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Abstract

The investigation of the variables related to the mental health of teaching candidates is important since teachers' mental health affects students' personal, social, and academic development. The purpose of this research was to investigate the intermediary role of hope in the relationship between the social entrepreneurship characteristics and the psychological well-being in teaching candidates. The sample consisting of 855 teaching candidates was chosen randomly. The data were collected using the Psychological Well-being Scale, the Pre-service Teachers' Social Entrepreneurship Qualifications Scale, the Dispositional Hope Scale, and a Demographic Information Form. Descriptive statistics, Pearson's correlation, and regression-based bootstrapping method were used in the analysis. The results showed that teaching candidates' social entrepreneurship characteristics were significantly positively correlated with their psychological well-being and two components of hope (alternative ways of thinking and actuating thinking). Besides, it was found that alternative ways of thinking and actuating thinking had some partial mediating roles in the relationship between the social entrepreneurship characteristics and the psychological well-being in the teaching candidates. Finally, this study offered some suggestions based on the discussion of the findings in the light of the related literature.

Introduction

Building healthy societies depends on the existence of effectively functioning education systems (Çapa & Çil, 2020). The most important factor determining the effectiveness of education systems is the teachers (Terzi & Tezci, 2007). Teachers, in particular, have important responsibilities for students' academic, social, and emotional development (Sezer, 2018). The attitudes, behaviors, and personality traits of teachers affect students' motivation (Khalilzadeh & Khodi, 2018), performance (Ulug et al., 2011), and academic achievement (Eryılmaz, 2014). The relationships between teachers and students are associated with the emotional and behavioral difficulties faced by students (Poulou, 2020). Moreover, a better teacher mental health and well-being are critical in supporting students' mental health and well-being (Harding et al., 2019). In this context, one of the basic goals in teacher education is to train mentally healthy teachers (Uzman, 2014). Thus, it is important to maintain and enhance teaching candidates' mental health (Woloshyn & Savage, 2020). This study focused on

the concept of psychological well-being as an indicator of mental health and aimed to determine the factors affecting psychological well-being of teaching candidates.

The traditional understanding defines the mental health as the absence of psychological problems and negative situations; on the other hand, the positive mental health understanding focuses on having a positive psychological function, feeling good, and being optimistic. Well-being, which is overemphasized by the positive mental health understanding, has emerged from two interwoven approaches, namely, “hedonic” and “eudaimonic”. The hedonic approach focuses on avoiding pain and accepts that well-being is equal to happiness. The eudaimonic approach, on the other hand, defines well-being as realizing the real nature and focuses on the actualization of human potential. The hedonic approach represents a subjective well-being while the eudaimonic approach represents a psychological well-being. The psychological well-being, discussed in the current study, includes self-acceptance (making positive evaluations about the self and past life), having positive and quality relationships with others, autonomy, beliefs about having a meaningful and purposeful life, and self-growth (Ryan & Deci, 2001; Ryff, 2014; Ryff & Singer, 2008).

High psychological well-being is positively associated with various favorable characteristics and abilities including higher self-esteem (Wang & Castañeda-Sound, 2008), resilience (Malkoç & Yalçın, 2015), self-efficacy, mindful attention and awareness (Klainin-Yobas et al., 2016), advanced social skills (Segrin et al., 2007) and effective coping skills (Malkoç & Yalçın, 2015). Therefore, it is valuable to conduct studies aimed at supporting the psychological well-being. Determining the factors affecting psychological well-being makes it possible to maintain and enhance it. Preventive and interventional strategies and programs can be developed in order to protect and improve psychological well-being. In the previous studies, the factors affecting psychological well-being were listed as socio-demographic variables (Khumalo et al., 2012), personality traits (Kokko et al., 2013), work life (Rathi, 2009), family experiences and health conditions (Ryff, 2014). When it comes to teaching candidates, the center of interest has become the impacts of basic psychological needs (Cihangir-Çankaya, 2009), values (Telef et al., 2013), self-knowledge (Demirci & Şar, 2017), social competence, assertiveness (Ateş & Çelik, 2018), mindfulness and forgiveness (Zümbül, 2019) on psychological well-being. Although these studies contributed to a better understanding regarding the psychological well-being in teaching candidates, there might also be many other factors affecting the psychological well-being. This study assessed the impacts of two personality traits, which teaching candidates should have, on their psychological well-being.

One of the personality traits which teaching candidates should have is social entrepreneurship (Biçer & Başer, 2019) since teachers are expected to have social entrepreneurship characteristics as a part of the general competencies of teaching profession (Konaklı & Göğüş, 2013). Social entrepreneurship is a process of recognizing social problems and developing sustainable solutions to these problems (Budak, 2015). A social entrepreneur is described as the person who initiates activities to provide social benefits and continues those (Mohan Bursali & Aksel, 2016). Social entrepreneurs are the persons who are innovative (Budak, 2015; Choi & Majumdar, 2014; Erden & Erden, 2020; Miller et al., 2012), foresighted, risk bearers (Choi & Majumdar, 2014), creative, sensitive, insistent (Denizalp, 2007), altruistic, benevolent (Martin & Osberg, 2007), empathic, and

have a high motivation (Pearce, 2003).

Teachers do not perform only the teaching activities at school. They are also responsible for adding value to society. Teachers have the potential to influence people and to set an example for them. For this reason, future teachers, that is, teaching candidates of today should be sensitive to social problems and trained to be the social entrepreneurs to solve these problems (Çavdar et al., 2018). According to Konaklı and Gögüş (2013), social entrepreneurship has a multidimensional structure and consists of three characteristics in terms of teaching candidates. These characteristics are personal creativity, risk-taking, and self-confidence. Personal creativity means that the individual is open to others' ideas, different methods, and discussions to resolve professional problems. Risk-taking includes being eager to resolve problems, getting excited about difficult works, being determined to do the work, and being persistent in overcoming obstacles. Self-confidence refers to the success in making new friends, self-expression, influencing people with thoughts, and confidence in professional knowledge and skills.

To the best of our knowledge, in the literature, there is no study examining the relationship between social entrepreneurship and psychological well-being. However, the previous researches revealed that innovativeness (Ikiz & Asici, 2017) and entrepreneurship (Nikolaev et al., 2020; Shir et al., 2019) which were closely related to social entrepreneurship affected individuals' well-being. Moreover, there are some findings showing that the social entrepreneurship characteristics are correlated with psychological well-being. For example, Tamannaefar and Motaghedifard (2014) found that creativity was positively correlated with the subjective, emotional, psychological, and social well-being in the university students. Similarly, in the study by Ikiz and Asici (2017), it was seen that there was a positive correlation between risk-taking and psychological well-being in counselor trainees. In addition, some researchers suggested that low self-confidence negatively affected the university students' mental health (Çam et al., 2017) and the increase in self-confidence may enhance the psychological well-being (Cheng & Furnham, 2002). Based on the current opinions and findings in the literature, it was expected that there would be a correlation between social entrepreneurship characteristics and psychological well-being in the teaching candidates.

Another personality trait the teaching candidates should have is hopefulness, because a hopeless teacher might experience difficulties in showing a good performance and succeeding (Arı & Yılmaz, 2015) and have various mental health problems including depression, substance disorder, and suicidality (Kuo et al., 2004). In daily life, hope means a good expectation for the future (Creamer et. al, 2009) and the possibility of its realization (Şanlı Kula & Saraç, 2017). Theoretically, hope has a two-component cognitive structure. The component "alternative ways of thinking" refers to the capacity to find available ways for achieving the desired goals (Cheavens et al., 2006). The component "actuating thinking" is related to motivation and defined as the desire to achieve the goals. The actuating thinking empowers the individuals to create and choose alternative ways when they encounter obstacles (Snyder, 2002). Hopeful thoughts include both having the capacity to envision the routes to achieve the desired goals and the perceptions about having motivation and energy needed to move towards these desired goals (Snyder, 2000; 2002; Snyder et al., 2002).

Hope is important in terms of effective coping, decision making, psychosocial adaptation, life quality, and recovery (Schrack et al., 2008) and affects the efforts for attaining the goals and the goal-oriented behaviors, influencing the psychological well-being (Rand et al., 2011). Having a high level of hope is positively related to more life satisfaction (Cotton Bronk et al., 2009; Hirschi, 2014; Hutz et al., 2014; Rand et al., 2011), advanced coping and problem solving skills (Bellizzi & Blank, 2006), high resistance to difficulties (Creamer et al., 2009), more adjustment to serious illnesses and traumatic events (Arnau et al., 2006; Ho & Lo, 2011; Ong et al., 2006), more personal growth after traumatic events (Hullman et al., 2014), higher academic performance (Ciarrochi et al., 2007) and better job performance (Peterson & Byron, 2008). When hope increases, the individual's subjective (Oliver et al., 2017) and psychological well-being (Ciarrochi et al., 2007; Khodarahimi, 2013) also increases, and the individual moves away from the depressive mood (Hassija et al., 2012; Gana et al., 2013; Gomez et al., 2015). Since hope is positively related to effective coping and higher psychosocial adaptation, teaching candidates with a high level of hope may overcome difficulties more easily. Their hopeful thoughts may be protective against the negative emotions such as depression, anxiety or worry. Accordingly, it is expected that being hopeful positively affects psychological well-being.

In the literature, it has been asserted that successful entrepreneurs demonstrate higher hope (Morrow, 2006), and social entrepreneurs build hope (Seelos & Mair, 2009). Accordingly, it can be said that teaching candidates who are social entrepreneurs may have more positive thoughts about their personal, educational, or professional lives, because social entrepreneurship can give them confidence, creativeness, and courage. In other words, social entrepreneurship characteristics may facilitate being hopeful about the future. Accordingly, in the current research, it was expected that teaching candidates' social entrepreneurship characteristics would be positively associated with hope.

As mentioned above, social entrepreneurship may contribute to the increasing of psychological well-being. However, it is important to understand how social entrepreneurship contributes to psychological well-being. The effect of social entrepreneurship on psychological well-being can be either direct or indirect. There may be some mediator variables in the relationship between social entrepreneurship and psychological well-being. In the present study, it is thought that hope may be a mediator variable in the relationship between social entrepreneurship and psychological well-being. Having social entrepreneurship characteristics may produce hope and the increased hope may lead to a higher psychological well-being. It is believed that identifying the direct and indirect effects of social entrepreneurship on psychological well-being will help to theoretically better understand the teaching candidates' psychological well-being. The results of the present study will shed light on the practical, preventive, and protective mental health implications in future.

In the light of the above information, the aim of the current study was to investigate the mediator role of hope in the relationship between social entrepreneurship characteristics and psychological well-being in the teaching candidates. In accordance with this aim, the following hypotheses were tested:

H1: There is a positive significant relationship between social entrepreneurship and psychological well-being.

H2: There is a positive significant relationship between psychological well-being and the two

components of hope (alternative ways of thinking and actuating thinking).

H3: There is a positive significant relationship between social entrepreneurship and the two components of hope (alternative ways of thinking and actuating thinking).

H4: The two components of hope (alternative ways of thinking and actuating thinking) have some mediating roles in the relationship between social entrepreneurship and psychological well-being.

Method

Research Design

This study was designed as a correlational research. Correlational research is used to examine the relationships between variables without any attempt to influence those variables (Fraenkel et al., 2012). The relationships between social entrepreneurship, psychological well-being, and hope were examined using the mediation analysis. Psychological well-being was the outcome variable, social entrepreneurship was the predictor variable and the two dimensions of hope (alternative ways of thinking and actuating thinking) were the mediator variables.

Population and Sample

The population of the research consisted of 6385 teaching candidates studying at the faculty of education of a state university located in a city in the western part of Turkey in the 2017-2018 academic year. The researcher applied the measurement tools to the voluntary teaching candidates from all departments in the education faculty. The initial sample consisted of 1029 teaching candidates who volunteered to fill in the measurement tools. However, when the data set was checked for missing values, it was found that 34 of the participants did not answer the majority of the questions. Hence, their responses were excluded from the data set. Before starting the analysis, the extreme values were examined in order to achieve better and healthier results, and the responses of 140 participants were removed from the data set. Thus, the final sample consisted of 855 teaching candidates who were determined randomly. The demographic characteristics of the sample are given in Table 1.

As can be seen in Table 1, the average age of the participants was 20.76 years ($SD=2.52$), and their ages ranged from 17 to 44 years. Of the sample, 70.8% ($n=605$) were female and 29.2% ($n=250$) were male. There were 241 (28.2%) freshman, 204 (23.9%) sophomore, 224 (26.2%) junior, and 186 (21.8%) senior students from twenty-two departments in the sample. The departments where the students were studying were categorized into five fields according to the university placement score types which were determined by the Measurement, Selection, and Placement Center. Of the sample, 39.88% ($n=341$) were from the numerical, 28.65% ($n=245$) verbal, 16.26% ($n=139$) equiponderant fields, 11.35% ($n=97$) from foreign language and 3.86% ($n=33$) from fine arts. Finally, 84 (9.8%) students reported that they perceived the economic status of their families as low, 731 of them (85.5%) as medium, and 28 of them (3.3%) as high. 12 students (1.4%) did not answer the question about economic status.

Table 1. Demographic Characteristics of the Sample

Age mean = 20. 76 (SS = 2.52)		Age range = 17-44	
Variables		N	%
Gender	Female	605	70.8
	Male	250	29.2
Grade	Freshman	241	28.2
	Sophomore	204	23.9
	Junior	224	26.2
	Senior	186	21.8
Field	Numerical	341	39.88
	Verbal	245	28.65
	Equiponderant	139	16.26
	Foreign language	97	11.35
	Fine arts	33	3.86
Perception of economic status	Low	84	9.8
	Medium	731	85.5
	High	28	3.3
	No answer	12	1.4
Total		855	100

Data Collection Tools

Psychological Well-being Scale (PWBS)

The English version of the PWBS was developed by Diener et al. (2009, 2010) and translated into Turkish and validated by Telef (2013). The scale aims to measure the social-psychological well-being and consists of a single factor. In the scale, there are 8 items describing the important aspects of human functioning ranging from positive relationships to the feelings of competence and having meaning and purpose in life. One of the sample items is “I lead a purposeful and meaningful life.” All survey items have 7 response options from 1 = Strongly disagree to 7 = Strongly agree. The scores can range from 8 to 56. A high score means that the individual has many resources and a lot of strength and views himself/herself in very positive terms in diverse areas of functioning. In the current study, the Cronbach alpha value was calculated as .84.

Pre-service Teachers' Social Entrepreneurship Qualifications Scale (PTSEQS)

The Turkish version of PTSEQS was developed to measure social entrepreneurship characteristics of teaching candidates by Konaklı and Göğüş (2013). PTSEQS is comprised of three sub-dimensions; namely, personal creativity, risk taking, and self-confidence. There are 21 items in the scale. Two sample items from the scale are “I am confident that I will succeed.” and “I discuss with my friends the solutions of current problems related to my profession.” All the survey items have 5 response options from 1= Strongly disagree to 5 = Strongly agree. The total scores can range from 21 to 105. The higher the score, the more social entrepreneurship characteristics

the individual has. In the current study, the total scores were used and the Cronbach alpha value was calculated as .86 for the total scale.

Dispositional Hope Scale (DHS)

The English version of DHS was developed by Snyder et al. (1991) and translated into Turkish and validated by Tarhan and Bacanlı (2015). The scale aims to measure the hope level of individuals. The scale is comprised of two dimensions, namely, “alternative ways of thinking” and “actuating thinking”. In the scale, there are 12 items. Two sample items from the scale are “I energetically pursue my goals.” and “There are lots of ways around any problem.” All the survey items have 5 response options from 1=Definitely false to 8=Definitely true. The total scores can range from 8 to 64. The higher the score, the higher the hope level. In the current study, the Cronbach alpha values were calculated as .76 for “alternative ways of thinking”, .74 for “actuating thinking”, and .84 for the total scale.

Demographic Information Form

The information about the demographic characteristics of the teaching candidates was collected using a demographic information form developed by the researcher. In this form, teaching candidates were asked to give information about their gender, age, department, grade level, and their perception regarding to the economic status of their families.

Data Collection Process

The data were collected during the spring term of the 2017-2018 academic year. The data collection process was completed in two months. The survey was administered by the researcher to the teaching candidates from 22 different departments. The researcher first of all received permission from the lecturers for administering the survey. Before the implementation of the survey, the researcher explained the scope and purpose of the survey to the teaching candidates and informed them about the volunteer-based nature of the survey. The surveys were administered in the classroom environment at the beginning of the lessons, taking approximately 15 minutes. At the end of the two-month period, the number of the volunteer teaching candidates who accepted to fill out the survey reached 1029.

Data Analysis

The data were analyzed using SPSS (v.22.00) software package. The mean, standard deviation, skewness, and kurtosis values were calculated, and the Pearson correlation and regression-based bootstrapping method were used in the analysis. Before starting the analysis, the data set was checked for missing and extreme values. Initially there were 1029 data, however, 174 of the data were excluded because of the missing and extreme values, and the analyses were carried out with the remaining 855 data. Firstly, the assumptions of normality, autocorrelations, and multicollinearity were examined. In order to check the normality of the data, the values of

skewness and kurtosis were calculated. The values of skewness and kurtosis ranged between +1 and -1 (see Table 2). So, the data was found to distribute normally (Tabachnick & Fidell, 2013). The assumption of autocorrelation was examined using Durbin Watson value. Durbin Watson values ranging from 1.5 to 2.5 refer to that there is no autocorrelation among error terms (Küçüksille, 2014). In this study, the Durbin Watson values ranged from 1.74 to 1.90. So, it can be said that there was no autocorrelation. In order to check the assumption of multicollinearity, the values of correlation, variance inflation factor (VIF), and tolerance were examined. In case the correlations among independent variables are greater than .90, the VIF values are greater than 10, and the tolerance values are less than .10; this means that there is a multicollinearity problem (Çokluk et al., 2012). In the current study, the correlations values were between .55 and .68 (See Table 3). The VIF values ranged from 1.00 to 2.00 and the tolerance values were between .50 and 1.00. These values showed that there was no multicollinearity problem. When the results are evaluated in general, it is understood that the data meet the assumptions of regression.

Table 2. Descriptive Statistics

Variables	Mean (Sd)	Skewness	Kurtosis
Psychological well-being	43.58(7.19)	-.50	-.30
Social entrepreneurship	80.21(9.87)	-.07	-.15
Dispositional hope			
Alternative ways thinking	25.25 (4.32)	-.36	-.37
Actuating thinking	32.00(4.22)	-.33	-.13

The mediation analyses were carried out in accordance with Baron and Kenny's (1986) four steps. These four steps are as follows:

- 1) The effect of the independent variable on the dependent variable should be significant.
- 2) The effect of the independent variable on the mediating variable should be significant.
- 3) The effect of the mediating variable on the dependent variable should be significant.
- 4) Finally, when the mediating variable and the independent variable are simultaneously analyzed, the previous significant correlation between the dependent and the independent variable must either become insignificant or the previous level of significance should reduce. If the effect of the independent variable on the dependent variable becomes insignificant, it is considered that there is full mediating effect and if the effect reduced, there is a partial mediating effect.

Preacher and Hayes' (2004; 2008) bootstrapping procedure test was used to analyze the significance of the indirect effects. In this study, the bootstrap coefficient and confidence intervals were determined by conducting 5000 bootstraps. In addition, a contrast test was used to determine the specific indirect effect of the variables and stronger mediators in the model. The bootstrap method makes it possible to resample to produce very large data sets from the existing data set (Sacchi, 1998). Thus, instead of conducting analyses which may be insignificant with small data sets, more accurate results can be obtained from the analyses conducted on larger data sets produced by resampling. In order for the mediation effect to be significant, the confidence interval (CI) should not contain "0" value (Hayes, 2009). Bootstrapping analyses of the study were conducted by "Mediation

Model 4" through PROCESS Macro using IBM SPSS 22.0. The statistical significance was set at $p < .05$.

Results

In order to examine the relationship between social entrepreneurship, psychological well-being, and the two components of hope, the Pearson correlation coefficients were calculated. The results are presented in Table 3.

Table 3. Pearson Correlation Coefficients Values among Variables

Variables	1	2	3	4
1. Psychological well-being	1			
2. Social entrepreneurship	.63*	1		
Dispositional hope				
3. Alternative ways of thinking	.60*	.55*	1	
4. Actuating thinking	.64*	.68*	.62*	1

* $p < .01$

As seen in Table 3, the psychological well-being was significantly positively associated with social entrepreneurship ($r = .63, p < .01$), alternative ways of thinking ($r = .60, p < .01$) and actuating thinking ($r = .64, p < .01$). Similarly, social entrepreneurship was significantly positively associated with alternative ways of thinking ($r = .55, p < .01$) and actuating thinking ($r = .68, p < .01$).

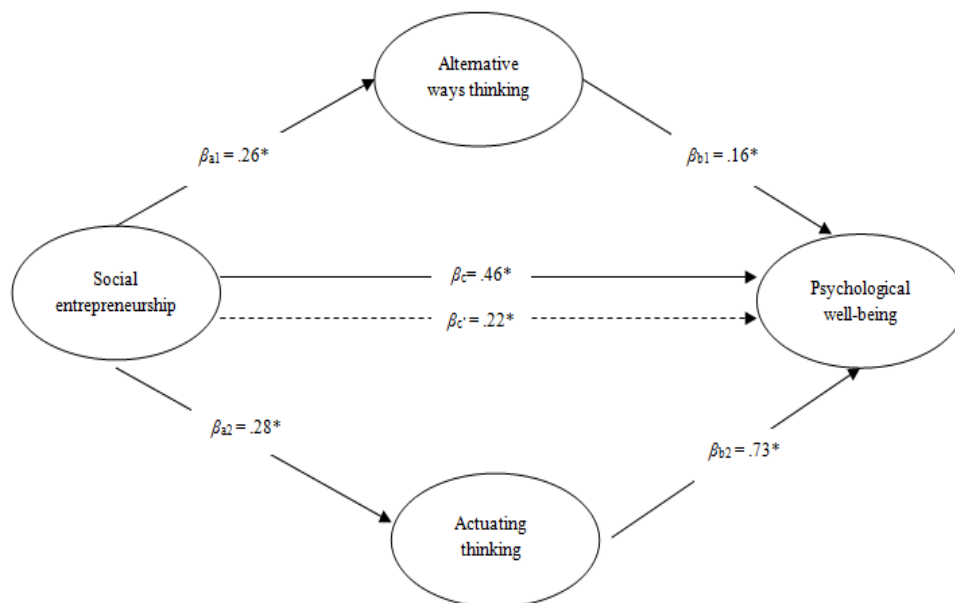


Figure 1. The Mediator Effect of Hope on the Relationship between Social Entrepreneurship and Psychological Well-Being

The findings related to the mediating effect of hope in the relationship between social entrepreneurship and psychological well-being are presented in Figure 1. As expected, the total effect of the social entrepreneurship on the psychological well-being (Step 1) was statistically significant ($\beta_c = .46, se = .02, t = 23.89, p = 000$). The

direct effects of the social entrepreneurship on the alternative ways of thinking ($\beta_{a1} = .26$, $se = .01$, $t = 22.06$, $p = .000$) and actuating thinking ($\beta_{a2} = .28$, $se = .01$, $t = 24.51$, $p = .000$) were statistically significant (Step 2). The direct effects of the alternative ways of thinking ($\beta_{b1} = .16$, $se = .05$, $t = 3.10$, $p = .002$) and actuating thinking ($\beta_{b2} = .73$, $se = .06$, $t = 12.89$, $p = .001$) on the psychological well-being were statistically significant (Step 3). When the social entrepreneurship and the mediating variables (alternative ways of thinking and actuating thinking) were simultaneously entered into the model (Step 4), the direct effect of the social entrepreneurship on the psychological well-being dropped from .46 to .22 ($\beta_c = .22$, $se = .02$, $t = 9.22$, $p = .000$). These results supports that the mediational model was significant ($F(3-851) = 32.76$, $p = .000$) and explained 53% of the variance in the psychological well-being. The comparison of the indirect effects of the social entrepreneurship on the psychological well-being through alternative ways of thinking and actuating thinking, and their specific indirect effects are presented in Table 4.

Table 4. The Comparison of Direct and Specific Indirect Effects of Social Entrepreneurship on Psychological Well-Being through Alternative Ways of Thinking and Actuating Thinking

Effects	Product of coefficients		Boostrapping 95% BCa Confidence Interval	
	Point estimate	SE	Lower	Upper
Total indirect effects	.2431	.0198	.2038	.2820
Alternative ways of thinking	.0432	.0154	.0128	.0731
Actuating thinking	.1999	.0174	.1658	.2339
Contrasts				
C1	-.1566	.0262	-.2075	-.1044

C1= Alternative ways of thinking minus Actuating thinking

As seen in Table 4, the total indirect effect (the difference between the total and indirect effects /c-c') of the social entrepreneurship on the psychological well-being through alternative ways of thinking and actuating thinking was statistically significant (point estimate = .2431 and 95% BCa CI [.2038-.2820]). The mediators in the hypothetical model were examined separately. It was found that the mediation of alternative ways of thinking (point estimate = .0432 and 95% BCa CI [.0128, .0731] and actuating thinking (point estimate = .1999 and 95% BCa CI [.1658, .2339] were statistically significant. In order to determine the powers of the mediating variables, paired comparisons were conducted. As presented in Table 4, the comparisons were found to be statistically significant (point estimate = -.1566 and 95% BCa CI [-.2075, -.1044]). The "actuating thinking" component of hope was stronger than "alternative ways of thinking".

Discussion

In the current study, the results confirmed all the hypotheses. The findings showed that the "alternative ways of thinking" and "actuating thinking" components of hope had some partial mediating roles in the relationship between social entrepreneurship and psychological well-being in the teaching candidates. The results revealed

that being a social entrepreneur and hopeful are important protective factors for the psychological well-being of teaching candidates.

The first finding showed that the social entrepreneurship was significantly associated with the psychological well-being. The increase in the teaching candidates' social entrepreneurship led to an increase in their psychological well-being. The results show that recognizing social problems and developing sustainable solutions to these problems (Budak, 2015) help teaching candidates to realize their real nature and actualize their human potential. Accordingly, it can be asserted that teaching candidates who are innovative (Budak, 2015; Choi & Majumdar, 2014; Miller, et al., 2012), foresighted, risk bearer (Choi & Majumdar, 2014), creative, sensitive, insistent (Denizalp, 2007), empathic, with high motivation (Pearce, 2003), altruistic and benevolent (Martin & Osberg, 2007) experience a more psychological well-being. It is obvious that being beneficial to the society is an important aspect of psychological well-being in teaching candidates. The obtained finding supports that being an entrepreneur contributes to the individuals' well-being (Nikolaev et al., 2020; Shir et al., 2019). The teaching candidates who are successful in making new friends, expressing themselves to others, influencing people with their own thoughts, who have confidence in their professional knowledge and skills, who are open to others' ideas, different methods, and discussions to resolve professional problems (Konaklı & Göğüş, 2013) may cope with stressful events more easily, thus they may experience the sense of well-being more. It is suggested that creativity (Tamannaefar & Motaghedifard, 2014), risk taking (Ikiz & Asici, 2017) and self-confidence (Cheng & Furnham, 2002) may produce more psychological well-being. Considering that social entrepreneurship in teaching candidates consists of personal creativity, risk taking and self-confidence (Konaklı & Göğüş, 2013), it is understood that creativity, risk taking, and self-confidence are important characteristics for psychological well-being.

The second finding showed that there was a significant correlation between hope and psychological well-being. The "alternative ways of thinking" and "actual thinking" components of hope directly and positively predicted the psychological well-being in the teaching candidates. This finding supports that increased hope is related to higher subjective well-being (Oliver, et al., 2017), psychological well-being (Ciarrochi et al., 2007; Khodarahimi, 2013), more life satisfaction (Cotton Bronk et al., 2009; Hirschi, 2014; Hutz et al., 2014; Rand, et al., 2011) and moving away from a depressive mood (Hassija, et al., 2012; Hastings, 2009; Gana et al., 2013; Gomez et al., 2015). It is pointed out that being hopeful affects the goal oriented behaviors (Rand et al., 2011). Accordingly, it can be asserted that the hopeful teaching candidates focus on their desired goals and endeavor to achieve them. The hopeful individuals have some advanced coping and problem-solving skills (Bellizzi & Blank, 2006) and they are more resistant to difficulties (Creamer et. al., 2009). Hence, it can be thought that the teaching candidates with a high level of hope may be more successful in coping with stressful life events. Despite the obstacles, they may not stop striving to achieve their desired goals. The hopeful teaching candidates are more likely to achieve their goals. In addition, high hope is related to a better academic (Ciarrochi et al., 2007) and professional performance (Peterson & Byron, 2008). So, teaching candidates with high hope may have less academic and professional anxiety or difficulties. Consequently, achieving the desired goals and the absence of academic and professional worries may lead to an increase in the teaching candidates' psychological well-being.

The third finding showed that the social entrepreneurship directly and positively affected the “alternative ways of thinking” and “actuating thinking” components of hope. This result supports the views that successful entrepreneurs demonstrate higher hope (Morrow, 2006) and social entrepreneurs build hope (Seelos & Mair, 2009). Accordingly, recognizing social problems and developing sustainable solutions to these problems (Budak, 2015) help increase the capacity to find available ways for achieving the desired goals and motivate teaching candidates to create and choose alternative ways for achieving their goals. The social entrepreneurial teaching candidates are more eager to resolve problems, excited about difficult works, determined to do the work, persistent in overcoming obstacles, creative, risk bearer, and self-confident persons (Konaklı & Göğüş, 2013). These characteristics help them to find many different solutions for overcoming difficulties. Hence, they may have positive thoughts about the future. It is obvious that social entrepreneurship shapes the teaching candidates’ future expectations in a positive way.

Another objective of this study was to determine whether hope has an intermediary role in the relationship between social entrepreneurship and psychological well-being in teaching candidates. The results of analysis showed that “alternative ways of thinking” and “actuating thinking” components of hope had some partial mediating roles in the relationship between social entrepreneurship and psychological well-being in teaching candidates. The social entrepreneurship indirectly affected the psychological well-being (.24) through actuating thinking (.20) and alternative ways of thinking (.04). The mediator effect of actuating thinking was stronger than that of alternative ways of thinking. Accordingly, it can be thought that having motivation to create and choose alternative ways for achieving goals is more critical for the psychological well-being of teaching candidates. The teaching candidates who are social entrepreneurs have more motivation to achieve their desired goals. This motivation gives them the power to strive against obstacles. Besides, being a social entrepreneur increases the teaching candidates’ capacity to find available ways for achieving their desired goals. Thus, they may be prone to making positive evaluations about themselves and their past lives, having positive and quality relationships with others, feeling more autonomy, having confidence in having a meaningful and purposeful life, and experiencing self-growth (Ryff, 2014). Social entrepreneurial teaching candidates may have more positive thoughts about their personal, educational, or professional lives, because social entrepreneurship gives them confidence, creativeness, and courage. These positive thoughts produce more psychological well-being.

Conclusion

It is obvious that having the social entrepreneurship characteristics both directly and indirectly contributes to the mental health of teaching candidates. The results revealed that social entrepreneurship and hope were important protective factors for the teaching candidates’ psychological well-being. Social entrepreneurship characteristics help develop capacity to find various ways for achieving the desired goals and motivate the teaching candidates to create and choose alternative ways for achieving their goals. Moreover, the hope increased by social entrepreneurship produces psychological well-being.

Teaching candidates may experience many difficulties in their university years (Cooke et al., 2006; Mane Abhay et al., 2011). In order to deal with these difficulties, it is important to find different solutions and not to be afraid

of trying them. For example, many teaching candidates may have worries about their vocational lives. Passing the exams successfully and being appointed as a teacher are stressors for many teaching candidates (Ari & Yılmaz, 2015). These stressors produce some feelings such as anxiety or depression which in turn may decrease teaching candidates' psychological well-being. According to the results of this research, it can be asserted that if teaching candidates have the social entrepreneurship characteristics, they can be more successful in generating alternative ways for achieving their desired goals. Besides, being a social entrepreneur can give them the power to act. They can become more hopeful about their future and move away from negative thoughts. Producing ways to achieve the desired goals and using these ways help them to reveal their human potential and realize themselves, which enhance their psychological well-being.

Limitations and Recommendations

Although the present study provides valuable findings, there are some limitations to it. Firstly, in the present study, the sample consisted of 855 teaching candidates. Despite the fact that the sample size was sufficient, the data were collected only from the students studying at the faculty of education of a state university in a city located in the western part of Turkey. Social entrepreneurship and hope may be affected by some cultural and religious factors. The teaching candidates who live in other regions of Turkey may have different beliefs and values about social entrepreneurship and hope. Therefore, the effects of social entrepreneurship and hope in predicting psychological well-being may change depending on different regional features. Therefore, it would have been better if the study had been designed with the participation of students from other regions. Secondly, this study was conducted with the participation of teaching candidates alone. However, psychological well-being is important not only for teaching candidates but also for all university students. In future, it may be beneficial to investigate the effect of social entrepreneurship and hope on psychological well-being in university students from different faculties. Thirdly, in this study, the sample was predominantly female ($n(\text{female}) = 605$, $n(\text{male}) = 250$). A similar study should be conducted with a gender-balanced sample. Finally, this study was designed as a quantitative associational research. In future, qualitative or experimental studies can be carried out.

Based on the findings of the study, a few recommendations were made for educators, counselors, and researchers. As mentioned earlier, one of the main goals in teacher education should be to train mentally healthy teachers since teachers' mental health is important for the effectiveness of education system and the students' mental health and academic, social, and emotional development. Psychological well-being is an important indicator of mental health. This study presented evidence that being a social entrepreneur is an important feature for the teaching candidates to have a better psychological well-being. Thus, developing and enhancing social entrepreneurship characteristics in teaching candidates should be a topic of interest in teacher education. The previous studies showed that entrepreneur characteristics can be gained through training (e.g. Özdemir et al., 2018). In this context, social entrepreneurship may be taught as a theoretical and practical course in higher education institutions, especially in education faculties. Trainings and seminars on social entrepreneurship can be organized for teaching candidates in university campuses. Besides, in the process of teacher education, it may be beneficial to provide students with experiences regarding social entrepreneurship. Educators might encourage

students to think on social problems and ways to solve them. Activities designed for solving a social problem can be organized with students. For example, in order to help disadvantaged individuals (e.g. immigrants, mentally disabled or poor individuals), various activities can be carried out. Thus, teaching candidates will be supported both to gain social entrepreneurship characteristics and to increase their well-being. This study showed that another aspect of psychological well-being in teaching candidates was hopefulness. Regarding this result, it is suggested that counseling centers of universities should identify the teaching candidates who are hopeless and provide individual and group counseling services for them in order to increase their hope levels. The counseling practices for hopeless teaching candidates can aim to develop social entrepreneurship characteristics. Counselors can organize psycho-educational programs to help teaching candidates to gain social entrepreneurship characteristics. Finally, psychological well-being is a multifaceted construct and may be affected by many other psychological factors. So, in future, the researchers should investigate the effects of other factors (such as irrational beliefs, self-efficacy, self-esteem, creativity, innovativeness, interpersonal relationships, mindfulness, forgiveness, and compassion, etc.) on psychological well-being. In the current study, it was found that the effect of actuating thinking on psychological well-being was more than that of the other component of hope. Considering that actuating thinking is the motivating component of hope (Snyder, 2002); in future, it may be beneficial to investigate the effect of motivation on psychological well-being.

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