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Awareness of Preschool Teachers on the Concept of Well-Being*

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Abstract

This study aimed to understand the awareness of preschool teachers about the concept of well-being. The research was carried out using the phenomenology method, one of the qualitative research designs. Seven preschool teachers, each of whom works in schools in different regions of Turkey, were included in the study group, which was determined by the purposeful sampling method, and they did not participate in the training on the subjects that would enable them to know about the concept of well-being. The research data were collected through semi-structured interview form in line with the expert opinions of five faculty members working in preschool education and psychology departments. The descriptive analysis method was used to analyze the collected data. As a result of the findings analyzed by dividing the data into three main sections, which are the definition of well-being, teacher well-being, and child well-being, it was seen that preschool teachers had various knowledge and could comments on the concept of well-being. Also, it was determined that they were unaware of the concept's dimensions and could not handle it with a holistic approach. These findings obtained from the research were discussed, and various suggestions were presented to increase awareness about well-being.

Key words: Dimensions of well-being, preschool children, preschool teachers, well-being

1. Introduction

The concept of well-being is a general term used for various situations, such as a person's psychological, physical, social, or economic conditions (Malhotra, 2006). The concept of well-being, the importance of which is being understood increasingly, has been studied in a wide variety of disciplines, different cultures, communities, countries, and age groups and is being addressed by many researchers. As a result of this diversity, it becomes difficult to reach a common understanding of its definition (Hascher & Waber, 2021; Hone, Jarden & Schofield, 2014; Pollard & Lee, 2003).

Well-being is a concept that includes a wide variety of emotions and abilities that affect the sense of agency, competence, health, and recognition in individuals' relationships (Fattore, Mason & Watson, 2016). The concept of well-being, which includes people's search for meaning, realizing their potential, setting a purpose, establishing positive relationships, and keeping their lives

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partially under control, is defined as a health-oriented lifestyle in which people act physically, mentally, and spiritually in order to live fully functionally in their natural and social environments (Lee Duckworth, 2005; Myers, Sweeney & Witmer, 2000). Well-being, the World Health Organization uses, refers to complete physical, social, and mental well-being and well-being, not merely the absence of disease or infirmity (WHO, 1946). So, for the concept of well-being, which is popularly associated with health, it can be argued that health is not the only factor that matters and is only a component of well-being (Crisp, 2021).

The concept of well-being has a multidimensional structure in parallel with the different definitions of the subject. In the literature, it is seen that the concept of well-being is discussed with its cognitive and economic dimensions as well as its psychological, physical, and social dimensions. Psychological well-being relates to emotions, self-actualization, mental health, or illness, while physical well-being includes health, absence of illness, and appropriate physical functioning. While social well-being expresses a favorable situation with other people in life, positive social functionality and cognitive well-being are indicators of success in intellectual or educational life. Economic well-being, on the other hand, means having a favorable financial situation that is normal for society and meets the standard of living (McCallum & Price, 2010; Minkinen, 2013; Pollard & Lee, 2003; Westerhof & Keyes, 2010; Yarcheski, Scoloveno & Mahon, 1994).

Well-being is understood as the way individuals evaluate their lives in line with their personal and social feelings and is constantly produced by mutual interaction in the social, political, economic, and cultural process (Gough & McGregor, 2007; Michaelson, Mahony & Schiffères, 2012). In this respect, it cannot be said that well-being, which includes positive evaluations, positive emotions, and satisfaction of individuals in their lives, is constantly maintained (Diener & Seligman, 2004). Well-being often changes and becomes more complex, especially in childhood, which includes changing living conditions and various developmental stages. Well-being affects not only the current situation of children but also their development and future (Ben-Arieh, Casas, Fronès & Korbin, 2014; Minkinen, 2013).

The well-being of children is defined as a positive outcome of their physical, mental, social and financial conditions due to internal, interpersonal, social, and cultural processes (Minkinen, 2013). Children who are mentally and physically healthy are more likely to become satisfied, productive members of society. In order to achieve this, it is necessary to look at the determinants of well-being in children from a broad perspective (Underdown, 2006). There are many different sources of well-being in children. These can be dealt with in a broad framework such as family and society, culture, economic and political system, ecological processes, and even geography, as well as individual, developmental, and genetic factors related to children (Rose, Gilbert & Richards, 2021).

Besides the families with whom children interact the most, their teachers are also influential on their well-being. The ability of teachers to create environments that support well-being increases the quality of their relationship with children. At the same time, as teachers' well-being increases, the well-being of their students is also positively affected (Harding et al., 2019; Narea, Treviño, Caqueo-Urizar, Miranda & Gutiérrez-Rioseco, 2021). Generally, teacher well-being is defined as a multidimensional structure that includes various elements, such as experiencing positive emotional states and providing satisfaction and not experiencing or experiencing relatively less negative emotions (Hascher, Beltman & Mansfield, 2021). Beyond being a personal situation, teachers' well-being provides a stable learning environment, supports their students and their success, and ultimately affects their well-being (Falecki & Mann, 2021; McCallum & Price, 2010; Roffey, 2012). While individual or social well-being is among the leading indicators of a good life, teacher well-being is in a remarkable position for schools and societies, as well as its impact

on students (Gray, Wilcox & Nordstokke, 2017; Hascher & Waber, 2021; Haq & Zia, 2013). Teachers' well-being can be affected by many factors, similar to that of children. In addition, many factors, such as school-related factors, professional experiences, expectations, individual characteristics, family life, and social roles, affect teachers' well-being (Viac & Fraser, 2020).

The well-being of preschool teachers, who are among the people who have the most impact on children in early childhood, is a critical component of providing high-quality educational environments (Wong et al., 2022). Preschool teachers must develop their awareness of well-being, its dimensions, and the effects. Learning and supporting teachers' self-awareness of well-being will contribute to their productivity (McCallum & Price, 2010). Preschool teachers' awareness of their well-being to support children's well-being will help them perform better and establish much healthier relationships with children. Understanding and supporting teachers' awareness of the well-being of children will enable them to correctly interpret their well-being and create positive learning environments by responding appropriately to their needs. For this reason, there is a need to understand how preschool teachers, who have an essential place in children's lives perceive well-being both in their own lives and in children's lives, and how they are aware of the content and dimensions of the concept.

When the literature is examined, it is seen that there are researches in which teachers' well-being is handled with specific dimensions such as psychological, subjective or professional well-being (Chan, Pöysä, Lerkkanen & Pakarinen, 2023; Çetin, 2019; Farhah, Saleh & Safitri, 2021; Fathi, Derakhshan, & Saharkhiz Arabani, 2020; Göçen, 2019; Penttinen, Pakarinen, Von Suchodoletz & Lerkkanen, 2020; Xia & Shun, 2021), as well as studies examining the relationship between teacher well-being and various variables such as self-sensitivity, self-efficacy, stress, burnout, resilience, and interpersonal relationships (Altıparmak & Ekşi, 2021; Hascher et al., 2021; Spilt, Koomen & Thijs, 2011; Van Petegem, Creemers, Rossel & Aelterman, 2005; Zee & Koomen, 2016). However, it is seen that studies investigating teacher awareness by considering the psychological, physical, social, cognitive, and economic dimensions of the concept of well-being have not been carried out. The aim of this research, which was carried out based on this deficiency and need, was to understand preschool teachers' awareness of well-being.

2. Method

2.1. Research Design

The research was carried out using the phenomenology method, one of the qualitative research designs. Phenomenology focuses on phenomena that are aware of but do not have an in-depth and detailed understanding. These phenomena can take various forms, such as events, experiences, perceptions, orientations, concepts, and situations in life (Yıldırım & Şimşek, 2021). Phenomenology research focuses on discovering how individuals experience phenomena, how they describe and make sense of what they experience, and how they transform these meanings in their consciousness (Patton, 2018). The phenomenon examined in the study was determined as the “well-being” awareness of preschool teachers.

2.2. Study Group

The study group of the research was determined by purposeful sampling method. Purposeful sampling, which is a non-probability sampling approach, is preferred when it is desired to work in one or more particular cases that meet specific criteria or have certain characteristics (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz & Demirel, 2018). This research aimed to include preschool teachers working in schools in different regions of Turkey who have not received any training on topics such as social-emotional learning and mindfulness, which will

enable them to gain knowledge about well-being. The study group consists of seven preschool teachers. All of the teachers in the study group are women. While teachers are between the ages of 26-35, their professional seniority is 1-10 years. In addition, four of the teachers in the study group are graduated teachers with bachelor's degrees, and three post-graduate teachers with master's degrees.

2.3. Data Collection Tools

Research data were collected through interview questions prepared in a semi-structured format. A semi-structured interview is more suitable for educational science research, as it has a certain standardization and flexibility (Türnüklü, 2000). After the researchers searched the relevant literature for the interview questions, a list of questions was prepared and presented to the expert opinion. The interview form was prepared after the expert opinions were received from five faculty members, three from preschool education and two from psychology. The interview consists of seven open-ended questions about defining the concept of well-being, teacher and child well-being, factors affecting teacher-child well-being, and understanding indicators of teacher-child well-being.

2.4. Data Collection Process

First, a preliminary interview was made with the teachers who voluntarily participated in the study, and the appropriate day and time were determined. The interviews with the teachers were carried out online at the designated time, and during this time, audio recordings were taken with their permission. In order for the teachers to feel comfortable and express their thoughts sincerely, an atmosphere of conversation was created in the interviews. Interviews with preschool teachers lasted an average of 30 minutes.

2.5. Data Analysis

The descriptive analysis method was used to analyze the data obtained in the study. The findings obtained in this analysis are organized, interpreted systematically, transparently, and presented to readers. In the descriptive analysis, which corresponds to the deductive analysis type, data are analyzed according to existing frameworks, summarized, and interpreted according to categories that were previously determined through questions (Patton, 2018; Yıldırım & Şimşek, 2021).

The analysis of the data started by converting the audio recordings taken during the data collection process into written documents in the Office program. The data were analyzed by dividing into themes called the definition of well-being, the definition of teacher well-being, the factors affecting teacher well-being, the indicators of teacher well-being, the definition of child well-being, the factors affecting child well-being and the indicators of child well-being. The answers given by the teachers in the relevant themes were coded, and placed in sub-themes. Then, coding and sub-themes were interpreted by turning them into figures and tables. The answers of the teachers were presented through direct quotations without interpretation. The names of the participants were not included in the direct quotations, and they were expressed using the abbreviations (T1, T2, T3...) given according to the order of analysis in the data analysis.

2.6. Validity and Reliability

Credibility and consistency are used in qualitative research instead of validity and reliability (Başkale, 2016; Lincoln & Guba, 1985). In this research conducted, participant confirmation was applied for the credibility criterion. The raw findings obtained after the interview were presented to the participants, and they were provided to confirm these findings. In addition, the researchers

interpreted the data objectively without prejudice. In order to ensure strong consistency in the data reporting, the themes were tried to be explained by giving place to direct quotations following the general opinion. In selecting direct quotations, attention was paid to explanatory and suitable for the theme, and care was taken to use opposing expressions, if any.

2.7. Ethics Committee Permission

In this study, all rules were followed as stated in the Scientific Research and Publication Ethics directive of Higher Education Institutions. Ethics committee permission for this study is taken with the decision of the Ethics Committee of Bursa Uludağ University, dated 23/04/2023 and numbered 2023-04.

3. Findings

The findings were analyzed by dividing into three main sections “Definition of Well-Being”, “Teacher Well-Being” and “Child Well-Being”. The themes and findings related to these sections and comments are given below.

3.1. Definition of Well-Being

The theme created to define the concept of well-being was first divided into psychological, physical, social, cognitive, and economic sub-themes, taking into account the sub-dimensions that are frequently used in defining the concept, and the teacher's answers were coded and matched with the relevant sub-themes. The distribution of the answers given by the preschool teachers in the study group regarding the sub-themes in the definition of the concept of well-being is presented in Figure 1.

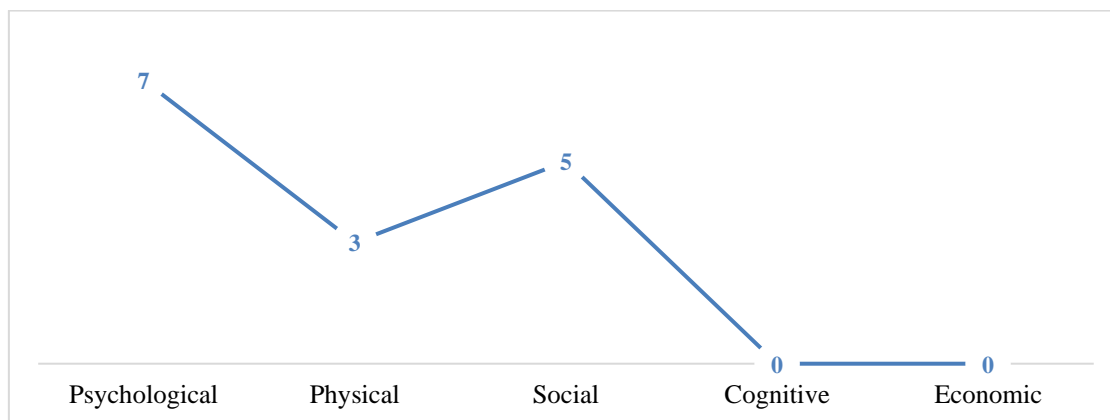


Figure 1. *Sub-Themes for the Definition of Well-Being*

When Figure 1 was examined, it was determined that teachers primarily defined psychological well-being, and made fewer statements about physical well-being. In addition, it is seen that teachers do not make any definitions that will fall under the category of cognitive and economic well-being. Teachers' views on the definition of well-being are shown in Table 1.

Table 1*The Definition of Well-Being*

Theme	Sub-Themes	Codes	f
The Definition of Well-Being	Psychological	Being mentally healthy	2
		Feeling happy	2
		Feeling good in every moment of life	2
		Having a mood that will be beneficial to the environment	1
	Physical	Being physically healthy	2
		Being healthy (not having a disease)	1
	Social	Being merciful	1
		Being tolerant	1
		Being beneficial to the environment	1
		Being a good person	2
Cognitive	-	-	
Economic	-	-	

When the definitions of well-being, whose codes are given in Table 1, are examined, it is seen that teachers mostly make statements about psychological well-being, including the codes of feeling happy and well, being mentally healthy, and being beneficial to the environment. While the teachers discussed physical well-being within the framework of being healthy, they emphasized being good in social well-being, compassion, being beneficial to the environment, and being tolerant. Some of the answers given by the teachers on this subject are as follows:

T1: *“To be merciful for all ages in general.”*

T2: *“It evokes mental and physical health.”*

T3: *“Feeling healthy, happy, peaceful.”*

T7: *“I think of it as a mood in which I can benefit and be useful to my environment where I feel full spiritually and physically.”*

3.2. Teacher Well-Being

The findings on teacher well-being were examined in three themes: “Definition of Teacher Well-Being”, “Factors Affecting Teacher Well-Being” and “Indicators of Teacher Well-Being”.

The theme of the definition of teacher well-being was divided into psychological, physical, social, cognitive, and economic sub-themes, considering the sub-dimensions frequently used in defining the concept, and teacher responses were coded and matched with the relevant sub-themes. The distribution of the answers regarding the sub-themes in the definition of teacher well-being is given in Figure 2.

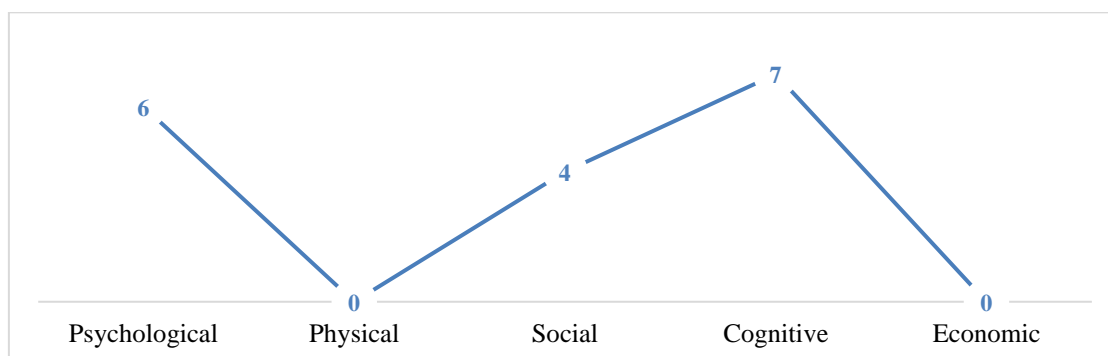


Figure 2. *Sub-Themes for the Definition of Teacher Well-Being*

In Figure 2, when the distribution of the answers to the sub-themes for the definition of teacher well-being is examined, it is seen that the definitions for the psychological, social, and cognitive dimensions are generally made. It was determined that while teachers were describing their well-being, they did not include explanations that included physical and economic dimensions. The codes for the definition of teacher well-being are examined in Table 2.

Table 2*Definition of Teacher Well-Being*

Theme	Sub-Themes	Codes	f
Definition of Teacher Well-Being	Psychological	Feeling psychologically sound in the classroom	1
		Ability to motivate oneself in the face of setbacks	2
		Feeling comfortable in the classroom	1
		Reflecting all the energy to the classroom	1
		Ability to forget the negativities and adapt to the classroom	1
	Physical	-	-
	Social	Being merciful	1
		Seeing love from children	1
		Having a good day with the kids	1
		Communicating well with children	1
	Cognitive	Having professional competence	2
		Passing qualifications to children	3
		Emotionally educating children	1
		Getting positive feedback from children	1
	Economic	-	-

When the definitions given in Table 2 are examined, it has been determined that most of the definitions of teacher well-being are focused on children in the classroom and their professions, and teachers focus on their success and happiness and their professional competencies by keeping their well-being in the foreground. Similarly, teachers included expressions about the classroom and children in their psychological and social well-being definitions. Some explanations for the theme are as follows:

T1: *“Not only to educate children but also to give them love, to teach them how to do something by instilling love, to love, and to be compassionate.”*

T3: *“The teacher's feeling that she has sufficient knowledge in every subject and passing her competence to the children.”*

T5: *“A class where she can give his goals and achievements feeling psychologically sound herself in the classroom, feeling comfortable and providing a classroom environment where communication with children is strong.”*

T6: *“Communicating well with children educating them emotionally.”*

T7: *“Breaking off from the outside world and entering the classroom.... communicate well with children, reflect all their energy and motivation to the class.”*

The theme of factors affecting well-being was created for the question of what affects teacher well-being, another finding on teacher well-being. The theme is divided into six sub-themes: individual characteristics, social relations, school climate (school environment), characteristics of children, classroom characteristics, and parents. The distribution of the answers regarding the sub-themes is examined in Figure 3.

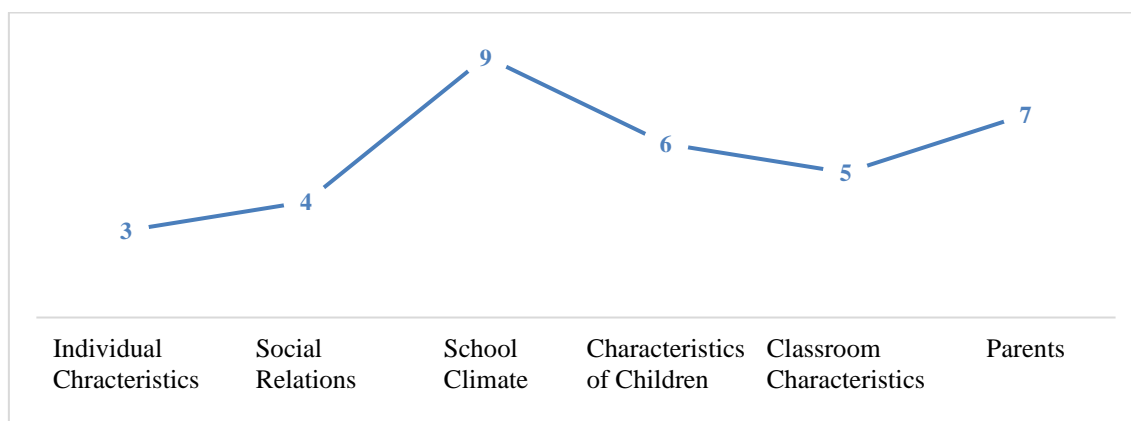


Figure 3. *Sub-Themes Regarding Factors Affecting Teacher Well-Being*

When Figure 3 is examined, it is seen that teachers have few statements about their characteristics and social relations sub-theme. Teachers mainly stated that their well-being is affected by external factors. The most expressed sub-theme among these factors is related to the school's climate where the teachers work. In addition, the teachers frequently emphasized the characteristics of the children, the characteristics of the class, and the parent-teacher relationships.. The codes for the factors affecting teacher well-being are given in Table 3.

Table 3

Factors Affecting Teacher Well-Being

Theme	Sub-Themes	Codes	f
Factors Affecting Teacher Well-Being	Individual Characteristics	Trainings received	1
		Burnout	1
		Health condition	1
	Social Relations	Social relations in private life	1
		Own family relationships	1
		Social life experiences	2
	School Climate	Features of the administration	5
		School environment	1
		Relations with colleagues	2
		Management that meets teacher needs	1
	Characteristics of Children	Student characteristics in the class	3
		Positive change in children	1
		Communication and interaction with children	1
		Balance of give and take with children	1
	Classroom Characteristics	Class and school physical conditions	2
		Having enough equipment in the classroom	1
		Having enough material	2
	Parents	Relationship with parents	3
		Positive communication with parents	2
From the parents' point of view		1	
Balance of exchange with parents		1	

When the opinions of the teachers whose codes are included in Table 3 were examined, it was seen that they made explanations containing many sub-themes instead of focusing on a single sub-theme. While the teachers explained their personal characteristics and social relations sub-theme regarding their out-of-school life, they expressed their opinions about school life in all

other sub-themes. It is seen that out-of-school factors are expressed very little in the factors affecting teacher well-being. Some of the direct quotes for the theme are as follows:

T2: “The teacher's well-being is affected by the students in her class, influenced by parents and administration. The school environment's physical characteristics and peer relationships can affect it. It can be affected by her private life, family relationships and spouse status, if any..”

T4: “It is affected by the characteristics of the children, the characteristics of the class, and the absence of materials you will use in the activities. In addition, seeing the disappearance of a negative situation in the child affects the well-being.”

T5: “Communication with children, interaction process, relations with parents, especially the balance of give and take with children and parents affect the well-being of the teacher.”

In line with the answers to the question of how to understand teacher well-being, which is the last of the findings on teacher well-being, the theme of indicators of teacher well-being was created. In parallel with the dimensions used in defining the theme, sub-themes of psychological, physical, social, cognitive/professional, and economic indicators were formed. Teacher responses were coded and presented by matching with the relevant sub-themes. The distribution of the answers regarding the sub-themes is shown in Figure 4.

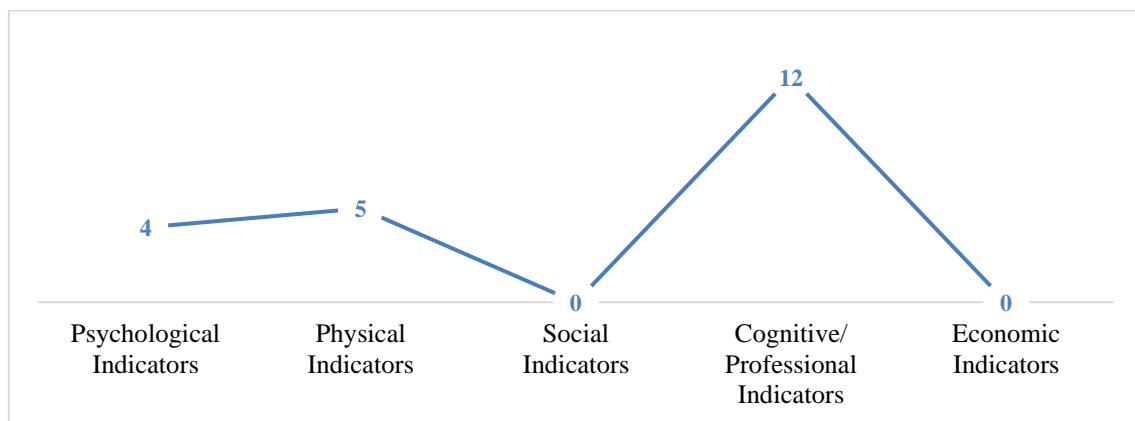


Figure 4. Sub-Themes about Indicators of Teacher Well-Being

When Figure 4 is examined, it is seen that teachers focus more on professional indicators than well-being indicators. Notably, teachers' discourses on physical and psychological indicators are much less, and social and economic indicators are not expressed at all. The codes for the indicators of teacher well-being are presented in Table 4.

Table 4*Indicators of Teacher Well-Being*

Theme	Sub-Themes	Codes	f
Indicators of Teacher Well-Being	Psychological Indicators	Mood	1
		Not lack of motivation	1
		Inner peace	1
		Ease of conscience	1
	Physical Indicators	Being energetic	1
		Physical behavior	1
		Gestures and facial expressions	3
	Social Indicators	-	-
	Cognitive/Professional Indicators	Transferring knowledge to students	4
		Creating a harmonious classroom environment	2
		Children's willingness to come to school	1
		Behavior change in the child	1
		Communication with children	1
		Job preparation	1
		Condition control skill	1
Interaction with parents	1		
Economic Indicators	-	-	

When the indicators of teacher well-being, the codes given in Table 4, are examined, it was determined that most teachers said one or more characteristics about professional indicators. In addition, while the teachers explained their mood, motivation, and peace of mind for psychological indicators, physical indicators focused more on being energetic, using gestures and physical behaviors, which can be observed concretely from the outside. Some of the teachers' views on the theme are as follows:

T2: *"I think it can be understood from her mood, physical behavior, gestures, and facial expressions."*

T3 *"If they work happily and in a peaceful environment, if they can convey their knowledge to their students correctly and peacefully, if they have a harmonious classroom environment...."*

T4: *"Even if the things we planned do not happen, there are behaviors that we want to bring to the child. Sometimes, even if the plans are not realized, we see various achievements in the child with implicit learning."*

T6 *"We can understand this with the changes in children. We can also understand the inner peace of the teacher, that is if the teacher has a clear conscience at the end of the day."*

3.3. Child Well-Being

Findings on child well-being were analyzed in three themes: "Definition of Child Well-Being", "Factors Affecting Child Well-Being" and "Indicators of Child Well-Being" in parallel with teacher well-being.

The theme of the definition of child well-being was divided into psychological, physical, social, cognitive, and economic sub-themes, taking into account the sub-dimensions that are frequently used in defining the concept, and the teacher's answers were coded and matched with the relevant sub-themes. The distribution of the answers related to the sub-themes in the definition of child well-being is shown in Figure 5.

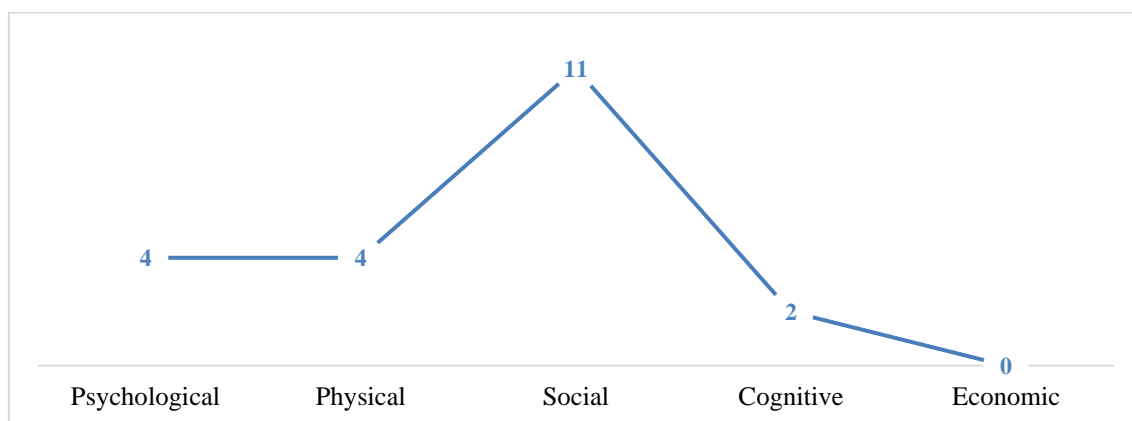


Figure 5. *Sub-Themes for the Definition of Child Well-Being*

When Figure 5 is examined, it is seen that teachers do not have explanations for economic well-being in their statements about children's well-being. It was determined that most of the teachers made definitions for social well-being. In addition to social well-being, some teachers also made statements that included physical and emotional well-being. It was determined that the explanations for cognitive well-being were much less than the other dimensions. The codes for the definition of child well-being are analyzed in Table 5.

Table 5

Definition of Child Well-Being

Theme	Sub-Themes	Codes	f
Definition of Child Well-Being	Psychological	Satisfaction	1
		Mental development	1
		Feeling good	1
		Feeling safe	1
	Physical	Being energetic	1
		Being healthy	3
	Social	Being sensitive to the feelings of peers	1
		Parent relationships	1
		Being happy	5
		Secure connection	1
		Peer communication	1
		Enjoying the environment	1
		Relationship with the teacher	1
	Cognitive	Ability to express oneself verbally	1
		Turning what they learned in school into behavior	1
	Economic	-	-

When teachers' views on child well-being, the codes of which are shown in Table 5, are examined, it is seen that teachers make definitions that include several sub-dimensions instead of focusing on a single sub-dimension. Teachers also discussed the sub-dimensions they expressed in many ways and made explanations. Some of the direct quotes for the theme of the definition of child well-being are as follows:

T1: *“Being energetic, sometimes feeling when her friends are upset about something and chatting with her about her situation.”*

T5: *“Most importantly, a child who is securely attached and feels secure in his/her social environment will be happier, more peaceful, and better both physically and mentally.”*

T6: “The child’s feeling good, safe, happy, enjoying the environment.”

T7: “The well-being of the child is knowing the connection between home and the teacher..., communicating with the teacher and her friends, making what she learns at school a behavior.”

In line with the answers to what affects child well-being, another of the findings on child well-being, the theme of factors affecting well-being, was created. The theme is divided into four sub-themes: individual characteristics, social relations, technological tools, and family characteristics. The distribution of the answers regarding the sub-themes is analyzed in Figure 6.

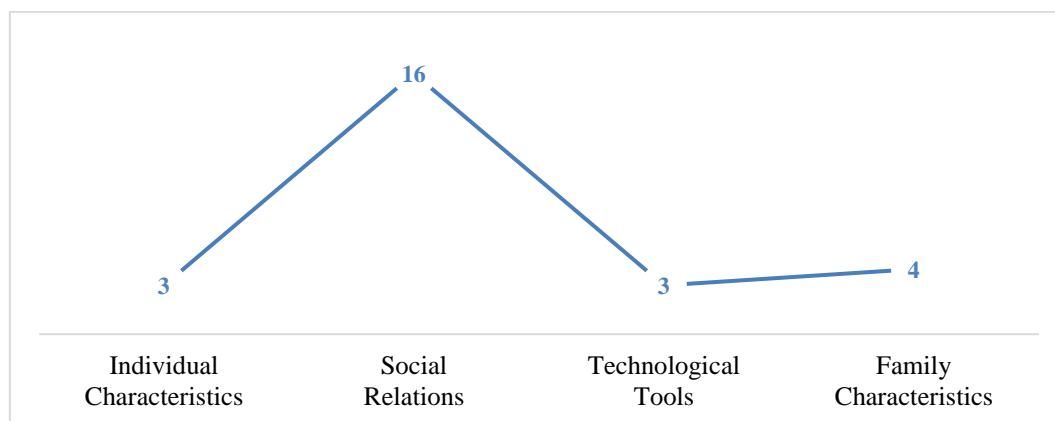


Figure 6. Sub-Themes Regarding Factors Affecting Child Well-Being

As a result of the analysis of the answers to the factors affecting child well-being, sub-themes of individual characteristics, social relations, technological tools, and family characteristics were reached through the codes. When Figure 6 is examined, it is seen that teachers mostly think that social relations affect children's well-being. It was determined that other factors, such as individual characteristics, family characteristics and technological tools, were expressed much less. Teachers' views on the factors affecting child well-being are examined in Table 6.

Table 6

Factors Affecting Child Well-Being

Theme	Sub-Themes	Codes	f
Factors Affecting Child Well-Being	Individual Characteristics	Being healthy	1
		The child's gaining individuality	2
	Social Relations	Family relations	6
		Friendship relations	4
		Teacher relations	4
		Micro and macro environment	1
		Social environment	1
		Technological Tools	Television programs
	Family Characteristics	Tablets	1
		Social media	1
		Well-being of the caregiver	1
		Socioeconomic level of the family	1
		Culture of the family	1
		The value the family places on the child	1

T1: “Including everything from friend relationships, family relationships, and relationships with teachers can be defined as well-being; that is, it should be considered as a whole.”

T2: “The child's well-being is affected by family relations, school friendship, and health.”

T5: “First, this situation includes everyone with first-hand contact with parents, caregivers, and caregivers. They are also affected. First, the micro-environment comes into play, then the macro-environment in later ages. The television programs he watched, the images there, etc. These things will affect the child's emotional world and well-being. That is why there is a movement from the microenvironment to the macro environment; all of them affect it. Tablets, even games that we see as very innocent, can contain images of violence, and the child's subconscious naturally absorbs these and, of course, affect the emotional world after a while.”

T6: “Her social environment, family, the things she watches, and social media affect her a lot.”

T7: “The child's well-being is affected by the value that the family environment places on the child. Apart from these familial factors, it is affected by the child's individuality, the family's socioeconomic level, the culture in which he grows up, and the teacher's behavior.”

In line with the answers to understanding child well-being, the last of the findings on child well-being, the theme of indicators of child well-being was created. Psychological, physical, social, cognitive, and economic indicators sub-themes were created in parallel with the dimensions used in the definition of the theme, and teacher responses were coded and presented by matching with the relevant sub-themes. The distribution of the answers regarding the sub-themes is shown in Figure 7.

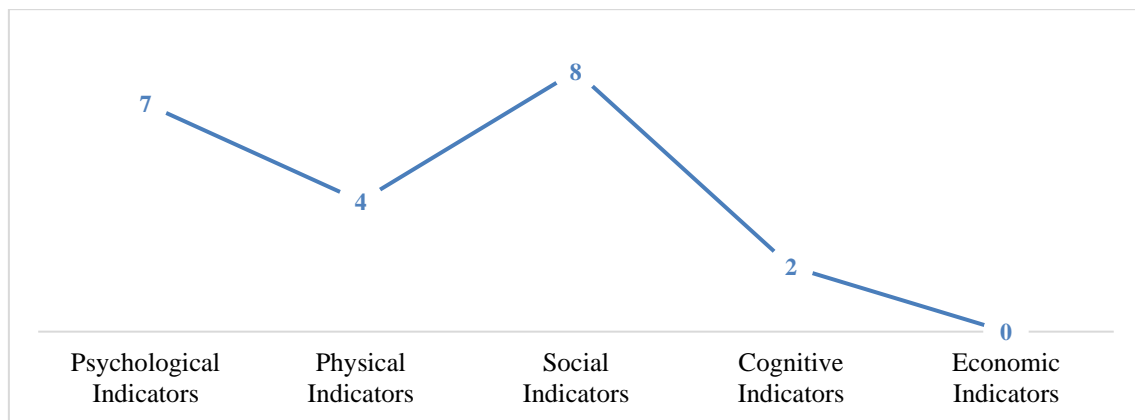


Figure 7. Sub-Themes for Indicators of Child Well-Being

In Figure 7, it is seen that teachers make more statements about social and psychological indicators and much fewer explanations about cognitive indicators. In addition, teachers did not make any statements about economic indicators. The codes for the indicators of child well-being are shown in Table 7.

Table 7*Indicators of Child Well-Being*

Theme	Sub-Themes	Codes	f
Indicators of Child Well-Being	Psychological Indicators	Being happy	4
		Gaining psychological resilience	1
		Ability to distract oneself	1
		Having routines	1
	Physical Indicators	Being energetic	1
		Not displaying problem behaviors	1
		Being physically healthy	1
		Gestures and facial expressions	1
	Social Indicators	Participate in games and reflect on their status	1
		Connecting with friends	3
		Communication with the teacher	1
		Communicating well with adults	3
	Cognitive Indicators	Problem solving skill	1
		Ability to express oneself comfortably	1
Economic Indicators	-	-	

When the teachers' opinions, whose codes are also included in Table 7, are examined, it was determined that most of the teachers made statements about psychological and physical indicators in addition to one or more explanations they made about social indicators. Some of the direct expressions for the theme are as follows:

T1: *“If he is sick, if he is bored with something because he reflects himself directly to the outside through his current energy and happiness, we can immediately understand it as soon as we see it at the door, ... even when they are unhappy, and they do not pretend to be happy, they are really unhappy and they reflect it to us, we can say inside and outside.”*

T2: *“Usually because of their cheerful demeanor when they come to school.... I understand it from how he interacts with his friends, communicates with me, and chats.”*

T3: *“If they are well cared for by their family, they are healthy, happy, and have good communication with friends and adults.”*

T4: *“Since children can show us their feelings in a very concrete way, I think we can understand them very easily.”*

T5: *“Let us go through the media. Some children who see an image of violence while watching something on the tablet and instantly take it to their parents. Out of fear or knowing that it is wrong, the child has gained a kind of psychological stability and is aware of right and wrong. I think this is also a state of well-being. The child's psychological resilience and problem-solving skills.”*

4. Discussion and Conclusion

At the end of the study, it was determined that while defining the concept of general well-being, teachers mainly focused on psychological, social, and physical well-being and did not make any explanations for cognitive and economic well-being. However, when the literature is examined, it is stated that well-being consists of psychological, physical, social, cognitive, and economic dimensions (Hone et al., 2014; Minkkinen, 2013; Pollard & Lee, 2003). This situation shows the lack of teachers' perception of well-being. Because it has been determined that the concept of well-being is complex in general, its dimensions overlap, and there is a strong relationship with each other (Danby & Hamilton, 2016; OECD, 2011).

At the end of the research, it was determined that the teachers explained their cognitive, psychological, and social well-being. However, they did not use expressions related to the economic and physical dimensions of the other well-being dimensions. Teachers explained their well-being in terms of the children in their class, focusing on their success, happiness and their professional competencies by defining the cognitive dimension. In addition to conveying information, teaching supports students' academic, social, emotional, and cognitive development (Darling-Hammond, 2000). This situation parallels the teacher's explanations about the cognitive well-being dimension. After the cognitive well-being dimension, the most expressed well-being dimension was the psychological well-being dimension, which included teachers' psychological resilience and motivation. Studies on teachers' well-being mainly focus on stress and burnout, which are related to psychological well-being, and it is stated that teachers' psychological well-being has essential effects on children's development (Jeon, Buettner & Grant, 2018; Spilt et al., 2011). In addition, it is seen that social well-being expressed by teachers is also addressed in teacher well-being studies (Day & Quing, 2009; Windlinger, 2021). In this direction, the literature supports this result of the research. The physical and economic dimensions the teachers in the study group do not express when describing teacher well-being are included in teacher well-being studies. In studies examining the well-being of preschool teachers in the literature, it is stated that besides being physically healthy, economic well-being such as financial income, wages, and being able to meet basic expenses are associated with teachers' well-being (Cumming, 2017; Hall-Kenyon, Bullough, MacKay & Marshall, 2014).

At the end of the research, it was concluded that the well-being of the teachers in the study group was mainly affected by external factors. the most expressed category among these factors is the school's climate where the teachers work. Individual characteristics and social relations outside the school were mentioned less by the teacher. In addition, it has been determined that teachers mainly focus on professional indicators that enable them to understand their well-being. In parallel with this result of the research, in the thesis study conducted by Aydoğdu (2019) with teachers, it was concluded that as the school climate scores of the teachers increased, their psychological well-being scores also increased. When the literature is examined, it has been determined that the stress factors in the school, the quality of the physical environment of the school, and the school climate affect the well-being of the preschool teachers, and a positive school environment has a critical importance for the well-being of the teachers (Gray et al., 2017; Kwon et al., 2021; Nong, Wu). , Ye, Liao & Wei, 2022). However, the fact that teachers focus on external factors and indicators rather than internal factors indicates an incomplete perception. It is stated in the studies that the well-being of the teacher is affected by environmental factors such as the quality of the working environment, working conditions, relations with the school personnel, as well as the professional experience and personal characteristics of the individual factors (Van Horn, Taris, Schaufeli & Schreurs, 2004; Viac & Fraser, 2020).

It was determined that teachers focused on the psychological, physical, social, and cognitive dimensions of well-being in describing children's well-being, and they did not make any statements about the dimensions of economic well-being. However, in parallel with the general definition of well-being, another dimension of child well-being, which has social, physical, and mental dimensions, is economic well-being. It is stated that economic well-being is a dimension of children's well-being, and is affected by other dimensions of well-being (Minkkinen, 2013). It is seen that the economic well-being dimension is included in the studies on child well-being in the literature. In the framework that OECD (2009) created in six dimensions for the well-being of children, there is also the dimension of material well-being. Similarly, UNICEF (2007) states that financial well-being is one indicator of children's well-being.

It was observed that the teachers in the study group mainly stated social relations as factors affecting the child's well-being. Similarly, they focused more on social indicators in

understanding the child's well-being. In addition, it was determined that psychological indicators were frequently mentioned. Social factors such as relationships with family, friends, and teachers, interpersonal communication, support from the environment, and safety of the environment have a significant impact on well-being (Alfaro Carrillo, Aspillaga, Villarroel & Varela, 2023; Underdown, 2006). However, linking the child's well-being to only social or environmental factors points to the teachers' incomplete perceptions of the child's well-being. Because child well-being, which is too rich to be reduced to a single dimension or examination from a single aspect, should be considered a multidimensional phenomenon instead of examining it from a single perspective (Amerijckx & Humblet, 2014). Ben-Arieh and Frønes (2011) also state that the well-being of children depends on interactions at different levels between environmental and individual factors.

As a result, it was determined that the teachers participating in the study group had general knowledge about general well-being, their well-being, and the well-being of children and could develop comments. However, it was seen that the teachers were unaware of all dimensions of the concept of well-being from a holistic perspective. In addition, it was determined that the teachers did not express all the dimensions of well-being in the factors affecting the concept of well-being and in the indicators of well-being.

In light of these results, teachers can be trained to primarily recognize the concept of well-being with all its dimensions, understand its importance and increase their awareness about it, recognize the factors affecting their well-being, and organize them. In-service training can be carried out that will enable teachers to understand the factors affecting the well-being of children in the classroom and to support children's well-being, including sample studies for various activities and practices that can be done in the classroom. Considering the effects on teachers and children's well-being, educational seminars with interactive studies can be organized to increase parents' awareness of the concept of well-being, enable them to realize and regulate their well-being, and help them realize and support their children's well-being. In line with the research conclusion that external factors and social environments are also influential on well-being, materials such as public service announcements, advertisements, various visuals, and flyers can be prepared to increase the awareness of society on these issues. Various studies can be conducted with the Ministry of National Education, local governments, and non-governmental organizations.

Considering the limitations of academic studies examining the concept of well-being from a holistic perspective, more research can be conducted on this subject. Research can be conducted to determine families' awareness of the concept of well-being. Studies can be designed to understand better what and to what extent children's well-being is affected. Various studies can be conducted to determine the effect of teachers' and families' well-being on children's well-being.

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Ethics Committee Permission

In this study, all rules were followed as stated in the Scientific Research and Publication Ethics directive of Higher Education Institutions. Ethics committee permission for this study is taken with the decision of the Ethics Committee of Bursa Uludağ University, dated 23/04/2023 and numbered 2023-04.