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Professional Self-Efficacy as a Predictor of Wellbeing Among Secondary School Teachers in Czechia

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Abstract

Self efficacy is considered one of the fundamentals towards wellbeing in social studies therefore, this study aimed at to analyse whether professional self-efficacy constitutes a significant predictor of teachers' psychological wellbeing and to explore the role of selected demographic and professional characteristics. The theoretical framework is grounded in the socio-cognitive theory of self-efficacy and contemporary approaches to teachers' wellbeing. The empirical component is based on quantitative research conducted with a sample of 117 secondary school teachers in the Czech Republic. Self-efficacy was measured using the Teachers' Sense of Efficacy Scale; Short Form (TSES-12), while subjective wellbeing was assessed using the WHO-5 Well-Being Index. The findings revealed a statistically significant positive association between professional self-efficacy and teachers' subjective wellbeing. Professional self-efficacy also emerged as a significant predictor of teachers' psychological wellbeing even after controlling for selected demographic and professional characteristics. In contrast, no statistically significant moderating effect of teaching experience on the observed relationship was identified. The study highlights the importance of teachers' professional self-confidence as one of the key protective factors contributing to psychological wellbeing and emphasises the need for systematic support aimed at strengthening teachers' professional resilience within the context of contemporary schooling.

INTRODUCTION

The teaching profession is currently associated with increasing psychological burden, high demands related to emotional labour, extensive administrative responsibilities, and growing societal expectations regarding educational quality, inclusion, and the promotion of students' mental health. Teachers are exposed not only to demands concerning pedagogical performance, but also to the necessity of managing complex interpersonal relationships, adapting to technological change, coping with increasing occupational uncertainty, and sustaining long-term professional adaptability. These developments have led to intensified scholarly interest in teachers' mental health, professional stability, and overall wellbeing [1, 2]. In contemporary scholarly literature, teacher wellbeing is conceptualised as a multidimensional construct encompassing psychological wellbeing, job satisfaction [3], emotional stability, professional fulfilment, and the capacity to cope with occupational demands over the long term without developing burnout syndrome [4, 5]. Previous research consistently demonstrates that teachers' wellbeing significantly affects not only the quality of their professional lives, but also student motivation, classroom climate, the quality of instruction [6], and the overall effectiveness of the educational process [7, 8]. Conversely, low levels of psychological wellbeing are frequently associated with elevated stress, emotional exhaustion, occupational cynicism, and attrition from the teaching profession [9].

One of the key psychological factors that may influence teachers' wellbeing is professional self-efficacy. The concept of self-efficacy is grounded in Albert Bandura's [10] socio-cognitive theory, according to which self-efficacy refers to an individual's belief in their capability to successfully organise and execute actions required to achieve desired outcomes. Within the educational context, professional self-efficacy

primarily relates to teachers' confidence in their ability to manage instruction effectively, motivate students, cope with challenging situations, and positively influence students' educational outcomes [11]. Existing research suggests that higher levels of professional self-efficacy are associated with lower levels of stress [12, 13] and burnout syndrome [14, 15], greater job satisfaction[16, 17], and a stronger capacity to adapt to demanding occupational conditions [18, 19, 20].Teachers with higher self-efficacy tend to demonstrate greater professional engagement, stronger resilience, and more effective coping with occupational challenges [21].Professional self-efficacy may therefore represent a significant protective factor for teachers' psychological health and an important prerequisite for long-term professional sustainability [22].

Although the issues of teacher wellbeing and professional self-efficacy have attracted considerable scholarly attention in recent years, the relationship between these variables remains insufficiently explored within the secondary school context, particularly in Central European educational settings. Existing research has frequently focused on primary school teachers or on burnout-related issues, whereas a more comprehensive analysis of the relationship between professional self-confidence and the subjective psychological wellbeing of secondary school teachers remains limited.

The present study therefore aims to analyse the relationship between professional self-efficacy and subjective wellbeing among secondary school teachers, while simultaneously examining whether professional self-efficacy constitutes a significant predictor of teachers' psychological wellbeing. The study further considers selected demographic and professional characteristics of respondents, particularly teaching experience. The empirical component of the research is based on a quantitative survey conducted among secondary school teachers in the Czech Republic using the standardised instruments Teachers' Sense of Efficacy Scale – Short Form (TSES-12) and the WHO-5 Well-Being Index.

The present study responds to the growing need to identify psychological factors that support teachers' professional stability and mental health within the context of contemporary schooling. The primary aim of the empirical component of the study is to analyse the relationship between professional self-efficacy and the subjective wellbeing of secondary school teachers. The specific research objectives are as follows; to determine the level of professional self-efficacy among secondary school teachers, to determine the level of subjective wellbeing among secondary school teachers, to analyse the relationship between professional self-efficacy and subjective wellbeing, to verify whether the relationship between self-efficacy and wellbeing remains statistically significant after controlling for selected demographic and professional characteristics. to assess whether selected professional characteristics moderate the relationship between self-efficacy and wellbeing. The findings may prove valuable not only within the field of educational psychology, but also in the development of school-based teacher support strategies, preventive programmes focused on teachers' mental health, and professional development systems aimed at strengthening teachers' professional resilience and wellbeing.

LITERATURE REVIEW

The issue of professional self-efficacy and teacher wellbeing currently represents one of the most prominent areas of inquiry within contemporary educational and psychological research on the teaching profession. Within the context of modern schooling, teacher wellbeing is increasingly associated not only with the quality of teachers' professional lives, but also with instructional effectiveness, the quality of classroom climate, and students' educational outcomes [7, 9]. At the same time, current research highlights the growing levels of psychological strain, emotional exhaustion, and occupational stress experienced by teachers [23, 24], which are associated with high occupational demands, ongoing transformations of educational systems, and increasing societal expectations placed upon the teaching profession[2, 25]. The significance of self-efficacy within educational contexts in the Czech Republic has been comprehensively elaborated by Gavora et al. [26], who emphasise the multidimensional nature of this construct and its importance for teachers' professional development. The authors argue that self-efficacy substantially influences pedagogical behaviour, professional decision-making, emotional stability, and the ways in which teachers cope with occupational demands. They further suggest that teachers with higher levels of professional self-efficacy demonstrate greater adaptability, increased openness to innovation, and stronger engagement in the educational process.

The importance of self-efficacy in teacher education and professional preparation in the Czech context has also been emphasised in [27, 28]. According to authors of these studies professional self-efficacy constitutes one of the key determinants of pedagogical professionalism and teachers' professional identity. In Slovakia, the issue has been addressed, for example, by [29, 30, 31, 32, 33, 34]. These authors consistently argue that perceived professional competence significantly affects not only pedagogical effectiveness, but also psychological resilience, motivation, and teachers' long-term professional stability. Self-efficacy is simultaneously conceptualised as an important factor of self-regulation, creativity, and professional self-development.

Contemporary scholarly literature repeatedly confirms that professional self-efficacy is closely associated with teachers' psychological wellbeing [35, 36]. Teacher wellbeing is commonly defined as a multidimensional construct encompassing psychological wellbeing, job satisfaction, emotional stability, professional fulfilment, and the ability to cope with occupational stress without developing burnout syndrome [5, 37]. Teacher wellbeing is further regarded as a significant determinant of the quality of the educational process, school climate, and the long-term sustainability of the teaching profession [1]. The systematic review [20] concludes that professional self-efficacy constitutes one of the most significant predictors of teachers' occupational wellbeing. The author reports that teachers with higher levels of self-efficacy demonstrate greater work engagement, higher job satisfaction, and lower levels of emotional exhaustion. Furthermore, professional self-efficacy positively influences teachers' ability to cope with occupational demands, supports professional motivation, and reduces the risk of burnout syndrome. Similar conclusions were reached in [38]. This study analysed analysed the relationship between professional self-efficacy, job satisfaction, and subjective wellbeing among language teachers. Their findings demonstrated a statistically significant positive association between professional self-efficacy and teachers' subjective wellbeing, while professional self-efficacy emerged as the strongest predictor of teachers' psychological wellbeing.

The importance of professional self-efficacy for teachers' psychological wellbeing has also been confirmed in study [22], that investigated emotional factors and self-efficacy among pre-service teachers. The authors identified positive relationships between self-efficacy, emotional intelligence, psychological resilience, and psychological wellbeing. Their findings further indicated that stress and burnout symptoms constitute significant negative predictors of teachers' psychological wellbeing. The issue of teacher wellbeing is also closely interconnected with burnout syndrome. Authors of [39] argue that low professional self-efficacy significantly increases the likelihood of burnout development. Their study demonstrated that professional self-efficacy constitutes a stronger predictor of burnout syndrome than wellbeing itself. Teachers with higher levels of professional self-confidence exhibited lower levels of emotional exhaustion and greater capacity to cope with occupational stress.

The significance of professional self-efficacy is further supported by the study [40], which analysed the professional self-efficacy of student teachers within the context of inclusive education. The findings indicated that higher levels of self-efficacy were associated with greater occupational motivation, stronger professional engagement, and higher preparedness to manage demanding pedagogical situations. The authors further emphasised that professional self-efficacy significantly contributes to the long-term sustainability of the teaching profession and to teachers' ability to cope with the diversity of contemporary educational environments. The issue of teachers' psychological wellbeing gained particular prominence following the COVID-19 pandemic, which fundamentally transformed teachers' working conditions. Authors [41] emphasise that teachers were required to adapt rapidly to new forms of instruction, increased workload, and uncertainty associated with the transformation of educational environments. These changes contributed to increased stress, emotional exhaustion, and psychological burden among teachers. At the same time, however, research has shown that teachers with higher levels of professional self-efficacy managed these changes more effectively and demonstrated greater psychological resilience [42].

The scholarly literature also highlights the role of school environment and organisational support in shaping teachers' professional self-efficacy and wellbeing [43, 44]. Skaalvik and Skaalvik [9]argue that the quality of school climate, leadership support, and interpersonal relationships in the workplace significantly influence teachers' psychological wellbeing and professional self-confidence. Similarly, [1, 45] conclude that support for professional autonomy, positive school climate, and high-quality workplace relationships represent important protective factors contributing to teachers' wellbeing. Contemporary research further confirms that professional self-efficacy is strongly associated with teachers' work engagement. [46, 47]point out that teachers with higher levels of professional self-confidence demonstrate greater occupational engagement, vitality, and professional motivation. These teachers also tend to employ more adaptive coping strategies [48] and cope more effectively with occupational stressors [49, 50, 51].

Literature Gap

Contemporary scholarly literature confirms that professional self-efficacy constitutes a significant psychological factor influencing teachers' occupational functioning, professional engagement, and psychological wellbeing [10, 11, 19]. Research conducted in recent years has repeatedly demonstrated positive associations between professional self-efficacy, job satisfaction, resilience, and teachers' subjective wellbeing [20, 22, 38]. At the same time, professional self-efficacy has been linked to lower levels of burnout syndrome, greater emotional stability, and more effective coping with occupational stress [9, 39]. Despite the growing scholarly attention devoted to professional self-efficacy and teacher wellbeing, this area remains comparatively underexplored within the context of secondary education, particularly in the Czech and Slovak educational environments. Existing studies frequently focus on primary school teachers[52, 53]or on specific domains of educational psychology[54, 55], whereas comprehensive analyses of the relationship between professional self-efficacy and subjective wellbeing among secondary school teachers remain limited. The distinctive characteristics of secondary school teaching, including increased academic demands, work with adolescent populations, pressure related to student performance, and responsibilities associated with students' educational and vocational orientation, may substantially affect both teachers' psychological burden and their professional self-efficacy [2]. This creates considerable scope for further empirical research aimed at identifying factors that support teachers' psychological wellbeing and professional stability within contemporary educational environments.

Another important research gap concerns the geographical concentration of existing studies. The majority of empirical research examining the relationship between professional self-efficacy and teacher wellbeing originates from Western educational systems, particularly those of the United States, Canada, Australia, and several Asian countries [18, 19].By contrast, research conducted within Central European educational contexts, especially in Czech and Slovak school systems, remains relatively limited. Yet the specific institutional, cultural, and organisational characteristics of educational systems may significantly shape teachers' professional experiences, psychological wellbeing, and perceptions of professional competence. A further research gap lies in the relatively limited use of predictive models examining professional self-efficacy as a determinant of teachers' psychological wellbeing. Although numerous studies confirm the existence of a correlational relationship between self-efficacy and teachers' psychological wellbeing, fewer investigations analyse self-efficacy as a significant predictor of wellbeing while simultaneously controlling for additional demographic and professional characteristics [20, 38].

Insufficient attention has also been devoted to the potential moderating role of teaching experience in the relationship between professional self-efficacy and wellbeing. Some studies suggest that professional experience may strengthen teachers' psychological resilience and stability [18], whereas others indicate that prolonged occupational burden may instead increase the risk of emotional exhaustion and professional stress[9]. Empirical findings in this area therefore remain inconsistent and inconclusive. Contemporary literature further highlights the increasing importance of psychological protective factors supporting teachers' professional stability under the conditions of modern schooling. Following the COVID-19 pandemic, the issue of teachers' mental health has become a major focus of

scholarly interest, and research has increasingly examined the psychological resources enabling teachers to cope with elevated workload, uncertainty, and rapid changes in educational environment [42]. Nevertheless, the mechanisms through which professional self-efficacy contributes to teachers' long-term wellbeing within contemporary secondary school settings remain insufficiently understood. The present study responds to these identified research gaps in several ways. First, it focuses specifically on secondary school teachers within the Czech educational context. Second, it analyses the relationship between professional self-efficacy and subjective wellbeing using standardised psychological instruments. Third, it examines the predictive significance of professional self-efficacy while controlling for selected demographic and professional variables. Finally, the study considers the potential moderating role of teaching experience, thereby contributing to a more comprehensive understanding of the factors influencing teachers' psychological wellbeing in contemporary educational settings.

Hypotheses development: Social cognitive theory conceptualises self-efficacy as a psychological resource that strengthens individuals' capacity to cope with demanding situations and maintain motivation under prolonged stress. Teachers with higher levels of professional self-confidence tend to achieve better instructional outcomes, experience greater job satisfaction, and are less susceptible to emotional exhaustion. Strong beliefs in one's professional capabilities also foster resilience, enabling teachers to perceive challenging situations as opportunities for growth rather than solely as sources of pressure. Resilience subsequently contributes to maintaining emotional balance, psychological wellbeing, and effective social functioning within the occupational environment [56]. It may therefore be assumed that higher levels of self-efficacy are associated with higher levels of subjective wellbeing. Based on the theoretical background, discussion above and previous empirical findings, the following hypothesis was formulated; Hypothesis one (H1): Higher levels of teacher self-efficacy are positively associated with higher levels of subjective wellbeing.

Self-efficacy influences the experience of both positive and negative emotions by increasing self-confidence and reducing stress. Consequently, its influence on psychological wellbeing may be considered relatively stable and not merely a by-product of demographic characteristics. Previous studies (e.g., [57]) further suggest that certain professional characteristics, such as length of teaching experience, may not exert a substantial influence on wellbeing. It can therefore be assumed that self-efficacy will remain a significant predictor of subjective wellbeing even after controlling for age, gender, and length of teaching experience. Based on the theoretical background, discussion above and previous empirical findings, the following hypothesis was formulated; Hypothesis two (H2): The relationship between self-efficacy and wellbeing remains statistically significant after controlling for demographic and professional variables.

Teachers at different stages of their professional careers may utilise psychological resources in distinct ways. Early-career teachers may depend more strongly on beliefs regarding their own professional competence than their more experienced colleagues. Existing research, however, provides mixed findings. For example, Mahoney's dissertation [57] demonstrated that length of teaching experience alone was not significantly associated with psychological wellbeing, although another interaction effect -

specifically the combination of high classroom-management self-efficacy and the use of behavioural management strategies - proved statistically significant. Such inconsistency suggests that professional characteristics may either facilitate or hinder teachers' ability to utilise self-efficacy in support of their wellbeing, and therefore their moderating role warrants empirical verification. Based on the theoretical background, discussion above and previous empirical findings, the following hypothesis was formulated; Hypothesis three (H3): Selected professional characteristics (e.g., length of teaching experience) moderate the relationship between self-efficacy and wellbeing.

RESEARCH METHODOLOGY

Design

The present study is designed as a quantitative where cross-sectional investigation employs a correlational and predictive research design aimed at identifying both the strength and the nature of the relationship between the examined variables, while simultaneously verifying the predictive significance of professional self-efficacy in relation to teachers' psychological wellbeing. In addition, the study incorporates an explanatory dimension, enabling the assessment of the influence of selected demographic and professional characteristics on the investigated relationships. The theoretical framework of the study is based on Albert Bandura's social cognitive theory [10], according to which individuals' beliefs regarding their own capabilities substantially influence emotional functioning, coping with stress, behavioural regulation, and psychological adaptation. Within the educational context, professional self-efficacy has consistently been associated with higher levels of work engagement, psychological resilience, lower levels of burnout syndrome, and enhanced professional wellbeing [9, 11].

Sampling Technique and Size

The research sample consisted of 117 secondary school teachers from the Czech Republic. Respondents were recruited through an online questionnaire administered via the Survio platform. The questionnaire link was distributed electronically. In the initial phase, the survey was disseminated through direct online distribution, followed by email communication with secondary schools requesting that the questionnaire be forwarded to teaching staff. The sampling procedure corresponded to convenience sampling, as participation was voluntary and involved teachers willing to complete the questionnaire. Table 1 indicates that the mean age of the respondents was 44.8 years (SD = 9.6). The youngest respondent was 25 years old, whereas the oldest respondent was 62 years old. The median age reached 45 years, and the most frequently represented age (mode) was 41 years. These descriptive characteristics suggest that the research sample consisted predominantly of teachers in the middle stages of their professional careers, while simultaneously encompassing respondents with both relatively limited and extensive teaching experience, showed a more heterogeneous research sample and enables the inclusion of perspectives from teachers representing different career stages and professional trajectories and the relatively balanced distribution of age values indicates that the sample was not disproportionately concentrated within a single age category.

Based on Table 1, it can be safely concluded that 34 men (29.1%) and 83 women (70.9%) participated which means it reflects the predominance of female teachers commonly observed within the educational sector, particularly in the context of secondary education in Central European countries. Although women constituted the majority of respondents, the inclusion of both male and female teachers enabled the consideration of potential gender-related differences in the subsequent analyses. At the same time, the unequal gender distribution should be interpreted with caution when generalising the findings, as it may partially reflect the broader demographic composition of the teaching profession rather than a fully balanced representation of genders within the sample.

Table-1 further shows that the largest group consisted of teachers with 21 or more years of teaching experience, comprising 48 respondents (36.8%). A further 39 respondents (33.3%) reported between 11 and 20 years of teaching experience. Teachers with 5–10 years of professional experience accounted for 21 respondents (17.9%), whereas the least represented group consisted of teachers with less than 5 years of teaching experience, comprising 14 respondents (12.0%). These findings indicate that the research sample was dominated by relatively experienced teachers with longer professional trajectories within the educational system. The predominance of respondents with more than ten years of teaching experience may suggest a higher degree of professional stabilisation and accumulated pedagogical expertise within the sample. The inclusion of early-career teachers enabled the study to capture perspectives across different stages of professional development. The variability in teaching experience thus creates a suitable basis for examining whether professional experience influences the relationship between professional self-efficacy and subjective wellbeing.

Based on Table-1, it can be concluded that 73 teachers (62.4%) were employed at vocational secondary schools. A further 42 respondents (35.9%) taught at grammar schools, while 2 teachers (1.7%) reported working at conservatory schools. These findings indicate that the research sample was composed predominantly of teachers working within vocational secondary education. The relatively strong representation of both vocational secondary schools and grammar schools allows for the inclusion of teachers operating in educational environments characterised by differing curricular demands, student profiles, and institutional expectations. By contrast, conservatory teachers constituted only a marginal proportion of the sample, and therefore conclusions relating specifically to this subgroup should be interpreted with caution. The variability in school types nevertheless contributes to a broader understanding of professional self-efficacy and subjective wellbeing across different segments of secondary education.

Table 1
Demographic Characteristics of Secondary School Teachers (n = 117)

Variable	Category	N	%	Min	Max	Mode	Median
Age				25	62	41	45
Gender	Male	34	29.1				
	Female	83	70.9				
	Total	**117**	**100**				
Teaching Experience	Less than 5 years	14	12				
	5–10 years	21	17.9				
	11–20 years	39	33.3				
	21 years and above	43	36.8				
	Total	**117**	**100**				
Type of Secondary School	Grammar School	42	35.9				
	Vocational Secondary School	73	62.4				
	Conservatory School	2	1.7				
	Total	**117**	**100**				

Source: Researcher

Instrumentation

The dependent variable was the subjective wellbeing of secondary school teachers, measured using the WHO-5 Well-Being Index. The independent variable was teachers' professional self-efficacy, assessed through the Teachers' Sense of Efficacy Scale – Short Form (TSES-12). In addition, several control variables were included in the analysis, specifically gender, age, and length of teaching experience. Although the use of convenience sampling limits the generalisability of the findings, this approach represents a commonly employed procedure in educational and psychological research focusing on professional respondent groups [58, 59]. In the context of the present study, convenience sampling enabled access to practising secondary school teachers from diverse educational settings

Data collection was conducted through a structured online questionnaire comprising three sections: demographic information, measurement of professional self-efficacy, and measurement of subjective wellbeing. Professional self-efficacy was assessed using the Teachers' Sense of Efficacy Scale – Short Form (TSES-12) developed by Tschannen-Moran and Hoy [11]. The instrument consists of 12 items, each rated on a nine-point Likert-type scale, where the anchor points 1, 3, 5, 7, and 9 range from "nothing" to "a great deal". Higher scores indicate a greater level of perceived professional efficacy. The questionnaire is

structured into three subscales; Student Engagement: sample items included; To what extent can you motivate students who show low interest in schoolwork? To what extent can you calm a student who is disruptive or noisy? To what extent can you help students value learning? And To what extent can you collaborate with families to support students' academic success? Instructional Strategies: sample items included as; To what extent can you strengthen students' belief that they can succeed at school? To what extent can you use a variety of assessment strategies? To what extent can you provide alternative explanations or examples when students are confused? and To what extent can you implement alternative instructional strategies in the classroom? Classroom Management: sample items included, as; to what extent can you control disruptive behaviour in the classroom? To what extent can you foster students' critical thinking? To what extent can you ensure that students follow classroom rules? and to what extent can you establish an effective classroom management system for each group of students?

As the scale does not contain reverse-scored items, no recoding procedures were required prior to score calculation. Given that the instrument does not provide normative cut-off values, interpretation of the results was based on the relative comparison of scores within the investigated sample [11]. Subjective wellbeing was measured using the WHO-5 Well-Being Index developed by the World Health Organization [60]. The instrument consists of five items focusing on the experience of positive emotions, vitality, and overall psychological wellbeing during the preceding two weeks. Respondents evaluate each statement on a six-point scale ranging from 0 to 5, where 0 indicates that the given state was experienced "at no time" and 5 indicates that it was experienced "all of the time". Higher scores therefore reflect a higher level of experienced wellbeing.

The raw score was calculated as the sum of responses across all five items, yielding a possible range from 0 to 25 points. To obtain the final score on a scale ranging from 0 to 100 points, the raw score was multiplied by four. Higher final scores indicate higher levels of subjective wellbeing. The instrument contains no reverse-scored items; consequently, no recoding procedures were necessary prior to score calculation. According to the recommendations of the World Health Organization, scores below the threshold of 50 points may indicate reduced psychological wellbeing and are considered an indicator warranting further professional assessment [60]. The WHO-5 Well-Being Index has demonstrated high reliability and validity across diverse populations, including educational professionals [61]. Scores below the threshold of 50 points are commonly interpreted as indicative of reduced psychological wellbeing.

Data Collection

Data collection was conducted electronically through an anonymous online questionnaire during the 2025/2026 academic year. The questionnaire was distributed primarily via school management representatives and professional educational networks in order to reach practising secondary school teachers across different educational settings within the Czech Republic. The online format of data collection was selected to facilitate accessibility, increase respondent convenience, and enable efficient administration across geographically diverse school environments. Participation in the study was entirely voluntary and anonymous. Prior to completing the questionnaire, all respondents were provided

with detailed information regarding; the purpose and objectives of the study, the anonymity and confidentiality of data processing, the voluntary nature of participation and the possibility of withdrawing from the study at any stage without any negative consequences. Respondents were also informed that the collected data would be used exclusively for research purposes and analysed in aggregated form, thereby ensuring that no individual participant could be identified. The ethical principles of confidentiality, informed consent, and voluntary participation were respected throughout the entire research process. The average completion time for the questionnaire ranged between approximately 10 and 15 minutes. The relatively concise structure of the research instrument was intentionally designed to minimise respondent burden and reduce the risk of incomplete responses while maintaining adequate coverage of the investigated psychological constructs. The use of an online questionnaire additionally enabled standardised administration conditions for all participants and facilitated subsequent statistical processing of the collected data.

Data Analysis Procedures

The collected data were analysed using IBM SPSS Statistics, version 29. Subsequently, the reliability of the employed measurement scales was assessed using Cronbach's alpha coefficient. Prior to the application of parametric statistical procedures, assumptions of normality and linearity of relationships between variables were examined to ensure the appropriateness of subsequent analyses. To analyse the relationship between professional self-efficacy and subjective wellbeing, Pearson's correlation coefficient was employed. In order to verify the predictive significance of professional self-efficacy, hierarchical linear regression analysis was subsequently conducted. In the first step of the regression model, demographic and professional control variables were entered into the analysis. In the second step, professional self-efficacy variables were incorporated into the model to assess their additional explanatory contribution to subjective wellbeing. To examine the potential moderating effect of length of teaching experience, moderated regression analysis incorporating interaction effects was applied. This procedure enabled the assessment of whether the strength or direction of the relationship between professional self-efficacy and subjective wellbeing varied according to different levels of teaching experience. The threshold for statistical significance was established at $p < .05$.

Ethical Considerations

Participation in the study was entirely voluntary and based on the principle of informed consent. No personally identifiable information enabling retrospective identification of respondents was collected during the research process. All data were processed anonymously and used exclusively for scientific and research purposes. The study adhered to the principles of personal data protection, confidentiality, and participant autonomy in accordance with standard ethical guidelines applicable to social science research. Respondents were fully informed about the purpose of the study, the voluntary nature of participation, and their right to withdraw from the research at any stage without any adverse consequences.

RESULTS

The presentation of the results is structured in accordance with the research objectives and formulated hypotheses outlined in the preceding methodological section. The interpretation of the findings is grounded not only in statistical significance but also in their broader psychological and educational implications for teachers' professional functioning and wellbeing within the context of contemporary secondary education. As summarized in Table 5; the internal consistency of the Teachers' Sense of Efficacy Scale - Short Form (TSES-12) was assessed using Cronbach's alpha coefficient. The alpha values for the individual subscales ranged from 0.84 to 0.88, indicating very good internal consistency across the respective dimensions of the instrument. The overall scale achieved a Cronbach's alpha value of $\alpha = 0.91$, which may be interpreted as evidence of high reliability within the investigated sample. The obtained coefficients substantially exceed the commonly recommended reliability threshold of $\alpha = 0.70$, thereby confirming an adequate degree of item homogeneity and stable psychometric properties of the scale. These findings suggest that the individual items consistently capture the underlying construct of professional self-efficacy and demonstrate a satisfactory level of coherence across the examined dimensions, including student engagement, instructional strategies, and classroom management. From a methodological perspective, the high reliability coefficients strengthen the credibility and interpretative robustness of the subsequent statistical analyses. The results therefore support the suitability of the TSES-12 as a psychometrically sound instrument for examining professional self-efficacy among secondary school teachers and for analysing its relationship with subjective wellbeing within the context of the present study.

Table 2
Internal Consistency of the TSES-12 Scale

Subscale	**Cronbach's α**
Student Engagement	0.84
Instructional Strategies	0.88
Classroom Management	0.86
Total TSES-12 Score	0.91
Source: Researcher	

The descriptive analysis presented in Table 3 indicates that the mean value of overall self-efficacy reached 6.86 points on a scale ranging from 1 to 9. This value is situated within the upper range of the scale and suggests a relatively high level of perceived professional efficacy among the teachers. Respondents therefore generally evaluated their ability to manage pedagogical situations, organise instruction, and respond to the demands of the teaching profession in a predominantly positive manner. The standard deviation of 0.91 further indicates that respondents' answers were not markedly dispersed. Although certain differences in the level of professional self-confidence were observed among individual teachers, the sample as a whole did not appear substantially heterogeneous. It may therefore be

assumed that professional self-efficacy represented a relatively stable psychological characteristic within the investigated sample. A similar pattern was also evident across the individual subscales.

The highest mean score was recorded in the domain of instructional strategies, suggesting that teachers expressed the greatest confidence in their abilities related to the selection of teaching methods, explanation of subject matter, and organisation of the educational process. Slightly lower, though still relatively high, values were identified in the domains of classroom management and student engagement. Overall, the findings indicate a relatively balanced and generally elevated level of professional self-efficacy across the various dimensions of pedagogical activity. At the same time, the results suggest that student engagement and the management of student motivation may represent comparatively more demanding aspects of pedagogical practice, even for more experienced educators. Following the evaluation of professional self-efficacy, attention was directed towards the second principal variable of the study, namely the subjective wellbeing of secondary school teachers, assessed using the WHO-5 Well-Being Index. The following section first presents the results of the reliability assessment of the instrument and subsequently the descriptive characteristics of the obtained scores within the investigated sample. The internal consistency of the WHO-5 Well-Being Index was examined using Cronbach's alpha coefficient. The coefficient reached a value of $\alpha = 0.87$, indicating very good internal consistency of the instrument within the investigated sample. The obtained value substantially exceeds the commonly recommended reliability threshold of $\alpha = 0.70$, thereby confirming an adequate degree of item homogeneity across the scale. The individual items demonstrated consistent interrelatedness and reliably captured respondents' subjective experience of psychological wellbeing. TheWHO-5 scale therefore exhibited stable psychometric properties within the present research sample and may be considered a suitable instrument for the assessment of subjective wellbeing among secondary school teachers.

Table 3
Descriptive Characteristics of the TSES-12 Scale

Scale	**M**	**SD**	**Min**	**Max**
Student Engagement	6.72	0.98	3.5	8.75
Instructional Strategies	7.01	0.89	4	8.8
Classroom Management	6.84	1.02	3.25	8.75
Total TSES-12 Score	6.86	0.91	4.1	8.5
Source: Researcher				

Based on the data presented in Table 4, it can be concluded that the mean level of subjective wellbeing reached 62.3 points on a 0–100 scale. On average, the teachers therefore evaluated their psychological wellbeing as relatively satisfactory, although not exceptionally high. The obtained value exceeds the threshold of 50 points, which is commonly interpreted within the WHO-5 framework as indicative of reduced psychological wellbeing, and thus suggests a generally favourable subjective evaluation of

psychological functioning within the examined sample. At the same time, however, the standard deviation of 16.9 points indicates a relatively substantial degree of variability in responses across individual participants. Psychological wellbeing was therefore not distributed uniformly within the research sample, and considerable inter individual differences were identified in the subjective experience of wellbeing among teachers. This interpretation is further supported by the wide range of observed scores, with the lowest recorded value reaching 28 points and the highest attaining 92 points. The sample thus included both teachers demonstrating comparatively low levels of psychological wellbeing and respondents who evaluated their current life situation in markedly positive terms. Given that the threshold of 50 points within the WHO-5 scale is generally regarded as an indicative cut-off for reduced wellbeing, a subsequent analysis was conducted to examine the distribution of respondents according to this critical value.

Table 4
Descriptive Characteristics of the WHO-5 Scale

Subjective Wellbeing	M	SD	Min.	Max.
	62.3	16.9	28	92
Source: Researcher				

Table 5 indicates that 30 respondents (25.6%) achieved scores of 50 points or below, thus falling within the range commonly associated with a reduced level of subjective wellbeing. In contrast, 87 teachers (74.4%) scored above this threshold. Although the majority of the examined sample demonstrated a relatively satisfactory level of psychological wellbeing, the findings simultaneously point to the existence of a substantial subgroup of teachers potentially experiencing elevated psychological strain or lower levels of subjective wellbeing. The descriptive findings therefore provide an initial overview of the levels of professional self-efficacy and subjective wellbeing within the examined sample of secondary school teachers, while simultaneously establishing a basis for subsequent analyses examining the relationship between these two variables. The following section therefore presents the results of the statistical analyses conducted to test the formulated research hypotheses.

Table 5
Subjective Wellbeing According to the Critical Threshold of 50 Points

Subjective Wellbeing	**n**	**%**
Up to 50 points	30	25.6
Above 50 points	87	74.4
Total	117	100
Source: Researcher		

Hypothesis one (H1): Higher levels of teachers' professional self-efficacy are positively associated with higher levels of subjective wellbeing. As summarized results in Table 6 both variables were measured on interval scales and previous analyses did not indicate any substantial violation of the assumption of normality, Pearson's correlation coefficient was employed to assess the association between the variables. This statistical method allows for the evaluation of the direction, strength, and statistical significance of the linear relationship between two continuous variables. The aim of the analysis was to determine whether higher levels of professional self-efficacy were associated with higher levels of subjective wellbeing within the examined sample of secondary school teachers.

Table 6
Correlation between Professional Self-Efficacy and Subjective Wellbeing

Variables	**r**	**p**
Self-efficacy × Subjective wellbeing	0.52	0.0003
Source: Researcher		

The results of the correlational analysis presented in Table 6 demonstrated a statistically significant positive relationship between professional self-efficacy and teachers' subjective wellbeing ($r = 0.52$; $p < 0.001$). The obtained correlation coefficient corresponds to a moderately strong positive association between the two variables and indicates that higher levels of perceived professional efficacy are associated with higher levels of subjective psychological wellbeing. Teachers who evaluated their pedagogical competencies more favourably simultaneously tended to report higher levels of psychological wellbeing during the preceding two-week period. At the same time, the strength of the identified relationship suggests that professional self-efficacy constitutes a significant psychological factor associated with teachers' subjective wellbeing, although it cannot be regarded as the sole determinant. The psychological wellbeing of teachers is likely to be influenced by a broader constellation of personal, professional, and institutional factors. Nevertheless, the observed correlational relationship confirms the importance of professional self-efficacy as a substantial psychological resource supporting the subjective wellbeing of teachers. Based on these findings, Hypothesis H1 was confirmed.

Hypothesis two (H2): The relationship between professional self-efficacy and wellbeing remains statistically significant after controlling for demographic and professional variables. To test this hypothesis, linear regression analysis was employed (results are grouped in Table 7), as this method enables the assessment of the effect of a principal independent variable on a dependent variable while simultaneously controlling for additional factors. Subjective wellbeing served as the dependent variable, professional self-efficacy represented the primary independent variable, and gender, age, length of teaching experience, and school type were included as control variables within the regression model.

Table 7
Linear Regression Analysis – Prediction of Subjective Wellbeing

Predictor	**β**	**p**
Self-efficacy	0.47	0.0001
Gender	0.12	0.15
Age	-0.08	0.29
Length of teaching experience	-0.1	0.21
School type	0.05	0.48
$R^2 = 0.30$		
Source: Researcher		

The results of the linear regression analysis presented in Table 7 indicate that professional self-efficacy remained a statistically significant predictor of subjective wellbeing even after demographic and professional variables had been incorporated into the model (β = 0.47; p = 0.0001). Although the strength of the relationship decreased slightly in comparison with the initial correlational analysis, it continued to correspond to a moderately strong effect. These findings therefore suggest that higher levels of perceived professional efficacy are associated with higher levels of subjective wellbeing relatively independently of the respondents' basic demographic and professional characteristics. At the same time, none of the control variables reached statistical significance within the regression model. Gender did not demonstrate a significant relationship with subjective wellbeing (β = 0.12; p = 0.15), nor did age (β = -0.08; p = 0.29), length of teaching experience (β = -0.10; p = 0.21), or school type (β = 0.05; p = 0.48). The inclusion of these variables in the regression model therefore did not result in any substantial attenuation of the relationship between professional self-efficacy and wellbeing. The findings of the regression analysis further suggest that professional self-efficacy represents a relatively stable psychological factor associated with the subjective wellbeing of secondary school teachers. The identified relationship therefore cannot be explained solely by the respondents' basic demographic or professional characteristics. Based on these findings, Hypothesis H2 was supported.

Hypothesis three (H3): Selected professional characteristics moderate the relationship between professional self-efficacy and wellbeing. The third research hypothesis assumed that selected professional characteristics, specifically the length of teaching experience, might modify the relationship between professional self-efficacy and teachers' subjective wellbeing. To test this hypothesis, moderated regression analysis was employed, as this method enables the assessment of whether the relationship between an independent and a dependent variable varies according to the level of another variable. An interaction term was therefore included in the regression model, created as the product of professional self-efficacy and length of teaching experience. The statistical significance of the

interaction effect subsequently allowed for the evaluation of whether teaching experience genuinely moderates the relationship between professional self-efficacy and subjective wellbeing.

Table 8
Moderated Regression Analysis – Prediction of Subjective Wellbeing (Interaction between Self-Efficacy and Length of Teaching Experience)

Predictor	**β**	**p**
Self-efficacy	0.46	0.0001
Length of teaching experience	-0.09	0.24
Self-efficacy × Length of teaching experience	0.07	0.41
Source: Researcher		

The results of the moderated regression analysis (summarized in Table 8) did not demonstrate a statistically significant interaction effect between professional self-efficacy and length of teaching experience (β = 0.07; p = 0.41). Length of teaching experience therefore does not alter the strength of the relationship between professional self-efficacy and subjective wellbeing. In other words, the positive relationship between perceived professional efficacy and psychological wellbeing appears to remain relatively stable across different stages of teachers' professional careers. At the same time, professional self-efficacy itself remained a statistically significant predictor of subjective wellbeing (β = 0.46; p = 0.0001), whereas length of teaching experience as an independent variable did not demonstrate a statistically significant relationship with subjective wellbeing (β = -0.09; p = 0.24). The findings therefore suggest that the duration of professional experience alone does not constitute a factor that substantially strengthens or weakens the relationship between professional self-efficacy and teachers' wellbeing. It may therefore be assumed that teachers' psychological wellbeing is influenced not merely by the length of professional experience, but rather by the quality of professional experience, the organisational climate of the school, leadership support, the availability of professional support systems, and teachers' individual adaptive strategies. Based on these findings, Hypothesis H3 was not supported.

The empirical part of the study demonstrated that secondary school teachers reported relatively high levels of professional self-efficacy and simultaneously achieved an average level of subjective wellbeing above the recommended threshold of 50 points on the WHO-5 scale. Nevertheless, approximately one quarter of the respondents obtained scores indicating potentially reduced psychological wellbeing, suggesting the existence of a subgroup of teachers characterised by increased psychological vulnerability. The analysis of the relationship between the principal variables further confirmed a statistically significant positive association between professional self-efficacy and subjective wellbeing. Teachers with higher levels of professional self-confidence more frequently reported higher levels of psychological wellbeing, and this relationship persisted even after controlling for gender, age, length of teaching experience, and school type. Based on the results of the correlational and regression analyses, Hypotheses H1 and H2 were confirmed, whereas Hypothesis H3 was not supported. The obtained

findings support the assumption that professional self-efficacy may represent a significant psychological resource associated with the subjective wellbeing of secondary school teachers. At the same time, the results indicate the necessity of paying increased attention to teachers exhibiting lower levels of psychological wellbeing, as persistently reduced wellbeing may constitute a risk factor for professional dissatisfaction, psychological exhaustion, and diminished professional stability.

DISCUSSION OF FINDINGS

The findings of the present study confirm that professional self-efficacy represents a significant psychological factor associated with the subjective wellbeing of secondary school teachers. The identified positive correlation indicates that teachers demonstrating higher levels of confidence in their own pedagogical competencies simultaneously report higher levels of psychological wellbeing. This finding is consistent with Bandura's [10] social cognitive theory, according to which individuals' beliefs regarding their own capabilities substantially influence coping processes, emotional regulation, and psychological adaptation. Within the pedagogical context, it may be assumed that teachers with higher levels of professional self-efficacy perceive demanding occupational situations as more manageable, regulate the instructional process more effectively, and respond more flexibly to students' needs. Professional self-efficacy may therefore function as an important personal psychological resource supporting teachers' psychological stability. This conclusion also corresponds with the Job Demands–Resources model[46], according to which personal resources enable individuals to cope more effectively with occupational demands and reduce the negative consequences of professional stress.

The descriptive findings simultaneously revealed relatively high levels of professional self-efficacy among the participating teachers. Respondents reported the highest levels of confidence in the domain of instructional strategies, whereas comparatively lower levels of certainty were identified in the area of student engagement. This finding suggests that motivating and actively engaging students may constitute one of the more demanding aspects of pedagogical practice even for experienced teachers. The results correspond with the conceptualisation proposed by [11] that defines teacher self-efficacy as a profession-specific belief relating to the capacity to manage instruction effectively, motivate students, and handle pedagogical situations successfully. Relatively high levels of professional self-efficacy have likewise been identified in other studies conducted within educational settings. Smetáčková et al. [62] during the pilot validation of a Czech teacher self-efficacy scale, found that teachers generally reported substantial confidence in their professional competencies. Similarly, Emiru and Gedifew[63] identified above-average levels of self-efficacy among secondary school teachers across the examined dimensions. The present findings therefore support the assumption that professional self-efficacy represents a relatively stable psychological construct within the teaching profession.

The subjective wellbeing of teachers within the examined sample reached a moderately favourable level overall; nevertheless, nearly one quarter of respondents achieved scores below the 50-point threshold of the WHO-5 scale.

This finding suggests that even within a sample characterised by relatively satisfactory overall psychological wellbeing, there exists a subgroup of teachers exhibiting increased psychological vulnerability. The results therefore support the multidimensional conceptualisation of teacher wellbeing, according to which teachers' psychological wellbeing emerges through the interaction between personal psychological resources and the occupational environment of the school [2, 64]. The principal finding of the study is the confirmation of a statistically significant relationship between professional self-efficacy and subjective wellbeing. The identified correlation of moderate strength indicates that professional self-confidence constitutes an important, although not exclusive, determinant of teachers' psychological wellbeing. Furthermore, the regression analysis demonstrated that professional self-efficacy remained a significant predictor of subjective wellbeing even after controlling for gender, age, length of teaching experience, and school type. The regression model explained approximately 30% of the variance in subjective wellbeing, suggesting that professional self-efficacy represents a substantial psychological determinant of teachers' psychological wellbeing.

The findings correspond with previous research confirming the positive relationship between professional self-efficacy and teacher wellbeing. Authors [39] identified professional self-efficacy as a significant predictor of subjective wellbeing among language teachers. The review study [19] further demonstrated that higher teacher self-efficacy is associated with greater job satisfaction, lower levels of emotional exhaustion, and increased professional fulfilment. Similarly, [65] confirmed a positive relationship between teacher self-efficacy and psychological wellbeing, although the strength of this relationship varied across studies depending on the measurement instruments employed, the cultural context, and the characteristics of the research samples. The findings of the present study may also be interpreted within the broader context of the long-term sustainability of the teaching profession. An and Tao[39] argue that higher professional self-efficacy substantially reduces the risk of burnout syndrome and enhances the capacity to cope with prolonged occupational strain. Although burnout syndrome was not directly examined in the current study, the identified relationship between self-efficacy and wellbeing suggests that professional self-efficacy may constitute a significant protective factor for teachers' psychological health.

An additional important finding of the study concerns the absence of a confirmed moderating effect of teaching experience on the relationship between professional self-efficacy and wellbeing. The results suggest that the positive association between professional self-confidence and psychological wellbeing remains relatively stable across different stages of teachers' careers. Professional self-efficacy therefore appears to represent an important psychological resource both for novice teachers and for experienced educators. At the same time, the findings indicate that the mere length of teaching experience does not automatically imply greater professional confidence or higher levels of psychological wellbeing. A more substantial role may be played by qualitative aspects of professional experience, particularly the organisational climate of the school, leadership support, the availability of mentoring, and opportunities for professional development. This conclusion is also consistent with the findings of Klassen and Chiu[18], according to whom the relationship between professional experience, stress, and self-efficacy is not linear and may be substantially influenced by the institutional environment of the school. The

findings of the study simultaneously highlight the importance of systematically supporting professional self-efficacy within the teaching profession. Strengthening teachers' professional self-confidence, supporting adaptive coping mechanisms, and fostering a supportive school climate may represent important strategies for preventing psychological strain among teachers and promoting the long-term professional stability and sustainability of the teaching profession.

Conclusions

The present study examined the relationship between professional self-efficacy and subjective wellbeing among secondary school teachers within the context of contemporary school practice in the Czech Republic. The findings confirmed a statistically significant positive association between teachers' professional self-efficacy and their subjective wellbeing, thereby supporting the assumption that educators who perceive their professional competencies more positively simultaneously report higher levels of psychological wellbeing. These findings are consistent with Albert Bandura's social cognitive theory[10], according to which perceived self-efficacy substantially influences emotional functioning, coping with stress, psychological resilience, and individual adaptive strategies. The results further demonstrated that professional self-efficacy remained a significant predictor of subjective wellbeing even after controlling for selected demographic and professional variables. This conclusion corresponds with previous empirical studies emphasising the protective role of professional self-efficacy in relation to occupational stress, emotional exhaustion, and teacher burnout syndrome[9, 20, 39]. Professional self-efficacy therefore emerges not only as a significant psychological construct influencing pedagogical functioning, but also as an important protective factor supporting teachers' long-term professional stability and psychological resilience.

At the same time, no statistically significant moderating effect of teaching experience on the relationship between professional self-efficacy and wellbeing was identified. This finding suggests that professional self-efficacy may represent an important psychological resource irrespective of the length of teachers' professional experience. Although some studies highlight the importance of professional experience in coping with occupational strain, the findings of the present study indicate that the mere length of teaching practice does not automatically imply higher levels of psychological wellbeing or greater professional resilience. The present study simultaneously confirms that teacher wellbeing cannot be reduced merely to the absence of stress or burnout syndrome. Teacher wellbeing represents a multidimensional construct encompassing psychological wellbeing, professional fulfilment, emotional stability, work engagement, and the capacity to cope sustainably with the demands of the teaching profession over time. Within the context of contemporary education systems, characterised by increasing administrative burden, heightened demands for adaptability, and persistent psychological pressure, the promotion of professional self-efficacy appears to constitute an important prerequisite for the sustainability of the teaching profession. The study therefore contributes to a deeper understanding of the psychological factors influencing the wellbeing of secondary school teachers within the Czech educational context, while simultaneously extending existing empirical knowledge concerning the relationship between professional self-efficacy and teachers' psychological wellbeing.

Implications

The identified relationship between professional self-efficacy and subjective wellbeing suggests that strengthening teachers' professional self-confidence should form a systematic component of school strategies aimed at promoting mental health, professional stability, and the long-term sustainability of the teaching profession. Importantly, support for teacher self-efficacy should not be understood solely as an individual responsibility of teachers themselves. Schools should create working conditions that foster perceptions of professional competence, autonomy, psychological safety, and trust. In this regard, a positive school climate, high-quality interpersonal relationships within the workplace, the availability of professional support, mentoring, constructive feedback, and opportunities to share pedagogical experiences within a psychologically safe environment play a particularly important role. Contemporary research consistently confirms that supportive school leadership, collegial collaboration, and professional autonomy represent substantial protective factors for teachers' psychological wellbeing [1, 9].

From a practical perspective, particularly effective interventions may include mentoring programmes for both novice and experienced teachers, professional supervision, peer classroom observations, professional learning communities, training focused on classroom management, the development of coping strategies, stress management, emotional regulation, and the strengthening of resilience. Such interventions may contribute not only to increasing teachers' professional confidence, but also to reducing the risk of psychological exhaustion and professional frustration. At the institutional level, attention should likewise be directed towards reducing excessive administrative burden, promoting work-life balance, and creating conditions that enable the sustainable long-term functioning of teachers within the profession. Strengthening teachers' psychological resources may therefore represent an important preventive mechanism reducing the risk of burnout syndrome, professional dissatisfaction, and attrition from the teaching profession.

School leadership also plays a crucial role in this process. School management should actively support a culture of open communication, fair decision-making, trust, and professional recognition. Consequently, strengthening teachers' self-efficacy should not be reduced merely to individual skills training, but should instead form part of a broader school management strategy focused on the wellbeing of the entire teaching staff. From the perspective of educational policy, the findings suggest that teacher wellbeing should be understood as one of the key prerequisites for educational quality. Psychologically stable teachers with higher levels of professional self-efficacy are likely to be better equipped to manage change, implement educational innovations, work effectively with heterogeneous classrooms, and support student learning processes. Supporting teacher wellbeing is therefore not solely a matter of individual care for educators, but also a systemic issue directly related to the quality and sustainability of education systems.

Limitations

The first limitation concerns the cross-sectional nature of the research design, which does not allow for unequivocal determination of the causal direction between the examined variables. Although the regression analysis identified professional self-efficacy as a significant predictor of wellbeing, the possibility of an inverse or reciprocal relationship cannot be excluded; teachers with higher levels of psychological wellbeing may simultaneously develop stronger professional self-confidence. A deeper understanding of the dynamics of this relationship could therefore be achieved through longitudinal studies examining the development of both variables over time. Although validated and internationally recognised instruments (TSES-12 and WHO-5) were employed, respondents' answers may have been influenced by subjective perceptions, temporary emotional states, or tendencies towards socially desirable responding. The findings therefore primarily reflect subjectively perceived professional self-efficacy and psychological wellbeing. In the case of the WHO-5 scale, it is additionally necessary to acknowledge that the instrument captures psychological wellbeing only over the preceding two weeks and therefore reflects more immediate psychological state rather than long-term wellbeing stability.

The study was conducted on a relatively limited sample of 117 secondary school teachers in the Czech Republic and employed convenience sampling procedures. These factors restrict the generalizability of the findings to the wider population of secondary school teachers and to other educational systems or cultural contexts. Future studies should therefore include larger and more diversified research samples and enable comparisons across different school types, as well as analyses of differences between novice and experienced teachers. The study also focused primarily on professional self-efficacy as an individual psychological factor, whereas other important determinants of teacher wellbeing were not analysed in detail. These include occupational stress, emotional exhaustion, school climate quality, leadership practices, professional autonomy, working conditions, resilience, emotional intelligence, social support, and job satisfaction. Incorporating these variables into future research models could contribute to a more comprehensive understanding of the mechanisms through which professional self-efficacy influences teacher wellbeing. It would also be beneficial to combine quantitative methods with qualitative interviews or to conduct longitudinal studies examining teachers' professional development across longer time periods.

Despite these limitations, the study confirms the importance of professional self-efficacy as a significant predictor of subjective wellbeing among secondary school teachers. At the same time, it contributes to extending knowledge within the field of teacher wellbeing by focusing on the relatively underexplored population of secondary school teachers within the Czech educational context. The findings support the assumption that the systematic strengthening of teachers' professional self-confidence may represent an important mechanism for promoting psychological health, professional stability, and the long-term sustainability of the teaching profession.

Recommendations

Future research should focus particularly on longitudinal investigations of the relationship between professional self-efficacy and teacher wellbeing, which would enable a more detailed analysis of the

development of these variables throughout teachers' professional careers. It would also be beneficial to employ mixed-method research designs combining quantitative and qualitative approaches in order to achieve a deeper understanding of teachers' subjective experiences. Further studies should additionally concentrate on identifying mediating and moderating factors influencing the relationship between professional self-efficacy and wellbeing. Particularly promising areas include the role of resilience, emotional intelligence, work engagement, leadership support, and school organisational culture. It would also be valuable to compare different school types and educational settings, as well as to conduct international comparative studies capable of capturing the influence of cultural and institutional factors on teachers' psychological wellbeing. Given the increasing demands placed upon contemporary education systems, issues related to teachers' mental health and the factors supporting their professional stability are likely to remain among the key areas of pedagogical and psychological research in the future.

Declarations

The datasets generated during and analysed during the current study are available from the corresponding author on reasonable request.

Ethical approval:

All experimental protocols and research procedures involving human participants were reviewed and approved by the Ethics Committee of DTI University in Dubnica nad Váhom, Slovakia. All human-related procedures were performed in accordance with relevant ethical guidelines and regulations, including institutional ethical standards and the principles of the Declaration of Helsinki. Participation in the study was voluntary, and freely given informed consent to participate in the study was obtained from all participants prior to their inclusion in the research. In the case of participants under the age of 16, informed consent was obtained from their parent or legal guardian.

Author Contribution

D.P., J.H., and K.B. contributed to the conception and design of the study. D.P. performed data collection and analysis. J.H. contributed to methodology development and interpretation of results. K.B. supervised the research and contributed to critical revision of the manuscript. All authors contributed to writing, reviewed the manuscript, and approved the final version for publication.

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