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The Mediating Role of Occupational Self-Efficacy and Resilience in the Relationship Between Occupational Stress and Subjective Well-Being in Teachers: Validation of the Turkish Version of the Teacher Occupational Self-Efficacy-Short Form

İlhan Çiçek[1] (iD) | Mete Sipahioğlu[2] (iD) | Ümit Dilekçi[1] (iD)

[1]Dr. Batman University, Batman, Türkiye | [2]Dr., Samsun University, Samsun, Türkiye

Correspondence: İlhan Çiçek (ilhan.cicek@batman.edu.tr)

ABSTRACT

This study aims to examine the mediating roles of resilience and occupational self-efficacy in the relationship between occupational stress and subjective well-being and to adapt the Teacher Occupational Self-Efficacy-Short Form (OSS-SF) to Turkish culture. Using a cross-sectional design, convenience sampling was employed to collect the data. The participants consist of 342 teachers, comprising 168 (49.1%) females, aged between 22 and 58 years ($M = 36.55$, SD = 3.25). The participants completed the Perceived Occupational Stress Scale, Teacher Occupational Self-Efficacy Scale, Resilience Scale, and Teacher Subjective Well-Being Questionnaire. The factor analysis yielded a one-factor solution for OSS-SF with high internal consistency reliability. The results of the mediation analysis indicated that occupational stress negatively predicted subjective well-being, occupational self-efficacy, and resilience. The results also showed that occupational self-efficacy and resilience positively predicted subjective well-being. More importantly, the findings revealed that occupational self-efficacy and resilience partially mediated the association between occupational stress and subjective well-being. The findings suggest that intervention aiming at mitigating the negative impact of occupational stress on teachers' subjective well-being can strengthen teachers' occupational self-efficacy and resilience.

1 | Introduction

The teaching profession faces unprecedented challenges that significantly impact educators' well-being and professional effectiveness. Research consistently demonstrates that occupational stress among teachers has become a persistent concern, particularly given the evolving demands of modern education (Van Horn et al. 2004). The intersection of occupational stress, subjective well-being, resilience, and occupational self-efficacy among teachers represents a critical area of investigation, with profound implications for educational quality and sustainability (Frydman and Pitre 2018). While existing research has explored aspects of teacher stress and well-being independently, significant gaps remain in understanding the relationship between these variables and their collective impact on teacher effectiveness and retention (Poormahmood et al. 2017; Triff and Triff 2015). Furthermore, some literature suggests that resilience might exert a moderating effect in certain contexts. However, a substantial body of research supports its role as a mediator that explains how stress impacts subjective well-being by enhancing adaptive coping mechanisms (Wang et al. 2024). This mediating function is underscored by studies showing that

Summary

- Occupational self-efficacy and resilience mediate the relationship between occupational stress and subjective well-being.

- Research findings indicate that the OSS-SF scale demonstrates a unidimensional structure with high internal consistency and reliability within the Turkish cultural context.

- It is essential to develop dynamic and effective policies aimed at mitigating teachers' occupational stress and significantly enhancing their occupational self-efficacy.

resilience not only buffers against stress but also facilitates positive outcomes such as enhanced job commitment and improved interpersonal relationships (Holzer and Spiel 2024; Klassen and Chiu 2011).

Of particular importance is the mediating role of resilience and occupational self-efficacy in the relationship between occupational stress and subjective well-being. Although studies have highlighted the individual significance of these factors (Gu and Day 2013; Klassen et al. 2013; Kärner et al. 2021), limited research has examined their combined effect as protective mechanisms against occupational stress. Furthermore, the absence of validated tools to measure these constructs in non-Western contexts—particularly in Türkiye—poses a critical methodological limitation. For instance, while the (OSS-SF) has demonstrated robust psychometric properties in diverse cultural settings (Santa-Cruz-Espinoza et al. 2024), its applicability to Turkish teachers remains untested. Validating this scale for Turkish educators is essential, as cultural differences in self-efficacy perceptions and workplace dynamics may influence its reliability and relevance (Schyns and Von Collani 2002; Rigotti et al. 2008).

This study addresses these gaps through two interrelated objectives. First, it examines the mediating roles of occupational self-efficacy and resilience in the relationship between occupational stress and subjective well-being among Turkish teachers. Second, it validates the Turkish version of the OSS-SF, ensuring its cultural and contextual appropriateness for use in Türkiye. The latter objective is critical for advancing research and practice in Turkish educational settings, where validated tools to assess occupational self-efficacy are scarce. Without culturally adapted instruments, interventions aimed at enhancing teacher well-being risk being misaligned with local realities, undermining their effectiveness (Boateng et al. 2018). By bridging this gap, the study provides a foundation for future research and evidence-based policies tailored to the unique needs of Turkish educators.

The significance of this dual focus is underscored by recent findings emphasizing the role of self-efficacy and resilience in mitigating occupational stress (Klassen and Chiu 2011; Wang et al. 2024). For example, teachers with higher self-efficacy are more likely to perceive challenges as manageable, reducing burnout and enhancing job satisfaction (Saleem and Shah 2011). Similarly, resilience enables educators to adapt to stressors while

maintaining emotional stability (Chen et al. 2022). However, these relationships remain underexplored in Türkiye, where systemic challenges—such as high teacher workloads and limited institutional support—heighten the urgency of addressing occupational stress (Çetin 2019). Validating the OSS-SF in this context ensures that subsequent analyses of these dynamics are grounded in reliable, culturally relevant data.

In summary, this study not only advances theoretical understanding of the relationship between occupational stress, self-efficacy, resilience, and well-being but also addresses a critical methodological gap by adapting the OSS-SF for Turkish teachers. These contributions are timely, offering actionable insights for policymakers and practitioners seeking to enhance teacher support systems and promote sustainable educational environments in Türkiye.

2 | Occupational Stress

Occupational stress is a pervasive issue in the teaching profession, driven by the unique demands placed on educators (Yildirim et al. 2024). Teachers often face high workloads, challenging classroom dynamics, administrative responsibilities, and emotional demands related to student support, all of which contribute to elevated stress levels (Frydman and Pitre 2018). Research consistently highlights that unmanaged stress can lead to emotional exhaustion, quiet quitting, anxiety, and reduced job satisfaction, ultimately undermining teachers' mental health and occupational effectiveness (Dilekçi et al. 2025; Poormahmood et al. 2017; Triff and Triff 2015).

The COVID-19 pandemic has further exacerbated these challenges, introducing additional pressures from online and hybrid teaching modalities, which have intensified teachers' already significant stress burdens (Fox et al. 2023). Factors such as lack of control, limited resources, and insufficient support further strain teachers' mental resilience, making stress management a critical priority for educational institutions (Rani 2020). Addressing occupational stress through supportive school climates and resilience-building initiatives is essential for enhancing teachers' work conditions and sustaining their mental health.

3 | Subjective Well-Being

Subjective well-being (SWB) refers to an individual's self-assessed quality of life, encompassing both emotional states and cognitive judgments about life satisfaction. For teachers, SWB is particularly relevant as it influences their job satisfaction, commitment, mental health complaints, and burnout fitting (Van Horn et al. 2004). SWB comprises two main dimensions: affective well-being, characterized by the balance of positive and negative emotions, and cognitive well-being, which reflects life satisfaction and fulfillment (Pan et al. 2022).

Research indicates that teachers with higher levels of SWB are better equipped to maintain motivation and energy in demanding environments, which in turn positively impacts their students (Çetin 2019). However, occupational stress can

significantly impair both the affective and cognitive components of SWB, leading to reduced job satisfaction, diminished motivation, and an increased risk of burnout (Suleman et al. 2018). Interventions that enhance SWB, such as resilience-building and workplace support initiatives, are essential for promoting teachers' mental health and professional sustainability.

Studies underscore the importance of SWB in the context of teaching, a profession often marked by emotional and physical demands. One of the studies indicates a moderate relationship between teachers' well-being and various job-related factors, highlights concern over insufficient recovery and work-life boundaries, and underscores the need for both individual boundary-setting strategies and institutional support to alleviate teachers' job demands (Schad and Johnsson 2019). Karakus et al. (2024) found that positive leadership practices within schools support teachers' SWB by fostering an atmosphere of trust, autonomy, and shared goals. Dilekçi and Limon (2020) found that instructional leadership is a significant predictor of SWB, and SWB is a significant predictor of professional engagement; SWB mediates the relationship between instructional leadership and professional engagement. Moreover, resilience plays a key role in sustaining SWB, enabling teachers to navigate stressors more effectively, thereby promoting both personal satisfaction and professional sustainability (Xu et al. 2023).

Given the connection between teachers' SWB and their ability to maintain motivation and energy in demanding environments, supporting SWB through resilience-building and workplace support initiatives is essential. Strategies that enhance SWB not only improve teachers' mental health but also positively impact their students, making it a priority for educational leadership.

4 | Resilience

Resilience refers to an individual's capacity to adapt positively to stress and adversity, maintaining well-being despite challenging circumstances. In the teaching profession, resilience is vital due to the unique stressors educators face, including high workloads, emotional demands, and evolving educational expectations (Chen et al. 2022). Teachers with higher levels of resilience are better equipped to cope with occupational stress, employing adaptive coping strategies that help them maintain a stable mental health balance (El-Sayed 2022).

Resilience is not innate but rather a dynamic capacity that fluctuates based on personal, relational, and organizational factors (Gu and Day 2013). Studies have shown that resilience serves as a protective buffer against occupational stress, enabling teachers to navigate complex situations without severe detriment to their well-being (Karimi and Adam 2023; Polat et al. 2023). For instance, during the COVID-19 pandemic, resilient teachers were able to mitigate immediate stress responses and reduce long-term impacts on mental health, such as burnout and emotional exhaustion (Chen et al. 2024). Developing resilience among teachers is essential for fostering both individual well-being and professional sustainability. Xu et al. (2023) examine how resilience mediates the relationship

between competence and occupational well-being among Chinese special education teachers, revealing that higher competence indirectly enhances well-being through increased resilience. Resilience-building interventions have shown modest effectiveness in strengthening teachers' ability to cope with workplace challenges. Liu (2024) demonstrated that teacher turnover intention threatens resilience, which subsequently undermines subjective well-being. This finding highlights the importance of retaining resources like resilience to protect educators' mental health. Meta-analysis reveals small overall effects of such programs with diminishing impact over time (Vanhove et al. 2016). Supporting resilience in educators not only aids their mental health but also creates a foundation for improved job satisfaction and student outcomes.

5 | The Relationship Between Occupational Stress and Subjective Well-Being

The relationship between occupational stress and subjective well-being (SWB) in teachers is well-documented, with research consistently showing that higher levels of occupational stress correspond with declines in SWB (Ray 2021). Occupational stress, often arising from high demands, limited resources, and emotional labor, negatively impacts teachers' life satisfaction and emotional health (Van Horn et al. 2004). Teachers facing significant stress often experience lower SWB, manifesting in reduced job satisfaction, diminished motivation, and a heightened risk of burnout, which undermines their ability to foster a supportive learning environment (Poormahmood et al. 2017).

Recent research has highlighted the importance of examining specific factors that influence the well-being of language teachers. A study by Chamani et al. (2023) investigated the relationship between Iranian language teachers' occupational self-efficacy, satisfaction and meaning at work and their subjective well-being. The results indicated that occupational self-efficacy, satisfaction, and meaning at work were significant predictors of subjective well-being. Notably, occupational self-efficacy emerged as a stronger predictor, outweighing the influence of satisfaction and meaning at work. These findings suggest that enhancing language teachers' occupational self-efficacy, satisfaction, and meaning at work could promote their subjective well-being.

The mechanisms linking stress and SWB are multifaceted. Elevated stress leads to emotional exhaustion, which reduces teachers' ability to experience positive emotions and life satisfaction, thus creating a feedback loop that further impacts their overall well-being (Suleman et al. 2018). Studies show that occupational stress impairs both affective and cognitive components of SWB, making it challenging for teachers to find fulfillment and stability in their roles (Elinor and Per 2019). Interventions that focus on reducing occupational stress through improved work environments, enhanced support systems, and professional development programs are essential for promoting SWB. Such measures not only benefit teachers' mental health and job satisfaction but also contribute to positive student outcomes, underscoring the need to prioritize teacher well-being in educational settings.

6 | The Relationship Between Occupational Stress and Occupational Self-Efficacy

Numerous studies have highlighted the critical role of self-efficacy in influencing human performance across diverse fields, including education, healthcare, and business (Bandura 1997). Self-efficacy refers to an individual's belief in their ability to successfully carry out the actions necessary to manage future challenges (Bandura 1982). Occupational self-efficacy, defined as a teacher's belief in their ability to manage job-related tasks effectively, plays a significant role in moderating the impact of occupational stress (Grau et al. 2001). Research highlights that high levels of self-efficacy can buffer the negative effects of stress, as teachers who feel competent are more likely to view challenges as manageable rather than overwhelming (Klassen et al. 2013). In a recent study examining occupational stress and self-efficacy among primary school teachers in Greece, Antoniou et al. (2023) found that mainstream school teachers reported higher levels of self-efficacy compared to special education teachers. This suggests that self-efficacy may serve as a protective factor against occupational stress. Teachers with strong self-efficacy perceive occupational stressors such as classroom management, administrative tasks, and workload demands as opportunities for growth, which reduces stress-related outcomes like emotional exhaustion and burnout (Hu et al. 2019). Conversely, low self-efficacy can intensify the effects of occupational stress, as teachers who lack confidence in their professional abilities are more likely to experience anxiety and frustration in response to work demands (Saleem and Shah 2011). This diminished confidence may lead to higher levels of emotional exhaustion, reduced job satisfaction, and a decreased commitment to the profession (Rani 2020). Recent findings by Liu et al. (2024) emphasize that teacher self-efficacy is not only a predictor of engagement but also negatively correlates with anxiety, which in turn mediates engagement in online contexts. These results support the assertion that enhancing teachers' beliefs in their own instructional capacity can simultaneously reduce anxiety and promote higher levels of work engagement, particularly in digitally-mediated learning environments. In contrast, teachers with high self-efficacy are more resilient to stress, as their sense of control over work-related challenges bolsters their overall well-being (Maftei et al. 2023). Interventions that enhance teachers' self-efficacy, such as targeted professional development, mentorship, and support systems, can help mitigate the negative impact of occupational stress. By strengthening self-efficacy, educational institutions can support teachers in managing stress more effectively, which contributes to improved mental health, job satisfaction, and retention within the profession. As teaching has increasingly moved into digital spaces, new dimensions of self-efficacy have emerged. Liu et al. (2021) and Liu et al. (2024) found that teachers reported higher technological self-efficacy than instructional self-efficacy during livestream teaching, suggesting that professional development should address both technological proficiency and pedagogical confidence in virtual settings.

7 | The Relationship Between Occupational Stress and Resilience

Resilience significantly influences how teachers respond to occupational stress, serving as a protective factor that enables them to adapt to and recover from adversity. Teachers with higher resilience are better equipped to manage the demands of their profession, including high workloads, emotional labor, and complex classroom dynamics, without severe detriment to their well-being (Chen et al. 2022). Research indicates that teacher resilience plays a crucial role in buffering the adverse effects of stress and maintaining positive mental health outcomes in challenging work environments. Resilience is not innate or stable, but rather a dynamic capacity that fluctuates based on personal, relational, and organizational factors (Gu and Day 2013). Studies highlight that resilience is inversely related to the impact of occupational stress (El-Sayed 2022; Vasantha and Santhi 2020; Zhang 2024). Teachers with higher resilience demonstrate lower levels of burnout, emotional exhaustion, and stress-related symptoms, as they employ adaptive coping strategies that reduce the impact of stressors on their mental health (Serrão et al. 2021). For instance, resilient teachers can effectively cope with daily stressors, which is crucial for retention and job satisfaction (Thieman et al. 2012). The mediating role of emotion regulation has been increasingly recognized in the relationship between emotional intelligence and resilience. For example, Liu et al. (2024) found that cognitive reappraisal—a key strategy within emotion regulation—significantly mediates the relationship between EI and teacher resilience, underscoring the importance of fostering both emotional and cognitive coping mechanisms among educators. Conversely, teachers with lower resilience are more vulnerable to stress, often experiencing intensified negative outcomes that affect both their mental health and job performance (Khanmohammadi et al. 2020). Enhancing resilience through targeted interventions—such as resilience training, stress management programs, and social support networks—can help teachers better navigate occupational stress. Supporting resilience development within educational settings promotes individual well-being and fosters a more stable and effective teaching environment.

8 | The Mediating Role of Occupational Self-Efficacy and Resilience

Occupational self-efficacy and resilience mediate the relationship between occupational stress and subjective well-being, helping teachers manage stress more effectively. High self-efficacy enables teachers to view stressors as challenges within their control, reducing their emotional toll (Klassen et al. 2013). It fosters confidence and motivation, mitigating stress's negative effects on mental health (Rani 2020). Teachers with strong self-efficacy adopt proactive coping strategies, enhancing job satisfaction and preventing burnout (Saleem and Shah 2011). Resilience further supports teachers in managing job demands, preventing stress from escalating into severe mental health issues (Serrão et al. 2021). By developing adaptive coping mechanisms, resilience helps sustain well-being and job satisfaction in high-stress environments (Chen et al. 2022). Teaching satisfaction, driven by self-efficacy, enhances well-being by increasing job commitment, reducing stress, fostering positive student relationships, and supporting professional growth, while resilience aids in stress management, adaptation, and emotional regulation (Wang et al. 2024). Research highlights the importance of self-efficacy and occupational stress in shaping teacher well-being across teaching contexts. For instance, a study on Austrian secondary

school teachers found that self-efficacy and Student–teacher relationships predict mental strain and positive emotions, with digital teaching skills adding complexity in remote settings (Holzer and Spiel 2024). Similarly, research on occupational commitment in practicing and preservice teachers indicates that self-efficacy, job stress, and teaching context influence commitment levels and quitting intentions, with preservice teachers reporting lower stress and higher commitment (Klassen and Chiu 2011). Additionally, resilience is recognized as a crucial mediator in education, influencing academic motivation, burnout, and overall well-being. Research shows that resilience mediates the relationship between stressors and academic outcomes; for instance, Işıkgöz et al. (2023) report that resilience protects against epidemic anxiety-induced academic exhaustion, while Chen et al. (2022) demonstrate its mediating role between psychological distress and academic burnout. Rodríguez-Fernández et al. (2018) and Allan et al. (2014) highlight positive associations between resilience, school engagement, and academic success. Moreover, Akbar and Mauna (2021) argue that teacher resilience fosters student resilience through a supportive learning environment. Fan et al. (2024) describe resilience as a dynamic quality that can be enhanced through positive adaptation, a notion further supported by Li (2024), who advocates for integrating resilience training into educational curricula. These findings suggest that self-efficacy and resilience not only buffer stress but also enhance subjective well-being by fostering adaptability and positive relationships.

Bandura (1997) argues that individuals who believe in their own capabilities are more likely to approach challenges with confidence, persist in the face of difficulties, and manage stress more effectively. In educational settings, this belief—referred to as self-efficacy—can influence how teachers perceive and respond to the demands of their profession. Gu and Day (2013), on the other hand, describe resilience as a dynamic process that is shaped over time through personal strengths and external support systems. When considered together, these two perspectives suggest a complementary relationship: a teacher with high occupational self-efficacy is likely to activate resilient responses when faced with stress, while resilience, in turn, can help sustain self-efficacy by providing emotional and psychological stability. Although the present study treated self-efficacy and resilience as separate, parallel mediators, I acknowledged in the discussion that they may also influence one another. Exploring this interaction in future research could offer a more nuanced understanding of how teachers cope with occupational stress in complex school environments.

The present study aims to validate the Turkish version of the Teacher Occupational Self-Efficacy-Short Form (OSS-SF), addressing a critical gap in the availability of culturally adapted tools for assessing occupational self-efficacy among Turkish teachers. This validation is essential due to the unique cultural and systemic factors in Türkiye, such as high teacher workloads and limited institutional support, which influence self-efficacy perceptions and necessitate context-specific measurement instruments. By examining how self-efficacy and resilience mediate the effects of occupational stress on subjective well-being, this study not only enhances the applicability of the OSS-SF in Turkish educational settings but also contributes to a deeper understanding of these dynamics across diverse

contexts. Together, self-efficacy and resilience create a synergistic effect, reinforcing each other to buffer against occupational stress, thereby supporting teachers' well-being and professional sustainability.

9 | Current Study

In light of the existing literature, the current study aims to address significant gaps regarding the interplay between occupational stress, occupational self-efficacy, resilience, and subjective well-being among teachers. While previous research has explored these constructs individually, there remains a notable lack of comprehensive studies that examine their interrelationships and the potential mediating effects of self-efficacy and resilience in the context of occupational stress. This gap is particularly relevant given the increasing levels of stress experienced by educators, which can adversely affect their mental health and job performance (Fox et al. 2023; Holzer and Spiel 2024; Klassen and Chiu 2011; Pan et al. 2022).

The significance of this study lies in its potential to contribute to the understanding of how occupational self-efficacy and resilience can serve as protective factors against the negative impacts of occupational stress. By investigating these relationships, the current research seeks to provide insights into effective strategies for enhancing teachers' well-being and coping mechanisms. For instance, previous studies have indicated that self-efficacy is a critical factor in managing stress and promoting resilience (Cassidy 2015; Yang et al. 2019). Furthermore, resilience has been shown to mediate the effects of stress on outcomes, suggesting that fostering resilience could mitigate the adverse effects of occupational stress (Yin et al. 2022; Cabrera-Aguilar et al. 2023).

Moreover, the current study is used to inform educational policy and practice by highlighting the importance of developing interventions that enhance both self-efficacy and resilience among teachers. Such interventions could lead to improved mental health outcomes, reduced burnout, and increased job satisfaction, ultimately benefiting not only educators but also their students (Baluszek et al. 2023; Jia et al. 2021). By addressing the interplay between these constructs, the study aims to provide a nuanced understanding of how to support teachers in navigating the challenges of their profession, thereby contributing to the broader discourse on occupational health and well-being.

Of particular importance is the mediating role of resilience and occupational self-efficacy in the relationship between occupational stress and subjective well-being. Although studies have highlighted the individual significance of these factors (Gu and Day 2013; Klassen et al. 2013; Kärner et al. 2021), limited research has examined their combined effect as protective mechanisms against occupational stress. Furthermore, the absence of validated tools to measure these constructs in non-Western contexts—particularly in Türkiye—poses a critical methodological limitation. For instance, while the (OSS-SF) has demonstrated robust psychometric properties in diverse cultural settings (Santa-Cruz-Espinoza et al. 2024), its applicability to Turkish teachers remains untested. Validating this scale for

Turkish educators is essential, as cultural differences in self-efficacy perceptions and workplace dynamics may influence its reliability and relevance (Schyns and Von Collani 2002; Rigotti et al. 2008).

This study addresses these gaps through two interrelated objectives. First, it examines the mediating roles of occupational self-efficacy and resilience in the relationship between occupational stress and subjective well-being among Turkish teachers. Second, it validates the Turkish version of the OSS-SF, ensuring its cultural and contextual appropriateness for use in Türkiye. The latter objective is critical for advancing research and practice in Turkish educational settings, where validated tools to assess occupational self-efficacy are scarce. Without culturally adapted instruments, interventions aimed at enhancing teacher well-being risk being misaligned with local realities, undermining their effectiveness (Boateng et al. 2018). By bridging this gap, the study provides a foundation for future research and evidence-based policies tailored to the unique needs of Turkish educators.

The significance of this dual focus is underscored by recent findings emphasizing the role of self-efficacy and resilience in mitigating occupational stress (Klassen and Chiu 2011; Wang et al. 2024). For example, teachers with higher self-efficacy are more likely to perceive challenges as manageable, reducing burnout and enhancing job satisfaction (Saleem and Shah 2011). Similarly, resilience enables educators to adapt to stressors while maintaining emotional stability (Chen et al. 2022). However, these relationships remain underexplored in Türkiye, where systemic challenges—such as high teacher workloads and limited institutional support—heighten the urgency of addressing occupational stress (Çetin 2019). Validating the OSS-SF in this context ensures that subsequent analyses of these dynamics are grounded in reliable, culturally relevant data.

In summary, this study not only advances theoretical understanding of the interplay between occupational stress, self-efficacy, resilience, and well-being but also addresses a critical methodological gap by adapting the OSS-SF for Turkish teachers. These contributions are timely, offering actionable insights for policymakers and practitioners seeking to enhance teacher

support systems and promote sustainable educational environments in Türkiye.

10 | Hypotheses of the Study

1. The OSS-SF would yield a one-factor solution with good internal consistency and reliability in Turkish culture.

2. Occupational stress significantly and negatively predicts subjective well-being.

3. Occupational stress significantly and negatively predicts occupational self-efficacy and resilience.

4. Occupational self-efficacy and resilience mediate the relationship between occupational stress and subjective well-being.

The proposed structural model of the current study is illustrated in Figure 1.

11 | Methods

11.1 | Participants

A convenience sampling method was utilized to determine the study sample (Phua 2004). The data were collected from a single province in Türkiye, and participants were recruited by directly contacting schools and obtaining voluntary participation from teachers. The study included a total of 342 teachers, consisting of 168 females (49.1%) and 173 males, aged between 22 and 58 years ($M = 36.55$, SD = 3.25).). Of the sample, 73 had 1–5 and 6–10 years of experience (each 21.3%), 96 had 11–15 years (28.1%), 54 had 16–20 years (15.8%) and 46 had 21 years and above (13.5%). As for the level they were teaching, 20 teachers were teaching at pre-schools (5.8%), 80 at primary schools (23.4%), 155 at secondary schools (45.3%) and 87 at high schools (25.4%). Lastly, when examined based on the number of students in the schools where the teachers worked, 32 teachers (9.4%) were working in schools with 1-250 students, 24 teachers (7%) in schools with 251-500 students, 116 teachers (33.9%) in
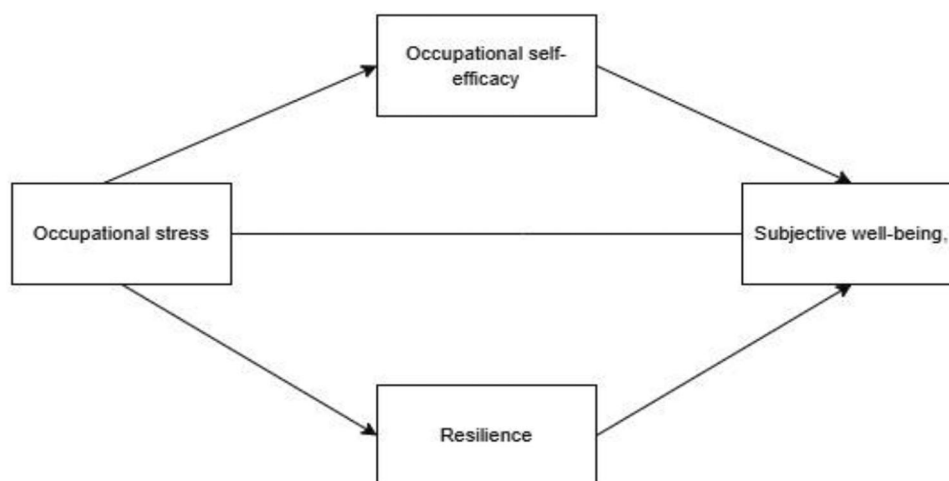

FIGURE 1 | The proposed model of relationships between variables.

schools with 501–750 students, 100 teachers (29.2%) in schools with 751–1000 students, and 70 teachers (20.5%) in schools with 1000 or more students. Considering the diversity in gender, teaching level, professional experience, and school size, the sample can be considered to possess adequate representativeness for the variables examined in the study.

11.1.1 | Measures

Perceived Occupational Stress Scale (POSS): The scale developed by Marcatto et al. (2022) consists of 4 items and uses a 5-point Likert format, with scores ranging from 1 = Strongly disagree to 5 = Strongly agree. The total score ranges between a minimum of 4 and a maximum of 20 points. Higher scores indicate higher levels of occupational stress among individuals. An example item is "My work is stressful." The Turkish adaptation of the scale was conducted by Yıldırım et al. (2024), and the Cronbach's alpha coefficient for the adaptation study was reported as $\alpha = 0.85$. In the current study, the Internal Consistency (α) was calculated as $\alpha = 0.78$.

Teacher Occupational Self-Efficacy Short Scale Form (OSS-SF): The long version of the Occupational Self-Efficacy Scale, consisting of 20 items, was developed by Schyns and Von Collani (2002) and applied to a broad range of professions, including academic professionals, skilled and unskilled workers, and employees, but not specifically teachers. The short version, comprising 6 items, was developed by Rigotti et al. (2008) and tested predominantly in sectors such as healthcare, retail, and temporary work agencies, with some participation from manufacturing employees in Belgian and British samples, but without specific focus on teachers. Higher scores on the scale indicate stronger occupational self-efficacy levels. An example item is, "When I am confronted with a problem in my job, I can usually find several solutions." The adaptation of the Occupational Self-Efficacy Short Scale Form (OSS-SF) for teachers was specifically validated by Santa-Cruz-Espinoza et al. (2024), who reported an internal consistency (α) of 0.90 in their teacher-focused study. In the current study, the internal consistency (α) for the Turkish adaptation of the OSS-SF was calculated as 0.86. No items were removed during the validity and reliability analysis process of the OSS-SF. Based on these findings, the scale meets the reliability and validity criteria within the Turkish cultural context for teachers. The validity and reliability analysis of the OSS-SF are presented in detail in the result section of the current study.

11.2 | Translation Procedure

The participants of the study completed the Turkish version of the (OSS-SF), which is included in the Appendix. The (OSS-SF) was translated from English to Turkish following the translation-back translation procedure (Brislin 1970). In this study, three bilingual academics with doctoral degrees translated the scale into Turkish, while two independent doctoral-level researchers translated it back into English. Finally, the three researchers of the study reviewed the items to resolve any minor inconsistencies in the translation through consensus. The six-item structure of the original scale was maintained in

the translated version. No items were removed during the translation process. The content validity index was calculated by using the Lawshe (1975) technique. Ten expert opinions were consulted (5 academicians - 5 teachers). When the answers given were evaluated, the content validity index was determined as 0.92.

Resilience Scale (RS): The scale developed by Merino and Privado (2014) is a 5-point Likert-type, unidimensional instrument consisting of 3 items. Higher scores indicate higher levels of resilience. An example item is, "I grow stronger when faced with difficulties." The Turkish adaptation of the scale was conducted by Green et al. (2024), and Cronbach's alpha coefficient for the adaptation study was reported as $\alpha = 0.78$. In the current study, the Internal Consistency (α) was calculated as $\alpha = 0.85$.

Teacher Subjective Wellbeing Questionnaire (TSWQ): The TSWQ developed by Renshaw et al. (2015) consists of 8 items and 2 sub-dimensions. It is a 4-point Likert-type scale scored from 1 = Almost never to 4 = Almost always. The total score ranges from a minimum of 8 to a maximum of 32 points. Higher scores indicate higher levels of life satisfaction among teachers. An example item is, "I have accomplished many things as a teacher." The Turkish adaptation of the scale was carried out by Ergün and Sezgin Nartgün (2017), who reported an Internal Consistency (α) of $\alpha = 0.82$ in their study. In the current study, the Internal Consistency (α) was calculated as $\alpha = 0.86$.

11.3 | Data Collection Process

This study employs a cross-sectional design to examine the relationships between occupational stress, occupational self-efficacy, resilience, and subjective well-being among teachers. Cross-sectional research involves measuring the variables under investigation at a single point in time (Fraenkel and Wallen 2006). A total of 395 teachers were invited to participate in the study, with 348 agreeing to participate, resulting in a response rate of 88.10%. Six participants were excluded due to incomplete data, leaving a final sample of 342 participants. Data were collected face-to-face between September 20, 2024, and October 10, 2024, from teachers working in various provinces of Türkiye. Necessary permissions were obtained from the Ethics Committee of Batman University (date: 05/09/2024 and number: 2024/06-04). Participants were informed about the study's purpose and the confidentiality of their data. The data collection occurred in two phases: first, data from 150 teachers were used to conduct confirmatory factor analysis for adapting the Teacher Occupational Self-Efficacy-Short Form (OSS-SF) to Turkish culture; subsequently, data from 342 teachers were analyzed to explore the relationships between occupational self-efficacy and other variables. No payments were made to participants for their involvement.

11.4 | Data Analysis

Descriptive statistics were computed to present the characteristics of the sample and variable of this study. Skewness and kurtosis values were estimated to determine the distribution of the variables. These analyses revealed that the skewness and

kurtosis values of the variables ranged between 0.95 and -1.05, indicating a "very good" normal distribution $\leq |2|$ (Field 2009). There were no outliers in the data set. Also, there was no violation regarding the assumption of the analysis. Pearson correlation was carried out to explore the relationship between the study variables. The hypotheses regarding the mediation model of this study were tested using the SPSS PROCESS macro program Model 4. The current study employs Hayes' mediation model to examine the mechanism through which an independent variable (X) influences a dependent variable (Y) via an intervening variable, known as the mediator (M). In other words, the mediation model seeks to explain how a relationship exists between X and Y. Mediation analysis allows for the exploration of both indirect and direct effects in a given relationship (Hayes 2013). This study specifically focuses on the mediating role of teacher occupational self-efficacy and resilience in the relationship between teachers' perceptions of occupational stress and subjective well-being. The statistical significance level was set to 0.05.

12 | Results

12.1 | Preliminary Analyses

Exploratory factor analysis using Principal Axis Factoring with varimax rotation technique was utilized to test the underlying factor structure of the OSS-SF. The results indicated a Kaiser-Meyer-Olkin (KMO) value of 0.86, $p < 0.000$. The analysis revealed a single factor solution with an eigenvalue over 1.00 that explained 52.7% of the variance.

A confirmatory factor analysis (CFA) was conducted to evaluate the scale's construct validity within the Turkish cultural context. For the confirmatory factor analysis, a data set collected from 150 teachers was used. According to Kline (2015), a sample size of at least 150 participants is typically considered sufficient for conducting CFA, as it provides adequate statistical power for model estimation, especially when the model is not overly complex. Additionally, it is recommended that the sample size be at least five times the number of scale items, and ideally ten times. Given that the adapted OSS-SF scale has 6 items, 150 participants are considered sufficient (Boateng et al. 2018) The results demonstrated that the fit indices of the scale were within acceptable limits: $\chi2/df = 2.418$ ($\chi2 = 19.345$; df = 8), RMSEA = 0.078, SRMR = 0.036, CFI = 0.975, TLI = 0.953, and NFI = 0.959 (Hu and Bentler 1999; Tabachnick and Fidell 2001). Additionally, the results of the CFA conducted on all data indicate that the fit indices for the OSS-SF are within good and acceptable limits: $\chi2/df = 2.820$ ($\chi2 = 22.56$; df = 8), RMSEA = 0.080, SRMR = 0.036, CFI = 0.975, TLI = 0.953, and NFI = 0.965 (Byrne 2013; Hu and Bentler 1999).

The relationships between the study variables were examined using Pearson product-moment correlations. The results indicated significant negative correlations between occupational stress and occupational self-efficacy (r = −0.34, $p < 0.001$), subjective well-being (r = −0.26, $p < 0.001$), and resilience (r = −0.17, $p < 0.001$). Additionally, positive and significant correlations were found among occupational self-efficacy,

TABLE 1 | Descriptive statistics and correlation matrix.

Variables	1.	2.	3.	4.
1. Occupational Stress	1	−0.34[a]	−0.26[a]	−0.17[a]
2. Occupational Self-Efficacy		1	0.51[a]	0.44[a]
3. Subjective Well-Being			1	0.43[a]
4. Resilience				1
Mean	12.29	24.90	26.22	12.47
SD	3.54	3.57	4.01	2.01
Skewness	−0.06	–1.05	−0.18	−0.69
Kurtosis	−0.53	0.95	−0.22	0.64
Internal reliability (α)	0.78	0.86	0.86	0.85

[a]All correlation coefficients are significant at level $p < 0.001$.

subjective well-being, and resilience ($p < 0.001$). The relationships between the study variables, along with their means, skewness and kurtosis values, standard deviations, and Cronbach's alpha coefficients for the scales, are presented in Table 1.

After examining descriptive statistics and correlations between the variables, PROCESS macro version 4 (Hayes 2018) was employed to investigate the direct and indirect relationships among all variables and to analyze the mediating roles of resilience and occupational self-efficacy in the relationship between occupational stress and subjective well-being. The results of the parallel mediation model are presented in Figure 2 and Table 2.

Figure 2 shows that occupational stress negatively predicts subjective well-being ($\beta = -0.10$, $p < 0.001$). Occupational stress has a significant negative relationship with occupational self-efficacy ($\beta = −0.27$, $p < 0.001$) and resilience ($\beta = −0.17$, $p < 0.001$). In addition, occupational self-efficacy ($\beta = 0.35$, $p < 0.001$) and resilience ($\beta = 0.26$, $p < 0.001$) have a positive and significant relationship with subjective well-being. Occupational stress explains 7% of the variance of subjective well-being. However, occupational stress, resilience, and occupational self-efficacy together explain 32% of subjective well-being. This finding proves that occupational stress, resilience, and occupational self-efficacy are important predictors of subjective well-being.

Standardized path coefficients revealed that the effect of occupational stress on subjective well-being was partially mediated through resilience and occupational self-efficacy. Indirect effect estimates, 95% CIs, and standardized coefficients are presented in Table 2. The findings in Table 2 also revealed that the total effect size of occupational stress on subjective well-being was −0.30, and the direct effect was −0.11. Resilience and occupational self-efficacy partially mediated the relationship between occupational stress and subjective well-being; the mediation effect size for resilience was -0.05 and the mediation effect size for occupational self-efficacy was −0.10 ($p = 0.001$).
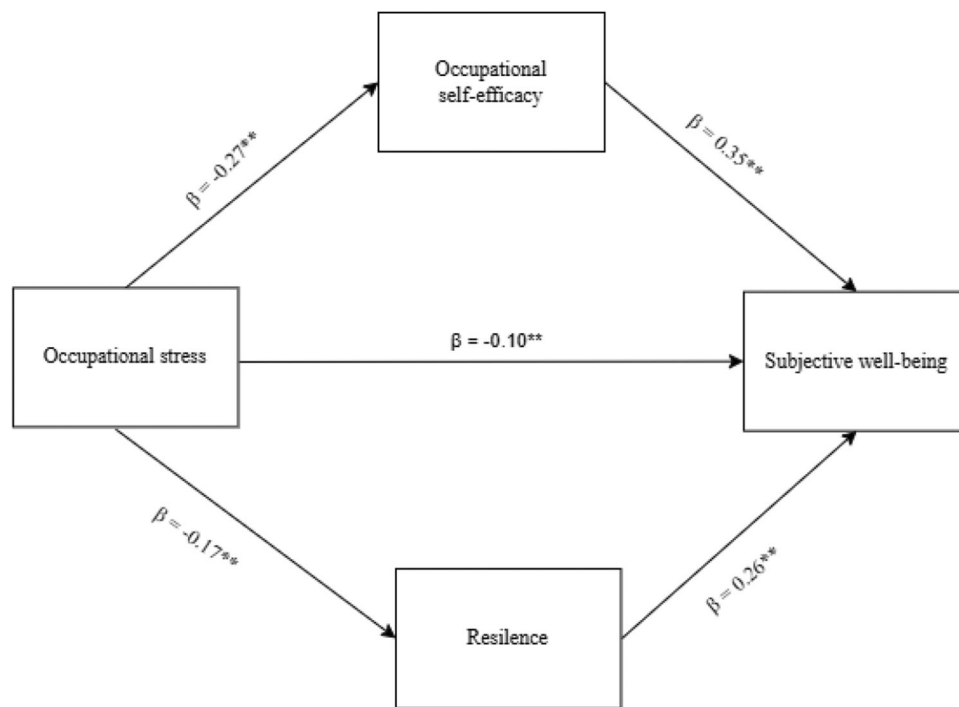
FIGURE 2 | Parallel mediation model.

TABLE 2 | Occupational stress, directly and indirectly, affects subjective well-being through resilience and occupational self-efficacy.

			95% Confidence interval	
Path	Effect size	SE	Lower limit	Upper limit
Direct effect				
Occupational stress→ subjective well-being	−0.11	0.05	−0.21	0.03
Indirect effect				
Occupational stress →resilience → subjective well-being	−0.05	0.02	−0.15	−0.05
Occupational stress →occupational self-efficacy →subjective well-being	−0.10	0.03	−0.15	−0.05
Total effect				
Occupational stress→ subjective well-being	−0.30	0.06	−0.41	−0.19

13 | Discussion

This study examined the mediating roles of teachers' occupational self-efficacy and resilience in the relationship between occupational stress and subjective well-being. The findings confirm the negative effects of occupational stress on self-efficacy, resilience, and subjective well-being, while also demonstrating that self-efficacy and resilience partially mitigate these effects. These results align with previous literature, while the unique contributions of this study on the Turkish teacher population are particularly noteworthy.

13.1 | Effects of Occupational Stress

The findings reveal that occupational stress has a significant negative impact on self-efficacy and resilience. This is consistent with the conclusion emphasized by Klassen and Chiu (2011), suggesting that workload and classroom management

stress can weaken teachers' perceptions of professional competence. Stress can reduce teachers' problem-solving abilities and capacity to effectively perform their duties, leading to burnout. Similarly, Holzer and Spiel (2024) demonstrated how increased stress in digital educational environments challenges teachers' resilience. In this context, it can be argued that Turkish teachers are affected by classroom stressors, bureaucratic demands, and culturally and structurally specific factors unique to the teaching profession.

Findings demonstrate the negative impact of occupational stress on teachers' self-efficacy perceptions and resilience levels, which is consistent with existing literature. Antoniou et al. (2023) revealed that stress factors such as workload, time pressure, and lack of management support lead to high-stress levels among both general and special education teachers. These stress factors negatively affect teachers' self-efficacy, particularly with resource and support deficiencies contributing to reduced classroom management confidence. A study by Grau

et al. (2001) showed that occupational self-efficacy functions as a stress mitigation mechanism, but low self-efficacy levels can increase burnout among teachers. This finding is supported by Karimi and Adam's (2023) research, which demonstrated that teacher resilience plays a mediating role in the relationship between stress and burnout. Contextual stress factors, such as the absence of supervisory support, have particularly detrimental effects on teachers, significantly elevating their stress levels.

Frydman and Pitre (2018) addressed teachers' coping strategies with work-related stress and noted that traditional interventions are often ineffective. In this context, they emphasized the need for specialized and contextually adapted interventions to enable teachers to effectively manage stress. Notably, the short-form "Developmental Transformations" (DvT) method presented in their study stands out as an approach that allows teachers to directly and metaphorically confront stressors. Zhang (2024) demonstrated that occupational stress negatively affects the mental health of teachers working in rural areas, with resilience mitigating this relationship. However, social support was not identified as a significant moderator in this process, highlighting resilience as a critical individual resource for teachers' stress management.

Lastly, a study by Poormahmood et al. (2017) revealed that occupational stress significantly and negatively impacts teachers' life satisfaction, happiness, and psychological well-being. The research indicated that occupational stress weakens teachers' individual development and positive interpersonal relationships, substantially reducing overall psychological well-being. These findings provide crucial insights into the multi-dimensional effects of occupational stress on teachers' professional lives. Stress reduction interventions must be structured not only at the individual level but also to address contextual factors comprehensively.

In the Turkish educational context, several stressors are particularly influential in shaping teachers' occupational experiences. Changes, bureaucratic processes, and crowded classrooms are among the most salient challenges faced by Turkish teachers (Alanoğlu and Demirtaş 2021; Dilekçi et al. 2025). These contextual stressors not only increase emotional and physical strain but also diminish teachers' perceived control over their work, thereby negatively affecting their occupational self-efficacy and resilience. Consequently, interpreting the present findings within this cultural and institutional framework enhances the contextual relevance of the mediating roles of self-efficacy and resilience in Turkish schools.

13.2 | Mediating Roles of Self-Efficacy and Resilience

Self-efficacy and resilience play critical mediating roles in mitigating the negative effects of occupational stress on subjective well-being. Although the indirect effects observed in this study were modest in size (ranging from -0.05 to -0.10), such values are not uncommon in psychological and educational research, particularly when investigating complex constructs such as stress, self-efficacy, and well-being. Even small effects can be practically meaningful when they accumulate over time or affect large populations, such as teachers in high-stress

environments (Funder and Ozer 2019). Therefore, while the numerical size of the effects may appear limited, their potential long-term impact on teacher well-being and professional functioning should not be overlooked.

Self-efficacy enhances teachers' confidence in handling professional challenges, allowing them to perceive stressors as manageable rather than overwhelming (Klassen and Chiu 2011). Pan et al. (2022) emphasized its positive effects on work-life balance and overall satisfaction, while Wang et al. (2024) demonstrated that self-efficacy strengthens professional commitment through increased job satisfaction.

Resilience is equally important for coping with stress and maintaining emotional stability. Serrão et al. (2021) highlighted its role in reducing burnout, while Xu et al. (2023) demonstrated its mediating effect on occupational well-being among special education teachers in China. The present study builds upon these findings by confirming that resilience reduces the impact of stress on subjective well-being among Turkish teachers.

The study's findings demonstrate that occupational self-efficacy and resilience play critical mediating roles in the relationship between occupational stress and subjective well-being. Self-efficacy enhances teachers' confidence in managing professional challenges, while resilience enables effective stress coping and emotional stability. These results are consistent with previous literature, emphasizing the positive effects of self-efficacy and resilience on job satisfaction, stress management, and professional commitment (Cassidy 2015; Wang et al. 2024). Cassidy (2015) research revealed a significant relationship between academic self-efficacy and academic resilience, indicating that self-efficacy enables individuals to exhibit higher levels of resilience by increasing their capacity to manage challenges. In this context, self-efficacy can strengthen teachers' job satisfaction and commitment by enhancing their resilience in the face of occupational stress. Similarly, a study by Wang et al. (2024) found that the relationship between self-efficacy and subjective well-being is indirectly mediated through teaching satisfaction and resilience.

The research highlighted that resilience plays a crucial role in stress management, emotional regulation, and positive adaptation while teaching satisfaction increases job engagement and professional development. Notably, these findings suggest that enhancing teachers' self-efficacy levels represents an important intervention strategy for mitigating stress's negative effects and strengthening subjective well-being.

Baluszek et al. (2023) examined the effects of self-efficacy and resilience on mental health in healthcare workers during the COVID-19 context. Although the professional contexts differ, the findings reveal that self-efficacy and resilience work collaboratively to enhance individuals' stress-coping capacities. This relationship can enable teachers to respond more resiliently to stress factors in classroom environments. Yin et al. (2022) investigated the effects of self-efficacy and positive coping strategies on resilience, concluding that social support indirectly enhances resilience in this relationship. These findings indicate that social support resources can significantly develop self-efficacy and resilience, thereby benefiting teachers' stress management.

In conclusion, the literature demonstrates that occupational self-efficacy and resilience mitigate the negative effects of occupational stress, both independently and mutually, while supporting subjective well-being. This study's findings significantly emphasize that self-efficacy and resilience-based interventions can enhance teachers' stress-coping skills and professional satisfaction.

This study also examined the validity of the OSS-SF Turkish short-form. The research concluded that the scale is reliable and valid for the Turkish teacher population. Demonstrating the psychometric soundness of the OSS-SF in a Turkish context contributes to the broader literature on occupational self-efficacy across cultures. Santa-Cruz-Espinoza et al. (2024) provided further support for the scale's validity by confirming its robust psychometric properties in teacher samples, reinforcing its applicability in diverse cultural settings. Similarly, Rigotti et al. (2008) demonstrated the OSS-SF's structural and construct validity across five different countries, emphasizing its cross-national reliability. Moreover, Chan (2008) found that teacher self-efficacy is shaped by sociocultural and systemic variables such as job-related stress and institutional expectations, particularly in collectivist societies. Confirming the scale's applicability in Türkiye thus represents an important step toward understanding how occupational efficacy perceptions are constructed within a distinct cultural and institutional framework. The scale's use can enable more comprehensive assessments in future research, contributing to the development of more effective interventions in educational policy.

This study provides significant insights at both theoretical and practical levels for understanding the dynamics of occupational stress, self-efficacy, resilience, and subjective well-being among teachers. Specifically, the findings demonstrate the effectiveness of self-efficacy and resilience-based interventions in improving teachers' stress-coping skills and enhancing occupational satisfaction. As supported by the literature (Cassidy 2015; Wang et al. 2024), self-efficacy increases teachers' capacity to manage professional challenges, while resilience plays a critical role in mitigating the negative effects of stress. The obtained findings emphasize the need for a more strategic design of teacher support programs. Stress management training, resilience development workshops, and self-efficacy-focused professional development opportunities can enhance teachers' professional sustainability. Particularly, adopting context-sensitive intervention methods, as highlighted by Frydman and Pitre (2018), can encourage the design of programs tailored to teachers' specific needs. In particular, integrating resilience skills into stress management sessions and promoting self-efficacy through structured mentorship initiatives may strengthen teachers' coping capacities in practical terms. Additionally, strengthening social support systems can indirectly contribute to increased self-efficacy and resilience levels, as noted by Yin et al. (2022).

This study addresses the challenges faced by teachers in the Turkish educational system, offering concrete recommendations for improving educational policies and practices. Education administrators and policymakers should focus on reducing teachers' workload, providing supportive and participatory work environments, and creating structured opportunities to enhance self-efficacy and resilience. In this regard, aligning these strategies with current educational policy priorities in Türkiye could provide more actionable and systemic solutions.

Specifically, addressing contextual factors such as the lack of supervisory support—emphasized by Zhang (2024) and Karimi and Adam (2023)—can be effective in increasing teachers' job satisfaction and well-being.

These approaches will not only support teachers' occupational well-being but also have the potential to improve students' academic achievement and the overall quality of the educational system. Ultimately, this study serves as a critical resource guiding the development of policies and practices that will strengthen teachers' professional sustainability.

The research contributes to the existing literature by providing a comprehensive analysis of the interplay between occupational stress, self-efficacy, and resilience. It also offers evidence-based recommendations for teacher support interventions. Furthermore, the findings highlight the importance of context-specific approaches in addressing professional challenges. Moreover, the results demonstrate the broader implications of teacher well-being on educational quality.

14 | Limitations and Recommendations for Future Studies

While the present study offers significant contributions, several limitations should be acknowledged. First, a cross-sectional research design was employed, which limits the ability to determine causal relationships between occupational stress, occupational self-efficacy, resilience, and subjective well-being. Future research could employ longitudinal designs to examine how self-efficacy and resilience develop over time and their long-term effects on teachers' well-being. Moreover, the cross-sectional nature of the study does not allow for ruling out the possibility of reverse causality—for instance, it is also plausible that higher levels of subjective well-being may enhance occupational self-efficacy and resilience. Additionally, the study did not include control groups with varying occupational stress, resilience, or well-being levels. This absence restricts the capacity to make strong causal inferences regarding the relationships among the variables. To address these limitations, future research could adopt a longitudinal design to better assess the causal relationships between occupational stress, self-efficacy, resilience, and subjective well-being over time. Additionally, including control groups with varying levels of occupational stress, resilience, and well-being would strengthen the ability to make more robust causal inferences. Incorporating these elements could provide a deeper understanding of how these variables interact and evolve in different contexts and over longer periods. Second, convenience sampling was used in this study, which may introduce bias in sample selection and limit the generalizability of the findings. The sample may not fully represent the overall teacher population in Türkiye. To overcome this limitation, future studies could use a more randomized or stratified sampling approach to ensure a more representative sample of the teacher population in Türkiye. This would enhance the external validity of the findings and allow for more accurate generalizations to the broader teacher population.

Third, the study sample consists of 342 teachers from Batman, Türkiye. Due to this regional limitation, the findings may not be generalizable to teachers in other regions of Türkiye. To address this

limitation, future research could include teachers from multiple regions across Türkiye to increase the representativeness of the sample. Fourth, the study relied entirely on self-report measures. Such assessments are subject to various biases, including social desirability bias and recall bias. Moreover, relying solely on self-reported data raises the possibility of common method bias (CMB), which can artificially inflate the observed relationships among variables due to shared measurement context. Although we did not conduct Harman's single-factor test, we acknowledge this as a limitation and have discussed its potential influence. However, the use of validated instruments with distinct item structures may mitigate the risk of CMB to some extent (Podsakoff et al. 2003). Future studies may consider using multiple data sources or methods to reduce this potential bias. To mitigate the biases associated with self-report measures, future research could incorporate a multi-method approach, including behavioral observations, peer assessments, or self-reports. Lastly, although the psychometric properties of the scales used in the study were generally acceptable, the adaptation process of the occupational self-efficacy scale to Turkish culture did not extensively examine potential cultural differences. To address this limitation, future research could conduct a more in-depth examination of the cultural differences that may influence the construct of occupational self-efficacy. This could include exploring how cultural values, norms, and expectations shape teachers' perceptions of self-efficacy in Türkiye, and ensuring that the scale fully captures these cultural differences. Moreover, measurement invariance across different cultures and gender could be tested to improve the utility and applicability of the scale.

However, the relatively high resilience scores in this study suggest that the sample consisted of teachers with already elevated resilience levels. This may indicate a selection bias, where participants with stronger coping mechanisms were more likely to participate, potentially reducing the variability in resilience scores. Prior studies suggest that highly resilient individuals experience lower stress-induced burnout and greater well-being (Chen et al. 2022; Wang et al. 2024), which could explain the strong mediating effect found in this study. While this does not diminish resilience's mediating role, it highlights the need for future research to explore whether the strength of the mediation effect varies across different resilience levels. Future studies could also apply alternative models, such as moderated mediation approaches, to assess whether resilience operates differently across diverse resilience profiles.

15 | Conclusion

This study investigates the mediating role of occupational self-efficacy and resilience in the relationship between occupational stress and subjective well-being based on teachers' perspectives. The findings indicate that occupational stress has a significant negative impact on subjective well-being, occupational self-efficacy, and resilience, whereas both self-efficacy and resilience positively influence subjective well-being. Furthermore, occupational self-efficacy and resilience partially mediate the relationship between occupational stress and subjective well-being. Another key result confirms that the Turkish version of the OSS-SF is a reliable instrument for measuring occupational self-efficacy among Turkish teachers. Strengthening teachers' subjective well-being, resilience, and occupational efficacy is crucial to minimizing their occupational stress levels.

This study provides significant insights at both theoretical and practical levels for understanding the dynamics of occupational stress, self-efficacy, resilience, and subjective well-being among teachers. The research contributes to the existing literature by providing a comprehensive analysis of the interplay between occupational stress, self-efficacy, and resilience. It also offers evidence-based recommendations for teacher support interventions. Furthermore, the findings highlight the importance of context-specific approaches in addressing professional challenges. Moreover, the results demonstrate the broader implications of teacher well-being on educational quality.

Demonstrating the psychometric soundness of the OSS-SF in a Turkish context contributes to the broader literature on occupational self-efficacy across cultures. Santa-Cruz-Espinoza et al. (2024) provided further support for the scale's validity by confirming its robust psychometric properties in teacher samples, reinforcing its applicability in diverse cultural settings. Similarly, Rigotti et al. (2008) demonstrated the OSS-SF's structural and construct validity across five different countries, emphasizing its cross-national reliability. Moreover, Chan (2008) found that teacher self-efficacy is shaped by sociocultural and systemic variables such as job-related stress and institutional expectations, particularly in collectivist societies. Confirming the scale's applicability in Türkiye thus represents an important step toward understanding how occupational efficacy perceptions are constructed within a distinct cultural and institutional framework. The scale's use can enable more comprehensive assessments in future research, contributing to the development of more effective interventions in educational policy.

Specifically, the findings demonstrate the effectiveness of self-efficacy and resilience-based interventions in improving teachers' stress-coping skills and enhancing occupational satisfaction. As supported by the literature (Cassidy 2015; Wang et al. 2024), self-efficacy increases teachers' capacity to manage professional challenges, while resilience plays a critical role in mitigating the negative effects of stress. The obtained findings emphasize the need for a more strategic design of teacher support programs. Stress management training, resilience development workshops, and self-efficacy-focused professional development opportunities can enhance teachers' professional sustainability. Particularly, adopting context-sensitive intervention methods, as highlighted by Frydman and Pitre (2018), can encourage the design of programs tailored to teachers' specific needs. In particular, integrating resilience skills into stress management sessions and promoting self-efficacy through structured mentorship initiatives may strengthen teachers' coping capacities in practical terms. Additionally, strengthening social support systems can indirectly contribute to increased self-efficacy and resilience levels, as noted by Yin et al. (2022).

This study addresses the challenges faced by teachers in the Turkish educational system, offering concrete recommendations for improving educational policies and practices. Education administrators and policymakers should focus on reducing teachers' workload, providing supportive and participatory work environments, and creating structured opportunities to enhance self-efficacy and resilience. In this regard, aligning these strategies with current educational policy priorities in Türkiye could provide more actionable and systemic solutions. Specifically, addressing contextual factors such as the lack of

supervisory support—emphasized by Zhang (2024) and Karimi and Adam (2023)—can be effective in increasing teachers' job satisfaction and well-being.

Beyond these empirical findings, this study makes significant theoretical, practical, and policy contributions. Theoretically, it enriches the literature by providing empirical evidence for the mediating roles of self-efficacy and resilience, offering deeper insights into their interaction in educational contexts. Practically, the findings highlight the necessity of professional development programs that enhance teachers' self-efficacy and resilience, equipping them with effective coping strategies to manage stress and improve job satisfaction. At the policy level, the study underscores the importance of implementing institutional support mechanisms, such as resilience-building training and self-efficacy-enhancing initiatives, to promote a healthier and more sustainable teaching workforce. These approaches will not only support teachers' occupational well-being but also have the potential to improve students' academic achievement and the overall quality of the educational system. Ultimately, this study serves as a critical resource guiding the development of policies and practices that will strengthen teachers' professional sustainability. These findings emphasize the urgent need for interventions aimed at fostering teachers' resilience and self-efficacy, ensuring their long-term well-being and professional effectiveness in increasingly demanding educational environments.

Ethics Statement

Consent

Conflicts of Interest

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Appendix
Teacher occupational self-efficacy scale-short form (Öğretmen mesleki özyeterlik ölçeği-kısa form)

1	2	3	4	5
Strongly disagree (Kesinlikle katılmıyorum)				Strongly agree (Kesinlikle katılıyorum)

ENGLISH Teacher occupational self-efficacy scale-short form	TURKISH Öğretmen mesleki özyeterlik ölçeği-kısa form
1. I can remain calm when facing difficulties in my job because I can rely on my abilities.	**1.** İşimde zorluklarla karşılaştığımda sakin kalabilirim, çünkü yeteneklerime güvenirim.
2. When I am confronted with a problem in my job, I can usually find several solutions.	**2.** İşimle ilgili bir sorunla karşılaştığımda genellikle birkaç çözüm bulabilirim.
3. Whatever comes my way in my job, I can usually handle it.	**3.** İşimde karşıma ne çıkarsa çıksın genellikle başa çıkabilirim.
4. My past experiences in my job have prepared me well for my occupational future.	**4.** İşimle ilgili geçmiş tecrübelerim mesleki geleceğime hazırlıklı olmamı sağlar.
5. I meet the goals that I set for myself in my job.	**5.** İşimde kendim için belirlediğim hedeflere ulaşırım.
6. I feel prepared for most of the demands in my job.	**6.** İşimin gerektirdiği şeylerin çoğuna hazır hissederim.