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How Psychological Well-Being Affects Patience, Motivation to Teach, and Emotional Exhaustion in Teachers

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Abstract

This research aims to determine the impact and importance of teachers' psychological well-being, patience, motivation to teach, and emotional exhaustion. Correlational research design was used in this research. The population of this study consists of teachers working in Mardin. From this decided study population, 34 schools were randomly selected based on the rule of impartiality. The sample of the research consists of 270 teachers in these schools. The "Flourishing Scale", "Teacher Patience Scale", "Motivation to Teach Scale", and "Emotional Exhaustion Scale" were used to collect the data. Descriptive statistics, validity and reliability analyses, correlation, and structural equation modeling analyses were applied to the data of the study. When the structural model is examined, teachers' psychological well-being statistically significantly and positively affects their patience and motivation to teach, while it negatively affects their emotional exhaustion. Psychological well-being positively affects motivation to teach through the partial mediation effect of teacher patience. Additionally, psychological well-being negatively affects emotional exhaustion partially through motivation to teach. Finally, in the model, it was seen that teachers' psychological well-being perceptions negatively affect emotional exhaustion, partially through the patience and motivation variables. It is considered important to increase the psychological well-being of teachers to improve their positive attitudes.

Keywords: emotional exhaustion, motivation to teach, psychological well-being, teacher patience.

1. Introduction

The teaching profession is a field of work in which one must always be strong psychologically, as well as academically and pedagogically competent. It was stated that enthusiasm and excitement for the teaching profession are related to psychological well-being (Lucas-Mangas et al., 2022).

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Many studies have been conducted on factors that affect teachers' psychological states positively or negatively (Darling-Hammond et al., 2012; Klassen, Tze, 2014). In addition to many variables affecting the psychology of teachers, there are also many variables affected by the psychological states of teachers (Schaufeli et al., 2009). It was found that making teachers feel good psychologically would reduce their negative emotions and increase their positive emotions (Keyes et al., 2002). Psychological well-being consists of autonomy, environmental mastery, individual development, positive relationships with others, life goals, and self-acceptance, which is based on the psychological well-being model developed by Ryff (1989). The positive effects of psychological well-being on the work that individuals do continues to be the subject of further research recently (Cansoy et al., 2020; Greenier et al., 2021; Kurt, Demirbolat, 2019). In this study, unlike other studies, psychological well-being is considered together with several variables. The relationship between psychological well-being and both positive emotions and negative emotions were examined in terms of the teaching profession. The effect of psychological well-being on reducing emotional exhaustion directly and indirectly on patience and motivation to teach was examined.

There are a few studies examining the relationship between psychological well-being and emotional exhaustion (Jeon et al., 2018; Lucas-Mangas et al., 2022). These studies examined direct relationships between psychological well-being and emotional exhaustion. The difference between this study from others is that it also examines the indirect effect of psychological well-being on emotional exhaustion through motivation to teach and patience variables. It is thought that psychological well-being may have an increasing effect on teachers' patience. Patience is seen as one of the most basic emotions of the teaching profession. Since teaching is a very long and arduous job, patience is what teachers need most on this long and arduous journey. It is thought that psychological well-being may increase teachers' patience, and patience may have a reducing effect on teachers' emotional exhaustion. Therefore, it is thought that psychological well-being may have a reducing effect on teachers' emotional exhaustion through patience. Another aspect of the research is that psychological well-being may positively affect teachers' motivation to teach, and motivation to teach may have a reducing effect on teachers' emotional exhaustion. Since patience and motivation to teach are mediating variables, this study tries to reveal a different aspect from other studies examining the relationship between psychological well-being and emotional exhaustion.

When the conceptual developments and definitions of the variables in the research were examined, it was seen that they were evaluated from different aspects by many researchers. Psychological well-being is a concept that includes elements such as an individual's general life satisfaction, positive emotions, a sense of meaning, and positive relationships (Keyes, 2002). Considering this definition, psychological well-being is generally associated with a person feeling mentally, emotionally, and socially healthy. Keyes, (2002) explained the dimensions of mental health and well-being by defining psychological well-being concepts such as "flourishing" and "languishing". Diener and Seligman (2002) contributed to the field of positive psychology and focused on happiness, life satisfaction, and positive emotions. Ryff and Singer (2008) considered psychological well-being as a multidimensional structure and associated it with a person's self-realization and maturation.

Emotional exhaustion is a condition that occurs as a result of a weakened ability to cope with long-term stress, excessive workload, and constant emotional demands (Maslach, Leiter, 1997). In this case, the individual may feel that his emotional energy is decreasing and his interest in work or life is lost. Maslach and Jackson (1981) and Maslach and Leiter (1997) explained emotional exhaustion as work stress and emotional demands consuming employees' energy. Demerouti, Bakker, and Bulters (2014) discussed the balance between job resources and demands and referred to the stress and loss of energy caused by employees' failure to meet demands as emotional exhaustion.

Patience is the capacity to show resilience and calmness required to cope with stressful or challenging situations. Being patient is associated with the ability to control negative emotions. This attitude is often linked to psychological resilience (Kashdan, Rottenberg, 2010). Feldman and Snyder (2005) clarified the relationship between patience and psychological resilience and personal development by focusing on the development of patience and its positive results. Rasmussen and Wrosch (2006) examined the role of patience in coping with stress. They suggested that individuals need to have the ability to cope with stress to postpone their personal goals. Tsukayama and Duckworth (2010) explained patience as the ability to focus on long-term goals, resist, and emotional control against short-term negativities.

Motivation to teach is related to the factors that affect teachers' commitment to their work and the responsibility they feel toward students. A motivated teacher tries to create a more effective learning environment for his students and makes more effort in this direction (Ryan, Deci, 2000). Skinner and Belmont (1993) clarified the impact of teachers on students by discussing motivation to teach in relation to students' learning success. Tschannen-Moran and Woolfolk Hoy (2007) underlined that motivation to teach is linked to self-efficacy in the teaching process, effective classroom management, and student relations. Hargreaves (2000), on the other hand, explained the motivation to teach with teachers' professional development, cooperation, and the responsibility they feel toward students.

No study combined all the concepts examined in this research. However, there are variables whose relationships with each other were examined in pairs. Among these variables, studies presented that psychological well-being is inversely related to emotional exhaustion (Demerouti et al., 2001). There are also studies investigating the connection between patience and emotional exhaustion (Coutu et al., 2017). Studies examining the relationship between motivation to teach and emotional exhaustion are also present in the literature (Bakker et al., 2005).

There are studies examining the relationship between emotional exhaustion and psychological well-being. Among these studies, Maslach and Leiter's (1997) study examined how organizations trigger stress toward individuals and how this situation leads to emotional exhaustion. This study highlights the impact of job stress and organizational factors on individuals' emotional exhaustion.

Bakker and Costa (2014) conducted a theoretical analysis. This analysis examined the effects of chronic workplace exhaustion on daily functioning and the long-term effects of emotional exhaustion on daily life. This study explained how exhaustion affects practical life and how it affects the individual's daily life. In their research, Keyes and Simoes (2012) examined how psychological well-being can be associated with general life satisfaction and mental health and the effects of this on the general health status of individuals. Demerouti, Bakker, and Bulters' (2014) study addressed the feedback loop between work pressure, work-life balance disorder, and exhaustion. This study presented how work pressure and work-life imbalance influence each other, resulting in a cycle of exhaustion. Schaufeli and Taris's (2005) study examined how the concept of exhaustion can be conceptually handled and what common points there are in its measurement. This study aimed to better explain the general meaning of the concept of exhaustion by discussing different approaches and measurement methods. As can be seen in the above studies, the negative effects of exhaustion on the lives and psychological well-being of individuals and employees were examined in general. The present study examined how the psychological well-being of individuals and employees may affect emotional exhaustion.

There are also a few studies in the literature examining the relationship between patience and emotional exhaustion. The study conducted by Rasmussen and Wrosch (2006) examined the effects of a long-term perspective on the adaptation process to aging. This study examines the effects of a long-term perspective (which can also be thought of as patience) on elderly care. It focused on how this perspective impacts caregivers' emotional exhaustion levels. Long-term thinking can help people better cope with challenging situations and decrease the risk of emotional exhaustion. In another study, the connection between patience and emotional exhaustion was discussed, based on time-based discounting and compassion (Tsukayama, Duckworth, 2010). Patience involves dealing with such challenges, often regarding the priority of long-term rewards and satisfaction. This study examined the relationship between the ability to show patience in different areas and emotional exhaustion. Both studies help us understand this relationship by using different approaches when examining the effects of patience (the balance between long-term thinking, time-related considerations, and immediate gratifications) on emotional exhaustion. Additionally, it appears that both studies were not conducted specifically for educational organizations. From this perspective, it is thought that the present study would be both new and interesting to study these subjects on teachers.

Some studies encountered as a result of the literature review examined the relationship between motivation to teach and emotional exhaustion from different perspectives. In their study, Bakioglu and Kandemir (2018) discussed the relationship between teachers' motivation to teach and emotional exhaustion with a qualitative research method. This study examined the relationship between motivation to teach and emotional exhaustion through in-depth interviews and analyses with teachers. In another study, the relationship between motivation to teach and

emotional exhaustion was examined by focusing on social studies teachers (Kurtuluş, 2016). This study, conducted specifically for social studies teachers, aimed to understand the effects of motivation to teach and emotional exhaustion on this specific group of teachers. In the study conducted by Saka and Gürbüz (2014), the relationship between primary school teachers' motivation to teach and emotional exhaustion levels was discussed. These studies aimed to understand this relationship in depth by examining the relationship between motivation to teach and emotional exhaustion across different teacher groups or specific teaching areas. In these studies, motivation to teach was considered as the main variable. In the present study, motivation to teach was considered as a mediating variable of psychological well-being. In this respect, the current study addressed a different and unexamined point in the field.

2. Methods

2.1. Research Design

In the present study, the relationships between psychological well-being, patience, motivation to teach, and emotional exhaustion were examined. Therefore, this research was shaped by the requirements of the correlational research design in which the relationships between variables were determined through scales (Büyüköztürk et al., 2012). Additionally, this model can provide insight into the cause-effect relationship between variables (Fraenkel et al., 2012). In this study, it was aimed to determine the relationship between teachers' psychological well-being perceptions and their perceptions of patience, motivation to teach, and emotional exhaustion. Based on the main purpose of this research, the following hypotheses in Figure 1 were tested:

H1: Teachers' perception of psychological well-being negatively affects their perception of emotional exhaustion.

H2: Psychological well-being has a negative effect on emotional exhaustion through the partial mediation effect of patience and motivation to teach variables.

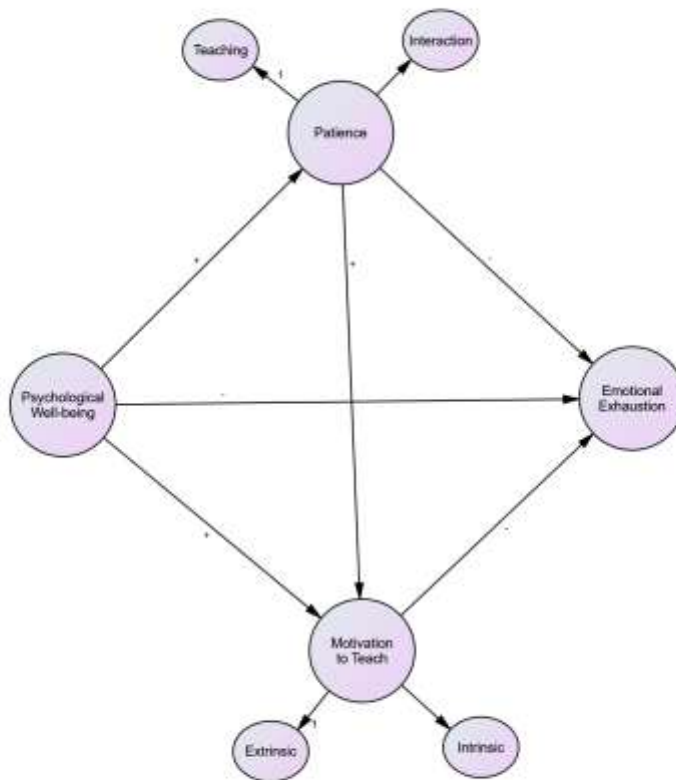


Fig. 1. Hypothesis model

2.2. Population and Sample

The population of this study consists of teachers working in Mardin. From this decided study population, 34 schools were randomly selected based on the rule of impartiality. While selecting these schools, care was taken to reach the minimum required number of participants. A form containing personal information and scales was delivered to the teachers in these selected schools. The sample of the research consists of 270 teachers in these schools. Therefore, in this study, the disproportionate cluster sampling method, which is expressed in the form of unbiasedly determined groups forming the sample, was adopted. This sample number reached in the research was considered sufficient at the 95 % level (Field, 2009).

While 40 % of the participants were female ($n = 108$), 60 % of them were male ($n = 162$). 63 % of these participants were married ($n = 170$), and 37 % of them were single teachers ($n = 100$). 36.3 % of the participants were between the ages of 21 and 30 ($n = 98$), 45.6 % of them were between the ages of 31 and 40 ($n = 123$), and 18.1 % of them were between the ages of 41 and over ($n = 49$). 58.5 % of the participants were in the professional seniority range of 1-9 years ($n = 158$), 26.7 % of them were in the 10-18 years ($n = 72$), and 40 % of them were 19 years and higher ($n = 40$). 27 % of the teachers were working at primary schools ($n = 73$), 34.8 % of them were working at secondary schools ($n = 94$), and 38.1 % of them were working at high schools ($n = 103$).

2.3. Data Collection Tools

Ethics committee approval for this study was received from Şırnak University's Ethics Committee with the decision numbered 67957 on 16.06.2023 (Document Date and Number: 16.06.2023-E.70100). The data of this research were collected through five-point Likert-scored scales. Detailed information about the scales is presented below.

Flourishing Scale: In this study, the "Flourishing Scale" developed by Diener et al. (2010) was used to clarify the psychological well-being levels of teachers. The scale was adapted into Turkish by Telef (2013). Psychological well-being was measured with 8 items on the scale. The scale has a one-dimensional structure. Scoring of scale items varies between "I totally disagree: 1" and "I totally agree: 5". Confirmatory factor analysis (CFA) applied to this research data showed that the one-dimensional factor structure of the scale was at good ($X^2 = 29.38$, $df = 13$, $X^2/df = 2.26$, $P = .00$, $GFI = .97$, $IFI = .97$, $TLI = .96$, $CFI = .97$) and acceptable ($RMSEA = .06$) levels. In the reliability analysis applied in the context of this study, Cronbach's Alpha Reliability Coefficient was determined to be .86.

Teacher Patience Scale: The "Teacher Patience Scale", used to determine teachers' patience levels according to their perceptions, was developed by Meriç and Erdem (2022). The scale consists of two subscales: teaching and interaction. The scale is rated between "Never: 1" and "Always: 5". CFA results applied to the data set obtained within the scope of this research show that the two-dimensional factor structure produces good-level goodness of fit values ($X^2 = 81.03$, $df = 42$, $X^2/df = 1.92$, $P = .00$, $GFI = .987$, $IFI = .97$, $TLI = .96$, $CFI = .97$, $RMSEA = .05$). Cronbach's Alpha Reliability values of the scale within the scope of this research were calculated as .86 for the teaching subscale, .84 for the interaction subscale, and .89 for the entire scale.

Motivation to Teach Scale: The "Motivation to Teach Scale", which was used to determine teachers' perceptions of their motivation to teach, was developed by Kauffman, Yılmaz-Soylu, and Duke (2011). The adaptation of the scale to Turkish culture was carried out by Ayık, Akdemir, and Seçer (2015). The scale consists of two dimensions: intrinsic motivation and extrinsic motivation. The rating of the scale varies between "I completely disagree: 1" and "I completely agree: 5". The CFA results conducted within the scope of this research clarified that the two-dimensional factor structure of the scale produced good-level goodness of fit values ($X^2 = 20.05$, $df = 12$, $X^2/df = 1.67$, $P = .06$, $GFI = .97$, $IFI = .98$, $TLI = .98$, $CFI = .98$, $RMSEA = .05$). The Cronbach's Alpha Reliability coefficients of the scale within the scope of this research were calculated as .77 for the subscale of extrinsic motivation, .79 for the subscale of intrinsic motivation, and .87 for the entire scale.

Emotional Exhaustion Scale: In this study, data was collected using the "Emotional Exhaustion Scale", a subscale of the Maslach Burnout Inventory (Educator's Survey), to determine teachers' emotional exhaustion levels. Scoring of the scale items varies between "Never: 1" and "Always: 5". The goodness of fit values obtained in the CFA results indicate that the factor structure of the scale is at good ($X^2 = 4.34$, $df = 2$, $X^2/df = 2.17$, $P = .11$, $GFI = .99$, $IFI = .99$, $TLI = .97$, $CFI = .99$) and acceptable levels ($RMSEA = .06$) with the data. The Cronbach's Alpha Reliability coefficient of the scale was found to be .78.

2.4. Analysis

The quantitative data obtained within the scope of the research were checked for normality assumption. For this purpose, the skewness and kurtosis coefficients of the data were calculated. In the flourishing scale, the skewness coefficient was calculated as -.42, and the kurtosis coefficient was calculated as .04; in the teacher patience scale, the coefficient of skewness was calculated as -.03, and the coefficient of kurtosis was calculated as -.72; in the motivation to teach scale, the skewness coefficient was calculated as -.43, the kurtosis coefficient was calculated as -.24; in the emotional exhaustion scale, the skewness coefficient was calculated as .34 and the kurtosis coefficient was calculated as -.15. The fact that the skewness and kurtosis coefficients were between ± 1.96 showed that the data set exhibited normal distribution for all variables (Field, 2009). Multicollinearity problems may occur between independent variables. For this reason, tolerance, condition index (CI), and variance inflation factor (VIF) values were examined (Büyüköztürk, 2012). It was determined that the tolerance value was greater than .20 (Tolerance = .67), the CI value was less than 30 (CI = 27.17), and the VIF value was less than 10 (VIF = 1.48). Therefore, it was clarified that there were no multicollinearity problems between the variables. Analysis of the research data was carried out via SPSS.

CFA (with AMOS) was applied to each scale and the compatibility of the data and the scales was examined. CFA tests whether the created models are confirmed on the sample (Bayram, 2013). Reliability analyses (SPSS) were performed on the scales and Cronbach's Alpha coefficients were calculated. Covariances were drawn between unobservable variables and a measurement model was created. The covariances in the measurement model that produced the best-fit values were deleted. Based on the theoretical framework, the structural model to be tested was proposed by adding one-way paths between the variables. Although there are many values regarding model fit, χ^2 , χ^2/sd , GFI, IFI, TLI, CFI, and RMSEA values have been generally reported in studies (Kline, 2011; Meydan, Şeşen, 2015).

3. Results

3.1. Descriptive Statistics and Correlation Matrix

Mean, standard deviation, standard error, and correlation values, which enable the determination of the participants' participation levels regarding the items in the scales, are presented in Table 1.

Table 1. Descriptive Statistics and Correlation Values

Variable s	\bar{X}	Std. Deviation	Std. Error	1	2	3	4
1. FS	3.84	.66	.04	1			
2. TPS	4.23	.45	.02	.42**	1		
3. MTS	3.35	.86	.05	.52**	.43**	1	
4. EES	2.41	.73	.04	-.44**	-.35**	-.42**	1

* $p < .05$, ** $p < .01$

FS: Flourishing Scale, TPS: Teacher Patience Scale, MTS: Motivation to Teach Scale, EES: Emotional Exhaustion Scale

Teachers' perceptions are "I generally agree: 4" regarding their psychological well-being, "Always: 5" regarding their patience, "I agree: 3" regarding their motivation to teach, and "rarely: 2" regarding their emotional exhaustion (Table 1). When the correlation coefficients were examined, there was a moderately positive and statistically significant relationship between teachers' perception of psychological well-being and their perception of patience ($r = .42$, $p < .01$) and motivation to teach ($r = .52$, $p < .01$). There were moderately negative and statistically significant relationships between the variables of emotional exhaustion and psychological well-being ($r = -.44$, $p < .01$); teacher patience ($r = -.35$, $p < .01$) and motivation to teach ($r = -.42$, $p < .01$). The relationship between the variables of teacher patience and motivation to teach was moderately positive and significant ($r = .43$, $p < .01$).

3.2. Measurement Model

The measurement model that produces the best-fit values with the data of this research is presented in Figure 1. Thus, it was checked whether the model produced was confirmed on the sample studied.

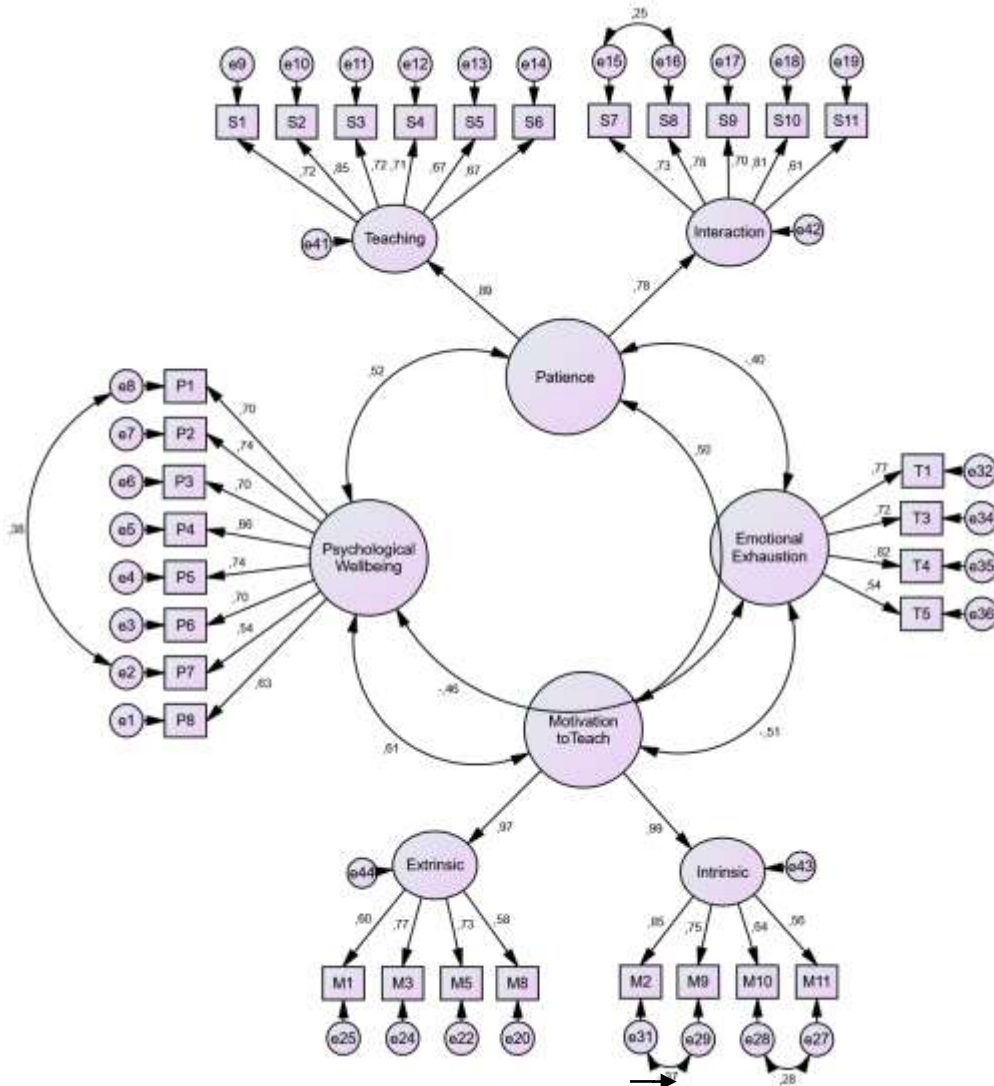


Fig. 2. Measurement model (with standardized coefficients)

When Figure 2 was examined, covariances were added between e2 and e8, e29 and e31, and e27 and e28, respectively, because measurement errors were related. It was found that the model produced good-level ($X^2 = 841.29$, $sd = 451$, $X^2/sd = 1.86$, $P = .00$, $RMSEA = .05$) and acceptable ($GFI = .85$, $IFI = .90$, $TLI = .90$, $CFI = .90$) fit values with the research data. In the model in which measurement errors were also included, all variables were found to be moderately and statistically significantly related.

3.3. Recommended Structural Equation Model

From the structural model to be tested, the patience emotional exhaustion path was removed due to its insignificant path coefficient ($B = -.32$, $\beta = -.13$, $t = -1.54$, $p = .12$). Figure 2 presents the structural model that includes standardized values that were created with statistically significant path coefficients and confirmed by the research data, in other words, where the best-fit values were produced.

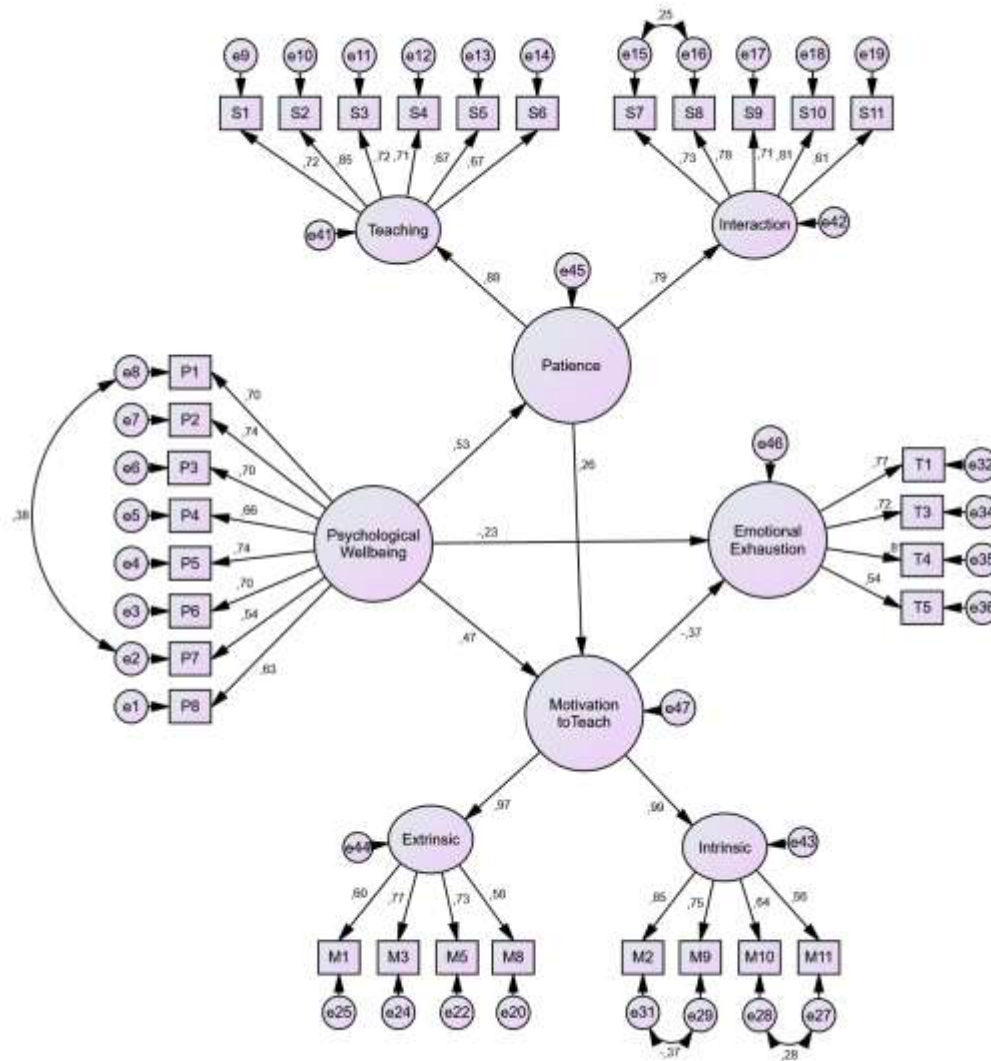


Fig. 3. Structural equation model

When the structural equation model (Figure 1) in which the best-fit values were produced was examined, it was seen that teachers' psychological well-being positively and statistically significantly affected their patience ($\beta = .40$, $p < .01$) and motivation to teach ($\beta = .69$, $p < .01$). However, it affected their emotional exhaustion negatively and statistically significantly ($\beta = -.42$, $p < .01$). Psychological well-being positively affected motivation to teach through the partial mediation effect of teacher patience ($\beta = .14$, $p < .01$). Additionally, psychological well-being negatively affected emotional exhaustion partially through motivation to teach ($\beta = -.17$, $p < .01$). Finally, in the model, it was seen that teachers' psychological well-being perceptions negatively affected emotional exhaustion, partially through the patience and motivation to teach variables.

4. Discussion

This research was conducted to understand the direct and indirect relationship between teachers' psychological well-being and their emotional exhaustion. The study also examined how teachers' psychological well-being affects their emotional exhaustion through patience and motivation to teach. In the research, firstly, teachers' psychological well-being, patience, motivation to teach, and emotional exhaustion levels were examined. In this analysis, it was seen that the psychological well-being of the teachers was "I generally agree", their patience was "Always", their motivation to teach was "I agree" and their emotional exhaustion was "Rarely". In many studies, teachers' psychological well-being was found to be at a high level (Ertürk et al., 2016; Köylü, 2018; Kurt, 2018), and their patience level was found to be at high level (Koç, 2010; Meriç, Erdem, 2023). Similar to the results in this research, teachers' motivation to teach was

found to be at a medium level in the studies conducted by Argon and Cicioğlu (2017) and Ayık and Ataş (2014). The emotional exhaustion of teachers was also seen to be at low levels in studies found in the literature (Duman et al., 2020). A study conducted during the COVID-19 period found that teachers' emotional exhaustion was at a moderate level (Kaleli, 2021). It may seem natural that there would be an increase in the negative thoughts and attitudes of teachers who were away from their schools and forced to stay at home, as was the case with all individuals during this period.

The relationships between the four variables discussed in this research were examined. The direction and levels of the relationships between these variables were examined. According to the results, it was seen that all four variables were related to each other, and these relationships were at a moderate level. Psychological well-being, patience, and motivation to teach were in a positive relationship with each other. However, emotional exhaustion had moderately negative relationships with all three variables. A study conducted with academics presented that there was a moderately negative relationship between psychological well-being and emotional exhaustion (Sakal, Yıldız, 2017). Different studies in the literature also demonstrated that there was a negative connection between psychological well-being and emotional exhaustion (Beaumont et al., 2016; Duran, Barlas, 2015; Kanten, Yeşiltaş, 2015). In the present study, it was determined that there was a moderately positive relationship between psychological well-being and patience. Similar results were obtained in a study conducted by Doğan (2017) with random individuals without limiting them to a certain profession. Similarly, many studies in the literature stated that there was a positive relationship between these two variables (Gençdoğan et al., 2012; Schnitker, 2010). One of the results of the present research is that psychological well-being is positively and moderately correlated with motivation to teach. In a study conducted by Kaya and Çenesiz (2020) with teacher candidates, it was observed that there was a positive relationship between psychological well-being and motivation to teach. It is theoretically expected that individuals who feel good about themselves are motivated to teach. What was wanted to be examined here was whether motivation to teach had a mediating variable feature. This situation also emerged in the present study. It was also seen in previously reported scientific studies that the patience and motivation to teach obtained in this research negatively predicted emotional exhaustion (Meriç, Erdem, 2023; Pishghadam et al., 2023; Ratisyanti et al., 2021). The result, which is one of the hypotheses in this research and confirmed by the findings, is that teachers' perception of psychological well-being negatively affects their perception of emotional exhaustion. This result also coincides with the findings in the literature. One of the results revealed in this research is that psychological well-being is indirectly and negatively related to teachers' emotional exhaustion through patience and motivation to teach. However, no other research explaining this indirect relationship has been found in the literature.

Another result obtained in this research is that teachers' psychological well-being negatively predicts emotional exhaustion. This result shows that the second hypothesis of the study (H2: Psychological well-being has a negative effect on emotional exhaustion through the partial mediation effect of patience and motivation to teach variables) was confirmed. In a study conducted with teachers working in special education classes, it was stated that the psychological well-being of teachers negatively predicted their emotional exhaustion (Soner, Yılmaz, 2020). However, unlike this study, a low-level negative relationship was found. It was thought that the reason for the difference from this study might be due to the fact that the research was conducted with teachers who worked with students with special needs. Since working with individuals with special needs is more difficult than working with individuals with normal development, it was considered that it might have affected teachers' emotional exhaustion less. In another study conducted with academicians, it was stated that psychological well-being negatively predicted emotional exhaustion, as in this study (Sakal, Yıldız, 2017). In a study conducted on hotel employees, it was observed that psychological well-being negatively predicted emotional exhaustion (Beaumont et al., 2016; Kanten, Yeşiltaş, 2015). The results of this research and the other research results given above indicated that psychological well-being may have a reducing effect on teachers' emotional exhaustion. This research puts forward an idea about the precautions that can be taken against emotional exhaustion that may occur as a result of long and intense work for teachers who must always have positive energy and present this energy to their students. Since no research was found in the literature review examining patience and motivation to teach in predicting teachers' emotional exhaustion and psychological well-being, a discussion regarding mediating variables could not be made.

5. Conclusion

However, this study showed that teachers' psychological well-being positively predicted their patience and motivation to teach. It was revealed that teachers' positively predicted patience and motivation to teach also had a reducing effect on teachers' emotional exhaustion.

6. Limitations

The data of this study were collected from teachers in Mardin. The data of the research were collected using the quantitative methods. Due to the nature of the research, data were collected in a limited time and from limited people. The research is limited in terms of these aspects.

7. Recommendations

In this study, the relationship between teachers' psychological well-being and emotional exhaustion was examined. This relationship was tried to be measured both directly and indirectly through patience and motivation to teach. As a result, it was observed that teachers' psychological well-being negatively affected teachers' emotional exhaustion both directly and indirectly. Based on this result, the following suggestions can be made:

To reduce the negative effects that teachers' emotional exhaustion may have on teaching, it is necessary to first improve them psychologically. It is considered important for administrators and education policymakers to look for ways to make teachers feel good. In addition, considering that patience and motivation to teach also negatively affect emotional exhaustion, activities and programs that would improve teachers' feelings of patience and motivation to teach can be recommended to education administrators. Considering that teachers' psychological well-being creates patience and motivation to teach, activities that provide psychological well-being may be a research topic that can be suggested to researchers.

The authors have no conflicts of interest regarding this manuscript.

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