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# **An Investigation into the Well-being of Nontenured Instructors in a Foundation University's Preparatory School: Exploring the Correlation Between Well-being and Employment Conditions**

**BUKET KARA**

*TED UNIVERSITY, Turkey*

## **Abstract**

Teacher well-being has gained increasing attention in educational research, particularly as it relates to the institutional context in which teachers work. This study investigates the institutional well-being of English language instructors employed at the preparatory program of a foundation university in Türkiye. Adopting a sequential explanatory mixed-methods design, the research consists of two phases: an initial quantitative phase utilizing the 31-item Workplace Well-Being Questionnaire (WWQ), followed by a qualitative phase involving semi-structured focus group interviews. A total of 28 out of 36 instructors participated in the survey, offering insights into various dimensions of workplace well-being, including autonomy, support, recognition, and workload. The findings show that although teachers enjoy teaching and find it meaningful, their well-being is affected by problems in the institution. These include job insecurity, not being involved in decisions, a lack of appreciation, and difficulty maintaining work-life balance. The interviews helped to explain how these challenges influence teachers' motivation and emotional health in their daily work. This research shows that teacher well-being depends not only on emotional factors, but also on the systems and policies in the institution. For better teacher well-being, schools should provide job stability, involve teachers in decisions, and create a more supportive work culture. The study adds to the growing research on teacher well-being and offers suggestions for improving working conditions in language teaching environments.

**Keywords:** Teacher Well-Being; Institutional Well-Being; English Language Teachers; Mixed-Methods Research; Workplace Support and Recognition