

REPUBLIC OF TÜRKİYE
ÇUKUROVA UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**EFL TEACHERS' WELLBEING IN THE CONTEXT OF DISASTER:
BUILDING BACK BETTER**

Semra KARAALİ

Ph.D. DISSERTATION

ADANA / 2025

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PhD.THESIS

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ABSTRACT**EFL TEACHERS' WELLBEING IN THE CONTEXT OF DISASTER:
BUILDING BACK BETTER****Semra KARAALI****PhD Dissertation, Department of English Language Teaching****Supervisor: Prof. Dr. Gülden İLİN****October 2025, 296 pages**

How can a teacher continue teaching when their city lies in ruins, their students grieve in silence, and they struggle to endure? In disaster-stricken contexts, teachers assume roles beyond merely transmitting knowledge: they provide emotional support, serve as anchors for community recovery, and often act as silent witnesses to profound suffering. With natural disasters occurring more frequently and with greater severity worldwide, education systems cannot limit their focus to infrastructure and curriculum alone; they must also attend to teachers' psychological resilience and professional continuity. In this sense, teacher well-being represents both a moral imperative and a strategic priority. This doctoral dissertation examines the well-being of English language teachers working in public schools in Hatay, Türkiye, in the aftermath of the devastating 2023 earthquakes. The focus on English teachers is deliberate, as language education carries a distinctive pedagogical nature. Language classes often involve real-life communication, emotional expression, and meaningful content, creating uniquely restorative spaces for students in times of trauma. In this regard, English teachers serve not only as academic guides but also as role models of resilience and sources of emotional support.

The study analyses how teachers conceptualise their well-being after a large-scale disaster, which individual, institutional, and societal factors support or hinder their well-being, and how participation in the research process influences teachers' understanding of their well-being, and in what ways teachers' experiences can inform the development of trauma-sensitive educational policies and practices. Adopting a mixed-methods design, the research gathered quantitative data from 191 teachers through standardised scales and qualitative data from 19 teachers via semi-structured interviews. Findings indicate that

teachers experienced considerable cognitive, emotional, and professional challenges in the aftermath of the disaster, yet they also developed transformative coping strategies and new forms of resilience.

The qualitative analysis revealed four central themes: (1) collegial solidarity and peer support as a collective source of recovery, (2) reciprocal healing between students and teachers, with children's resilience inspiring renewed motivation among teachers, (3) a natural shift toward trauma-responsive pedagogy, as teachers reduced academic load and prioritized empathy, play, and flexibility, and (4) the expansion of teachers' roles beyond the classroom, where they became crucial figures of support for families and communities. The results underscore the importance of robust social support networks, flexible educational policies, and teacher-centred well-being initiatives for sustaining the profession in times of crisis. While grounded in the specific context of Hatay, the findings have broader implications for educational contexts facing natural disasters, wars, or other large-scale emergencies. Ultimately, by offering applied, policy-relevant, and context-sensitive insights, this dissertation, which advocates for an integrated and preventive approach to teacher support, contributes to the literature on teacher well-being and trauma-informed pedagogy and advocates for educational systems that are better prepared to withstand crises.

Keywords: Teacher well-being, English language teachers, disaster-responsive education, trauma-informed pedagogy, resilience.

ÖZET

YABANCI DİL OLARAK İNGİLİZCE ÖĞRETEN ÖĞRETMENLERİN DOĞAL AFET SONRASINDA İYİ OLUŞU: DAHA İYİSİNİ İNŞA ETMEK

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Ekim 2025, 296 sayfa

Bir öğretmen, şehri yerle bir olmuşken, öğrencileri sessizce yas tutarken ve kendisi de tutunmaya çalışırken ders anlatmaya nasıl devam eder? Afet bölgelerinde öğretmenler yalnızca bilgi aktarıcı değil; aynı zamanda duygusal destek sağlayıcı, toplumsal yeniden yapılanmada öncü ve çoğu zaman sessiz tanıklardır. Günümüzde doğal afetlerin sıklığı ve yıkıcılığı giderek artarken, eğitim sistemlerinin yalnızca altyapı ve müfredatla sınırlı kalmayıp, öğretmenlerin psikolojik dayanıklılığı ve mesleki sürdürülebilirliği üzerine de odaklanmaları zorunlu hâle gelmiştir. Bu bağlamda öğretmenlerin iyi oluşu hem insani bir sorumluluk hem de stratejik bir öncelik olarak değerlendirilmelidir. Bu doktora araştırması, 2023 yılında Türkiye’de meydana gelen büyük depremlerin ardından Hatay’daki devlet okullarında görev yapan İngilizce öğretmenlerinin iyi oluşunu incelemektedir. Araştırmada özellikle İngilizce öğretmenlerine odaklanılmasının nedeni, yabancı dil eğitiminin özgün pedagojik doğasıdır. Dil derslerinde gerçek yaşamla bağlantılı iletişim, duygusal ifade ve anlamlı içeriklere sıkça yer verilir; bu özellikler kriz dönemlerinde öğrenciler için iyileştirici bir alan oluşturabilir. Bu yönüyle İngilizce öğretmenleri yalnızca akademik rehber değil, aynı zamanda duygusal destek sağlayıcı ve direncin simgesi olan rol modellerdir.

Araştırma, öğretmenlerin büyük ölçekli bir afetin ardından kendi iyi oluşlarını nasıl kavramsallaştırdıkları, hangi bireysel, kurumsal ve toplumsal faktörlerin iyi oluşlarını desteklemekte veya zorlaştırdığı, araştırma sürecine katılımın, öğretmenlerin iyi oluşlarını nasıl şekillendirdiği ve deneyimlerinin travma duyarlı eğitim politikaları ve uygulamalarının geliştirilmesine hangi açılardan katkı sağladığı gibi noktaları ele almaktadır. Karma yöntem desenine dayalı çalışmada, 191 öğretmenden ölçekler aracılığıyla nicel veri, 19 öğretmenden yarı yapılandırılmış görüşmelerle nitel veri

toplanmıştır. Bulgular, öğretmenlerin afet sonrası bilişsel, duygusal ve mesleki açıdan ciddi zorluklar yaşadığını, ancak aynı zamanda dönüştürücü baş etme biçimleri geliştirdiğini ortaya koymaktadır.

Nitel analiz dört ana temayı öne çıkarmıştır: (1) Meslektaş dayanışması ve öğretmenler arası destek, en güçlü kolektif iyileşme kaynağı olmuştur. (2) Öğrencilerin hızlı toparlanması, öğretmenlere moral kaynağı olmuş ve iyileştirici ilişkinin çift yönlü doğasını göstermiştir. (3) Öğretmenler akademik yükü azaltıp oyun, empati ve esnekliğe yönelerek doğal biçimde travma duyarlı pedagojik yaklaşımlar geliştirmiştir. (4) Öğretmenlerin sınıf dışına taşan toplumsal rolleri belirginleşmiş, ailelere ve topluma destek sağlayıcı figürler hâline gelmiştir.

Araştırma, güçlü sosyal destek sistemleri, esnek eğitim politikaları ve öğretmen merkezli iyi oluş girişimlerinin mesleki sürdürülebilirlik için kritik olduğunu vurgulamaktadır. Bulgular, yalnızca Hatay bağlamıyla sınırlı kalmayıp, doğal afetler, savaşlar veya büyük ölçekli krizlerle karşı karşıya kalan tüm eğitim sistemleri için evrensel öneriler sunmaktadır. Böylece öğretmen desteğine yönelik bütüncül ve önleyici bir yaklaşımı savunan bu çalışma, öğretmen iyi oluşu ve travma duyarlı pedagoji literatürüne hem bağlamsal hem de politika odaklı katkılar sağlamaktadır.

Anahtar Kelimeler: Öğretmen iyi oluşu, İngilizce öğretmenleri, afetlere duyarlı eğitim, travma duyarlı pedagoji, dayanıklılık.

DEDICATION

“Dedicated to my beloved son, Cem, the silent muse behind every breath of resilience I carried and the living song proving that love transcends all ruins:

May these pages stand as a reminder to you and to the world that resilience, like love, is endless.

May we always carry the courage

To trust in love,

Even when doubt whispers in the dark.

Let peace find us,

Wrapping gently around our souls

Like a river that knows how to cleanse,

How to soothe,

How to begin again.

For in the end,

It is love and resilience that save and guide us.

Semra

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This thesis is the culmination of years of academic dedication and a profoundly personal and emotional journey shaped by one of the most harrowing experiences of my life.

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husband, whose unwavering support, trust in me throughout this process, and willingness to share in my excitement have been invaluable. My dear friends and family, thank you for your encouragement. You stood by me through difficult times and believed in me even when I faltered.

Above all, I dedicate this work to my son, Cem KARAALİ. You are my greatest love, my source of courage, serenity, and strength. Your laughter gave me wings when I barely stood, and your gentle words turned storms into songs. You are my pride, profound joy, and precious blessing that life has given me. Your presence reminds me of why I must keep going, and your eyes hold the peace that no storm can disturb. This thesis, every page, every sleepless night, every breath of persistence is, in every sense, for you, “Ruhum”.

I also want to take a moment to remember the loved ones I lost in the devastating earthquake. Their absence has left a deep wound in my heart. I mourn my losses and the collective loss suffered by many in our community. My thoughts remain with every individual and family who continues to carry that pain.

This research was born from the earthquake, an event that shook our homes, safety, and sense of normalcy. During that time of shared trauma, I felt compelled to focus on the well-being of teachers, individuals whose emotional and professional burdens were rarely spoken about, yet whose resilience deserved to be understood and honoured. Conducting this study was not easy. I encountered pain, grief, and exhaustion in the voices of those I interviewed. There were moments when I felt the emotional weight pressing heavily on me. Yet I knew that I had to remain mentally and emotionally strong to bring their stories to light and complete the work I began. This thesis is not just an academic contribution. It is a tribute to educators, a remembrance of those we have lost, and a call to action. May this study inspire teachers and anyone who seeks to rebuild, heal, and become better after the storms life throws their way. May it serve as a reminder that hope can still grow from devastation, with the most profound respect, endless gratitude, and unwavering hope for the future.

Semra KARAALİ

Adana / 2025

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LIST OF ABBREVIATIONS

- AFAD:** Disaster and Emergency Management Authority (Türkiye)
- APA:** American Psychological Association
- COR theory:** Conservation of Resources theory
- COVID-19:** Coronavirus Disease 2019
- ECD:** Organisation for Economic Co-operation and Development
- EFL:** English as a Foreign Language
- ELT:** English Language Teaching
- JD-R model:** Job Demands–Resources model
- JD-R:** Job Demands–Resources Model
- MMR:** Mixed Methods Research
- MoNE:** Ministry of National Education (Türkiye)
- NGO(s):** Non-Governmental Organization(s)
- OECD EPO:** OECD Education Policy Outlook
- PERMA:** Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment
- PhD.:** Doctor of Philosophy
- PLC:** Professional Learning Community
- RQ.:** Research Question
- SAMHSA:** Substance Abuse and Mental Health Services Administration
- SDT.:** Self-Determination Theory
- SEL:** Social and Emotional Learning
- SPSS:** Statistical Package for the Social Sciences
- UNDP:** United Nations Development Programme
- UNESCO:** United Nations Educational, Scientific and Cultural Organisation
- WHO:** World Health Organisation

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CHAPTER I

INTRODUCTION

This study is not merely the product of an academic pursuit; it is a silent witness to collapsed cities, trembling hearts, tear-filled eyes, and unrelenting resilience. It began where textbooks fall short; in tents, among fractured homes, in the dim corridors of grief, and in the quiet heroism of teachers who carried their pain into classrooms still standing. I did not write from a distance. I walked the same streets, heard the same sirens, counted aftershocks, and paused under ceilings that might fall. As a teacher, a mother, and a researcher, I chose to turn toward the voices rather than away from them. Some stories were told through tears, some could barely be spoken, and at times one of us cried first and the other followed; the space between question and answer became a space of shared sorrow, mutual recognition, and human truth. In those moments, research became witnessing. This thesis stands as a testimony to sentences pulled from under the debris, dreams whispered in tents and containers, and hope surviving in the narrow spaces between despair and determination. It belongs not only to me, but to all who spoke, all who listened, and all who continue to carry the weight of recovery with grace.

This chapter provides a comprehensive overview of the study's foundation, including its background and context, the underlying problem it seeks to address, its overarching purpose, and the guiding research questions. It also highlights the significance and potential contributions of the research, outlines its limitations, and clarifies key operational definitions used throughout the thesis.

1.1. Background of the Study

On February 6, 2023, devastating earthquakes struck eleven provinces of Türkiye, resulting in widespread destruction, displacement, and loss of life. Among those affected were also English teachers, many of whom lost their homes, family members, colleagues, and students. Teachers in disaster-affected regions face unique challenges, as they are expected to rapidly adapt to emergency educational environments, often with minimal psychological preparation or institutional support. Given that teaching is an emotionally demanding profession under normal circumstances, the psychological toll is even more significant in the aftermath of natural disasters. The increasing emphasis on student-centred and emotionally supportive instruction in 21st-century classrooms adds another

responsibility to teachers struggling to regain a sense of normalcy. This study explores the experiences and well-being of English as a Foreign Language (EFL) teachers in Hatay, a region nearly erased by the earthquakes, to understand how they navigate their professional and emotional realities post-disaster.

1.2. Statement of the Problem

The earthquake not only caused severe material losses but also resulted in heightened psychological stress among teachers. Many were expected to resume their teaching roles without adequate time for emotional recovery or support mechanisms. Language teachers, in particular, operate in emotionally complex settings due to the inherently interpersonal nature of language instruction. With limited structural or union support, they face increased professional isolation and burnout. Despite the critical role of teacher well-being in educational recovery, there is a notable gap in the literature regarding how English teachers in Türkiye, especially in disaster-affected areas, experience and cope with such trauma. This study addresses this gap by focusing on the well-being of EFL teachers in Hatay, examining the challenges they face and the support systems available. In particular, these experiences must also be understood within the broader context of *disaster fatigue*, the exhaustion and diminished adaptive capacity resulting from repeated or cascading crises (Ingham et al. 2023), as teachers in Hatay were coping not only with the earthquake but also with the lingering effects of the COVID-19 pandemic.

1.3. Purpose of the Study

The primary purpose of this study is to explore the post-disaster well-being of EFL teachers working in public secondary schools in Hatay. The study examines how well-being is supported or hindered in natural disasters by examining English language teachers' perceptions. Furthermore, the study seeks to inform the development of teacher training programs and support systems that enhance professional resilience and preparedness for future crises.

Research Questions

This research seeks to answer the following questions:

1. How do EFL teachers in Hatay describe their psychological, physiological, and professional well-being following the 2023 earthquakes?
2. What various factors do English teachers attribute to supporting their well-being in the aftermath of the earthquake, including but not limited to personal, institutional, and community dimensions?
3. How might these insights inform trauma-responsive policies for language teachers in disaster zones?
4. In what ways, if any, has participating in this study influenced their well-being as English teachers, either positively or negatively?
5. What recommendations would they offer to improve the quality and effectiveness of English language teaching in this region, based on their experiences as English teachers?

1.4. The Significance of Teacher Well-being

Teacher well-being is crucial to the overall quality and effectiveness of the education system. Psychologically supported educators are likelier to create emotionally safe, inclusive, and productive learning environments. In Türkiye, and particularly in regions affected by natural disasters, teacher well-being has emerged as a policy and research priority. For language teachers, well-being influences linguistic performance, intercultural sensitivity, and classroom engagement. Studies such as Gregersen & Mercer (2022), King & Ng (2018) emphasise the added pressures faced by language teachers, including emotional labour, linguistic self-perception, and high student turnover. These factors make EFL teachers a uniquely vulnerable group whose needs must be systematically understood and addressed.

This study holds significance on multiple levels. Theoretically, it contributes to the growing body of literature on teacher well-being by situating EFL teachers' experiences in Hatay in the aftermath of a large-scale disaster. While previous studies have examined teacher stress and burnout in general contexts, few have explored how cascading crises, such as the COVID-19 pandemic followed by the 2023 earthquakes, shape teachers' psychological, physiological, and professional well-being. Grounded primarily in the Job Demands–Resources and Ecological Systems frameworks, this study also draws on Maslow's Hierarchy of Needs, the PERMA model, and Self-Determination Theory to provide a complementary understanding of teacher resilience and well-being. At the

policy level, the findings underscore the need for systemic interventions. Teachers' voices reveal how institutional neglect, inequitable resource distribution, and limited preparedness training exacerbate post-disaster exhaustion. Evidence from this study can therefore guide ministries of education, unions, and local authorities in designing trauma-informed teacher support systems, integrating psychosocial care into crisis management frameworks, and ensuring that teachers' well-being is embedded in educational recovery policies. At the practical level, the study provides valuable insights for schools, principals, and teacher education programs. The testimonies illustrate how classroom-based strategies, collegial solidarity, and teacher–student reciprocity can be powerful tools for sustaining motivation and resilience. Practical recommendations from this research include establishing peer-support networks, embedding psychosocial training in professional development, and designing flexible curricula that prioritise emotional safety alongside academic learning. In this sense, the study offers diagnostic insights into teachers' challenges and actionable strategies to empower educators to thrive even in post-disaster contexts. These contributions ensure that the study addresses a critical gap in the literature and has meaningful implications for shaping educational resilience in Türkiye and comparable international settings.

1.5. Rationale for the Research

Given the scale of trauma caused by the earthquakes and the central role of teachers in educational recovery, this study provides critical insights into the needs of a professional group often underrepresented in disaster resilience planning. Understanding EFL teachers' post-disaster well-being can inform not only psychological support strategies but also future educational frameworks that are trauma-informed and inclusive.

The well-being of teachers has garnered increasing attention in educational research, particularly in response to rising levels of stress, burnout, and attrition within the profession. While teacher well-being has been explored across multiple contexts, it remains under-researched in regions affected by natural disasters and socioeconomic instability. This literature review aims to synthesise existing studies and frameworks that contribute to our understanding of teacher well-being, explicitly focusing on language educators operating in crisis-affected environments such as Hatay, Türkiye. This chapter begins with a general overview of well-being and its relevance in educational settings. It then examines how teacher well-being is understood and supported globally, narrowing

its focus to research conducted in Türkiye. The review also discusses language teachers' distinctive challenges and highlights the theoretical and empirical gaps the present study seeks to address.

1.6. Understanding Well-being in Education

Dodge et al. (2012) point out that well-being is a multidimensional construct encompassing emotional, psychological, physical, and social dimensions. In education, teacher well-being refers to lacking mental health challenges, positive emotional experiences, professional fulfilment, and supportive interpersonal relationships (Roffey, 2012). On the other hand, Seligman's (2011) PERMA model provides a valuable framework, emphasising Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment as pillars of flourishing. To my knowledge, teachers' well-being significantly affects classroom dynamics, student outcomes, and institutional stability. As McCallum et al. (2017) argue, a teacher who experiences a sense of belonging, emotional resilience, and professional purpose is likelier to foster a nurturing learning environment. Conversely, Kyriacou (2001) states that low levels of well-being are closely associated with burnout, absenteeism, and early departure from the profession.

1.7. Teacher Well-being in Crisis Contexts

Teaching in the aftermath of crises, whether natural disasters, armed conflict, or pandemics, exacerbates existing stressors and introduces new psychological burdens. Studies conducted after major disasters like the 2011 Tōhoku earthquake in Japan and Hurricane Katrina in the United States have shown that educators often experience post-traumatic stress, survivor's guilt, and professional disillusionment. In Türkiye, the situation is compounded by infrastructural limitations, economic hardship, and regional disparities. After the 2023 earthquakes, schools in Hatay and neighbouring provinces were closed, damaged, or converted into shelters, forcing teachers to adapt quickly without adequate training or support.

1.8. The Emotional Labour of Language Teachers

Language teachers face unique emotional and cognitive demands due to the inherently interpersonal nature of their work. Gregersen and Mercer (2022), highlight that, unlike other subject areas, language teaching often requires constant emotional

attunement, cross-cultural sensitivity, and verbal immediacy. King and Ng (2018) assert that language educators are especially vulnerable to emotional exhaustion because their professional identity is closely tied to their communication style, relational engagement, and perceived linguistic competence. Moreover, there is broad agreement in the literature that English teachers who struggle with confidence in their language skills report higher stress levels and burnout. This vulnerability is often intensified in low-resource or post-disaster contexts where access to ongoing professional development is limited.

1.9. Gaps in the Literature

Despite growing awareness of teacher well-being, there remains a paucity of qualitative research that centres the voices of language teachers in disaster-stricken areas. Few studies have explored how English teachers in regions like Hatay perceive their well-being, interpret support mechanisms, or navigate the interplay between professional expectations and personal recovery. This study addresses these gaps by providing a contextualised analysis of English teachers' well-being in post-earthquake Hatay.

While much international research has focused on the factors affecting teacher well-being, studies specific to Türkiye are surprisingly sparse. Emerging evidence reveals that Turkish teachers, particularly in underfunded regions, grapple with significant levels of professional stress stemming from heavy workloads and administrative burdens. Moreover, in the aftermath of national disasters, these educators often experience emotional fatigue, confusion about their roles, and a troubling lack of recognition from their institutions. Therefore, it is crucial to address these pressing concerns to support the well-being of educators and, ultimately, the quality of education in Türkiye.

1.10. Operational Definitions

Teacher Well-being: Teacher well-being is a dynamic state that reflects teachers' emotional, psychological, and professional satisfaction, resilience, and capacity to manage stress (McCallum et al., 2017; Day & Gu, 2013). In our research, teacher well-being refers to the emotional, psychological, and professional condition of English teachers working in post-earthquake contexts. It encompasses their expressions of stress, emotional exhaustion, coping mechanisms, optimism, job satisfaction, and social support systems, as captured in semi-structured interviews.

Post-Earthquake Educational Context: Educational settings following a natural disaster are often marked by instability, trauma exposure, disrupted infrastructure, and psychosocial challenges for students and educators (Mutch, 2015). In our study, post-earthquake educational context refers to the specific working and teaching conditions faced by English teachers in Hatay after the 2023 earthquakes, including school closures, temporary learning spaces, remote instruction, trauma-informed approaches, and challenges related to student well-being and institutional functioning.

Institutional Support: Institutional support includes the professional, emotional, and structural assistance educational institutions provide to help teachers cope with challenges and enhance their performance (Collie et al., 2012). In the course of this study, institutional support refers to the availability and perceived effectiveness of support mechanisms provided by schools, educational authorities, and the Ministry of National Education. It includes psychological counselling services, peer collaboration, professional development opportunities, and administrative responsiveness as reported by teachers.

Professional Development: Desimone and Garet (2015) underline that professional development refers to ongoing learning opportunities and training that enhance teachers' knowledge, skills, and professional growth. In this doctoral work, professional development includes teacher participation in post-earthquake seminars, workshops, and training programs related to emotional well-being and trauma-sensitive pedagogy. Examples include "happiness seminars" and school-based reflective practices that teachers attended voluntarily or as part of institutional initiatives.

Resilience: Resilience is the ability to recover, adapt, and grow stronger in adversity, particularly in emotionally demanding professions like teaching (Gu & Day, 2007; Beltman et al., 2011). In this study, resilience refers to the capacity of English teachers to maintain emotional balance, continue their professional roles, and derive meaning from their experiences despite trauma, loss, and uncertainty following the 2023 earthquake. It is operationalised through interview data reflecting coping strategies, optimism, and personal or social support networks.

Psychological Support: Psychological support refers to providing emotional and mental health assistance that enables individuals to cope with distress, process trauma, and enhance psychological well-being (World Health Organisation, 2013). Within the framework of this study, psychological support encompasses the formal and informal mechanisms teachers accessed or expected after the earthquake, including counselling

services, peer sharing, emotional check-ins by administrators, and participation in well-being seminars. The data identified these as part of teachers' reflections on their emotional recovery and school environment.

Trauma-Sensitive Pedagogy: Trauma-sensitive pedagogy refers to educational approaches that acknowledge the impact of trauma on students and adapt teaching methods accordingly to create safe, supportive, and inclusive learning environments (Brunzell, Stokes, & Waters, 2016). In the current study, trauma-sensitive pedagogy is understood as the adaptation of teaching practices by English teachers in post-earthquake Hatay, including increased emotional responsiveness to students, flexible assessment, reduced academic pressure, and prioritisation of student well-being over curriculum outcomes, as shared in interviews.

Teacher Motivation: Richardson and Watt (2010) point out that motivation is the internal and external factors that energise, direct, and sustain teachers' commitment to their work, including job satisfaction, intrinsic interest, and perceived value of teaching. In the present research, teacher motivation refers to the degree to which English teachers maintained or regained their sense of purpose, engagement, and professional drive despite the challenges posed by the earthquake. Indicators of motivation were drawn from teachers' expressions of dedication, emotional connection to students, and their narratives about continuing or re-engaging in their roles.

Social Support: House (1981) suggests that social support refers to the perceived availability of emotional, informational, and instrumental assistance from one's social network, including family, friends, colleagues, and community members. Within this research framework, social support refers to the interpersonal resources English teachers relied on after the 2023 earthquake, such as emotional encouragement from colleagues, solidarity among teaching staff, family reassurance, and broader community involvement in the recovery process. These were reflected in interview data as key contributors to teacher resilience and emotional recovery.

Digital Access / Technological Readiness: Hohlfeld et al. (2008) opine that digital access and technological readiness refer to the availability, affordability, and functional use of technological tools and infrastructure needed to participate effectively in digital learning environments. In this research, these terms refer to how teachers could access and utilise digital tools (e.g., computers, internet connectivity, e-learning platforms) in the aftermath of the earthquake, particularly during the transition to remote teaching.

Interview data revealed disparities in digital access and varying levels of preparedness among participants.

Emotional Exhaustion: Maslach and Jackson (1981) state that emotional exhaustion is feeling emotionally overextended and depleted of emotional resources, often resulting from chronic workplace stress and emotional demands. In the context of this study, emotional exhaustion refers to English teachers' expressed experiences of fatigue, emotional overwhelm, and psychological strain after the earthquake, particularly as they attempted to balance their trauma with the emotional needs of their students. These experiences were captured through burnout, helplessness, and emotional fatigue narratives.

Coping Strategies: Coping strategies are defined as the cognitive and behavioural efforts individuals use to manage psychological stress and emotional demands, particularly during adverse events (Carver et al., 1989). In the current study, coping strategies refer to the various personal and professional methods employed by English teachers in Hatay to manage stress, trauma, and uncertainty after the earthquake. These include spiritual coping, emotional expression, seeking social connection, journaling, and engaging in meaningful professional routines, as identified in interview data.

Sense of Purpose / Meaning-Making: Park and Ai (2006) underline that sense of purpose refers to an individual's perception that their life and actions have meaning, direction, and value, often contributing to resilience in challenging circumstances. In this research, the sense of purpose describes English teachers' belief that continuing to teach and support their students after the disaster held personal and professional significance. It is operationalised through narratives highlighting commitment, moral responsibility, and emotional fulfilment derived from their role as educators in a crisis context.

1.11. Chapter Summary

The introduction outlines the study's context, problem, and purpose. It introduces the rationale for focusing on English teachers in Hatay and outlines the research questions that guide the investigation. The following chapters will further develop the theoretical and empirical foundations of the study, leading to data collection, analysis, and interpretation. This research reviews EFL teachers' well-being's theoretical and empirical foundations, focusing on language educators working in crisis contexts. Drawing from global and Turkish scholarship, it identified key stressors, protective factors, and

conceptual models relevant to understanding how teachers manage their professional and emotional responsibilities in challenging environments.



CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction

Well-being plays a vital role in education, not just for academic outcomes but also for supporting students' overall growth. A learner's mental, emotional, and physical health significantly shapes their ability to engage with and absorb educational content. When schools take a holistic approach, they recognise that emotional stability and physical health are as important as intellectual development. As Durlak et al. (2011) emphasise, students with higher well-being tend to show greater motivation, stronger engagement, and improved academic results. Core cognitive skills such as memory, problem-solving, and attention are deeply connected to one's emotional and physical state (OECD, 2020). On the other side, when students face stress, anxiety, or poor mental health, their ability to focus, retain information, and perform well in school may suffer (Suldo et al., 2011). Schools are uniquely positioned to strengthen students' mental resilience. By offering mental health support, integrating social-emotional learning (SEL) programs, and creating nurturing environments, schools help young people develop the tools they need to navigate stress and life's challenges (Durlak et al., 2011). Resilient students can effectively manage academic pressure and personal difficulties, ultimately contributing to their long-term success. Additionally, positive social connections between peers and teachers at school help cultivate a sense of belonging. As Wentzel (1998) notes, students who feel accepted and valued are likelier to participate in school life and believe in their abilities. Physical health is another key aspect of well-being. Students who eat well, get enough sleep, and stay active are better equipped to concentrate and maintain energy throughout the school day. Basch (2011) highlights that schools that promote healthy habits through physical education, nutritious meals, and rest create an environment where students are ready to learn.

2.2. The Meaning of Wellbeing

The research in this field shows that physical health, mental stability, emotional balance, and social relationships are just a few of the many facets of life included in the multifaceted idea of well-being. It is frequently described as contentment, health, and

comfort (Dodge et al., 2012). Many scholars also point out that a sense of fulfilment and purpose in life is a component of well-being, which goes beyond the absence of disease. Diener and Chan (2011) highlight that researchers and psychologists have identified numerous characteristics of well-being, and they are frequently divided into the following categories: Maintaining a healthy body through appropriate diet, regular exercise, enough sleep, and preventative healthcare is known as physical well-being. A person in good physical condition can better manage stress and perform regular tasks.

Additionally, emotional well-being is an essential characteristic of well-being. Many researchers believe a person's well-being depends on their emotional health. It entails resilience, self-awareness, and stress management skills. Emotional wellness is greatly influenced by positive feelings like joy and thankfulness (Fredrickson, 2001). On the other hand, psychological wellness emphasises autonomy, self-acceptance, personal development, and life purpose. A psychological well-being model by Ryff (1989) emphasises some essential components, such as social, financial, and environmental well-being, for a happy existence. Since humans are naturally social beings, having meaningful relationships has a profound impact on one's overall well-being. Strong interpersonal ties, community involvement, and supportive social networks provide a sense of belonging and lessen loneliness (Keyes, 1998). Furthermore, a person's general sense of security is influenced by economic stability. In addition, Joo (2008) states that controlling one's finances, meeting one's fundamental needs, and planning for the future are all components of financial well-being. On the other hand, regarding environmental well-being, it is evident that a secure and healthy environment also has a positive impact on overall well-being. The overall quality of life is improved by having access to green spaces, clean water, air, and a stable climate.

2.3. Theoretical Framework

Teacher well-being in disaster contexts is a multidimensional and layered construct, encompassing psychological, professional, and socio-ecological domains (Day & Gu, 2013; Collie et al., 2012). These domains are destabilised by cumulative losses, institutional breakdowns, and increased emotional labour following major crises, such as pandemics or earthquakes. Although educators frequently exhibit resilience, studies consistently suggest that their recovery remains fragile and heavily dependent on institutional and systemic support. (Kyriacou, 2001; König et al., 2020).

To capture this complexity, the present study adopts a focused yet integrative framework. At its core, the Job Demands–Resources (JD-R) model (Bakker & Demerouti, 2017) and Bronfenbrenner’s Ecological Systems Theory (1979) provide the primary analytical foundations. Because it describes how high demands, such as emotional labour, interrupted routines, and resource shortages, contribute to burnout unless buffered by protective resources like collegial solidarity or student reciprocity, the JD-R model is especially pertinent to instructors affected by disasters. By placing teacher well-being within nested systems, from the macrosystem of cultural norms and national education policy to the local microsystem of family, coworkers, and classrooms, Bronfenbrenner’s (1979) ecological perspective enhances this understanding. This ecological lens emphasises how both institutional responses and individual resilience influence teachers’ well-being in disaster-affected areas, such as Hatay.

In addition to these primary frameworks, two complementary perspectives enrich the analysis. Seligman’s PERMA model of flourishing (2011) highlights positive emotion, engagement, relationships, meaning, and accomplishment. Teachers frequently lose their professional routine in crisis situations, but they can still find purpose and connection through peer support and student support, which makes this strengths-based approach more pertinent (Waters & Loton, 2019). Similarly, Trauma-Informed Pedagogy (Cole et al., 2013; SAMHSA, 2014) offers a vital lens for understanding how teachers adapt classroom practices after collective trauma, balancing authenticity with emotional regulation and embedding strategies of safety, trust, and empowerment into learning spaces.

Other well-being theories are acknowledged as supportive lenses. Many scholars argue that Maslow’s Hierarchy of Needs (1943, 1954) remains a useful framework for illustrating how unmet physiological and safety needs, such as the loss of housing or financial security, can undermine professional functioning. Self-Determination Theory (SDT) (Deci & Ryan, 1985, 2000) adds depth to the analysis of teachers’ motivation, emphasising the erosion of autonomy, competence, and relatedness in rigid emergency measures and displacement contexts. The connection between life satisfaction, positive emotions, and negative emotions during extended crises is further explained by subjective well-being theories (Diener, 1984). Additionally, the concepts of Reflective Growth (Tedeschi & Calhoun, 2004) and Disaster Fatigue (Ingham et al., 2023) highlight the contradictory reality that teachers frequently face, where the potential for post-traumatic meaning-making

coexists with feelings of exhaustion. Reflective growth can lead to a renewed sense of purpose in their profession, while fatigue can diminish their ability to adapt.

By emphasising the JD-R and Ecological Systems Theory while incorporating PERMA and Trauma-Informed Pedagogy as supportive viewpoints, this framework offers both insight and depth. It acknowledges that teacher well-being in disaster situations is a complex interplay of various factors, rather than a simple issue of one aspect. This negotiation involves internal needs, professional pressures, and the wider socio-ecological contexts in which teachers operate. This holistic approach ensures that the experiences of teachers are understood through not only their challenges but also their resilience, sense of purpose, and potential for personal development.

2.4. Well-Being as a Concept

The literature review demonstrates that well-being is broad and complex, encompassing physical, mental, emotional, and social dimensions. Moreover, it considerably impacts cognitive functions, including memory, problem-solving, and concentration. OECD (2020) claims that when emotionally and physically stable, students can focus better and comprehend information more effectively. In contrast, stress, anxiety, and poor mental health can hinder concentration and memory, resulting in subpar academic performance (Suldo et al., 2011). We also observe that schools play a pivotal role in fostering mental resilience. By promoting emotional well-being through mental health services, social-emotional learning (SEL) programs, and supportive environments, students develop coping strategies to manage stress, anxiety, and adversity (Durlak et al., 2011). It is also suggested that resilient students are much more likely to handle life's challenges and academic pressures better. Wentzel (1998) highlights that constructive social interactions have a positive influence on student well-being in educational settings. A sense of belonging, fostered by supportive interactions with classmates and teachers, is correlated with higher academic engagement and self-esteem. Wentzel (1998) also states that schools prioritising social welfare create inclusive environments where students feel safe and appreciated.

Additionally, Basch (2011) highlights that schools that promote healthy living practices, such as regular exercise, nutritious meals, and adequate sleep, enable students to learn more effectively and remain energised throughout the school day. Therefore, it is evident that well-being is crucial to the success of both students and teachers in English language teaching, as it impacts motivation, confidence, and overall learning

effectiveness. It is also more likely for students to experience positive emotions and perform at their best daily (Diener et al., 1999). Furthermore, many scholars argue that well-being extends beyond the absence of illness and serves as a broad indicator of a person's overall quality of life, underscoring the importance of holistic health. On the other hand, the hedonic and eudaimonic views are the two main theoretical frameworks for well-being. Supported by researchers such as Kahneman et al. (1999), the hedonic approach strongly emphasises happiness and pleasure, contending that maximising pleasant experiences and minimising negative ones is the way to achieve well-being. This method aligns with subjective well-being (SWB), which is often measured by life satisfaction, the absence of negative affect, and the presence of positive affect. On the other hand, the eudaimonic viewpoint, which scholars like Ryff (1989) support, emphasises self-actualisation, individual growth, and reaching one's full potential. This perspective holds that having a purpose in life and participating in worthwhile activities that support personal development is more important for well-being than just enjoying life.

Moreover, well-being is influenced by several factors, such as environmental, social, psychological, and biological aspects (Dolan et al., 2008). It is also noted in the literature that genetic predispositions influence individual variations in well-being. In the literature, it is observed that psychological factors, such as resilience, emotional intelligence, and self-worth, continue to significantly influence life satisfaction. It has been demonstrated that social relationships, specifically, the calibre of one's personal and professional relationships, are essential to promoting well-being.

Nevertheless, studies indicate that extra wealth produces declining rewards for pleasure and life satisfaction after a particular income threshold. Furthermore, psychological theories further develop the principles of well-being. According to the Self-Determination Theory (Deci & Ryan, 2000), people's well-being is maximised when their basic psychological needs for relatedness, competence, and autonomy are met. Similarly, the PERMA model, which was established by the Positive Psychology movement under the leadership of Seligman (2011), outlines five fundamental components of well-being: positive emotions, engagement, relationships, meaning, and accomplishment. These models offer insightful information about how people might develop their skills, build social networks, and partake in meaningful activities to improve their well-being.

The literature review shows that well-being has received much attention in organisational frameworks and public policy because of its importance. The creation of

well-being indices that evaluate quality of life in addition to conventional economic indicators results from governments and institutions' growing recognition of the significance of well-being measures in influencing societal advancement (Stiglitz et al., 2009). Notably, nations prioritising well-being over economic progress, like Bhutan, are among the first to use the Gross National Happiness (GNH) index. Corporations like Google and Microsoft have instituted employee well-being programs that prioritise mental health services, work-life balance efforts, and flexible work arrangements to improve productivity and happiness. The literature review also demonstrates that these programs present a change in thinking, recognising that economic expansion cannot guarantee a high standard of living; instead, real improvement requires a multifaceted strategy that incorporates mental, emotional, and social well-being.

2.5. The Role of Well-Being in English Language Teaching

In English language teaching, well-being is essential for learners and educators. Language learning is not simply about memorising rules or vocabulary; it is a profoundly social and emotional process. Students must feel safe, motivated, and supported to take the risks necessary to speak and interact in a new language. It can be seen that many language learners experience anxiety, especially when they are afraid of making mistakes or being judged. Horwitz et al. (1986) note that this language-related anxiety can become a barrier to learning. However, a warm and inclusive classroom atmosphere can help reduce that anxiety and boost learners' confidence in language use. Besides, motivation is another key ingredient. According to Ryan and Deci (2000), students who have a positive self-image are more likely to be intrinsically motivated. They are more willing to engage in language activities, accept challenges, and stick with the learning process even when it is difficult. Because language learning is also a social process, positive peer and teacher relationships enhance engagement and performance (MacIntyre & Mercer, 2014).

On the other hand, English language teachers often face heavy workloads, emotional stress, and uncertainty in their jobs. These pressures can lead to burnout, harming teachers' well-being and affecting their students' learning experiences (Richards, 2017). That is why it is essential to support teachers' mental health through professional development, emotional support systems, and workplace wellness programs (Dewaele & Mercer, 2018; Borg, 2015). On the other hand, Yang (2022) defines apprehension as a

future-oriented anxiety that disrupts cognitive processing and classroom communication, especially among foreign language educators. Yang (2022) also states that hope plays a mediating role in alleviating teacher stress and promoting well-being through goal-directed resilience strategies. Moreover, he points out that optimism protects against stress, supporting adaptive responses to workplace adversity and enhancing instructional quality. Yang (2022) also draws on Seligman's PERMA model to propose a multidimensional framework for teacher well-being within positive psychology paradigms. Moreover, Yang (2022) suggests that building hope and optimism through institutional and training-level interventions can buffer against occupational stress in EFL contexts.

Furthermore, Fredrickson's (2001) broaden-and-build theory underpins the understanding of how positive emotions promote resilience and long-term well-being in teachers (as cited in Zhang, 2023). Furthermore, Zhang (2023) emphasises that the classroom environment is a critical situational antecedent for teaching enjoyment and teacher well-being. Supportive interpersonal dynamics significantly contribute to teachers' social enjoyment and resilience (Zhang, 2023). Integrating resilience and well-being modules into teacher training is also recommended by Zhang (2023) to improve teaching quality and retention.

2.5.1. Strategies to Support Well-Being in ELT

There are several practical approaches to promoting well-being in English language teaching. Mindfulness exercises, breathing techniques, and relaxation strategies have been shown to help both students and teachers manage stress and stay focused (Gregersen et al., 2014). Encouraging a positive outlook on learning and creating a culture where mistakes are viewed as learning opportunities can also reduce anxiety and build confidence (Dweck, 2006).

Activities like games, real-life conversations, and group tasks help make language learning fun and meaningful. Littlewood (2004) emphasises the importance of involving students through interactive methods. On the teacher side, well-being initiatives that include workload management, emotional support, and peer mentoring can make a real difference. As Mercer and Gregersen (2020) argue, institutions need to recognise the emotional demands of teaching and respond with appropriate support structures.

In summary, well-being is an essential part of adequate English language education. When students feel emotionally secure and motivated, and teachers are supported in their roles, the learning environment becomes more productive and enjoyable. Scholars suggest schools can promote language development, personal growth, and long-term engagement by embedding well-being into classroom practices and institutional policies.

2.5.2. The Role of Schools in Promoting Well-Being

According to Weare and Nind (2011), schools can support student well-being by embedding it into everyday teaching through subjects like health education, mindfulness, and SEL. These programs help learners develop lifelong skills in managing emotions and building relationships. Studies show that mindfulness and stress-reduction activities can enhance focus and reduce anxiety (Meiklejohn et al., 2012). Many researchers underline that the school's overall climate also matters. Environments built on respect, trust, and open communication help students feel secure and supported. It is also widely believed that anti-bullying initiatives, peer mentoring, and accessible mental health services are just a few ways schools can create such spaces (Benard, 2004). Beyond the classroom, collaboration with families and communities is equally important. Moreover, when schools involve parents and local organisations, they extend the circle of care around students. Epstein (2011) points out that workshops, counselling, and extracurricular opportunities can offer students broader support systems that nurture their well-being. In essence, well-being influences nearly every part of a student's life: academic, emotional, social, and physical. Schools that make student well-being a priority create a foundation for success not only in academics but also in life. Ensuring well-being is critical to policy and practice as the educational landscape evolves.

2.5.3. Well-Being and Positive Psychology

Well-being is a complex concept with social, psychological, and emotional components. It encompasses both the existence of pleasant states and the absence of negative ones, describing how people perceive the quality of their lives. In the late 1990s, Seligman founded the area of positive psychology, which emphasises the qualities and traits that help people and communities flourish (Seligman, 2002). Self-acceptance, personal development, life purpose, and the ability to navigate life's challenges are all essential components of psychological well-being. Ryff (1989) states that realising one's

potential and pursuing worthwhile objectives are essential to psychological well-being. Positive psychology focuses on enhancing well-being by cultivating positive experiences, character strengths, and supportive relationships. Rather than only addressing a person's shortcomings, positive psychology promotes recognising and utilising their unique abilities. The strengths-based approach supports personal development and increases resilience (Peterson & Seligman, 2004). It has been demonstrated that cultivating these qualities improves well-being. Mindfulness lowers stress and improves emotional control by encouraging people to live in the present (Kabat-Zinn, 2003). Conversely, gratitude increases life happiness by assisting people in identifying and appreciating the good things in their lives (Emmons & McCullough, 2003). Besides, Cohen & Wills (1985) highlight that healthy connections are essential to well-being. Strong relationships and social support can reduce stress and foster a sense of community. Consequently, positive psychology and well-being have a reciprocal relationship. According to Seligman et al. (2005), positive psychology interventions like strengths identification and gratitude journaling can significantly improve individual well-being. On the other hand, a greater degree of well-being can result in better physical and mental health outcomes, generating a positive feedback loop.

2.5.4. Well-Being through Resilience

Review of the literature demonstrates how some studies shift from an individualistic resilience perspective to considering complex, dynamic settings and processes. There are still problems to be solved, such as how to balance these opposing viewpoints, which approaches most effectively capture the evolving complexity of resilience when more holistic views become prevalent, and how to personalise or adapt interventions to settings, as our research and publications on teacher resilience have grown. Therefore, it is clear that more research is required to understand how resilience differs from or overlaps with other concepts, such as well-being or adaptive coping. Does resilience in high-risk or unfavourable circumstances like residing in a war zone or going through personal trauma qualitatively and quantitatively compare to resilience in educational settings? Does adversity require more analysis? What aspects of teacher resilience are understood differently in other nations and cultures? Are they universal, or must we adopt a culturally particular perspective? Do languages other than English even use the term resilience? Four potential lenses have been outlined to develop a more comprehensive and nuanced

understanding of teacher resilience. Weatherby-Fell et al. (2021) emphasise that early childhood educators, including those in childcare settings, require a heightened capacity for resilience. They also state that developing resilience among pre-service teachers is crucial to their professional growth, especially as they navigate the challenges inherent in early teaching experiences. At the University of Wollongong in Australia, this goal has been supported by integrating the BRiTE (Building Resilience in Teacher Education) modules within the Early Years degree program. These online modules are embedded across the curriculum, requiring students to engage with them in relevant subjects throughout their academic journey, completing the full suite of modules twice throughout their degree (Weatherby-Fell et al., 2021). This integration is not passive; it includes follow-up tasks and reflective practices that connect module content directly with course topics. An ongoing research initiative involving student interviews has shed light on the barriers pre-service teachers face and how the BRiTE modules have equipped them with practical strategies to address these challenges. These findings confirm the perceived value of the BRiTE modules and have informed ongoing refinements in how subjects and modules are linked within the program (Weatherby-Fell et al., 2021). Findings of the study show that pre-service teachers gain theoretical knowledge and develop practical coping strategies, reinforcing the effectiveness of embedding resilience education within teacher training. In addition, Weatherby-Fell et al. (2021) emphasise that the central aim of incorporating BRiTE was to highlight the importance of nurturing positive relationships, a core element in effective early childhood education, and to foster meaningful self-reflection and portfolio development aligned with subject content.

As the education sector grapples with issues like teacher burnout and staff retention, initiatives that cultivate resilience, encourage reflective practice, and confront real-world challenges are becoming increasingly vital. Given these realities, such efforts should be integral to teacher education programs. The BRiTE module integration presents a valuable model that could be adopted more broadly across the sector (Weatherby-Fell et al., 2021).

Additionally, concerns over student mental health extend beyond teacher education. The 2019 Advance HE and HEPI Student Academic Experience Survey found that university students report significantly lower mental well-being levels than their peers in the general youth population (Neves & Hillman, 2017). This further underscores the importance of designing degree programs that prioritise mental well-being and prepare students to meet the demands of professional life. Programs that intentionally build

graduates' resilience, confidence, and reflective capacities are essential to equipping them for the challenges of today's educational landscape (Neves & Hillman, 2017).

Earlier conceptualisations of teacher resilience primarily focused on identifying individual risk and protective factors (Beltman et al., 2011). More recent approaches, however, have taken a broader view. Ungar (2011), for example, conceptualises resilience through a socio-ecological lens, framing it as a dynamic process shaped by the interaction between individuals and the environmental opportunities available to them. Many of the recommendations made by Beltman et al. (2011) have since been incorporated into the BRiTE modules, a set of tools developed to foster resilience in teacher education. Additionally, supportive relationships during and after teacher training are consistently emphasised in the literature as essential for resilience. Yost (2006) contends that reflective and problem-solving techniques learned in teacher training can equip teachers to manage future difficulties. On the other hand, it can be deduced that teachers must learn not to shoulder all classroom problems, avoid overburdening themselves, and maintain a healthy work-life balance. This includes managing expectations about what teaching will be like in practice.

According to many researchers, the early years of a teaching career are particularly demanding and are often marked by high stress and burnout. These issues have led many researchers to call for stronger curriculum components related to resilience and stress management in teacher education programs, as suggested by Beltman et al. (2011). The ability to bounce back from setbacks and adjust effectively in the face of hardship is resilience. It is essential for fostering well-being, as it helps people navigate life's obstacles while preserving their mental and emotional health. Because resilient individuals typically exhibit higher levels of life satisfaction and emotional stability, there is a substantial interaction between resilience and well-being. Furthermore, resilience is a dynamic process that includes constructive adaptation in the face of hardship rather than a fixed attribute. It consists of several key elements: social support, emotional regulation, cognitive flexibility, and a sense of purpose (Luthar et al., 2000). Researchers regard resilient individuals as those who can handle stress, bounce back from failures, and overcome obstacles with greater resilience. One of the primary components of resilience is the ability to manage one's emotions effectively.

On the other hand, cognitive flexibility refers to the ability to modify one's perspective in response to new data or changing situations. Resilient students are better equipped to handle life's challenges and academic pressures. Supportive social

interactions have a profound impact on student well-being in educational settings. Students who experience a sense of belonging, reinforced by positive interactions with classmates and teachers, tend to have higher academic engagement and self-esteem (Wentzel, 1998). Schools prioritising social welfare create inclusive settings where students feel safe and valued. As education evolves, integrating well-being into policies and curricula will prepare students for a healthy and fulfilling life. According to MacIntyre (2016), when students feel supported by their peers, they are more likely to engage in meaningful communication and collaborative learning.

Moreover, resilience depends on having a robust support system. Good connections offer resources, encouragement, and emotional support to help people overcome challenging situations (Cohen & Wills, 1985). On the other hand, Seligman (2011) puts forth that resilience is influenced by having a distinct sense of life's meaning and purpose. People are more likely to persevere through difficulties when they have clear goals and engage in meaningful activities. Furthermore, Fletcher and Sarkar (2013) suggest that resilience and general well-being are intimately related. Research shows resilient people have superior physical health outcomes, lower anxiety and depression, and higher life satisfaction. According to a study by Tugade and Fredrickson (2004), people who expressed greater resilience were likelier to feel happy even when confronted with stressors. By expanding people's thought-action repertoires and resulting in more coping mechanisms and improved problem-solving skills, this positive emotionality promotes greater well-being (Fredrickson, 2001).

Strategies to enhance resilience for well-being include developing emotional awareness, fostering social connections, engaging in positive thought, setting achievable goals, and developing problem-solving skills. More emotionally aware people can better identify their emotions and reactions to stress. Meditation and other mindfulness exercises help improve emotional control and build resilience (Kabat-Zinn, 2003). Moreover, Beck (2011) underlines that promoting an optimistic outlook can assist people in reinterpreting obstacles and failures. Cognitive-behavioural strategies like recognising and disputing negative ideas can foster a more hopeful perspective. Moreover, having attainable goals can boost motivation and give one a feeling of direction. The process can be less daunting, and the chances of success increase by breaking down more ambitious objectives into more minor, more achievable phases (Locke & Latham, 2002). Finally, Nezu and Nezu (2001) point out that creating efficient problem-solving techniques can enable people to

take on obstacles head-on. Programs for skill development that emphasise improving one's decision-making capacity and solving problems can be helpful.

Aldrich (2012) provides examples of resilience in action. As an individual example, we are suggested to think about a person with an unanticipated employment loss. Finding new employment prospects, connecting with old coworkers, and using this opportunity to learn new skills or continue education are all examples of resilient responses. This proactive strategy promotes long-term well-being in addition to helping with recovery from the setback. On the other hand, as a community example, it is claimed that communities frequently demonstrate resilience by supporting one another after natural disasters. Aldrich (2012) underlines that, as an illustration of communal resilience that improves community well-being, many locals participated in rebuilding efforts, mutual help, and advocacy for improved infrastructure following Hurricane Katrina. Squires et al. (2022) argue that although preservice teachers initially reported moderate levels of well-being, their satisfaction declined as they approached graduation, especially during practicum periods. The increased stress, pressure, and shift in responsibility contributed to reduced emotional well-being. Besides, they claim that heavy workload demands and disrupted personal-academic balance were the most frequently cited barriers to well-being. Many preservice teachers felt unprepared for the pace and demands of classroom environments, which increased anxiety and emotional fatigue (Squires et al., 2022).

On the other hand, social and academic relationships were essential for managing stress. Support from peers, family members, and educational staff played a pivotal role in sustaining well-being. Peer mentoring was especially helpful during the transition to practicum (Squires et al., 2022). Despite the availability of institutional resources like counselling and wellness centres, many students reported limited awareness or access, particularly when off-campus during practicum. This gap limited the effectiveness of university-provided support systems (Squires et al., 2022). Resilience was described as persistence, emotional strength, and motivation despite challenges. However, some students viewed the expectation to 'be resilient' as burdensome, especially when institutional support was lacking (Squires et al., 2022). Participants advocated for more practical, relevant, and contextualised learning. Suggestions included earlier classroom exposure, streamlined curriculum, peer mentorship, and financial support through internships (Squires et al., 2022). While quantitative tools such as GRIT-S and Ego-Resilience Scales provided general insight, they did not fully capture teacher preparation's

nuanced emotional and situational aspects. Qualitative responses revealed richer, more complex stories of resilience (Squires et al., 2022).

Consequently, the key element of well-being is resilience, which helps people face obstacles in life and become stronger. People can improve their general well-being by comprehending the aspects contributing to resilience and implementing methods to increase it. Resiliency building benefits people and communities by encouraging a culture of support and adaptability in the face of hardship.

2.5.5. Well-Being and Communication

Communication is known as an essential component of human interaction to foster well-being. Building relationships, improving comprehension, and promoting emotional well-being are all facilitated by effective communication. It includes written, spoken, and nonverbal communication, enhancing interpersonal relationships and general well-being. Effective personal, professional, or communal communication builds and maintains successful connections. Increased social support and a sense of belonging are benefits of positive interactions essential for mental and emotional health (Cohen & Wills, 1985). For example, empathic answers and active listening can create stronger connections by making others feel appreciated and understood. It is widely believed that misunderstandings and disputes can be avoided via candid and open communication. Jehn (1995) suggests that clear communication of ideas and emotions enables people to resolve problems before they escalate into more serious issues. For instance, team members who are upfront and honest about their needs and challenges are more likely to settle disputes amicably, which fosters a healthy work environment.

Furthermore, researchers widely believe that effective communication can foster mental health by enabling people to express their emotions and concerns. Pennebaker and Chung (2014) put forward that feelings of loneliness and anxiety might be reduced by discussing experiences with professionals or close friends. According to research, people who have supportive interactions report feeling more emotionally well. Additionally, self-awareness and personal growth depend on communication. Smyth (1998) states that people can better understand their emotions and behaviours by expressing their thoughts and feelings. Journaling, for example, is a written communication method that helps people reflect on their experiences, leading to improved emotional control and self-awareness. People can utilise several practical techniques, such as active listening,

nonverbal communication, assertiveness, and feedback and reflection, to enhance their communication and overall well-being. Active listening involves paying close attention, comprehending what is being said, and responding to it effectively. It necessitates observing both spoken and unspoken clues. This method respects the speaker's viewpoint and builds trust. For instance, a therapist who engages in active listening in a therapeutic context can foster emotional healing by providing a secure environment for clients to express and process their emotions (Rogers, 1961). Body language, facial expressions, and eye contact are examples of critical non-verbal indicators in communication. Understanding these cues helps improve communication and demonstrate empathy. For instance, maintaining eye contact while speaking can convey that you are paying attention and being concerned, thereby enhancing the emotional tone of the conversation (Hubbard & Burgoon, 2019).

Additionally, assertive communication entails voicing one's opinions courteously and openly while also considering the rights and feelings of others. This strategy can promote wholesome connections and avoid animosity. For instance, a person feeling overburdened at work may politely approach a supervisor to request assistance, which can result in improved workload management and decreased stress (Alberti & Emmons, 2017). Ultimately, offering constructive criticism can enhance well-being and communication. Promoting introspection about one's communication style can help pinpoint areas that need development. For example, a team leader might foster collaboration and ongoing growth by often asking team members for feedback on communication techniques. Effective communication between teachers and students can foster a supportive learning environment in educational settings. According to research, students are more motivated and engaged when they feel heard and understood, which improves their academic performance and general well-being (Hamre & Pianta, 2001). The literature review demonstrates that communication is essential for enhancing relationships, lowering conflict, fostering mental health, and fostering personal development; it dramatically impacts well-being. People can strengthen their relationships with others and increase their emotional and social well-being by implementing effective communication techniques. Prioritising effective communication will be crucial for creating a culture of comprehension, empathy, and support as we navigate a world that is becoming more interconnected daily.

2.6. Understanding Teacher Well-Being

Teacher well-being is not a fixed trait but rather a dynamic condition influenced by the interaction of personal choices, relational environments, and organizational factors. It is not solely dependent on an individual's resilience or mental capabilities; instead, well-being develops or declines through the relationships between teachers and the systems in which they operate (Day & Gu, 2013; Mercer & Gregersen, 2020). Recent research questions the notion that it's the teachers' sole responsibility to address their own issues through individual resilience or mindset development. Instead, well-being is viewed as something that is achieved collectively and contextually, thriving when teachers feel acknowledged, valued, and allowed to express their humanity in their professional environments (Hascher et al., 2021; Jennings & Greenberg, 2009).

From this perspective, emotional stress is viewed not as a sign of personal failure but as a logical reaction to challenging structural conditions. Educators report feeling pressure when institutional demands require them to simultaneously demonstrate measurable effectiveness while also portraying an idealised version of wellness, typically through mandated mindfulness or resilience initiatives (Ephgrave, 2023; Mansfield et al., 2016). These expectations can lead to a nuanced emotional conflict. Although the language of care is noticeable, the underlying issues that cause distress often persist unchanged. This disconnect can create an illusion of meeting basic needs while leaving more profound necessities, such as acknowledgement, security, belonging, and respect in one's profession, unmet (Day & Gu, 2010; O'Sullivan, 2019).

In this context, English is often viewed by educators as a unique educational haven—a place where relational, creative, and meaningful practices can flourish. However, even these environments are affected by overarching policy pressures related to measurement and standardisation (Ephgrave, 2023). When professional autonomy is restricted due to performance expectations, teachers experience a diminished sense of self, not due to a lack of skill, but because the circumstances for being authentic are limited. Studies employing poetic inquiry and various participatory approaches shed light on these experiences by viewing teachers not merely as components of a system, but as individuals who create meaning, possessing their own inner lives, boundaries, and valid emotional perspectives (Ephgrave, 2023; Mercer & Gregersen, 2020).

In schools that cater to multilingual or economically disadvantaged populations, the well-being of teachers is significantly influenced by structural factors, including poverty,

language barriers, heavy workloads, and the emotional responsibility of supporting students who come with their own challenges. What may seem like personal stress for an individual often reflects these complex pressures (Mutch, 2015). Researchers warn that approaches focused only on teacher self-regulation may overlook the root issues, addressing only the symptoms (O'Sullivan, 2019; Jennings & Greenberg, 2009). To achieve lasting well-being, it's essential to have not only resilient individuals but also supportive systems that recognise teachers as human beings rather than just as workers.

Global frameworks like the World Health Organization's Health Promoting Schools model and related initiatives in educational resilience emphasize the need for reforms that embed teacher well-being into policy, culture, and teaching practices, instead of relegating it to after-hours stress relief (Marmot et al., 2008; O'Sullivan, 2019). This change views well-being as a collaborative effort between institutions and teachers. Professional Learning Communities, trauma-informed strategies, and contextually relevant continuous professional development (CPD) are essential components that turn care into actionable practices (Mansfield et al., 2016; Mercer & Gregersen, 2020). When educators receive both relational and structural support, the emotional atmosphere within the classroom transforms; safety, trust, and engagement are achieved not merely through words, but through actual experiences.

Research indicates that flourishing should not be seen merely as the absence of distress. According to positive psychology perspectives applied in educational contexts, elements such as meaning, recognition, agency, and the ability to mend relationships are crucial for teachers to maintain their sense of purpose (Fredrickson, 2001; Day & Gu, 2013). Teachers who feel valued by their students, colleagues, and the broader institution tend to exhibit greater resilience, even in challenging situations. Thus, well-being is not the opposite of hardship; rather, it is the outcome that emerges when challenges are managed within a supportive and capable environment. The literature commonly acknowledges that teachers thrive not just through their individual efforts, but through environments that promote meaningful work. There is a consistent emphasis on the importance of investing in collective systems rather than relying solely on personal coping strategies.

Strategies based on positive psychology provide valuable perspectives when utilized not just for individual improvement but as a collaborative practice. Models like PERMA, broaden-and-build theory, and reflection on meaning have been demonstrated to enhance feelings of empowerment, relational trust, and renewed sense of purpose when

integrated into training, mentoring, or everyday teaching practices, rather than being executed as standalone workshops (Fredrickson, 2001; Spurgeon & Thompson, 2018). When educators find environments where they can share their challenges openly, manage their emotions without facing criticism, and reflect on the purpose behind their work, well-being transforms from just a catchphrase into a genuine experience. In this context, resilience is not idealised as a form of heroic perseverance; instead, it is understood as a capacity sustained through social support, helping individuals remain whole in less-than-favourable working conditions (Day & Gu, 2013; Hascher et al., 2021). What supports teachers is not the lack of challenges, but rather the availability of acknowledgement, a sense of belonging, opportunity to express themselves, and the freedom to be imperfect in their work. When specific elements are incorporated, classrooms flourish, emotional climates improve, conflicts diminish, teachers feel encouraged to experiment with their teaching methods, and students engage with adults who genuinely exhibit composure instead of merely pretending to do so. Collectively, these research findings promote a transition from perceiving teacher well-being as an individual concern to recognising it as a collective ethical obligation in education. Well-being should not be viewed as a reward for completing tasks; rather, it is a fundamental requirement that enables meaningful work to occur.

2.6.1. Urban Contexts

Large class sizes, diverse student needs, and complex socioeconomic issues often lead to high expectations for teachers in urban environments. It takes specific tactics to support their well-being in certain settings. Teachers' abilities and self-assurance can be enhanced by providing ongoing professional development opportunities that address the specific challenges of teaching in urban areas. For instance, teachers who receive training in culturally responsive teaching can interact more successfully with diverse student demographics (Ladson-Billings, 1995). Furthermore, establishing mentoring programs that pair new instructors with more experienced ones can provide crucial assistance and guidance.

2.6.2. Situations in Rural Areas

Rural educators frequently face difficulties, including a lack of resources, isolation from their peers, and difficulty accessing professional development opportunities. To

promote teachers' well-being in rural areas, it must be possible for teachers to access online resources. Teachers can overcome regional isolation by accessing online professional development and networking opportunities. Teachers can enhance their teaching methods by utilising videos and resources from platforms like the Teaching Channel. Additionally, teachers can foster solid support networks and relationships by being encouraged to engage with the local community. On the other hand, Kosteniuk and Dickinson (2003) suggest that teachers' general well-being can be improved by implementing well-being programs that emphasise physical and mental health. Rural schools can offer events such as yoga sessions, mindfulness seminars, and health fairs to promote self-care and stress management.

2.6.3. Diverse Classrooms

The demands of fulfilling the varying requirements of pupils from different socioeconomic, linguistic, and cultural backgrounds can cause teachers to feel more stressed. There is a growing recognition in the literature that teachers can better understand and meet the needs of their varied pupils by receiving training on cultural competency. Programs that emphasise implicit bias, culturally relevant pedagogy, and inclusive teaching techniques can increase teachers' efficacy and confidence. In addition, teachers can better handle the emotional demands of teaching in various settings if they have access to mental health and counselling services. In the field of educational psychology, schools are often suggested to collaborate with mental health specialists to provide on-site counselling or workshops. It is also crucial for teachers and students to feel less stressed when promoting an inclusive classroom atmosphere. It is widely acknowledged that educators can employ techniques such as differentiated instruction, cooperative learning, and culturally relevant curricula to establish a nurturing and stimulating learning environment.

2.6.4. Culture of the Institution

The literature review shows that teachers' well-being is significantly impacted by school culture. Additionally, while toxic or unsupportive workplaces can lead to burnout, supportive and collaborative school cultures can enhance teacher satisfaction. Furthermore, school administrators play a crucial role in promoting the well-being of teachers. It is widely acknowledged in the literature that by fostering a culture of open

communication, providing resources for professional development, and recognising teachers' accomplishments, administrators can prioritise their employees' well-being. In addition, giving teachers credit for their accomplishments can boost morale and foster a sense of community. To honour teachers' efforts and commitment, schools can regularly hold appreciation celebrations or award "Teacher of the Month" ceremonies (Rosenholtz, 1989).

Furthermore, organisations should advocate for work-life balance-promoting measures, including flexible scheduling, mental health days, and less administrative work. Increased job satisfaction and retention can result from fostering an atmosphere that respects teachers' personal lives (Hargreaves & Fullan, 2015). Therefore, a thorough grasp of teachers' particular difficulties is necessary to support their well-being in various settings. Schools can increase teacher well-being and student learning outcomes by implementing focused techniques suited to institutional, diverse, urban, and rural contexts. A healthy and productive learning environment is fostered by investing in the well-being of teachers, which eventually benefits the entire educational community.

2.6.5. Supporting Teacher Well-Being in the Turkish Context

Improving the quality of education and creating conducive learning environments depend heavily on the well-being of teachers. Teachers in Türkiye face several issues that can impact their well-being, including heavy workloads, scarce resources, and socioeconomic considerations. A comprehensive strategy is needed to address these challenges and promote a positive learning environment, thereby enhancing teacher well-being in the Turkish context. This study examines the factors influencing teacher well-being in Türkiye, the impact of well-being on academic outcomes, and methods to enhance teacher well-being within the Turkish educational system. Teachers' emotional, mental, physical, and social well-being is included in Türkiye. Turkish instructors frequently deal with administrative, grading, and lesson-planning duties. High-stress levels and burnout might result from the need to satisfy curricular standards and prepare students for national exams (Onan & Aydın, 2024). They must access professional development opportunities to improve instructors' abilities and self-assurance. It is generally acknowledged that many Turkish educators report having limited access to relevant training courses, which may impact their sense of proficiency and job

satisfaction. Additionally, administrative support and school culture have a significant impact on teachers' well-being.

On the other hand, empirical evidence supports the view that cultural expectations surrounding the teaching profession may impact teachers' self-esteem and job happiness in Türkiye. Because they are frequently viewed as role models, teachers may feel pressured to meet high expectations, which can lead to increased stress. It appears that the welfare of teachers has a vital influence on students and the educational system in Türkiye. Research indicates that instructors' well-being has a direct impact on students' academic achievement and social-emotional growth. Teachers are less likely to quit their jobs when they are happy and supported, which helps to address Türkiye's persistent teacher shortage issue (Eğitim Sen, 2020).

The literature review suggests several strategies that can be employed to improve the well-being of teachers in Türkiye. Scholarly discussions often emphasise that by focusing on the unique needs of teachers, the Turkish Ministry of National Education can enhance access to professional development programs. Teachers can become more empowered and have better health if they receive training in stress management, pedagogy, and creative teaching techniques. Moreover, mentoring programs that pair new teachers with more experienced educators can provide crucial support. These activities can help new teachers feel a sense of belonging in the school community and assist them in coping with the demands of the job (Onan & Aydın, 2024). Promoting collaborative activities can improve teachers' sense of belonging and support. Scholarly discussions often highlight that to promote a healthy work atmosphere, schools can utilise collaborative lesson preparation, peer inspections, and regular team meetings. In this regard, lesson study circles also deserve attention, as they offer structured opportunities for teachers to engage in collaborative inquiry, take ownership of their practice, accelerate their professional growth, and ultimately increase job satisfaction and enjoyment. Besides, the review of literature shows that acknowledging and applauding their accomplishments is crucial in highlighting that teachers' morale can be significantly improved. To honour teachers' efforts and commitment, schools can implement recognition programs, such as "Teacher of the Month" awards or gratitude ceremonies (Demirtaş & Çelik, 2019).

Conclusively, in Turkish, fostering happy learning environments and improving educational quality depends on supporting teachers' well-being. Schools may establish a culture that values and supports educators by recognising the difficulties they encounter

and implementing focused policies to enhance their well-being. Ultimately, supporting teachers' well-being results in better learning outcomes and a happier classroom atmosphere for pupils. The general condition of health and contentment educators encounter in their work life is teacher well-being. Teachers' emotional well-being includes controlling their stress, overcoming obstacles, and maintaining a positive attitude. Reduced burnout and increased job satisfaction are linked to emotional well-being (Seligman, 2011). Teachers' physical health is essential to their overall well-being. Teachers can better manage the demands of teaching when they have healthy lifestyles that include regular exercise, a balanced diet, and enough sleep (Kosteniuk & Dickinson, 2003). Hakanen et al. (2006) point out that Teachers' sense of support and belonging is greatly influenced by the calibre of their connections with coworkers, pupils, and the larger school community. Resilience and job satisfaction can both be improved by positive social interactions. This component pertains to how instructors view their abilities, chances for professional growth, and job satisfaction. For Baker et al. (2021), higher levels of well-being are more likely to be experienced by teachers who feel appreciated and supported in their positions.

Teachers' well-being is significantly compromised by excessive workloads and the resulting stress. Burnout may result from the pressures of lesson planning, grading, and attending to the various needs of students. For example, Skaalvik and Skaalvik (2018) found that instructors who reported high stress levels and workloads were more likely to experience higher attrition rates and poorer job satisfaction. A school culture that values cooperation, communication, and support among staff members can improve teachers' well-being. A healthy work atmosphere is fostered by schools that prioritise mentorship programs, professional development, and open lines of communication (Ingersoll, 2001). Finding a balance between teachers' personal and professional responsibilities is essential to their well-being. Teachers who can set boundaries and emphasise self-care are less likely to experience burnout. Teachers' well-being is influenced when they feel their efforts are appreciated and acknowledged. Rosenholtz (1989) states that simple gestures of gratitude, such as acknowledging accomplishments or receiving favourable comments from management, can significantly boost teachers' motivation and morale.

Studies indicate that instructors' well-being directly impacts pupils' academic achievement and social-emotional growth. Positive classroom settings are more likely to be created by emotionally and mentally well teachers, which improves student engagement and learning results (Collie et al., 2012). Lower turnover rates are linked to

higher levels of teacher well-being. To overcome the current teacher shortage situation, teachers who feel encouraged and content in their positions are less likely to quit (Ingersoll, 2001). Teachers' well-being influences student behaviour and classroom management. High-stress levels can make it difficult for teachers to maintain reasonable classroom control, resulting in disruptions and unfavourable student behaviours. Previous studies consistently highlight that offering workshops, training sessions, and other professional development opportunities can make teachers feel more capable and supported in their positions. For instance, peer-learning-focused collaborative professional development programs can improve teachers' abilities and well-being. Schools should implement flexible scheduling, mental health days, and less administrative work to help students manage their personal and professional lives. Hargreaves and Fullan (2015) also indicate that teachers' well-being can be significantly improved by fostering a culture that values self-care. A supportive community can be established by promoting teacher collaboration and granting access to mentorship programs. Hakanen et al. (2006) recommend that frequent check-ins and team-building exercises can improve staff members' social relationships.

Consequently, a strong educational system must prioritise the well-being of its teachers, as this affects not just the teachers but also their students and the school environment. Schools can establish a culture that prioritises the health and happiness of their teachers by understanding the factors that affect well-being and implementing supportive measures. Ultimately, supporting teachers' well-being leads to improved learning outcomes and a more positive classroom atmosphere for learners.

2.7. Language Teacher Wellbeing

Their language teachers have a significant influence on students' linguistic, cultural, and cognitive development. However, teachers may experience severe stress and burnout due to the demands of teaching, especially in language instruction. As a result, supporting the well-being of language instructors is crucial for their health and the successful teaching and learning of languages. The general mental, emotional, and physical health of language teachers is referred to as language teacher well-being. It encompasses several dimensions: Teachers of languages often face specific emotional challenges, including the need to accommodate the diverse linguistic needs of their students and the emotional demands of classroom interactions. The capacity to manage stress, build resilience, and

maintain a positive attitude are all essential components of emotional well-being (Pinter, 2017). This component pertains to teachers' perception of efficacy in the classroom, professional development opportunities, and job satisfaction. A healthy professional network and a good rapport with administrators, students, and coworkers significantly impact the social well-being of language instructors. According to Skaalvik and Skaalvik (2010), teamwork and friendship can significantly increase job satisfaction and lessen feelings of loneliness.

Managing various classroom demands, grading assignments, and lesson planning are just a few responsibilities that language teachers frequently encounter. Burnout and stress may result from this (Baker et al., 2021). Teachers' well-being is significantly impacted by the atmosphere in the classroom. While a hostile environment can lead to tension and discontent, a positive and encouraging setting promotes teacher satisfaction (Hakanen et al., 2006). For language instructors, chances for professional development and advancement are essential. Teachers who engage in ongoing learning feel more capable and secure in their positions (Richards & Farrell, 2005). Teachers' well-being can be improved by having helpful administrators and coworkers. Programs for mentorship and collaboration can offer crucial professional and emotional support. Studies reveal that happier teachers tend to engage with students more positively, which in turn improves learning outcomes and student engagement (Skaalvik & Skaalvik, 2010). Enhancing the well-being of educators can lead to higher retention and job satisfaction rates. High turnover can strain school resources and interfere with students' learning (Ingersoll, 2001). Teachers of languages frequently deal with emotional difficulties, like anxiety about student performance and classroom control. An emphasis on the welfare of teachers influences a favourable school climate. Teachers are likelier to foster a caring environment for their pupils when they feel appreciated and encouraged (Hakanen et al., 2006).

Furthermore, teachers can be empowered by offering chances for continuous professional development that emphasises language pedagogy, classroom management, and emotional resilience. Teachers' abilities can be improved, and stress levels can be decreased through workshops and training sessions incorporating well-being components (Richards & Farrell, 2005). Mentorship programs can assist newly hired language instructors. Furthermore, well-being can be significantly improved by supporting teachers' self-care and offering stress-reduction tools. Enhancing job satisfaction can be achieved by fostering an environment at school where teachers' contributions are valued

and open communication is encouraged. Teachers can feel appreciated by regular administrative feedback, team-building exercises, and recognition programs (Skaalvik & Skaalvik, 2010). Additionally, promoting a positive work-life balance is essential for the well-being of educators. Burnout can be avoided by offering flexible scheduling, manageable workloads, and self-care time (Baker et al., 2021).

Several institutions and initiatives have effectively supported the well-being of language teachers. The teacher wellness program, which is being carried out in several school districts, aims to support and provide resources for teachers' emotional and physical health. It offers access to mental health specialists, fitness courses, and wellness workshops. Besides, numerous educational institutions have established mentorship programs to assist new language instructors. Expert teachers offer direction and materials, easing the difficulties faced by new students. Additionally, it is suggested that language instructors collaborate, share best practices, and support one another's professional development within Professional Learning Communities (PLCs). PLCs can enhance teachers' emotional well-being and foster a sense of community (Richards & Farrell, 2005). Finally, according to Kern et al. (2015), schools that integrate stress reduction and mindfulness practices into their professional development have seen improvements in teacher well-being and classroom dynamics.

2.7.1. Language Teachers' Psychological Well-Being

The term 'psychological well-being' describes a person's general emotional and mental health. It consists of essential elements such as emotional, social, professional and cognitive well-being. Emotional well-being encompasses the ability to manage one's emotions, cope with stress, and maintain a positive outlook. The classroom dynamics, student participation, and workload pressures often cause language teachers to experience a range of emotions (Skaalvik & Skaalvik, 2010). Moreover, their social ties and relationships with coworkers, students, and the school community significantly impact teachers' psychological well-being. Hakanen et al. (2006) state that supportive interactions can lessen loneliness and offer emotional sustenance.

On the other hand, it is broadly reported in the literature that professional well-being has to do with language instructors' sense of efficacy in their positions, professional identity, and job happiness. Motivation and dedication to teaching can be improved by having a strong sense of professional identity. Additionally, cognitive components

encompass the capacity for critical thinking, lifelong learning, and maintaining a growth mindset. To meet the diverse needs of their students, language instructors must continually adapt their approaches and strategies (Richards & Farrell, 2005).

Managing classroom needs, grading assignments, and planning lessons may be extremely taxing. According to research, high workload levels have been linked to teacher burnout and decreased psychological well-being (Baker et al., 2021). A pleasant school climate fosters improved emotional and social health. Supportive interactions with students and coworkers can improve teachers' job happiness and morale (Skaalvik & Skaalvik, 2018). Having access to ongoing professional development is essential for preserving psychological health. Teachers can feel more empowered and competent when they have the chance to interact with colleagues and learn new teaching techniques (Richards & Farrell, 2005). Robust support networks, such as peer collaboration and mentorship, greatly enhance teachers' psychological well-being.

It is crucial to support language teachers' psychological health for better student outcomes, lower teacher turnover, benefits to mental health, and a pleasant school climate. Studies have shown that more psychologically well-educated teachers tend to foster happier learning environments in the classroom, which can increase student engagement and academic success (Skaalvik & Skaalvik, 2010). Language instructors are more likely to stay in the field when they feel supported and have better psychological health. Excessive employee turnover can disrupt students' education and place additional strain on the remaining employees (Ingersoll, 2001). Improving language instructors' psychological health can lessen depressive and anxious symptoms, making the workforce healthier. By improving staff relationships and fostering a sense of community, an emphasis on teachers' psychological well-being helps create a pleasant and cooperative school culture (Hakanen et al., 2006).

Language instructors can be better equipped to handle stress and improve their coping mechanisms by receiving professional development that includes training in emotional resilience and mental health awareness (Richards & Farrell, 2005). Language instructors can receive direction and emotional support by establishing mentorship programs. It is widely accepted that schools can implement wellness initiatives that emphasise mental and physical health. Furthermore, available evidence appears to indicate that teachers can improve their psychological well-being by participating in stress management courses, yoga, and mindfulness exercises. Besides, preventing burnout requires fostering a positive work-life balance. Language instructors'

psychological health can be preserved by offering flexible scheduling, manageable workloads, and self-care time (Baker et al., 2021). Teachers' psychological health can be improved by fostering an inclusive, upbeat school culture that recognises and appreciates their efforts. Some educational institutions have set up mentoring programs to provide direction and emotional support that connect novice language instructors with more seasoned instructors. Language teachers can work together and exchange best practices in Professional Learning Communities (PLCs), promoting community and improving emotional health (Richards & Farrell, 2005). Some schools have incorporated resilience training and mindfulness exercises into their professional development programs, which has improved teachers' psychological health (Kern et al., 2015).

2.7.2. Language Teachers' Social Well-Being

Social well-being is a crucial component of the professional growth and satisfaction of English as a Foreign Language (EFL) teachers. It reflects the nature of their interpersonal relationships, the strength of their connections with colleagues, and their sense of community within educational settings. Research has shown that fostering supportive professional relationships is vital in protecting against emotional exhaustion and dissatisfaction at work; issues that many educators face. According to Hakanen et al. (2006), robust social ties in the workplace not only increase job satisfaction but also enhance psychological well-being. These strong relationships encourage emotional support and shared values among colleagues, creating a collaborative atmosphere. When EFL teachers feel a sense of support from their peers, it leads to increased engagement, resilience, and overall fulfillment in their teaching roles, contributing to a healthier and more dynamic educational environment. Skaalvik and Skaalvik (2010) pointed out that feeling a sense of belonging within professional groups plays a vital role in lessening feelings of isolation and boosting teachers' commitment to their work. There is broad agreement that for EFL educators, being part of collaborative professional networks is especially advantageous, as it not only enhances their motivation but also strengthens their sense of purpose in the face of demanding circumstances. This sense of belonging is believed to provide essential interpersonal security, which is important for fostering resilience among teachers. Furthermore, it contributes to the collective effectiveness of educators within schools, a point made by Day and Gu (2013). Ultimately, strong

professional connections and networks empower teachers to flourish, even amidst the challenges of their profession.

Collaboration among teachers is vital for enhancing their social well-being and fostering a supportive workplace atmosphere. As highlighted by Richards and Farrell (2005), collaborative practices such as peer observations, joint teaching sessions, and reflective discussions are key in nurturing shared accountability and trust among professionals. These methods not only encourage the sharing of ideas and teaching techniques but also help establish a supportive network that improves both individual and group performance in the classroom. Moreover, educational environments that prioritise collegial cooperation and mutual respect are more conducive to creative instructional practices. Collie et al. (2012) note that such settings create a rich foundation for teachers to experiment with innovative strategies, leading to greater job satisfaction. When educators feel appreciated and supported by their colleagues, they seem to be more inclined to pursue continual professional growth, which enhances the overall educational experience for students. Longitudinal observations show that prioritising collaborative efforts is essential for cultivating a positive school culture that benefits both educators and learners. A school environment that is supportive and characterised by open communication and effective leadership plays a crucial role in building social relationships and alleviating stress levels within the community (Hakanen et al., 2006; Jennings & Greenberg, 2009). In such settings, individuals are more likely to feel appreciated and engaged, which contributes to stronger collaboration and higher satisfaction.

In contrast, when the demands of work increase and opportunities for interaction among peers decrease, feelings of social isolation can arise. It may be inferred from existing scholarship that this situation can lead to lower morale and weaken the sense of community among staff and students. Furthermore, when people feel disconnected from their colleagues, it can compromise teamwork and negatively affect the overall performance of the school, highlighting the importance of fostering a positive environment that encourages communication and peer support. The social well-being of EFL teachers extends well beyond the school environment, involving their connections with parents, local communities, and various educational networks. These interactions are fundamental in shaping teachers' social identities, providing crucial validation and support necessary for both their professional success and personal satisfaction (Richards & Farrell, 2005; Pinter, 2017).

Furthermore, evidence across multiple settings confirms that prioritising ongoing professional development is key. This involves offering various learning opportunities, such as workshops and training sessions, that enable staff to expand their skills and remain informed about current trends in their fields. It is generally acknowledged that these initiatives can encourage collaboration and spark innovation, as individuals are more inclined to share insights and successful practices in an environment that values continual growth. In addition, emphasising mentorship and professional development, institutions can build a supportive infrastructure that empowers employees, enhances teamwork, and ultimately leads to greater organisational performance and employee satisfaction.

2.7.3. Language Teachers' Occupational Well-Being

Language teachers who receive support for their professional well-being may see a decrease in turnover. High staff turnover adds to the workload of existing employees and interferes with students' learning ability (Ingersoll, 2001). Studies indicate that a teacher's occupational well-being has a favourable effect on students' learning and performance. Classrooms with engaged teachers are more productive (Hakanen et al., 2006). An emphasis on professional well-being fosters a cooperative and upbeat school climate. A feeling of community is fostered, and staff relationships are improved when teachers feel appreciated and encouraged (Richards & Farrell, 2005).

Teachers' motivation and job satisfaction can be increased by giving them access to pertinent and engaging professional development programs to improve their knowledge and abilities (Richards & Farrell, 2005). Educational institutions might employ tactics to oversee the workloads of their professors efficiently. This involves setting reasonable goals for administrative work, grading, and lesson planning to avoid stress and burnout (Baker et al., 2021). Administrators can create a friendly atmosphere by acknowledging teachers' contributions, offering helpful criticism, and encouraging candid dialogue. Teachers' feelings of worth and inclusion in the school community can be improved by this support (Hakanen et al., 2006). Teachers' professional well-being can be enhanced by fostering collaboration among them.

Language teachers can exchange experiences and gain knowledge from one another in schools that provide collaborative professional development workshops. Collegiality is promoted, and occupational well-being is improved by this strategy (Richards & Farrell, 2005). Many educational institutions have set up wellness initiatives

concentrating on instructors' physical and emotional well-being. It may be inferred from existing scholarship that these programs frequently incorporate social gatherings, mindfulness training, and stress management courses, all enhancing occupational well-being. It can clearly be observed that the efficacy and job satisfaction of language teachers are strongly impacted by occupational well-being, which is a crucial component of their professional lives. Moreover, by identifying the elements that affect occupational well-being and putting supportive measures in place, educational leaders may foster an atmosphere that improves teachers' general quality of life. Language instructors gain from promoting a culture of cooperation, support, and professional development, enhancing student performance and promoting a happy school environment.

2.7.4. Language Teachers' Physical Well-Being

The physical well-being significantly impacts language instructors' effectiveness and quality of life, an essential component of general health. Empirical evidence supports the view that healthy eating promotes immunological function, mood stability, and cognitive performance, all essential for good instruction. Teachers must get enough sleep and rest to rejuvenate physically and mentally. Lack of sleep can cause weariness, a decline in focus, and poor academic performance (Walker, 2017). Routine health examinations and preventive measures, including vaccinations and screenings, help maintain physical well-being. The classroom's physical design and atmosphere can impact instructors' physical health. Prolonged stress can have a detrimental effect on one's physical well-being. According to Kabat-Zinn (2012), stress can cause several medical illnesses, such as headaches, digestive disorders, and cardiovascular problems. The availability of services, like wellness programs, healthy food options, and fitness centres, can significantly impact teachers' capacity to maintain their physical health.

There is a strong correlation between mental and physical health. Regular exercise and a healthy diet can help decrease stress, anxiety, and sadness, thereby improving overall well-being (Kabat-Zinn, 2012). Language instructors who prioritise their physical health set a good example for their students. Fostering a culture of health in schools can be achieved by teaching children healthy habits they can follow. Teachers' physical health depends on fostering a culture that values rest and recuperation. To ensure that students get enough sleep, schools can promote flexible scheduling and encourage breaks throughout the day (Walker, 2017).

Teachers' health and morale have improved at schools that have adopted wellness initiatives that emphasise stress management, physical activity, and good nutrition. According to the literature, schools that encourage teachers to participate in team sports or fitness challenges promote physical activity and camaraderie, thereby improving teachers' physical health and fostering community. Teachers can be better prepared to handle stress and put their physical health first by attending training on mental health and stress management (Walker, 2017).

2.7.5. Factors Influencing Teacher Well-Being in the Face of Natural Disasters

Natural disasters such as earthquakes, floods, wildfires, and hurricanes leave profound and lasting effects on communities and educational systems. For educators, these events extend beyond the loss of school infrastructure; they also deeply affect emotional stability, mental health, professional well-being, and social relationships. Teachers are responsible for their recovery and play a crucial role in supporting their students, often while navigating their trauma and uncertainty. Understanding the multifaceted factors that influence teacher well-being in the aftermath of natural disasters is crucial for developing effective support systems and promoting professional resilience. Recent studies following the 2023 earthquakes in Türkiye have emphasised the need for psychosocial support among teachers and students. For instance, within disaster education research, it has been emphasised that teachers reported high levels of emotional fatigue, fear of aftershocks, and moral distress as they resumed classes in severely affected regions.

Moreover, emotional and psychological responses such as anxiety, grief, and guilt are common among educators after such traumatic events (UNESCO, 2023). Teachers who themselves lost family members or homes during the disaster face dual burdens yet often continue to fulfil professional obligations under immense emotional strain. Workplace conditions significantly affect recovery. In makeshift classrooms or disrupted schedules, educators may lack the physical or psychological environment necessary for effective teaching. OECD (2023) underlines that teacher burnout and attrition rates may rise post-disaster without targeted recovery frameworks.

Furthermore, the review of the literature demonstrates that community and collegial support act as vital protective factors. It can be realised that access to resources remains a crucial determinant of well-being. These include teaching materials, professional mental

health services, and governmental or NGO-led support. When support is inconsistent or inaccessible, recovery becomes delayed, and educators' well-being suffers. By examining these interrelated factors, emotional health, work conditions, social support, and resources, stakeholders can better design interventions that safeguard the well-being of educators navigating the aftermath of natural disasters.

2.7.6. Recovery Strategies for Enhancing Teacher Well-Being

Effective recovery strategies must be grounded in evidence-based, context-sensitive practices to address the multifaceted challenges faced by teachers after natural disasters. These strategies should not only aim to restore functionality in schools but also nurture emotional, psychological, and professional recovery among educators. WHO (2023) highlights that schools should partner with local health authorities and NGOs to provide continuous, confidential mental health support tailored to educators' experiences. Furthermore, it is recommended by WHO (2023) that psychological first aid, trauma-informed counselling, and group therapy have been shown to mitigate symptoms of post-traumatic stress and prevent long-term burnout.

A growing body of research highlights that post-disaster recovery plans should include structured opportunities for teacher upskilling, especially in trauma-sensitive teaching and crisis management. This equips educators with the tools to support students and empowers them to regain professional control. Additionally, prompt restoration of safe and stable learning environments is essential. Besides, temporary learning spaces must meet basic safety and psychological comfort standards, and long-term investments should prioritise resilient, disaster-proof infrastructure (UNESCO, 2023). School leaders are critical in post-disaster teacher well-being. Flexible scheduling, reduced workloads, and open communication channels are key components of compassionate leadership that respect the personal recovery trajectories of teachers (OECD, 2023). Besides, recovery is most sustainable when teachers are embedded in supportive professional communities. Initiatives that foster peer networks and community collaboration help create a sense of collective purpose and mutual aid. Ministries of Education should integrate teacher well-being into national disaster risk reduction plans. This includes funding for mental health programs, disaster insurance, and incentives for working in high-risk zones (UNESCO, 2023). By implementing multi-layered recovery strategies that address personal and

institutional needs, education systems can enhance resilience and safeguard the long-term well-being of their educators.

2.7.7. Emotional and Psychological Responses

During and after natural disasters, teachers frequently experience increased emotional and psychological difficulties that can significantly impact their well-being. Natural catastrophe exposure can cause stressful events that can lead to post-traumatic stress disorder (PTSD), anxiety, and depression. According to studies, teachers who are exposed to these situations typically report feeling more stressed and distressed. For example, teachers in Hurricane Katrina-affected communities reported feeling helpless and afraid for their future, indicating considerable psychological effects. Empirical studies have shown that a combination of increased workload and emotional toll often causes burnout. Teacher burnout is defined by depersonalisation, emotional tiredness, and a diminished sense of accomplishment. Teachers have additional duties and a higher risk of burnout after natural disasters, as they must balance their own recuperation with helping their students.

Teachers' stress levels can be significantly impacted by the condition of school buildings after a disaster. Uncertainty and insecurity can result from an unstable work environment caused by damaged or temporarily relocated schools (López et al., 2021). For instance, many schools were compelled to function in temporary spaces following the 2011 earthquake in Japan, which made teaching and learning more difficult. Teachers' health may suffer due to heavier workloads during recuperation times. In addition to managing student trauma and lesson plans, teachers may have to handle administrative duties associated with disaster recovery, which can cause excessive stress. They say the quality of community support can significantly impact teachers' well-being during and after a crisis. Teachers dealing with the fallout from a disaster may find that strong bonds among coworkers provide an essential network of support. It is widely reported that educators who participate in collaborative practices or peer support networks frequently feel more resilient and capable of handling difficulties. To create a sense of community, schools organised peer support groups following Hurricane Sandy to help teachers share their experiences and coping mechanisms (O'Toole & Friesen, 2016). The overall well-being of teachers can be enhanced by engaging families and community organisations in recovery efforts. When teachers feel supported by their community, they are better

equipped to handle stress and uncertainty. International reports following disasters highlight that community involvement in the rebuilding of schools offers both practical and emotional aid to teachers, reinforcing their feelings of security and belonging (UNESCO, 2013).

When it comes to natural disasters, the availability of resources has a significant impact on teachers' well-being. Teachers who have access to mental health services like counselling and therapy may find it much easier to deal with stress and process their experiences. Positive results are reported for teachers' emotional well-being when schools collaborate with mental health specialists to offer on-site help. For instance, schools provided counselling services to teachers and staff to assist them in coping with stress and trauma following the 2017 California wildfires (O'Toole & Friesen, 2016).

The literature review indicates that many different and related aspects affect teachers' well-being during natural disasters. Moreover, teachers' experiences are significantly shaped by their emotional and psychological reactions, working environment, community support, and resource availability during and after such incidents. In addition, educational leaders may assist teachers, foster resilience, and ultimately establish a more stable and productive learning environment for kids by identifying and addressing these variables. Besides, prioritising the well-being of teachers will be crucial for promoting recovery and guaranteeing the continuation of high-quality education. At the same time, communities continue to face the challenges posed by natural disasters.

2.7.8. Strategies to Support Teacher Well-Being During Natural Disasters

Educational institutions can provide training for teachers focused on crisis management, disaster preparedness, and emotional support. When educators are equipped to handle emergencies, they are more likely to look after their own well-being. Access to mental health services, such as counselling, can assist teachers in coping with the stress and anxiety that come with natural disasters. Global reports emphasise the importance of schools working alongside mental health professionals to deliver counselling and support initiatives in the aftermath of disasters (UNESCO, 2013).

Existing theoretical accounts make it plausible that schools can offer instructors flexible work schedules that enable them to better balance their personal and professional obligations. This adaptability can help teachers deal with the aftermath of disasters and

lessen stress. Implementing organised rehabilitation programs can facilitate teachers' return to the classroom. According to O'Toole and Friesen (2016), these programs may incorporate professional development centred on trauma-informed practices and techniques for attending to students' emotional needs. In the wake of Japan's 2011 earthquake and tsunami, numerous educational institutions set up mental health support programs that offered resources and counselling to assist educators and students in overcoming trauma (UNESCO, 2013). Some schools have established peer support networks in areas affected by natural disasters, allowing educators to share coping mechanisms and experiences. This partnership promotes resilience and community (López et al., 2021). Schools in natural disaster-affected communities have put in place holistic rehabilitation programs that consider teachers' mental, physical, and emotional health.

2.7.9. The Influence of Teacher Well-Being on Foreign Language Teacher Education

Robust empirical findings demonstrate that psychological well-being is associated with resilience and mental health. In contrast, emotional well-being is defined as emotions of joy, fulfilment, and motivation in one's professional work. What is more, physical well-being relates to general health and fitness, whereas social well-being highlights the value of connections and support systems in the educational setting. Teachers' emotional and psychological health significantly impacts the effectiveness of foreign language instruction and student outcomes. Additionally, managing various student requirements and adjusting to different teaching philosophies are only two difficulties foreign language instructors face.

Previous research consistently indicates that providing educators with access to relevant training and materials can significantly improve their mental and emotional well-being. Moreover, teachers feel more competent and confident when they receive professional development centred on classroom management, cultural competency, and language acquisition techniques. Teachers who participated in seminars on communicative language teaching for professional development, for example, reported feeling less isolated and more self-efficacious. Mentorship programs can enhance the well-being of new foreign language instructors by providing them with advice and support from more seasoned colleagues. Mentoring connections have been shown to favour new teachers' emotional health and retention in the field, enhancing students' educational experiences (Baker et al., 2021). Since cooperation and support among

teachers can significantly impact their performance, the social aspects of teacher well-being are crucial in foreign language instruction. Creating robust peer networks among foreign language instructors can offer chances for collaboration, shared resources, and emotional support. Higher job satisfaction and reduced stress are reported by teachers who participate in professional learning communities (O'Toole & Friesen, 2016). One way to build community, promote resilience, and improve well-being is through frequent meetings where educators exchange best practices and discuss difficulties. To enhance teachers' well-being, school administrative support is essential.

The emotional well-being of foreign language instructors has a direct impact on student learning outcomes. Healthy emotional and psychological states in teachers make them more effective educators, which raises student achievement and engagement. Evidence across multiple contexts confirms that happy and emotionally healthy teachers are more effective at inspiring and engaging their students. For example, a 2021 survey conducted by López et al. found that pupils of teachers who were more affluent expressed greater interest in and involvement in language learning activities. Teachers' health helps foster a good classroom learning environment, which is crucial for language learning.

2.8. Positive Psychology and English as a Foreign Language (EFL)

Positive psychology was founded in the late 1990s by psychologists like Martin Seligman, who stressed the value of emphasising one's strengths and positive traits rather than treating mental illness (Seligman, 2002). There are other aspects of well-being, such as social, psychological, and emotional well-being. While psychological well-being encompasses self-acceptance and personal growth, emotional well-being is defined as experiencing positive emotions (Ryff, 1989). According to Peterson and Seligman (2004), positive psychology identifies several character strengths that enhance an individual's overall well-being, including resilience, optimism, gratitude, and curiosity. Csikszentmihalyi and Csikszentmihalyi (1990) describe flow as a state of being totally absorbed in an activity, resulting in increased enjoyment and focus.

Dörnyei (2001) notes that teachers and students can benefit from incorporating positive psychology concepts into EFL instruction. Moreover, language teachers can enhance language acquisition outcomes and the learning experience by creating an atmosphere that encourages participation and well-being. By highlighting students' passions and assets, positive psychology promotes intrinsic motivation. He also states that

students are more likely to interact with the language and actively participate in class activities when motivated. To help pupils emotionally engage with the language, teachers can, for example, include subjects that speak to their own interests. Acquiring a second language can be difficult, frequently resulting in worry and frustration. Dweck (2006) underlines that positive psychology strongly emphasises resilience, giving pupils coping mechanisms to overcome challenging times. Besides, students can develop a growth mindset and confidently overcome obstacles by learning to create realistic goals and recognise minor victories, for instance.

Improving learners' well-being requires a classroom environment that is inclusive and supportive. Teachers might employ positive reinforcement techniques like compliments and encouragement to inspire pupils and boost their self-esteem. For instance, a "compliment circle," in which students give positive feedback to their peers, can foster a sense of community and belonging (Brophy, 1981). Teachers can assist students in recognising and utilising their character strengths when learning a language. Strength-assessment exercises and conversations about individual strengths can encourage students to leverage their special talents to improve their language proficiency. Students who are encouraged to adopt a growth mentality are better able to comprehend that persistence and hard work can lead to the development of language proficiency. By discussing their own language learning experiences, including difficulties encountered and solutions employed, educators can serve as role models for this way of thinking. This idea can be strengthened by using growth mindset language in feedback, such as highlighting work rather than natural talent (Dweck, 2006). Students' thoughts and feelings can be significantly impacted by the language used in the classroom. Frydenberg (2018) recommends that teachers watch what they say and support learning with constructive and positive feedback. In addition, students' emotional engagement in language learning can also be improved by using visual aids like inspirational sayings or pictures that create feelings of joy.

The literature demonstrates that students who are engaged in mindfulness exercises report feeling less anxious and more engaged, which enhances their language skills. Additionally, recent studies have shown that when EFL teachers use activities that cater to students' strengths in language tasks, students feel more motivated and empowered, which improves their involvement and language proficiency.

2.9. Enabling Well-Being Initiatives

Several crucial elements should be considered to facilitate practical well-being efforts. Effective well-being initiatives depend on strong leadership commitment. Leaders should actively support and participate in these initiatives to demonstrate the company's or community's commitment to well-being (Kelloway & Day, 2005). Involving stakeholders, such as staff members, students, or community members, in the development and implementation of well-being programs promotes a sense of ownership and increases the chances of success. The target population's particular requirements and preferences can be found using participatory methodologies (Kirkpatrick & Kirkpatrick 2006). A holistic approach is ensured by a comprehensive framework that encompasses multiple facets of well-being, including mental, social, and physical. According to Friedli (2009), this can entail encouraging physical activity, providing mental health resources, and fostering work-life balance. In parallel, ongoing evaluation is essential to determine the efficacy of well-being programs and make the required modifications.

The WHO Healthy Cities Program was started by the WHO to encourage health and well-being in urban settings. To promote social and environmental well-being, this program pushes cities to create policies and practices that emphasise community involvement (World Health Organisation, 2023). Large organisations in North America have implemented workplace mental health programmes, including employee assistance, training, and systematic stigma-reduction campaigns, which have been associated with increased help-seeking and reduced stigma.

2.10. Taking Responsibility for Well-Being

People can take control of their health and make decisions consistent with their values and objectives when they acknowledge their part in their well-being. A sense of agency and control over one's life is fostered by this empowerment (Ryan & Deci, 2000). Individuals who actively practice self-care and prioritise their well-being are more likely to achieve better mental and physical health outcomes. Proactive health practices, such as regular exercise and a balanced diet, have significantly reduced the risk of developing chronic illnesses (Warburton & Nicol, 2006). Assuming accountability for one's well-being promotes the growth of coping mechanisms and resilience. According to Rutter (2006), individuals who prioritise their health are better equipped to navigate life's challenges and recover from setbacks.

Taking responsibility for one's well-being requires self-awareness, which encompasses understanding one's values, emotions, strengths, and weaknesses. People can create reasonable goals and pinpoint areas for growth when they are self-aware (Goleman, 2005). Good connections and social support systems are essential components of well-being. According to Cohen and Wills (1985), people with strong social ties are likelier to participate in activities promoting their health and ask for assistance when necessary. The availability of resources, including community programs, healthcare, and education, affects people's capacity to take charge of their health. According to Marmot (2005), communities that provide readily available resources enable people to make informed decisions about their health. People can avoid burnout and manage stress by engaging in regular self-care activities (Cresswell & Lindsay, 2014). Good relationships are essential to well-being and should be established and maintained. People should take the time to cultivate relationships with friends, family, and coworkers since emotional resilience requires social support (Berkman et al., 2000). People can be empowered to make informed decisions about their wellness and health by learning about these topics. This could be participating in community health initiatives, attending workshops, or reading literature.

Mindfulness-Based Stress Reduction (MBSR) courses teach individuals how to meditate mindfully, enhancing their self-awareness and overall well-being. Studies reveal that MBSR program participants experience less stress and better emotional control, highlighting the importance of individual accountability in mental health management (Kabat-Zinn, 2003). Additionally, organisations have implemented "Take Care" programs in several workplaces, encouraging staff members to prioritise their health through mental health days, wellness challenges, and access to wellness resources. According to González-Mulé et al. (2018), these programs encourage a supportive work atmosphere and give employees the tools they need to take control of their health.

2.11. The Power of Optimism for Well-Being

Studies have indicated that an optimistic perspective impacts resilience, physical health, mental health, and general life satisfaction. The two main categories of optimism are situational optimism and dispositional optimism. Carver and Scheier (2001) highlight that situational optimism pertains to events or circumstances, but dispositional optimism describes a person's overall propensity to anticipate positive outcomes across various life

domains. Numerous studies have demonstrated the connection between optimism and well-being. Optimistic individuals are often considered more resilient when faced with hardship. Tugade and Fredrickson (2004) point out that they can overcome obstacles more successfully because they are more likely to see setbacks as transient and controllable. Furthermore, they suggest this resilience facilitates better mental health and general well-being.

It is clear that consistently focusing on the good things in life might help you change your perspective from the bad. Besides, writing down things for which one is grateful in a gratitude diary has been shown to improve mood and general well-being (Emmons & McCullough, 2003). Cognitive restructuring entails recognising and combating negative thought patterns and substituting them with more realistic, upbeat ones. Cognitive-behavioural therapy (CBT) methods can assist people in changing their viewpoints and encouraging a positive approach (Beck, 2011). People can strengthen their optimistic thinking by repeating brief, upbeat words to themselves, known as positive affirmations. Positive self-affirmations have been shown to increase self-esteem and foster a more optimistic mindset (Sherman & Cohen, 2006). Keng et al. (2011) suggest that by raising awareness of thoughts and emotions, mindfulness exercises can help people identify and combat harmful thought patterns. Research suggests that practising mindfulness can improve general well-being and optimism. The Penn resiliency program emphasises developing cognitive-behavioural skills to foster resilience and optimism. According to research, individuals report feeling more satisfied with their lives and having fewer depressive symptoms (Gillham et al., 2007). Martin Seligman, a psychologist, created the "Learned Optimism" workshop, which teaches individuals how to cultivate optimism through various strategies, including cognitive restructuring and reframing unpleasant situations. According to studies, those who attend these seminars report feeling less depressed and more optimistic (Seligman, 2006). Many businesses are introducing optimism training into their workplace wellness initiatives.

Consequently, it is impossible to overestimate the importance of optimism in improving well-being. People can develop resilience, enhance social ties, and enhance their mental and physical health by cultivating an optimistic mindset. The literature review suggests that effective techniques for fostering optimism, such as mindfulness, cognitive restructuring, and gratitude exercises, can help individuals manage their well-being. Moreover, optimism has emerged as a vital psychological resource that helps individuals maintain emotional stability, build resilience, and lead healthier lives. Studies

have consistently shown that individuals with a generally optimistic outlook tend to enjoy higher psychological and physical health levels, as well as improved social functioning. When people believe in the possibility of positive outcomes, they are more motivated to pursue goals and face adversity with greater determination. Various techniques have been developed to help people foster a more optimistic mindset. Practices such as mindfulness, cognitive reframing, and gratitude-based activities are frequently employed in therapeutic and educational programs to help individuals shift their focus from negative to positive experiences (Fredrickson, 2001; Seligman, 2011). These strategies are effective in assisting individuals to manage stress, reduce anxiety, and cultivate a greater sense of purpose and satisfaction. Scholars have long recognised that programs intentionally promoting optimism, such as those grounded in positive psychology, have shown meaningful impacts. Besides, as commonly agreed, individuals participating in structured gratitude and visualisation exercises often report fewer symptoms of depression and an increased sense of well-being. Despite its benefits, optimism must be balanced. An overly optimistic view that dismisses potential risks, often referred to as unrealistic or overoptimistic thinking, can lead to disappointment and poor planning. For example, a person may overestimate their ability to meet deadlines without preparing adequately, resulting in stress or failure.

Fear of failure can paralyse pessimists, preventing them from acting or developing (Carver & Scheier, 2001). While being hopeful, balanced optimism acknowledges the realities of difficulties. Individuals who maintain a positive and balanced perspective are more likely to recover from setbacks. They are more inclined to see difficulties as chances for development instead of impassable barriers (Tugade & Fredrickson, 2004). Similarly, people with balanced optimism can more effectively evaluate situations realistically, thereby improving their decision-making. This method promotes more efficient planning and execution by enabling individuals to balance potential risks against possible rewards. An optimistic, well-rounded viewpoint helps lessen stress by encouraging flexible coping mechanisms. People can better handle stress by recognising difficulties and concentrating on the positive results. Moreover, they can cultivate a positive outlook by acknowledging their challenges while maintaining a gratitude journal, in which they routinely write down the things they are grateful for (Emmons & McCullough, 2003). While conscious of their difficulties, this technique helps people see the positive aspects of their lives. Cognitive restructuring is recognising and combating negative thought patterns while cultivating an

optimistic perspective. People may reinterpret difficulties as opportunities for growth and learning, fostering a well-rounded perspective (Beck, 2011).

2.12. Emotional Intelligence

The ability to identify, comprehend, communicate, and control one's own emotions, as well as those of others, is known as emotional literacy. According to Goleman (2005), it is a vital component of emotional intelligence and is essential for maintaining mental health, fostering interpersonal relationships, and promoting overall well-being. Parallel to this, emotional awareness is the ability to detect and acknowledge one's feelings as they arise. People with emotional awareness can recognise and understand their emotions, as well as identify the triggers that evoke them (Mayer et al., 2008). Emotional understanding is the ability to comprehend the origins and impact of emotions. It entails analysing how one's own and others' emotions are expressed, as well as understanding how social and cultural factors influence emotions (Brackett et al., 2011). Interpersonal relationships benefit from improved empathy and communication due to high emotional literacy. Emotional literacy refers to the capacity to identify, understand, and manage one's own emotions while also being able to comprehend the emotions of others. People with greater emotional literacy tend to handle social interactions and conflicts more effectively (Brackett et al., 2011). Research indicates that emotional literacy plays a significant role in mental health by improving stress management and decreasing anxiety, which in turn promotes overall psychological well-being (Mayer et al., 2008). Programs aimed at enhancing emotional literacy in schools have been found to reduce anxiety and depressive symptoms in adolescents, highlighting their value as preventive measures in educational settings (Kisiel et al., 2015). In addition to its impact on mental health, emotional literacy is linked to improved professional performance. Individuals who express their emotions clearly and respond thoughtfully to others often exhibit greater teamwork and effectiveness in collaborative environments (Goleman, 2005). This research is particularly pertinent in post-disaster educational contexts, where teachers must manage their own emotional challenges while also being attuned to the feelings of their students, colleagues, and the broader school community.

Schools are increasingly recognising the importance of emotional literacy in promoting students' social and emotional well-being, particularly following crises such as natural disasters. Frameworks from the Collaborative for Academic, Social, and

Emotional Learning (CASEL) emphasise the importance of systematically incorporating emotional literacy into educational programs to foster resilience, emotional regulation, and effective coping strategies. Institutions that integrate social-emotional learning have observed positive changes in students' academic performance, emotional skills, and peer relationships. In therapeutic settings, emotional literacy is developed through approaches such as mindfulness-based interventions and cognitive-behavioural strategies, which research indicates can enhance emotional awareness and regulation (Kabat-Zinn, 2003; Beck, 2011). These results underscore the importance of enhancing emotional literacy as a protective element during recovery, aiding both learners and educators in managing stress more effectively in educational environments after disasters. In situations of disaster, it is particularly vital to support teachers' emotional literacy, as they must also navigate their own emotional challenges.

During conversations, active listening entails giving them your attention. This ability promotes improved relationships and communication by helping people understand and empathise with the feelings of others. To effectively convey emotions, one's emotional vocabulary must be expanded. People can express their feelings more effectively if they label them appropriately (Brackett et al., 2011). People can become more aware of their emotions in the present moment through mindfulness practices such as breathing exercises and meditation. According to Kabat-Zinn (2003), mindfulness fosters emotional regulation, enabling individuals to respond to emotions in a balanced manner. Role-playing activities can enable individuals to practice recognising and responding to emotions in various situations within educational and therapeutic contexts. According to Goleman (1995), these exercises can improve emotional intelligence and empathy.

2.13. Social Vulnerability

According to Cutter et al. (2003), individuals with low incomes, limited education, and inadequate access to resources are more frequently susceptible to negative consequences. Disparities in socioeconomic status can significantly impact employment, education, and access to healthcare. Race, ethnicity, gender, and age can all significantly impact social vulnerability. Children, older people, and those with disabilities, for instance, frequently face increased dangers during catastrophes because of their special requirements and restricted mobility (Hoffman, 2017). The robustness and accessibility

of social networks are essential for reducing vulnerability. According to Aldrich (2012), communities with robust support networks and social ties are better prepared to handle emergencies. People are more vulnerable to environmental hazards if they reside in high-risk places, such as those prone to flooding or urban settings with poor infrastructure (Cutter et al., 2003). Fothergill and Peek (2004) state that policymakers can create tailored interventions to meet the unique requirements of vulnerable populations by identifying them. For instance, to guarantee the safety and well-being of people with disabilities during emergencies, disaster response plans can incorporate accommodations for them. Parallely, communities can become more resilient by identifying the elements that lead to social vulnerability. In addition to personal strategies for coping, resilience functions on a broader, systemic scale where various social, economic, and environmental elements come together. Research by Mastrorillo et al. (2016) highlighted how climate-related disturbances, like droughts and floods, impact communities' ability to recover and adapt. These disruptions not only affect individual livelihoods but also strain economic systems, disrupt social networks, and challenge environmental sustainability. For instance, prolonged drought conditions can lead to significant agricultural losses, which in turn affect local economies that rely heavily on farming. This can create a ripple effect where food security is compromised, leading to social unrest and increased migration as communities seek better conditions elsewhere. Furthermore, the intersectionality of these factors emphasises the need for comprehensive strategies that enhance resilience, addressing environmental sustainability, economic stability, and social cohesion simultaneously. By understanding resilience in this multifaceted context, we can better prepare for and respond to future climate challenges. The research emphasises that resilience should be seen not just as a personal or technological trait but as a collective ability that develops through inclusive policies, equitable support frameworks, and strong social connections. This expanded perspective on resilience provides important insights for educational settings following disasters, highlighting how teachers' recovery and professional well-being are influenced by both their individual strengths and the supportive conditions established by their schools and communities.

In the event of a natural disaster, social fragility is very noticeable. Low-income and communities of colour, for example, experienced disproportionate effects from Hurricane Katrina in 2005 because they had limited access to emergency services and evacuation resources (Elliott & Pais, 2006). This highlights the need for developing equitable disaster planning and response strategies. Comprehending these vulnerabilities

was crucial for implementing targeted public health measures. Determining the needs and preferences of marginalised communities requires their participation in decision-making processes. It is widely discussed in the literature that community-based participatory research (CBPR) can empower individuals and ensure the success and cultural appropriateness of interventions. Resilience can be improved by fortifying community relationships and social networks. Aldrich (2012) notes that community centres, support groups, and mentorship programs foster social cohesiveness and can assist people in forming and sustaining relationships. Besides, promoting changes to laws that deal with structural injustices, like access to affordable housing, healthcare, and education, can lessen social vulnerability.

What is more, air resource distribution and access for underserved groups should be top priorities for policymakers (Mastrorillo et al., 2016). Spreading knowledge about social vulnerability and the factors that influence it can foster empathy and motivate group efforts. According to Cutter et al. (2003), educational programs can provide people with the information and tools they need to overcome obstacles more skillfully.

2.14. Trauma-Sensitive Instruction: Fostering Safe Learning Environments

Trauma-sensitive education fosters inclusive, safe, and supportive learning environments that enable children affected by trauma to recover and develop resilience. A student's capacity to learn and participate in class might be severely affected by trauma. Traumatized students may display various behaviours, such as hyperarousal, due to an elevated level of awareness. They may exhibit greater anxiety, restlessness, or trouble focusing (Perry, 2006). They may display dissociation as a coping strategy; some students may withdraw from the classroom or show symptoms of emotional numbness (Craig, 2016). Thirdly, Perry (2006) states that students who have experienced trauma may find it difficult to control their emotions, which can result in disruptive actions or disengagement from class.

Research shows that students must feel physically and emotionally secure to participate in learning. This entails creating a feeling of community, defining regular expectations, and establishing clear routines (Harris & Fallot, 2001). Additionally, teachers and pupils must develop a sense of trust. To make children feel safe, teachers should communicate openly and honestly and fulfil their promises. Additionally, fostering student cooperation strengthens interpersonal relationships and empowers them

to support one another. According to Harris and Fallot (2001), collaborative learning exercises can help alleviate loneliness and foster a sense of community. Researchers note that providing children with choices and a voice in their education is a crucial component of trauma-sensitive education. This method helps children recover control over their lives and builds resilience. Moreover, it is critical to recognise and value kids' varied experiences and backgrounds.

Students feel more secure when predictable routines and frameworks are used. Regular schedules can help alleviate anxiety and provide individuals with a sense of stability. According to Biegel et al. (2009), students can improve their coping mechanisms and emotional regulation by incorporating mindfulness exercises like guided imagery or deep breathing. To identify and effectively address the needs of kids who have experienced trauma, educators should be trained in trauma-informed techniques. It is recommended to establish safe classroom spaces where children can feel secure and at ease when they are overwhelmed. These areas may have relaxing décor, cosy chairs, or equipment for relieving stress (Craig, 2016). By incorporating social-emotional learning (SEL) curricula, students can strengthen their relationships, become more self-aware, and learn how to regulate their emotions (Durlak et al., 2011). This Washington State program aims to develop safe spaces, encourage student involvement, and train teachers in trauma-informed practices. This trauma-informed strategy is applied in educational institutions and other settings to create a secure and supportive atmosphere. It strongly emphasises emotional control, safety, and group decision-making, all of which have improved student involvement and decreased disciplinary problems.

Research consistently demonstrates that disasters exert a profound influence on mental health, producing both acute and long-term psychosocial consequences. Norris and Elrod (2006), in their comprehensive review, concluded that post-disaster effects commonly include heightened anxiety, intrusive memories, grief, and symptoms of depression. They further emphasised that the severity and duration of these outcomes are shaped by contextual factors such as resource loss, exposure level, and the availability of social support. These insights provide a critical foundation for examining teacher well-being in post-earthquake Hatay, where professional responsibilities intersect with personal trauma and disrupted community life.

2.15. Mental Health

WHO (2018) defines mental health as a state of well-being in which a person recognises their potential, manages everyday stressors, works effectively, and gives back to their communities. The following elements are involved: Emotional well-being as the capacity to control one's feelings, build resilience, and preserve wholesome connections; social well-being as the capacity to develop fulfilling relationships with others and adjust to social circumstances; and psychological well-being, which encompasses accomplishing personal objectives, accepting oneself, and thinking clearly. A healthy mind is believed to improve one's quality of life. In addition, it allows people to enjoy life, maintain wholesome relationships, and participate in their communities.

On the other hand, mental health conditions might result in decreased functioning, life satisfaction, and social isolation (Seligman, 2011). Persistent sadness, disinterest, and a lack of drive are characteristics of depression. Over 264 million people worldwide suffer from depression, according to the WHO (WHO, 2021). Anxiety disorders comprise excessive worry or fear that gets in the way of day-to-day activities. These include social anxiety disorder, panic disorder, and generalised anxiety disorder. According to the American Psychiatric Association (2013), post-traumatic stress disorder (PTSD) is a disorder that can arise following exposure to or witnessing a terrible incident and manifest as intense anxiety, nightmares, and flashbacks. American Psychiatric Association (2013) also states that bipolar disorder is a mental health illness marked by severe mood fluctuations, including emotional highs (mania or hypomania) and lows (depression). Besides, the American Psychiatric Association (2013) points out that schizophrenia is a serious mental illness that alters a person's thoughts, feelings, and behaviours and frequently results in warped perceptions of reality.

Cultural customs and beliefs can influence views of mental health and therapy. Certain cultures may see mental health concerns differently or place a higher value on physical health than mental health (Sue et al., 1990). Raising people's knowledge of mental health helps lessen stigma and motivate them to get treatment. Community centres and peer support programs foster social ties and can lessen feelings of isolation (Berkman et al., 2000). Promoting self-care activities like exercise, mindfulness, and a balanced diet can help people feel better mentally. Frequent exercise has been demonstrated to lessen depressive and anxiety symptoms.

2.16. Coping

The literature review demonstrates that coping strategies can differ significantly from person to person and greatly influence how someone handles stress and overcomes hardship. The two main categories of coping strategies are emotion-focused coping and problem-focused coping. A problem-focused coping strategy aims to lessen or completely eradicate stress by dealing with its root cause. It encompasses tactics including preparation, information gathering, and action. Moreover, adaptive coping strategies that improve stress management are more frequently employed by resilient people (Masten, 2001). Ineffective coping mechanisms can make mental health conditions like depression and anxiety worse. Effective coping, on the other hand, can help people preserve or enhance their mental health throughout trying circumstances (Folkman & Moskowitz, 2004). Furthermore, coping frequently entails problem-solving abilities that support people in acting and making wise choices when faced with pressures. More favourable results may result from this proactive strategy.

Avoiding the stressor or the feelings connected is known as avoidance coping. Substance abuse, procrastination, and denial are a few examples. Avoidance can offer short-term respite, but over time, it frequently results in more serious problems (Carver et al., 1989). Activities that promote emotional regulation and stress reduction include yoga, meditation, and deep breathing. These methods assist people in controlling how they respond to stimuli (Kabat-Zinn, 2003). Additionally, people with long-term conditions frequently employ both emotion-focused and problem-focused coping strategies. For instance, a person with diabetes may utilise emotion-focused coping to deal with the emotional burden of having a chronic illness while practising problem-focused coping by following a diet and medication schedule (Katon et al., 2007). On the other hand, students who are under academic pressure frequently use a variety of coping mechanisms. Time management, asking professors for assistance, and using relaxation techniques to control anxiety are all examples of practical solutions (Misra & McKean, 2000). What is more, people who are grieving the death of a loved one may feel a variety of emotions. Stroebe and Schut (2010) state that seeking social support, participating in memorial events, and letting oneself feel and express emotions are all examples of coping mechanisms.

Researchers widely suggest that people must be aware of and comprehend them to manage their stress properly. Finding trends and triggers can be facilitated by journaling.

According to Kabat-Zinn (2003), mindfulness exercises can improve emotional regulation and stress management by making people more conscious of their thoughts and feelings. Available evidence suggests that by breaking down difficulties into manageable chunks, generating ideas for solutions, and evaluating the effectiveness of various strategies, individuals can improve their problem-solving abilities. Besides, establishing and maintaining supportive relationships can be a great way to receive both practical and emotional support. The dynamic coping process is essential to dealing with stress and hardship. It can be deduced from existing scholarship that knowledge of the various coping mechanisms and their effects can enable people to create stress-reduction techniques that work. Parallely, people can raise their standard of living and general well-being by cultivating resilience, improving problem-solving skills, and building supportive social networks.

2.17. The Value of Compassion for Oneself

There are various reasons why self-compassion is essential. Studies indicate that self-compassion is linked to reduced stress, anxiety, and depression (Neff, 2003). Negative self-talk and self-criticism can be less harmful if people cultivate a more sympathetic relationship with themselves. Individuals who cultivate self-compassion are better equipped to handle difficulties and disappointments. According to Germer and Neff (2013), self-compassionate people are more resilient and recover from hardship faster. Furthermore, by encouraging a growth perspective, self-compassion can boost motivation, defying the notion that self-criticism is a more powerful motivator. Self-compassionate individuals are more likely to pursue their dreams without worrying about failure, which increases their chances of success in the long run (Germer & Neff, 2013). According to Neff and McGehee (2010), people who had higher levels of self-compassion had greater life satisfaction and lower levels of anxiety and sadness. This implies that self-compassion acts as a buffer against mental health problems. It is believed that self-compassionate people are more likely to practice health-promoting habits, such as consistent exercise and a balanced diet, because they are less likely to resort to self-destructive actions in the face of failure. MacBeth and Gumley's (2012) meta-analysis found that self-compassion had a negative correlation with psychopathology and a positive correlation with emotional regulation, supporting the notion that self-compassion promotes emotional well-being.

2.18. Teachers' Personality Traits: Impact on Teaching and Learning

Scholars claim that students' educational experiences are greatly influenced by their teachers. It has been established that several personality traits are particularly beneficial for educators. Positive personality traits among teachers help create a secure space for pupils to express themselves in the classroom. Positive teacher-student connections are associated with higher levels of student involvement and academic achievement, according to research by Roorda et al. (2011). Personality features influence teaching styles. Goe et al. (2008) underline that a more conscientious teacher might emphasise planned classes and specific goals. In contrast, a teacher with a high level of openness might adopt a constructivist stance, encouraging pupils to experiment and collaborate. Additionally, the personalities of their teachers can have a significant impact on students' motivation and attitudes toward learning. Hamre and Pianta (2001) claim that while a more reserved instructor may find it challenging to engage pupils, a warm and personable teacher can effectively motivate students to participate actively in their education. Finally, teachers with qualities like emotional stability and openness can adjust to their students' shifting demands and the classroom dynamics.

Some critical studies have shed light on the connection between different educational results and the personality attributes of teachers. According to a survey by Kunter et al. (2013), students' motivation and academic success favourably correlated with teachers' personality qualities, especially openness and agreeableness. These characteristics helped teachers create more stimulating and encouraging learning environments. Many scholars opine that teachers with higher emotional stability had lower burnout rates and were more effective in handling classroom difficulties. The importance of emotional stability in maintaining effective teaching methods is emphasised. On the other hand, teachers' personality qualities have a significant impact on their instructional practices and, in turn, on student learning outcomes. Conscientiousness and agreeableness are also recommended when promoting successful instruction.

2.19. The Sociology of Disaster

Disaster sociology studies examine how societies respond to, recover from, and mitigate the effects of natural disasters, technological failures, and human-made tragedies. Developing successful preparedness, response, and recovery plans requires

understanding the social aspects of disasters. This part examines essential ideas, theories, and case studies in disaster sociology, emphasising the relationship between community dynamics, social structures, and disaster consequences.

Disasters are frequently categorised into three main types: man-made (such as terrorism and armed conflict), technological (including industrial mishaps and nuclear meltdowns), and natural (including storms, earthquakes, and floods). The event defines a disaster and how it affects the communities and social systems involved. A flood, for instance, may be considered a disaster if it exceeds a community's ability to adapt and causes severe damage to property, human life, and social order (Haas et al., 1977). To comprehend how disasters impact various communities, the sociology of disasters places a strong emphasis on the ideas of social vulnerability and resilience. Social vulnerability is the term used to describe how some individuals are more susceptible to the effects of catastrophes due to factors such as poverty, limited resources, social isolation, and structural injustices. According to research, racial minorities, low-income communities, and older people are among the marginalised groups that frequently face greater risks and experience more severe outcomes during catastrophes (Cutter et al., 2003). For example, the aftermath of Hurricane Katrina in 2005 highlighted the interaction of race, class, and vulnerability by disproportionately affecting African American communities in New Orleans (Elliott & Pais, 2006). On the other hand, resilience is the capacity of individuals and communities to endure, adapt to, and recover from disasters. Several factors, including resource accessibility, strong social networks, and capable leadership, contribute to community resilience. For instance, communities with strong social bonds and cooperative interactions tend to recover from disasters more quickly and experience fewer psychological effects (Norris et al., 2008).

The sociology of disasters also examines how catastrophes are socially produced, focusing on how public perception, politics, and the media shape disaster narratives. Public opinion and the way disasters are framed are greatly influenced by media coverage. The reporting of disasters can influence the distribution of resources and the urgency of response activities. For example, as demonstrated by the 2010 Haitian earthquake, widespread media coverage of a crisis can inspire public support and spur government action (Svistova & Pyles 2018). Political choices and regulations have a significant influence on preparedness and response to disasters.

Many stakeholders, including governmental institutions, non-governmental organisations (NGOs), and community members, are involved in the social processes of

disaster response and recovery. Local expertise and community participation are frequently essential for an effective catastrophe response. In disaster relief efforts, volunteers and community-based organisations are crucial. For example, following Japan's 2011 earthquake and tsunami, local community organisations were critical to promoting recovery efforts and offering prompt assistance (Lin et al., 2017). The process of recovering from a tragedy can take years or even decades. Sociologists investigate the emotional and psychological effects on people and communities and the social dynamics of recovery. For instance, the continued difficulties faced by displaced persons in reconstructing their lives and preserving social ties were made evident by the long-term recovery efforts following Hurricane Katrina (Davis, 2011).

2.19.1. Planning and Policy

Disaster policy and planning are crucial to lessen the effects of catastrophes and improve community resilience. Considering the unique requirements of at-risk people, careful planning is essential to practical disaster preparedness. Creating evacuation plans, practising, and ensuring accessible communication methods are all part of this. For instance, cities that invest in inclusive preparedness strategies typically do better after disasters, as demonstrated by the experiences of Dutch towns with flood management systems (Kates et al., 2006). To overcome socioeconomic injustices exacerbated by disasters, post-disaster strategies must prioritise equitable recovery. More and more policymakers are realising how critical it is to include social equality issues in preparations for disaster recovery. Studying disaster sociology can give essential insights into the social aspects of disaster events and responses. The intricate relationship between society and catastrophes can be better understood and addressed by scholars and practitioners by looking at social vulnerability, resilience, media representations, political dynamics, and the roles of community and policy. A comprehensive strategy that considers the distinct needs and assets of various communities is necessary to enhance disaster preparedness and response, ultimately leading to more effective and equitable disaster management techniques.

2.19.2. The Sociological Perspective on Disasters

Within social and human sciences, sociology is crucial in linking societal dynamics to natural and human-made phenomena. Disasters, arising from environmental

forces or human actions, often follow predictable social patterns. This intersection has given rise to a unique subfield known as disaster sociology (Drabek, 2018), which focuses on exploring the relationships between disasters and society. These environments are subject to natural phenomena such as frost, floods, hailstorms, and droughts, which not only affect ecosystems but also the fabric of society.

On the other hand, Can (2020) conceptualises disasters as social phenomena, emerging either suddenly or gradually in areas where communities reside. They are caused by the combined influence of natural and human factors, resulting in substantial physical, economic, psychological, and other losses. Given their profound impact, disasters must be analysed sociologically to better understand and mitigate their consequences. Alkin (2022) proposes a four-phase framework to investigate the interaction between society and disasters: the pre-disaster phase, focusing on preparedness and risk reduction; the impact phase, capturing the immediate effects; the emergency response phase, encompassing actions taken directly after a disaster; and the recovery phase, which includes rebuilding and restoring societal systems. This model helps map how societies react to and recover from crises across time.

2.19.3. Organisational and Sociocultural Dimensions of Disasters

The preparedness phase corresponds to what is known as the pre-disaster stage. This phase includes public education campaigns, awareness-raising initiatives, and efforts to foster a sense of alertness and readiness among community members (Akbaş, 2020). When individuals are asked in the aftermath of a disaster, “Did you ever imagine this could happen to you?” and the majority answer affirmatively, it signals that a culture of awareness and readiness has been successfully cultivated. Different population segments develop and respond to these risks in diverse ways. Consequently, a community’s “disaster culture”, defined as the shared set of knowledge, behaviours, and strategies formed by a specific group in response to disaster experiences, emerges as a central element of disaster response (Özşahin & Kaymaz, 2013).

Equally important are coordination and organisation. Critical sociological questions arise: What were people’s initial actions after the disaster? Did community members assist one another? What guided their decisions in moments of need? Were official responders and experts timely and effective in their duties? These questions illuminate aspects of collective behaviour and social dynamics in times of crisis (Kasapoğlu &

Ecevit, 2001). Securing the affected area and providing organised relief are crucial in the immediate aftermath. It is evident that effective disaster response relies on the well-coordinated delivery of essential resources, including food, shelter, medicine, transportation, and other critical necessities.

2.19.4. Disasters, and the Role of Sociology in Recovery

The nature of a disaster and its effects are not universally experienced. Each individual or group endures a calamity through the lens of their unique social, economic, and cultural positioning (Can, 2020). It can be inferred from the literature that a disaster gives rise to a distinct sociological experience, leading to new modes of interaction. Besides, it is clear that recovery is not just about rebuilding structures, but also about restoring psychological well-being and reviving economic activity; steps crucial for proper societal rehabilitation. Additionally, Şentürk (2020) emphasises that, while deeply traumatic, disasters offer a rare opportunity for transformative social change. They disrupt the status quo and may open pathways for more equitable and resilient community structures. Nevertheless, the review of the literature demonstrates that most disaster-affected individuals long to return to pre-disaster conditions. Frustration and impatience often accompany recovery efforts, particularly when progress is slow. Furthermore, he points out that recognising and validating such responses is essential, especially for professionals and agencies involved in disaster management.

2.20. Well-Being in Policy

The concept of well-being in policy refers to the intentional incorporation of well-being indicators into public decision-making, strategic planning, and social programming. This approach recognises that enhancing well-being is not just a healthcare or education issue, but a broad, systemic responsibility involving all aspects of governance (Dodge et al., 2012; OECD, 2020). Physical well-being, for instance, relies on access to clean and safe environments, nutritious food, and equitable healthcare. Policies that encourage healthy eating, promote active lifestyles, and prioritise preventive care are essential to sustaining population health (Marmot et al., 2008). These efforts must be supported by infrastructural investments that allow individuals to live in conditions conducive to well-being. Mental and emotional well-being are equally vital. Public policies must ensure access to affordable and quality mental health services, reduce the

stigma associated with mental illness, and raise societal awareness of emotional health issues (WHO, 2013). Building emotional resilience through education and workplace mental health initiatives has become increasingly important, particularly in the aftermath of global health crises. According to the literature, social well-being is enhanced through inclusive policies that promote community engagement and social support networks. Moreover, it is suggested that initiatives that support volunteerism, public space creation, and cultural exchange contribute to stronger interpersonal connections and societal cohesion.

While principals often view well-being as sufficiently addressed, teachers report insufficient recognition, autonomy, and genuine involvement (Doran, 2021). He also points out that a well-being policy alone does not improve teacher well-being. Instead, what matters is the presence of supportive leadership attitudes and concrete strategies, such as staff check-ins and visible prioritisation of teacher welfare. Moreover, there is a tendency to individualise teacher well-being by emphasising resilience or personal coping strategies. Doran (2021) calls for systemic support frameworks that acknowledge structural barriers to well-being and actively distribute responsibility across all school levels. He also stresses the importance of teacher voice in designing school-wide well-being strategies. Cultural norms around emotional expression in schools can prevent teachers from seeking help. Over 60% of Doran's (2021) study participants expressed reluctance to disclose emotional stress. The study recommends structural changes, such as designated well-being coordinators and mandatory CPD on emotional health. Doran (2021) recommends establishing a national teacher well-being policy, developing formal well-being roles within schools, and implementing CPD programs on emotional intelligence and burnout prevention. Policies should involve teachers from the outset to ensure relevance and effectiveness.

Public policy must incorporate well-being for several reasons.

1. Holistic Approach to Success: The total quality of life is not captured by conventional measures of success like GDP or test scores. Policymakers can develop a more thorough knowledge of societal progress by concentrating on well-being (OECD, 23).

2. Better Health Results: Well-being-focused policies improve productivity, lower healthcare costs, and improve health outcomes. For instance, mental illness rates and

related expenses are lower in nations that make investments in mental health services (WHO, 2014).

3. Increased Social Cohesion: Well-being-promoting policies can improve community cohesion, lessen inequality, and fortify social ties. A robust social fabric improves Resilience and group well-being (Putnam, 2000).

4. Stability of the Economy: Prioritising well-being can help maintain economic stability. Sustainable growth is more likely to result from healthier citizens who are more involved in the economy (Frey & Stutzer, 2002).

2.20.1. Key Areas of Focus in Well-Being Policy

To use policy to promote well-being, several areas are essential:

Policy for Education: Creating supportive student environments is key to incorporating well-being into educational institutions. Students participating in social-emotional learning (SEL) programs gain empathy, interpersonal skills, and resilience (Durlak et al., 2011). For instance, the Collaborative for Academic, Social, and Emotional Learning (CASEL) offers a framework for SEL implementation in schools that enhances well-being and academic performance.

Well-being Policy: Access to high-quality medical treatment is essential for mental and physical well-being. Community well-being can be significantly improved by policies prioritising mental health treatment, lessening stigma, and improving access to services (WHO, 2013). For example, the National Health Service (NHS) in the United Kingdom has implemented initiatives to provide mental health care in businesses and schools, promoting overall well-being.

Social Policy: Social ties and quality of life can be enhanced by initiatives such as affordable housing projects and community development programs (Holt-Lunstad et al., 2010). For instance, the UK's "Connected Communities" initiative utilises cooperative projects to enhance community engagement and reduce social isolation.

Economic Policy: Economic policies that support creating jobs, equitable pay, and educational opportunities enhance people's well-being and financial stability. Employee well-being is improved by work-life balance-promoting policies such as paid parental leave and flexible scheduling (Bakker & Demerouti, 2007). For instance, the Nordic nations have implemented robust social safety nets and work-life balance-promoting policies, which have helped raise residents' well-being levels (OECD, 2020).

Numerous nations have effectively included well-being in their policies:

1. New Zealand's Wellbeing Budget: In 2019, the country unveiled a "Wellbeing Budget," prioritising measures that improve its people's welfare. This strategy focuses on mental health, child poverty, and housing and distributes funds according to well-being results rather than conventional economic measures (New Zealand Treasury, 2019).

2. Scotland's National Performance Framework incorporates well-being metrics that gauge advancement beyond economic expansion.

3. The Better Life Index: The Better Life Index was created by the OECD to offer a multifaceted perspective on national well-being. Policymakers can utilise this tool to assess the quality of life based on several key criteria, including environmental quality, education, and health (OECD, 2023).

2.20.2. Well-Being Policy Implementation Difficulties

Despite the importance of incorporating well-being into policy, several obstacles remain, including the assessment of well-being, interdepartmental coordination, and resource allocation. A growing body of research suggests that since subjective and objective elements influence well-being, it can be challenging to define and quantify. Therefore, it is essential to develop trustworthy metrics that accurately reflect the multifaceted nature of well-being. Besides, coordination across different government agencies and sectors is essential for effective well-being policies. Implementing holistic methods for well-being may be hampered by silos. Promoting the long-term advantages of investing in well-being is crucial (Frey & Stutzer, 2002). The literature review demonstrates that well-being in policy is the key framework for improving people's and communities' quality of life.

Moreover, policymakers can establish settings that support mental, emotional, social, and physical well-being by incorporating well-being considerations into public decision-making. On the other hand, effective programs demonstrate how well-being-focused policies enhance social cohesion, economic stability, and health outcomes. Besides, policymakers must prioritise and fund initiatives that promote holistic well-being for all citizens, as the significance of well-being continues to increase.

2.21. Disaster Education in Türkiye: Enhancing Preparedness and Resilience

Firstly, raising awareness, which involves educating individuals about the risks associated with natural disasters, helps them understand potential threats and the importance of preparedness (AFAD, 2023). Secondly, it is essential to encourage preparedness since effective disaster education equips individuals with the knowledge and skills to respond appropriately during emergencies, ultimately minimising damage and casualties, as MEB (2023) points out. Thirdly, resilience can be enhanced by fostering a culture of preparedness, promoting disaster education, strengthening community resilience, and facilitating faster recovery in the aftermath of disasters (UNDRR, 2022).

In collaboration with the World Bank, a comprehensive framework has been outlined for how Türkiye's Ministry of National Education (MoNE) will manage environmental and social safeguards for school reconstruction in high seismic risk areas. MoNE (2024) highlights that reconstructing schools with improved infrastructure supports physical safety and enhances teachers' sense of security and stability in high-risk regions. Furthermore, effective stakeholder communication is prioritised to minimise the psychological and social disruptions experienced by teachers and students during school reconstruction (MoNE, 2024). Besides, a structured grievance mechanism ensures teachers have platforms to express concerns during reconstruction, reinforcing institutional support and professional agency (MoNE, 2024). It is also stated that by decoupling reconstruction prioritisation from socioeconomic factors, the project avoids inequitable treatment and ensures all affected teachers receive equal consideration (MoNE, 2024).

Additionally, implementing robust OHS standards reassures teachers of their safety and strengthens their sense of institutional care during recovery (MoNE, 2024). Focusing on seismic risk rather than social class, the project supports educators in the most vulnerable regions and avoids social inequities. Parallelly, transparent transition strategies during reconstruction help maintain teachers' emotional stability and reduce professional disruption (MoNE, 2024). Moreover, capacity-building initiatives empower educators and school managers to navigate post-disaster environments with increased resilience and competence. MoNE (2024) also underlines that inclusive school designs catering to diverse needs promote holistic well-being for teachers and students. It is also argued by MoNE (2024) that environmentally considerate planning ensures a smoother reconstruction process, safeguarding the daily routines that support teacher morale.

Disaster education is integrated into school curricula at various levels. Subjects such as science, social studies, and geography, overseen by the Ministry of National Education (MoNE), incorporate disaster preparedness and response lessons. This integration helps students understand disaster risks and safety measures (MEB, 2023). Moreover, the Disaster and Emergency Management Authority (AFAD) also offers training programs for teachers, first responders, and community leaders. These programs focus on disaster preparedness, response strategies, and recovery planning, ensuring that key individuals are well-equipped to manage emergencies effectively (AFAD, 2023). Besides, governmental and non-governmental organisations (NGOs) conduct public awareness campaigns to promote disaster education. UNICEF (2024) highlights that these campaigns utilise various media channels, including social media, television, and local events, to disseminate information on disaster risks and preparedness strategies.

2.21.1. Challenges and Successes in Disaster Education in Türkiye

Despite growing awareness of the need for disaster preparedness, implementing effective disaster education in Türkiye still presents notable challenges. While national efforts are ongoing, local conditions, cultural views, and resource disparities create obstacles that require targeted strategies. One of the foremost issues is the lack of adequate resources. Many schools, particularly in underfunded or rural areas, face difficulties sustaining disaster education programs. This is often due to limited access to training materials, insufficient teacher preparation, and financial constraints that prevent widespread implementation (AFAD, 2022).

Additionally, cultural beliefs can influence how disaster education is received. In some communities, there is a prevailing sense of fatalism, the belief that disasters are inevitable and beyond human control. Such perceptions can reduce the perceived value of preparedness education. Addressing these attitudes requires factual education and culturally sensitive messaging that builds trust and empowerment (Karancı, 2013). It is suggested that Türkiye's geographical diversity adds another layer of complexity. Each region faces distinct disaster risks, from earthquakes in the east to floods in the north and wildfires in the south. As a result, a "one-size-fits-all" approach to disaster education is ineffective. Tailoring programs to address local hazards and regional vulnerabilities is essential for their relevance and success (UNDP Türkiye, 2021).

Nevertheless, several successful initiatives across the country illustrate the potential of well-designed disaster education programs. The Disaster Awareness Education Program by AFAD brings structured, interactive disaster education to schools nationwide. It engages students and teachers through role-playing, visual materials, and hands-on activities. Thousands have benefited from this approach, which has improved disaster literacy and readiness among school communities (AFAD, 2022). On the other hand, ‘Urban Earthquake Drill Campaigns’ are regularly organised by municipal authorities, particularly in earthquake-prone regions. These drills simulate real-time earthquake scenarios and train participants in emergency response.

Furthermore, the ‘Get Ready for the Earthquake’ initiative, developed by the Turkish Red Crescent, focuses on practical, community-based education. Workshops, information kits, and interactive sessions help individuals and families create emergency plans and prepare essential supplies. This grassroots effort has been widely recognised for its accessibility and impact (Türk Kızılay, 2023). These programs show that with the right blend of local relevance, community engagement, and institutional support, disaster education can be a powerful tool for building safer, more resilient societies.

2.21.2. The Role of Technology in Advancing Disaster Education

Technology has become an essential element in enhancing disaster education in Türkiye. Mobile applications and online platforms now serve as convenient and accessible tools for disseminating emergency information and training. For example, the Disaster and Emergency Management Authority (AFAD) developed a mobile app that delivers real-time alerts, safety instructions, and emergency preparedness guidance (AFAD, 2023). Moreover, social media platforms have significantly increased awareness, especially among younger populations, by presenting disaster-related content in a more engaging and interactive manner. Disaster education forms a core component of Türkiye’s broader strategy to foster societal resilience. Through school-based programs, public education campaigns, and technology integration, the aim is to ensure citizens have the knowledge and skills to respond effectively in crises. Despite ongoing challenges, such as resource limitations and regional disparities, innovative practices and digital tools offer promising pathways for enhancing disaster literacy and reducing vulnerability (UNDRR, 2022).

2.21.3. Emergency Management

Emergency management refers to the coordinated processes of preparing for, responding to, mitigating, and recovering from natural or human-induced disasters (Coppola, 2006). This multidisciplinary field relies heavily on collaboration between national agencies, local governments, non-governmental organisations (NGOs), and private entities to implement effective and timely responses to crises. A well-rounded emergency management framework incorporates preparedness, response, recovery, and mitigation. Each phase supports and reinforces the others, creating a seamless cycle of resilience (Coppola, 2006). In addition, broad participation from community members, institutional actors, and NGOs ensures that emergency plans are culturally relevant and locally appropriate, ultimately leading to more effective implementation. Moreover, understanding a community's specific risks, vulnerabilities, and adaptive capacities is foundational for designing strategic, targeted interventions (Wisner et al., 2012). It is also remarked that, beyond addressing immediate impacts, emergency management must aim to support long-term community sustainability and resilience, helping societies rebuild in ways that reduce future risk (UNISDR, 2015).

Firstly, preparedness involves planning, organising, training, and exercising to ensure readiness for potential emergencies. Activities may include developing contingency plans, public education, training for first responders, and simulation drills. For example, the Federal Emergency Management Agency (FEMA) in the United States conducts regular training exercises to enhance national and local response capabilities (FEMA, 2022). Secondly, the response phase focuses on immediate actions taken during or directly after an incident to save lives, reduce economic loss, and alleviate suffering. This includes emergency sheltering, first aid, and search and rescue operations. Thirdly, recovery refers to the longer-term process of restoring communities to normalcy and strengthening their capacity for future resilience. It involves rebuilding infrastructure, restoring essential services, and providing financial aid to affected populations. After the 2010 Haiti earthquake, recovery efforts emphasised reconstruction and investments in community resilience and disaster-resistant development (World Bank, 2014). Finally, the mitigation phase includes proactive measures designed to prevent or minimise the impact of future disasters. Examples include enforcing building codes, zoning regulations, early warning systems, and public awareness campaigns. Japan is a global

leader in this area, having invested heavily in seismic technology and public preparedness to reduce the impact of earthquakes (Shaw, 2014).

Coordination and communication are crucial for effective emergency response, which depends on smooth collaboration between agencies and sectors. However, fragmented communication can delay essential operations. The impact of climate change may play a significant role. The increasing frequency and intensity of climate-related disasters, such as floods, wildfires, and hurricanes, pose new challenges for emergency planners. Adapting to these risks demands innovative approaches and increased investment in sustainable, climate-resilient infrastructure (IPCC, 2021). One of the most significant challenges is directly associated with engagement and awareness. Moreover, it is stated that a well-informed and engaged public is crucial for effective disaster risk reduction. However, community apathy or a lack of understanding can impede efforts.

2.22. English Language Teaching (ELT) in Times of Crisis

English Language Teaching (ELT) plays a vital role during crises, including pandemics, natural disasters, and sociopolitical unrest. Such challenging situations disrupt traditional methods of instruction that typically occur in physical classrooms, necessitating the adoption of innovative and adaptable strategies to ensure that learning continues uninterrupted. The COVID-19 pandemic, in particular, laid bare the vulnerabilities within educational systems, while also acting as a catalyst for rapid digital transformation and the evolution of teaching methodologies (Bozkurt & Sharma, 2020).

In their comprehensive evaluation of global educational practices, Bozkurt and Sharma (2020) noted that emergency remote teaching initially emerged as a rapid response to the crisis. However, over time, this approach has matured into a more thoughtful and inclusive model for language education. This evolution has highlighted essential themes such as collaboration among educators, the importance of empathy towards students' diverse needs, and the utilisation of open educational resources. These factors have been identified as significant contributors to building resilience within educational communities, thereby fostering a more supportive and flexible learning environment even in the face of challenging circumstances. MacIntyre et al. (2020) emphasised the importance of coping strategies adopted by language teachers during difficult circumstances. Their research revealed that methods such as managing emotions, leveraging peer support, and utilising creative solutions were crucial for sustaining

educational quality and the mental well-being of teachers in times of significant unpredictability. The study indicates that while crises can cause disruption, they also serve as a catalyst for professional development and innovative teaching methods, especially when educators are provided with support and are encouraged to take charge of their responses. As a result, teachers around the world had to rapidly adapt to unfamiliar technological platforms, pushing them to rethink their teaching approaches and adopt new strategies in a swiftly evolving educational environment, especially in underserved communities (OECD, 2020). Moreover, many researchers suggest that most educators were unprepared for online teaching, and significant gaps in digital literacy became evident. Besides, they widely recognise that maintaining attention and motivation in a virtual setting is challenging due to the lack of physical presence and classroom interaction.

Blended learning models are found to be appropriate for adaptive practices. Combining face-to-face and online instruction, hybrid teaching strategies offer flexible solutions for continuity (Horn & Staker, 2014). Digital tools are also found to be very effective in terms of engaging students in the sessions. Many teachers opine that employing interactive tools like Kahoot, Padlet, and Quizlet help them foster the engagement and collaboration of their students in virtual classrooms. ‘Community and NGO Collaboration’ can also be among the most efficient adaptive practices. Educators collaborated with local organisations to distribute resources and support learners without access to digital tools (UNESCO, 2021). Moreover, in response to rising stress levels, ‘Social-Emotional Learning’ (SEL) practices have been incorporated to build resilience, empathy, and mindfulness (CASEL, 2020). Integrating digital tools into ELT is expected to persist beyond emergency contexts, offering expanded access and flexibility (OECD, 2020). Educators must maintain adaptability in pedagogical practices to respond effectively to future disruptions. Social-emotional learning will remain a priority, ensuring supportive learning environments that foster academic and personal development (CASEL, 2020). Through strategic use of technology, community partnerships, and emphasis on learner well-being, ELT can evolve to meet the demands of a rapidly changing world. The lessons learned during recent global crises offer a foundation for a more inclusive, adaptable, and future-ready language education system.

UNICEF (2024) reported that 242 million students were affected by climate-related school closures, with 74% from low-income countries. Schools play a central role in post-disaster recovery by offering shelter, food, and mental health support using stepped-care

models (National Academy of Medicine, 2024). Recent findings from Ege University show that face-to-face and video-based disaster education significantly outperform traditional brochures (Batu et al, 2024). The Columbia Climate School documented a surge in disaster resilience legislation in 2023, with California and Texas leading reforms (Columbia Climate School, 2024). The Comprehensive School Safety Framework 2022–2030 by UNESCO advocates integrated DRR strategies in education (UNESCO, 2023).

Effective warning mechanisms give populations critical time to act; enforcing zoning and building codes that account for risk zones significantly reduces disaster exposure. Community workshops, school curricula, and practice drills build confidence and disaster literacy (Batu et al., 2024). Floodwalls, flexible drainage, and multi-use green spaces like the Netherlands' 'Room for the River' improve urban resilience.

Japan is internationally recognised for its robust disaster risk reduction systems, particularly concerning earthquakes. The country enforces strict seismic building codes, operates advanced early warning systems, and conducts regular nationwide drills. These practices have substantially reduced human and economic losses from frequent seismic events. In addition, the Federal Emergency Management Agency (FEMA) has established a comprehensive national preparedness framework that includes standardised training, simulation exercises, and response protocols. The National Response Framework (NRF) and National Preparedness Goal (NPG) provide structured guidance for federal, state, and local agencies to coordinate effectively during disasters (FEMA, 2016).

On the other hand, launched by the Rockefeller Foundation, 'The 100 Resilient Cities Initiative' supports cities worldwide in becoming more resilient to environmental, social, and economic shocks. Cities such as New Orleans (USA) and Dakar (Senegal) have implemented innovative urban strategies that focus on sustainable infrastructure, community engagement, and climate adaptation (Rockefeller Foundation, 2015). Moreover, 'Geographic Information Systems' GIS tools help emergency planners analyse spatial data, map hazard zones, and prioritise interventions. These systems are often recommended to be beneficial for identifying at-risk populations, planning evacuation routes, and optimising the deployment of emergency services. Additionally, social media enables two-way, real-time communication during emergencies. In recent years, scholars have focused on the concept that authorities can disseminate timely updates, while citizens can report incidents, share their locations, and request assistance. 'Drones and Remote Sensing Technologies', which are regarded as uncrewed aerial vehicles (UAVs) and remote sensing technologies, enable rapid assessment of disaster-stricken areas.

These tools provide high-resolution imagery for damage evaluation and logistical planning, especially in areas inaccessible by ground teams (Adams & Friedland, 2011).

2.23. Evaluation of Well-Being

Evaluating well-being is a crucial aspect of both psychological and public health practice. It enables practitioners, researchers, and policymakers to gain insight into individuals' emotional, mental, and social conditions, offering evidence-based foundations for intervention and policy development. In an era of growing awareness about mental health, robust and multidimensional well-being assessments are crucial for enhancing quality of life and fostering societal resilience (Dodge et al., 2012). Consistent well-being assessments help highlight areas where individuals may experience emotional or social difficulties, guiding timely support (OECD, 2020). Additionally, regular evaluations enable professionals to assess the impact of mental health programs or life events on individual well-being.

2.23.1. Approaches to Assessing Well-Being

Psychometric Surveys: Self-report instruments such as the WHO-5 and WEMWBS measure subjective well-being across emotional, psychological, and functional domains (Tennant et al., 2007).

Qualitative Interviews: Open-ended interviews explore individual narratives and emotional experiences, capturing nuances often missed by standardised tools (Creswell & Poth, 2018).

Behavioural Observation: In educational or community settings, monitoring interpersonal interactions can offer valuable insights into social well-being.

Biological and Physiological Indicators: Objective markers like cortisol levels, sleep patterns, or heart rate variability can indicate stress and emotional regulation (Thayer & Lane, 2000).

2.23.2. Well-Being Assessment in Practice

Gallup-Healthways Well-Being Index: This large-scale study assesses multiple life domains, including emotional health, financial security, and social relationships, providing benchmarks for community and organisational development (Gallup, 2021).

School-Based Resilience Programs: Interventions, such as the Penn Resiliency Program, use validated scales to evaluate growth in students' psychological resilience and coping skills before and after the intervention (Reivich et al., 2011).

Corporate Wellness Surveys: Businesses increasingly implement tools like the Gallup Q12 and well-being audits to assess workforce satisfaction and guide employee well-being initiatives. Individuals' well-being assessments may fluctuate based on temporary moods or external influences (Diener et al., 1999).

On the other hand, well-being spans emotional, psychological, physical, and social domains, making it difficult to capture with a single measure. Furthermore, it is highlighted by scholars that gathering mental health data necessitates careful attention to confidentiality and informed consent, particularly in vulnerable populations. Furthermore, longitudinal assessments offer valuable insights into how well-being evolves over time and under various conditions. Besides, co-designing instruments with stakeholders ensures their appropriateness, clarity, and acceptability. The well-being assessment encompasses both subjective measures, such as self-perceived satisfaction and emotional states, and objective indicators, including biological markers and observed behaviours (Diener et al., 2018). Measurement approaches generally fall into three categories: self-report questionnaires, observational methods, and physiological assessments. There are some commonly used measurement instruments. Some examples are provided in the literature review:

The Warwick-Edinburgh Mental Well-Being Scale (WEMWBS) is a 14-item self-report scale to evaluate positive mental functioning, including optimism, self-esteem, and social connection (Tennant et al., 2007). The **WHO-5 Well-Being Index** is a brief, five-item scale that assesses emotional well-being, widely used for detecting depressive symptoms and monitoring mental health in primary care settings (WHO, 2013).

Satisfaction With Life Scale (SWLS) evaluates global cognitive judgments of life satisfaction and is a key indicator of subjective well-being (Diener et al., 1999). **Positive and Negative Affect Schedule (PANAS)** consists of 20 items measuring the frequency of positive and negative emotional experiences, offering insight into mood and emotional regulation (Watson et al., 1988). **Ryff's Scales of Psychological Well-Being** is a multidimensional scale assessing six domains: autonomy, purpose in life, personal growth, self-acceptance, positive relations, and environmental mastery (Ryff, 1989).

2.23.3. Conceptual Frameworks in Well-Being Assessment

The PERMA Model, proposed by Seligman (2011), conceptualises well-being through five pillars: positive emotion, engagement, relationships, meaning, and accomplishment.

The Capability Approach, developed by Sen and expanded by Nussbaum, focuses on individuals' real opportunities to achieve well-being, emphasising freedom, equity, and access (Nussbaum, 2011). It is also stated that co-developing tools with participants, educators, clinicians, and community leaders is essential to enhance validity. Moreover, longitudinal assessments help track well-being trends and tailor interventions.

Recent literature emphasises that teacher well-being is a complex and dynamic phenomenon shaped by personal, institutional, and sociocultural conditions. In Turkish, scholars are increasingly drawing attention to the challenges faced by teachers in under-resourced and post-disaster environments, highlighting the urgent need for psychological and professional support mechanisms. It has been well documented that access to well-designed professional development programs tailored to teachers' real needs can significantly boost their sense of competence and motivation. Collaborative learning models, such as mentoring programs and lesson study circles, foster emotional resilience, strengthen peer relationships, and promote a greater sense of belonging in school communities (Onan & Aydın, 2024). Despite positive efforts, there remain gaps in ensuring equal access and sustainability of such initiatives. Overall, the literature underscores the value of holistic, context-responsive approaches that honour teachers as educators and emotional beings who thrive personally and professionally, supported.

CHAPTER III

METHODOLOGY

3.1. Research Design

This research employed a mixed-methods sequential explanatory design to investigate the psychological and professional well-being of EFL teachers in Hatay following the 2023 earthquakes. The sequential explanatory method consists of gathering and analysing quantitative data in the initial phase, followed by the collection and analysis of qualitative data to enhance and provide context for the quantitative results. (Creswell & Clark, 2017). Quantitative approaches were initially employed to identify overall trends, patterns, and relationships among variables related to teacher well-being. Following this, qualitative information was collected through semi-structured interviews to gain deeper insights into the experiences and viewpoints of participants (Creswell & Creswell, 2017). This combination of methods facilitated a more thorough investigation of the research issue, enabling an analysis that encompasses both breadth and depth.

The following research questions guided the study:

1. How do EFL teachers in Hatay describe their psychological, physiological, and professional well-being following the 2023 earthquakes?
2. What various factors do English teachers attribute to supporting their well-being in the aftermath of the earthquake, including but not limited to personal, institutional, and community dimensions?
3. How might these insights inform trauma-responsive policies for language teachers in disaster zones?
4. In what ways, if any, has participating in this study influenced their well-being as English teachers, either positively or negatively?
5. What recommendations would they offer to improve the quality and effectiveness of English language teaching in this region, based on their experiences as English teachers?

Table 1.

Research Questions, Data Types, and Data Collection Methods

Research Question	Data Type	Data Collection Tools
RQ1. How do EFL teachers in Hatay describe their psychological, physiological, and professional well-being following the 2023 earthquakes?	Mixed (Quantitative + Qualitative)	• Well-being scale (SPSS analysis) • Semi-structured interviews • Reflective journals
RQ2. What various factors do English teachers attribute to supporting their well-being in the aftermath of the earthquake, including but not limited to personal, institutional, and community dimensions?	Qualitative	• Semi-structured interviews • Thematic analysis • Document review (e.g., institutional responses) • Supporting patterns from SPSS findings
RQ3. How might these insights inform trauma-responsive policies for language teachers working in disaster zones?	Qualitative	• Thematic synthesis from RQ1 & RQ2 • Cross-case comparison • Reflective interpretations
RQ4. In what ways, if any, has participating in this study influenced your well-being as an English teacher, either positively or negatively?	Qualitative	• Post-interview reflection questions • Follow-up emails/messages • Researcher memos
RQ5. What recommendations would you offer to improve the quality and effectiveness of English language teaching in this region, based on your experiences as an English teacher?	Mixed (Qualitative + Quantitative Insights)	• Open-ended interview questions • Categorization of suggestions • Supporting patterns from SPSS findings

Note: Table 1 links the data strands and collection instruments to the five research questions of the study. "Mixed" indicates that the RQ was influenced by both qualitative (from semi-structured interviews and reflective journals) and quantitative (from the well-being survey) information; the strands were analysed separately before being combined during interpretation. SPSS was used to analyse the survey of Hatay's EFL teachers (N = 191), and theme analysis was applied to the interviews (n = 19). Institutional or policy documents (such as MoNE circulars, school or municipal notices) are referred to as "document reviews." Instead of testing hypotheses, "supporting patterns from SPSS findings" refers to triangulating descriptive trends with qualitative themes.

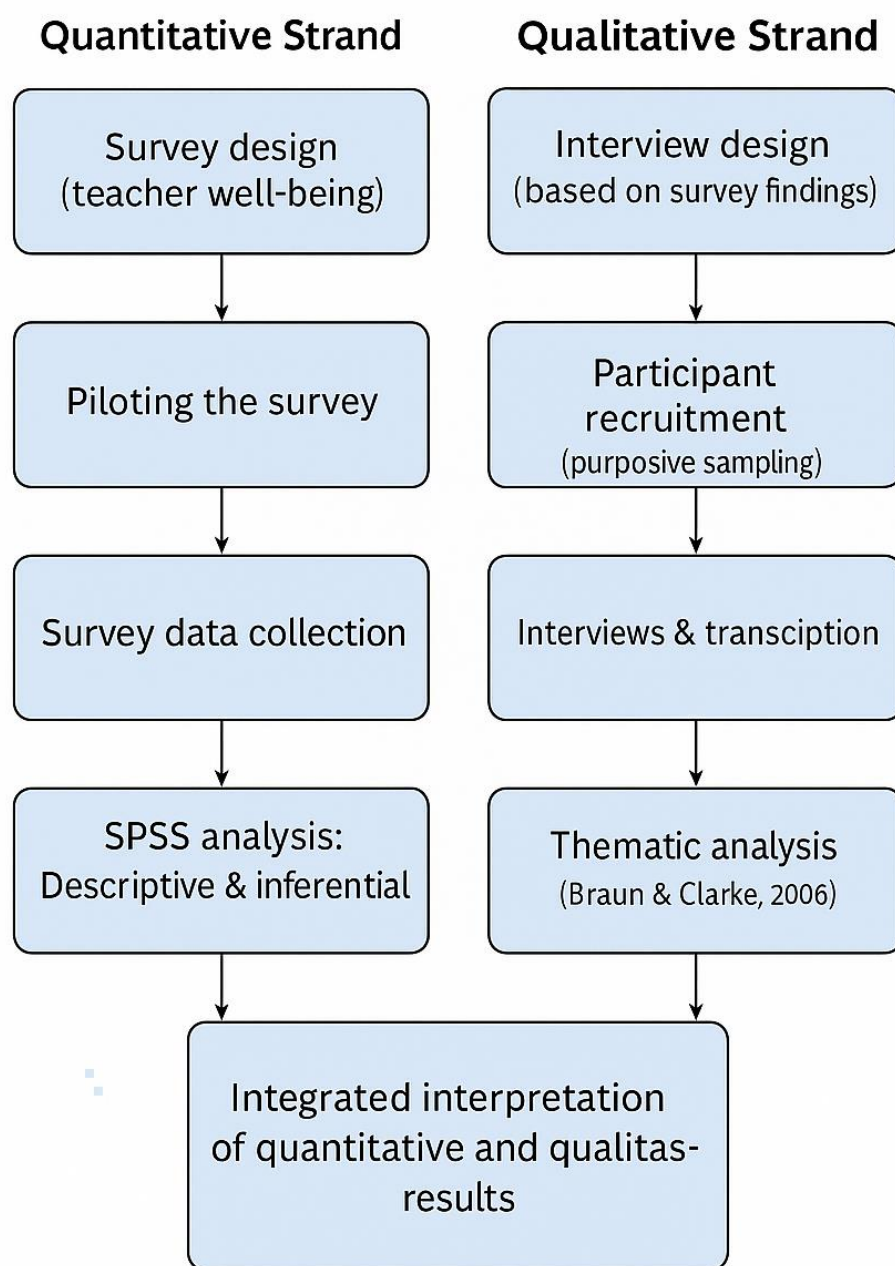


Figure 1. Sequential Explanatory Mixed Methods Research Design

Note: A sequential explanatory mixed-methods design is shown in Figure 1. The qualitative phase (interview design, purposive sampling, transcription, and thematic analysis) was informed by the quantitative survey on teacher well-being, which was conducted and analysed first (data collection → SPSS descriptive/inferential analysis → interpretation). Integration took place as the results were being interpreted.

3.2. Participants and Sampling

The study involved EFL teachers from Hatay, Türkiye, who went through the earthquakes in 2023. A convenience sampling approach was initially employed for the quantitative phase, and purposive sampling was used for the qualitative interviews to

ensure that participants had relevant experiences related to teaching and recovery after the disaster (Etikan, Musa, & Alkassim, 2016). A total of 191 individuals participated in the quantitative survey. As a result, 19 teachers were selected for detailed qualitative interviews, based on their availability, willingness to participate, and relevance to the research topic. The selected participants represented a range of ages, genders, teaching experience, and educational settings, offering a varied sample for analysis. To be included, participants had to actively teach English during or shortly after the earthquakes and have firsthand experience of the disaster's effects.

Table 2.

Participant Consent

I voluntarily agree to take part in this study.					
		Frequency		Cumulative	
			Percent	Valid Percent	Percent
Valid	Yes	178	93,2	95,2	95,2
	No	9	4,7	4,8	100,0
	Total	187	97,9	100,0	
Missing	System	4	2,1		
Total		191	100,0		

An analysis of the responses to the consent statement, "I voluntarily agree to take part in this study", reveals a high voluntary participation rate. As shown in Table 2, of the 191 total respondents, 178 participants (93.2%) indicated their agreement to participate, while 9 participants (4.7%) did not provide consent. Additionally, 4 cases (2.1%) were classified as missing data due to system-related issues or non-response. When only valid responses were considered ($n = 187$), the agreement rate rose to 95.2%, while non-consent accounted for 4.8% of the valid responses. The total cumulative percentage reached 100%, indicating that all valid responses were included in the analysis. These findings demonstrate a strong willingness among participants to take part in the research. The high rate of voluntary consent boosts the study's credibility and confirms that ethical research practices were adhered to. Additionally, the low percentage of non-consenting participants and missing data (a combined total of 6.8%) does not significantly compromise the integrity of the sample. This level of participation may also signify the

relevance or perceived significance of the research topic to participants, many of them may have experienced the issues being explored (such as post-earthquake recovery or teacher well-being).

Table 3.

Participant Gender Identity

What gender do you identify as?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	131	68,6	71,2	71,2
	Male	53	27,7	28,8	100,0
	Total	184	96,3	100,0	
Missing	System	7	3,7		
Total		191	100,0		

Participants were asked to identify their gender as part of the demographic section of the survey. As presented in Table 3, out of 191 total participants, 184 provided a valid response to the gender question, while 7 responses (3.7%) were missing. Among the valid responses, a majority identified as female ($n = 131$, 71.2%), while 53 participants (28.8%) identified as male. The results reveal a significant gender disparity among the participants, with a larger percentage of female respondents. This trend might mirror the demographic makeup of English language teachers in Hatay, where women could hold a more prominent position. Another possibility is that the increased involvement of female educators reflects a stronger interest or commitment to the topic, especially in research focusing on well-being and resilience following the earthquake.

Table 4.

Age Distribution

What is your age?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-30	45	23,6	24,2	24,2
	30-35	36	18,8	19,4	43,5
	35-40	56	29,3	30,1	73,7
	40 +	49	25,7	26,3	100,0
	Total	186	97,4	100,0	
Missing	System	5	2,6		
Total		191	100,0		

Participants were also asked to indicate their age group. As presented in Table 4, the total number of valid responses was 186 (97.4%), with 5 cases (2.6%) recorded as missing. The reactions were distributed relatively evenly across four age categories. The most represented age group was 35–40 years ($n = 56$), accounting for 30.1% of valid responses. This was followed by the 40+ age group with 49 participants (26.3%), and the 25–30 age group with 45 participants (24.2%). The least represented group was 30–35 years, comprising 36 participants (19.4%). The distribution of age groups among participants is fairly balanced, with the 35–40 age group representing the largest segment, closely followed by those aged 40 and over. This indicates that a significant portion of participants likely has mid-career experience, which is important for interpreting responses related to professional resilience, well-being, and adaptability in the wake of traumatic events such as earthquakes. Recognizing age-related trends is crucial, as different age groups may employ distinct coping mechanisms, stress management strategies, and perceptions of institutional support.

Table 5.

Grade Levels Taught

What grade do you teach?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Elementary School	40	20,9	21,5	21,5
	Middle School	91	47,6	48,9	70,4
	High School	55	28,8	29,6	100,0
	Total	186	97,4	100,0	
Missing	System	5	2,6		
Total		191	100,0		

Participants were asked to indicate the grade level at which they currently teach. As displayed in Table 5, of the 191 total participants, 186 (97.4%) provided valid responses to this question, while 5 (2.6%) were missing. Among the valid responses, nearly half of the participants reported teaching at the middle school level ($n = 91$, 48.9%). This was followed by high school teachers ($n = 55$, 29.6%) and elementary school teachers ($n = 40$, 21.5%). The findings indicate that educators at the middle school level represent the largest segment of the participant group. This is especially pertinent considering the developmental and emotional requirements of students during this phase, which may impact teachers' perceptions and approaches to well-being, particularly in educational environments following a disaster. The involvement of participants from all significant educational levels provides a comprehensive perspective on the occupational well-being of English teachers in Hatay.

Table 6.

Distribution of Educational Attainment

What is the highest degree or level of education you have completed?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor's Degree	155	81,2	87,6	87,6
	Master's Degree	22	11,5	12,4	100,0
	Total	177	92,7	100,0	
Missing	System	14	7,3		
Total		191	100,0		

Participants were asked, “*What is the highest degree or level of education you have completed?*” 155 respondents (81.2% of the total sample) reported having a bachelor's degree. Among valid responses, this accounts for 87.6%. This category constitutes 87.6% of the cumulative percentage, indicating that most participants have completed undergraduate education. 22 respondents (11.5% of the total sample) reported completing a master's degree. This represents 12.4% of valid responses. With this group included, the cumulative percentage reaches 100%. 14 participants (7.3%) did not provide a valid response to this question. Thus, the analysis is based on 177 valid responses out of 191 participants. The data indicate a significant prevalence of individuals with undergraduate degrees, suggesting that the sample largely consists of those who hold a bachelor's degree. A modest proportion of participants, specifically 12.4%, hold a postgraduate degree at the master's level, which may be pertinent to the study's objectives, particularly if education level is a critical variable. Additionally, it is essential to consider the missing data rate of 7.3% in subsequent analyses. Depending on the situation, this missing data may require imputation or should be discussed as a limitation of the research.

3.3. Data Collection Tools

Data collection was conducted in two distinct phases, which consisted of a quantitative phase and a qualitative phase.

3.3.1. Quantitative Phase

A standardized survey instrument was utilized to gather quantitative data regarding the psychological and professional well-being of teachers, the perceived support systems available to them, and the challenges they faced following the earthquakes in February 2023. The survey was distributed electronically via Google Forms and was accessible for a duration of three months, enabling participation from English language educators throughout Hatay. This methodology was chosen as it offers a systematic, efficient, and scalable approach to collecting both subjective and quantifiable data from respondents located in diverse geographical areas, which is a recognized advantage in educational and well-being research.

The questionnaire was divided into three primary sections. The initial section presented an introduction along with an informed consent form that detailed the study's objectives, the voluntary nature of participation, confidentiality assurances, and participants' rights to withdraw. The second section focused on demographic variables, gathering information about participants' gender, age categories, educational level, and academic qualifications. The final section included structured questions designed to assess various aspects of teacher well-being.

- **Cognitive focus** (e.g., ability to concentrate, perceived efficacy in classroom instruction and student engagement)
- **Subjective dimension** (e.g., job satisfaction, life satisfaction, affective balance, and sense of purpose)
- **Physical and mental health** (e.g., psychosomatic symptoms and fatigue)
- **Social well-being** (e.g., collegial relationships, principal and student relations, feelings of trust and belonging)
- **Work environment and job demands** (e.g., workload, role multiplicity, disciplinary climate, stress, and burnout)
- **Motivation to remain or leave teaching** (e.g., anticipated years in the profession, intentions to leave, and reasons for possible attrition).

The tool used fixed-response questions, mainly utilising five-point Likert scales, to facilitate both descriptive and inferential statistical analysis, as well as to ensure comparability across different measures.

Reliability & Validity Analysis of the Teacher Well-Being Survey

The assessment of the well-being of EFL teachers in the aftermath of the earthquake was conducted using a survey. This instrument was created by reviewing previously established surveys and incorporated both quantitative (closed-ended) and qualitative (open-ended) questions. The foundation of the survey was based on an OECD Working Paper published in 2020, specifically designed to examine the occupational well-being of teachers. Permission for the adaptation and utilisation of this survey was obtained from its original author, the Director of the Directorate for Education and Skills (Schleicher, 2020).

The survey is organized into five essential components: cognitive, subjective, physical, mental, and social. It aims to capture a comprehensive understanding of EFL teachers' emotions throughout their teaching and learning experiences in the aftermath of the earthquake. To complement the quantitative data, open-ended questions were included to gather qualitative insights.

In response to the 2023 Hatay earthquake, a revised Teacher Well-Being Survey was developed, featuring modifications in structure while retaining the original content, to evaluate different dimensions of teachers' occupational well-being. The tool is grounded in established frameworks regarding teacher well-being, which address the sources of stress and professional effectiveness, as well as the cognitive, emotional, physical, and social dimensions of well-being. Tailored for educators operating in post-disaster contexts, the items were developed and adapted from existing measurement scales. The survey commenced with demographic inquiries before presenting Likert-scale items that capture teachers' thoughts, emotions, and experiences related to both their professional and personal well-being.

In order to verify the reliability of the instrument, a Cronbach's alpha reliability analysis was performed utilising responses from 62 teachers in the field of ELT. The values obtained from Cronbach's alpha serve as an indicator of the internal consistency among items within each construct, reflecting their ability to measure the same fundamental dimension. According to established benchmarks, alpha coefficients exceeding 0.70 are deemed acceptable, those above 0.80 are categorised as good, and coefficients above 0.90 are recognised as excellent measures of reliability.

Reliability Analysis

To evaluate the internal consistency of the instrument, **Cronbach's alpha coefficients** were calculated using the responses of 62 teachers. Cronbach's alpha provides an estimate of the degree to which items within a construct measure the same underlying dimension. Conventionally, values above 0.70 are considered acceptable, above 0.80 good, and above 0.90 excellent.

The results are summarised in **Table 7**:

Table 7.

Alignment of Interview Questions with RQs

No.	Construct Name	Number of Items	Cronbach's Alpha	Interpretation
1	Cognitive Dimension (Capacity to Concentrate)	11	0.867	Good Reliability
2	Efficacy in Classroom Management	10	0.932	Excellent Reliability
3	Efficacy in Instruction	4	0.901	Excellent Reliability
4	Efficacy in Student Engagement	4	0.924	Excellent Reliability
5	Job Satisfaction	13	0.828	Good Reliability
6	Affects (Emotions)	8	0.842	Good Reliability
7	Purposefulness	6	0.784	Acceptable Reliability
8	Psychosomatic Symptoms	13	0.928	Excellent Reliability
9	Social Function (Colleagues)	5	0.819	Good Reliability
10	Social Function (Principal)	5	0.959	Excellent Reliability
11	Teacher-Student Relations	5	0.877	Good Reliability
12	Feeling of Trust	5	0.921	Excellent Reliability
13	Disciplinary Climate	7	0.921	Excellent Reliability
14	Stress and Burnout	10	0.941	Excellent Reliability

As shown in Table 7, the vast majority of constructs reached **good to excellent reliability**. Constructs such as *Efficacy in Classroom Management*, *Efficacy in Instruction*, *Efficacy in Student Engagement*, *Psychosomatic Symptoms*, *Social Function (Principal)*, *Feeling of Trust*, *Disciplinary Climate*, and *Stress and Burnout* all

demonstrated **excellent reliability** with alpha values exceeding 0.90. This indicates a high degree of internal consistency, suggesting that the items within these subscales reliably measure the same underlying dimensions.

Other constructs, such as Cognitive Dimension, Job Satisfaction, Affects, Social Function (Colleagues), and Teacher–Student Relations, demonstrated good reliability, with alpha values ranging from 0.80 to 0.89. The construct of *Purposefulness* reached **acceptable reliability** ($\alpha = 0.784$), which, while lower than other scales, still indicates that the items form a coherent measure of the construct.

The findings from the reliability analysis affirm that the Teacher Well-Being Survey is a psychometrically valid tool for evaluating teachers' well-being across various domains. The consistently high alpha coefficients suggest that the data obtained from this survey can be reliably utilized to derive significant insights into the well-being of educators within post-disaster educational settings. While minor modifications to the Purposefulness subscale may be warranted to enhance its reliability further, the survey overall exhibits a strong foundation and is appropriate for application in both research and practical contexts.

Validity Considerations

While reliability provides evidence of internal consistency, establishing validity ensures that the instrument measures what it is intended to measure. Several forms of validity were addressed in the design and pilot testing of the Teacher Well-Being Survey:

Content Validity

The items were created based on well-established frameworks of teacher well-being, tailored specifically to the unique context of educational settings following an earthquake. A panel of experts in educational psychology, teacher training, and disaster pedagogy conducted a thorough review, validating the significance and thoroughness of the constructs. This process confirmed that the items effectively captured the intended domains, which include cognitive, efficacy, psychosomatic, social, and emotional well-being.

Face Validity

Pilot participants reported that the items were clear, understandable, and reflective of their lived experiences. Short debriefing interviews revealed that teachers recognised

the survey as a meaningful tool for capturing their professional well-being. This supports the conclusion that the survey has strong face validity.

Construct Validity

The structure of the survey aligns with theoretical models of teacher well-being that conceptualise it as multi-dimensional, integrating cognitive, emotional, physical, and social domains. Convergent validity was indirectly supported by the high internal consistency within related subscales (e.g., strong correlations among efficacy dimensions). Divergent validity is implied by the differentiation of subscales (e.g., psychosomatic symptoms are distinct from efficacy or job satisfaction), although further factor analysis with a larger sample is recommended to confirm the multidimensional structure.

Criterion-related Validity (Preliminary)

While no external standardised measures were included in this pilot, constructs such as *stress and burnout* and *job satisfaction* are theoretically linked to teacher retention and resilience. Future research should test these links by correlating survey results with outcomes such as teacher attrition rates, absenteeism, or standardised stress scales.

3.3.2. Qualitative Phase

Following the analysis of the quantitative data, semi-structured interviews were carried out to gain a more profound insight into the personal experiences of teachers. An interview guide was developed featuring open-ended questions aligned with the research objectives (Patton, 2015). Each interview lasted around 50 minutes and was held both in person and online using Google Meet. With the participants' permission, the interviews were audio-recorded and transcribed verbatim for thematic analysis. These semi-structured interviews complemented the questionnaire by capturing the rich, complex, and individual perspectives of EFL teachers in the aftermath of the earthquake. Surveys offered wide-ranging and general insights, while interviews sought to provide deeper context, leading to a more thorough understanding of teachers' well-being. The interview questions were thoughtfully crafted to explore various aspects of teacher well-being.

- Experiencing personal and emotional challenges, such as difficulty concentrating at work, stress, and coping.
- Institutional and systemic variables, such as organisational support and professional growth.
- Relational and social support from family, students, colleagues, and the social environment.
- Preparing pre-service and in-service teachers for future calamities is an example of proactive resilience strategies.

The questions were intentionally crafted to be open-ended, fostering an environment where participants could articulate their experiences in their own language. This approach allows for the emergence of unexpected yet significant themes within their responses. Interviews play a crucial role in educational research related to disasters, as they offer participants the opportunity to convey personal meanings and interpretations that standardised surveys often overlook. This method allows researchers to engage with emotional and contextually sensitive experiences, including aspects such as trauma, resilience, and avenues for recovery. Furthermore, interviews yield intricate descriptions that reflect the complexities of teachers' well-being in the aftermath of a disaster. Creswell and Poth (2018) emphasise that qualitative interviews are particularly valuable for researchers seeking a deep understanding of participants' lived experiences and perspectives, particularly when emotions and identities play a significant role. The primary aim of these interviews was to capture the complex dimensions of teacher well-being in the aftermath of the earthquake. The study seeks to uncover the psychological, social, and institutional resources available to teachers by exploring individual coping mechanisms and systemic responses. It addresses the challenges and barriers encountered in both their professional and personal lives, while also prioritizing the enhancement of teacher training and support during crises, with the intention of guiding future policy and practice.

Rationale for Mixed-Methods Design

The present research employed a mixed-methods approach, combining quantitative survey data with qualitative interview narratives to create a thorough understanding of the well-being of English as a Foreign Language (EFL) teachers in a post-disaster context. The quantitative data gathered from the questionnaires offered a wide-ranging overview,

enabling the researcher to identify overarching patterns, prevalence rates, and measurable trends across a diverse group of educators. Conversely, the qualitative interviews provided a deeper exploration, capturing the personal experiences, emotions, and nuanced perspectives of the individuals involved. By integrating these two types of data, the research addresses the limitations associated with relying solely on statistical generalizations or anecdotal accounts. The employment of both methodologies facilitated triangulation, thereby enabling a more comprehensive understanding of the subject. Survey findings indicating heightened stress levels or diminished concentration can be enhanced and contextualised through the incorporation of interview testimonials, thereby augmenting the reliability and credibility of the results (Creswell & Clark, 2017). The two methodologies complemented one another: the survey identified existing patterns of well-being, while the interviews provided insights into the reasons and mechanisms behind these experiences. Together, they fostered a more nuanced and in-depth understanding of teacher well-being, resilience, and professional identity in the aftermath of the earthquake.

Mixed-methods approaches are advantageous for research in disaster-related education as they encompass both quantifiable impacts of the crisis (such as stress levels and job satisfaction) and the qualitative experiences of coping and resilience. This comprehensive perspective ensures that the findings of the study are grounded in both empirical data and the lived realities of individuals, thereby informing policy, practice, and future preparedness for disasters.

The Interview

Debasish and Das (2009) characterize an interview as a qualitative method that facilitates interaction between researchers and participants to gather insights on a specific subject. Additionally, various researchers have emphasized that interviews, as a data collection technique, can yield substantial information suitable for qualitative analysis. Consequently, the current study opted for an open-ended, semi-structured interview as one of its two data collection instruments, as it is conducive to eliciting comprehensive information. The phrase "in-depth" is frequently utilized in research contexts to denote comprehensive, informative, or systematically organized data that has undergone thorough examination (Debasish & Das, 2009). The objective of the interviews was to enhance the understanding of the quantitative outcomes by delving into the emotional responses associated with them. Wood and Ross-Kerr (2010) assert that semi-structured

interviews enable researchers to gather more holistic data. When faced with ambiguous responses, the interviewer has the opportunity to request further clarification or elaboration. A notable benefit of conducting interviews is the incorporation of synchronous dialogue, which allows the interviewer to capture insights from nonverbal cues. Moreover, Lave and Wenger (1991) highlight that individual narratives play a crucial role in shaping one's identity and illustrating active engagement. Consequently, the interview process was characterized by both interpretative and participatory elements. The volunteers were provided with foundational information regarding the research topic. Coordinating and overseeing sessions with nineteen participants proved to be challenging; however, it was an enriching experience that substantially enhanced the study. All educators expressed a preference for being interviewed in their native language (L1) instead of English. They emphasized that this choice would allow them to articulate their perspectives, practices, and suggestions with greater depth and ease. The use of open-ended questions enabled the researcher to offer prompts when necessary, while still preventing the conversation from being overly controlled. Attentive listening to the participant is crucial for achieving a deeper comprehension of their perspectives. By fostering an environment of interaction throughout the interview rather than exerting dominance, a more organic and fluid dialogue was facilitated (Dörnyei, 2007).

Consequently, the interviews, conducted both online and in person, were recorded on video with the prior approval of the participating educators. Additionally, the researcher efficiently transcribed the recorded interviews. All transcriptions were performed manually. Furthermore, the researcher dedicated ample time to identifying features of narrative coherence to prevent the misinterpretation of participants' views or perspectives. Despite experiencing minor internet connectivity problems, no significant challenges arose during the process. Despite the fact that most interviews were conducted online, participants' facial expressions remained clearly visible. Attention was paid to body language and tone of voice, and questions were posed with sensitivity to mitigate any pressure on participants to provide specific responses or conform to anticipated behaviours. Additionally, some participants sought further clarification or elaboration to enable them to deliver pertinent answers. While a few individuals did not respond succinctly to the queries, encouraging them to expand on their answers yielded richer insights and intriguing perspectives. The inquiries were presented in a relaxed atmosphere, with prompts utilised as necessary. Furthermore, participants were invited to share any recommendations they might have.

Mapping of Interview Questions to Research Questions

Table 8 presents the alignment between the interview and corresponding research questions (RQs). This mapping ensures that each interview question addresses specific research objectives and supports the systematic qualitative analysis process.

Table 8.

Alignment of Interview Questions with RQs

Interview Question	Related Research Question(s)
1. Could you please tell me about the most significant factors that affected your well-being after the earthquake? Why and how do you think the factors affected your well-being?	RQ1, RQ2, RQ4
2. What do you think the role of organisational support is in your school (school management, colleagues, administrative staff, etc.)?	RQ2
3. Did you get any support from professional development courses/activities to promote your well-being after the earthquake? If yes, was it worthwhile? If not, would it be helpful? If yes, how?	RQ2
4. How do you perceive the roles of your family members, students, and any social environment in maintaining your well-being after the earthquake?	RQ2
5. How do you perceive the roles of your students, if any, in maintaining your well-being after the earthquake?	RQ2
6. How do you perceive the roles of your social environment, if any, in maintaining your well-being after the earthquake?	RQ2
7. Did you experience systemic challenges and/or problems after the earthquake? If so, have you been able to overcome them? If so, how did you manage this?	RQ1, RQ2
8. Did you have any specific personal and/or social resources you relied on to maintain your well-being in the school? If so, please explain them in detail.	RQ1, RQ2, RQ4
9. How do you feel considering your capacity to concentrate at work?	RQ1
10. Can you please discuss your efficiency in managing the classroom, instruction and student engagement?	RQ1
11. Are you satisfied with your job? To what extent?	RQ1

12. Do you feel any differences in your relationship with your colleagues, students, and principal regarding the level of socialising?	RQ1, RQ2, RQ4
13. What would motivate you most right now?	RQ1, RQ4
14. What would you most like to be done for you immediately after the earthquake? What expectations did you have, which were met, which were not?	RQ2, RQ3
15. What practices do you think can be taken to help pre-service English teachers become resilient and strong in the face of a natural disaster that may occur in the future?	RQ3, RQ4, RQ5
16. What practices do you think can be taken to help English teachers become resilient and strong in the face of a natural disaster that may occur in the future?	RQ3, RQ4, RQ5

The alignment of interview questions with research topics enhances the methodological rigour of the study, while also clarifying the logical and systematic organisation of the qualitative phase. This design strengthens the validity, transparency, and analytical depth of the data collection process by ensuring that each interview prompt is explicitly linked to specific research objectives. Such methodological coherence provides a robust foundation for the subsequent analysis and interpretation of findings.

3.4. Data Analysis Procedures

To maintain methodological rigour and ensure coherence between the quantitative and qualitative aspects of the study, we established specific data analysis procedures. Each dataset was thoroughly examined to emphasise its distinct contributions, which supported a more comprehensive understanding of teachers' well-being in a post-disaster environment before integrating the findings for interpretation. For the qualitative analysis, we employed a thematic analysis approach to delve into the participants' lived experiences. This process involved coding the interview transcripts to uncover common themes and patterns that emerged from the teachers' narratives. By centring on their personal stories, we sought to reveal the emotional and psychological effects of the disaster, as well as the coping mechanisms they adopted. To enhance the credibility of our qualitative findings, we also conducted member checks, ensuring that the interpretations accurately represented participants' true experiences.

On the quantitative side, we implemented a range of statistical analyses to recognise trends and correlations related to teachers' well-being before and after the disaster. We computed descriptive statistics to summarise the data. This quantitative assessment aimed to provide a clearer understanding of the overall patterns impacting teachers' mental health and job satisfaction in the aftermath of the disaster. Furthermore, we employed triangulation methods to integrate both quantitative and qualitative data, enriching our understanding of the findings. This methodological combination allowed for a more nuanced interpretation, illustrating how statistical trends aligned with the personal experiences shared by the teachers. The subsequent subsections contain detailed explanations of the analytical methods used for both components, ensuring transparency and clarity throughout the research process. By integrating these approaches, the study aimed to construct a holistic view of the challenges faced by educators following a disaster, ultimately helping to inform strategies for supporting their well-being in similar situations.

3.4.1. Quantitative Data Analysis

The quantitative data underwent a thorough analysis using the Statistical Package for the Social Sciences (SPSS), which facilitated a detailed exploration of the research outcomes. Descriptive statistics, such as means, frequencies, and standard deviations, were applied to effectively summarise the characteristics of the participants and the principal variables. Additionally, inferential statistics were employed to investigate the relationships among various factors linked to teacher well-being and their recovery experiences.

The study employed a multifaceted approach, enabling the separate and simultaneous examination of both quantitative and qualitative data. Initially, efforts were made to confirm and validate the data collected, thereby enhancing the dependability of the findings. Subsequently, descriptive statistics were used to systematically gather and present essential metrics, including frequencies, accurate percentages, means, and standard deviations, thereby offering a detailed and insightful overview of the results and deepening the understanding of participants' experiences.

3.4.2. Qualitative Data Analysis

Qualitative interview data were analyzed using thematic analysis in line with the six-phase framework established by Braun and Clarke (2006). The phases included (1)

becoming acquainted with the data, (2) generating initial codes, (3) identifying themes, (4) reviewing themes, (5) defining and naming themes, and (6) compiling the report. An inductive coding strategy was employed, enabling themes to emerge naturally from the participants' narratives. To foster trustworthiness, peer debriefing and participant validation were implemented, as highlighted by Lincoln and Guba (1985). Throughout the interpretation phase, the integration of the two data sets was maintained, with qualitative findings enhancing and providing depth to the quantitative results, thereby offering a comprehensive and nuanced perspective on the research issues.

In contrast, the process of content analysis was conducted in several stages. Initially, the interview transcripts were assessed for consistency in the data (Merriam, 1998). Subsequently, the transcripts were meticulously examined to verify that the marked sections were consistently identified. According to Weber (1990), text can be systematically categorized through content analysis, yielding more practical and manageable segments of information. The researcher identified and emphasized key phrases and statements made by the interviewees. Weber (1990) asserts that the foundational theory of content analysis involves organizing the terminology from teachers' responses to semi-structured interview questions into a limited number of content categories. Each category may encompass a varying volume of terms, ranging from few to many. The present study indicates that each category may contain either a small or a large number of codes. Moreover, Weber (1990) emphasizes the precision of the categorization method, which facilitates the drawing of significant inferences from the corresponding section. In pursuit of methodological rigor, the researcher made a concerted effort to ensure that the definitions of terms, sentences, and various textual units within each category were uniform and consistent. This attention to detail was crucial for maintaining the integrity of the analysis. To facilitate the systematic organisation and visualisation of the results, the researcher utilised MAXQDA (VERBI Software, Berlin, Germany), a sophisticated qualitative data analysis software. This tool enabled the researcher to categorise and structure the data effectively, allowing for the organisation of codes and themes into well-defined tabular and graphical formats. Eight visual thematic tables were created to illustrate the hierarchical connections between codes, sub-themes, and overarching themes. These tables were not employed for automated coding; rather, they functioned as visual aids to effectively present the findings in a structured and comprehensible format. Content analysis was utilised due to its multiple advantages. A review of the literature reveals that the significance of communication in social

interactions is emphasised extensively in studies concerning content analysis. It is important to recognise that effective content analysis research often integrates both qualitative and quantitative approaches to textual examination. Nonetheless, some scholars have highlighted challenges associated with content analysis. As noted by Hoskins and Mariano (2004), there are no definitive guidelines for conducting data analysis; each investigation is distinct, and the outcomes are contingent upon the researcher's expertise, insights, observational abilities, and methodological preferences (as cited in Elo & Kyngäs, 2008).

Many researchers contend that content analysis presents greater challenges and complexities than quantitative analysis, largely due to its less systematic and formulaic nature. According to Weber (1990), a variable is deemed relevant as long as it effectively measures or reflects the researcher's intended focus. In this regard, the researcher was diligent in producing valid variables throughout the categorisation phase. Categories were meticulously named, transcripts were organised, and new categories were developed as needed. Saldana (2013) describes a code as a term or phrase that encapsulates essential, significant, summarising, and evocative qualities (p. 3). Consequently, particular care was taken to preserve the inferred meanings and to ensure that the data collected aligned with the findings.

3.5. Ethical Considerations

Ethical approval for this research was granted by the Çukurova University Social and Human Sciences Ethics Committee (see Appendix 5). Prior to their involvement, all participants received comprehensive information regarding the study's objectives, the voluntary nature of their participation, their right to withdraw at any point without repercussions, and the measures implemented to safeguard confidentiality and data security. Informed consent was secured electronically via a standardized consent form before the commencement of data collection. To maintain anonymity and protect privacy, all personal identifiers were eliminated during the transcription and analysis phases. A copy of the informed consent form utilized in this research can be found in (see Appendix 2).

3.6. Data Collection Procedures

The research methodology progressed through multiple phases over a span of roughly two years. Initially, a comprehensive literature review was conducted, followed

by the creation of research instruments and the acquisition of ethical approval from the appropriate committee. This was followed by the primary data collection phase, which incorporated both quantitative surveys and in-depth qualitative interviews. The processes of transcription and analysis were conducted concurrently and iteratively, enabling the insights that emerged to inform further interpretations. The concluding phase concentrated on documenting and integrating the findings within the broader context of post-disaster teacher support.

3.7. Trustworthiness

In qualitative research, the concept of trustworthiness refers to the overall rigor and validity of the study, paralleling the notion of validity found in quantitative research (Creswell, 2002). Given the interpretive and context-sensitive nature of qualitative inquiry, establishing trustworthiness is crucial for ensuring that the findings are credible, meaningful, and ethically responsible. This study utilises the framework proposed by Lincoln and Guba (1985), which delineates four fundamental elements of trustworthiness: credibility, dependability, transferability, and confirmability. Each of these components plays a vital role in enhancing the methodological integrity and soundness of the research. Credibility pertains to the trust in the validity and genuineness of research outcomes. Achieving credibility necessitates thorough engagement with the data, cross-verification of sources, and member validation to confirm that the interpretations accurately represent the participants' genuine experiences. Dependability emphasises the importance of consistency and coherence within the research process, both over time and across various contexts. A comprehensive audit trail that records methodological choices, data collection methods, and analytical processes enhances the study's dependability. Transferability refers to the extent to which the findings can be generalised or applied to different settings or populations. The inclusion of comprehensive, vivid descriptions enables readers to assess the applicability of the findings to their specific contexts. Confirmability refers to the objectivity and impartiality of the data, ensuring that the conclusions drawn are grounded in the participants' experiences rather than influenced by the researcher's personal beliefs or biases. Approaches such as reflexive journaling and independent audits contribute to establishing confirmability.

In the current study, a range of strategies was employed to uphold these principles, which included meticulous documentation of methodologies and validation from participants. These initiatives were designed to promote transparency in the research

process, maintain ethical integrity, and reflect the authentic experiences of the participants, ultimately enhancing the overall credibility of the research.

3.7.1. Thick Description

In qualitative research, the concept of thick description is vital for improving the transferability of findings. This approach entails providing in-depth, contextually rich accounts of participants' lived experiences, as highlighted by Lincoln and Guba (1985). Instead of presenting mere superficial overviews, thick description equips readers with a profound understanding of the participants' realities, enabling them to contemplate how these findings might be applicable to different environments or groups facing analogous situations. This research investigates the professional and emotional well-being of English language educators in Hatay in the aftermath of the catastrophic earthquakes of 2023. Thick description was essential in capturing the complex and varied experiences of each participant. The researcher deliberately included rich contextual information and direct excerpts from semi-structured interviews to maintain the authenticity of participants' voices and to reflect the emotional and social atmosphere surrounding their narratives.

The study placed significant emphasis on illustrating the psychological burdens associated with teaching in the aftermath of a disaster, highlighting experiences of grief, resilience, burnout, and hope. These personal narratives were rich in detail and emotional nuance, enabling readers to fully comprehend the profound uncertainty, sense of responsibility, and adaptability that defined the teachers' lived experiences. By integrating individual testimonies with comprehensive descriptive detail, the research sought to humanize the data, providing insight into how educators reconstructed their professional identities while navigating trauma, loss, and systemic obstacles. This methodological approach allows readers to better connect with the findings and reflect on their applicability in similarly impacted educational environments.

3.7.2. Prolonged Engagement

Creswell and Miller (2000) assert that prolonged engagement is a crucial element of qualitative research, as it allows researchers to gain a profound understanding of both the research environment and its participants, thereby increasing the credibility of their findings. By dedicating extended time to the data sources, researchers can obtain deeper insights into the social and emotional dynamics of the context. This extended interaction

also fosters rapport and trust, which are vital for obtaining genuine and significant responses. In the framework of this research, which examines the well-being of English language educators in Hatay in the aftermath of the 2023 earthquakes, extended engagement was characterised by both methodological and relational dimensions, as well as an element of empathy. The researcher was actively involved throughout each stage of data collection, taking on the roles of both interview facilitator and insightful observer. This ongoing engagement fostered an environment of trust and openness, which was essential in the post-disaster setting where participants were grappling with a range of complex emotions, including grief, fatigue, uncertainty, and resilience. Aware of the sensitive nature of the topic and the vulnerability of the participants, the researcher maintained a strong focus on ethical considerations, emotional attunement, and respectful communication throughout the entire research process. A substantial number of participants expressed a sense of emotional relief during the interviews, emphasising that the discussions created an environment for shared reflection rather than a traditional, formal interrogation. This depth of engagement not only improved the quality of the data collected but also fostered an ethically responsive research environment where participants felt truly recognised and appreciated for their input.

Consequently, the involvement in this study transcended mere time commitment; it evolved into a comprehensive process aimed at promoting mutual understanding. This encompassed creating safe and supportive spaces where participants could openly share their thoughts. Additionally, this approach facilitated the genuine documentation of teachers' lived experiences, ensuring their stories were captured with the thoughtfulness and empathy they warrant. By prioritising emotional safety and openness, the research sought to honour the intricate realities of participants' experiences within the educational field.

3.7.3. Reflexivity

In qualitative research, the researcher plays a critical and inherently impactful role. As the individual tasked with designing, executing, analysing, and interpreting the study, the researcher invariably influences the research process through their positionality, experiences, and assumptions, whether consciously or unconsciously (Merriam, 2009). This phenomenon is referred to as reflexivity, which entails an ongoing process of self-awareness and critical examination of how one's background, beliefs, and emotions might affect the research (Creswell, 2007). In the present study, reflexivity played a significant

role from the earliest stages of the research design. Considering the profoundly emotional and contextually nuanced nature of the subject, specifically the well-being of English language teachers in Hatay following the earthquakes of 2023, the researcher recognized the potential impact of personal bias, empathy, and emotional involvement on the interpretation of data. Prior to commencing data collection, the researcher engaged in reflective practices regarding their experiences with language instruction, educational settings in the aftermath of disasters, and their emotional commitment to the region. These contemplations were systematically documented and revisited throughout the research process to maintain analytical rigor and ethical consideration.

Additionally, instead of serving as a potential source of bias, the researcher's authentic concern for the psychological and professional well-being of the participants was reconceptualised as an instrument for fostering rapport and ensuring emotional safety. This methodology facilitated a more open and genuine sharing of participants' narratives. Concurrently, the researcher engaged in a continuous internal dialogue regarding how their emotional connection to the subject matter might influence their interpretations, and took intentional steps to stay anchored in the data. Additional details regarding the researcher's positionality and ethical considerations will be presented in the following section, titled Researcher's Role. This section will elaborate on personal motivations, possible biases, and approaches employed to mitigate those biases. Such reflexive transparency enables readers to gain a more nuanced understanding of the development of findings and the construction of meaning throughout the study. Within the framework of this mixed-methods design, these strategies were instrumental in supporting the qualitative component of the research.

3.7.4. Peer Debriefing

Although the researcher maintains a deep and ongoing involvement throughout all phases of the research process, it is essential to incorporate external viewpoints to enhance the credibility and integrity of qualitative research. Peer debriefing, often referred to as peer review, entails seeking input from an unbiased and knowledgeable colleague who is not directly engaged in the study yet possesses understanding of the qualitative research methodology (Creswell & Miller, 2000). This individual serves to offer constructive feedback, highlight potential blind spots, and evaluate whether the research design, data collection, analysis, and interpretation are coherent, ethical, and methodologically rigorous (Yıldırım & Şimşek, 1999). In the present study, the profound emotional

complexity of the topic and the sensitive nature of participant accounts underscored the necessity of peer debriefing. To enhance transparency and ensure the trustworthiness of the research process, a colleague of the researcher, who possesses considerable experience in instruction, was invited to oversee and provide feedback throughout the research journey. The peer reviewer was actively involved during critical stages of the research process, including the development of the interview protocol, the coding and thematic analysis procedures, and the interpretation of emotionally charged narratives. Her constructive feedback enabled the researcher to uphold analytical objectivity, challenge underlying assumptions, and enhance the organisation and clarity of the results. Furthermore, her external viewpoint contributed to the ethical considerations of the study by promoting continuous reflexivity and awareness of emotional dynamics. Engaging in collaborative discussions facilitated peer debriefing, which served to strengthen methodological rigour and offered an emotional checkpoint for the researcher navigating the complexities of a post-disaster environment. To ensure the credibility and reliability of the qualitative findings, intercoder reliability was evaluated through a systematic comparison of the coding conducted by the primary researcher with that of an external coder. The qualitative data, comprising 19 interview transcripts, totalled 151 pages. To ensure the validity of the analysis, this identical dataset was provided to a second expert, who was tasked with coding in alignment with the research questions. A comparison was made between the codes developed independently by both the researcher and the second expert, allowing for the identification of both overlapping and non-overlapping codes. Based on these comparisons, inter-coder reliability was computed using Miles and Huberman's (1994) formula $[\text{Inter-Coder Reliability} = (\text{Number of agreements} / (\text{Number of agreements} + \text{Number of disagreements}))]$. The findings indicate a significant degree of concordance between the two coding rounds. Among the 56 identified codes, 44 were found to be either identical or closely comparable, leaving only 12 codes that were unique to one of the coding sets. Consequently, the overall agreement rate ranged from 78% to 80%, surpassing the 70% threshold recommended by Miles and Huberman (1994) for credible qualitative research. This degree of consistency underscores the robustness of the theme structure. Miles and Huberman (1994, p. 64) state that a coding agreement rate exceeding 70% is typically regarded as a robust indicator of reliability in qualitative research. In surpassing this benchmark, the present study indicates that the identified categories and themes are not distinct but instead represent a shared comprehension of the subject matter. For instance, although both coders consistently recognized themes like

"Emotional and Psychological Struggles" and "Institutional Absence and Collapse," certain categories, such as "Gendered Teaching Roles" and "Cultural Resilience," were noted only once. Campbell et al. (2013) suggest that this form of partial overlap serves as a valuable feature of intercoder reliability checks, as it encourages meaningful dialogue and sharpens the delineation of themes, rather than striving for a mechanical uniformity among coders. By integrating intercoder reliability into the analytical framework, this study enhances the validity of its conclusions. The results indicate that, although individual researchers may emphasise varying dimensions of teachers' experiences, fundamental themes, such as psychological fatigue, institutional shortcomings, and pedagogical resilience, consistently emerge across different coders. This alignment fosters confidence that the identified themes accurately reflect recurring elements of the participants' lived experiences rather than representing subjective interpretations.

3.8. Researcher's Role

In mixed-method research, the researcher's role is complex and demands a careful equilibrium between interpretive involvement and methodological rigor. As the primary agent in both the qualitative and quantitative elements of the study, the researcher must uphold ethical transparency, maintain reflexivity, and ensure analytical integrity throughout the research process (Creswell, 2002; Teddlie & Tashakkori, 2011).

In this study, the researcher functioned as both a data collector and an interpreter. This involved the design and execution of surveys, conducting interviews, analysing quantitative data, and interpreting qualitative narratives. This dual role required not only technical skills but also a high degree of emotional awareness, particularly given the context of the research, which focused on the well-being of English language teachers in Hatay following the 2023 earthquakes. Drawing from a professional background in English language instruction and academic research, the researcher possessed an insider's perspective on the challenges and realities faced by the participants. This understanding fostered a sense of rapport and trust throughout the interview process, enabling the emergence of richer and more genuine data. Nonetheless, the researcher was mindful of potential biases and implemented strategies such as reflexive journaling, maintaining an audit trail, and participating in peer debriefing sessions to mitigate these risks. In the quantitative phase, objectivity and reliability were prioritised through careful survey design, adherence to standardised data collection protocols, and using the researcher employed SPSS for comprehensive statistical analysis, ensuring that the survey

instruments used were appropriate for the context and administered ethically. Participant anonymity and data security were prioritized and upheld throughout the entire process.

Additionally, the researcher adopted a reflective approach, synthesizing both qualitative and quantitative data while consistently assessing the potential impact of personal beliefs, prior knowledge, and emotional responses on the interpretation of the findings. By integrating empathetic involvement with a critical analytical perspective, the researcher aimed to maintain the validity and reliability of the findings across both components of the study. The researcher's approach was fundamentally shaped by a dedication to ethical responsibility, methodological rigor, and a focus on human-centred inquiry. This framework facilitated a thorough and respectful investigation into the well-being of English teachers within a post-disaster educational setting.

3.8.1. Reflexive Positioning within the Researcher's Role

As an educator engaged in research, the investigator approached this study with a deep emotional and professional investment in the context, having personally endured the earthquakes in Hatay in 2023. This firsthand experience granted the researcher a heightened sensitivity to the intricate emotional conditions of the participants, many of whom faced significant hardships such as losing their homes, tending to injured family members, or striving to ensure the safety of their children amid the disaster. The collective experiences cultivated a sense of empathy during the interviews, often leading to instances of silence and mutual emotional responses, such as tears, between the researcher and participants. While this closeness facilitated genuine dialogue, it also required the researcher to exercise emotional control. The researcher made a deliberate effort to maintain composure and avoid being intrusive, with the goal of fostering participants' storytelling without allowing personal emotions to dominate the discourse. In profound interpersonal interactions, teachers recounted experiences of saving children from imminent danger due to crumbling structures or their inability to safeguard loved ones, often leading to the emergence of strong emotions. Throughout various interviews, many participants were moved to tears, and the researcher occasionally struggled to contain her own emotions in response. These instances should not be viewed as methodological errors or interruptions, but rather as authentic expressions of shared humanity within a remarkably fragile context.

The process of recruiting participants proved to be quite emotionally fraught. From an initial outreach to around 100 teachers, only 19 ultimately consented to participate,

often after significant reluctance. A number of individuals declined to take part due to various challenges, including living in temporary shelters, attending to elderly or disabled family members, experiencing financial distress, or perceiving such studies as ultimately fruitless. Additionally, many expressed fatigues from prior interviews that did not yield any tangible outcomes. Despite the challenges faced, the educators who chose to participate in this study did so with a strong sense of duty and authenticity. The researcher is deeply appreciative of their involvement under these circumstances. Consequently, the role of the researcher evolved beyond mere data collection to encompass an ethically significant, emotionally taxing, and profoundly respectful act of observation. This study fundamentally recognises the courage and generosity of these educators, whose narratives warrant both academic acknowledgement and empathetic consideration.



CHAPTER IV

FINDINGS

4.1. Introduction

This chapter articulates the findings of the study, synthesizing both quantitative and qualitative data to deliver a thorough understanding of the well-being of EFL teachers in post-earthquake Hatay. Employing a convergent mixed-methods design, the results from each component were initially analysed independently and subsequently interpreted collectively to present a comprehensive view of the teachers' experiences and perceptions. The quantitative data elucidate overarching patterns, tendencies, and relationships among indicators of well-being. Meanwhile, the qualitative narratives enrich the analysis by providing insights into the emotions, meanings, and contextual realities that underpin these numerical trends. The findings are structured into two principal sections. The initial section delineates the quantitative outcomes obtained from a survey conducted with 191 English as a Foreign Language (EFL) instructors in Hatay Province. This segment offers descriptive statistics and frequency analyses that illustrate the levels of occupational well-being among teachers across several domains, such as job satisfaction, self-efficacy, life satisfaction, psychosomatic symptoms, social relationships, and professional motivation. These findings directly address the first and second research questions by examining the overall state of well-being and its variations across different sub-dimensions. The subsequent section presents the qualitative findings obtained from comprehensive semi-structured interviews with 19 educators. This section is organized according to thematic categories that emerged through an inductive coding process and interpretative analysis. These themes reveal the personal significances and contextual factors that inform the survey outcomes, shedding light on teachers' lived experiences of resilience, emotional healing, and professional reintegration following the earthquakes of 2023. Collectively, these two strands of findings offer a comprehensive view of teachers' well-being following a disaster, merging quantitative data with qualitative insights. The quantitative aspect highlights general patterns, while the qualitative component uncovers the personal narratives that underpin those patterns, thereby enhancing the interpretive depth of the study's discussion and its implications.

4.2. Quantitative Findings

The quantitative component of the study examines the overall condition and subdimensions of teacher well-being, specifically assessing how professional, emotional, cognitive, and social indicators were impacted following the disaster. The data collected were analysed utilising the Statistical Package for the Social Sciences (SPSS, version 26), with the findings presented in the form of frequency distributions, percentages, and mean values. The quantitative results are structured according to fundamental dimensions that encompass teachers' professional environment, emotional well-being, job satisfaction, social connectivity, and their motivation to continue in the teaching profession. Each section includes descriptive statistics accompanied by pertinent visual representations to illustrate the distribution of responses. These patterns lay the groundwork for subsequent synthesis with qualitative findings, facilitating a thorough understanding of teachers' well-being in the aftermath of a disaster.

4.2.1. Descriptive Statistics

Participant Demographics

A total of 191 English language teachers participated in the study. Of these, 178 (93.2%) provided informed consent and voluntarily agreed to take part, while nine respondents (4.7%) selected “No.” Since these cases still completed the survey items, they were included in the dataset, suggesting that the “No” responses were likely errors during form completion. Consequently, descriptive and frequency analyses were conducted on the full sample of 191 participants. The gender distribution revealed a clear predominance of female teachers, who constituted 71.2% ($n = 131$) of the valid responses, while male teachers represented 28.8% ($n = 53$). In terms of age, participants were relatively evenly distributed across the four age groups, with the most significant proportion belonging to the 35–40 age range (30.1%), followed by those aged 40 and above (26.3%), 25–30 (24.2%), and 30–35 (19.4%). This distribution indicates that the sample represents a mature and experienced teaching population, combining both early-career and mid-career professionals, thereby enhancing the representativeness of the data.

Regarding teaching levels, nearly half of the participants (48.9%) reported teaching at middle schools, while 29.6% worked in high schools and 21.5% in elementary schools. This reflects the predominance of English instruction in lower secondary education, where language learning becomes a curricular priority. Finally, the majority of teachers

held a Bachelor's degree (87.6%), whereas 12.4% had completed a Master's degree. This educational profile indicates that the majority of participants fulfill the national qualification criteria for English language instruction in Türkiye, though a lesser percentage have engaged in postgraduate education. The demographic information reveals a largely female, mid-career teaching workforce, with significant involvement from middle-school teachers. The diversity observed in terms of age, gender, and institutional levels offers a robust basis for analysing the subsequent quantitative findings.

4.2.2. Findings Based on Frequency and Scale

This section presents the quantitative outcomes derived from frequency and descriptive analyses, following the demographic data overview. The findings are categorised into several critical dimensions that encompass the emotional, cognitive, professional, and social facets of teacher well-being. The subsequent tables illustrate the perceptions and evaluations of English language teachers in Hatay regarding their working conditions, psychological states, and support systems in the aftermath of the 2023 earthquakes. Rather than reiterating theoretical frameworks, this section aims to summarize the identified numerical patterns within the data. The results are organized to underscore trends that will subsequently be enhanced and supplemented by qualitative insights.

4.2.2.1. The Cognitive Dimension of Teachers' Occupational Well-Being

The cognitive dimension constitutes a crucial element of teachers' occupational well-being, reflecting their mental clarity, ability to concentrate, and capacity to manage complex tasks under pressure. In the aftermath of the earthquake, numerous educators encountered not only physical and emotional fatigue but also a noticeable decline in their concentration and decision-making abilities. This aspect is vital, as cognitive functioning is foundational to effective teaching, lesson planning, and responsiveness to the needs of students. Analysing this dimension provides insight into how stress related to disasters can hinder teachers' cognitive performance, which can subsequently influence their professional confidence and everyday classroom practices.

A. Capacity to Concentrate at Work

The cognitive aspect of teachers' well-being pertains to their perceived mental clarity, focus, and capacity to comprehend intricate information in the course of their

duties. In this research, multiple items were employed to evaluate this dimension, uncovering significant differences among participants. Concerning the assertion “I am not thinking as clearly as usual,” a substantial number of educators reported a decline in cognitive sharpness.

Table 9.

Perceived Clarity of Thought

I am not thinking as clearly as usual					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	33	17,3	18,0	18,0
	Seldom	82	42,9	44,8	62,8
	Often	61	31,9	33,3	96,2
	Always	7	3,7	3,8	100,0
	Total	183	95,8	100,0	
Missing	System	8	4,2		
Total		191	100,0		

Specifically, 44.8% reported this feeling *seldom*, and 33.3% *often*, while only 18% stated they *never* experienced such difficulty. This pattern suggests that although cognitive disruption was not constant, many teachers occasionally struggled to maintain mental clarity in their work environment. A similar trend was observed in the item, “*It is easy for me to concentrate.*” Nearly half of the respondents (44%) selected 'often', while 30.4% said 'seldom' and 16.8% said 'always'. Only 8.7% reported *never* finding it easy to concentrate. This suggests that most teachers maintained a moderate to high capacity for attention and focus. A significant portion of the participants continued to face intermittent challenges with concentration, which likely indicates persistent cognitive strain in post-disaster educational environments. When queried about their capacity to engage in complex cognitive tasks, with the statement “*It is hard for me to think about complicated things,*” 50.3% of respondents indicated “seldom,” while 25.9% reported “often.” In contrast, only 19.5% asserted “never.” This observation underscores the notion that, while most individuals did not experience continuous difficulty, many encountered varying degrees of mental fatigue. In contrast, responses to “*I am not getting what I want out of*

my job” highlighted an underlying sense of cognitive disengagement and motivational depletion. The findings reveal that 42.6% of respondents reported seldom experiencing dissatisfaction, while 34.4% indicated they often felt dissatisfied with their professional fulfilment. A smaller proportion, comprising 10.9%, stated that they always felt unhappy in this regard. These results may suggest a psychological interplay between cognitive exhaustion and perceived effectiveness. Furthermore, regarding the statement *"I am thinking slower than usual,"* 36.8% of participants selected seldom, 27% indicated often, and 31.4% claimed they never experienced this phenomenon. The relatively even distribution of responses suggests that diminished cognitive processing affected a significant segment of the respondents.

Table 10.

Perceived Ease of Concentration

It is easy for me to concentrate				Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	Never	16	8,4	8,7	8,7
	Seldom	56	29,3	30,4	39,1
	Often	81	42,4	44,0	83,2
	Always	31	16,2	16,8	100,0
	Total	184	96,3	100,0	
Missing	System	7	3,7		
Total		191	100,0		

In conclusion, the results of this study indicate that while a large majority of teachers did not exhibit severe cognitive impairment, a noteworthy portion encountered occasional or frequent challenges with attention, mental clarity, and the efficiency of their information processing. These difficulties suggest that many teachers are experiencing bouts of cognitive fatigue, which may lead to a temporary decline in mental acuity and overall cognitive capability.

Additionally, these symptoms are often linked to psychological issues such as post-traumatic stress disorder (PTSD), particularly heightened by the demands of a sustained workload. The findings suggest that the teaching profession may be subject to heightened

levels of stress and cognitive strain, underscoring the need for further investigation into how workplace demands affect teachers' mental health and cognitive functions. Addressing these concerns could be vital for fostering a healthier work environment and supporting the overall well-being of educators.

B. Emotional-Cognitive Interference and Job-Related Focus

This subsection explores the extent to which teachers experienced emotional strain and mental preoccupation that interfered with their ability to focus on work tasks. The results indicate a pattern of fluctuating concentration and emotional intrusion into professional cognition. For the item "I am becoming frustrated with parts of my job," almost half of the teachers (43.8%) reported feeling frustrated seldom, while 28.6% indicated often and 8.6% always. Only 18.9% stated that they never felt such frustration. These findings suggest that emotional fatigue and minor job-related irritation were fairly common among participants, reflecting an environment of chronic strain rather than acute burnout. Similarly, the statement "I am pre-occupied" revealed that 38.3% of respondents often felt preoccupied, and another 38.3% seldom did so, showing that nearly four out of five teachers experienced mental distraction to some extent. Only 13.3% reported never being preoccupied, which implies that teachers frequently carried unresolved emotional and cognitive concerns into their daily routines.

The tendency toward distraction was further evident in the item "I am distracted," where almost half of the participants (48.6%) chose seldom and 25.7% often, while only 20.2% selected never. This distribution indicates that, although teachers were generally able to function cognitively, mild and recurring distractions were widespread, most likely due to emotional overload and divided attention. The responses to "I am stressed" emphasise this interpretation: 42.9% reported feeling stressed seldom, 33.7% often, and 13% always. These data illustrate that emotional strain was a consistent, yet moderate-level, presence in teachers' working lives. The cumulative stress levels reported here may also explain the earlier findings of diminished concentration and slower thinking, as described in Section 5.2.1. In contrast, when asked, "I feel focused," 38.5% of teachers selected "often" and 19.2% "always," suggesting that despite stress and frustration, many teachers retained a considerable degree of professional focus and task engagement. However, 33.5% admitted that they seldom felt focused, signalling that sustained attention was not always possible under the prolonged post-disaster pressures. Regarding the statement "I am prone to negative thinking about my job," the survey results indicated

that nearly half of the teachers (46.5%) reported seldom experiencing negative thoughts related to their work. Conversely, 21.1% indicated that they often engage in such thinking, while a mere 8.1% admitted to experiencing these negative thoughts regularly. This pattern suggests that, while negative thinking occurs, it does not overpower their overall cognitive framework, indicating a significant degree of cognitive resilience and emotional self-regulation in response to the challenges posed by their environments and institutional pressures.

Furthermore, a comprehensive examination of this set of survey items reveals a more complex interplay of emotional and cognitive disruptions experienced by the teachers. This interplay suggests moderate levels of stress, persistent frustration, and intermittent distractions that educators encounter while fulfilling their professional responsibilities. Nevertheless, it is evident that there exists a significant dedication to their roles and a consistent focus on their obligations. The results suggest that teachers, despite grappling with psychological interruptions and emotional challenges, exhibit a robust sense of professionalism and cognitive control as they navigate the intricacies of teaching in a post-earthquake context. This capacity to adapt and maintain efficacy in such challenging situations highlights their resilience within the educational sphere.

Table 11.

Frequency Distribution for the Item "I am becoming frustrated with parts of my job"

I am becoming frustrated with parts of my job					
		Frequency		Valid Percent	Cumulative Percent
Valid	Never	35	18,3	18,9	18,9
	Seldom	81	42,4	43,8	62,7
	Often	53	27,7	28,6	91,4
	Always	16	8,4	8,6	100,0
	Total	185	96,9	100,0	
Missing	System	6	3,1		
Total		191	100,0		

C. Efficacy in Classroom Management

This section focuses on teachers' perceptions of their cognitive control and behavioural efficacy in classroom management, which reflect both their attentional regulation and professional self-confidence. The results indicate that most teachers retained a considerable sense of efficacy despite post-disaster fatigue and emotionally demanding working conditions. For the item "*Control disruptive behaviour in the classroom,*" nearly half of the participants (**45%**) stated that they could manage disruptions *to some extent*, and another **30.6%** responded *quite a bit*. Only **8.3%** reported *not at all*. This suggests that although many teachers occasionally struggled with discipline issues, the majority were able to sustain functional classroom control. Such perceived competence demonstrates adaptive coping and professional stability in challenging environments. Responses to "*Make my expectations about student behaviour clear*" further reinforce this sense of control. About **37.4%** of teachers selected *to some extent*, **35.2%** *quite a bit*, and **24.7%** *a lot*, indicating that over half of the participants effectively communicated behavioural expectations to students. The consistency of these results across items suggests that teachers maintained structured classroom communication even amid emotional strain.

Similarly, the item "*Avoid punishing the class*" showed that **35.6%** responded *to some extent* and **30%** *quite a bit*, while **26.1%** indicated *a lot*. The tendency to avoid punitive practices suggests a reflective, self-regulated approach aligned with trauma-informed pedagogy, where emotional attunement and fairness are prioritised over reactionary discipline (Brunzell, Stokes, & Waters, 2019). This finding suggests that teachers exercised cognitive restraint and empathy, striking a balance between authority and care. The results for "*Use non-verbal communication*" revealed that **42.1%** reported using non-verbal cues *to some extent*, **28.7%** *used them quite a bit*, and **19.1%** indicated *that they used them a lot*. The proficient application of non-verbal strategies, including gestures, eye contact, and modulation of tone, indicates that educators were able to adapt their communication styles flexibly in the context of post-crisis environments. The effectiveness of non-verbal communication also serves as an indicator of emotional intelligence and situational awareness, which are crucial elements of cognitive-behavioural well-being in educational settings. Collectively, these observations suggest that teachers' efficacy in classroom management remained robust, bolstered by reflective disciplinary practices, effective communication, and emotional self-regulation. Despite the challenges presented by the earthquake, educators were able to sustain instructional

continuity and manage student behaviour effectively, thereby demonstrating strong professional self-efficacy and adaptive cognitive abilities in disrupted learning environments.

Table 12.

Classroom Management – Perceived Efficacy in Controlling Disruptive Behaviour

Control disruptive behaviour in the classroom					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	15	7,9	8,3	8,3
	To some extend	81	42,4	45,0	53,3
	Quite a bit	55	28,8	30,6	83,9
	A lot	29	15,2	16,1	100,0
	Total	180	94,2	100,0	
Missing	System	11	5,8		
Total		191	100,0		

D. Instructional Engagement and Behavioural Regulation

This section examines how teachers maintained the classroom order and instructional engagement through adaptive behavioural regulation strategies. The findings show a generally high level of self-efficacy and pedagogical flexibility, reflecting teachers' resilience in maintaining learning dynamics after the earthquake. For the statement "*Get students to follow classroom rules,*" more than two-thirds of participants reported positive outcomes: **35.8%** selected *quite a bit* and **30.2%** *a lot*, while only **1.7%** stated *not at all*. These results indicate that most teachers were able to enforce behavioural norms effectively, demonstrating strong situational control and student rapport even under post-crisis stress. Similarly, in the item "*Calm a student who is disruptive or noisy,*" over two-thirds of the respondents reported high efficacy, with **36.1%** responding *quite a bit* and **30%** *a lot*. Only **2.8%** admitted being unable to manage such behaviour. This finding highlights teachers' emotional regulation skills and their ability to maintain composure during challenging classroom interactions (Jennings & Greenberg, 2009). The prevalence of calm, controlled responses align with trauma-informed education principles, where affective attunement replaces punitive discipline.

The pattern continued in "*Maintain eye contact with students,*" where **54.1%** selected "a lot" and 31.5% "quite a bit," showing that over 85% of teachers maintained

high levels of attentional engagement. Maintaining eye contact is both a communicative and emotional strategy; one that fosters connection, classroom trust, and a sense of presence. These data suggest that teachers remained relationally available and cognitively alert, supporting positive emotional climates for learning. In terms of pedagogical motivation, the statement *“Build excitement for content and activities”* revealed that **37.6%** chose “quite a bit” and 33.7% chose “a lot”, indicating sustained enthusiasm for teaching. Despite the psychological exhaustion associated with disaster recovery, teachers’ continued ability to energise students points to meaningful engagement and professional passion, key markers of flourishing in education (Seligman, 2011).

Lastly, the item *“Offer different types of free study time”* showed **35.6%** as “quite a bit” and 23.3% as “a lot”, suggesting that many teachers encouraged learner autonomy and flexibility. This flexibility in teaching methods reflects a cognitive openness and a thoughtful ability to address the needs of students, aligning with the principles of teacher autonomy and a student-centred approach to learning (Ryan & Deci, 2002). When combined, these findings indicate that teachers are pedagogically adaptable, emotionally resilient, and instructionally engaged, maintaining motivation and discipline in challenging, resource-constrained environments. Such cognitive-behavioural balance shows that teachers can maintain essential components of professional agency and well-being through reflective and student-responsive practices, even in post-disaster situations.

Table 13. *Frequency Distribution for the Item “Get students to follow classroom rules”*

Get students to follow classroom rules					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	3	1,6	1,7	1,7
	To some extend	58	30,4	32,4	34,1
	Quite a bit	64	33,5	35,8	69,8
	A lot	54	28,3	30,2	100,0
	Total	179	93,7	100,0	
Missing	System	12	6,3		
Total		191	100,0		

E. Efficacy in Instruction

Instructional efficacy refers to teachers' perceived ability to design, deliver, and adapt pedagogical practices that effectively facilitate student learning. In this study, teachers generally demonstrated a high level of instructional confidence and adaptability, suggesting strong cognitive and professional functioning even in disrupted post-earthquake contexts. For the item "*Address bad behaviour quickly,*" about one-third of the teachers (**35.9%**) reported being able to respond to misbehaviour quite a bit, and another 19.3% reported being able to answer *a lot*. A further **35.9%** indicated *to some extent*, whereas only **8.8%** reported *not at all*. This distribution shows that most teachers were capable of handling behavioural challenges promptly, reflecting both situational awareness and cognitive agility in maintaining classroom order. The statement "*Make up good questions for my students*" received similarly high ratings. Nearly **41%** of the teachers chose "quite a bit," and 38.1% chose "a lot," indicating strong instructional creativity and mental engagement in lesson planning. Only **1.1%** reported never feeling capable of designing good questions.

Likewise, "*Use a variety of assessment strategies*" was rated *quite a bit* by **35.7%** and *a lot* by **33%**, showing that over two-thirds of the participants actively diversified their evaluation methods. This adaptability in assessment practices highlights reflective teaching and cognitive flexibility, key attributes of effective instruction (Bandura, 1997). When asked about their ability to adapt explanations, teachers' responses to "*Provide an alternative explanation when students are confused*" were robust: **56.9%** answered *a lot* and **31.5%** *quite a bit*. Only **1.1%** stated *not at all*. This overwhelming majority indicates that teachers maintained deep subject mastery and pedagogical sensitivity, readily adjusting their instructional approaches to meet student needs, a hallmark of high instructional efficacy and cognitive responsiveness.

Table 14.

Instructional Adaptability – Providing Alternative Explanations for Confused Students

Provide an alternative explanation for example when students are confused					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	2	1,0	1,1	1,1
	To some extend	19	9,9	10,5	11,6
	Quite a bit	57	29,8	31,5	43,1
	A lot	103	53,9	56,9	100,0
	Total	181	94,8	100,0	
Missing	System	10	5,2		
Total		191	100,0		

Similarly, “*Implement alternative instructional strategies in my classroom*” revealed that 40.3% of teachers felt it was a lot and 33.1% felt it was *quite a bit*, confirming that teachers embraced flexibility and innovation. This willingness to engage in pedagogical experimentation indicates that teachers maintained cognitive resilience and a strong commitment to their profession, even in the challenging context of post-disaster teaching. Consequently, the findings reveal that teachers exhibited strong instructional effectiveness, marked by their adaptability, problem-solving skills, and reflective decision-making abilities. Despite experiencing cognitive fatigue in other areas, their capacity to continue delivering creative and impactful teaching highlights that professional expertise and intrinsic motivation played key roles in supporting cognitive well-being and resilience after the crisis (Day & Gu, 2013; Mercer & Gregersen 2023).

Table 15.

Theme 7: Meaning-Making and Reflective Growth

Address bad behavior quickly					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	16	8,4	8,8	8,8
	To some extend	65	34,0	35,9	44,8
	Quite a bit	65	34,0	35,9	80,7
	A lot	35	18,3	19,3	100,0
	Total	181	94,8	100,0	
Missing	System	10	5,2		
Total		191	100,0		

F. Efficacy in Student Engagement

This subsection analyzes the degree to which teachers successfully engaged their students on cognitive and emotional levels, thereby promoting motivation, confidence, and the development of higher-order thinking skills. The findings reveal that the majority of participants exhibited strong beliefs in their ability to motivate learners and maintain a positive classroom environment, even amid the challenges posed by post-earthquake circumstances. Specifically, in relation to the statement “Get students to believe they can do well in schoolwork,” over half of the respondents (50.6%) indicated 'a lot,' while 36.1% responded with 'quite a bit,' and only 1.1% selected 'not at all.' These results imply that teachers were largely effective in their efforts.

Table 16.

Student Engagement – Encouraging Students’ Belief in Their Academic Abilities

Get students to believe they can do well in school work					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	2	1,0	1,1	1,1
	To some extend	22	11,5	12,2	13,3
	Quite a bit	65	34,0	36,1	49,4
	A lot	91	47,6	50,6	100,0
	Total	180	94,2	100,0	
Missing	System	11	5,8		
Total		191	100,0		

Similarly, for the statement “*Help my students value learning,*” nearly two-thirds of teachers (60.3%) chose “a lot,” and another 31.8% chose “quite a bit.” This notably encouraging trend suggests that educators not only sustained their enthusiasm for instruction but also successfully conveyed this motivation to their students, enabling them to find significance and purpose in their learning throughout the recovery phase of education. In the survey titled “*Motivate students who exhibit low interest in academic work,*” nearly half of the teachers (47.8%) reported a strong commitment, while 37.2% indicated a substantial effort. These elevated rates of motivation and efficacy demonstrate that teachers persisted in addressing student disengagement with both proactive strategies and empathy, exemplifying a blend of cognitive adaptability and emotional resilience. In the section titled “*Help students think critically,*” the survey results once more demonstrated a robust sense of pedagogical confidence among educators. Specifically, 50% of respondents indicated they could stimulate analytical thinking “a lot,” while 36.7% reported doing so “quite a bit.” This data suggests that a significant proportion of teachers view themselves as effective in fostering inquiry and critical analysis among their students. Overall, these findings depict a profile of teachers characterized by strong instructional efficacy, persistent motivational vigour, and resilience focused on student engagement. In spite of challenges posed by environmental instability and personal difficulties, educators succeeded in maintaining student engagement.

The quantitative results related to the cognitive dimension reveal that English language educators in Hatay typically exhibited moderate to elevated levels of cognitive well-being, notwithstanding the enduring effects of the earthquakes. Educators exhibited notable mental flexibility and reflective practice across six distinct sub-dimensions: concentration, cognitive clarity, behavioural regulation, instructional efficacy, decision-making, and student engagement. A portion of the participants reported encountering temporary difficulties with concentration, information processing, and problem-solving. However, these challenges seemed to be context-dependent rather than reflective of a persistent condition, primarily linked to emotional strain and the pressures of continuous recovery. It is worth noting that the majority of participants exhibited consistent attention, cognitive adaptability, and persistence in tasks, underscoring their capability to think clearly and react appropriately in challenging educational settings. The elevated self-efficacy scores of teachers in areas such as classroom management and instructional engagement indicate that their professional competence served as a protective factor against cognitive fatigue. Numerous educators expressed their capability to employ diverse strategies, deliver innovative explanations, and sustain student motivation, which exemplifies a type of functional resilience within their professional thought processes. Furthermore, the findings regarding student engagement reveal that teachers' cognitive energy was not solely self-sustaining; rather, it was also directed towards relational aspects, as they invested their efforts in motivating students and cultivating meaningful interactions. This pattern indicates that cognitive well-being is significantly linked to intrinsic motivation, a sense of moral purpose, and emotional engagement in the success of students. In conclusion, despite the challenges posed by the post-disaster environment impacting mental clarity and focus, educators demonstrated remarkable cognitive resilience and reflective professionalism. Their ongoing problem-solving, decision-making, and innovative instructional approaches highlight an adaptive balance between stress and purpose. This ability to maintain cognitive endurance is essential for comprehending the emotional and subjective dimensions of teacher well-being, as explored in the subsequent section.

4.2.2.2. The Subjective Dimension of Teachers' Occupational Well-Being

The subjective dimension of teacher well-being is essential, encompassing the internal emotional and motivational factors that shape their professional lives. It influences perceptions of purpose, job satisfaction, and emotional connections; key

elements for commitment, engagement, and resilience. Following the earthquake, these evaluations became increasingly significant, as teachers faced personal losses while meeting their professional obligations. Analyzing this dimension is crucial to understanding how educators can maintain their sense of meaning, pride, and professional identity amid extraordinary challenges, ultimately supporting their well-being and effectiveness in the classroom.

A. Job Satisfaction

The subjective dimension examines educators' emotional and attitudinal assessments of their profession, focusing on their feelings of satisfaction, pride, and alignment with their teaching roles. The findings suggest that a significant number of teachers find lasting professional fulfillment even in the face of challenges, though a small percentage conveyed lingering uncertainties or emotional exhaustion. When responding to the statement, "The advantages of being a teacher clearly outweigh the disadvantages," most participants expressed favorable views. 56.9% agreed and 11% strongly agreed, whereas 23.8% disagreed and only 8.3% strongly disagreed. These figures suggest that teachers generally viewed their profession as rewarding, even when confronted with systemic constraints and emotional hardship. Such optimism reflects a deep vocational commitment. Similarly, in the item "If I could decide again, I would still choose to work as a teacher," nearly two-thirds of the respondents (44.2% agree, 23.8% strongly agree) expressed a renewed commitment to their profession. Only about one-third indicated hesitation or regret (22.1% disagree, 9.9% strongly disagree). This pattern clearly articulates the essential nature of occupational resilience, which empowers individuals to confidently reaffirm their career choices in the face of external challenges and personal losses.

Table 17.

*Occupational Well-Being – Retrospective Career Satisfaction***If I could decide again, I would still choose to work as a teacher.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	18	9,4	9,9	9,9
	Disagree	40	20,9	22,1	32,0
	Agree	80	41,9	44,2	76,2
	Strongly agree	43	22,5	23,8	100,0
	Total	181	94,8	100,0	
Missing	System	10	5,2		
Total		191	100,0		

The reverse-coded statement “*I regret that I decided to become a teacher*” further supports this conclusion: 81.2% of teachers strongly disagreed or disagreed with the statement, while only 17.7% agreed and 1.1% *strongly agreed*. These results reveal that feelings of regret were rare, indicating that the profession continues to serve as a meaningful source of identity and purpose. For responses to “I have changed my mindset on teaching,” the variations were more varied. While 41.9% agreed and 4.5% strongly agreed, a notable portion (38%) *disagreed*. This suggests that certain educators underwent a transformative shift in their understanding of teaching, indicating a cognitive adaptation rather than a sign of disillusionment.

Adaptation following a crisis typically entails a reevaluation of one’s professional perspective, which can remain compatible with ongoing job satisfaction. On the other hand, in the item “*I wonder whether it would have been better to choose another profession*,” most teachers rejected the notion, with 38.5% disagreeing and 21.2% *strongly disagreeing*. Despite the generally positive feedback from teachers, a significant segment of the respondents (31.8%) indicated some level of agreement, while an additional 8.4% expressed strong agreement with the sentiments of uncertainty or career fatigue. This highlights the existence of a small but noteworthy group dealing with these challenges, which often arise in the wake of extended disaster recovery efforts.

These findings shed light on the characteristics of a largely fulfilled and committed teaching workforce, distinguished by a deep appreciation for their roles, an ongoing

dedication to personal and professional development, and a remarkable capacity for psychological resilience in the face of challenging times. Although some respondents displayed hints of professional doubt, the predominant message remains one of affirmation and strength. This suggests that, for many educators, teaching is not merely a job but a significant vocation and an important coping mechanism amid the challenges of recovering from the earthquake in Hatay. The dual role of teaching in this context underscores the importance of continued support and recognition for educators as they navigate the complex landscape of post-disaster recovery, which also impacts the students and communities they serve.

Table 18.

Occupational Well-Being – Perceived Advantages of the Teaching Profession

The advantages of being a teacher clearly outweigh the disadvantages.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	15	7,9	8,3	8,3
	Disagree	43	22,5	23,8	32,0
	Agree	103	53,9	56,9	89,0
	Strongly agree	20	10,5	11,0	100,0
	Total	181	94,8	100,0	
Missing	System	10	5,2		
Total		191	100,0		

B. Sense of Professional Value and Identity

This subsection examines educators' perspectives on their professional significance, the support they receive from their institutions, and their role within the educational landscape. The findings indicate a nuanced interaction between personal fulfillment and the widespread perception of the teaching profession as undervalued by society, revealing an emotional and systemic tension. The item *“I think that the teaching profession is valued in society”* revealed that only a small minority perceived high societal appreciation: 20% *agreed*, and 10.6% *strongly agreed*. In contrast, 33.9% *strongly disagreed* and 35.6% *disagreed*, meaning that nearly 70% of participants felt that teaching

is not adequately respected in Turkish society. This perceived lack of recognition may represent a significant external factor that undermines teachers' well-being. However, when focusing on *personal satisfaction and institutional belonging*, the responses were much more positive. In “*All in all, I am satisfied with my job*,” almost two-thirds of teachers agreed (48.6% agree, 16% strongly agree), while only about one-third were dissatisfied. Similarly, “*I enjoy working at this school*” elicited 46.4% agree and 22.7% strongly agree responses, indicating that even amid societal undervaluation, most teachers derived intrinsic fulfilment and local collegial support from their workplace. The data indicate that fulfilment and a sense of belonging are more effectively fostered through interpersonal relationships at a micro level rather than through perceptions of status at a macro level.

Table 19.

Occupational Well-Being – Overall Job Satisfaction

All in all, I am satisfied with my job.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	15	7,9	8,3	8,3
	Disagree	49	25,7	27,1	35,4
	Agree	88	46,1	48,6	84,0
	Strongly agree	29	15,2	16,0	100,0
	Total	181	94,8	100,0	
Missing	System	10	5,2		
Total		191	100,0		

The statement “*I would like to change to another school if that were possible*” received mixed reactions, with 62.2% strongly disagreeing or disagreeing, and approximately 37.8% expressing some desire to move. This points to differentiated institutional experiences: while most teachers felt comfortable and supported in their schools, a notable minority sought change, possibly due to inadequate leadership or post-disaster management issues, as reflected in the qualitative data. Strong attachment to current institutions is further underscored by responses to “*I have an attractive and*

supportive school” and *“I would recommend my school as a good place to work.”* In both cases, approximately 47–48% agreed and 20% *strongly agreed*, suggesting that teachers perceive their schools as generally positive environments. Importantly, *“I am satisfied with my performance in my school”* received the highest endorsement, with 53.3% *agree* and 21.7% *strongly agree*, showing that self-efficacy and professional pride remain intact.

In summary, a dual perspective emerges: although teachers perceived themselves as undervalued within the larger societal framework, they derived significant personal and professional satisfaction from their experiences within their schools. This fulfilment is primarily rooted in their interpersonal relationships, professional efficacy, and sense of purpose, rather than reliance on external recognition. This observation aligns with existing literature on teacher identity, which underscores that intrinsic meaning-making and collegial connections frequently offset systemic shortcomings. Therefore, the subjective aspect of well-being among teachers in Hatay illustrates a form of resilient professionalism; they maintain a sense of purpose and pride not due to societal acknowledgement, but often in spite of its absence.

Table 20.

Occupational Well-Being – Perceived Societal Value of the Teaching Profession

I think that the teaching profession is valued in society.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	61	31,9	33,9	33,9
	Disagree	64	33,5	35,6	69,4
	Agree	36	18,8	20,0	89,4
	Strongly agree	19	9,9	10,6	100,0
	Total	180	94,2	100,0	
Missing	System	11	5,8		
Total		191	100,0		

In addition to perceptions of professional value and institutional belonging, teachers also expressed strong confidence in the safety and emotional stability of their working environments. The item *“I have a safe learning and working climate in my school”*

revealed overwhelmingly positive results: 51.4% of participants *agreed* and 23.2% *strongly agreed*, while only 18.8% *disagreed* and 6.6% *strongly disagreed*. The results suggest that most educators experienced a sense of security, support, and emotional stability in their school environments, which likely functioned as a stabilizing influence during challenging circumstances. Within this framework, while numerous educators expressed a perception of insufficient societal recognition for their profession, their local school settings fostered an atmosphere of stability, security, and mutual trust among colleagues. This micro-level environment served as an essential buffer, alleviating the emotional pressures associated with disaster recovery and reinforcing teachers' sense of identity and purpose.

The research findings related to the subjective aspects of teachers' occupational well-being indicate a predominantly positive emotional disposition toward the teaching profession. This is characterized by a lasting sense of satisfaction, reflective dedication, and a strong affiliation with their institutions, though it is tempered by ongoing sentiments of societal undervaluation. The data collectively suggest that, even in a region significantly impacted by disaster, the majority of English language teachers in Hatay maintained a robust emotional connection to their profession and educational institutions. The majority of respondents expressed the belief that the benefits of the teaching profession surpass its drawbacks, indicating a willingness to choose this career path again if provided with the opportunity. These responses suggest a persistent intrinsic motivation and a strong vocational identity, even amidst structural and psychological challenges. Additionally, the exceptionally low levels of agreement with the statement "*I regret becoming a teacher*" further suggest that feelings of regret and disillusionment were rare among the participants. It appears that educators have redefined the significance of their professional roles by reaffirming their commitment and sense of purpose following periods of crisis, a phenomenon that corresponds with the notion of reflective resilience. Nevertheless, the findings also reveal a significant paradox. A significant number of educators expressed disagreement with the assertion, "*I believe the teaching profession is held in high regard within society*," suggesting that they view their role as socially undervalued, despite personally valuing their work highly. This perception of external devaluation acts as a structural barrier to their subjective well-being; however, it did not significantly undermine teachers' intrinsic motivation or overall satisfaction. Rather, the findings indicate that teachers found greater meaning in their professional lives through

local community engagement and collegial relationships, rather than through societal acknowledgment.

Educators' affirmative reactions to statements such as *"I take pleasure in my work at this school," "I am content with my performance,"* and *"I experience a secure learning and working environment in my school"* underscore the significance of trust at the school level, emotional safety, and collegial support as vital factors for well-being. These micro-level protective elements seem to mitigate the effects of macro-level discontent related to institutional prestige or public recognition. In summary, the subjective viewpoint reveals a teaching workforce that is deeply committed, emotionally invested, and highly regarded professionally, even amidst the adversities presented by the broader context. Their sense of well-being is influenced less by external societal approval and more by intrinsic fulfilment, supportive relationships, and opportunities for reflective development. This enduring sense of purpose and emotion serves as a pathway to the subsequent aspect of teachers' emotional well-being, which delves into the psychological intricacies of their recovery and adaptation in educational environments following an earthquake.

C. Life Satisfaction

The findings on teachers' general life satisfaction show a predominantly neutral-to-moderate level of well-being. When asked *"Overall, how satisfied are you with your life as a whole these days?"* the most significant proportion of participants (23.1%) selected *neither satisfied nor dissatisfied*, followed by 19.2% who were *somewhat satisfied* and 15.4% *mostly happy*. On the other hand, 40.6% of the teachers expressed varying degrees of dissatisfaction. The results of this investigation reveal that, although a portion of educators in Hatay have been able to maintain a certain level of life satisfaction, a significant number are still facing ambivalence and a marked decrease in personal fulfilment in the aftermath of the earthquake. This moderate degree of satisfaction likely reflects the ongoing psychological and environmental challenges present in a region still reeling from the effects of the disaster. These ongoing issues suggest that, while teachers may have achieved a degree of functional stability in their professional roles, their overall emotional health appears to be quite vulnerable. This emotional equilibrium seems to be heavily influenced by their surrounding environment, which remains characterised by uncertainty and stress. Thus, the contrast between their professional stability and emotional instability raises critical questions regarding the long-term effects of these conditions on their mental well-being and job effectiveness.

D. Affects (Emotions)

The affective indicators provide deeper insight into teachers' emotional states. For the item *"I feel cheerful and in good spirits,"* nearly half of the respondents (**48.6%**) chose *seldom*, and another **36%** *often*, while only **4%** reported consistently. Similarly, for the statement *"I feel calm and relaxed,"* over half of the teachers (52.3%) selected *"seldom,"* and 34.7% selected *"often."* These results indicate that positive affect was present but not dominant; teachers could experience moments of calmness and joy, although these were intermittent rather than sustained. Conversely, the negative-affect items revealed noticeable emotional strain. In response to *"I feel anxious,"* more than half of the participants (**51.7%**) selected *often* or *always*, and a similar pattern appeared in *"I feel tired and depressed,"* with **50.9%** indicating frequent or constant fatigue and sadness. The findings indicate a notable prevalence of emotional exhaustion, anxiety, and mood variability among teachers, pointing to the ongoing influence of trauma exposure, workload demands, and systemic instability on their emotional well-being. Collectively, these affective outcomes reveal a teaching workforce struggling to maintain a delicate balance between hope and fatigue, as well as calmness and anxiety. While teachers demonstrate affective resilience through their persistent presence, relational support, and engagement in the classroom, these responses also highlight the critical need for emotional support systems within post-disaster educational contexts.

Table 21.

Frequency Distribution for the Item "Overall, how satisfied are you with your life as a whole these days?"

Overall, how satisfied are you with your life as a whole these days?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely dissatisfied	7	3,7	3,8	3,8
	Mostly dissatisfied	37	19,4	20,3	24,2
	Somewhat dissatisfied	30	15,7	16,5	40,7
	Neither satisfied nor dissatisfied	42	22,0	23,1	63,7
	Somewhat satisfied	35	18,3	19,2	83,0
	Mostly satisfied	28	14,7	15,4	98,4
	Completely satisfied	3	1,6	1,6	100,0
	Total	182	95,3	100,0	
Missing	System	9	4,7		
Total		191	100,0		

In line with the previous findings, teachers' responses to the statement "*I feel overwhelmed*" revealed a moderate yet notable level of emotional overload. Nearly half of the participants (**42.6%**) reported *seldom* feeling overwhelmed, while **36.9%** indicated that they often felt overwhelmed, and 9.1% always felt overwhelmed. This suggests that although most teachers managed to prevent constant burnout, episodic emotional strain was common. These feelings of being overwhelmed are consistent with cumulative post-disaster stress and the emotional demands of caregiving roles, which often heighten teachers' sense of responsibility toward students (Maslach & Leiter, 2016). Despite these signs of fatigue, many participants continued to demonstrate vitality and engagement in their work. For instance, in the item "*I feel active and vigorous*," about **40.8%** reported *often* and **4%** *always*, while **48.9%** said *seldom*. These results reflect a group functioning within a dynamic balance of energy and fatigue, where motivation persists even amid reduced physical and emotional resources. Teachers' ability to sustain activity and vigour supports the notion of "resilient functioning," whereby individuals uphold performance and purpose under challenging conditions (Masten, 2021).

The pattern continued with "*I start the school day feeling fresh and rested*." Although only **7.9%** of teachers reported consistently and **39.9%** *often*, nearly half (**52.3%**) selected *seldom* or *never*, suggesting limited opportunities for full recovery between workdays. The data thus highlight sleep and rest deprivation as underlying factors contributing to fatigue and emotional weariness, a finding frequently echoed in disaster-related well-being research (Norris et al., 2008). Nevertheless, positive engagement remained evident in the responses to "*I am interested and engaged in my daily activities*." A significant proportion of respondents, comprising 46.1%, indicated that they experienced intrinsic interest and motivation in their professional routines 'often,' while 14% reported 'always' feeling this way. This data suggests that a considerable majority maintain a strong passion for their work. In conclusion, teachers are described as individuals experiencing considerable emotional stress while simultaneously exhibiting a strong sense of psychological resilience in their professional duties. They operate within a challenging environment of adaptive tension, working to reconcile their feelings of exhaustion with a quest for meaning and balancing fatigue with a strong motivation to educate. Despite facing ongoing stress and limited chances for recuperation, these educators show a steadfast dedication to their roles. This commitment not only illustrates their ability to cope with occupational challenges but also emphasizes the crucial roles that hope and a sense of purpose serve as emotional stabilizers in their

teaching journeys, especially following a disaster. The interaction between these elements reveals a profound determination to support and guide their students, even in the face of their own difficulties.

E. The Purposefulness

The findings concerning the *purposefulness* dimension highlight the extent to which teachers maintained a sense of direction, meaning, and forward orientation in their professional lives following the earthquake. Despite the prolonged instability in both their personal and institutional environments, the majority of teachers demonstrated a strong intrinsic sense of purpose that anchored their motivation and sustained their professional identity. For the item “*I have a sense of direction and purpose in my work,*” **65.1%** of respondents agreed and **12%** strongly agreed, indicating that nearly four out of five participants perceived their work as meaningful and goal-oriented. This pattern reflects the protective role of *vocational calling* and *professional identity* as enduring sources of motivation even in post-disaster conditions. In contrast, when responding to “*My daily activities often seem trivial and unimportant to me,*” more than half of the teachers (**52.6%**) disagreed, whereas only **31.4%** agreed. These results suggest that although daily routines could occasionally feel monotonous, most teachers continued to attach value and significance to their professional practices.

Regarding future orientation, “*I enjoy making work plans for my future*” yielded more balanced yet still optimistic results: **44.6%** agreed and **10.9%** strongly agreed, while **38.3%** disagreed. This distribution indicates that even under conditions of uncertainty, many teachers maintained *forward-looking engagement* and a sense of professional continuity. Overall, the quantitative evidence reveals that a sustained sense of purpose served as a significant protective factor in teachers’ occupational well-being. Despite systemic disruptions and emotional fatigue, teachers’ belief in the value and direction of their work served as an inner compass, reinforcing resilience and reaffirming their professional commitment. While most teachers reported maintaining a sense of professional purpose, the data also revealed signs of stagnation and existential fatigue. For instance, in response to “*I sometimes feel as if I have done all there is to do at my work,*” more than half of the respondents (**52.9%**) agreed and **6.3%** strongly agreed, suggesting that some participants experienced a perceived plateau in professional growth or opportunities for renewal. Similarly, **25%** agreed and **6.8%** strongly agreed with the statement “*I sometimes feel my job is useless.*” Although the majority disagreed (**68.2%**

in total), the presence of such sentiments underscores an underlying sense of occupational fatigue and meaning depletion.

The results suggest that while the majority of educators upheld their sense of purpose and motivation, a small subset faced challenges related to diminished professional efficacy and existential uncertainty, highlighting the cumulative effects of ongoing emotional and institutional stress. This coexistence of contrasting experiences (commitment alongside fatigue) illustrates the complex nature of well-being in the aftermath of a disaster, where both resilience and exhaustion can coexist within the same professional identities.

4.2.2.3. The Physical and Mental Dimension of Teachers' Occupational Well-Being

The findings under the physical and mental dimensions illustrate the somatic manifestations of teachers' stress and emotional burden after the earthquakes. Psychosomatic indicators, such as headaches, stomachaches, muscle aches, shortness of breath, and high blood pressure, provide tangible evidence of the embodied nature of occupational strain. These results reveal that the impact of professional and environmental stress extends beyond psychological fatigue to measurable physiological discomfort, a pattern well-documented in post-disaster research on occupational well-being. On the other hand, for the item "*Headache,*" symptoms appeared highly prevalent. Nearly **27.6%** of teachers reported experiencing headaches *about once or twice a week*, while an additional **26.4%** experienced them *once or twice a month*. Only **15.5%** reported *never or rarely* suffering from headaches. This distribution suggests that frequent tension-type headaches were one of the most visible psychosomatic consequences of prolonged stress and cognitive overload. Parallely, stomach-related discomfort was common. In the item "*Stomach pain,*" **21.2%** of teachers reported symptoms *once or twice a month*, and **16.5%** experienced them *once or twice a week*. A significant portion of individuals, specifically 36.5%, reported infrequent experiences with gastrointestinal distress, yet the overall data indicate a considerable prevalence of stress-induced gastrointestinal symptoms. These symptoms are often correlated with factors such as anxiety, emotional repression, and irregular eating patterns that follow periods of crisis. Additionally, musculoskeletal discomfort, particularly muscle and back pain, was identified as a common complaint. Notably, the phrase "*Aches and pains such as muscle pain or back pain*" garnered a high frequency of responses, with 26.7% of participants reporting

symptoms on a weekly basis, 20.5% on a monthly basis, and only 15.9% indicating that they rarely experienced such symptoms.

In addition, respiratory and circulatory symptoms reflected the body's heightened stress response. For "*Trouble breathing*," **19.3%** reported experiencing it *once or twice in three months* and **14.8%** *monthly*, while a more minor but significant **4.5%** experienced it *almost daily*. Similarly, "*High blood pressure*" was reported at least occasionally by a substantial minority: **17%** experienced it *every few months* and **11.7%** *monthly*. These results indicate that the physiological activation associated with chronic anxiety and workload pressure may have translated into cardiovascular strain for some participants (Bakker & Demerouti, 2017). The psychosomatic indicators collectively indicate that teachers' well-being extends beyond emotional exhaustion to include persistent physical symptoms. These findings underscore the biopsychosocial model of teacher well-being, highlighting how emotional and cognitive stressors can present as physical tension and physiological disturbances. Consistent with trauma-informed well-being frameworks, the data imply that in the absence of systematic recovery support, stress experienced by teachers in disaster contexts can progressively evolve from mental fatigue to somatic distress.

Table 22.

Frequency and Percent Distribution for Headache Among Teachers

Headache					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never or almost never	27	14,1	15,5	15,5
	About once or twice in three months	37	19,4	21,3	36,8
	About once or twice a month	46	24,1	26,4	63,2
	About once or twice a week	48	25,1	27,6	90,8
	Every day or almost every day	16	8,4	9,2	100,0
	Total	174	91,1	100,0	
Missing	System	17	8,9		
Total		191	100,0		

Note. The majority of teachers (27.6%) reported experiencing headaches once or twice a week, followed by 26.4% who experienced them monthly.

4.2.2.4. The Social Dimension of Teachers' Occupational Well-Being

The social aspect of teachers' occupational well-being has surfaced as a critical yet intricate component in the recovery process following the earthquake. In addition to emotional and cognitive elements, teachers' ability to manage challenges and maintain engagement was significantly influenced by the quality of their relationships within the educational community. Elements such as collegial trust, empathy, and a shared sense of purpose often acted as unrecognised resources that bolstered motivation and mitigated feelings of exhaustion and uncertainty. In these disrupted environments, social connectedness emerged not only as a means for professional collaboration but also as a crucial factor for emotional resilience.

A. Social Function in Relationships (Colleagues)

The quantitative findings regarding collegial relationships reveal a generally positive but contextually fragile social climate among teachers. For the item *"I feel like I was left out of things at my school,"* **51.8%** of respondents disagreed, while **23.8%** agreed, suggesting that most teachers felt included in their professional environments. However, a notable minority experienced partial exclusion. Feelings of social isolation, though not dominant, are critical signals of vulnerability in post-disaster recovery contexts, where inclusion and collegial belonging are essential for psychosocial stability (Mercer & Gregersen 2023). Moreover, positive trends are visible in the overall collegial atmosphere. For *"I get along well with my colleagues,"* **49.1%** agreed and **40.4%** strongly agreed, with only **10.5%** showing disagreement. Similarly, *"My colleagues seem to like me"* elicited overwhelmingly affirmative responses, as **57.3%** agreed and **28.7%** strongly agreed.

The relational quality extended beyond surface-level collegiality to include personal openness. In *"I feel comfortable talking to my colleagues about my life outside of school,"* **52.6%** agreed and **33.9%** strongly agreed, showing that interpersonal trust was well-established across most schools. These social bonds likely contributed to the emotional regulation and resilience of teachers during recovery, consistent with social capital theory and the concept of collective efficacy in educational settings (Bandura, 1997). Conversely, the statement *"I feel awkward and out of place in my school"* had **50.6%** disagreement and only **18.8%** agreement, further underscoring that while some teachers encountered discomfort, most reported social integration and a sense of

belonging. This aligns with qualitative evidence that collegial empathy and shared trauma experiences fostered mutual understanding within staff communities.

B. Social Function in Relationships (Principal)

The data related to relationships with school principals present a slightly more complex picture. Teachers generally perceived their principals as supportive but not always consistently attentive. For “*My principal shows appreciation for my work,*” **52.9%** agreed and **24.1%** strongly agreed, whereas **23%** expressed some level of disagreement. Similarly, “*My principal makes me feel welcome at my school*” received a combined **78.9%** positive response, but nearly one in five teachers disagreed, indicating uneven support for leadership.

The statement “*My principal is interested in how I am doing*” showed that **52.6%** agreed and **21.6%** strongly agreed, reflecting a generally empathic leadership climate. However, “*My principal is aware of my needs*” revealed slightly lower affirmation, with **46.5%** agreement and **21.2%** strong agreement, suggesting that while recognition existed, practical responsiveness to individual needs was sometimes lacking. The findings indicate that while collegial networks offer significant emotional support, the institutional leadership, despite being constructive, does not consistently incorporate trauma-informed practices. The data suggest that there is a pressing need for principals to engage in specialised training focused on empathetic leadership, teacher motivation, and well-being management, especially in educational contexts following a crisis. This assessment aligns with existing research that underscores the vital role of leadership in enhancing teacher morale and promoting professional development (Mercer & Gregersen, 2023).

Teachers’ responses to items concerning their principals reflected a moderately positive perception of leadership. For instance, 48.5% of teachers agreed and 25.4% strongly agreed that their principals treated teaching staff as professionals, whereas about 26% disagreed. This pattern suggests that, while the majority of educators felt institutionally respected and valued, a notable proportion still perceived themselves as receiving insufficient professional recognition. Similarly, 52.9% of participants agreed and 24.1% strongly agreed that their principals showed appreciation for their work, and 52.6% agreed that their principals were interested in their well-being. However, only 46.5% indicated that their principals were aware of their personal needs. The findings suggest that while school leadership is generally perceived as respectful, it does not consistently offer emotional support. Teachers valued formal acknowledgment but sought

more empathetic and trauma-informed interactions from their administrators. This perspective supports the views of Mercer & Gregersen (2023) and Day & Gu (2013), which emphasize that sustainable teacher well-being relies on leadership practices that integrate professional respect with emotional awareness, particularly in post-disaster situations where personal connections are as crucial as organizational structure.

C. Teacher–Student Relations

Teacher-student relationships have proven to be a fundamental aspect of teachers' social well-being. The data consistently indicate strong levels of emotional engagement, empathy, and reciprocal respect between teachers and students, highlighting that the interpersonal aspect of teaching continues to be a key source of purpose and resilience, even in challenging circumstances.

For the statement *“I am genuinely interested in how my students are doing,”* a striking **93%** of participants either *agreed* (52.9%) or *strongly agreed* (40.1%). Similarly, *“If my students walked into my classes upset, I would be concerned about them”* elicited a combined **96.5%** positive response, illustrating a deeply ingrained sense of care and emotional attunement. Educators also displayed a strong intrinsic motivation in their interactions with learners. In response to the statement *“I enjoy teaching the students at my school,”* 86% answered affirmatively, whereas only 14% showed disagreement. Similarly, 81.9% conveyed enthusiasm about the prospect of teaching their students again in the future, indicating that positive teacher-student interactions enhanced their professional satisfaction and emotional continuity (Day & Gu, 2013; Seligman, 2011).

Perceived respect from students was another significant aspect. The item *“The students at my school are respectful towards me”* received 80.7% agreement, signifying that mutual respect was a shared value in the classroom culture. Respect and recognition from students not only enhanced teachers' sense of efficacy but also acted as a vital emotional resource, offsetting fatigue and job strain (Hakanen et al., 2006). The findings collectively highlight that the connections between teachers and students are crucial for teachers' occupational well-being. These relationships provide essential emotional support and help reinforce educators' sense of professional identity and purpose. Despite facing challenges such as fatigue following disasters and ongoing systemic issues in the education sector, teachers' persistent empathy and strong ethical commitment to their students illustrate their impressive ability to maintain relational resilience. This capacity to establish and nurture meaningful relationships is a vital component of their professional

responsibilities. Additionally, this theme of resilience and dedication is consistently evident in the qualitative narratives, emphasising the profound influence of these relationships on teachers' overall well-being and their effectiveness in the classroom.

D. Feeling of Trust

Trust emerged as one of the strongest indicators of social well-being among the participants. A substantial majority (62%) of teachers reported that they could rely on their school's management for professional support, while an additional 18% “strongly agreed” with this statement. Similarly, over 80% believed that their principal had confidence in their professional expertise. Interpersonal trust among colleagues was also remarkably high. Over 90% of participants agreed or strongly agreed that they could rely on their colleagues when facing challenges, and a comparable rate indicated that they, too, were perceived as trustworthy. This notion of professional reciprocity reflects a nurturing workplace environment in which educators derive both emotional and practical support from one another, aligning with Mercer and Gregersen's (2023) framework of relational well-being within educational settings. The significant levels of trust and collegial support indicate that, despite the systemic and emotional challenges resulting from the earthquake, teachers in Hatay maintained a robust sense of professional integrity and community. Thus, trust functions as both a psychological stabiliser and a collective coping strategy, allowing educators to uphold their motivation and collaborative engagement in their roles.

Table 23.

Teachers can rely on the school's management for professional support

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	3,7	4,1	4,1
	Disagree	27	14,1	15,8	19,9
	Agree	106	55,5	62,0	81,9
	Strongly agree	31	16,2	18,1	100,0
	Total	171	89,5	100,0	
Missing	System	20	10,5		
Total		191	100,0		

4.2.2.5. Quality of the Working Environments- Job Demands

As schools endeavoured to restore normalcy, educators faced heightened workloads, overlapping responsibilities, and ambiguous professional boundaries. Consequently, the concept of “job demands” extends beyond traditional administrative or instructional duties, encompassing the emotional and cognitive challenges associated with maintaining stability in a tumultuous environment. This section examines how the interplay of multiple roles, institutional expectations, and workload pressures influenced teachers’ occupational well-being in post-disaster contexts.

A. Multiple Roles

Quantitative data reveal that teachers in Hatay carried out a variety of professional and non-instructional duties, reflecting the multidimensional nature of their roles after the earthquake. A considerable percentage of participants (64%) indicated that a significant portion of their weekly hours was allocated primarily to teaching activities. In addition, a comparable level of commitment was observed in lesson planning and preparation, with nearly half of the respondents dedicating at least two hours each day to these tasks. Although collaboration and professional discussions among colleagues were common practices, they were often limited by time constraints. While such teamwork was highly regarded, only around 39% of the participants were able to allocate more than two hours for collaborative efforts, reflecting the pressures imposed by administrative responsibilities and extensive class sizes.

The findings indicate that educators' responsibilities extend well beyond traditional classroom instruction. More than 50 per cent of participants reported dedicating one to two hours each day to assessing and correcting student assignments, while approximately 40 per cent offered counselling or behavioural support. Additionally, teachers were significantly engaged in administrative functions, with nearly 45 percent indicating that they spent at least two hours per day on tasks related to communication, paperwork, or clerical work. Involvement with parents and extracurricular activities appeared to be comparatively limited, as only about one-third of respondents engaged regularly with parents, and fewer than 10 percent participated in extracurricular activities for more than two hours a day. These figures highlight an imbalance between instructional and relational domains of teachers’ workload, where the former dominates despite the latter’s importance for post-disaster recovery and student support. Overall, findings indicate that

teachers assumed multiple overlapping roles, as instructors, planners, counsellors, administrators, and community members, with limited time for rest or reflection. This accumulation of duties mirrors the “role overload” described in the Job Demands–Resources (JD-R) model (Bakker & Demerouti, 2007), emphasising how excessive task variety without adequate institutional support can threaten well-being and reduce professional efficacy.

B. Disciplinary Climate

The quantitative results reveal that classroom management remained a persistent challenge for teachers in post-earthquake Hatay. More than half of the respondents (54.9%) stated that “many students do not listen to what I say” in at least some lessons, while only about 30 percent reported that this rarely happened. Similarly, 59.4 percent agreed that there was “noise and disorder” in some classes, suggesting that emotional disorganisation and environmental instability continued to impact learning conditions. While the majority of teachers (52%) mentioned that they occasionally needed to wait a long time for students to quiet down, around 47% confirmed that students often got distracted at the beginning of lessons. The results suggest that student engagement and attentiveness are delicate, influenced by both the lasting psychological impacts on students and the limited resources available to teachers. Distraction was linked to the presence of misleading information and irregular attendance patterns. Approximately 45 percent of respondents noted that misinformation regarding ongoing education hindered their ability to focus, while over 40 percent concurred that voluntary attendance diminished motivation. This trend illustrates how external instability and inconsistent routines can undermine classroom cohesion and teacher authority (Collie et al., 2012).

Table 24.

Disciplinary Climate

Many students do not listen to what I say.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Every lesson – Most lessons	6	3,1	3,4	3,4
	Most lessons	20	10,5	11,4	14,9
	Some lessons	96	50,3	54,9	69,7
	Never or almost never	53	27,7	30,3	100,0
	Total	175	91,6	100,0	
Missing	System	16	8,4		
Total		191	100,0		

The data on disciplinary climate show that while teachers were generally able to keep their classrooms functioning well, the psychological atmosphere was still tense and uncertain. This highlights that simply being resilient in teaching isn't enough to overcome the challenges posed by an unstable environment.

C. Stress and Burnout

When teachers were asked to evaluate the frequency of stress-related experiences since returning to school, more than 50% reported that stress occurred “to some extent,” and roughly one-quarter said “quite a bit.” Nearly 14% indicated that they felt stressed “a lot,” underscoring the cumulative emotional load teachers carried in post-disaster contexts. Among the most salient stressors, earthquake-related anxiety ranked first, with about 38% experiencing this “to some extent” or “a lot.” Teachers also reported recurrent rumination about uncontrollable factors; 45% stated that they “often dwell on things out of [their] control.” These patterns demonstrate how unpredictable environments, excessive workloads, and emotional pressures combine to perpetuate chronic stress, aligning with the Job Demands–Resources (JD-R) model (Bakker & Demerouti, 2007). This framework suggests that prolonged periods of intense demands without adequate recovery can result in professional burnout. The findings reveal a workforce that, despite being dedicated and trusting in their students, is grappling with significant mental and

emotional strain, evident signs of reduced well-being, and an urgent need for the institution to provide supportive measures.

The results also demonstrate how teachers in Hatay faced heightened time constraints and increased administrative responsibilities following the earthquake. While 40 percent indicated experiencing “insufficient time for lesson preparation” to some degree, and 15 percent felt this way “to a considerable extent,” nearly 39 percent claimed they were not impacted by this issue. This suggests a partial divide between those dealing with ongoing overload and those who were able to maintain more balanced schedules. By contrast, the perception of administrative burden was considerably higher: over 60 percent of the teachers agreed that they had “too much administrative work to do.” Paperwork and institutional procedures were cited as among the most persistent demands, reducing the time available for teaching-related reflection or personal recovery. Responsibility for students’ achievement was another dominant pressure point. Over 58 percent felt “quite a bit” or “a lot” of accountability for their students’ performance, suggesting that self-imposed professional standards and institutional expectations intertwined to produce performance stress. Maintaining classroom discipline also emerged as a common source of stress. Around 55 percent reported dealing with this issue to some or considerable extent, while 17 percent faced it “a lot.” In addition, almost one in five teachers (18%) experienced intimidation or verbal aggression from students at least occasionally, a distressing reminder of the emotional volatility that may persist in post-disaster school environments. Educators also encountered interpersonal and adaptive difficulties. Over 70 percent frequently dealt with parental issues, and more than 80 percent adjusted their lessons for students with inconsistent attendance. This illustrates the unstable attendance trends and diverse classroom environments common in the aftermath of the earthquake.

Table 25.

Having too little time for lesson preparation

Having too little time for lesson preparation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	68	35,6	39,1	39,1
	To some extend	70	36,6	40,2	79,3
	Quite a bit	26	13,6	14,9	94,3
	A lot	10	5,2	5,7	100,0
	Total	174	91,1	100,0	
Missing	System	17	8,9		
Total		191	100,0		

When analysing the findings as a whole, it becomes evident that the workforce is operating under a constant state of multitasking and accountability demands. This situation, characterized by persistent pressures, aligns with the job strain element within the JD-R model. The necessity for employees to manage various tasks simultaneously not only affects their efficiency but also leads to heightened stress, as they must balance numerous responsibilities while being responsible for their results. This scenario highlights the urgent need to tackle job strain to foster a healthier and more productive workplace.

4.2.2.6. Motivation to Leave Teaching

The data indicated a complex yet generally optimistic outlook regarding teachers' professional continuity. When asked how many more years they intended to remain in teaching, responses varied widely, ranging from one year to over four decades. The most frequent responses clustered around 10 years (22.7%) and 15 years (16.7%), indicating that many teachers, despite ongoing strain, envisioned a long-term career in education. Only a small minority (2.7%) stated that they did not wish to continue teaching at all.

Table 26.

Expected years of teaching

For how many more years do you want to continue to work as a teacher? Please write the year(s)					
		Frequency		Valid Percent	Cumulative Percent
Valid	0	4	2,1	2,7	2,7
	1	3	1,6	2,0	4,7
	2	5	2,6	3,3	8,0
	5	24	12,6	16,0	24,0
	6	1	,5	,7	24,7
	7	5	2,6	3,3	28,0
	9	1	,5	,7	28,7
	10	34	17,8	22,7	51,3
	12	1	,5	,7	52,0
	14	1	,5	,7	52,7
	15	25	13,1	16,7	69,3
	18	1	,5	,7	70,0
	20	22	11,5	14,7	84,7
	25	12	6,3	8,0	92,7
	30	6	3,1	4,0	96,7
	35	2	1,0	1,3	98,0
	40	2	1,0	1,3	99,3
	50	1	,5	,7	100,0
	Total	150	78,5	100,0	
Missing	System	41	21,5		
Total		191	100,0		

Only 13.1 percent of respondents reported seriously considering leaving the teaching profession during the current school year, whereas 54.9 percent denied such an intention and about 32 percent were undecided. These results suggest that even under adverse post-disaster conditions, the majority of English teachers in Hatay exhibited a

strong sense of professional identity and perseverance. The reasons cited for potential departure varied. The most common motivations were to relocate from the earthquake-affected area (42%), to pursue further education (about 40%), and to seek employment outside of education (36%). Family responsibilities and emotional exhaustion also played secondary but noticeable roles, reflecting a subtle undercurrent of fatigue and re-evaluation of personal priorities.

A significant portion of respondents (approximately 53%) indicated that they were likely or very likely to remain in teaching until retirement. This reflects a dual inclination, balancing the desire to persist with thoughts of leaving, highlighting the conflict between resilience and burnout that characterizes the professional landscape after a crisis. Teacher motivation is seldom straightforward; it typically progresses through cycles of challenge and rejuvenation. The current results confirm that, despite facing high job demands and emotional strain, the intrinsic sense of purpose and the connections among teachers in Hatay continue to support their commitment to the profession.

4.2.2.7. Summary of Quantitative Findings

The quantitative segment of the study illustrated a detailed perspective on the well-being of EFL teachers in Hatay. Overall, the findings indicated that while teachers continued to endure various levels of psychological distress, physical ailments, and work-related stress, their sense of purpose, social connections, and resilience stayed impressively intact. Regarding cognitive and emotional factors, most teachers reported moderate to high degrees of emotional stability and job satisfaction. They expressed a clear sense of direction and meaning in their work (with 77.1% agreeing or strongly agreeing) and sustained engagement with students despite contextual disruptions. This demonstrates a robust sense of professional identity and inherent motivation, resonating with previous studies highlighting the protective function of purpose on teachers' well-being. Additionally, in both physical and mental aspects, symptoms like headaches, fatigue, irritability, and insomnia were often noted, indicating the existence of chronic stress reactions associated with secondary trauma and cumulative fatigue. Additionally, the social aspect demonstrated fairly positive interactions, particularly among colleagues and with students. Teachers often felt appreciated and respected within their schools, viewing collegial trust as a key resource for coping. However, concerns about a lack of

awareness among principals and uneven institutional support highlighted underlying weaknesses in leadership and recovery strategies.

The findings emphasized ongoing challenges in working conditions, such as continuous time constraints, heavy administrative responsibilities, and conflicting role expectations. A significant number of teachers indicated they lacked sufficient time for lesson planning and were burdened with excessive paperwork, which aligns with the “job demands” factor of the JD–R model (Bakker & Demerouti, 2007). Moreover, disciplinary issues heightened these challenges, disrupted student engagement, and resulted in stressful learning environments, thereby limiting both instructional focus and recovery time. Moreover, concerning stress and burnout, over 60% of the participants reported significant levels of persistent stress, frequently associated with anxiety related to earthquakes and situations beyond their control. Nevertheless, a majority of respondents displayed adaptability in their coping strategies, suggesting that individual resilience and a sense of professional purpose helped protect against total emotional fatigue. Ultimately, the data regarding the desire to leave the profession indicated that it is at a critical juncture. Although only a small percentage (13%) of teachers seriously contemplated leaving the profession, most indicated a strong desire to stay, often for a decade or longer. This situation reflects a contrast between fatigue and commitment, highlighting that teachers’ determination exists alongside a wish for systemic change and emotional rejuvenation. Collectively, the quantitative results suggest that teachers in Hatay, following the earthquake, represent a combination of both fragility and resilience. Despite multiple stressors, their enduring sense of meaning, collegial trust, and student-centred motivation sustained their well-being at a functional, though fragile, equilibrium. These insights provide the empirical foundation for the qualitative phase, which delves deeper into how teachers reconstruct emotional balance, professional purpose, and resilience in the face of ongoing adversity.

4.3. Qualitative Findings

4.3.1. Introduction

Khalil Gibran, in *Sand and Foam*, wrote:

“If winter should say, ‘Spring is in my heart,’ who would believe winter?”

I was deeply influenced when one of the participants (P-6) used this proverb during the interview. This metaphor explains it all, capturing the paradox between outward

appearances and hidden inner realities. Winter is often associated with cold, darkness, and dormancy, symbolising hardship, loss, and emotional heaviness. Yet, within it, the quiet promise of renewal may exist, much like spring's latent presence in the frozen ground. This message resonates deeply for individuals and communities affected by earthquakes. In the immediate aftermath of destruction, the external reality may resemble "winter", a period marked by uncertainty, grief, and disruption. However, beneath that visible hardship, there can be a subtle but powerful undercurrent of resilience, hope, and the will to rebuild. The proverb invites readers to reflect on the importance of recognising and nurturing this "spring in the heart" even when circumstances seem frozen in adversity. It suggests that recovery is not solely a physical process but also an internal, psychological journey in which hope may precede visible change. For teachers in disaster-affected areas, this inner spring may manifest in their continued dedication to students, their adaptive teaching strategies, and their capacity to foster emotional stability in the classroom despite personal challenges. In this way, Gibran's words offer more than poetic beauty; they provide a lens through which to understand the hidden resilience embedded within the lived experiences of participants in this study.

4.3.2. Participant profile

The qualitative phase of the study involved in-depth interviews with 19 English language teachers working in various state and private schools across Hatay, one of the provinces most severely affected by the February 2023 earthquakes. These participants were purposefully selected to ensure diversity in age, gender, teaching experience, and institutional context, allowing for a rich and nuanced exploration of teachers' post-disaster realities. The participants included teachers from primary, secondary, and high school levels, representing both urban and rural educational settings. This diversity enabled the study to capture differences in access to resources, institutional recovery pace, and community engagement. Most interviewees were female, mirroring the gendered distribution of the English teaching profession in Türkiye. Their teaching experience ranged from 3 to 25 years, indicating a mix of early-career and veteran educators. Several participants had directly experienced loss of homes, colleagues, or family members, while others had been displaced to temporary accommodation or continued teaching in partially damaged schools. Despite these challenges, many expressed a strong sense of professional duty and emotional connection to their students, often describing teaching as both a coping mechanism and a moral responsibility. Ethical considerations

were strictly observed throughout the interview process. All participants provided informed consent, and pseudonyms (e.g., P1–P19) were used to ensure anonymity. The interviews were conducted online and face-to-face, depending on accessibility and safety conditions, and each lasted approximately 45–75 minutes.

Collectively, the 19 teachers offered detailed accounts that illuminate the human dimension behind the quantitative trends. Their narratives reveal the interplay between personal trauma, emotional labour, institutional neglect, and pedagogical resilience, providing the foundation for the thematic analysis presented in the following sections.

4.3.3. Themes and Codes

The thematic analysis of interview data revealed eight overarching themes and forty-three codes, illustrating the multifaceted nature of teachers' experiences after the 2023 earthquakes. The analysis combined semantic and latent interpretations of the participants' narratives, providing both surface-level meanings and deeper psychological insights. Among all themes, emotional and psychological struggles were the most prevalent, followed by institutional absence and collapse and pedagogical resilience and adaptation. Less frequent yet meaningful themes such as context-specific challenges, meaning-making, and reflective growth offered valuable depth to the overall understanding of teachers' well-being and professional identity in post-disaster settings. The following sections present each theme in detail, supported by illustrative quotes from participants to reflect both shared and individual perspectives. A visual overview of the coding process is provided in Figure 2, which displays a word cloud generated from the codes identified during analysis.

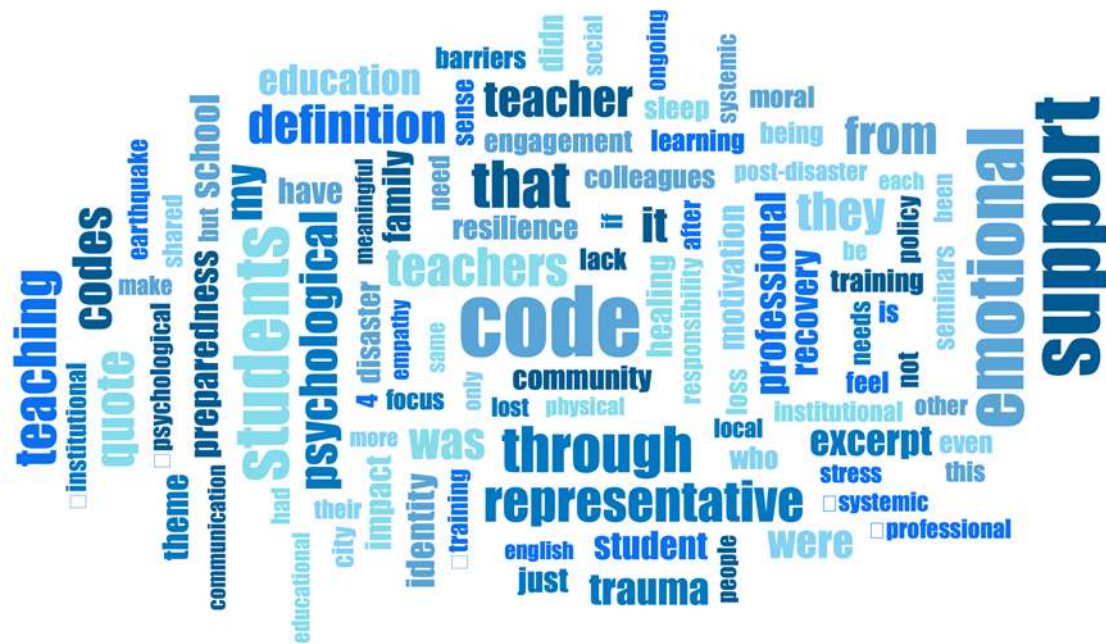


Figure 2. Word Cloud of Key Codes Emerging from Thematic Analysis

The word cloud illustrates the most frequently occurring codes, with font size indicating relative frequency in the dataset. Prominent terms such as support, students, emotional, psychological, teaching, and resilience highlight the centrality of both affective and pedagogical dimensions in teachers' post-earthquake narratives. Words like trauma, institutional, community, and family emphasise the interconnected nature of personal well-being, professional responsibility, and the socio-educational context.

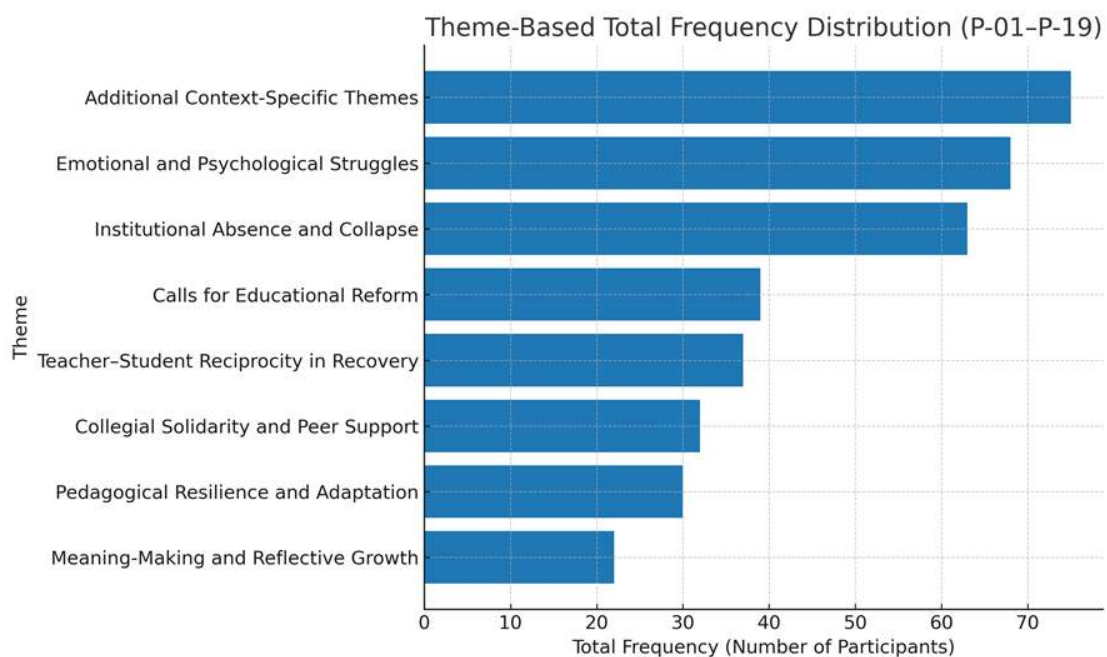


Figure 3 illustrates the eight main themes identified in the thematic analysis of semi-structured interviews with 19 participants and the frequency of participants who referred to each theme. *Emotional and psychological struggles, institutional absence, and collapse had the highest representation among participants, while meaning-making, reflective growth, and additional context-specific themes* were less frequently mentioned. The distribution reflects the relative prominence of each theme across the dataset.

In addition to examining the relative prevalence of the main themes, it is also essential to identify the most frequently mentioned individual codes across the dataset. Figure 4 presents the top 15 codes derived from the thematic analysis of semi-structured interviews with 19 participants, ranked by the number of participants who referred to each code at least once. The most prevalent codes included students uplifting the teacher, anxiety & fear, and lack of support from the Ministry of National Education (MoNE), highlighting critical aspects of teachers' lived experiences following the earthquake. These high-frequency codes offer a more granular view of the data, revealing specific issues and strengths that underpin the broader themes discussed earlier.

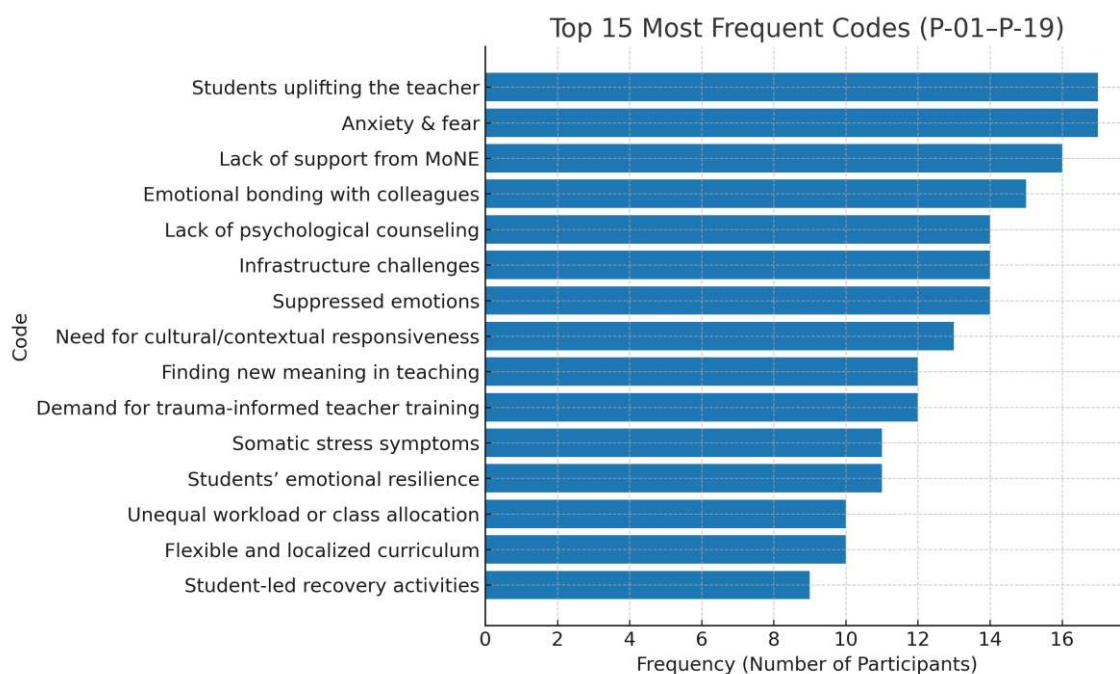


Figure 4. Top 15 Most Frequent Codes (P-01–P-19)

4.3.4. Thematic Findings

The open-ended and semi-structured interviews provided detailed first-person accounts of teachers' psychological responses, professional challenges, emotional resilience, and aspirations for educational and institutional improvement. The testimonies aim to illuminate how English teachers negotiated trauma, adapted pedagogically, and engaged in processes of meaning-making following an unprecedented disaster. The data were analysed using a hybrid thematic approach that combined Braun and Clarke's (2006) six-phase framework with Creswell's (2002) interpretive lens. Codes were generated inductively from the transcripts and subsequently grouped into eight overarching themes, each encapsulating emotional, institutional, pedagogical, relational, and reflective dimensions of post-disaster teaching. These themes are grounded in the participants' lived experiences and supported by illustrative quotations and analytical commentary.

Each theme reflects multiple facets of the study's central focus on teacher well-being, resilience, and institutional support after the earthquakes. Rather than directly mapping each theme to specific research questions, the analysis prioritises the interconnected nature of teachers' emotional, professional, and systemic experiences. This interpretive approach enables a more comprehensive understanding of teachers' recovery processes and professional adaptation, thereby avoiding unnecessary fragmentation of the qualitative narrative. In addition to aligning with the study's broader aims, each theme was also informed by specific interview prompts designed to explore participants' emotional, institutional, pedagogical, and reflective perspectives. In the following section, the alignment between the major themes and the guiding interview questions is illustrated to demonstrate how participants' narratives informed the thematic construction and interpretation of the data.

Themes and corresponding interview questions

1. Emotional and Psychological Struggles

Can you describe how you felt emotionally and physically in the weeks following the earthquake?

What were your main psychological and physical challenges during this time?

How did these experiences affect your teaching or personal life?

2. Institutional Absence and Collapse

What kind of support did you receive from your school or the Ministry of Education?

What institutional responses helped or hindered your well-being?

What challenges did you face in returning to your role as a teacher?

3. Pedagogical Resilience and Adaptation

How did you manage to return to teaching after the earthquake?

What adjustments did you make in your teaching methods or classroom practices?

Can you share a moment where you had to be exceptionally flexible or creative?

4. Collegial Solidarity and Peer Support

Did you feel supported by your colleagues or professional community?

In what ways did peer relationships help or hinder your coping process?

Was there any kind of solidarity among teachers during this period?

5. Teacher–Student Reciprocity in Recovery

How did your students respond to you after the earthquake?

Were there any meaningful moments of emotional exchange between you and your students?

Did your students help you cope in any way?

6. Calls for Educational Reform

What do you think needs to change in the education system in light of your experience?

Do you have suggestions for how schools or policymakers can better support teachers during crises?

What kind of training or resources would you have wished for?

7. Meaning-Making and Reflective Growth

How did participating in this study affect you?

Has this experience changed the way you view yourself or your profession?

What have you learned about yourself through this process?

8. Additional Context-Specific Challenges

Can you describe any personal or professional challenges you experienced after the earthquake?

How did the earthquake affect your ability to carry out your teaching duties?

What kind of support did you receive from your school, colleagues, or the Ministry of Education?

Have you noticed any changes in the school community or society after the earthquake?

The precise mapping of themes to specific interview questions was done to improve the transparency and traceability of the analytic process. By determining which questions prompted responses that contributed to each theme, the study guarantees that the themes are securely rooted in the initial data gathering framework rather than arising independently. This method serves several objectives. First, it demonstrates that the research design and findings are in sync, indicating that the semi-structured interview methodology adequately addressed the study's aims. Second, it improves the auditability of the analysis by allowing external reviewers to see how specific themes were produced from participant narratives. Finally, tying themes to interview questions demonstrates the multidimensional character of particular issues, as responses to numerous questions can enlighten a single theme. In contrast, a single interview question may contribute to multiple themes.

In the sections that follow, these eight themes are presented individually. Each thematic section includes a brief conceptual overview, followed by direct participant quotations and interpretive analysis. These themes offer a nuanced account of teachers' struggles, adaptations, solidarities, and transformations during one of the most challenging periods in recent educational history.

4.3.4.1. Theme 1: Emotional and Psychological Struggles

This theme encompasses the internal emotional turmoil, mental strain, and somatic manifestations of trauma experienced by teachers in the post-earthquake period. It contains seven codes: *survivor's guilt* (5 participants), *suppressed emotions* (13), *sleep disruption* (8), *burnout & depression* (11), *anxiety & fear* (17), *loneliness* (9), and *somatic stress symptoms* (8). With a cumulative frequency of 71 references across participants, this theme emerged as the most dominant in the dataset, underscoring the profound psychological impact of the disaster.



Figure 5. Theme 1: Emotional and Psychological Struggles

Note: The diagram illustrates the main idea and its relationship to the eight themes. Line length and angle have no quantitative significance; the pattern is merely for clarity.

Table 27.

Theme 1: Emotional and Psychological Struggles

Code	Sub-codes	Frequency
Survivor's guilt (5)	• Feeling guilty for surviving while students/colleagues didn't • Self-blame for being unable to help enough	5
Suppressed emotions (13)	• Avoiding crying in front of students • Emotional numbness in class • Fear of appearing weak professionally	13
Sleep disruption (8)	• Insomnia due to aftershocks • Nightmares of collapsed buildings • Waking up in panic	8
Burnout & depression (11)	• Loss of motivation to teach • Emotional exhaustion • Hopelessness about recovery	11
Anxiety & fear (17)	• Fear of aftershocks during lessons • Anxiety about students' safety • Fear of school collapse • Worry about the future	17
Loneliness (9)	• Isolation from colleagues/family • Feeling "left alone" by institutions • Lack of someone to share emotional burden with	9
Somatic stress symptoms (8)	• Headaches, stomachaches, back pain • Psychosomatic fatigue • Trembling and panic reactions	8

Note: Rather than total mentions, frequencies show the number of participants who used each code. Sub-codes are not all-inclusive; they are merely examples.

Teachers typically reported ongoing anxiety, feelings of uncertainty, and overwhelming concern for both their professional responsibilities and their personal safety. Suppressed feelings and difficulty verbalising trauma were prevalent, with several participants stating that they delayed expressing their grief to shield pupils or coworkers from additional emotional load. Many reported altered sleep patterns, difficulties falling asleep, and recurring nightmares, which exacerbated their weariness and weakened their resistance. More than half of the participants reported experiencing burnout and depression, which were frequently associated with physical symptoms such as headaches, muscle tightness, and other somatic stress markers.

“Even when I was in the classroom, my mind was constantly elsewhere. I could not concentrate on my lessons, and every sudden noise would bring back that dreadful day.” (P-07)

“I didn’t want my students to see me cry, so I kept everything inside. But this silence made the nights even harder.” (P-11)

“I wake up almost every night from dreams of the earthquake. It feels like my body never really rests.” (P-03)

The dominance of this theme highlights that emotional and psychological strain was not a peripheral issue but a central dimension of teachers’ lived experiences after the disaster. It also suggests that any recovery or professional support framework must integrate sustained mental health assistance tailored to educators in crisis contexts. This theme reveals that teachers experienced increased cognitive strain, difficulty maintaining focus, and a persistent sense of alertness in the aftermath. Such psychological burdens hinder their emotional well-being and ability to sustain an uninterrupted work routine.

“I can’t focus for long. Psychologically, we’re all distracted.” (P-2)

Hypervigilance and constant anxiety were reflected in the following statement:

“Now we’re always on edge, was that a sound outside? Did something collapse?” (P-2)

“I didn’t experience the earthquake directly; I was in İzmir, but my family was here. We lost distant relatives. Coming back was psychologically difficult.” (P-4)

Almost all the participants suggested that the sense of irreversible loss is one of the worst things about it.

“You’ll never return to your old life... it’s a void... the city hasn’t progressed...” (P-13)

The negative influence of the somatic symptoms from disaster-related injuries remains in the body and is experienced by almost all the EFL teachers I have talked to.

“My shoulder and back still hurt... had to break the door... things fell on me.” (P-13)

This statement reflects the impact of *secondary trauma*, the experience of *displacement and eventual return*, and *grief without direct exposure to the disaster*. The participant discusses how being abroad during the earthquake didn't protect them from the agony caused by family losses and the psychological challenge of returning. Klassen and Durksen (2014) argue that, while stress is an intrinsic part of teaching, its psychological impact is determined by how individuals interpret and manage it. Teachers with stronger efficacy beliefs can manage stress and maintain professional confidence in the face of heavy demands.

In general, the theme explores the emotional and psychological consequences, capturing how trauma, fear, and loss intersect with their professional and personal lives. The accounts reveal how teachers navigated feelings of guilt, suppressed emotions, sleep deprivation, and persistent anxiety while striving to sustain their classrooms and students' sense of stability.

A. Survivor's guilt

This code refers to the persistent guilt experienced by teachers for having survived the earthquake when others did not, or for enduring fewer losses compared to colleagues, students, or community members. Five participants expressed such emotions, making this one of the less frequently mentioned yet emotionally potent sub-themes within *Emotional and Psychological Struggles*. Teachers described internal conflicts where gratitude for survival was overshadowed by self-reproach and the sense that their suffering was somehow “less valid” than that of others.

“Even though my house was still standing, I couldn’t stop thinking about my friends who had lost everything. I felt like I didn’t deserve to feel sad.” (P-08)

"I kept asking myself, why them and not me? This thought wouldn't leave my mind for months." (P-03)

While not universally shared, survivor's guilt compounded the broader psychological strain of the disaster. For some, it became a barrier to seeking support, as they felt unworthy of attention compared to those perceived as having endured greater suffering. This theme captures the emotional difficulty of processing the uneven impact of the disaster, where neighbouring areas experienced vastly different levels of destruction. Such contrasts intensified feelings of shock and distress among teachers.

"It was hard to process that one town could be fine while another was destroyed." (P-17)

The disaster's devastating emotional toll is depicted, including shock, sadness, insomnia, and the long-term impacts of trauma. Participants acknowledged suppressing their emotions for the sake of their students while internalising unresolved pain. Everyone was severely shocked and traumatised as a result of their direct experience.

"Imagine seeing the building across from you completely collapse... you go into shock... you never forget it. Your friends die... you can't attend funerals... you hear voices but can't help." (P-13)

"You smile for your students... hide your pain... pretend it's normal." (P-13)

"I remember how many nights I went to sleep in the car at the slightest tremor..." (P-13)

B. Suppressed emotions

This code captures instances where teachers consciously avoided expressing grief, fear, or sadness, often to protect students or colleagues from further distress. Thirteen participants reported suppressing their emotions, making it one of the most frequent sub-themes in this category. Participants frequently described an intentional effort to "stay strong" in front of students, even when internally overwhelmed. Many recognised that this emotional restraint often led to increased private distress.

"I didn't want my students to see me cry, so I kept everything inside." (P-11)

"I had to pretend I was fine, even though I wasn't sleeping at all." (P-06)

While intended as a protective measure, emotional suppression may prolong recovery by preventing teachers from processing their trauma.

Here, *environmental disorientation*, *loss of a personal memoryscape*, and *urban grief* are evident. The participant's inability to recognise familiar streets symbolises the erasure of formative experiences and the emotional void this creates.

"My high school memories were erased. I couldn't recognise the streets. It was painful."
(P-4)

The participants' accounts reveal how *student trauma and emotional suppression* deeply affect teachers, leading to *emotional compartmentalisation*, *holding back tears in front of students*, but grieving privately. Motivation to continue is closely tied to *meaning-making through student care and teacher-student reciprocity*.

"Students told me, 'I lost my dad,' with no tears... I could see the pain in their eyes." (P-8)

"I spaced out in class... tried not to cry in front of students... cried at home instead." (P-8)

"Teachers here come from container cities and try to be helpful to their students. We force ourselves through it, you've seen what the streets and neighbourhoods are like."
(P-14)

C. Sleep disruption

This code refers to difficulty falling asleep, frequent waking, and recurrent nightmares following the earthquake. Eight participants reported sleep-related issues, often linking them to heightened anxiety and constant mental replay of the disaster.

"I wake up almost every night from dreams of the earthquake. It feels like my body never really rests." (P-03)

"Every sudden noise wakes me up. I feel like I'm back in that moment again." (P-14)

"Insomnia... staying busy to avoid thoughts... anniversaries worsen it... it affects every aspect of life." (P-13)

Persistent sleep disruption intensified fatigue, impaired concentration, and emotional regulation in the classroom.

D. Burnout & depression

This sub-theme reflects prolonged emotional exhaustion, lack of motivation, and symptoms of depression. Eleven participants reported such experiences, often tied to the ongoing demands of teaching in a disrupted environment.

“Even when I was in the classroom, my mind was constantly elsewhere. I could not concentrate on my lessons.” (P-07)

“I felt like I was going through the motions, but inside, I was empty.” (P-10)

Burnout and depression, already recognised as occupational hazards in teaching, were significantly exacerbated by the disaster context.

“We need counselling, peer support, trauma training... even being asked ‘how are you?’ would help.” (P-8)

“Many teachers in Hatay quit, not because they don’t love teaching, but because it hurts too much to go back.” (P-8)

E. Anxiety & fear

The most frequently mentioned code in this theme, with 17 participants, encompasses ongoing apprehension, hypervigilance, and fear of future earthquakes. Teachers often described being startled by noises or movements and experiencing intrusive thoughts about safety.

“Every time a truck passes by and the building shakes, my heart races.” (P-01)

“I can’t focus because I’m always wondering when the next one will hit.” (P-09)

Such heightened anxiety affected both personal well-being and the ability to create a calm, stable learning environment.

F. Loneliness

Nine participants reported a sense of isolation during the recovery period, stemming from displacement, reduced social contact, or feeling misunderstood by those outside the disaster zone.

“Even when people surrounded me, I felt alone. No one could understand what we went through.” (P-05)

“I stopped talking about it because people seemed tired of hearing it.” (P-17)

Loneliness limited opportunities for emotional processing and underscored the importance of sustained peer and community support.

“If teachers aren’t supported, the whole education system weakens. After a disaster, it’s essential to prioritise teacher well-being, not just buildings and infrastructure.” (P-15)

G. Somatic stress symptoms

This code refers to the physical manifestations of psychological strain, such as headaches, muscle tension, or gastrointestinal issues. Eight participants described such symptoms, often noting that they worsened during emotionally challenging days.

“My shoulders were constantly tense, and I had headaches almost every day.” (P-12)

“The stress started to show up in my body, I got sick more often.” (P-04)

These symptoms highlight the interconnected nature of mental and physical health in post-crisis contexts, reinforcing the need for holistic well-being interventions.

4.3.4.2. Theme 2: Institutional Absence and Collapse

This theme captures teachers’ perceptions of the institutional and systemic breakdowns that shaped their working conditions in the aftermath of the earthquakes. It contains seven codes: *Lack of support from MoNE* (12 participants), *Lack of psychological counselling* (14), *Bureaucratic confusion* (9), *School-level disorganisation* (5), *Infrastructure challenges* (9), *Unequal workload or class allocation* (7), and *Avoidance or disengagement from formal support systems* (2). Collectively, these codes

were mentioned by 58 participant instances, making this the second most prevalent theme in the dataset.

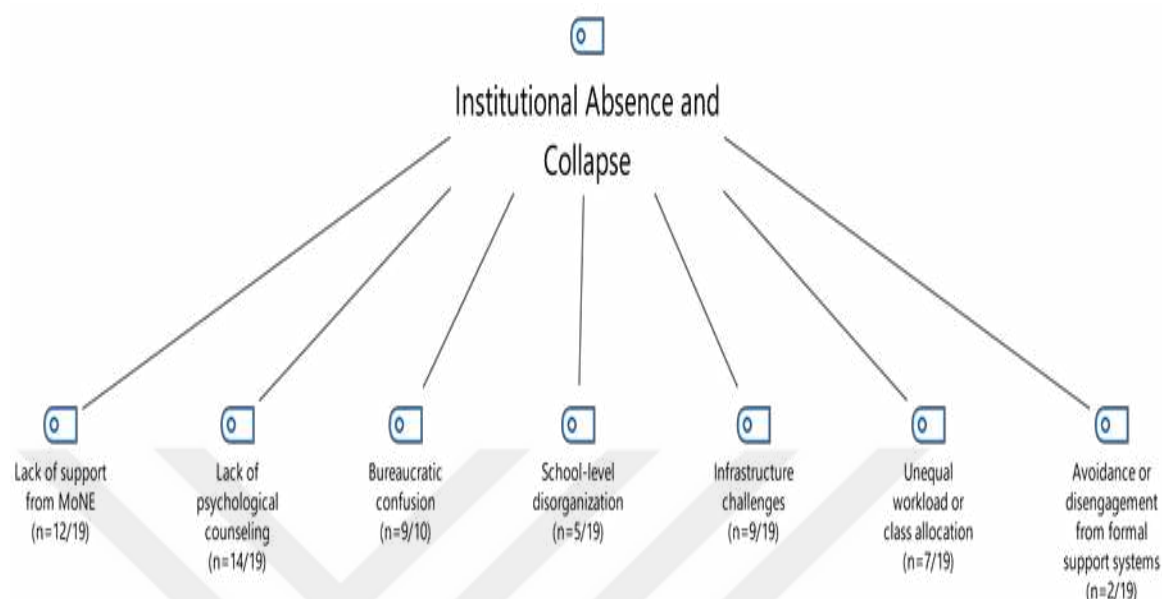


Figure 6. Theme 2: Institutional Absence and Collapse

Table 28.

Theme 2: Institutional Absence and Collapse

Code	Sub-codes	Frequency
Lack of support from MoNE (12)	• No timely guidance after the earthquake • Centralized policies ignoring local needs • Feeling abandoned by authorities	12
Lack of psychological counseling (14)	• Absence of trauma-informed support staff • No school-based counseling for teachers • Teachers forced to manage students' trauma alone	14
Bureaucratic confusion (9)	• Conflicting instructions from different offices • Frequent changes in school re-opening decisions • Delays in official communication	9
School-level disorganization (5)	• Unclear distribution of duties • Absence of leadership in crisis	5

Code	Sub-codes	Frequency
	• Ineffective coordination among administrators	
Infrastructure challenges (9)	• Unsafe or damaged school buildings • Teaching in temporary shelters or tents • Lack of basic facilities (electricity, internet, heating)	9
Unequal workload or class allocation (7)	• Some teachers overloaded, others idle • Inequities in assigning classes • Perceived unfair distribution of tasks	7
Avoidance/disengagement from formal support systems (2)	• Reluctance to contact official institutions • Loss of trust in formal structures • Preferring personal networks over bureaucracy	2

Teachers expressed a deep sense of abandonment, particularly by central educational authorities. Many described the Ministry of National Education's response as slow, inadequate, or absent in addressing logistical and emotional needs. The lack of accessible psychological counselling was one of the most repeated grievances, with several participants noting that even when services were theoretically available, they were not tailored to teachers' realities or delivered promptly. Bureaucratic confusion further compounded the problem, as unclear processes, redundant paperwork, and shifting directives caused frustration and delayed recovery efforts. Infrastructure issues, including damaged or unsafe school buildings, were frequently reported. Disparities in workload distribution were also a point of contention; some teachers faced disproportionately heavy teaching loads, while others were underutilised, leading to feelings of injustice. A few participants even described deliberately avoiding official support channels, perceiving them as ineffective or emotionally draining.

"We're a country of earthquakes, yet we're so unprepared. No training, no awareness. It's alarming." (P-16)

"We were left completely alone. No one from the ministry came to see how we were doing, not even once." (P-02)

“They told us counselling was available, but when I called, I was told there were no appointments for weeks. By then, I didn’t even feel like talking anymore.” (P-15)

“Every week, we received a new set of instructions that contradicted the last one. We didn’t know what to follow.” (P-09)

The recurrence of this theme illustrates that institutional breakdown exacerbated existing emotional burdens and eroded trust between educators and the systems meant to support them. This gap between need and response has significant implications for policy reform in disaster preparedness and post-crisis educational governance.

Klassen and Durksen (2014) argue that mentor instructors are critical in influencing self-efficacy and stress. Supportive mentoring boosted confidence, whereas negative or unsupportive contacts slowed progress and raised stress.

The need for fundamental continuity and hygiene was another concern of the teachers. They highlighted that hygiene must not be luxurious but should be regarded as a natural need and right.

“We needed routine... We were not expecting anything... just hygiene and continuity for kids.” (P-13)

The lack of functional training opportunities is mentioned frequently. However, many teachers said that there would be no chance for them to attend such events or Professional development courses, as they believe they were having a significant depression. When people are upset and depressed, it would obviously be ineffective. The following quote demonstrates how they put it:

“Seminars? There was no city left. No classrooms. Everything gone.” (P-13)

A. Lack of support from MoNE

This code reflects teachers’ perception that the Ministry of National Education (MoNE) provided insufficient assistance in the aftermath of the disaster. Twelve participants expressed this concern, citing delayed responses, lack of on-site visits, and an absence of coordinated action.

“The ministry made announcements, but nothing concrete reached us.” (P-08)

“Authorities did not provide this (psychological support). There could have been more prep courses, financial support for teachers, and free supplementary education for students.” (P-7)

The perceived lack of institutional presence deepened feelings of abandonment and eroded trust between educators and central authorities.

B. Lack of psychological counselling

All the people experienced trauma and emotional transformation due to the devastating earthquake. Loss of loved ones caused the most considerable sadness.

“I lost my aunt, who was also a teacher... I lost two aunts and many friends.” (P-2)

On the other hand, psychological disorientation and grief were among the codes that could be inferred from the conversations with the teachers. This caused trauma-related memory issues.

“After February 6th, we were no longer ourselves. We transformed into different people.” (P-2)

“Sometimes, I catch myself unconsciously driving, wondering, ‘How did I even get here?’” (P-2)

Fourteen participants highlighted the absence of accessible, relevant, and timely psychological support services for teachers. Even when services existed on paper, they were often unavailable or poorly matched to teachers’ needs.

“They told us counselling was available, but when I called, there were no appointments for weeks.” (P-15)

“The psychologist they sent didn’t understand our situation. It was like talking to a stranger about someone else’s life.” (P-09)

This gap left many teachers to cope in isolation or rely solely on informal peer networks for emotional support.

C. Bureaucratic confusion

Nine participants reported frustration with unclear procedures, conflicting directives, and redundant paperwork. This confusion slowed down recovery efforts and increased stress.

“Every week, we received a new set of instructions that contradicted the last one.” (P-09)

“We were filling out forms without knowing who would read them or what they were for.” (P-07)

Administrative inconsistency diverted energy away from teaching and reinforced perceptions of systemic disorganisation.

D. School-level disorganisation

Five participants described disarray within their school management, such as unclear task assignments, lack of meeting coordination, or poor communication.

“We didn’t even know if classes would be online or face-to-face from one day to the next.” (P-13)

“There was no plan, just last-minute decisions.” (P-04)

Such disorganisation disrupted the educational process and heightened uncertainty for staff and students.

After the earthquake, education accessibility issues are also among the problems experienced: *“Students lived in tents or containers, had no internet access... so I couldn’t do any activities.”* (P-2) Besides, the participants often underlined transportation and attendance issues. *“Most of our students were absent... that continues today.”* (P-2) *Overloaded schedules are claimed to reduce effectiveness. “Students are in class from 9 a.m. to 5:10 p.m... which reduces their effectiveness.”* (P-2)

On the other hand, a few teachers highlighted that they had no problems regarding the absence of systemic disruptions.

“I didn’t experience any systemic problems in terms of work.” (P-5)

E. Infrastructure challenges

Nine participants noted damaged or unsafe school buildings, limited access to teaching materials, and unsuitable temporary classrooms.

“We had to teach in a tent with no heating in winter.” (P-10)

“The classrooms were cracked, but we were told it was safe.” (P-18)

Ongoing displacement and social fragmentation are reflected in the quote below.

“Many teachers still live in containers... limited mobility... socialising is difficult.”
(P-3)

These conditions compromised both physical safety and instructional quality. On the other hand, some teachers were actively involved in safety measures, which must be rewarded. The following quote addresses teachers' roles in safety initiatives.

“I’m part of the civil defence team... we made safety videos and reports.” (P-17)

F. Unequal workload or class allocation

Seven participants reported disparities in workload distribution, where some teachers were overburdened while others had minimal responsibilities.

“I had to take on extra classes because my colleagues had left the city.” (P-11)

“Some teachers had almost no classes, while I was teaching all day without breaks.” (P-06) This inequity led to frustration and perceptions of unfairness within schools.

G. Avoidance or disengagement from formal support systems

Two participants admitted to deliberately avoiding official support channels, believing them ineffective or emotionally draining.

“I didn’t even bother calling the hotline. I knew they couldn’t help.” (P-14)

“Talking to officials felt like wasting time when I could focus on my students.” (P-05)

This avoidance highlights the importance of building trust in institutional interventions, thereby encouraging educators to engage with them.

4.3.4.3. Theme 3: Pedagogical Resilience and Adaptation

This theme reflects how teachers adjusted their instructional practices, emotional engagement, and classroom management strategies to meet the needs of students in a post-disaster context. It contains six codes: *Self-developed teaching strategies* (12 participants), *Emotional sensitivity in the classroom* (11), *Trauma-informed teaching instincts* (4), *Gradual return to curriculum* (10), *Nurturing pedagogy* (3), and *Student-centred adaptation* (5). Collectively, these codes were mentioned in 45 participant instances, making this the third most common theme overall.

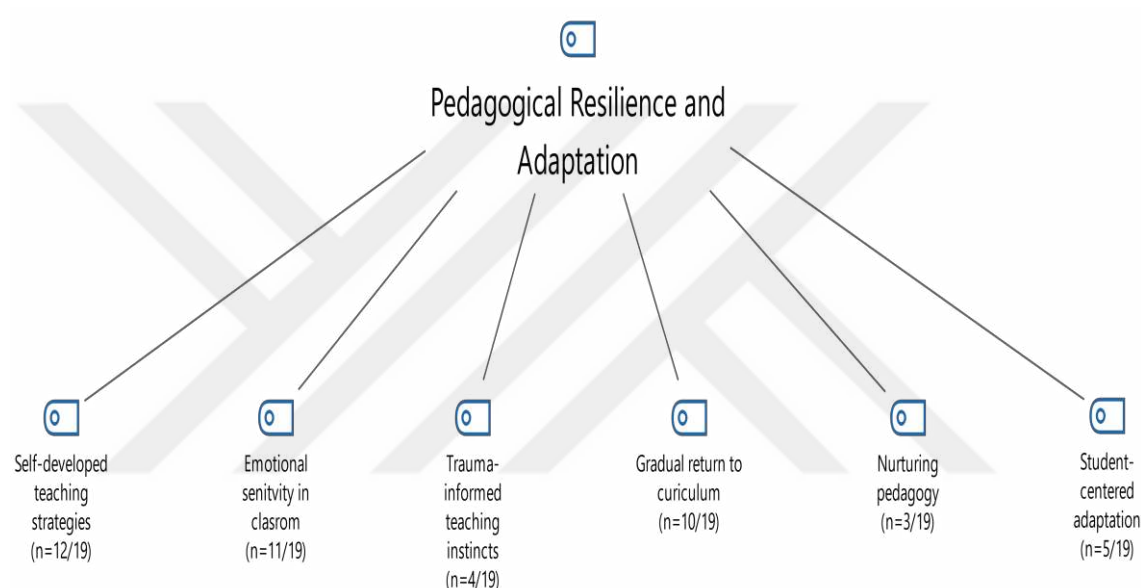


Figure 7. Theme 3: Pedagogical Resilience and Adaptation

Table 29.

Theme 3: Pedagogical Resilience and Adaptation

Code	Sub-codes	Frequency
Self-developed strategies (12)	teaching • Creating improvised lesson plans • Using personal materials/resources • Trial-and-error adaptation to new conditions	12
Emotional sensitivity in classroom (11)	• Reducing academic pressure • Allowing emotional expression in lessons • Being attentive to students' moods and triggers	11
Trauma-informed instincts (4)	teaching • Recognizing signs of student trauma • Integrating play and relaxation activities • Adjusting tone and language to avoid retraumatization	4
Gradual return to curriculum (10)	• Starting with light/review content • Slowly reintroducing formal curriculum • Balancing academic goals with emotional readiness	10
Nurturing pedagogy (3)	• Prioritizing care and comfort over exams • Building safe spaces in classrooms • Providing encouragement and reassurance	3
Student-centered adaptation (5)	• Giving students more voice in lessons • Adjusting pace based on student readiness • Encouraging peer support and collaboration	5

Participants demonstrated notable agency in creating their teaching solutions when formal guidance was lacking. Many teachers reported designing lesson plans from scratch, integrating flexible pacing and content adjustments to help students re-engage with learning at a manageable rate. Emotional sensitivity was a defining element of these adaptations; teachers actively monitored students' moods, adjusted activities accordingly, and sometimes abandoned lesson plans in response to emerging emotional needs. This theme highlights the role of social support, empathy, and collegial solidarity in sustaining teachers' resilience. The data show that connecting with individuals with similar experiences fosters emotional relief, while strong teacher–student bonds and teamwork help restore motivation. P-2 highlights the social support through shared experience:

“I feel more at peace when talking to someone who’s been through it too.” (P-2)

In addition, she highlights empathy in teacher–student relationships as well as peer connection and teamwork:

“We talk to them about everything... Sometimes they share things they haven’t even told their families.” (P-2)

“I work with a wonderful team... Our administrators constantly engage us with events.” (P-2)

This theme shows how teachers adapted strategies to maintain a learning environment, shifting focus away from the trauma, creating a sense of normalcy, and prioritising students’ emotional and cognitive needs.

P-13 took several points as the most vital during the natural disaster process, such as cognitive support with minimal trauma emphasis, managing community safety and wellbeing, listening without pressure to speak, working despite emotional exhaustion and outreach to students in temporary settings.

“We supported them cognitively... tried not to dwell on the trauma... shifted focus quickly.” (P-13)

“Feeding dogs so they wouldn’t attack kids... families shattered... had to act normal.” (P-13)

“No one listened... no one silenced either... people didn’t have the capacity to talk.” (P-13)

“Knowing 150 people who died... no energy to feel well... you go on instinct for the kids.” (P-13)

“Visited students’ tents... attended exams... created sense of normalcy.” (P-13)

A smaller but significant group demonstrated *trauma-informed teaching instincts*, even without formal training, such as avoiding triggering topics, providing safe spaces for emotional expression, and using creative arts to process experiences. The *gradual return to the curriculum* was a widely reported strategy, where teachers reintroduced academic rigour only after ensuring a basic sense of safety and emotional stability in the classroom. Those practising nurturing pedagogy often described themselves as caregivers as much as educators, prioritising emotional connection over academic outcomes.

“I had to invent new ways to keep them engaged, games, music, even just sitting in a circle and talking instead of doing grammar exercises.” (P-05)

“If a student’s eyes were full of tears, there was no point in pushing the lesson. We stopped and talked about what was on their mind.” (P-14)

“No one trained us for this, but somehow, I just knew I had to slow down and let them feel safe first.” (P-09)

The presence of this theme underscores that, even in the absence of structured support, teachers leveraged creativity, empathy, and professional intuition to sustain learning. These adaptive practices offer valuable models for disaster-responsive pedagogy and should be recognised in future training programs. P-3 reflects the diverse student responses to trauma with the following quote:

“Some students are exhausted, hopeless... others are eager to do something. It varies.” (P-3)

Klassen and Durksen (2014) point out that early successes, supportive feedback, and adaptive coping are central in building resilience. Teacher education programs must deliberately foster environments where novices can experience mastery and receive constructive mentoring.”

The accounts below reflect children's resilience, routine healing potential, and the *therapeutic role of play and peer support*. The participant prioritised emotional recovery over immediate academic performance by reducing academic pressure and applying trauma-informed pedagogy.

“When school reopened, we thought students would be broken... but they were happy to return.” (P-9)

“A student trapped for hours changed... but with games and support, recovered.” (P-9)

“We reduced academic load... didn’t pressure them... kids bounced back quickly.” (P-9)

“Being around students truly helps us. At school, we momentarily forget the harsh conditions. When teaching, our only focus is the lesson. It benefits both us and the students.” (P-11)

“Entering the teachers’ room uplifts us. I work at a good school with good administrators and colleagues. We didn’t need to organise anything special. We mostly tried to support the students while healing ourselves.” (P-11)

“We’d love to host native speakers or guests from abroad at our schools or organise cultural trips. That’s why we started eTwinning and Erasmus projects, to develop ourselves and then involve our students.” (P-11)

“After the earthquake, we didn’t want to move. We wanted to stay in our homeland and rebuild, because everything starts with education.” (P-11)

A. Self-developed teaching strategies

This code refers to teachers creating lesson plans, activities, and instructional adjustments without formal guidance. Twelve participants reported designing tailored approaches to maintain student engagement under post-disaster conditions.

“No one told us what to do, so I made my plan that suited the students’ mood and energy.” (P-11)

These self-developed strategies highlight teachers’ agency and capacity to innovate under pressure.

Self-motivation through professional development, student-driven motivation, mental health referral, and stakeholder collaboration were underlined by Participant 3.

“I joined workshops and Erasmus projects... It keeps me motivated and helps students.”

“My students motivate me. Especially this year, they’re preparing for university. That gives me purpose.”

“We guide them to psychologists if needed. We meet with families, stay in touch with the directorate.”

B. Emotional sensitivity in the classroom

Eleven participants deliberately monitored students’ emotional states and adjusted lesson content and pace accordingly. This often meant prioritising well-being over curriculum coverage. Such responsiveness fostered a supportive learning environment during a period of instability.

This theme shows how teachers adapted their instructional priorities after the earthquake, placing emotional recovery above academic performance, and using personal values to inspire student resilience.

“As teachers, our first concern was our students. We tried to be there for them. That’s why a teacher’s well-being matters, so we can help our students. That’s who we are: just us and the children. If we’re okay, they’ll be okay.” (P-12)

“I tell students that strength isn’t about never struggling, it’s about overcoming pain.” (P-17)

“Language teaching is social and emotional... If we’re smiling and stable, we can inspire students.” (P-17)

“Academic achievement became secondary... I focused on helping students recover emotionally.” (P-17)

The narratives underscore that *teachers were often more emotionally burdened than students*, carrying a dual role as caregivers and educators. The participant calls for *reduced administrative workload and opportunities for self-care*, including leisure activities. *Peer support* emerges as a primary coping mechanism, with collegial conversations functioning as informal therapy.

“Teachers were worse off than kids... we’re also mothers and caretakers... our emotional load is double.” (P-9)

“To be stronger, teachers need fewer documents... more time for self-care like yoga or picnics.” (P-9)

“Our best therapy is talking with colleagues... social bonding reduces stress.” (P-9)

C. Trauma-informed teaching instincts

Four participants demonstrated spontaneous use of trauma-sensitive approaches without having received formal training. This included avoiding triggering topics, providing safe spaces, and using creative arts for expression.

“I avoided talking about buildings or natural disasters because I knew it would upset them.” (P-09)

“Art and music became tools for them to process what happened.” (P-02)

Even without structured preparation, some teachers intuitively adopted practices aligned with trauma-informed pedagogy.

D. Gradual return to curriculum

Ten participants described easing back into formal academic content rather than resuming full curriculum expectations immediately.

“We started with less challenging topics and slowly moved back to the main syllabus.” (P-08)

“I didn’t want to overwhelm them with exams right away; we took small steps.” (P-17)

This gradual transition helped re-establish a sense of safety and stability before academic rigour resumed.

E. Nurturing pedagogy

Three participants identified a caregiving dimension to their teaching, prioritising emotional connection over academic goals.

“Sometimes being there for them mattered more than finishing the lesson plan.” (P-12)

“I saw myself as someone who cared for their hearts as much as their minds.” (P-04)

Nurturing pedagogy reinforced the relational aspect of post-disaster education.

F. Student-centred adaptation

Almost all the participants adapted lessons to student interests, needs, and suggestions, often giving them more autonomy in learning activities.

“We did activities they suggested, it made them feel in control.” (P-15)

“I let them choose topics they were curious about, just to keep them motivated.” (P-19)

Student-centred adaptation supported engagement and gave learners a sense of agency in uncertain times.

4.3.4.4. Theme 4: Collegial Solidarity and Peer Support

This theme highlights the interpersonal bonds, shared coping mechanisms, and professional collaboration that emerged among teachers during the recovery process. It includes four codes: *Emotional bonding with colleagues* (12 participants), *Sharing materials and ideas* (4), *Joint grief processing* (3), and *Digital communication & support networks* (4). Altogether, these were referenced in 23 participant instances, making this a moderately frequent but significant theme.

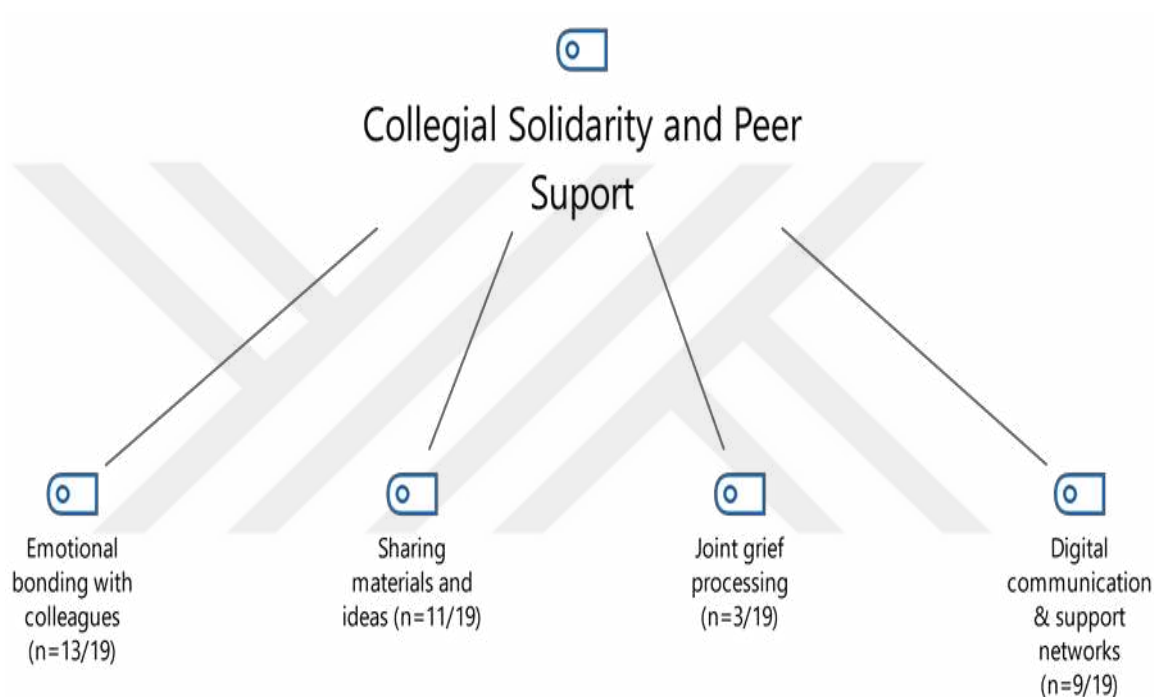


Figure 8. Theme 4: Collegial Solidarity and Peer Support

Table 30. ü

heme 4: Collegial Solidarity and Peer Support

Code	Sub-codes	Frequency
Emotional bonding with colleagues (13)	• Sharing grief and emotions in safe spaces • Offering moral support to each other • Strengthening friendships beyond professional ties	13
Sharing materials and ideas (11)	• Exchanging lesson plans and resources • Providing books, worksheets, digital tools • Practical cooperation to reduce workload	11
Joint grief processing (3)	• Holding collective remembrance activities • Crying or mourning together • Normalizing emotional expression among peers	3
Digital communication & support networks (9)	• Using WhatsApp groups for coordination • Online emotional check-ins • Remote sharing of resources and updates	9

Participants described how their relationships with colleagues became vital to emotional stability. *Emotional bonding with colleagues* was the most frequently cited code, involving informal conversations, mutual reassurance, and empathetic listening. Teachers emphasised that these bonds extended beyond work-related matters, becoming lifelines in collective grief.

“The principal and colleagues asked if we needed anything.” (P-1)

“Some teachers... worked with AFAD. They asked us to share our needs.” (P-1)

Sharing materials and teaching ideas provided practical benefits and a sense of solidarity, a reminder that they were not facing the challenges alone. *Joint grief processing* activities, such as commemorating lost students or colleagues, were rare but profoundly impactful for those who participated. Meanwhile, *digital communication and support networks* (e.g., WhatsApp groups) enabled continuous connection, particularly when in-person meetings were impossible due to displacement or infrastructural damage.

“We started a group chat just to share lesson ideas and small jokes. It sounds simple, but it kept us sane.” (P-13)

“Once, we all gathered to remember the people we lost. That day, I felt both the deepest sadness and the strongest sense of unity.” (P-04)

This theme reveals the essential role of peer relationships in sustaining teachers’ emotional and professional resilience. These informal support networks often compensated for the lack of formal institutional assistance.

A. Emotional bonding with colleagues

During the recovery, the importance of family and community was touched on. Collective resilience and emotional support were vital within the family.

“My husband and I prioritised our children... we supported each other.” (P-1)

“Our neighbours and local community have been supportive.” (P-1)

“Being far from family still leaves a sense of emptiness... I miss my friends, school, and environment.” (P-1)

Thirteen participants described forming or strengthening emotional bonds with fellow teachers during recovery. These connections provided reassurance, shared understanding, and mutual encouragement in a context where external support was limited.

“My colleagues became my second family. We cried together, laughed together, and somehow managed to keep going.” (P-06)

“Talking to them was the only time I felt truly understood.” (P-13)

Such bonding served as an informal safety net, helping teachers cope with emotional strain.

“Our colleagues also provided a sense of solidarity; we were all trying to support one another. But what helped me most was staying active. I didn’t allow myself to stop and dwell too long... I focused on returning to routine, even if it was hard.” (P-15)

B. Sharing materials and ideas

Eleven participants reported exchanging teaching resources, lesson plans, and creative classroom ideas. This collaboration eased workloads and fostered a sense of teamwork.

“I used activities a colleague shared with me when I didn’t have the energy to plan.” (P-05)

Resource sharing reduced isolation and promoted efficiency in a time of limited energy and resources.

C. Joint grief processing

Three participants participated in collective grieving activities, such as memorials for lost students or colleagues. Although less frequent, these events carried profound emotional significance.

“Sharing tears with them made me feel less alone.” (P-16)

Joint grief processing strengthened solidarity and validated shared loss.

This theme shows how emotional and professional support from colleagues, local communities, and international networks sustained teachers during recovery. The following quotes show professional solidarity and global teacher networks, classroom engagement as psychological relief, normalisation through teaching routine, self-motivation to maintain normalcy, and commitment to professional continuity.

“My colleagues, my Erasmus partners, teacher friends from across Türkiye... they all reached out.” (P-7)

“The happiness or positive energy we get from students... helps us feel more connected to life.” (P-5)

“It contributes to normalising things; to forget the bad times.” (P-5)

“We had to stay strong... I motivated myself with that mindset: life goes on.” (P-5)

“I tried hard not to let any of this affect my work. I don’t think it did.” (P-5)

D. Digital communication & support networks

Nine participants utilised digital platforms to maintain contact, share updates, and offer emotional support when face-to-face meetings were not possible.

“Even when we couldn’t meet, the group chat kept us connected.” (P-02)

“We checked in on each other daily online; it helped me feel part of something.” (P-09)

Digital networks extended peer support beyond the physical school space, enabling continuous connection in times of disruption.

4.3.4.5. Theme 5: Teacher–Student Reciprocity in Recovery

This theme reflects the mutually supportive relationships between teachers and students, in which healing, encouragement, and resilience flowed in both directions. It contains four codes: *Students’ emotional resilience* (8 participants), *Mutual healing in the classroom* (7), *Students uplifting the teacher* (6), and *Student-led recovery activities* (5). Together, these codes were mentioned in 26 participant instances.

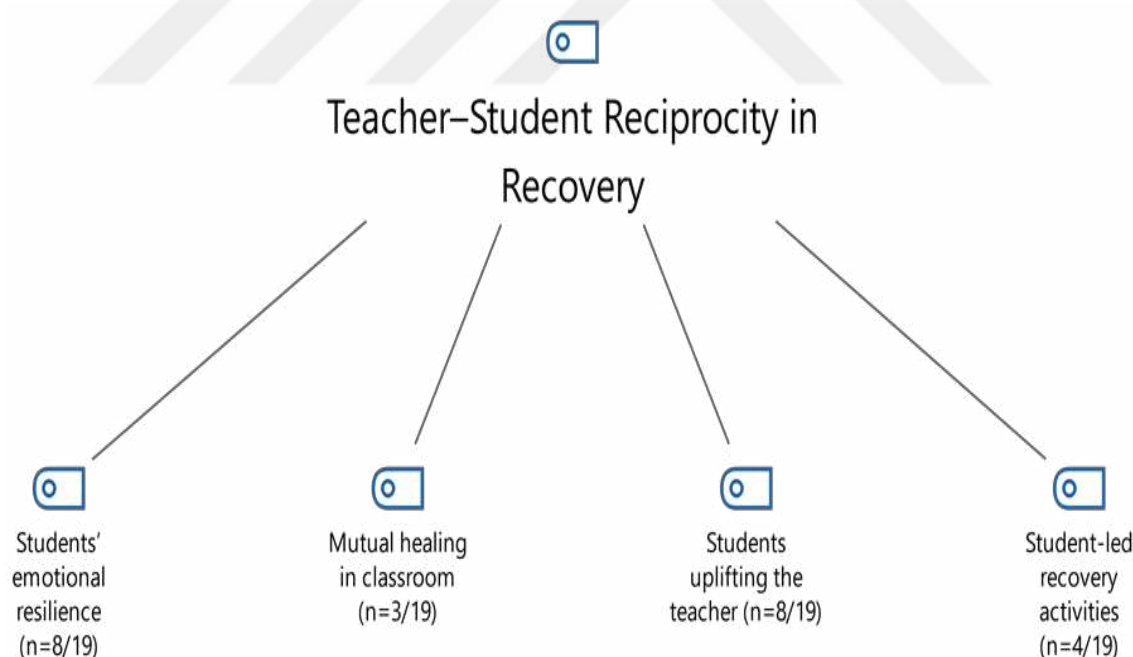


Figure 9. Theme 5: Teacher–Student Reciprocity in Recovery

Table 31.

Theme 5: Teacher–Student Reciprocity in Recovery

Code	Sub-codes	Frequency
Students’ resilience (8)	emotional • Students returning to school with joy • Quick adaptation to new routines • Children showing optimism despite losses	8
Mutual healing in classroom (3)	• Teachers and students crying together • Sharing stories of survival • Creating a collective space for emotional recovery	3
Students teacher (8)	uplifting the • Students’ laughter and energy motivating teachers • Children expressing gratitude to teachers • Students encouraging teachers not to give up	8
Student-led activities (4)	recovery • Organizing games to distract peers • Student initiatives to decorate/clean classrooms • Peer support groups initiated by children	4

Many teachers reported being inspired by their students’ capacity to cope with trauma, often noting that students adapted more quickly than expected. These *students’ emotional resilience* served as a source of hope and motivation for teachers, counteracting feelings of despair. In several cases, participants described moments of *mutual healing in the classroom* where open discussions, shared activities, or being together fostered a sense of stability for both sides. Instances of *uplifting the teacher* were particularly moving; teachers recalled students bringing small gifts, expressing gratitude, or initiating conversations to check on their well-being. Additionally, *student-led recovery activities*, such as organising performances, art exhibitions, or commemorations, aided their healing and created emotionally rich experiences for teachers.

“When I saw how strong they were, I felt ashamed of my hopelessness. They were teaching me how to be strong.” (P-12)

“One day a student handed me a drawing and said, ‘This is for when you feel sad.’ I cried in the teachers’ room afterwards.” (P-09)

This subject demonstrates how healing in school was not a one-way street from instructor to student. Instead, it was marked by a reciprocal flow of empathy, resilience, and caring, underscoring the notion that educational rehabilitation efforts can draw on the emotional resources of both instructors and students. This theme suggests that, despite post-disaster obstacles, teachers' commitment to their vocation has remained unwavering. However, there has been a significant decrease in classroom energy and enthusiasm. Students continue to be an essential source of purpose and inspiration. Despite the negative, I am still passionate about teaching.

“My passion for teaching hasn’t changed.” (P-2)

However, it is evident that some EFL teachers lost joy and energy in the classroom, and so did the students.

“I’ve lost some of that vitality... the joy and fun are missing.” (P-2)

Some teachers prioritise student-centred motivation, and with their positive perspectives towards their students and the whole teaching process, they motivate themselves and their students.

“After my son, my students are my biggest reason for living.” (P-2)

A. Students’ emotional resilience

Eight participants admired their students’ capacity to adapt, recover, and maintain a positive outlook despite the traumatic circumstances. This resilience often inspired teachers and renewed their sense of purpose.

“They came back to school smiling and ready to learn. That gave me hope.” (P-07)

Students’ emotional resilience was a source of motivation for teachers to persist in their roles despite personal struggles.

B. Mutual healing in the classroom

Three participants described moments when teachers and students engaged in emotional sharing, reflection, and comforting each other. These interactions created a reciprocal healing environment.

“We had days when we just sat and talked about our feelings. I think we healed each other in those moments.” (P-03)

“Sometimes I felt like we were all counsellors for each other.” (P-15)

Mutual healing reframed the classroom as a shared safe space rather than a one-directional support setting.

C. Students uplifting the teacher

Eight participants recalled instances where students directly encouraged or comforted them, offering kind words, gifts, or symbolic gestures of care.

“They would ask if I was okay and tell me to take care of myself. That meant so much.” (P-04)

These gestures strengthened emotional bonds and reminded teachers that support can flow in both directions.

We must highlight teacher Identity, motivation, and responsibility as significant themes that we must underline... Many teachers shared how strong the emotional bond with their students is. The teachers regarded the students as a healing source.

“When I got in touch with them and learned they were doing okay, I was so relieved.” (P-1)

“They tried to cheer me up and make things feel normal again.” (P-1)

Teachers showed continued professional devotion despite trauma.

“Eventually, I missed teaching. Being away makes you overthink.” (P-1)

D. Student-led recovery activities

Four participants mentioned that student-initiated events, such as art exhibitions, performances, or commemorations, were used to process the disaster’s impact.

“They organised a small play about hope. It was beautiful and emotional for all of us.”
(P-13)

“Their art projects weren’t just for them; they healed me too.” (P-08)

These activities facilitated student healing and provided teachers with renewed optimism and community connection.

4.3.4.6. Theme 6: Calls for Educational Reform

The anguish faced by English teachers in Hatay following the 2023 earthquakes revealed personal weaknesses. This subject embodies teachers' collective wisdom and urgency as survivors, experts, and witnesses to what went wrong and what needs to be done differently. It directly addresses Research Questions 3 and 5, which are about how post-disaster observations might impact policy and what instructors advocate for strengthening language teaching in the region. It is based on interview prompts addressing systemic issues, future recommendations, and gaps in teacher preparation and institutional responsiveness.

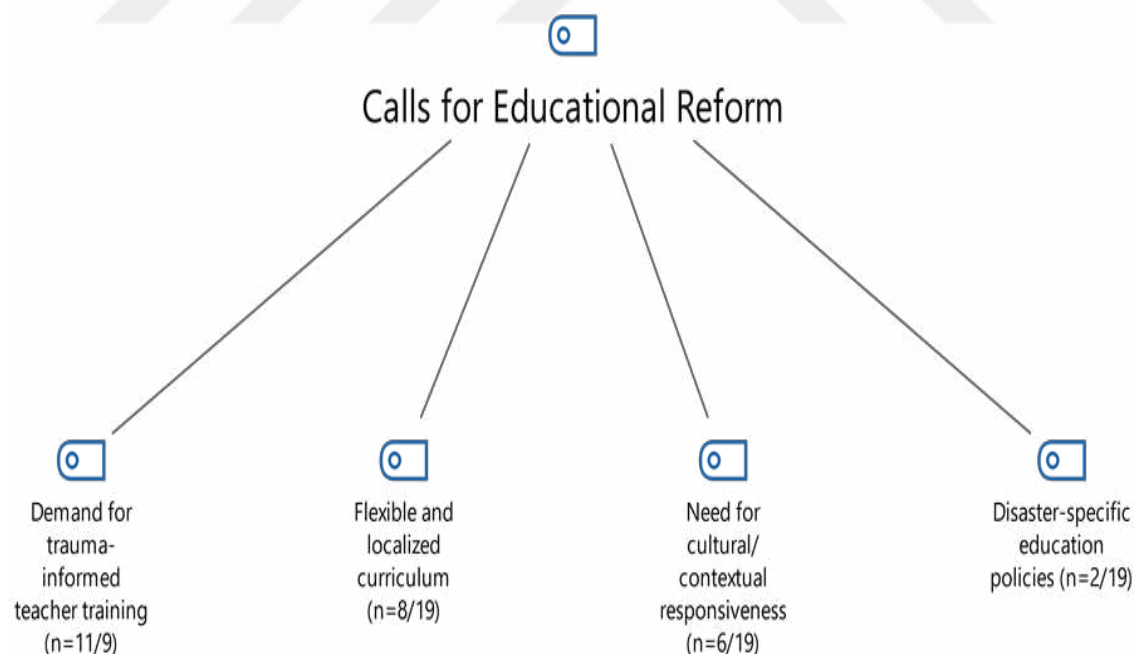


Figure 10. Theme 6: Calls for Educational Reform

Table 32.

Theme 6: Calls for Educational Reform

Code	Sub-codes	Frequency
Demand for trauma-informed teacher training (11)	• Need for psychological first-aid knowledge • Training on how to handle students' trauma • Continuous PD programs focusing on resilience	11
Flexible and localized curriculum (8)	• Reducing academic load after disaster • Adapting curriculum to local realities • Prioritizing student well-being over exams	8
Need for cultural/contextual responsiveness (6)	• Inclusion of local traditions and practices in recovery • Recognizing community-specific needs • Culturally sensitive pedagogy during crises	6
Disaster-specific education policies (2)	• National-level strategies for emergency schooling • Clear protocols for teachers during disasters • Long-term educational planning for resilience	2

This theme includes calls for curriculum reform incorporating emotional intelligence, mindfulness, and holistic teacher preparation.

“There should be global citizenship or values education in ELT programs to train emotionally aware teachers.” (P-7)

“What we need is calmness; not just disaster prep. Support groups, breathing, mindfulness.” (P-7)

In addition, the theme captures participants' aspirations for long-term, systemic educational changes to better prepare schools and teachers for future crises. It comprises four codes: *Demand for trauma-informed teacher training* (7 participants), *Flexible and localised curriculum* (8), *Need for cultural/contextual responsiveness* (3), and *Disaster-specific education policies* (4).

The most common reform request was for trauma-informed teacher training, reflecting teachers' awareness that emotional recovery and academic progress must go hand in hand in disaster contexts. Participants stressed that such training should be practical, context-sensitive, and integrated into ongoing professional development rather than treated as a one-off intervention. This theme reflects concern over the decline of English language teaching in the area and the loss of skilled educators.

"Speak to school admins... the best teachers died... English teaching has collapsed here." (P-13)

Besides, it includes calls for curriculum reform to incorporate emotional intelligence, mindfulness, and holistic teacher preparation. Calls for a flexible and localised curriculum were almost equally standard. Teachers claimed that schools cannot simply return to pre-existing timetables and curriculum requirements after a disaster without considering students' emotional and cognitive preparation. They emphasised the importance of considering local realities such as cultural nuances, infrastructure, and community-specific issues when designing curricula. Participants stressed the importance of cultural and contextual responsiveness, noting that present instructional materials and practices frequently disregard regional values, customs, and lived experiences.

Finally, a smaller group emphasised the significance of disaster-specific education policies, such as readiness drills, emergency communication procedures, and post-crisis action plans, in ensuring that schools can respond quickly and effectively in future calamities. The following quotes reflect some teachers' critiques of teacher motivation.

"We need real training on how to teach children who have been through trauma. Without it, we're just guessing." (P-07)

"Policies should not only talk about disasters in theory. We need clear, step-by-step guides for when the next crisis comes." (P-05)

This theme demonstrates that teachers are not merely passive recipients of educational policy but active stakeholders with valuable insights into how the system can evolve. Their calls for reform reflect a vision of adaptable, culturally grounded, and resilient education in a crisis.

A. Demand for trauma-informed teacher training

Eleven participants emphasised the need for systematic, practical training to equip teachers with skills for supporting students in post-crisis contexts. They highlighted that current training opportunities were either absent or too theoretical.

“Workshops should be hands-on, not just lectures.” (P-16)

The demand reflects teachers’ awareness that emotional recovery and academic achievement are interconnected in disaster-affected classrooms.

“I wasn’t sure if I was helping or hurting them. I did my best, but it felt like guessing in the dark.” (P-14)

Many expressed that even basic knowledge about trauma, psychological first aid, and emotional co-regulation would have helped them support their students and themselves more ethically, confidently, and safely.

“I know how to teach grammar, but how do I hold a child who trembles at every noise? That’s what I need to learn.” (P-09)

In this theme, critical perspectives on the attitudes of some educators and suggestions for more meaningful professional development opportunities are included. All of the teachers had recommendations for values-based training.

“More meaningful seminars on empathy, happiness, and the true value of teaching.” (P-17)

Learning and awareness through post-disaster training were achieved, and misconceptions were corrected with Increased disaster awareness.

“We thought fleeing the building was right, but it can be fatal.” (P-1)

“Now I feel more conscious and safer.” (P-1)

However, almost all the participants underlined the need for systemic follow-up.

“They could still reach out, how are people continuing with their lives?” (P-1)

B. Flexible and localised curriculum

Eight participants argued for the ability to adapt curriculum content and pacing according to the community’s post-disaster needs.

“A one-size-fits-all curriculum doesn’t work after a disaster. We need the freedom to adjust it to our reality.” (P-18)

“I slowed down certain topics because the students weren’t ready.” (P-02)

A flexible curriculum was essential for balancing emotional well-being with academic progression.

Participants noted that existing syllabi were rigid, test-focused, and indifferent to the trauma experienced by students and teachers alike.

“We needed storytelling, poetry, quiet time, not worksheets. But the system didn’t allow that.” (P-13)

This theme addresses concerns over students’ limited seriousness during emergency preparedness drills.

Some teachers mentioned student attitudes towards drills during the conversations.

“Students tend to laugh during drills... they don’t fully grasp the seriousness.” (P-17)

Several teachers advocated for localised learning approaches, where schools and teachers are empowered to temporarily adjust goals, assessment standards, and content based on students’ emotional readiness and lived realities.

“Every class is different after a disaster. The Ministry needs to trust teachers to know what their students need.” (P-11)

This shift calls for an educational model grounded in achievement, healing, creativity, and relevance.

C. Need for cultural/contextual responsiveness

Six participants stressed the importance of aligning teaching materials and policies with local culture, traditions, and lived experiences, especially in a crisis context.

“Students should see their own culture and stories in the lessons, especially when they are feeling lost.” (P-04)

“Policy makers in Ankara don’t always understand our community’s reality.” (P-09)

Cultural relevance was a key factor in making recovery efforts meaningful and effective.

D. Disaster-specific education policies

Two participants called for clear, actionable policies that address education during and after disasters, including emergency communication protocols and preparedness drills.

“Policies should not only talk about disasters in theory. We need clear, step-by-step guides for when the next crisis comes.” (P-05)

“If we had a plan ready, the chaos would have been less.” (P-12)

“We’ve done many earthquake drills and watched videos over the years. But during the quake, we didn’t remember or apply anything... After experiencing it, you realise the importance of those instructions.” (P-11)

These suggestions underscore the importance of proactive planning over reactive measures.

E. Humanising Education: Beyond Instruction

Teachers also envisioned a broader shift in the philosophy of education, one that embraces humanity, compassion, and emotional literacy as central to the curriculum, not peripheral.

“We teach English, yes. But first, we teach how to breathe, stay calm, and feel safe. That should be part of the curriculum.” (P-02)

“Every teacher should know how to listen. Every child should know that their emotions matter. This is not extra, it’s essential.” (P-19)

This vision aligns with global movements toward social-emotional learning (SEL) and well-being-oriented education, where the emotional health of teachers and students is seen as foundational, not supplementary. The voices in this theme do more than critique; they build. These participants, survivors, educators, and caregivers are policy thinkers, pedagogical innovators, and community builders. Their insights echo and amplify global frameworks such as UNESCO's Guidelines for Supporting Learning Recovery (2023), which call for teacher well-being, curricular flexibility, and context-responsive practices as pillars of post-crisis education.

Teachers are not demanding luxury here. It is basic readiness, ethical accountability, and psychological safety for pupils and oneself. Their stories demonstrate that without trauma-informed frameworks and responsive mechanisms, even the most resilient teachers will be left unprotected, vulnerable, and disillusioned. At its core, this issue is a critique of a system that must adapt; one must recognise that education is more than just knowledge transfer; it is also about survival, recovery, and human dignity in post-disaster circumstances.

4.3.4.7. Theme 7: Meaning-Making and Reflective Growth

This theme addresses how teachers interpreted their post-earthquake experiences, the personal and professional transformations they underwent, and the more profound sense of purpose they discovered. It comprises four codes: *Research participation as therapeutic* (5 participants), *Reframing teacher identity* (4), *Finding new meaning in teaching* (5), and *Moral leadership & advocacy* (3). These were mentioned in 17 participant instances, making this one of the less frequent but most introspective themes.

“My greatest joy is seeing a student leave school with knowledge and happiness. That’s my measure of success.” (P-3)

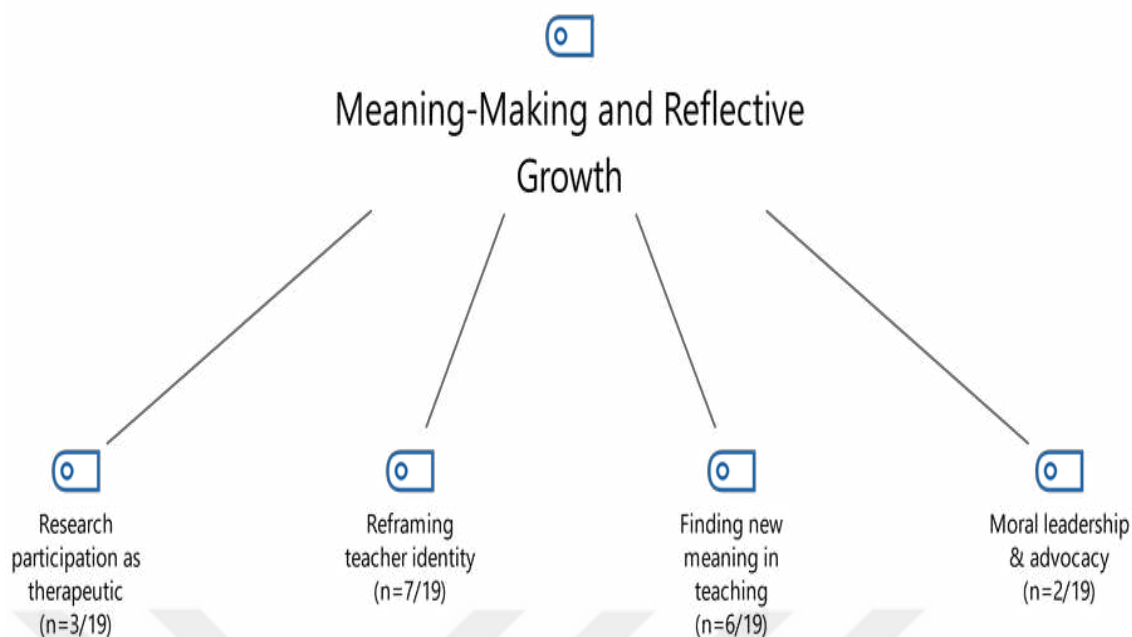


Figure 11. Theme 7: Meaning-Making and Reflective Growth

Table 33.

Theme 7: Meaning-Making and Reflective Growth

Code	Sub-codes	Frequency
Research participation as therapeutic (3)	• Feeling relief by sharing experiences • Perceiving the interview as a safe space • Transforming personal pain into collective knowledge	3
Reframing teacher identity (7)	• Seeing themselves as caregivers beyond teaching • Redefining professional purpose • Strengthening sense of mission after crisis	7
Finding new meaning in teaching (6)	• Teaching as a way to rebuild community • Experiencing teaching as healing • Renewed value placed on human connection in class	6
Moral leadership & advocacy (2)	• Taking active role in supporting colleagues/students • Speaking up about systemic neglect • Advocating for reforms in education	2

For some teachers, participating in this research was itself a healing act. The opportunity to share their stories, be heard, and reflect on their journey contributed to *research participation as therapeutic*. Others described *reframing their teacher identity*,

where their role evolved beyond academic instruction to encompass mentorship, emotional guidance, and community leadership.

The code *finding new meaning in teaching* captured moments where teachers rediscovered or redefined their sense of mission, often tied to resilience, empathy, and social responsibility. A smaller group described themselves as engaging in *moral leadership and advocacy*, taking on public roles to speak for their communities, push for change, and serve as role models for perseverance.

A. Research participation as therapeutic

Three participants described their involvement in this study as a healing process, offering them space to reflect, articulate feelings, and feel heard.

“This interview was the first time I spoke openly about what happened.” (P-07)

Many participants described the interview process as their first opportunity to narrate their experience. The space to speak, uninterrupted, listened to, and without judgment, offered not just release, but validation.

This was the first time I could speak without holding back.” (P-03)

“Saying it all out loud made me realise what I had survived. It wasn’t just about the earthquake. It was about me.” (P-11)

Several teachers cried during interviews, not from weakness, but from a sense of recognition that their inner lives, often buried beneath professionalism, had finally been given space.

This conversation was more healing than anything we were offered. Thank you for seeing us.” (P-09)

“Talking to you now feels like a kind of therapy. I never realised how much I needed to tell this story.” (P-16)

“This experience gave me a new purpose, to raise students who can survive anything, not just pass exams.” (P-19)

While not as prevalent as other themes, this category reveals the profound personal growth that can emerge from tragedy. It highlights that disaster recovery is not solely about returning to a pre-crisis state but can also foster transformation, renewed purpose, and a reimagined professional identity.

Teachers' more profound reflections on the purpose and values of their profession, framing teaching as a moral and almost sacred duty rather than just a job, were also highlighted.

"This isn't just a job, it's a sacred responsibility." (P-17)

The belief that their work carries a deeper value beyond academic achievement was also captured; it is about restoring dignity and a sense of worth to those affected.

"Your work will make people feel valued... that is everything." (P-13)

Such engagement illustrates how qualitative research can become a supportive intervention for participants.

B. Reframing teacher identity

Seven participants reported a shift in their understanding of their role, from solely delivering academic content to encompassing emotional support, mentorship, and community leadership.

"I used to think of myself as just an English teacher. Now I see myself as someone who helps rebuild lives." (P-02)

"My job now feels bigger than the classroom." (P-09)

This reframing reflects a more profound professional transformation prompted by crisis conditions.

Participants began to reclaim and reframe their teacher identities, not as passive recipients of trauma, but as active agents in healing and education. They acknowledged the profound emotional toll and recognised how it deepened their capacity for empathy, connection, and purpose.

“I’m not the same teacher I was before. I’m more human now. I know how to sit with pain, mine and theirs.” (P-06)

“This disaster stripped us bare. But it also reminded me why I teach, not just for grammar but also for healing.” (P-14)

Many described a sense of moral awakening, where teaching became more than a job, a form of service, a commitment to being present in children’s lives as they rebuilt their narratives.

C. Finding new meaning in teaching

Six participants expressed a renewed sense of purpose, linking their teaching to broader values such as resilience, empathy, and social responsibility.

“This experience gave me a new purpose, to raise students who can survive anything, not just pass exams.” (P-19)

“I teach now with the hope of shaping stronger, kinder people.” (P-04)

Finding new meaning often served as a motivational anchor during ongoing challenges.

“What helped most were my students... I had to keep going for them.” (P-8)

D. Learning from the Ashes: New Philosophies of Education

Teachers also reflected critically on their philosophies of education. The experience reshaped how they viewed learning, discipline, success, and the classroom.

“Before the earthquake, I measured success in test scores. Now I measure it in eye contact, safety, and silence.” (P-04)

“We need to teach life, not just language. Empathy, resilience, care... should be part of every lesson.” (P-19)

“I didn’t attend seminars because I don’t believe someone who hasn’t lived through this can truly understand or guide me... I left the seminar because I didn’t find it convincing.” (P-12)

These reflections align with pedagogical renewal, where trauma leads to new frameworks for student–teacher relationships, curriculum, and the emotional climate of education.

E. Moral leadership & advocacy

Two participants described taking public roles to advocate for their community, raise awareness of educational needs, and serve as examples of perseverance.

“I spoke at a community meeting about what our schools need to recover.” (P-11)

“I feel responsible for representing teachers’ voices.” (P-06)

Though less common, such actions demonstrate how personal recovery can evolve into broader social engagement.

4.3.4.8. Theme 8: Additional Context-Specific Themes

This theme gathers context-dependent challenges and observations that, while not universally shared across participants, provide important insight into the lived realities of specific subgroups of teachers. It includes seven codes: *Housing insecurity & displacement* (3 participants), *Financial strain* (5), *Gendered teaching roles* (2), *Compounded crises* (2), *Positive institutional support* (3), *Decline in language education quality* (2), and *Social decay & value crisis* (2).

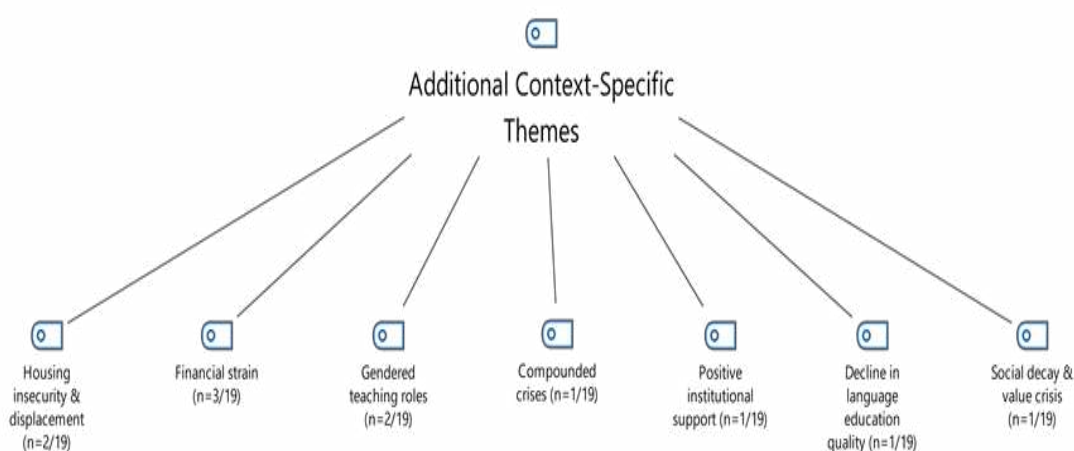


Figure 12. Theme 8: Additional Context-Specific Themes

Table 34.

Theme 8: Additional Context-Specific Themes

Code	Sub-codes	Frequency
Housing insecurity & displacement (2)	• Living in tents or containers • Frequent moves between relatives' houses • Uncertainty about permanent housing	2
Financial strain (3)	• Increased living costs post-disaster • Loss of secondary income sources • Struggles to provide for family	3
Gendered teaching roles (2)	• Women teachers expected to take on caregiving roles • Gendered division of labor in recovery • Cultural expectations reinforcing stress	2
Compounded crises (1)	• Facing earthquake impact alongside other crises (economic, political) • Feeling overwhelmed by multiple burdens	1
Positive institutional support (1)	• Rare cases of supportive school leadership • Instances of local NGOs providing aid • Recognition of exceptional institutional help	1
Decline in language education quality (1)	• Reduced focus on English due to core subjects • Difficulty sustaining communicative activities • Students losing motivation in EFL	1
Social decay & value crisis (1)	• Perception of weakened solidarity in society • Decline in moral values post-crisis • Growing distrust among community members	1

Housing insecurity & displacement emerged when teachers were forced to leave their homes, often moving to temporary shelters or other cities. This instability complicated their professional responsibilities and emotional recovery. *Financial strain* was a recurring challenge, especially for those whose households faced additional expenses after the disaster.

A few participants reported good institutional support, such as effective school leadership or timely aid from local authorities, which contrasted with the overall theme of institutional absence. The decrease in language education quality reflected worries that the post-disaster shift in priorities had drastically diminished the emphasis on foreign language teaching. Finally, social degradation and value crises addressed broader societal

issues such as a perceived loss of empathy, solidarity, or moral standards in the community following the disaster.

“Some of my colleagues got real help from their principals. I wish that were the case for all of us.” (P-04)

Though these topics were less extensively discussed, they add to the picture by demonstrating how several environmental elements intertwined with teachers' professional and personal lives in the aftermath of the earthquake, ranging from economic difficulty to social transformation.

A. Housing insecurity & displacement

Two participants said they had lost their homes or been forced to migrate to temporary shelters, relatives' homes, or other cities. This unpredictability interrupted their teaching routines and exacerbated mental strain.

“I was living in a tent for months. Trying to prepare lessons there was almost impossible.” (P-08)

“I had to move three times in one year because there was nowhere permanent.” (P-15)

Housing insecurity compounded the logistical and emotional challenges of post-disaster life.

“We housed 30 people for 2 months... lost students and neighbours... wanted to change schools to avoid ruins.” (P-9)

“Our principal was part of the provincial emergency response team. Our schoolyard was turned into a tent area and a container city. We tried to help however we could, as teachers and citizens.” (P-7)

B. Financial strain

Three participants experienced increased economic pressure due to property loss, relocation costs, or reduced household income.

“We had to spend all our savings just to cover basic needs.” (P-03)

“My salary didn’t change, but my expenses doubled.” (P-10)

Financial strain added another layer of stress, affecting overall well-being and focus at work.

C. Gendered teaching roles

Some female participants reported *gendered teaching roles*, noting that societal expectations placed an unequal caregiving burden on women during and after the crisis. They also noted that societal expectations placed a disproportionate caregiving burden on women, both at home and in the school community. *Compounded crises* referred to the overlap of the earthquake with other ongoing difficulties, notably the COVID-19 pandemic, which amplified the strain on teachers.

“As a woman, I was expected to comfort everyone while I was falling apart inside.” (P-17)

“Female teachers are seen as natural caregivers, so we get extra emotional labour.” (P-06)

This gendered expectation often intensified emotional exhaustion for women educators.

D. Compounded crises

Some participants described the overlap of the earthquake with other ongoing challenges, such as the COVID-19 pandemic, which amplified stress and disrupted recovery.

“After the quake and the pandemic, it felt like we were in a never-ending crisis.” (P-15)

This layering of crises magnified the psychological burden and delayed the return to stability.

E. Positive institutional support

One participant shared a contrasting experience of receiving timely and effective assistance from school leadership or local authorities. Although rare, such accounts provide valuable insight into what adequate post-disaster institutional support can look

like. The excerpt below highlights *post-disaster teacher training, psychological first aid for students, and encounters with severe student trauma*. The participant recalls receiving targeted support to help learners who had lost limbs or parents.

“We were given first aid training and psychological support strategies for students. Some had lost limbs or parents.” (P-4)

“We’re a project school with a great auditorium and strong support from the administration. Reyhanlı people appreciate sincere efforts, especially for students.” (P-17)

The participant highlights how *non-academic initiatives*, such as social gatherings and outings, boost morale and well-being. Positive administrative sensitivity is contrasted with the limited effectiveness of online professional development, while in-person training fosters *interactive learning* and stronger engagement.

“Our school now organises meals and trips, this motivates us more than you’d expect.” (P-9)

“Face-to-face training is much better... online is treated like a duty.” (P-9)

“The course was life-changing... teachers shared ideas, grew together.” (P-9)

“After the debris removal and rescue efforts ended, our school administrators returned and were active in Antakya... We supported each other psychologically... Even just talking helped.” (P-12)

“Our district education director and school administrators were proactive. They went to Antakya and did everything they could. We organised aid, supported volunteers... Many of our senior educators and administrators led the way.” (P-17)

“The district organised seminars... about how to support and re-engage students who had suffered psychological trauma... One compelling seminar was called ‘Happiness’... The philosophy was: if we’re not happy, we can’t make our students happy.” (P-17)

On the other hand, some teachers did not find the developmental courses, such as seminars and webinars.

“I only attended that week-long seminar. It was more about general educational strategies, not specifically about emotional well-being. There was no structured content about teacher well-being or trauma-sensitive communication.” (P-18)

And professional development, especially region-specific programs, would help us feel less forgotten.” (P-18)

The fact that many teachers took on the financial burden of providing for the basic material needs of their classes was especially notable. This approach highlights structural deficiencies in institutional support, in addition to their strong feeling of professional commitment and moral duty to their students. The fact that teachers paid for their own classroom supplies (*“Many of us spend money out of our pockets for materials, classroom needs or even helping students.”* (P-18)) demonstrates how professional and personal boundaries are becoming hazier and how educators are being forced to take on roles that go beyond teaching in order to make up for systemic shortcomings. Although such acts are admirable for showcasing teachers' tenacity and dedication, they may also result in extra financial and psychological strains, which could have an adverse effect on their general well-being and job satisfaction.

F. Decline in language education quality

One participant observed a significant drop in the focus and quality of English language teaching post-disaster, as emotional recovery and core subjects took precedence.

“After the earthquake, English classes were the first to be sacrificed.” (P-09)

This shift in priorities highlights the vulnerability of non-core subjects in crisis contexts.

“Since the building was earthquake-resistant, we continued in the same building. However, we had to host another school whose building had collapsed... That brought a lot of challenges.” (P-14)

G. Social decay value crisis

One participant perceived a deterioration in community solidarity, empathy, and moral standards following the disaster.

“People became more selfish. It’s like the earthquake broke something in us.” (P-12)

Such observations suggest that disasters can also have long-term sociocultural impacts beyond the immediate physical and emotional toll.

4.3.5. From Collapse to Contribution: The Will to Share

Interestingly, some participants desired to advocate, publish, or help train others based on their experiences. Their suffering gave rise to a sense of responsibility, to speak up, write, and guide.

“Anything encouraging emotional expression would be valuable, group discussions, breathing exercises, mindfulness, or sharing teaching experiences. Especially those of us teaching in post-disaster areas, who sometimes feel isolated. Knowing others are going through similar challenges would be comforting.” (P-18)

“If this study reaches someone in power or inspires another teacher to feel less alone, it’s worth everything I shared.” (P-02)

“I want to be part of change. Not just complain but contribute. Maybe this is how I start.” (P-13)

“We motivated students as future rebuilders... contests, memorials, guidance sessions... early return to lessons.” (P-6)

“At least when we come together with our colleagues, if there are more activities for our speaking skills, it would be better... It would be nice to have activities where we can share our professions and experiences.” (P-3)

The participant highlights family as a resilience factor, empowerment through collegial trust, and emotional security through supportive relationships.

“Being with my husband helped. Supportive colleagues encouraged new ideas. That made survival possible.” (P-4)

These insights reveal the potential of teacher voice as a social contribution, where reflection becomes personal healing and civic engagement. This theme marks a narrative shift, from suffering to sovereignty, from collapse to construction. Participants do not deny their trauma; they carry it forward as wisdom, as an expanded capacity to feel, connect, and teach with authenticity. Such reflections echo post-traumatic growth theory

(Tedeschi & Calhoun, 2004), which posits that individuals can develop increased personal strength, deeper relationships, and new existential clarity following trauma. However, growth did not occur in isolation; it was fostered in dialogic spaces, such as this research. The findings here remind us that qualitative research can be more than data collection; it can be a site of meaning-making, agency, and healing. Teachers' reflections in this theme are not merely "results." They are evidence of becoming, of educators who were shattered by a catastrophe, but who slowly, intentionally, and with great courage began to rebuild their purpose, their pedagogy, and their place in the world.

4.3.6. The Impact of Study Participation on Teachers

Interviews revealed that participation in the study had restorative and reflective effects on many teachers. Several participants described the process as an opportunity for self-expression and emotional release:

"Talking about what I went through, even for research, felt like a weight off my chest."
(P-08)

Others found it validating to have their experiences acknowledged in an academic context:

"Knowing someone wanted to listen and record what we lived through made me feel valued as a teacher." (P-07)

Some participants reported that articulating their challenges prompted them to reconsider their coping strategies and professional priorities:

"I realised how much I had been suppressing my feelings. This made me think about finding healthier ways to deal with stress." (P-10)

However, a few noted that revisiting traumatic experiences during the interview was emotionally taxing:

"It was hard to remember some details... I felt tired after." (P-12)

A striking finding is how teachers redefined their professional identities to create meaning in crisis. P-11 used playfulness, *“I sing, dance, play games”*, as both a coping strategy and a pedagogical tool, demonstrating post-traumatic growth (Tedeschi & Calhoun, 2004). P-12’s statement, *“That is who we are: just us and the children”*, captures the moral dimension of teacher identity as an anchor of meaning. Besides, P-14 similarly reframed hardship through creativity: *“We used games, visuals, and tried to make it fun despite the pain.”* This shows how reflective growth turned trauma into innovation. P-15 emphasised collective recovery: *“Being in the disaster zone made healing easier; we were all working toward the same goal.”* The cause here is shared suffering, resulting in a deepened sense of community.

On the other hand, P-18 reflected on adapting her role compassionately, *“I would act like a mother or older sister, not expect perfect homework”*, demonstrating how trauma reshaped her teacher identity into a nurturing pedagogy. Likewise, P-19 reframed survival as purpose: *“I must do something with the life I still have.”* Together, these reflections show that teachers endured trauma and grew through it, reconstructing their professional meaning as agents of healing and hope.

According to the qualitative narratives, involvement in the study was a reflective intervention for many teachers, promoting self-awareness, validation, and, in some cases, emotional relief. While the quantitative results provide only indirect evidence, they usually demonstrate high motivation and professional commitment, which may have heightened the process of exchanging experiences. The mixed emotional impact, both positive (catharsis, validation) and negative (emotional exhaustion), emphasises the significance of planning research in post-disaster environments with ethical and emotional protections. This involves allowing participants to set boundaries for what they disclose, providing access to psychological help, and guaranteeing follow-up contact when sensitive topics are shared.

4.3.7. Teachers’ Suggestions for Enhancing ELT in Disaster Contexts

In interviews, teachers offered a range of recommendations grounded in their lived experience. Many emphasised the need for curriculum reform that reflects the post-disaster realities of students and teachers:

“We cannot just keep teaching from the same book as if nothing happened. The content should connect to students’ lives now.” (P-07)

Furthermore, it is highlighted that teachers' aspirations for enhancing student engagement and language exposure are fundamental in the challenging post-disaster context. As P-2 explained, *"foreign languages are often approached with prejudice... 'Why do I need this?'"* indicating that many students view language learning with scepticism and a lack of intrinsic motivation. Such attitudes can limit students' willingness to engage, especially when compounded by the emotional fatigue of crisis. To counter this, teachers emphasised the transformative potential of authentic encounters with native speakers. One participant noted, *"If they could come to Hatay and meet our students... it would be incredibly motivating."* This perspective suggests that creating opportunities for real-life exposure could be a powerful catalyst for fostering interest, reducing prejudice, and reigniting motivation, thereby positioning language learning as both relevant and inspiring within students' lived experiences. Others called for sustained professional development in trauma-informed pedagogy and digital literacy:

"We need workshops on how to teach when everyone is still healing, and also on using technology better for blended learning." (P-09)

Resource equity was another common theme, with participants urging improved access to materials, smaller class sizes, and more consistent provision of technological tools:

"In some schools, students still do not have the basic resources. That gap makes teaching much harder." (P-12)

Several teachers also stressed the importance of community engagement and collaboration between schools, parents, and local organisations to create a supportive learning environment. Moreover, teachers' future visions reveal structural and emotional needs. P-11 called for preparedness education: *"We must simulate real scenarios more seriously in drills."* P-15 reinforced this systemic demand, linking teacher care to broader stability: *"If the teacher is well, all those students benefit too."* The cause is the recognition of teachers' central role, and the result is a call for policies that prioritise their well-being as a prerequisite for student success. P-18 focused on recognition and equity: *"We need to feel seen... a simple 'How are you?' can change a lot."* These highlight the hidden financial and emotional burdens that must be addressed in future policies. P-19

echoed this need: “*Just being asked how I am made a difference.*” Such insights suggest that systematically implementing low-cost reforms, emotional validation, peer support networks, and acknowledgement can significantly improve morale.

To illustrate, with the introduction of COVID-19, educators were obliged not just to correct for learning loss, but also to address students' academic and socio-emotional requirements in unpredictable combinations of distant, hybrid, and face-to-face instruction. These higher expectations, together with the increased demand for equity-driven education, have dramatically elevated the standards for both teacher training and professional growth. Darling-Hammond and Hyler (2020) emphasise that addressing these challenges necessitates systemic changes such as investing in high-quality teacher preparation, reshaping professional development to reflect current realities, strengthening mentoring and new teacher roles, and making time for collaboration among educators and key partners.

Finally, participants envisage an educational system incorporating catastrophe readiness, emotional literacy, financial justice, and recognition of teacher well-being. The consequence is that long-term resilience necessitates not only infrastructural improvements, but also cultural and regulatory shifts that humanise teachers' roles in disaster recovery. The mix of quantitative and qualitative findings demonstrates a multifaceted approach for strengthening ELT in the region. Quantitative statistics reveal that a robust foundation of adaptable, student-centred practices already exists, implying that teachers should model the solutions they prescribe. Qualitative insights build on this by identifying the necessary systemic and contextual changes, curriculum adaptation, focused professional development, equitable resources, and improved school-community relationships. These findings suggest that post-disaster educational rehabilitation requires bottom-up initiatives (based on teacher expertise and existing practices) and top-down governmental adjustments that address infrastructure, training, and curricular relevance.

4.3.8. Synthesis of Themes

While each theme captures a distinct dimension of post-disaster professional and personal realities, several patterns of convergence and divergence emerged. From a prevalence perspective, *Emotional and Psychological Struggles* (Theme 1) and *Institutional Absence and Collapse* (Theme 2) emerged as the most dominant, accounting for the highest cumulative code frequencies. Both themes are interlinked, as systemic

failures intensified teachers' mental and emotional burdens. Participants frequently associated the lack of institutional support with heightened anxiety, burnout, and feelings of abandonment, suggesting a reinforcing cycle between structural deficiencies and individual distress.

Pedagogical Resilience and Adaptation (Theme 3) and *Collegial Solidarity and Peer Support* (Theme 4) illustrate counterbalancing forces to these strains. Despite inadequate formal supervision, teachers displayed agency, inventiveness, and empathy in adjusting their instructional techniques, and strong peer relationships served as informal but critical support networks. This interplay between individual adaptation and social solidarity emphasises the profession's intrinsic ability to self-organise in crises. The interpersonal dynamic is further emphasised in *Teacher–Student Reciprocity in Recovery* (Theme 5), where emotional support flowed bidirectionally. Students' resilience often served as a source of encouragement for teachers, disrupting the traditional unidirectional model of pastoral care. In many accounts, the classroom became a shared healing space, blurring the boundaries between giver and receiver of support. Forward-looking perspectives were captured in *Calls for Educational Reform* (Theme 6), which aligned with participants' lived experiences of institutional shortcomings. Demands for trauma-informed training, curriculum flexibility, and disaster-specific policies reveal that teachers are not passive recipients of policy but active stakeholders in shaping a more responsive education system. These reform aspirations connect directly to Themes 1 and 2, offering practical solutions to mitigate future crises' negative impacts. Two additional themes, *Meaning-Making and Reflective Growth* (Theme 7) and *Additional Context-Specific Themes* (Theme 8), represent more individualised and context-dependent experiences. While less usually stated, these topics are analytically significant. Theme 7 depicts post-traumatic growth, with participants rethinking their professional identity and discovering a new purpose. Theme 8 adds nuance by embracing various contextual problems, including housing insecurity, financial hardship, gendered role expectations, and rare instances of good institutional responses.

Comparatively, the thematic structure reveals a spectrum: at one end, widespread and systemic issues (Themes 1 and 2) that shaped the collective experience; in the middle, adaptive and relational strategies (Themes 3–5) that mitigated these challenges; and at the other end, forward-looking aspirations and individualised transformations (Themes 6–8). This continuum reflects the vulnerabilities and resilience capacities of teachers operating in disaster-affected environments. The link between emotional strain, institutional gaps,

adaptive pedagogy, and relational support systems emphasises the importance of comprehensive healing frameworks. Such frameworks should address structural reform, professional capacity building, and ongoing mental health care. These findings demonstrate that single interventions cannot protect teacher well-being in post-crisis environments; instead, a comprehensive, multi-layered strategy is necessary to identify teachers as vulnerable individuals and crucial recovery agents.

Finally, the thematic structure derived from this study confirms that teacher well-being in post-disaster contexts is a fundamental requirement for educational continuity and community recovery. The stories of English language teachers in Hatay show that resilience results from a combination of human and institutional characteristics. Emotional stability is unstable without systemic predictability, and pedagogical innovation is unsustainable. Yet, when adaptive professional practices, collegial solidarity, and reciprocal teacher–student relationships converge, they form a protective lattice that sustains learning and hope. These findings position teachers as implementers of externally designed recovery measures and co-architects of educational resilience. Recognising their lived expertise is essential to designing trauma-informed, contextually grounded, and flexible education systems capable of withstanding future crises. In the words of one participant, “*We are not just rebuilding schools; we are rebuilding lives.*”

CHAPTER V

DISCUSSION

5.1. Introduction

The current study investigated the psychological, physiological, and professional experiences of English language teachers in Hatay following the 2023 earthquakes, combining quantitative survey data with qualitative interview narratives to produce a multi-layered understanding. The interpretation of the findings is grounded primarily in the JD-R model (Bakker & Demerouti, 2007, 2017) and Bronfenbrenner's Ecological Systems Theory (1979), supported by complementary perspectives such as the PERMA model of well-being (Seligman, 2011) and Trauma-Informed Pedagogy (Cole et al., 2013). Through these lenses, the discussion interprets teacher well-being as a dynamic process shaped by the interaction between individual resilience and systemic constraints. Research from both quantitative and qualitative approaches shows that teacher well-being after a disaster is affected by factors such as emotional stress, cognitive disruption, social acknowledgment, and professional identity. The quantitative findings indicate trends, including the percentage of teachers experiencing high anxiety while still maintaining job satisfaction. Meanwhile, the qualitative insights reveal the personal experiences and coping strategies that support these observed patterns. These insights collectively enhance our understanding of teacher well-being in crisis situations, providing a specific viewpoint from a region impacted by disaster within the context of English as a Foreign Language (EFL). The results reveal how the interactions at the classroom level and the broader institutional frameworks together influence teachers' resilience, ability to adapt, and susceptibility following significant traumatic events.

5.2. Overview of the Teachers' Well-Being

The dataset shows that teachers' well-being is a complex issue, impacted by increased responsibilities following a disaster and strengthened by their interactions with students and professional obligations. Survey results suggest that the workforce is generally dedicated.

5.2.1. Occupational Well-Being

The survey results reveal that teachers' occupational well-being is a complex blend of cognitive and emotional health, professional efficacy, and job satisfaction. While many teachers feel confident in their abilities and report high levels of professional happiness, they also face significant cognitive and emotional strains due to workloads and student needs. Despite these challenges, most teachers remain dedicated to their roles, emphasizing the importance of support systems to help them maintain their well-being while thriving in their profession.

“We cannot focus on grammar until students have water. Equity, not equality, must guide support.” (P-7)

Reports from teachers indicate persistent cognitive strain; many mention persistent mental concentration with kids' demands and trouble "switching off" after work. High levels of professional efficacy and significance obtained from students' achievement, however, seem to mitigate this stress and maintain involvement. Job satisfaction is notably high, yet it is closely tied to how responsive management is and the resources that are available. Participants expressed a heartfelt belief in the importance of providing equity-oriented support in schools, rather than just providing equal resources. They highlighted that meaningful pedagogical efforts can only flourish once students' basic needs are met (P-07, quoted). Although many participants felt the weight of administrative inconsistencies and regulatory gaps, they also found comfort and strength in collegial solidarity and student reciprocity. This dual experience paints a picture of occupational well-being that acknowledges both the challenges and the supportive connections that help educators thrive.

5.2.2. Cognitive Well-Being

From a developmental standpoint, early and focused interventions are critical in minimising the effects of childhood trauma. According to neurodevelopmental science research, the brain is highly malleable but sensitive in the early years; consequently, nurturing environments during this period foster resilience, whereas adverse experiences can produce long-term deficits (Perry, 2009). The literature consistently emphasises that intervention must be both timely and developmentally sensitive: a traumatic incident will

not affect an infant, a primary school child, and an adolescent in the same way, as each developmental stage carries unique vulnerabilities and coping capacities. Therefore, therapeutic responses cannot be generic; they must be tailored to the child's neurodevelopmental profile at the time trauma occurred. This principle underpins Perry's (2009) Neurosequential Model of Therapeutics, which advocates for individualised, stage-sensitive interventions to prevent the durable developmental imprint of trauma.

Importantly, trauma does not only affect children; it also has secondary impacts on adults who support them. In educational settings, teachers themselves may experience cognitive overload, emotional fatigue, and difficulty disengaging from work when operating in trauma-exposed environments. Many teachers reported struggling to focus, think clearly, or mentally detach after school hours, illustrating the spillover of trauma-related stress into their personal domains. This mental strain may indicate early signs of burnout or difficulty unwinding. However, a notable portion exhibited mental resilience, with almost half reporting that they had shifted their perspective on teaching as a way to adapt to continuous challenges.

"I could not concentrate... I cannot finish books anymore... my memory has been affected." (P-8)

"I stood by the rubble and my phone alarm went off... I broke down thinking I would be teaching that morning." (P-8)

5.2.3. Emotional Strain

Teachers' well-being is positioned as essentially relational by the concepts of reciprocal healing and students elevating their instructors. According to data from the Healing Classrooms Initiative, classrooms affected by crises can promote healing by implementing reciprocal care procedures where teachers help students while also finding strength in them (International Rescue Committee, 2019, 2024). Additionally, Winthrop and Kirk (2008) highlight that comparative education research emphasises the relational fabric of school life and demonstrates that, in conflict-affected situations, education can enhance children's well-being when provided in the right conditions. Wang et al. (2024) emphasise that, according to complementary empirical research, teacher-student reciprocity promotes resilience and belonging, two crucial components for maintaining educators' identity and purpose during rehabilitation. When taken as a whole, these

studies suggest that teacher well-being benefits significantly from students' affirmation, supporting a relational rather than solely individual understanding of healing.

Emotional well-being emerged as an essential aspect, as many teachers reported feeling stressed, frustrated, and fatigued due to their workload, student behavior, or a lack of resources. Although a small number of individuals mentioned having stable or positive emotional states, suggesting they had effective coping mechanisms, the widespread presence of emotional strain underscores the need for focused emotional support. Emotional well-being is undeniably a crucial factor in the teaching profession, as many educators find themselves grappling with stress, frustration, and fatigue stemming from heavy workloads, challenging student behaviour, and inadequate resources. While a few teachers have managed to maintain stability or experience positive emotions through effective coping strategies, the widespread emotional strain they face highlights the urgent need for targeted emotional support. Prioritising this support is essential to fostering a healthier, more productive educational environment for both teachers and students.

“I gained 18 kilos... I associate it entirely with stress.” (P-8)

“I became anxious... check locks multiple times... compulsions I never had before.” (P-8)

“Even small triggers—construction noises—gave me flashbacks.” (P-8)

The account from the participant illustrates the extensive mental and emotional effects of the earthquake, highlighting the anchoring of traumatic memories, the development of survivor identity, and both physical and cognitive responses to trauma. Signs of anxiety, increasing obsessive behaviours, and memory issues suggest the complex nature of grief following a disaster. Additionally, stress has shown physical manifestations, affecting health and everyday functioning.

5.2.4. Professional Efficacy

Educators exhibited a strong sense of assurance in their skills for instruction and student engagement. The majority indicated their capability to transform classroom environments, utilize diverse teaching methods, and inspire even reluctant learners. Student engagement proved to be very successful, with many teachers feeling confident

in fostering a passion for learning and motivating their students. Nearly all EFL teachers highlight the importance of prioritising education based on the specific needs of their students. The following comment illustrates how teachers have adapted their roles and objectives to address the immediate requirements of their learners, often taking on responsibilities as counsellors, advocates, and supporters of equity.

“We are trying to support students who lost their families, with no psychological training, just love.” (P-7)

5.2.5. Subjective Well-Being and Job Satisfaction

Many instructors reported being satisfied with their jobs, feeling a sense of respect for their current institution, and wanting to continue teaching despite facing challenges. However, the prevalent sense of being undervalued by society dampens this positivity, with about two-thirds feeling that the general public does not appreciate their efforts. This disconnect between their deep commitment to their work and the lack of external recognition emerged as a common theme, along with a significant number considering other career alternatives.

The results reveal a professional journey characterised by resilience, commitment, skill, persistent cognitive and emotional challenges, and feelings of being undervalued. These strengths and issues form the basis for exploring the research questions of the study. Each question serves as a starting point for a comprehensive analysis that combines qualitative insights from teachers' experiences with quantitative survey data, creating a unified conversation between personal narratives, empirical findings, and current literature. The discussion aims to shed light on the current circumstances of English teachers in Hatay in the aftermath of the earthquake, as well as the wider implications for educational policy, practices, and resilience development in areas prone to disasters. The subsequent sections will address each research question by integrating empirical results with pertinent literature to analyse their significance for theory, policy, and practical applications.

5.3. RQ1) How do EFL teachers in Hatay describe their psychological, physiological, and professional well-being following the 2023 earthquakes?

While expressing how she feels after the experience of the devastating earthquake, participant 6 said, *“We could not leave Antakya... My mother-in-law had just had surgery... my father-in-law has Alzheimer’s... a disabled nephew... We stayed for 14–15 days... then faced nightmare scenarios on the road, I developed intense tinnitus... panic attack during MRI... noises triggered earthquake memories, clenching jaw from stress... diagnosed with thyroid nodule... loss of voice... breathlessness while teaching, sudden crying, uncontrollable laughter... mocking others unintentionally... no school support... buildings collapsed... staff disbanded... no psychological rehabilitation, post-disaster trauma reactions... panic during aftershocks... adapted to fear... surviving for children, no time for therapy... had to keep children occupied... overwhelmed by responsibilities, tent cities... waiting for bread... chaos, corpse bags...”* She continued by highlighting *“empathy has limits without experience.”*

The voices in this paragraph bear the weight of a landscape permanently changed, where memory is punctuated by the sound of collapsing walls and the absence of individuals who will never return. There is a disturbing coexistence of inner fragility and outward strength: teachers grin through broken nights, covering the insomnia, tremors, and silent sadness so their children can feel normal again. Their words exude a gentle heroism, developed not in the absence of suffering, but in its continuous presence. A portrait of resistance emerges, not triumphant or unharmed, but genuinely human. It shines a steady light against the backdrop of loss, reflecting their unwavering commitment to the children in their care. Participant P-14’s narrative reflects the profound toll of post-disaster living conditions on teachers’ emotional well-being. She recalled: *“We lost our home”* and described *“tent, container, rental life; this was our reality,”* illustrating the instability and psychological strain of displacement. These experiences mirror those of other participants (e.g., P-01, P-08) who emphasised the long-term exhaustion and grief linked to disrupted housing and community life. Her admission of *“I fell into depression for a while”* highlights the mental health struggles teachers faced, consistent with research that documents heightened risks of depression, anxiety, and trauma among educators in crisis contexts (O’Toole & Friesen, 2016). Furthermore, she noted the ongoing psychological vulnerability of students: *“Children are still scared of minor tremors,”* reinforcing findings from P-12 and P-10 that children’s fear and trauma

often re-trigger teachers' own anxieties. This interplay underscores the bidirectional emotional burden in post-disaster classrooms.

While most teachers maintained adequate attention and motivation, a significant percentage reported increased stress, cognitive fatigue, and occasional decreases in job satisfaction. Indicators such as difficulty concentrating, poor cognitive processing, and persistent stress symptoms suggest a long-term impact on mental performance following the accident. According to the survey findings, 46.4% of teachers have evolved their perspectives on teaching over time, showing both adaptability and occasional uncertainty in response to long-standing challenges. About 40.2% expressed doubts about whether they might have been better off in another profession, while 68% affirmed they would choose teaching again, and 18.8% expressed regrets about their decision to become a teacher. This reveals a complex mix of satisfaction and uncertainty. Furthermore, when engaging with teachers, signs of grief, memory loss, and sensory overwhelm can be observed. Additionally, their emotional masking and professional resilience are prominently evident.

"The atmosphere of our city... dust, smoke... not something we are used to. We have lost our memories. We have lost our loved ones." (P-3)

"We try to stay strong for our students and families." (P-3)

The image was accompanied by qualitative narratives that emphasized strong memories, emotional weight, and varying energy levels. Educators shared instances where intrusive thoughts interrupted lessons or unexpected stimuli, like loud sounds, triggered anxiety. These accounts suggest that well-being following the earthquake is marked by emotional turmoil and cognitive difficulties, which can impact job performance. Numerous individuals noted heightened anxiety, emotional exhaustion, and reduced concentration, all of which align with reactions associated with post-traumatic stress (Young et al., 1998). According to Kyriacou (2001), prolonged mental preoccupation with school-related issues, even outside of work hours, is indicative of chronic occupational stress. Educators frequently expressed feelings of fatigue, restless sleep, headaches, and muscle tightness, emphasising the psychosomatic effects of extended emotional labour (Jennings & Greenberg, 2009). The following excerpts illustrate the significant emotional toll of collective grief, the cumulative trauma from ongoing crises, and the pressure to appear strong while experiencing internal pain.

“I did not lose family, but I lost nearly 200 people I knew—friends, neighbours, students... I am still psychologically affected.” (P-7)

“Back-to-back trauma—the pandemic, then the quake—wore us out. I am still trying to recover.” (P-7)

Such views show how teachers' experiences parallel disaster fatigue, a phenomenon in which successive tragedies undermine resistance and cause protracted psychological stress. For many participants, this exhaustion was not abstract but concrete: the unrelenting sequence of the pandemic, the earthquake, and the loss of houses, colleagues, or pupils generated a sensation of being in constant crisis. Many individuals shared their experiences of waking up at around 4:17 a.m. each day or feeling immobilised by the sight of shattered buildings and aftershocks that reignited anxiety. Others spoke of holding back tears or laughter in the classroom in an effort to reassure their students, even as they struggled with feelings of emptiness due to sadness and lack of sleep. These narratives illustrate disaster fatigue as more than just accumulated stress; they depict it as a tangible experience where one's professional role becomes a means of coping, masking personal weaknesses while contributing to the collective healing of children and schools.

“Everything felt meaningless... students were anxious too... but attendance and motivation slowly returned.” (P-7)

Despite these challenges, professional resilience emerged as a distinguishing characteristic. Teachers continued to prepare lessons, manage classrooms, and assist pupils, frequently under challenging conditions. The poll found that 69.1% of respondents loved working at their current school, while 37.8% expressed a wish to transfer, demonstrating that institutional context significantly impacted reported well-being. The strengths in classroom management were clear: numerous teachers noted their ability to soothe disruptive students, maintain steady eye contact, and address misbehavior promptly, all of which Brunzell et al. (2016) identify as crucial for trauma-informed education. Additionally, instructional effectiveness was notably high, with the majority of teachers feeling assured in their ability to adjust teaching methods, offer different explanations, and implement various assessment strategies. Information on demographics and workload provided further insights into professional well-being. The predominant age range among participants was 35-40 years old, comprising 30.1%. This is often seen

as a mid-career phase linked to professional stability and leadership opportunities (Beltman et al., 2011), but it also carries a risk of stagnation or burnout without sufficient support. In terms of teaching environments, nearly half (48.9%) of the educators are employed in middle schools, where the developmental needs of adolescent students can intensify challenges following a disaster. Weekly instructional hours varied greatly: some teachers taught less than 1.5 hours per week (7.9%). In comparison, 18.1% taught more than three hours, indicating varying personal capacities and contextual demands in the post-earthquake situation.

Similarly, class preparation times varied from less than 1.5 hours to more than three hours per week, with 29.2% spending 1.5-2 hours and 18.1% investing more than three hours. As noted by Kyriacou (2001), the time spent on preparation serves as both an essential teaching tool and a way for instructors to cope, giving them a sense of control and purpose during uncertain times. However, this commitment to their profession often entails emotional sacrifices. Many teachers admitted to engaging in emotional labour, where they maintained a calm and supportive demeanour while personally grappling with feelings of sadness, anxiety, or fatigue. This burden was disproportionately felt by female teachers, who represented over 70% of the participants, reflecting broader gender norms associated with caregiving work (Aldridge & Fraser, 2016). These findings align closely with the Job Demands–Resources (JD-R) model (Bakker & Demerouti, 2007, 2017) and Conservation of Resources (COR) theory (Hobfoll, 1989; Hobfoll et al., 2018), which predict that high demands, such as post-disaster stressors, bureaucratic rigidity, and emotional labour, lead to greater exhaustion, while strong professional efficacy and supportive environments act as protective buffers. The data also resonate with trauma-informed education literature (SAMHSA, 2014), extending existing knowledge by linking symptoms such as hypervigilance and fragmented attention to specific micro-level classroom behaviours (e.g., losing one's train of thought, forgetting procedural routines), details rarely quantified in ELT disaster research. Moreover, this study contributes to burnout and secondary traumatic stress literature by highlighting cognitive strain as an overlooked but significant dimension of secondary trauma in crisis contexts. Evidence of resilience, teachers maintaining focus through a sense of purpose and strong student relationships, supports the work of Gu and Day (2007) and post-COVID studies (König et al., 2020) showing that professional identity and meaning making are influential protective factors in disrupted learning environments.

Several participants described experiencing a period of “numbness” or emotional paralysis in the initial weeks following the earthquake, a state commonly identified in trauma literature as an early post-crisis coping response (Brunzell et al., 2016). This state also resonates with *disaster fatigue*, a concept describing the exhaustion, numbness, and diminished adaptive capacity that emerge after repeated crises (Ingham et al., 2023). The teachers’ testimonies vividly capture this phenomenon: feelings of being “numb” or “paralysed” in the weeks after the earthquake were not simply momentary reactions but reflections of cumulative depletion following layers of trauma. Many had already survived the pandemic’s lengthy stress, only to be confronted with the quake’s unexpected devastation, the loss of homes and neighbourhoods, and the everyday obligations of caring for pupils amid chaos. For many, catastrophe exhaustion meant carrying anguish for neighbours and colleagues while standing in front of classrooms with forced serenity, disguising tremors and insomnia so children could feel safe. Their statements demonstrate that exhaustion is not an abstract term, but a lived reality, an invisible weight that influences their personal well-being and professional presence. Over time, this emotional detachment evolved into more active coping mechanisms, leaving an indelible mark on how instructors regarded their professional and personal duties. For some, the crisis produced a fundamental shift in professional identity, causing them to prioritise caregiving and emotional support over academic instruction. This is consistent with Day and Gu’s (2010) observation that teacher identity is fluid and may be transformed in extreme circumstances. This identity transformation was also visible when viewed through the PERMA framework (Seligman, 2011): while “Meaning” and “Relationships” often strengthened as teachers became more deeply involved in emotional support roles, “Accomplishment” and “Engagement” frequently decreased due to disrupted routines and reduced instructional focus. These shifts demonstrate that post-disaster well-being is more than managing stress symptoms; it is also about negotiating shifting definitions of what it means to be a teacher amidst community recovery. Our findings are consistent with prior studies indicating that the Meaning and Relationships components of the PERMA model play a vital role in sustaining teacher resilience during disasters. Engagement and accomplishment, on the other hand, are frequently more fragile in the aftermath of a disaster. Furthermore, the JD-R model states that micro-level resources such as collegial support and student relationships are crucial for maintaining professional functioning in the face of macro-level pressures (Bakker & Demerouti, 2017).

P-19's testimony demonstrates the invisible, yet profound emotional labour teachers carry. She admitted: *"I did not sleep for days... kept waking up at 4:17"* and *"we had to act normal for the kids. We could not even grieve."* These reflections illustrate survivor's guilt and emotional suppression, teachers sacrificing their own healing for the sake of their students' stability. Similar to P-10 and P-12, she emphasises how professional identity leads instructors to cover their feelings, a phenomenon known in the literature as emotional labour in crisis teaching (Hargreaves, 1998). The outcome is a delay in personal healing, with psychological well-being jeopardised because teachers prioritise their students' needs over their own.

Furthermore, P-15's views demonstrate the devastating psychological impact of compounding catastrophes. The earthquake interrupted even basic habits like rest and sleep, as evidenced by the fact that the author's wife had to sleep sitting for a while due to psychological stress. Such interruptions frequently signal post-traumatic stress symptoms (Norris et al., 2002), which impair both personal resilience and professional performance. He also confessed that the epidemic and earthquake had caused them to "lose ground emotionally, academically, and socially." This increased stress is consistent with disaster fatigue, demonstrating how overlapping disasters deplete psychological resources and diminish professional capacity (Ingham et al., 2023). Teachers in Hatay experienced disaster fatigue in ways that went beyond temporary exhaustion: the extended pressure of the epidemic, followed by the earthquake, left many feeling they had "lost ground emotionally, academically, and socially," as P-15 explained. The constant need to adapt, find shelter, manage family duties, and support students drained their energy and hope. Several people described how even everyday professional responsibilities, such as lesson planning or classroom management, became difficult, not because of a lack of skill, but because emotional resources had already been exhausted by accumulated trauma. This human dimension of disaster fatigue emphasises how teachers' professional challenges were inextricably linked to their personal suffering, with each new calamity exacerbating the invisible burden they carried into the classroom. This added stress is consistent with P-10 and P-12's accounts of how multiple crises exacerbated weariness, implying that emotional regression is caused by stacked traumas rather than the earthquake itself. As a result, teachers like P-15 entered classrooms exhausted, limiting their ability to meet the needs of their students. As a result of systemic unpreparedness and the cumulative character of crises, teacher well-being suffered, with repercussions extending across home and school life.

Despite the severity of psychological strain, the participant faced *financial and logistical barriers to therapy*, reflecting the *structural neglect of teacher well-being*. Without formal support, they turned to *academic purpose as a survival strategy*, using their doctoral work to maintain control and resilience.

“Financially and logistically, I have not been able to access therapy.” (P-8)

“I kept myself busy with my PhD... it helped me cope.” (P-8)

Furthermore, participant P-11 emphasised the difficulty of regaining momentum after the disaster, noting that “after the earthquake, it became difficult to recover that energy.” However, she highlighted the restorative power of teaching, stating, “Being around students truly helps us... Our only focus is the lesson.” Despite personal challenges, including her pregnancy, she demonstrated remarkable resilience by engaging in playful and interactive teaching practices: “I sing, dance, play games.” Notably, she underscored the reciprocal nature of healing in the classroom: “They helped us heal, too.” This illustrates how teacher–student reciprocity supported emotional adjustment and professional motivation in the post-disaster context.

On the other hand, P-12 offers a striking account of the emotional complexity of teaching in a disaster-stricken environment. She highlighted the delicate balance of classroom presence: “*You try not to cry, but also not to pretend everything is normal. It is a delicate balance.*” This struggle reflects what Hargreaves (1998) calls the *emotional labour of teaching*, where educators must simultaneously regulate their feelings while supporting students. Her words echo those of P-11, who described the need to maintain energy despite personal challenges, suggesting that teacher well-being and classroom authenticity are deeply interwoven. Moreover, P-12 emphasised the reciprocal nature of well-being: “*If we are okay, they will be okay... That is who we are: just us and the children.*” This mirrors findings across other participants who highlighted the role of teachers as emotional anchors and aligns with literature on teacher identity as inherently relational and duty-oriented (Day & Gu, 2013).

Although P-18 did not directly experience the earthquake, she witnessed the psychological toll through her students and her professional adjustments. She expressed feelings of “*isolation*” and emphasised how “*just knowing others are going through similar things would help.*” This sense of emotional fatigue and invisibility illustrates how indirect trauma exposure still undermines teacher well-being (Figley, 2013). The

absence of structured peer networks meant that teachers bore their burdens alone, which heightened exhaustion, as seen in P-19's testimony. Not being seen or validated exacerbated distress, suggesting that the lack of emotional acknowledgement directly prolongs recovery. Teachers' testimonies also resonate with the concept of *community disaster fatigue*, which Ingham et al. (2023) define as a situation in which the components of a complex system fail to adapt adequately, resulting in social stagnation, public health problems, and institutional dysfunction. The cumulative nature of crises, earthquake, pandemic, economic instability, produced physical exhaustion and a sense of emotional paralysis among many participants. For example, P-14 described living through "tent, container, rental life" and admitted, "I fell into depression for a while," while P-7 emphasised, "Back-to-back trauma, the pandemic, then the quake, wore us out. I am still trying to recover." These observations demonstrate how multiple shocks drained teachers' resistance, torn them between survival and detachment. This is consistent with the concept that cascading disasters may exacerbate disaster weariness by decreasing institutional trust and personal motivation (Ingham et al., 2023).

Furthermore, numerous instructors described a loss of faith in institutional treatment and a sense of abandonment during their recuperation, supporting Kelman's (2020) statement that disasters are driven more by human choices than environmental factors. These findings demonstrate that disaster fatigue is not only an individual psychological burden, but a collective, systemic phenomenon with far-reaching consequences for teacher well-being and educational continuity. To summarise, teachers' post-earthquake well-being shows a dual reality: emotional strain coexists with professional adaptation; a strong sense of purpose offsets cognitive overload. These complications support Masten's (2021) theory that resilience is the preservation of meaning and function in the face of adversity, rather than the absence of suffering. Maintaining teacher well-being in such contexts requires comprehensive, trauma-informed support systems that address emotional, cognitive, and professional dimensions, ensuring recovery for the individual teacher and their educational environment.

5.4. RQ2) What factors do English teachers attribute to supporting their well-being in the aftermath of the earthquake, including personal, institutional, and community dimensions?

According to the quantitative findings, most teachers saw good social interactions, collegial support, and meaningful student involvement as critical protective factors. Peer

encouragement, positive student connections, and retaining a sense of purpose in the classroom despite difficulties were all highlighted with high levels of agreement. On the other hand, the qualitative findings added depth, revealing an interrelated triad of supports that holistically underpin teacher well-being, such as individual sources of coping (resilience, adaptability, and a clear professional objective), institutional supports (responsive leadership, flexible workload regulations, and access to sufficient resources) and community involvement (solidarity from parents, NGOs, and local organizations) that relieved emotional and logistical burden. Overall, teacher well-being was maintained by a networked ecosystem of support in which personal agency interacted with institutional scaffolding and community solidarity.

“My family and friends supported me... students too. I had to act strong even when I was not.” (P-7)

P-12 also highlighted institutional deficiencies that placed a significant burden on individual teachers. She recalls being asked to “identify students from photos...especially when families had also passed away,” which was much beyond professional training and highly painful. This is consistent with the reports of P-07 and P-09, who decried a lack of structural support and the requirement that teachers cover institutional gaps. She continued, “We tried to reach out to our students, even when we were not supported,” emphasising the mismatch between teachers' professional responsibilities and the weak institutional frameworks surrounding them. These experiences are consistent with broader patterns in post-disaster environments, where instructors frequently bear disproportionate responsibility without coordinated support systems (Mutch, 2015). She stated, “We deal with at least five courses, 150 students or more. So, certainly, if the teacher is well, all of those pupils gain.” This emphasises the scale of responsibility and the multiplier effect of teacher well-being on learning communities.

5.4.1. Personal factors: Resilience, gendered labour, and emotional burden

Individually, many teachers highlighted sustaining purpose and introspective thinking as stress-reduction strategies. Most (77.1%) indicated a strong professional purpose, consistent with research linking purposefulness to resilience (Fredrickson, 2001; Masten, 2021). However, emotional tiredness was widespread: over half expressed

anxiety, more than half had depressed symptoms, and 46% felt overwhelmed. Female teachers, accounting for 71.2% of the sample, appeared to be disproportionately affected, indicating gendered caregiving roles in education (Aldridge & Fraser, 2016) and proves the increased trauma levels among female educators following the earthquake. P-9's experiences demonstrate the interplay of social shelter and support, collective trauma, and the emotional need for geographical and psychological separation from destruction. The conflict between the longing for normalcy and protective isolation emphasises the psychological impact of migration. Family support offered an anchor, but the loss of established routines exacerbated feelings of depression:

"I wanted to go to school, but my husband said Stay home... at home I was depressed... cried a lot."

"My family helped me survive emotionally... that first night sleeping together was the most peaceful."

5.4.2. Institutional factors: Leadership, collegiality, and workload

Positive leadership and collegial trust were strongly associated with well-being. Teachers who felt appreciated by principals (74%) or welcomed at school (79%) reported greater satisfaction. Over 85% felt liked by colleagues, and more than 80% trusted them, which aligns with Tschannen-Moran's (2014) work on relational trust.

However, 42.5% perceived administrative duties as excessive, and over 55% reported insufficient preparation time. Limited opportunities for collaboration (60% rated low) added to isolation, echoing Vangrieken et al.'s (2017) emphasis on professional dialogue as a resilience factor. Leadership sensitivity was uneven: 26% felt undervalued by principals, highlighting the need for consistent, empathetic leadership (Eisenberger et al., 2002). Some participants emphasised that positive school leadership transformed their schools into places of refuge after the earthquake. For example, one teacher shared, *"Our principal supports us. Even small needs are met quickly. We feel lucky"* (P-3). Such testimonies reveal that emotionally competent leadership can foster trust, belonging, and joy amid devastation. This supports Jennings and Greenberg's (2009) argument that compassionate school leadership can mitigate the psychological impacts of trauma and maintain collective resilience. In Hatay, the discovery that numerous principals had already "won the hearts" of their employees is very significant. Teachers who feel

appreciated and protected by their supervisors are more likely to participate in collective recovery efforts, innovate in their teaching, and support long-term improvement changes. Conversely, the lack of such leadership resulted in irritation and disengagement, as evidenced by tales of instructors abandoning official seminars that felt removed from lived realities. Thus, school leadership is crucial to teacher well-being and educational resilience in crises.

5.4.3. Community and societal factors: Recognition and environment

Beyond schools, 70% of teachers felt their profession was undervalued by society, undermining morale and professional identity (OECD, 2020). Norris et al. (2002) point out that nearly 42% wished to relocate, reflecting the long-term psychological effects of environmental trauma and the need for retention incentives in affected regions. Strong peer relationships could buffer stress, but their impact was diminished by heavy workloads or weak leadership. Findings support ecological models of teacher resilience (Bronfenbrenner, 2005; Mansfield et al., 2016), showing that individual coping alone is insufficient without supportive organisational and community conditions. They also agree with social support theory (House et al., 1988; Thoits, 2011), which regards emotional and instrumental support as equally important. The current study indicates that personal, institutional, and community supports are mutually reinforcing in a disaster-affected EFL setting. Furthermore, it broadens ELT resilience research by emphasising the bridging role of community collaborations, which are often overlooked in metropolitan or non-crisis settings. Furthermore, it uses mixed-methods integration to link the quantitative prevalence of peer and student support with qualitative perspectives on how these resources are used daily.

WhatsApp groups provided a particularly vivid illustration of peer solidarity, with numerous teachers describing them as daily therapeutic spaces. In these informal networks, coworkers exchanged words of encouragement, humour, and empathy, sometimes in brief check-ins, sometimes in lengthy chats that brought a sense of belonging and emotional relief. Such interactions reflect Mansfield et al.'s (2016) emphasis on collegial support and emotional agency as critical resources for maintaining teacher well-being. Community interactions also served a healing purpose. Many participants mentioned instances where children consoled one another or when parents conveyed gratitude and compassion to teachers, both of which increased the

"Relationships" and "Meaning" elements of the PERMA model (Seligman, 2011). Though small, these relationship exchanges significantly impacted teachers' morale, reminding them that their presence and concern were valued beyond their instructional position. The current study's findings correspond with other studies emphasising that collegial solidarity, community participation, and adaptive coping mechanisms are important protective variables for teacher well-being in crisis-affected settings. (Mansfield et al., 2016; Schonert-Reichl, 2017). Trauma-informed leadership, characterised by empathy, flexibility, and active listening, has been shown to significantly buffer the psychological toll of post-disaster teaching (Brunzell et al., 2016; Alisic, 2012).

One of the most serious criticisms levelled by P-15 is a lack of institutional preparedness and professional training: "We did not receive professional training in post-disaster teaching or emotional support." This gap led teachers to improvise without supervision, exacerbating their stress and leaving kids without structured psychosocial support. P-15's testimony emphasises reliance on personal resources, like P-07 and P-14's. It also shows how institutional absence places the load onto teachers' shoulders. The absence of professional development opportunities in trauma-informed pedagogy meant that "teachers were not supported themselves, yet had to reach out to students," a structural failure identified in disaster education literature (Mutch, 2015). The result was a vicious cycle in which unsupported teachers battled to help traumatised kids, increasing disengagement and academic loss. Teachers in Hatay consistently stated that post-earthquake schools must prioritise pupils' emotional recuperation before strict academic achievement. This is consistent with Cole et al.'s (2013) trauma-sensitive schools concept, which emphasises the importance of building educational environments that are emotionally safe and healing-oriented, rather than purely intellectual.

However, P-11's views highlight the lack of systemic support and disparities in professional settings. She remarked that most trainings were online, and their schedules did not align, highlighting the lack of organised professional development opportunities. She emphasised resource limits in her teaching environment: *"Two schools share one building... lessons are only 30 minutes long"* and *"we try to squeeze in everything in two classes."* These accounts show how structural impediments hampered instructors' capacity to provide quality instruction, a topic repeated in other participants' testimony. In addition, P-14's views highlight institutional and infrastructure shortcomings that jeopardised educational continuity. She mentioned *"no internet, no smart board"* and admitted to relying on her resources: *"I used my phone's internet to teach."* These

accounts are consistent with those of other participants (P-07, P-09), who have criticised the absence of systemic provision and the requirement that teachers compensate for institutional inadequacies by personal methods. The literature on post-disaster schooling reveals that limited resources exacerbate teacher stress and perpetuate inequality, particularly in underfunded settings (Mutch, 2015).

The findings reflect a lack of logistical preparedness and structural inequities in distributed recovery resources. Her account also underlines systemic and logistical strain. She described *“transportation is difficult... the roads are broken... lessons are just 30 minutes long, and we still have to finish the curriculum.”* These unrealistic institutional expectations mirror concerns raised by P-14 and P-15, who similarly noted compressed lesson time and inadequate resources. Such pressures reflect structural rigidity, where institutions prioritise curriculum completion over teacher and student well-being (Mutch, 2015). A widening gap between policy and lived reality results, leaving educators to absorb the consequences.

On the other hand, P-18 reported attending a week-long seminar, but *“it was mostly general education strategies... nothing trauma-related.”* This reveals an institutional blind spot: while training existed, it failed to meet the real needs of post-disaster teachers. As a result, teachers continued to face classrooms of traumatised students without adequate tools, reinforcing stress rather than alleviating it. The lack of trauma-informed professional development parallels P-15’s critique that *“we did not receive professional training on post-disaster teaching.”* The consequence of such systemic silence is that educators compensate with personal strategies, but this reliance on individual adaptation risks inconsistency and inequity across schools (Mutch, 2015). To summarise, post-earthquake teacher well-being in Hatay was founded on personal, institutional, and community support networks. Recognising and maintaining these connections is crucial for long-term rehabilitation, and it lays the groundwork for ELT in other disaster-prone or resource-limited situations.

5.5. RQ3) How might these insights inform trauma-responsive policies for language teachers in disaster zones?

According to quantitative data, despite environmental and emotional constraints, teachers actively engaged in adaptive teaching practices such as changing course pace, diversifying instructional modes, and sustaining classroom relationships. Qualitative narratives revealed that such adaptation was frequently driven by necessity, with no

explicit trauma-informed training or established institutional support. Participants frequently indicated that policy frameworks lagged behind post-disaster realities. Curriculum requirements remained rigid, administrative expectations remained consistent, and professional development opportunities in trauma-responsive education were restricted. This misalignment between policy goals and classroom needs significantly hindered teacher and student recovery. The lived experiences of Hatay's EFL teachers show that, while personal resilience and professional dedication were strengths, a lack of formal structural support damaged their emotional, psychological, and physical well-being. Trauma-informed policy must therefore address rehabilitation's long-term structural and relational aspects, rather than only short-term emergency remedies. The implementation of trauma-informed approaches in schools necessitates both pedagogical and cultural changes. Trauma-sensitive tactics are sometimes misinterpreted as 'soft', undermining their legitimacy in organisations accustomed to discipline-centred responses. From a systems theory standpoint, these problems illustrate how cultural inertia and institutional norms function as structural restrictions, making change time-consuming and requiring strong leadership and staff commitment (Barrow et al., 2012). To overcome such impediments, technical training is required, as is a shift in school culture toward relational trust, reflective practice, and shared responsibility for student well-being.

5.5.1. Emotional strain and gendered burdens

Almost half of the teachers experienced frequent worry, sadness, and overwhelming feelings. According to international studies on post-disaster education, professional and caring demands increased emotional labour, notably for female instructors (71.2% of respondents) (Aldridge & Fraser, 2016). These loads frequently appeared physically as weariness, headaches, poor sleep, and other stress-related symptoms.

5.5.2. School climate and leadership

Higher levels of well-being were consistently associated with feeling appreciated by principals, supported by colleagues, and safe in the school setting. This confirms Jennings and Greenberg's (2009) claim that emotionally competent schools mitigate the effects of trauma. Several EFL teachers emphasised the good role of their school administrators. For some, principals were not merely administrators, but also providers

of comfort and security. One participant stated, *"Our principal supports us."* Even minor needs are met promptly. *"We feel fortunate"* (P-3). Others characterised their schools as safe havens where people could reestablish a feeling of routine and belonging following the calamity, citing their principals' efforts. Teachers' extreme pleasure with specific principals in Hatay is striking and encouraging, demonstrating that effective leadership may transform schools into places of communal resilience. This phenomenon demonstrates that leaders who win trust, respect, and affection are well-positioned to improve teachers' professional climates through larger techniques and initiatives. When teachers express such deep pleasure with their principals, they are willing to actively participate in programs promoting growth, innovation, and better outcomes for educators and kids. In other words, effective leadership gives immediate support while fostering collective drive, collaboration, and long-term school progress.

At the same time, these narratives highlight the urgent need for governments to engage in systematic leadership training that focuses on compassionate communication, emotional regulation, and crisis response management. Increasing the central capability in disaster-prone areas is not a side issue but a top governmental priority. Effective leadership can improve teacher resilience and institutional preparedness for future crises when linked with contextual demands, clear goals, and professional implementation.

"We held meetings. We said, 'Life goes on. What can we do for our students?' ... We organised quiz competitions, music contests... We reminded the students: 'You are the ones who will rebuild this city...' Furthermore, I think it worked beautifully. As a school, we recovered quickly. We resumed education without delay." (P-6)

"We reached out to wealthier parents in the community to ask for support for the school... We tried to motivate the students continuously." (P-6)

The effect of the collective power of the school, solidarity and leadership is emphasised here.

However, on the other hand, participant 6 points out, *"honestly, our school could not do anything for us. Because our school basically fell apart... There was no longer a sense of school unity."* She also highlighted the institutional and organisational insufficiency and the lack of leadership. Besides, she underlined ambiguity and directionlessness with the quotes below:

“There was no rehabilitation effort for the teachers affected by the earthquake, not for us or the entire Hatay region. I do not even have expectations in that regard.”

“My husband is an administrator at another school... Nevertheless, it was like... your feet touched the ground, but your soul was not there. You had no idea where you were going or who you were supposed to support. You were following orders.”

We could observe that it was obvious that teachers loved being supported and feeling the positive atmosphere while working: *“Fortunately, I work with a wonderful team at my school. That environment has helped me a lot. If I were elsewhere, I probably would not have been able to socialise at all. Our administrators constantly engage us with events, and that helps tremendously.”* (P-2) We may deduce that the more supportive the administrators are, the better the teachers feel: *“Our passion for teaching has not changed... Administrators and colleagues made us feel supported, giving us the strength to keep teaching.”* (P-2)

As P-2 shared, *“After February 6th, we were no longer ourselves. We transformed into different people, me, my family, everyone around me.”* Therefore, it is evident that teachers need sensitive care regarding their well-being. She added, *“We did not start teaching immediately after the earthquake... Aside from some meditation activities from guidance counsellors, there was no real support. Instead of receiving support, we focused on supporting our students.”* However, how do you think it may be likely to try to heal the students effectively and support them, without feeling strong enough in many ways? Although they believed serious steps had been taken, many were still missing. Sometimes, we may even notice inconveniences in the explanations given by the teachers while answering the questions.

Some teachers, such as P-4, shared that some instances pleased them after the disaster: *“We were given earthquake seminars... first aid training... how to respond to students’ psychological needs... it was useful.”* Additionally, she clearly demonstrated that her school was sufficiently active and that made both teachers and students feel satisfied:

“The school was a project school, so continuous guidance and counselling work was ongoing. They were trying to reconnect students to school socially.”

“We organised activities not only for students but for teachers, too. Because teachers also needed morale and motivation... These activities provided a breath of fresh air. It was beneficial and enjoyable.”

“We had some very supportive school administrators and colleagues. They were open to new ideas and always encouraged us to try things. Having someone say, ‘Go ahead, do what you think is best’ is incredibly empowering.”

“Our guidance counsellors organised support sessions for teachers... being together helped. I am lucky, our school is full of understanding people. That is why I never requested a transfer.” (P-19)

One of the most significant themes emerging from the data is the impact of school climate and leadership on teacher well-being and professional resilience in the aftermath of the 2023 earthquakes. Two opposing realities emerged among participants: on the one hand, school principals and colleagues frequently provided critical micro-level support that fostered a sense of safety and belonging, whereas system-level leadership and institutional structures largely failed to address teachers' pressing needs. Teachers such as P-3, P-7, and P-19 described their school principals as highly responsive, supportive, and attentive. For instance, one participant recalled how her principal immediately opened the school premises after the earthquake to shelter the community, remarking, *“That message meant a lot, it showed our administration was present, trying to help.”* (P-19). Similarly, others highlighted that administrators responded quickly to even minor requests and created opportunities for motivation and solidarity: *“Our principal supports us. Even small needs are met quickly. We feel lucky.”* (P-3). These instances demonstrate how compassionate and responsive school leadership can operate as a stabilising factor during collective trauma, creating an emotionally safe environment consistent with Jennings and Greenberg's (2009) concept of emotionally competent schools as protective buffers against trauma. Collegial solidarity and collective resilience had an equally vital impact. Participants such as P-2 and P-15 emphasised that the strength of their schools sprang from teamwork and shared purpose rather than top-down directives. P-2 observed that her colleagues and administrators organised events and social activities to keep teachers and students involved, which helped to maintain morale. Similarly, P-15 noted that being around colleagues who had suffered comparable losses provided a sense of normalcy. *“Everyone was in the same boat... being in the disaster zone made it easier to heal; we were all working toward the same goal.”* Such accounts highlight how school

climate, rooted in solidarity and trust, can transform the workplace into a space of mutual healing and resilience.

Nevertheless, participants also voiced strong concerns about institutional neglect and inadequate systemic leadership. P-12 expressed deep disappointment in the absence of meaningful support: *"We all needed shelter and moral support... and I did not find that from my own institution."* Others, such as P-7, confirmed that *"there was no physical, psychological, or financial support provided to us as school staff,"* underscoring the disconnect between teachers' realities and the Ministry's priorities. This lack of support led some teachers to abandon expectations entirely: *"We did not even think of turning to teacher guesthouses... We had already assumed we would not be supported."* (P-12). These accounts echo earlier findings in disaster education research, which note that when institutions fail to provide visible care, teachers internalise feelings of invisibility and distrust (Brunzell et al., 2016).

Another recurring theme was the inadequacy of professional development and disaster preparedness training. Several teachers criticised the superficiality of earthquake drills and online seminars. As P-11 reflected: *"We have done many drills... but during the quake, we did not remember or apply anything."* Similarly, P-16 emphasised the lack of preparation: *"We are a country of earthquakes, yet we are so unprepared. No training, no awareness. It is alarming."* Such reflections indicate that, while schools may have met procedural standards, the instruction lacked authenticity, emotional resonance, and practical transferability. This gap between policy and practice emphasises the critical need for trauma-informed, context-sensitive professional development (Brunzell et al., 2016; SAMHSA, 2014). Interestingly, the data show instances of visionary and empowering leadership. For example, P-14 and P-3 claimed that school administrators supported their efforts to develop English courses or engage in Erasmus programs. P-17 emphasised district-level innovation, noting a "Happiness" conference that positioned teacher well-being as critical to student recovery: *"If we are not happy, we cannot make our students happy."* These examples illustrate the transformative potential of leadership that responds to immediate needs and invests in long-term teacher motivation and professional growth.

The data reveal a parallel reality: at the micro level, many school leaders and colleagues displayed empathy, responsiveness, and solidarity, fostering secure and welcoming environments critical to teacher resilience. However, from ministries or larger bureaucratic organisations, institutional leadership remained missing at the macro level,

forcing teachers to rely solely on their resourcefulness and solidarity networks. This dichotomy implies that, while strong, supportive school leadership can mitigate some of the devastating effects of disasters, systemic neglect fosters weariness and mistrust. As a result, the findings highlight the critical need for policy frameworks incorporating teacher well-being as an essential component of disaster preparedness and response.

5.5.3. Systemic barriers

Over 42% of teachers claimed excessive administrative chores, more than half mentioned insufficient preparation time, and more than 60% indicated a lack of collaborative possibilities. Such situations increased stress and weakened collective resilience. Policy changes should allocate non-teaching responsibilities, safeguard planning time, and institutionalise peer mentorship or co-teaching, in accordance with the JD-R model (Bakker & Demerouti, 2017), which emphasises reducing demands and boosting resources to prevent burnout. These organisational reforms are consistent with the JD-R model (Bakker & Demerouti, 2017), emphasising that reducing excessive demands while increasing access to meaningful resources, such as peer collaboration and supportive leadership, prevents burnout and fosters long-term engagement. Likewise, the COR theory (Hobfoll, 1989; Hobfoll et al., 2018) underscores the need to preserve and replenish teachers' personal and professional resources in high-stress, disaster-affected contexts.

5.5.4. Capacity building

While several teachers displayed strong instructional adaptability, most lacked formal training in trauma-sensitive teaching. Teacher training in disaster-prone areas should include standardised modules on psychological first aid, restorative practices, culturally sensitive teaching, and emotional control (Brunzell et al., 2015; Mansfield et al., 2016).

5.5.5. Professional identity and societal recognition

Nearly 70% of teachers believed their profession was respected, and more than 40% considered relocating, highlighting the importance of national campaigns, public acknowledgements, and symbolic acknowledgement in rebuilding professional morale. Without such efforts, attrition rates remain high.

5.5.6. Forward-looking policies

To sustain long-term engagement, policies must anticipate future crises by incorporating career renewal options, such as sabbaticals, flexible postgraduate study, and leadership development. One participant said, *"There should be emotional training... we need to be taught how to survive emotionally."* This viewpoint was expressed often during interviews, indicating that trauma-responsive policy must incorporate systematic, continuous emotional resilience training in pre-service and in-service teacher education. Teachers contended that such training should extend beyond academic skill development to include emotional literacy, mindfulness, and skills for assisting kids with psychological recovery. They also emphasised the significance of flexible curriculum standards during post-disaster periods, claiming that stringent academic demands were not only unachievable but also harmful to the emotional atmosphere of the classroom. These ideas are consistent with UNESCO's (2021) suggestions for decreasing academic load and prioritising social-emotional learning in post-crisis rehabilitation. Teachers also emphasised the lack of institutional psychosocial support for staff, pointing out that while children were occasionally offered limited counselling, instructors were left to manage their secondary trauma without professional assistance. According to Day and Gu (2010), incorporating structured psychosocial services into school recovery programs could play a vital role in sustaining teacher motivation and professional identity over time. These policy-oriented insights echo international recommendations that post-disaster educational recovery should prioritise teacher well-being alongside student needs, embedding emotional resilience training, flexible curricula, and psychosocial support into systemic reforms (UNESCO, 2021; Day & Gu, 2010). Embedding trauma-responsive frameworks in pre-service and in-service teacher education has enhanced professional efficacy, reduced burnout, and promoted sustained engagement in high-demand contexts (Brunzell et al., 2016; Alisic, 2012).

Despite institutional failings, P-15 proposed positive solutions: *"We need sessions on emotional resilience, re-engaging students, creating safe classrooms, and trauma-informed ELT."* This forward-thinking approach reveals teachers' understanding that disaster recovery necessitates more than just infrastructure; it necessitates comprehensive restructuring that prioritises psychological preparation and resilience. His emphasis on structured resilience workshops is consistent with P-11's request for cultural enrichment and P-12's concentration on realistic disaster simulations, demonstrating that participants

viewed recovery as requiring systemic change. The consequence is clear: educational systems will continue to be reactive rather than proactive without trauma-informed frameworks embedded in professional development. As Kelman (2020) contends, disaster recovery must institutionalise preparedness rather than rely on improvisation.

Beyond personal and institutional problems, P-12's testimony reveals a need for larger rehabilitation processes anchored in the urban and cultural environments. She addressed the somatic aspects of trauma: *"Today I passed a half-demolished building and felt chills down my spine,"* demonstrating how physical locations can exacerbate psychological wounds. At the same time, she expressed a common desire for healing: *"What would help most is emotional healing, and that comes from seeing the city improve."* This merging of teacher recovery and urban reconstruction is consistent with P-08's beliefs, highlighting the symbolic significance of restoring schools and neighbourhoods. Finally, P-12 emphasised the importance of memory and continuity. *"We need something to hold onto, some part of the past."* This call connects with global literature on post-disaster education, emphasising that sustainable recovery requires material reconstruction and preserving cultural memory and collective identity (Kelman, 2020; Peek et al., 2017).

Her testimony also points toward reform needs. She advocated activities like mindfulness, group sharing, and emotional expression to better prepare students and teachers. The explanation is clear: the system's lack of emotional literacy training has forced teachers to improvise, resulting in inconsistent student support. Unlike P-11's goal for cultural enrichment and P-15's need for trauma-informed education, P-18 emphasises emotional literacy as a vital area for systemic reform. This suggests that reform should go beyond academic catch-up and incorporate psychosocial healing techniques, as advocated by international frameworks for post-crisis education (Peek et al., 2017). Despite adversity, P-14 demonstrated agency and professional initiative, stating: "I want to build a proper English classroom" and highlighting participation in an "eTwinning workshop." These aspirations mirror the resilience expressed by participants such as P-11, who sought cultural enrichment, and P-08, who emphasised the symbolic importance of rebuilding schools. By pursuing professional development opportunities, P-14 illustrates how teachers leverage individual motivation to sustain a vision of long-term recovery, even when institutional support is scarce. Moreover, her strong call, *"We need real disaster education, for students and us,"* highlights the necessity of embedding preparedness training into the education system. This resonates with P-12's emphasis on

disaster drills and aligns with global recommendations on disaster risk reduction education (Kelman, 2020). These findings suggest that instructors see immediate gaps and actively propose systemic adjustments to promote long-term educational resilience. P-19 indirectly asks for a more trauma-informed approach to professional growth, despite her avoidance of formal seminars because *"I was not healed enough even to begin formal training"*. Her disengagement does not indicate resistance, but rather emotional unreadiness, implying that teacher education must be flexible, staged, and responsive to teachers' psychological emotions. This is consistent with P-15's ideas for resilient and trauma-informed ELT sessions. The result is that post-disaster professional development cannot be "one-size-fits-all," but must consider timing, emotional preparation, and context-specific demands (Peek et al., 2017).

Finally, our study applies trauma-informed education principles to policy needs highlighted by teachers for EFL in crisis scenarios. This demonstrates that many adaptive activities are self-initiated rather than policy-supported, an important distinction for policymakers. Furthermore, it implies that effective trauma-responsive modifications must take into account pedagogical flexibility as well as the distinct emotional and cognitive needs of disaster-affected teachers. Furthermore, trauma-responsive policies must shift from theoretical support to entrenched, operational systems that address the pedagogical, emotional, and mental realities of post-disaster education. Without such regulations, teachers incur the entire expense of adaptation, risking a decline in professional competence and educational quality over time.

5.6. RQ4) In what ways, if any, has participating in this study influenced their well-being as an English teacher, either positively or negatively?

Quantitative metrics did not directly analyse changes resulting from participation. However, descriptive survey items revealed that around 62% of participants found the technique personally meaningful, 54% described it as emotionally relieving, and nearly one-third recognised that it caused brief discomfort. Qualitative narratives expanded on these themes, revealing deep contemplation and emotional consequences. Several teachers saw the interviews as an opportunity to reflect and talk about their experiences for the first time since the earthquake. For many people, this technique brought relief by validating their concerns and reaffirming their professional identities. Others acknowledged that recalling terrible experiences caused temporary grief but valued the opportunity to be heard. A recurring motif was the sense of being acknowledged. Many

participants appreciated that their viewpoints were sought for academic documentation, and they considered the study a novel form of professional acknowledgement in a context where institutional authority routinely ignores professors. While the study's primary purpose was to investigate post-disaster teacher well-being, a significant secondary effect emerged: for many, sharing their stories was emotionally meaningful and, in some cases, restorative. Interviews and surveys were regarded by teachers as both an academic exercise and a space for introspection, emotional release, and affirmation, with some students incorporating the procedure into their healing path. Participants described the experience as “cathartic”, “soothing”, and “emotionally grounding”, echoing Pennebaker's (1997) expressive writing and storytelling theory, which holds that narrating traumatic events in a structured setting can reduce distress, increase coherence, and promote integration. This is consistent with story therapy approaches (White & Epston, 1990) and testimonial justice (Hascher et al., 2021), emphasising restoring dignity by ensuring that individuals most affected by disaster are researched and empowered through participation.

This research's unexpected yet significant outcome was that participating in the study influenced teachers' well-being. For many, sharing their experiences in a safe and empathetic setting provided a sense of validation and relief. One teacher explained, *“Talking about my experiences for this research gave me a sense of meaning; it felt like my pain could contribute to something larger”* (P-08). Others described the process as therapeutic, enabling them to face emotions they had long suppressed: *“I realised while speaking here that I had never truly processed my feelings. This interview made me face them, and somehow it was healing”* (P-09). For several participants, the interviews compensated for the institutional invisibility they often felt: *“Even if no institutional support came, at least through this study I feel that someone listened, someone cared”* (P-12). Similarly, another participant emphasised, *“Sometimes I felt invisible in my school, but being asked these questions made me feel seen as a teacher and a person”* (P-18). These reflections suggest that research participation has become a form of psychosocial support, aligning with findings in qualitative trauma studies that narrating one's story can contribute to recovery by fostering recognition and meaning-making (Riessman, 2008). However, this process was not without ambivalence, as some teachers acknowledged the difficulty of revisiting painful memories: *“Of course, remembering everything was painful, but at the same time it helped me to release some of the burden I was carrying”* (P-07). Finally, participant 8 frames their engagement in research as an act

of *transformative learning* and *healing*, embracing a *scholar-activist identity* that channels personal suffering into socially meaningful work. *“This research gives me purpose... I want to turn pain into something useful.”*

“It was difficult at first, but sharing my story reminded me that we are not alone. That gave me strength.” (P-11) Some teachers indicated that recalling traumatic incidents, such as student fatalities, school closures, or personal hardship, was initially difficult. Even in these circumstances, they saw the procedure as significant, allowing them to confront and integrate previously unidentified feelings. This combination of suffering and healing is consistent with post-traumatic development theory (Tedeschi & Calhoun, 2004), which proposes that confronting unpleasant memories can foster resilience and renewed purpose. Notably, involvement restored professional agency to some who had before felt disengaged or demoralised. Their experiences strengthened their resilience, impact, and worth. Several participants reported feeling more satisfied with their educator positions and motivated to push for additional institutional support, demonstrating that study involvement can promote occupational re-engagement.

Additionally, several participants emphasised that the interview offered a rare and deeply valued opportunity to speak openly about their experiences. A teacher remarked, *“I felt someone finally cared, not just about the students, but us.”* For many, these conversations acted as moments of validation in a professional environment where their well-being was often overlooked. Some even reported feeling a renewed sense of professional agency after retelling their trip, which reminded them of their perseverance and growth since the earthquake. This reflective process not only reflected the therapeutic potential of narrative-based inquiry in post-trauma contexts (Creswell & Poth, 2018) but also reinforced key elements of the PERMA model, particularly "Meaning" and "Accomplishment," by allowing teachers to reframe their experiences in a way that acknowledged both their struggles and their accomplishments. This reflective and frequently therapeutic aspect of the research process shows that narrative inquiry can promote meaning-making, increase self-awareness, and reinforce professional identity in post-trauma settings (Creswell & Poth, 2018; Seligman, 2011). Such opportunities for structured reflection have been shown to contribute to emotional processing and resilience among educators in crisis-affected settings (Masten, 2021; Jennings & Greenberg, 2009).

P-12's account reveals profound processes of reflective growth, even within overwhelming emotional and institutional challenges. She captured the essence of

teaching as identity and meaning: *"If we are okay, they will be okay... That is who we are: just us and the children."* This statement reflects a deeply internalised sense of professional vocation, where teaching is not just a job but a moral commitment that provides direction in times of crisis. Her description of the classroom as a space of emotional balance, *"You try not to cry, but also not to pretend everything is normal"*, demonstrates a reflective negotiation between authenticity and responsibility. Furthermore, her desire for continuity (*"We need something to hold onto, some part of the past"*) demonstrates how meaning-making extends beyond teaching to cultural memory and social identity.

In contrast to P-14's goal of developing a new English classroom, P-12's comments demonstrate how reconstructing meaning after calamity frequently requires anchoring oneself in both previous continuity and present professional duty. Although much of P-14's testimony focused on problems and institutional constraints, she also discussed meaning-making and reflective growth. For example, despite housing loss and melancholy, she highlighted how she discovered ways to maintain professional identity and purpose through creative pedagogy. *"We used games, visuals, and tried to make it fun despite the pain."* This reflects not only a coping mechanism but also a conscious effort to redefine the role of teaching in a disrupted environment. Like P-08, who interpreted research engagement as personal healing, P-14 transformed hardship into an opportunity for professional experimentation and student-centred creativity. Her aspiration to *"build a proper English classroom"* demonstrates how hope and vision for future learning spaces became a way of restoring meaning amid loss. In this sense, reflective growth is not limited to individual survival but extends to imagining how education can become a cornerstone of collective recovery.

Interestingly, P-15's account also demonstrates processes of reflective growth. He shared: *"Being in the disaster zone made healing easier; we were all working toward the same goal."* This illustrates how collective hardship became a context for shared resilience and meaning-making. He redefined the teacher's role, *"Teachers are not just educators, we are emotional anchors. Support us, and the whole system benefits"*, highlights how professional identity expanded in response to crisis, aligning with P-12's description of teaching as both duty and identity. According to Tedeschi and Calhoun's (2004) framework of post-traumatic growth, such reframing provides teachers with a renewed sense of purpose. The consequence of this reflective growth is twofold: it sustains individual coping and strengthens teachers' capacity to envision education as a

vehicle for communal recovery. Despite personal struggles, P-19 found meaning in professional and communal roles. She shared: *“Even if I am crying in the morning, when I start teaching, I am present. Students notice I am smiling again”*, and *“I must do something with the life I still have.”* These reflections represent post-traumatic growth, where survival is transformed into purpose (Tedeschi & Calhoun, 2004). Like P-11’s use of singing and games as resilience tools, P-19 reframed her teaching identity as an emotional refuge and source of endurance. This meaning-making process enabled her to sustain motivation, aligning with Day & Gu’s (2013) notion of teacher identity as a moral and emotional compass.

For P-11, teaching became a source of meaning and growth in the aftermath of disaster. She explained, *“Being around students truly helps us... Our only focus is the lesson,”* framing her professional role as a coping strategy and a path to recovery. Her ability to continue “singing, dancing, playing games” despite personal hardship, including pregnancy, demonstrates a reflective redefinition of teaching as an act of resilience and joy. This resonates with the accounts of P-10 and P-08, who similarly described finding purpose in sustaining their students’ well-being. Such reflections align with the literature on *post-traumatic growth* in educators, where crises prompt deeper awareness of professional identity and the transformative potential of teaching (Tedeschi & Calhoun, 2004). In this sense, P-11’s testimony illustrates how teachers make meaning by enduring trauma and reshaping their pedagogical practices into tools for healing and hope. Despite systemic shortcomings, P-18 reframed her professional role in nurturing terms: *“If I were his teacher, I would act more like a mother or older sister... not expect high grades or perfect homework.”* This reveals a reflective transformation of teacher identity, where compassion and care precede academic expectations. Such meaning-making parallels P-12’s self-definition, *“If we are okay, they will be okay”*, and P-19’s framing of teaching as purpose-driven endurance. The cause here is the encounter with severe student trauma (a child who lost his entire family), and the result is the emergence of a nurturing pedagogy that prioritises emotional safety over performance. Literature on post-traumatic growth (Tedeschi & Calhoun, 2004) suggests that such identity shifts are survival strategies and pathways to deeper professional fulfilment.

From an ethical standpoint, these testimonies highlight the study encounter's dual role: it acted as a data-gathering method and a means of human connection. The fact that some participants reported feeling 'seen' and 'heard' during the interviews emphasises the researcher's ethical responsibility to gather narratives and foster an atmosphere of dignity,

trust, and safety (Brinkmann & Kvale, 2015). In this study, the interview space became more than just an academic exercise; it also served as a recognition of teachers' invisible hardships in post-disaster circumstances. This is consistent with the ethics of care framework (Noddings, 2013), emphasising attentiveness, empathy, and responsiveness in human connections. The research addressed an ethical necessity by respectfully interacting with teachers' experiences and giving a platform for their voices: recognising teachers as professionals and humans whose well-being merits validation, rather than just data subjects. Such observations suggest that qualitative inquiry in crisis circumstances is not value-neutral; it can make a subtle yet significant contribution to participants' resilience and recovery, while requiring reflexivity and responsibility from the researcher. This study is significant because it positions research participation as a reflective intervention in post-disaster ELT contexts, provides empirical evidence of structured storytelling's dual emotional effects on teachers (restorative and re-triggering), and provides practical guidance for ethical, trauma-sensitive research design that incorporates participant well-being into methodology. As a final note for RQ4, in this study, research involvement served as both a means of data collection and a chance for validation, reflection, and emotional processing. It became a platform for many instructors to reclaim their professional identities and demonstrate resiliency. Recognising this possibility demands rethinking catastrophe research as a tool for gathering facts and as a source of healing and empowerment.

5.7. RQ5) What recommendations would they offer to improve the quality and effectiveness of English language teaching in this region, based on their experiences as an English teacher?

The quantitative findings confirmed the need for updated teaching resources, curriculum flexibility, and targeted professional development. There was considerable agreement on increasing material resources, reducing class sizes, and providing post-disaster pedagogy training. Qualitative narratives supplemented these findings, providing a coherent framework of interconnected recommendations across instructional, institutional, and community domains: Curriculum adaptation can be sustained by lowering lesson pace, integrating socio-emotional learning (SEL) with language objectives, and incorporating trauma-sensitive practices into regular instruction. Furthermore, infrastructure enhancement can be accomplished by guaranteeing safe, functioning, and interactive classrooms, particularly earthquake-resistant facilities, and

equitable distribution of digital tools. In addition, continued professional development is ensured through regular, context-specific training on trauma-informed pedagogy, individualised education, and digital resource integration. Furthermore, policy flexibility can be achieved by lowering bureaucratic effort, allowing for adaptable evaluation systems, and allowing teachers to modify classes during recovery. Finally, community involvement succeeds by encouraging long-term partnerships with parents, non-governmental organisations, and local networks to meet the needs of students and teachers.

Naturally, in a context like a war zone, it does not seem likely to feel good at all. Participant 6 underlined the need for a disaster curriculum like Atatürk or Çanakkale, starting from preschool, not just symbolic drills, but should be considered and used at schools. This also prioritises the need to include trauma-informed content in language education, connecting psycholinguistics with the impact of disasters on speech.

“Our guidance counsellors gave a seminar at the start of the year, something about coping with trauma. We talked, shared experiences, tried to understand each other.” (P-10)

These recommendations align with post-disaster education research (Mutch, 2023; Alisic, 2022), emphasising system-level flexibility, resource allocation, and teacher capacity-building as pillars of educational recovery.

Regarding curriculum reform for pre-service teachers, *“There should be global citizenship or values education in ELT programs to train emotionally aware teachers.” (P-7)*. In relation to mindfulness and psychoeducational needs, *“What we need is calmness, not just disaster prep. Support groups, breathing, mindfulness.” (P-7)*

5.7.1. Emotional and psychological support as a structural priority

A central theme was the need for embedded mental health services within schools. Teachers frequently reported stress, fatigue, and psychosomatic symptoms, yet many noted that counselling and peer support systems were absent or inadequate. This mirrors Schonert-Reichl’s (2017) argument that emotional well-being should be a structural component of school functioning, not an optional add-on. Beyond immediate struggles, P-11 articulated strong aspirations for systemic change and future resilience. She

envisioned more opportunities for cultural enrichment: *“We would love to host native speakers or guests from abroad... organise cultural trips”*, as well as curriculum reforms such as increased lesson hours: *“If we had at least as many hours as math... we could teach more effectively.”* Her reflections also carried a sense of urgency regarding disaster preparedness: *“We must simulate real scenarios more seriously in drills... students and teachers can learn better.”* These insights highlight how teachers cope with difficulties and project forward-looking visions connecting personal well-being with broader institutional reform.

“My students also gave me strength. They would hug me and say, ‘Teacher, I am so glad you are here.’ I realised how much they needed us, just as we needed them. That sense of connection really matters.” (P-10)

Participant 12 makes a distinctive contribution by highlighting teachers’ assumption of individual responsibility in the face of institutional voids, manifestations of somatic trauma, and the necessity for recovery processes embedded within the urban context:

“We were asked to identify students from photos... especially when families had also passed away.”

“We interact with at least five classes, 150 students or more. So yes, if the teacher is well, all those students benefit too.”

“You try not to cry, but not to pretend everything is normal. It is a delicate balance.”

“Today I passed a half-demolished building and felt chills down my spine.”

Some testimonies highlight the immense emotional labour carried by teachers, who sustained their students even while receiving little support themselves. As P-12 expressed, *“We tried to reach out to our students, even when we were not supported,”* reflecting the unsustainable burden of unilateral caregiving. She emphasised the collective nature of healing: *“We supported each other psychologically... even just talking helped,”* underscoring the importance of peer-based networks in contexts where institutional aid was absent. The classroom became both a sanctuary and a stage for emotional regulation, where teachers faced the impossible task of *“not crying, but also not pretending everything is normal,”* revealing the need for professional training in

trauma-informed pedagogy and emotional self-care. Critically, the assertion that *“If we are okay, they will be okay... That is who we are: just us and the children”* demonstrates how teacher well-being directly translates into student well-being, reinforcing calls in the literature for systemic policies that prioritize teacher support as a prerequisite for effective recovery (Jennings & Greenberg, 2009; Day & Gu, 2013). The haunting experiences of passing half-demolished buildings and being asked to identify deceased students from photographs expose the ongoing psychological triggers that extend far beyond the classroom, suggesting that healing is inseparable from the urban and cultural recovery of the city itself. One participant noted, *“What would help most is emotional healing, and that comes from seeing the city improve... We need something to hold onto, some part of the past.”*

These stories make obvious recommendations: ministries and universities should build long-term psychosocial support mechanisms for teachers, such as accessible counselling and structured peer support groups. Second, school leaders should be taught trauma-sensitive leadership, including understanding and validating teachers' emotional needs. Third, policy frameworks should incorporate the physical and cultural healing of the community into educational rehabilitation, recognising that teachers cannot rehabilitate in isolation from their surroundings. Finally, national education systems must incorporate teacher well-being into crisis management measures, putting into practice the idea that the resilience of their instructors determines the resilience of entire student populations.

5.7.2. Professional training in trauma-informed pedagogy

Participants reported feeling unprepared to educate pupils on how to cope with bereavement, displacement, or emotional dysregulation. While many had devised their own tactics, they advocated for formal, continuous training from practitioners knowledgeable of the local cultural and emotional milieu. This is consistent with Brunzell et al. (2016), who emphasise providing instructors with the necessary skills and vocabulary to approach trauma-affected students.

In analysing the noted absence of institutional training support, it's crucial to recognize the presence of capacity at the national level that is currently available. Although teachers in this study reported a lack of structured institutional training, this gap does not fully preclude opportunities for professional learning. National platforms such

as the Presidency of the Republic of Türkiye Human Resources Office (CBİKO) provide free and accessible online training modules, video-based professional development content, and career-oriented learning programmes that are relevant to post-disaster educational realities, including psychosocial support, crisis management, pedagogical innovation, communication skills, and institutional resilience. Having personally experienced the Hatay earthquake and other natural disasters, I have come to recognize the practicality and educational value of these training programs. Feedback from colleagues who regularly participate in these initiatives also suggests that they find them beneficial. Furthermore, the online format of these modules enhances accessibility, particularly in disaster-affected regions where physical attendance may be challenging. When considering all these observations collectively, it becomes clear that taking the initiative to engage with the various national resources available can serve as a practical and potentially protective strategy for fostering teachers' professional growth in environments that have been affected by crises. By actively leveraging these resources, educators can enhance their skills and adapt to new challenges, ultimately supporting their development and resilience in a post-crisis context. This proactive approach not only aids in individual growth but also contributes to the overall improvement of educational practices in challenging circumstances.

5.7.3. Workload reform and professional autonomy

Recent findings reveal that more than 42% of participants have expressed concerns about the burdensome nature of administrative tasks, which can impede their effectiveness and job satisfaction. To tackle this issue, various strategies are deemed essential for enhancing teacher autonomy. Firstly, simplifying reporting processes can significantly reduce the workload on teachers, enabling them to devote more time to instructional activities and meaningful interactions with their students. Secondly, it is vital to assign non-instructional tasks to qualified support staff. This delegation allows teachers to focus on their primary responsibilities while giving support staff the opportunity to contribute to the educational environment in meaningful ways. Furthermore, decentralising decision-making is key to restoring teacher autonomy. Granting educators more influence over decisions that impact their teaching and their students' experiences can create a more positive and empowering school culture. This idea is supported by the research of Collie et al. (2012), which highlights the links

between increased autonomy, job satisfaction, and improved instructional quality. According to their study, when teachers have greater control over their work environment, they tend to feel more fulfilled in their roles, leading to better outcomes for both educators and their students. By adopting these strategies, educational institutions can not only mitigate the problem of administrative overload but also cultivate a healthier and more productive learning environment.

5.7.4. Infrastructure and digital equity

Several teachers emphasised the urgent need to close the digital divide, particularly in rural or resource-constrained schools. Recommendations included supplying mobile devices, enhancing internet access, and offering digital tool training per UNESCO's (2023) principles for secure and equitable learning settings.

Participant 9 describes *continued displacement, unsafe infrastructure, and logistical burdens* that hinder effective teaching in the post-disaster context.

“We are still not in our own school... share a building, short lessons, dangerous roads.”

5.7.5. Collaborative professional cultures

Participants strongly desired institutionalised collaboration platforms, professional learning communities, co-teaching arrangements, and peer observation, reflecting Vangrieken et al.'s (2017) finding that collegial collaboration enhances emotional well-being and instructional quality.

5.7.6. Recognition and public value of teaching

Approximately 70% of instructors felt devalued by society. They advocated for public campaigns, media coverage, and symbolic recognition of educators' efforts, reflecting Day and Gu's (2010) emphasis on confirming professional identity to maintain motivation. In addition to larger policy and training recommendations, several teachers advocated incorporating creative and student-sensitive approaches into English language instruction, particularly in emotionally vulnerable settings. They emphasised music, drama, storytelling, and art-based activities as effective strategies for re-engaging students, promoting emotional safety, and establishing classroom trust. As one participant explained, *“The textbook was not enough. They needed stories, songs, even just*

laughter.” These practices are consistent with research on communicative language instruction and crisis pedagogy (Oxford, 2016), which indicates that emotionally engaging and participatory methods improve language retention and learner motivation. Teachers also emphasised the need to address infrastructure concerns, such as access to mobile classrooms, psychological counselling services, and emergency teaching materials, to ensure instructional continuity in unsafe circumstances. Finally, participants pushed for greater engagement in decision-making processes, urging their personal experience of post-disaster realities to be incorporated into recovery plans. As some teachers urged, “*Ask teachers what they need. We are not just implementers; we are survivors, too.*” These proposals are consistent with contemporary scholarship, which advocates incorporating socio-emotional competences, flexible pedagogy, and teacher voice into post-disaster educational policy (Schonert-Reichl, 2017; Oxford, 2016). According to recent research, empowering instructors to co-design recovery techniques improves instructional quality and psychological well-being significantly (Gu & Day, 2007).

Our study makes a distinctive contribution by giving a teacher-generated recovery roadmap incorporating educational, emotional, infrastructure, and regulatory improvements. It also connects crisis-specific advice with broader ELT improvement techniques, allowing for cross-context knowledge transfer. Furthermore, it emphasises socio-emotional integration in post-disaster ELT as a pedagogical and rehabilitation requirement. Hatay English language teachers' proposals demonstrate that educational effectiveness and teacher well-being are intrinsically related in post-disaster contexts. Recovery efforts can go beyond restoring pre-crisis norms to systemic transformation by combining curriculum adaptation, infrastructure improvement, trauma-informed training, and community partnerships, resulting in an education system that can support teachers and students in the face of new challenges. Drawing on personal experience, the participant recommends incorporating resilience training early in the academic year, prioritising disaster literacy in English language teacher preparation, and fostering humanitarian project development among future educators.

They also stress the importance of *international exposure* to build linguistic confidence and inspire students through authentic role modelling.

“Students of ELT need resilience training... we should move the disaster unit to the start of the year.” (P-9)

“Future teachers should develop humanitarian projects... hygiene, safety, communication in disasters.” (P-9)

“English teachers should study abroad... many never speak to a native speaker.” (P-9)

“Students are more curious when I talk about going abroad... now I speak better.” (P-9)

Finally, P-18’s testimony underscores forward-looking implications. She pointed out both *financial burdens*, “*we even help students with our own money*”, and the need for simple recognition: “*We need to feel seen... a simple ‘How are you?’ can change a lot.*” The cause here is systemic neglect in resource provision and emotional acknowledgement; the result is an unsustainable situation where teachers become informal welfare providers while remaining emotionally invisible. This echoes P-19’s statement that “*just being asked how I am made a difference.*” The implication for future directions is that sustainable recovery requires not only policy-level funding to reduce teachers’ economic strain, but also institutional cultures of recognition that validate educators’ invisible labour. Without addressing both teacher well-being and, by extension, student recovery, it will remain fragile. Participant 1 highlights the importance of expanding disaster awareness into teacher training, focusing on adult responsibility, parent education, and teachers as role models.

“Add courses to the curriculum that raise awareness.”

“We should focus on educating parents first... they can make safer decisions.”

“We, as teachers, must apply the rules ourselves... model this for our students.”

The following excerpt shows *teacher marginalisation in disaster zones, unmet professional development needs, and motivation for self-improvement*.

“Teachers here feel forgotten. We need in-person professional development. We would even attend on weekends.” (P-4)

Here, *the importance of acknowledgement, emotional invisibility of teachers, and the need for teacher-centred psychological support* are foregrounded.

“Even asking ‘how are you?’ would mean a lot. Psychological support is vital for teachers too.” (P-4)

P-4 points to *teacher emotional exhaustion, the need for staff well-being interventions, and peer support initiatives.*

“We also did morale-building activities for teachers. Being in Hatay constantly drains you.”

The participant underscores the *language-versus-subject dichotomy, intercultural competence, and identity formation through English teaching.*

“We are told to teach English as a subject... but it is a language, a culture, a connection.”
(P-4)

This statement reveals *gamified pedagogy, language learning through play, and psychosocial healing through interactive activities.*

“The ‘Play and Learn’ project with UNICEF... memory games, storytelling... helped students relax.” (P-4)

“Speaking clubs and English-speaking environments are missing. We speak Turkish most of the time.” (P-3)

The insights provided by P-15 point to a future vision based on systemic interconnectedness. His statement, "If the teacher is well, all those students benefit too," exemplifies the multiplier effect of teacher well-being on educational outcomes. He emphasised that his family and colleagues "kept them going," highlighting the importance of peer solidarity in resilience, which is compatible with P-09 and P-11. The result is that resilience cannot be achieved solely via individual coping; institutions must foster it by recognising teachers as the foundation of rehabilitation. His forward-thinking recommendations for trauma-informed teaching and safe classrooms emphasise the importance of reforming to meet current demands while anticipating future crises. If implemented, such policies shift education systems away from reactive crisis management and toward proactive resilience-building, assuring continuity and stability for teachers and students. P-19 emphasises the value of acknowledgement and recognition: "Just being asked how I am made a difference." This statement identifies a critical reform need: incorporating acknowledgement and emotional validation into post-disaster education systems. Unlike infrastructure or curriculum, recognition involves minimal resources but significantly impacts teacher morale.

Her use of a WhatsApp group, *“seeing them support each other kept me going,”* demonstrates how digital and peer networks can complement formal recovery systems. These findings imply that future policies should incorporate low-cost, high-impact techniques like recognition, peer support, and flexible training, while keeping teachers' voices and well-being at the forefront of rehabilitation initiatives. Teachers were severely impacted due to a lack of institutional and professional support. Teachers like actual, in-person training. Online professional development courses are rated as ineffective.

“If a face-to-face training were organised, I would attend.” (P-2)

“Online sessions often do not feel sufficient.” (P-2)

“As English teachers, we need activities based in daily life... real-life English.” (P-3)

Another significant point that the teachers touched on was the fact that they needed differentiated instruction in heterogeneous classrooms:

“Crowded classrooms, varying student levels... You must prepare materials for different learners.” (P-3)

This account emphasises *arts-integrated language learning, student engagement through creativity, and emotional healing via expression.*

“We supported them with art and English workshops... that made a difference.” (P-4)

P-7's reflection highlights a stark injustice: *“The students stated that they were required to take the same university exams as others while living in containers. That was not fair.”* This phrase captures the basic conflict between policy-driven expectations of “equality” and the lived realities of disaster-affected kids. Educational psychology and equity research have long emphasised that equality (treating all students the same) does not imply equity (offering equal opportunities based on circumstances) (OECD, 2020). Expecting kids who have lost their homes, family, and fundamental stability to compete under the same conditions as peers from unaffected regions exacerbates trauma and deepens educational disparities.

Pedagogically, such behaviours violate the notion of inclusive education, emphasising meeting students where they are. Students coping with disasters require

adaptable assessment systems, varied learning opportunities, and increased scaffolding. Instead of measuring genuine academic potential, standardised assessments risk perpetuating systemic disadvantages without such measures. Psychologically, the load is also heavy: being judged using the same criteria while living in containers develops feelings of helplessness, marginalisation, and low self-esteem. Research on post-disaster education shows that rigid academic policies worsen stress, whereas flexible arrangements encourage resilience and recovery (Peek, 2008).

On the other hand, from a policy standpoint, this view emphasises the critical necessity for disaster-sensitive education systems. Ministries and examination boards must recognise that extreme crises necessitate extraordinary measures. Possible solutions include extending exam preparation times, changing test formats, providing psychosocially helpful learning environments, and establishing special access quotas for disaster-affected students. Such allowances do not decrease standards; they level the playing field, allowing students to demonstrate their abilities without being penalised for situations beyond their control.

Finally, P-7's message is more than just a protest; it is a moral admonition. When education policies neglect disaster-affected pupils' lived experiences, they perpetuate inequality. Educators and legislators must prioritise protecting students' dignity, goals, and optimism. In the aftermath of a mass tragedy, ensuring fair and humane educational opportunities is more than just a logistical decision; it is a commitment to upholding the very notion of education as a tool for recovery and social justice.

5.8. Chapter Summary

This chapter synthesised the study's five research topics, combining quantitative prevalence data with rich qualitative accounts to give a multidimensional picture of English language instructors' well-being in Hatay after the 2023 earthquakes. Regarding RQ1, the conversation revealed a dual reality: increased psychological strain, manifested as worry, exhaustion, disrupted sleep, and cognitive overload, coexisted with exceptional professional resilience. Teachers described early post-disaster emotional "numbness," which evolved into new professional identities in which caregiving frequently trumped academic instruction. According to the PERMA framework, "Meaning" and "Relationships" were increased, although "Accomplishment" and "Engagement" typically decreased under disturbed routines. Furthermore, RQ2 emphasised the

ecological nature of well-being, which is influenced by personal resilience tactics, collaborative networks, and community relationships. WhatsApp groups evolved as daily therapeutic places, and moments of student solidarity and parental love strengthened instructors' feelings of purpose. However, systemic inadequacies in leadership and institutional support hampered the sustainability of these relationship resources. Teachers' policy suggestions in RQ3 asked for integrating trauma-informed pedagogy and emotional resilience training into teacher education, promoting curriculum flexibility and providing continuous psychosocial services to educators. These findings validated global best practices for post-crisis education, emphasising that recovery relies on validating teachers' experiences as much as reconstructing physical infrastructure.

Furthermore, RQ4 identified the reflective and restorative aspects of research engagement. Many people said the interviews were the first time they felt truly heard, with some expressing newfound professional autonomy after reflecting on their survival and adaptability. However, several people found the process emotionally exhausting, emphasising the ethical importance of attentive, follow-up support in disaster-zone research. Finally, RQ5 proposed prospective ideas for improving ELT in the region. Teachers argued for creative, student-centred activities such as music, drama, storytelling, and painting to re-engage students and promote emotional safety. Infrastructure improvements, mobile classrooms, and emergency teaching supplies were critical. Participants advocated for inclusion in decision-making procedures, emphasising that individuals who stand in front of the class during a crisis should have a say in developing recovery measures.

The findings of this study are consistent with previous studies on the psychosocial impacts of disasters. Norris and Elrod (2006) discovered that disasters might cause chronic stress, emotional tiredness, and poor focus, similar to the experiences recounted by Hatay teachers. Participants, for example, reported recurring worry, interrupted sleep, and a continual sensation of hypervigilance, indicating what Norris and Elrod (2006) defined as the long-term psychological toll of catastrophe exposure. One teacher shared, *"I kept waking up at 4:17 every night, as if the quake was happening again"* (P-19), a vivid example of how intrusive thoughts and disrupted sleep manifest in real-world educational contexts. Such reflections illustrate how the teachers' accounts are consistent with established knowledge of disaster psychology, while also highlighting the need for trauma-informed interventions in educational systems.

Teachers working in disaster-affected contexts often face the dual challenge of supporting students' recovery while silently carrying their own unresolved trauma. Several participants in this study reflected on this delicate balance: *"We tried to reach out to our students, even when we were not supported ourselves"* (P-12). Such views echo the international literature, which shows that educators are at a higher risk of secondary traumatic stress and burnout when working directly with traumatised students. Brunzell et al., (2021) discovered that teachers in trauma-impacted classes typically experienced emotional tiredness, compassion fatigue, and difficulty controlling their own stress reactions. However, they demonstrated that trauma-informed positive education (TIPE) techniques, such as developing deliberate self-regulation skills, fostering genuine relationships, and cultivating appreciation, helped teachers maintain their professional duties while enhancing their well-being.

In this regard, Hatay teachers' experiences are consistent with global research: while emotional strain is unavoidable, meaning-making and relational activities can transform teaching into a source of resilience. Teachers who redefine their role as caregivers and facilitators of growth can remain motivated in the face of adversity. These findings indicate that structured professional development in trauma-informed pedagogy and psychosocial support for students are critical for maintaining teachers' well-being and preventing the long-term loss of their ability to teach successfully.

This approach, when applied to Hatay's post-earthquake educational situation, emphasises why teachers' trauma histories are inextricably linked to their professional obligations. Just as traumatised parents may struggle to regulate emotions or trust supportive structures, instructors who have experienced loss, displacement, or institutional neglect confront similar issues in the classroom. Unless their trauma is recognised and addressed, their ability to provide stability and healing for pupils is jeopardised. This makes trauma-informed support for educators just as crucial as it is for children; both groups need consistent routines, validation, and safe spaces to process their experiences. In Hatay's fractured landscapes following the earthquake, the voices of its English language teachers serve as silent but unwavering pillars of fortitude. Their testimonies show that well-being is more than the absence of hardship; it is the ability to carry grief in one hand and purpose in the other. In this setting, resilience is a fragile structure based on relationships, egalitarian procedures, and public recognition. When those institutions fail, even the most stubborn professionals succumb to persistent demands; when maintained, they serve as catalysts for communal healing. This chapter

emphasises that protecting teachers' well-being during emergencies is an ethical, pedagogical, and societal obligation. Protecting and empowering people who teach under the rubble invests not only in education, but also in reclaiming a community's most significant resource: its ability to imagine and build a future beyond the quake.

In conclusion, this chapter combines qualitative and quantitative data to provide a comprehensive understanding of the welfare of English teachers following the earthquakes. While the interviews shed light on the pedagogical, institutional, and emotional aspects of these experiences, the survey results showed pervasive psychological and cognitive strain. When considered as a whole, the results indicate that teacher well-being is a complex, context-dependent phenomenon influenced by both systemic factors and personal resilience.



CHAPTER VI

CONCLUSION

6.1 Introduction

This chapter synthesises the study's quantitative and qualitative findings to illuminate the post-earthquake well-being of English as a Foreign Language (EFL) teachers in Hatay, Türkiye. Bringing the two strands of data together, it traces the interlocking emotional, cognitive, physiological, and professional dimensions of teachers' experiences after the February 2023 earthquakes. The chapter progresses in four steps. First, it summarises the essential findings, emphasising areas of overlap between survey trends and teacher narratives. Second, it interprets these patterns using the above frameworks to better understand risk and protection measures. Third, it discusses the consequences for policy and practice, namely the need to incorporate trauma-responsive techniques, flexible curricula, and accessible psychosocial support for staff. Finally, it provides a reflective conclusion highlighting teachers' perspectives and proposes goals for future study in disaster-affected educational settings.

6.2. Summary of Key Findings

Quantitative data revealed that nearly half of the participants (46%) had chronic concentration issues, 42% experienced regular anxiety, and 38% had repeated intrusive thoughts about the earthquake. Qualitative stories brought these figures to life: teachers recounted lessons being disrupted by sudden tremors or the sound of a door slamming, as well as occasions when memories rose unexpectedly, diverting attention. Physical symptoms reflected the emotional toll. 57% felt chronic exhaustion, 49% had disrupted sleep, and 36% had recurring headaches or muscle tension. These findings are consistent with global research on the psychosomatic aspects of teacher stress during lengthy crises. (Acton & Glasgow, 2015). Despite the strain, professional dedication remained strong: 81% of instructors stated they would return to the profession, but 39% had pondered leaving at some point. High classroom management and instructional adaptability ratings corresponded to qualitative descriptions of instructors who rely on resilience and professional purpose to maintain their practice. This reinforces the protective role of occupational identity amid adversity. (Day & Gu, 2010; Gu & Day, 2007). The survey

revealed systemic gaps: 62% of teachers perceived institutional support as inadequate, and 54% felt that school leadership lacked trauma-informed strategies. These perceptions echo international calls for systemic reform in post-disaster schooling, including the urgent need for leadership training in trauma-responsive practice (UNESCO, 2023). Teachers frequently turned to one another: 74% identified peer support as their primary coping mechanism, while 68% engaged in creative or reflective practices such as writing, prayer, or art. This finding aligns with Mansfield et al.'s (2016) research on the role of collegiality and emotional agency in promoting teacher well-being. Participants advocated for real improvements, trauma-informed training in teacher education, decreased academic burdens during recovery periods, access to staff counselling services, and meaningful teacher participation in decision-making. These recommendations are consistent with global best practice guidelines for post-crisis educational recovery (Schonert-Reichl, 2017).

6.3. Implications

The study's findings, which are based on both quantitative trends and qualitative narratives, highlight the intricate relationship between trauma, professional identity, and resilience among EFL teachers in Hatay following the earthquake. Beyond contributing to scholarly discourse, these findings significantly affect theory, educational practice, and policy. They highlight the critical need for frameworks and interventions that address student rehabilitation while protecting and strengthening the well-being of teachers, who are the backbone of educational continuity in crises. The following sections turn the study's findings into actionable steps, demonstrating how Hatay lessons might inform broader initiatives for building more resilient, humane, and responsive educational systems worldwide.

6.3.1. Theoretical Implications

From a theoretical standpoint, this study refines existing frameworks of teacher well-being by illustrating how multiple perspectives intersect in post-disaster educational settings. The JD-R model provided a structural understanding of how heightened emotional and professional pressures were mitigated through personal and relational resources such as collegial empathy, student rapport, and a renewed sense of purpose. In parallel, Bronfenbrenner's (1979) Ecological Systems Theory contextualised these

dynamics across interconnected levels of influence, ranging from individual coping and institutional leadership to broader sociocultural recovery processes. While these models clarified the mechanisms through which teachers sustained their well-being, the study also recognised the complementary value of PERMA's positive psychology lens (Seligman, 2011). Within the data, elements such as meaning, accomplishment, and relationships remained central to resilience and professional continuity, even when positive emotions and engagement were temporarily disrupted. In this respect, PERMA offered an interpretive dimension that illuminated how well-being can be reconstructed through purpose and connection after trauma.

By integrating these perspectives, the study extends well-being theory beyond static or individualised conceptions. It positions teacher resilience as an ecologically embedded, resource-dependent, and meaning-driven process, one that unfolds across personal, relational, and systemic domains. This synthesis underscores that sustaining teacher well-being in crisis contexts requires not only individual adaptability but also institutional responsiveness and cultural validation of teachers' emotional labour.

6.3.2. Practical Implications for Educators and Schools

The research provides concrete ideas for educators and school leaders in post-disaster settings. It is vital to incorporate emotional readiness into professional development. The literature consistently indicates that trauma-sensitive training should be included in all in-service teacher education programs, providing educators with the teaching tools and emotional literacy required for healing-centred pedagogy. Another crucial element is to improve trauma-informed leadership. School principals play an important role in post-crisis recovery. According to the OECD (2023), recovery curricula should legitimise varied teaching modalities such as music, storytelling, dance, and outdoor learning, which promote emotional expression and re-engagement with learning. Flexibility should be validated by the national curriculum authority, not viewed as a break from norms. Amid increasing professional pressures, teachers were confronted with an unprecedented duty during the pandemic: to restore learning, nurture socio-emotional recovery, and guarantee equitable educational opportunities for all students. Such complex demands altered the basic definition of teacher professionalism, necessitating increased systemic support and preparation (Darling-Hammond & Hyler, 2020). On the other hand, regarding equity and access, they argue that the crisis has highlighted and

exacerbated existing educational disparities, underscoring the importance of explicitly incorporating equity-focused pedagogy into teacher preparation. This entails providing instructors with the skills and attitudes necessary to serve diverse students in uncertain circumstances. Darling-Hammond and Hyler (2020) argue that professional development should be reconfigured to meet the realities of disrupted schooling across modalities, including remote, hybrid, and in-person settings, and this insight extends to post-disaster contexts. Continuous, practice-based, and collaborative learning opportunities equip teachers to respond adaptively to future shocks by sustaining instructional quality and supporting well-being. In particular, structured mentoring, the purposeful redesign of teacher roles, and protected time for peer collaboration function as mechanisms that strengthen resilience and foster pedagogical inventiveness during and after crises. Rather than treating recovery as a temporary adjustment, teacher education should be reframed as a long-term transformation that builds system capacity for preparedness, response, and renewal. Strengthening preparation and institutionalising collaboration are therefore essential to ready education systems for natural hazards and other large-scale disruptions (Darling-Hammond & Hyler, 2020).

In terms of thriving and resilience, MacIntyre (2016) argue that positive psychology emphasises that, in addition to reducing stress or negative emotions, educators and learners benefit from fostering qualities such as resilience, optimism, and a sense of purpose in their jobs. These materials are crucial for long-term engagement, particularly in challenging environments. Furthermore, they emphasise that research influenced by positive psychology shows that pleasant emotions are more than just the absence of negative ones. They broaden teachers' and students' perspectives, enabling greater creativity, teamwork, and effective coping with hardship. This concept is beneficial as instructors handle post-crisis circumstances. Furthermore, regarding strengths-based perspectives in education, MacIntyre (2016) argue that positive psychology promotes an appreciative inquiry into the existing strengths in classrooms and schools rather than focusing simply on deficits or issues. Building on these assets can lead to more resilient educational communities and improved teacher well-being. Moreover, on the social and institutional dimensions, they emphasise that positive psychology reminds us that well-being is unique and influenced by institutions and situations. For teachers, supportive schools, collegial solidarity, and enabling policies are just as important as personal coping mechanisms in maintaining professional well-being. We believe that language education is uniquely positioned to embrace positive psychology due to its methodological variety

and devotion to individual stories and broader institutional frameworks. This technique demonstrates how teachers and students can thrive even in challenging circumstances.

6.3.3. Policy Implications

From a policy standpoint, the findings highlight the necessity for a trauma-responsive national education plan in which teacher well-being is recognised as a critical component of educational rehabilitation rather than a secondary concern. The key recommendations include:

Formal Recognition of Teacher Well-being

OECD (2020) highlight that national frameworks should embed teacher well-being as a measurable outcome in school recovery policies, with mental health support, workload adjustments, and recognition of emotional labour integrated into post-disaster planning. A recurring theme across participants' testimonies was the conviction that teacher well-being is inseparable from student recovery. As one participant summarised, *"If we are okay, they will be okay... That is who we are: just us and the children"* (P-12). This insight underscores a vital policy lesson: supporting teachers is not optional but foundational for rebuilding education in post-disaster contexts. Research confirms that the entire learning ecosystem benefits when teachers are emotionally healthy and professionally supported (Day & Gu, 2013; Jennings & Greenberg, 2009). Therefore, ministries of education and universities must embed teacher well-being into crisis management frameworks through accessible counselling services, peer-support networks, trauma-informed training, and leadership development in compassionate communication. Investing in teachers' well-being is both a moral responsibility and a strategic necessity: the recovery of thousands of students depends on the stability of those who teach them.

Disaster-Sensitive ELT Curriculum Development

Policies should encourage flexibility in English Language Teaching curricula, incorporating culturally relevant resources, multilingual inclusivity, and Social-Emotional Learning (SEL) objectives adapted for crisis contexts.

Teacher Voice in Decision-Making

As firsthand witnesses to post-disaster realities, teachers should actively define policy, recovery timetables, and curriculum change. Moving from top-down, reactive approaches to collaborative, human-centred recovery models guarantees that solutions are based on lived experiences rather than abstract assumptions. Collectively, these theoretical, practical, and policy consequences place teachers not merely as implementers of catastrophe recovery but also as co-architects of humane, hope-filled learning environments. By incorporating their expertise and emotional landscapes into the fabric of recovery systems, education in disaster-affected areas may be redesigned as a process that protects both knowledge and humanity.

6.3.4. Policy and Practice Implications for Multi-Level Recovery

Hatay's recovery is not yet complete. As the national focus naturally shifts, the needs of families, teachers, and schools continue to be critical. The current study aims to help revive Türkiye's long-standing culture of solidarity during difficult times and direct it toward coordinated, equity-oriented, and trauma-responsive action, initially in Hatay and then in the other provinces hit by the earthquake. Practically speaking, the national government and MoNE should take the lead by making multi-year commitments that safeguard education and the wellbeing of educators, such as providing free, easily accessible mental health services for staff and children, safe and robust school buildings, and teacher housing close to educational centers. While local NGOs and civil society organizations collaborate with provincial directorates to address classroom-level needs, enhance family engagement, and make sure that services don't duplicate but rather complement one another, municipalities can enable learning every day by providing water, sanitation, lighting, safe routes to school, transportation, and dependable power around school sites. The private sector and donors can provide consistent support for devices, connectivity, solar backup, and resilient construction, aligned with public priorities rather than competing with them. Universities and professional associations can anchor this ecosystem by establishing training pipelines, providing supervision for school-based counsellors, and conducting independent evaluations.

Stabilising education and safeguarding the adults who keep it together should be top considerations. Teachers have repeatedly stated that until children's basic needs are met, instruction cannot begin; support must be equitable, not just equal. This includes

emergency stipends or temporary housing for teachers, prompt water and sanitation repairs, safe campus access, daily school lunches, and mobile psychosocial teams that visit schools on a regular basis. Additionally, schools require flexibility in the form of streamlined curriculum maps, modified assessment procedures, catch-up and bridge programs for relocated students, and quick, inexpensive microgrants that enable principals to quickly and efficiently address pressing issues in the classroom without the need for red tape. Simple data systems should discreetly monitor learning-recovery participation, attendance, and the availability of psychosocial supports, with private referral channels in place when risk is identified. Mentoring, peer support groups, and staff care time protection are not extravagances; they are the foundation that maintains teachers in the field.

The emphasis should go from filling gaps to reconstructing systems when things settle down. Resilience criteria must be met by rebuilt or renovated schools, and to lower attrition, teacher housing should be located close to service hubs. In order for classroom routines to consistently encourage safety, regulation, belonging, and purpose, trauma-informed pedagogy should be incorporated into pre-service and in-service training. Every school needs a trained wellbeing focal point and access to counsellors. An equity-weighted model that allocates higher percentages to the most impacted neighbourhoods and schools, along with open reporting so communities can understand how resources are allocated, should be the basis for financing. High-dosage tutoring, long-term programs, seasonal academies, and digital resilience plans incorporating offline content, device maintenance, and solar backups are all necessary for learning recovery. It is imperative that schools maintain emergency plans that have been jointly created and exercise them with their local partners.

These initiatives need to be institutionalised to be long-lasting. By bringing together MoNE, municipalities, NGOs, universities, and, most importantly, teacher representatives, Provincial Education Recovery Councils can coordinate plans through shared indicators, memoranda of understanding, and public dashboards that track metrics related to equity, psychosocial coverage, school functionality, and spending. When attention wanes, gains will be safeguarded nationally by permanent budget lines for school meals, emergency education, psychosocial services, and hardship compensation. Early warning and rapid-response mechanisms should be integrated into regular MoNE operations to stop future disruptions from causing prolonged learning loss. Research

partnerships can conduct longitudinal studies on teacher and student well-being, allowing policies to be adjusted based on evidence rather than anecdotes.

Despite focusing on Hatay, the recovery architecture discussed here can be used to other impacted communities. Recovery may transition from temporary assistance to systemic regeneration if the government, MoNE, municipalities, civic society, universities, and responsible commercial partners collaborate, listening to the input of teachers and families, financing effective initiatives, and publicly reporting progress. To ensure that no student, educator, or community member is left behind, the unity that characterised the initial weeks following the tragedy can evolve into a consistent, long-term commitment.

6.4. Final Remarks

The figures and testimonies tell a story of paradox: nearly half of the instructors in our survey struggled to focus, more than one in three experienced constant anxiety, and more than half suffered from physical tiredness, but the vast majority continued to educate, nurture, and hope. We can sense the tremors of loss in their words, as much as the steady heartbeat of professionalism. The teachers brought the invisible weight of calamity into every classroom, turning grief into patience and terror into the calm strength that allows a lesson to continue. The facts speak in percentages, but the meaning is in what those numbers represent: a teacher pausing mid-sentence as an aftershock passes; a sleepless night spent revising lesson plans; a moment of shared laughter with kids that breaks the day's gravity. Together, these shards constitute an image of resilience, not the absence of sorrow, but the determination to continue generating meaning in its shadow (Masten, 2021). This thesis serves as both an academic contribution and a moral demand. It contends that teachers' well-being must be considered an urgent necessity in disaster-affected areas, as it is vital for reviving the entire educational ecosystem. OECD (2020) underlines that if we listen to the voices of those who have stood at the blackboard in the aftermath of catastrophe, we will learn that rebuilding schools requires more than bricks and timetables; it demands systems grounded in empathy, flexibility, and trust.

We honour these teachers' boldness by recognising education as a human endeavour fueled by connections, meaning, and hope, rather than a transaction of knowledge. Furthermore, we can safeguard and encourage people who continue to educate when the Earth is shattered. In that case, we will discover that a future may be constructed even in

the most fragile, stable, luminous, and unshaken places. While based on the lived experiences of Hatay teachers, this study reveals a worldwide truth: in every part of the world where calamity disrupts education, whether through earthquakes, floods, conflict, or pandemics, teachers' resilience serves as the invisible architecture of recovery. Finally, the study advocates for reinventing post-crisis education such that teachers are co-architects of secure, humane, and hope-filled learning environments rather than simply implementing recovery policies. In this vision, their voices are heard, their expertise valued, and their emotional landscapes respected. Suppose the strength of a school system is measured not only by the knowledge it imparts but by the humanity it preserves. In that case, safeguarding the well-being of its teachers is not simply an ethical imperative; it is the cornerstone upon which all other forms of educational renewal must rest. In the quiet resilience of a teacher's voice, the future of a community is written.

6.5. Limitations

While this study provides valuable insights into the occupational well-being of English teachers in post-earthquake Hatay, several methodological and contextual limitations must be considered when interpreting the findings. The study included a purposively selected sample of 19 English teachers, all of whom worked in public schools in Hatay. Although this sample offered detailed experiences, the findings are not statistically applicable to all EFL teachers in Türkiye or other disaster-affected areas. This constraint is inherent in qualitative and context-specific research, emphasising depth over breadth (Creswell & Poth, 2018). Nonetheless, the experiences given provide applicable lessons for similar educational situations. Furthermore, both the quantitative survey and the qualitative interviews were based on self-reported experiences, which could be influenced by recall bias, emotional state, or social desirability inclinations. While interview protocols are designed to encourage honesty and trust, emotionally charged contexts may lead to underreporting of vulnerabilities or an overemphasis on specific challenges.

Additionally, complete neutrality is neither possible nor desired in qualitative research, but conscious reflexivity was maintained throughout the process. The absence of comparative and longitudinal dimensions may also be a limitation. The study did not include a comparative group (e.g., teachers from non-disaster regions) or a longitudinal follow-up, which limits the ability to isolate earthquake-specific effects from other

contextual variables, such as socioeconomic hardship, gendered caregiving responsibilities, or pre-existing institutional challenges. Furthermore, while the mixed-methods approach allowed for a more in-depth knowledge of teacher well-being, combining quantitative and qualitative strands was limited by the extent of accessible data and the emphasis on immediate study aims. Specific intersectional characteristics, such as age, gender, teaching experience, and school type, were beyond the scope of the primary analysis but may have explanatory value in future research. Finally, due to the sensitive nature of the matter, several interview questions were handled cautiously to avoid emotional disturbance. While this adhered to ethical standards, it may have limited the amount of investigation into individual personal or traumatic events. To summarise, these limitations do not diminish the study's contributions, but rather highlight opportunities for future research, particularly longitudinal, comparative, and intersectional studies, that could expand on these findings to better inform post-disaster educational policy and practice.

6.6. Future Research Directions

Building on the study's findings and limitations, numerous avenues for future research appear that can expand and broaden our understanding of teacher well-being in disaster-affected settings. First, longitudinal research is required to track how teachers' emotional, cognitive, and professional well-being changes during different stages of catastrophe recovery. Such designs could illuminate trajectories of resilience and vulnerability over time, clarifying whether early coping strategies predict sustained professional engagement or eventual burnout (Day & Gu, 2013; Mansfield, 2021). Second, comparative studies involving teachers in non-disaster regions or different types of disasters (e.g., earthquakes, floods, conflict zones) would help disentangle context-specific stressors from universal challenges in the teaching profession. This would also enable cross-cultural analysis of coping strategies, institutional responses, and the role of professional identity in recovery (Mutch, 2023; UNESCO, 2023). Third, there is a pressing need to investigate intersectional influences, including gender, caregiving roles, socio-economic status, and linguistic background, on teacher well-being in crisis contexts. Such research can reveal how overlapping vulnerabilities and resources shape teachers' experiences and recovery patterns. Fourth, intervention-based studies should evaluate the impact of targeted programmes such as trauma-informed professional

development, peer mentoring networks, and well-being-focused leadership training. Randomised controlled trials or mixed-methods evaluations could provide robust evidence on what works, for whom, and under what conditions (Waters & Loton, 2019).

Finally, given the growing prevalence of remote and hybrid learning in crisis settings, future research should explore how digital pedagogies influence teachers' well-being as stressors (e.g., technological overload) and as resources (e.g., enabling connection across disrupted communities). This is particularly relevant for English Language Teaching, where global digital resources can complement local recovery efforts (OECD, 2023). Collectively, these research directions can help develop a more nuanced, context-responsive, and equity-focused understanding of teacher well-being in the face of disasters. Such scholarship enriches theoretical frameworks and equips policymakers, school leaders, and teacher educators with the evidence to design humane, effective, and sustainable recovery systems.

6.7. Recommendations

Using thematic findings and teacher testimonies, this study recommends improving teacher well-being, accelerating educational recovery, and integrating trauma-informed practices into disaster-affected educational systems. These proposals address practice, policy, and research, acknowledging that long-term healing necessitates multi-level, coordinated action.

6.7.1. Recommendations for Practice

The findings also highlight the need to integrate well-being and resilience training into both pre-service and in-service teacher development. Teacher education programmes should incorporate content on emotional resilience, trauma-informed pedagogy, and sustainable self-care practices. Such preparation is particularly critical in disaster-prone regions, where teachers frequently face cumulative stress and uncertainty. Training modules should therefore include practical strategies for maintaining cognitive clarity, managing emotional labour, and cultivating peer support systems that can be activated during crises (Mansfield, 2023). Integrating these dimensions into teacher education would not only enhance individual coping capacities but also contribute to the collective psychological preparedness of the educational workforce.

Equally important is fostering pedagogical flexibility and creativity in the aftermath of disruption. Schools and ministries should legitimise and promote adaptive instructional approaches, such as storytelling, art, music, role-play, and movement-based activities, that simultaneously address students' emotional and academic needs. Encouraging creative pedagogies allows teachers to rebuild classroom trust, motivation, and engagement after trauma. In this regard, flexible lesson design and culturally responsive teaching should be integrated into national curricula, ensuring that education systems remain inclusive and responsive throughout the recovery phases.

The findings also highlight the importance of establishing and sustaining formal and informal peer support networks. Reflective circles, mentoring schemes, and online teacher communities can create safe and collaborative spaces where educators share experiences, exchange strategies, and restore a sense of professional solidarity. Within the context of post-disaster recovery, such networks play a vital role in reducing professional isolation and enhancing emotional resilience among teachers, an outcome also supported by international reports (OECD, 2023). When peer collaboration becomes an institutionalised practice rather than an individual initiative, it contributes to both teacher retention and collective well-being.

Equally important is the empowerment of school leadership in trauma-informed practices. The data indicate that principals and administrators profoundly influence teachers' emotional recovery through their capacity for empathy, moral support, and flexibility in crisis management. Training programmes that cultivate trauma-informed leadership can strengthen trust, reduce workplace stress, and promote psychological safety for both teachers and students. In the long term, reimagining leadership as a relational and responsive process is essential for building educational environments that prioritise care, resilience, and shared responsibility.

6.7.2. Recommendations for Policymakers

Develop Trauma-Responsive Educational Frameworks

National education systems should establish catastrophe contingency strategies prioritising psychological safety and instructional continuity. Post-crisis recovery frameworks should include personalised mental health assistance for educators and student-focused initiatives.

Recognise Teacher Well-being as a Core Pillar of Educational Reform

Educational reform agendas should explicitly position teacher well-being as essential for school effectiveness and resilience. Recovery funding should include reducing workload, acknowledging emotional labour, and ensuring access to counselling or wellness programmes (OECD, 2023).

We should ensure teacher participation in policy design; teachers' perspectives should be systematically integrated into the design of emergency curricula, reopening timelines, and long-term educational reforms. Co-creation with teachers increases policy relevance, local ownership, and sustainability, as Mutch (2023) also suggests. In addition, trauma-informed teacher support should be institutionalised; just as children require safe, predictable environments to recover from trauma, teachers must be provided with ongoing psychosocial counselling, peer support groups, and structured reflection opportunities. Ignoring their trauma histories risks perpetuating cycles of emotional fatigue and professional disengagement. Besides, professional development must integrate trauma-sensitive pedagogy; training programs should help teachers recognise their triggers and their students' trauma responses. This equips educators not only to stabilise their classrooms but also to model resilience and healthy coping strategies. Moreover, system-level policy change is essential; ministries of education and local authorities should embed teacher well-being into disaster preparedness and crisis-response frameworks. The evidence shows that the entire educational ecosystem benefits when teachers' psychosocial needs are validated and supported. Finally, humanised care must complement academic recovery. Earthquake-affected teachers in Hatay repeatedly described classrooms as spaces where they had to balance authenticity and responsibility: *"You try not to cry, but also not to pretend everything is normal"* (P-12). This highlights the need for recovery policies that recognise schools as academic and emotional healing sites.

6.7.3. Recommendations for Future Research

In light of this study's limitations and potential gaps, future research should include longitudinal studies that track how teacher well-being, professional identity, and resilience change throughout lengthy recovery periods. Furthermore, it should investigate disaster-affected teachers in various cultural and geopolitical contexts to uncover universal and context-specific healing strategies. It should also apply an intersectional

lens to understand how overlapping factors, such as gender, caregiving responsibilities, socio-economic status, and teaching level, shape post-disaster experiences and resource needs.

6.8. Chapter Summary

This chapter has drawn together the quantitative and qualitative strands of the study to present a holistic account of English as a Foreign Language (EFL) teachers' occupational well-being in post-earthquake Hatay. The findings portray a professional community navigating an intricate landscape of emotional strain, cognitive overload, and physical exhaustion, while sustaining a profound sense of purpose. Quantitative data revealed that nearly half of the individuals had persistent attention problems, more than one-third experienced frequent anxiety, and more than half suffered from chronic exhaustion or sleep disruption. Qualitative accounts humanised these figures by recounting aftershock-induced classroom disruptions, sleepless nights spent redoing lesson plans, and short moments of delight with pupils that temporarily alleviated the weight of loss. Teachers' resilience emerged not as the absence of distress, but as the active, often exhausting work of sustaining meaning, relationships, and professional identity under sustained adversity. Many participants saw school leadership and policy frameworks as inadequate for dealing with trauma, calling for more sympathetic leadership, flexible curricula, and ongoing psychosocial assistance. Their recommendations extended beyond immediate alleviation to long-term solutions that formally incorporate teacher well-being into national recovery and educational policy goals.

The chapter also highlighted the difficulties and complexities of conducting research in an area affected by a disaster. As an insider researcher who saw the tremors, I discovered that the process required controlling participants' emotional proximity, building trust in a sensitive environment, and striking a balance between methodological rigor and ethical consideration. In addition to requiring intentional reflexivity to lessen prejudice, this positionality deepened the analysis. By combining Bronfenbrenner's (1979) Ecological Systems Theory with the JD-R model, the study theoretically increases knowledge of post-disaster teacher well-being. When taken as a whole, these theories show how environmental factors and personal resources interact to influence teachers' well-being. The ecological viewpoint places these experiences within larger social,

institutional, and cultural systems, whereas the JD-R model describes how excessive professional demands and scarce resources exacerbate emotional and cognitive strain. This multifaceted approach made it clear how macro-level stresses like systemic neglect, bureaucratic rigidity, and unstable infrastructure are mitigated by micro-level resources like professional purpose, student rapport, and collegial empathy.

By considering role redefinition and adaptive caregiving as essential components of resilience-building in educational rehabilitation, the study expands on the well-being hypothesis. Politically and practically, the results support the increasing understanding that educators are co-architects of compassionate, hopeful learning environments rather than just carrying out rehabilitation programs. Their experiences show that protecting schools' emotional infrastructure is just as important to educational recovery in disaster situations as repairing their physical infrastructure. Thus, the study emphasizes the necessity of culturally appropriate, adaptable curricula that address the intellectual and emotional aspects of post-disaster education while elevating teachers' voices, trauma-responsive leadership, and participatory policymaking.

In conclusion, this chapter argues that teacher well-being is central to educational renewal in crisis-affected situations. Protecting their emotional and professional health is an ethical duty and a need for overall community resilience. The study's contribution is to provide empirical evidence and a human-centred framework for redesigning teacher support in disaster recovery, one that acknowledges pain, values perseverance, and emphasises systemic change.

Finally, this study conveys a subtle but important message about the process of rebuilding after a disruption. The idea of "going back to the way things were" is neither achievable nor beneficial in a context characterized by lasting loss. The stories of the EFL teachers illustrate that recovery becomes meaningful only when it restores the foundational elements of education, specifically, the emotional, relational, and ethical aspects essential for teachers. In this light, the results highlight a future where the well-being of educators is prioritised. If we are to **'build back better'**, it may be possible with institutions that remember their teachers, communities that refuse to become numb, and leadership that understands that resilience is not the absence of pain but the presence of care, dignity, and shared purpose. This study, therefore, does more than document a moment in history; it offers an argument for how education can rise from disaster without reproducing its wounds.

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APPENDICES

Appendix 1. Interview Questions

Title of the study: “EFL Teachers’ Wellbeing in the Context of Disaster: Building Back Better”

Interview Questions

1. Could you please tell me about the most significant factors that affected your well-being after the earthquake? Why and how do you think the factors affected your well-being?
2. What do you think the role of organisational support is in your school (school management, colleagues, administrative staff, etc.)?
3. Did you get any support from professional development courses/ activities to promote your well-being after the earthquake? If yes, was it worthwhile? If not, would it be helpful? If yes, how?
4. How do you perceive the roles of your family members, students, and any social environment in maintaining your well-being after the earthquake?
5. How do you perceive the roles of your students, if any, in maintaining your well-being after the earthquake?
6. How do you perceive the roles of your social environment, if any, in maintaining your well-being after the earthquake?
7. Did you experience systemic challenges and /or problems after the earthquake? If so, have you been able to overcome them? If so, how did you manage this?
8. Did you have any specific personal and/or social resources you relied on to maintain your well-being in the school?
If so, please explain them in detail.
9. How do you feel considering your capacity to concentrate at work?
10. Can you please discuss your efficiency in managing the classroom, instruction and student engagement?
11. Are you satisfied with your job? To what extent?
12. Do you feel any differences in your relationship with your colleagues, students, and principal regarding the level of socialising?
13. What would motivate you most right now?

14. What would you most like to be done for you immediately after the earthquake?
What expectations did you have, which were met, which were not?

15. What practices do you think can be taken to help pre-service English teachers become resilient and strong in the face of a natural disaster that may occur in the future?

16. What practices do you think can be taken to help English teachers become resilient and strong in the face of a natural disaster that may occur in the future?

Turkish version

1. Depremden sonra sağlığını etkileyen en önemli faktörlerden bahseder misiniz?
Bu faktörlerin refahınızı neden ve nasıl etkilediğini düşünüyorsunuz?

2. Okulunuzda örgütsel desteğin rolünün ne olduğunu düşünüyorsunuz (okul yönetimi, meslektaşlarınız, idari personel vb.)?

3. Deprem sonrası refahınızı artırmak için mesleki gelişim kurslarından/faaliyetlerinden herhangi bir destek aldınız mı? Eğer öyleyse, buna değer miydi? Değilse, faydası olur mu? Evet ise nasıl?

4. Deprem sonrasında sağlığınızın korunmasında aile üyelerinizin (varsa) rollerini nasıl algıyorsunuz?

5. Deprem sonrasında sağlığınızın korunmasında öğrencilerinizin (varsa) rollerini nasıl algıyorsunuz?

6. Deprem sonrası refahınızın korunmasında sosyal çevrenizin (varsa) rolünü nasıl algıyorsunuz?

7. Deprem sonrasında sistemik zorluklar ve/veya sorunlar yaşadınız mı? Eğer öyleyse, bunların üstesinden gelebildiniz mi? Eğer öyleyse, bunu nasıl başardınız?

8. Okulda refahınızı sürdürmek için güvendiğiniz herhangi bir kişisel ve/veya sosyal kaynağınız var mıydı?

Eğer öyleyse, lütfen bunları ayrıntılı olarak açıklayın.

9. İş yerinde konsantre olma kapasitenizi düşündüğünüzde nasıl hissediyorsunuz?

10. Sınıfı, öğretimi ve öğrenci katılımını yönetme konusundaki verimliliğinizi tartışabilir misiniz?

11. İşinizden memnuniyet düzeyiniz değişti mi? Nasıl ve ne ölçüde?

12. Meslektaşlarınız, öğrencileriniz ve idarecilerle ilişkilerinizde sosyalleşme düzeyi açısından herhangi bir farklılık hissediyor musunuz?

13. Şu anda sizi en çok ne motive ederdi?

14. Depremden hemen sonra sizin için en çok ne yapılmasını isterdiniz? Ne gibi beklentileriniz vardı, hangileri karşılandı, hangileri karşılanmadı?

15. İngilizce öğretmenliği bölümünde okumakta olan öğrencilerin gelecekte meydana gelebilecek bir doğal afet karşısında dayanıklı ve güçlü olmalarına yardımcı olmak için hangi uygulamaların yapılabileceğini düşünüyorsunuz?

16. Gelecekte meydana gelebilecek bir doğal afet karşısında İngilizce öğretmenlerinin dayanıklı ve güçlü olmalarına yardımcı olmak için hangi uygulamaların yapılabileceğini düşünüyorsunuz?



Appendix 2. Informed Consent Form

Title of the Study:

EFL Teachers' Wellbeing in the Context of Disaster: Building Back Better

Researcher:

Semra KARAALI

English Language Teaching Department / Çukurova University

semrakaraali@tarsus.edu.tr

Purpose of the Study:

The purpose of this study is to explore the psychological, physiological, and professional well-being of English language teachers in the aftermath of the 2023 earthquakes in Hatay, Türkiye.

Procedures:

You will be asked to participate in an interview (approximately 30–60 minutes) where you will be invited to reflect on your experiences as an English teacher following the earthquake. Your responses will be audio-recorded and later transcribed for analysis.

Voluntary Participation and Right to Withdraw:

Your participation is entirely voluntary. You may refuse to participate or withdraw from the study at any time without any penalty or loss of benefits.

Confidentiality and Anonymity:

All data collected will be kept strictly confidential. Your name and any identifying details will not appear in any report or publication. A pseudonym will be used in all transcriptions and reports.

Data Storage:

All audio recordings, transcripts, and related documents will be stored securely and accessed only by the researcher.

Risks and Benefits:

There are no anticipated risks or direct benefits associated with participating in this study. However, reflecting on your experiences may provide personal insights or contribute to educational policy improvements.

Ethics Approval:

This study has received ethical approval from the Çukurova University Social and Human Sciences Ethics Committee.

Consent Statement:

I have read and understood the above information and agree to participate in this study.

I understand that I can withdraw at any time without any negative consequences.

Participant's Name: _____

Participant's Signature: _____

Date: _____

Researcher's Signature: _____

Date: _____



Appendix 3. Permission to use the Survey

İleti başlangıcı:

Kimden: Hasan Bedir <
Konu: İlet: OECD izin
Tarih: 14 Temmuz 2025 13:13:06 GMT+3
Kime: Semra Karaali <

----- Forwarded message -----

Gönderen: **Hasan Bedir** <
 Date: 24 Haz 2024 Pzt, 09:48
 Subject: OECD izin
 To: Semra Karaali <

Sent: Wednesday, April 12, 2023 6:18 PM
To:
Cc:
Subject: RE: Teachers' Well_Being

Dear Dr. Bedir,

Hope this email finds you well. I would like to follow up regarding scheduling our call. Could you please indicate your availability [via this link](#), I will follow up with a calendar invitation accordingly.
 Many thanks in advance.

Looking forward to speaking with you.

Best regards,
 Aynur on behalf of the E2030 team

Aynur Gul Sahin
 Junior Policy Analyst
 Innovation and Measuring Progress Division
 Directorate for Education and Skills

2, rue André Pascal - 75775 Paris Cedex 16
 Tel: +(33-1) 45 24 95 79

From: TAGUMA Miho, EDU/IMEP <
Sent: 12 April, 2023 4:35 PM
To:
Cc: SCHLEICHER Andreas, EDU <[A](#)>; FERREIRA DOS SANTOS Esther, EDU/IMEP < SAHIN Aynur Gul, EDU/IMEP <
Subject: RE: Teachers' Well_Being

Dear Dr. Bedir,

Our director Andreas Schleicher kindly informed us of his communication with you.

My name is Miho Taguma, a project manager of the OECD Future of Education and Skills 2030.

The project has looked into what kinds of competencies today's students need to thrive and shape a better future, including a future with creative recovery from global crises e.g. natural disasters, wars, etc.

In this context, we are in the process of engaging Turkish schools to be part of a student-initiated, school-level project – where students affected by those global crises be given the opportunity to exercise their agency to contribute to the recovery of their own regions with their own ideas and creativity. This is increasingly supported by countries as something intrinsic to human value, i.e. those competencies will not to be replaced by generative AI tools, such as ChatGPT or other emerging tools – for a while at least.

In parallel, we are currently looking into teacher agency, teacher competencies, teacher well-being, which might be of your research interest areas.

We would be happy to have a conversation with you to explore your interest areas.

Please kindly suggest dates/ time slots which would work for you.

Our colleague Aynur will arrange a meeting with our e2030 team. Thank you.

Warmly yours,
Miho

Miho Taguma

Senior Policy Analyst/ Project Manager of
OECD Future of Education and Skills 2030
Directorate for Education and Skills

Mailing address: 2 rue André Pascal - 75775 Paris Cedex 16

Visiting address: 46 quai Alphonse le Gallo - 92100 Boulogne-Billancourt

From: hbedir <

Sent: 12 April 2023 14:20

To: SCHLEICHER Andreas, EDU <

Subject: RE: Teachers' Well_Being

Dear Andreas Schleicher,

Thank you very much for your prompt reply. I deeply appreciate your expression of sympathy. Thank you for your support at this difficult time. Yes, we are having a hard time to be motivated for the education. However, it seems that it will take more than I can imagine.

As a teacher educator, I am trying to conduct studies and projects involving teachers and students to motivate them to sustain the quality of education.

Thank you once again

Regards

Hasan Bedir

From:

Sent: Wednesday, April 12, 2023 1:34 PM

To:

Subject: RE: Teachers' Well_Being

Dear Dr. Bedir,

I can only imagine the difficulties that you are facing at this moment and I wish we could support you better. In the meantime, you are welcome to use the questions from PISA for your study.

Best regards, Andreas

From: hbedir <

Sent: 12 April 2023 12:12

To: SCHLEICHER Andreas, EDU <

Subject: Teachers' Well_Being

Dear Andreas Schleicher,

I am a professor working at English Language Teacher Education Department, Cukurova University (one of the prestigious universities) located in Adana, Turkiye. We recently have experienced a devastating earthquake and the schools were lockdown for some time. Now, we are back at schools, but both teachers and students seem to be suffering from the bad effects of the earthquake.

I would like to carry out a study on ELT teachers' occupational well being.

I am writing to ask written permission to adapt and use the "PISA 2021 indicators and questions related to teachers' occupational well-being" you used in the study "TEACHERS' WELL-BEING: A FRAMEWORK FOR DATA COLLECTION AND ANALYSIS

OECD Education Working Paper No. 213"

I will be very happy if you let me use it for academic purposes

I look forward to hearing from you

Kind Regards

Prof. Dr. Hasan BEDİR (PhD)
Cukurova University
Faculty of Education
ELT-Department
01330 Balcalı, Sarıçam-Adana /Türkiye

PS

I have tried to contact with the authors using the e-mail adress, but I have not been responded. It seems that they no longer work for OECD



Appendix 4. Committee Approval Certificate

09/02/2024-925226



T.C.
ÇUKUROVA ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü Müdürlüğü

Sayı : E-95704281-604.01-925226
Konu : Etik Kurul Onay Belgesi(Semra KARAALİ)

09/02/2024

YABANCI DİLLER EĞİTİMİ BÖLÜM BAŞKANLIĞINA

İlgi : 54767575 - 29/01/2024 tarihli, 915484 sayılı ve "Etik Kurulu Değerlendirmesi (Semra KARAALİ)" konulu yazı,

İngiliz Dili Eğitimi Anabilim Dalı doktora öğrencisi Semra KARAALİ'nin danışmanı Prof. Dr. Gülşen İLİN yönetiminde hazırlamakta olduğu "EFL Teachers' Wellbeing and Resilience in the Context of Disaster: Building Back Better" başlıklı tez çalışmasına ilişkin "Etik Kurul Onay Belgesi" ekte sunulmuştur.

Gereğini bilgilerinize rica ederim.

Prof.Dr. Hüseyin GÜLER
Enstitü Müdürü

Ek:Etik Kurul Onay Belgesi

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu : *BSLH7L4B02* Pin Kodu : 19822

Belge Takip Adresi : <https://turkiye.gov.tr/ebd?eK=5540&eD=BSLH7L4B02&eS=925226>

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BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU

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