological well-being, happiness and perceived occupational stress among primary school teachers. *Archives of Hellenic Medicine/Arheia Ellenikes Iatrikes*, 34(4), 504-510
- Proctor, C., Linley, P. A., & Maltby, J. (2010). Very happy youths: Benefits of very high life satisfaction among adolescents. *Social indicators research*, 98(3), 519-532.
- Renshaw, T. L. (2015). A replication of the technical adequacy of the Student Subjective Wellbeing Questionnaire. *Journal of Psychoeducational Assessment*, 33(8), 757-768.
- Renshaw, T. L., Long, A. C., & Cook, C. R. (2015). Assessing adolescents' positive psychological functioning at school: Development and validation of the Student Subjective Wellbeing Questionnaire. *School psychology quarterly*, 30(4), 534.
- Renshaw, T. L., Long, A. C., & Cook, C. R. (2015). Assessing teachers' positive psychological functioning at work: Development and validation of the Teacher Subjective Wellbeing Questionnaire. *School Psychology Quarterly*, 30(2), 289-306.
- Salimirad, F., & Srimathi, N. L. (2016). The Relationship between, psychological well-being and occupational self-efficacy among teachers in the city of Mysore, India. *The International Journal of Indian Psychology*, 3(2), 14-21.
- Schwarzer, R., & Hallum, S. (2008). Perceived teacher self-efficacy as a predictor of job stress and burnout: Mediation analyses. *Applied psychology*, 57(1), 152-171.
- Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and teacher education*, 27(6), 1029-1038.
- Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology*, 85(4), 571-581.
- Stanculescu, E. (2014). Psychological Predictors and mediators of subjective well-being in a sample of Romanian teachers. *Revista de Cercetare si Interventie Sociala*, 46, 3-52.
- Strine, T. W., Chapman, D. P., Balluz, L. S., Moriarty, D. G., & Mokdad, A. H. (2008). The associations between life satisfaction and health-related quality of life, chronic illness, and health behaviors among U.S. community-dwelling adults. *Journal of Community Health*, 33, 40-50.
- Telef, B. (2017). Positive psychology in Turkey: A review study of postgraduate theses. *Journal of Positive Psychology and Wellbeing*, 1(1), 42-52

- Telef, B. B., Arslan, G., Mert, A., & Kalafat, S. (2015). The mediation effect of school satisfaction in the relationship between teacher support, positive affect and life satisfaction in adolescents. *Educational Research and Reviews, 10*(12), 1633-1640.
- Tenney, E. R., Poole, J. M., & Diener, E. (2016). Does positivity enhance work performance? Why, when, and what we don't know. *Research in Organizational Behavior, 36*, 27-46.
- Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and teacher education, 17*(7), 783-805.
- van Horn, J. E., Taris, T. W., Schaufeli, W. B., & Schreurs, P. J. (2004). The structure of occupational wellbeing: A study among Dutch teachers. *Journal of Occupational and Organizational Psychology, 77*, 365-375. doi:10.1348/0963179041752718
- Wentzel, K. R. (2009). Students' relationships with teachers as motivational contexts. In K. R. Wentzel & D. B. Miele (Eds.), *Handbook of motivation at school* (pp. 301-322). New York, NY: Routledge
- Yılmaz, E., & Arslan, H. (2013). Examination of relationship between teachers' loneliness at workplace and their life satisfaction. *Pegem Eğitim ve Öğretim Dergisi, 3*(3), 59-69. doi:10.14527/C3S3M6