

## Investigating the Relationships of Iraqi EFL Teachers' Emotion Regulation, Resilience and Psychological Well-being

Ahmed Hasan Khammat\* 

### Abstract

In recent years, the target of research shifted from students to teachers and different dimensions of teachers' characteristics such as teacher education, personality and identity were widely researched. Among teacher's psychological factors, in EFL context, teachers' emotion regulation, resilience and their psychological well-being became the center of attention in recent years. The main purpose of this investigation was to explore the relationship between Iraqi EFL teachers' emotion regulation, resilience and their psychological well-being. To this end, 450 Iraqi EFL teachers were selected as the participants and 421 filled the relevant questionnaires which were distributed through sharing the link of google form containing the questionnaires. The results of data analyses revealed that there was a positive and significant relationship between teachers' emotion regulation and their well-being. Moreover, multiple regression analysis proved that teachers' resilience and emotion regulation were significant predictors of their psychological well-being and teacher resilience had a higher predictability power. The findings will be helpful for teacher trainers and decision makers to improve the quality of novice and student teachers regarding their emotion regulation, resilience and psychological well-being.

**Keywords:** Iraqi EFL teachers, emotion regulation, resilience, psychological well-being, multiple regression

Received: 1 July 2022  
Received in revised form: 15 August 2022  
Accepted: 5 September 2022

\* Corresponding Author: M.A. Assistant Professor, Shatt Al-Arab University College, Basra , Iraq.  
Email: [ahmad2022phd.iraq@gmail.com](mailto:ahmad2022phd.iraq@gmail.com), ORCID ID: <https://orcid.org/0000000192176027>

## **1. Introduction**

Based on Bielak and Mystkowska-Wiertelak's idea (2020a), there has been little study on emotion regulation in the field of language education, even if it has been steadily increasing in other fields. Emotions are at the heart of language learning and instruction, yet they have been mostly overlooked in the last decades in applied linguistic research (Dewaele et al., 2019). There has been a lack of research on how people deal with positive emotions like work engagement, psychological well-being, and emotion regulation in the context of language education (e.g., Dewaele, 2017; Wang, Derakhshan, & Azari Noughabi, 2022; Zhang & Zhu, 2008; Zheng & Cheng, 2018). Negative emotions are deemed harmful to language learning and instruction from a cognitive perspective, whilst good emotions are deemed beneficial (Benesch, 2018). As a result, rather than focusing on negative emotions, this study examines three aspects of EFL teachers' emotional tendencies, their psychological well-being, work engagement, and ability to regulate their emotions. EFL/ESL instructors' emotional well-being and the tactics they use to manage their emotions are critical to understanding the changing nature of foreign language education, according to Talbot and Mercer (2018).

Teachers with high levels of social and emotional competence, according to Jennings and Greenberg (2009), are better able to resolve conflicts and develop positive and supportive connections with their pupils by fostering cooperation and understanding. The importance of emotions in language education is well captured in Benesch's (2017) book, "emotions and English language teaching: Exploring teachers' emotion labor," which explains what teachers' emotional labor is, how undesirable triggers such as plagiarism can aggravate teachers' emotion labor, and how both teachers and students can regulate their emotions in an instructional context.

As noted by Mercer and Kostoulas (2018) the reality is that little is known about how language teachers regulate their emotions in the hopes of improving their overall well-being and success in their careers. Teachers' psychological well-being is a crucial internal factor which may have a certain impact on their success. Moreover, teachers are able to recover themselves in stressful situations by means

of their inner potentials (resilience) in complicated ways (Stainton et al., 2018). Iraqi context has never been investigated in this realm regarding the psychological and emotional aspects of their English teachers. Moreover, regulating their emotions, resilience and PWB are recent topics which have drawn the attention of many researchers all around the world, thus the researcher found it a contributory study which may add to the field of teacher education in Iraq. Considering the teachers' emotion regulation, their resilience and psychological well-being, the researcher aimed to answer the following questions:

Q1: Is there any significant relationship between Iraqi EFL teachers' emotion regulation, psychological well-being and their resilience?

Q2: Can teachers' emotion regulation and their resilience significantly predict EFL teachers' psychological well-being?

## **2. Literature Review**

### ***2.1. The Status of English Language Teachers and Their Education in Iraq***

In Iraq, education is regulated by the government through Iraqi Ministry of Education. The education is offered for free, from the primary school to the higher education levels such as MA and PhD. There are private educational institutions and the high expense of these schools, however, makes them unappealing to the majority of Iraqis. The official educational cycle lasts 12 years, beginning with six years of compulsory primary education at the age of six, followed by three years of intermediate school, and finally three years of secondary education, which is divided into general secondary, scientific, and literary, and secondary vocational, industrial, agricultural, or commercial. Students will be awarded degrees when they complete secondary school and pass the baccalaureate (national) test. Each student's test scores are processed by a computerized data evaluation, which assesses each student's strengths and skill sets based on a category score. Degree candidates must achieve a particular level of performance in order to be admitted to colleges and institutes. Most degrees require students to attend college for four years and two years for institutes.

In the Iraqi setting, any student may be a teacher because being a teacher is dependent on the student's score rather than good quality or any process of teacher education. In other words, students attend the Colleges of Education and Arts based on their Baccalaureate (national) test scores, with no interview required if they choose the Department of English. The Ministry of Education began to strengthen the function of teachers through Teacher Training Institutes in 1984 and 1985. These institutes admit intermediate-level graduates, and their studies last five years, split into three years of general education and two years of specialization. Islamic studies, Arabic language, English language, mathematics, science, physical education, and fine arts are all options for students. Following that, students might complete their education at university colleges. In addition to teacher training institutes, Iraq established a central training teachers' institute. These institutes accept graduates from secondary schools and provide students with two years of specialized education. University education colleges prepare teachers who will most likely teach at the secondary level. Some graduates of these colleges decided to teach at the primary level rather than the secondary level because they desired to work in a geographical location close to their homes, where there were occasionally no secondary schools nearby.

No governmental TTC centers are active all over Iraq. Most of the private institutes aim to help students improve their spoken English, focused solely on speaking. On the other hand, students who failed in their exams join the private institutes. Technological advancement has made knowledge available to everyone at the touch of a button via social media and other search engines. As a result, the teacher's job is no longer what it once was. To accomplish a quantum leap in the fulfillment of its purpose and educational objectives, the educational system must adapt these substantial changes and keep pace with new sciences. This takes us to the significance of rehabilitation, which is tied to the teacher's moral component and personality in terms of his affiliation with and conviction in his vocation. Instructors are dissatisfied because of poor pay, a lack of textbooks and instructional tools, a huge number of pupils in class, and the lack of parental participation. Furthermore, the present curriculum was designed for average pupils and did not account for the unique characteristics of slow learners, resulting in difficulties in everyday

schoolwork and, as a result, the teacher being subjected to psychological stress. These factors can affect their motivation and consequently reduces their psychological well-being. Controlling and regulating their emotion seems also to be neglected during their working life, thus it became crucial for the researcher to conduct this study on Iraqi EFL teachers.

## **2.2. Emotion**

Positive psychology has led many L2 researchers to investigate language teachers' and learners' positive emotions and personality characteristics like empathy, resilience, happiness, positive attributions, identity, optimism, love, trust, joy, contentment, tolerance, interpersonal communication skills, engagement, and many more that determine one's academic success (Derakhshan, 2021, 2022a, 2022b; Kalali Sani et al., 2021a; Kalali Sani et al., 2021b).

Emotions are multifaceted phenomena that entail numerous simultaneous psychological processes (Shakki, 2022; Shuman & Scherer, 2015). They are made up of several components such as affective, cognitive, physiological, motivational, and expressive (Buric et al., 2017). Researchers are only beginning to explore teachers' emotion regulation (Sutton & Harper, 2009). Failure to comprehend teachers' emotion regulation has been found to lead to teacher burnout and emotional exhaustion (Carson & Templin, 2007), inadequate teaching and classroom management (Olivier & Venter, 2003), as well as teacher attrition (Macdonald, 1999). In this regard, research into teachers' emotion regulation is desperately needed.

Some studies investigate teacher emotions in connection to teacher beliefs. As they are placed, these two concepts, according to Barcelos and Ruohotie-Lyhty (2018), are part of a same developmental process, contextual, and dynamic. To Gill and Hardin (2014), "To ignore affective constructs such as emotions is to present an incomplete and even faulty understanding of teachers' beliefs" (p. 232). This is due to the fact that emotions and beliefs play a significant role in the day-to-day work of teachers.

Investigating the links between teachers' emotions and students' perspectives,

Toraby and Modarresi (2018) discovered a correlation between teachers' emotions and students' perceptions on pedagogical achievement. Loh and Liew (2016) studied the complicated emotional labor of English language teaching in Singapore secondary schools, arguing that policy and localized practice should take into account discipline-specific emotional labor.

Jiang et al. (2016), using Gross's process model of emotion regulation, explored pre-service emotion control tactics. According to the findings of students' surveys and instructors' interviews, this research uncovered a few interesting facts. First and foremost, antecedent-focused emotion regulation outperformed response-focused emotion regulation in the study. It also suggested that suppressing emotions should be avoided since it might lead to a reduction in pleasant feelings. Reappraisal is more successful than suppression in improving good emotion expressions and lowering negative emotion expressions.

Chang and Taxer (2020) looked at teacher emotion control techniques in reaction to classroom misconduct. According to their findings, instructors who reappraise often have fewer unpleasant emotional experiences in the face of their students' misbehavior and have fewer suppression experiences when negative emotions are encountered. Chang (2020) investigated the link between teachers' beliefs regarding emotional display norms in the classroom, their attitudes toward emotion regulation strategies, and burnout emotions. The findings show that display regulations have a major impact in expressive repression and burnout. Furthermore, cognitive reappraisals were linked to teacher burnout in a negative way.

Teachers, being the center of the class, are expected to avoid displaying too strong and too weak emotions (Chen, 2020; Chen & Cheng, 2021). Teachers' emotion regulation skills are critical in this regard, as they can improve their professional well-being and progress. As a result, it is commonly believed that EFL teachers, as the backbone of education, are subjected to a broad range of emotions and pressures during their careers (Benevene et al., 2020). At the same time, they must cope with educational, cultural, emotional, and mental problems and inequities. This needs a robust emotional-regulation system in which instructors are able to control and manage their emotions before, during, and after they arise

(Wang & Ye, 2021). This capacity to of regulating emotions is a critical socio-emotional skill for EFL instructors because it allows them to be resilient and flexible in the face of the many challenges they face in the classroom (Cam, 2021).

### ***2.3. Teachers' Emotion Regulation***

Emotion regulation refers to the ways through which people alter the course of their emotions (Gross, 2014). To do so, teachers must first implement a higher order aim or endpoint for emotion regulation. Individuals use hedonic higher order goals to reduce negative emotions and increase positive emotions. The other motive for regulation is that teachers may also want to achieve goals related to instrumental classroom needs (performance goals) or perceived profession responsibilities (epistemic goals) (Tamir, 2016).

Emotional regulation functions as a modifier, assisting language teachers in modulating reactions prompted by emotional demands. Self-awareness and self-regulation (Heydarnejad et al., 2021), reappraisal and adaptation (Buric et al., 2017), and suppression (Chang & Taxer, 2020) are some of the strategies utilized to attain emotion regulation goals. Emotion regulation, according to Gross (1998), is a process that involves initiating, inhibiting, or adjusting an individual's condition or behavior in a particular setting. In other words, emotion control has an impact on how instructors manage their emotions (Gross, 2014). Teaching entails knowing both how to transmit subject matter to students and how to manage the emotional aspects of education (Richards, 2020). To put it another way, the more instructors control their emotions, the more they are able to use their cerebral capabilities, and as a result, successful teaching is ensured (Alipour et al., 2021; Heydarnejad et al., 2021). More specifically, the combination of rationality and emotion is what the teacher needs to ensure the efficiency of teaching (Chen & Cheng, 2021).

Coping is defined as cognitive and behavioral attempts to master, decrease, or accept stress. Emotion regulation includes the control of both pleasurable and negative emotions (Klapproth et al., 2020). Gross's (2015) model of emotion regulation is based on the modal model of emotions, which claims that an emotion

arises in a circumstance when attention is focused on certain components of the situation that are regarded relevant to one's well-being or goal achievement. As a result, an emotional reaction is elicited, which may alter the initial event and so initiate a new emotional cycle. One of the salient responsibilities teachers always consider in positive and negative situations is to regulate and control their feelings in their workplace, which may consequently end in their well-being.

#### ***2.4. EFL Teachers' Psychological Well-being***

Teacher stress has long been well-documented (Borg, 1990; Kieschke & Scharschmidt, 2008), and it looks to be becoming worse. According to Johnson et al. (2005), teachers' job satisfaction, physical health, and psychological well-being were lower than the national average because of occupational stress. As the pace, intensity, and workload of tertiary-level teachers increase, the problem appears to be getting worse (UCU, 2016). The rise in stress among university teachers is attributed to a number of factors, including short-term contracts, increased external accountability, long working hours, excessive workload, insufficient recognition and reward, and job insecurity (Court, 1996; Gillespie et al., 2001; Tytherleigh et al., 2005). In addition, there is a growing student population, increasing employment needs, an expectation of future work increase, and a discrepancy between current and desired levels of work-life integration (Kinman, 2001). While many of the above-mentioned professional stressors apply to teaching in general, the demand to publish and the pressures associated with conducting research are unique to academia (Kinman, 2001).

Stress can have a negative impact on teachers, as well as their ability to teach effectively. Studies have shown that a person's capacity to make decisions, concentrate, be creative, and solve problems in higher education is negatively correlated with their level of stress perception (Kinman, 1998), all of which are critical skills for teachers. It has been linked to a drop in effective teaching methods and an increase in inefficient teaching approaches at the secondary school level (Chan, 2003; Wiley, 2000). In addition, it has been shown to have a negative impact on teachers' physical health, emotional health, and productivity at work (Pithers, 1995).



### **2.5. Teacher Resilience**

Self-protective and fragile processes within and outside a person that affect the individual's adaptation to changes and stressful events that result in an absence of homeostasis are known as resilience (Brewer et al., 2019). There are four main ways of thinking about resilience, according to Beltman (2021). Resilience is seen as a personal trait that emerges as a result of one's ability to bounce back from adversity in the first instance. Resilient people, in this opinion, are those who are able to bounce back from misfortune (Doney, 2013). When it comes to resilience, there are two ways to look at it: from a person-context viewpoint and from a process-focused perspective. When faced with adversity, a human actively employs the appropriate strategies to retain their dedication and well-being. Although specific abilities and strategies are important, a third perspective views resilience to be a context-focused concept of strength. Resilience, from this perspective, is the ability to cope with and maintain one's capacity in the face of a challenging social or cultural setting (Johnson et al., 2014). Ultimately, the concept of resilience as a method including numerous systems, both internal and external to the human, that are dynamically linked together is referred to as system-focused resilience.

As a complex notion (Southwick et al., 2014), resilience can be defined as an attribute (Hu et al., 2015); a technique (Panter-Brick & Leckman, 2013; Stainton et al., 2018), or as a final product (Masten, 2014; Panter-Brick & Leckman 2013, Stainton et al., 2018). Both an innate emotional potential and a dynamic process of dealing with turbulence, demanding, or challenging life events in a healthy way at a very low bodily and emotional cost are described as resilience (Epstein & Krasner, 2013; Luthar, 1991; Richardson et al., 1990; Stainton et al., 2018). Teens' ability to bounce back in a positive way is both an asset and a resource (Fergus & Zimmerman, 2005). Internal safety sources such as self-efficacy, competence, and coping abilities are called assets. External factors, such as adult support or adult mentorship, are examples of resources (Fergus & Zimmerman, 2005; Stainton et al., 2018).

Resisting all-natural stressors and difficulties in teaching as a difficult vocation is of paramount importance in all educational sectors since it can yield multiple positive outcomes for students and teachers alike. To be more precise, resiliency

results in a sense of purpose in the workplace, a willingness to adapt, a sense of ownership over one's own work and a sense of belonging in the classroom (Tait, 2008; Taylor, 2013). Instructors are the first line of defense in the battle against adversity, and their attitudes and preparedness make a huge difference in educational outcomes around the world. This is why teacher education and learning programs must focus on cultivating this construct in teachers (Wang, Derakhshan, & Rahimpour, 2022).

Using the concept of resilience at work, when adolescents' mental needs are met by external factors (such as close relationships, high expectations, and also constructive contributions from the likes of school, family and also society), they can be transformed into internal resources, such as self-efficacy, self-awareness, and self-confidence, that aid in their growth and development. (Li as well as Zhang, 2006) In the process of creating internal resources, resilience is also increased. As with Ryan and Deci's self-reliance theory (Ryan as well as Deci, 2000), this theory states that people's psychological health and well-being improve when their inherent emotional needs such as autonomy and relatedness are met. According to research conducted by scientists (Gómez-Ortiz et al., 2015; Liebenberg et al., 2016), youths who report feeling respected and supported by their parents or teachers are more resilient. Teacher support can be a form of external resource, according to both models and past research studies, which is very significant for building resilience in teenagers and increasing their mental health.

According to what mentioned above, this research sought to investigate the possible relationship among Iraqi EFL teachers' emotion regulation, resilience and psychological well-being. The following includes the method section comprising of participants and sampling as well as data gathering and analysis procedures.

### **3. Method**

#### ***3.1. Participants and Setting***

The researcher selected 421 EFL Iraqi teachers from three cities of Iraq; Basra, Thi Qar and Maysan. They were all Iraqi and their native language is Arabic. Their age range was between 25 to 49 years old from both genders teaching in high schools

and private institutions which were located in the Southern part of Iraq.

### **3.2. Instruments**

#### *3.2.1. Emotion Regulation Questionnaire*

In order to measure English language teachers' emotion regulation, Gross and John (2003) developed and validated a 10-item scale in two aspects (1) Cognitive Reappraisal (e.g., Item 7: When I want to feel more positive emotion, I change the way I am thinking about the situation; Item 10: When I want to feel less negative emotion, I change the way I am thinking about the situation): and (2) Expressive Suppression (e.g., Item 6: I control my emotions by not expressing them). A 7-point Likert-type scale, ranging from 1 (strongly disagree) to 7 (strongly agree) was used. Analyzing the collected data, it was revealed that the reliability of the present questionnaire was satisfactory ( $\alpha= 0.88$ ).

#### *3.2.2. Teachers' Psychological Well-being Questionnaire*

To measure Psychological Well-Being at Work, the scale developed by Dagenais-esmarais and Savoie (2012) was used in this study. It is composed of five components: Desire for Involvement at Work, Interpersonal Fit at Work, Feeling of Competency at Work, Thriving at Work, and Perceived Recognition at Work (e.g., Item 1: I value the people I work with; Item 4: I feel that my work is recognized; Item 8: I feel confident at work; Item 12: I am proud of the job I have; Item 20: I want to contribute to achieving the goals of my organization; Item 24: I feel that I am a full member of my organization). Each component is measured by five items. The items are measured based on a six-point scale (from 0 ¼ Disagree to 5 ¼ Entirely Agree). In the present study, a Cronbach's alpha reliability coefficient of 0.84 was reported for the scale.

#### *3.2.3. Teacher Resilience Questionnaire*

Campbell-Sills and Stein (2007) scale was used to gather data for teachers'

resilience index. It includes 10 items in a 5-point Likert scale ranging from 0 (not true at all) to 4 (true nearly all the time). It is a refined scale of resilience first devised and developed by Connor and Davidson (2003). The reliability index of the 10-item questionnaire calculated by Cronbach's alpha was .85 which indicated good reliability.

### **3.3. Procedure**

The researcher attended in 10 secondary public high schools in Basrah, Iraq and 5 private language institutes to visit their English language teachers and let them know about the purpose of his research. Introducing the topic and explaining the questionnaires, he gathered data for teachers' emotion regulation, resilience and their well-being. To have data from three southern provinces, the researcher asked his colleagues in Basrah, Thi Qar and Maysan to visit EFL teachers at high schools and private institutes to answer the questionnaires. Moreover, for ease of answering, the researcher made google forms and shared the links to his colleagues to collect data.

### **3.4. Data Analysis**

The data downloaded from the google drive and the data of the teachers who manually answered the sheets were collected in an Excel spreadsheet. After making the required primary arrangements, the data were converted to SPSS file for descriptive and inferential data analysis. Based on the purpose of the study and identifying the parametric/non-parametric data analysis procedure, the appropriate correlational formula was employed. Moreover, a linear multiple regression analysis was run to measure the contribution of teacher emotion regulation and resilience to their psychological well-being.

## **4. Results**

The questionnaires were sent to 450 EFL teachers and 421 returned the questionnaires in either printed or electronic format. The collected data were tabulated and analyzed based on correlational formula after making sure of the

reliability of the instruments and the normality of the data. The following Tables present reliability of the instruments as well as the normality of the data.

**Table 1**  
*Reliability of the Instruments*

Questionnaires	Cronbach's Alpha	N of Items
Emotion Regulation	.88	10
Resilience	.84	10
PWB	.81	46

To make sure of the reliability of the instruments used for data collection, the researcher ran a Cronbach Alpha test for each scale. Table 1 shows that all three scales including Teacher Emotion Regulation, Teacher Resilience, and Teacher PWB had satisfactory Cronbach Alpha indices (.88, .84, and .81, respectively).

**Table 2**  
*Test of Normality*

	Kolmogorov-Smirnov <sup>a</sup>		
	Statistic	Df	Sig.
Emotion Regulation	.045	421	.200*
Resilience	.034	421	.194
PWB	.024	421	.185

After making sure of the reliability of the scales, the researcher ran a normality test to decide whether the data should be analyzed parametrically or not. Table 2 depicts that the collected data were normal for all of the variables, since *P* value for them are more than significance level (.200, .194, .185). Thus, they do not violate the assumption of the normality and the data had to be analyzed parametrically using a Pearson correlation index.

#### 4.1 The First Research Question

The first research question concerns the possible significant relationship among teachers' resilience, emotion regulation and their well-being. To this end, a Pearson correlation formula was employed. The results are shown in the following Table.

**Table 3**  
*Correlation among Resilience, Emotion Regulation, and PWB*

		Emotion Regulation Resilience PWB		
Pearson	Emotion Regulation	Correlation Coefficient	1.000	
		Sig. (2-tailed)	.	
	Resilience	Correlation Coefficient	.585**	1.000
		Sig. (2-tailed)	.000	.000
	PWB	Correlation Coefficient	.425**	.528**
		Sig. (2-tailed)	.000	.000
	N		421	421

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Pearson correlation index shows the amount and the direction of the relationship among the variables. Table 3 demonstrates that the relationship among the variables are direct, which means that the higher index of one variable, the higher indices of the other variables. Furthermore, the significance level for all of these relationships are .000, which means that there is a direct and significant relationship among the variables of the study.

#### 4.2 The Second Research Question

To answer the second research question, which concerns if teacher emotion regulation and their resilience significantly predict EFL teachers' PWB, the researcher ran a multiple regression analysis and the following Tables were generated:

**Table 4***Model for the Relationship among Resilience, Emotion Regulation and PWB*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.559 <sup>a</sup>	.41	.40	20.75

a. Predictors: (Constant), Resilience, Emotion Regulation

The model summary Table shows that how much of the variance in the dependent variable (scores obtained from of the dependent variable (teachers' PWB)) can be explained by the model (which included the variables of teachers' emotion regulation and their resilience). In this case, the value was .40 ( $R^2=.41$ ). Expressed as a percentage, it implies that the model (which included scores on teachers' emotion regulation and their resilience) explained 41 percent of the variance in scores from teachers' PWB.

**Table 5***ANOVA for the Relationship among Teachers' Resilience, Emotion Regulation, and PWB*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	62766.89	2	31383.44	72.86	.000 <sup>b</sup>
	Residual	137831.02	419	430.72		
	Total	200597.92	421			

a. Dependent Variable: PWB

b. Predictors: (Constant), Resilience, Emotion Regulation

To assess the statistical significance of the results, it was necessary to look at Table 5 labeled ANOVA. This tested the hypothesis that multiple R in the population equals zero (0). The model reached statistical significance ( $F=(2, 419)=72.86$ ,  $Sig = .000$ , this really means  $p<.05$ ).

**Table 6**  
Coefficients for Teachers' Resilience, Emotion Regulation, and PWB

Model		Unstandardized Coefficients		Standardized		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	122.86	6.80		18.06	.000
	Emotion Regulation	.42	.14	.16	2.95	.003
	Resilience	1.52	.19	.44	7.86	.000

a. Dependent Variable: PWB

To know which of the variables included in the model contributed more to the prediction of the dependent variable, the researcher checked the column labeled "Beta" in Table 6. To compare the different variables, it was felt necessary to look at the *standardized* coefficients, not the *unstandardized* ones. 'Standardized' means that these values for each of the different variables have been converted to the same scale so that one can compare them.

In this study, the researcher was interested in *comparing* the contribution of each independent variable; therefore, he used the beta values. Looking down the Beta column, he found that the largest beta coefficient was .44, which was for teachers' resilience. This means that this variable made the strongest unique contribution to explaining the dependent variable, when the variance explained by all other variables in the model was controlled. The Beta value for the other variable (i.e., teachers' emotion regulation) was also significant since the Sig value was .003, which was less than .05.

## 5. Discussion

The current research was carried out to see if there was any significant relationship between Iraqi EFL teachers' emotion regulation, well-being and their resilience and it was also intended to see if teacher emotion regulation and their resilience significantly predict EFL teachers' PWB. The main framework used to conduct this



study was Gross' (1998, 2015) model in case of emotion regulation. As it was mentioned above, there was a direct relationship among the variables, that is, higher amount of index of one variable leads to higher indices of the other variables. Furthermore, the significance level for all of these relationships is .000, which means that there is a direct and significant relationship among the variables of the study. This finding is in accordance with previous studies mentioned in the literature such as Greenier et al., (2021) who proved the effect of emotional regulation and PWB as predictors of work engagement in both British and Iranian teachers. Moreover, the results of a study by Barbieri et al. (2019) evinced how positive insight of teachers on the working conditions may improve a significant level of well-being at work, and how these aspects are in line with the job satisfaction of the teachers. Furthermore, Wang, Derakhshan, and Rahimpour (2022) discovered the factors that are problematic for developing resilience among Chinese and Iranian EFL teachers. In this regard, some Chinese and Iranian EFL teachers were invited to share their perceptions by completing an open-ended questionnaire. In all of these studies teacher resilience was considered as a good indicator of numerous favorable results. More importantly, resilience leads to job satisfaction, openness, efficiency, and self-efficacy. In a comprehensive research in Canada, Kutsyuruba et al., (2019) came up with the results that most of Canadian teachers developed many coping skills that helped them persevere.

Concerning the second research question, the results showed that teacher emotion regulation and their resilience significantly predict EFL teachers' PWB. The model summary displayed in Table 4 shows that 40 percent of the variance in teachers' PWB can be elucidated by the variables of teachers' emotion regulation and their resilience. In other words, it indicates that scores on teachers' emotion regulation and their resilience can clarify 40 percent of the variance in scores from teachers' PWB. This finding also supports the previous results obtained by Ryan and Deci (2000) which points that individuals' psychological health and well-being are improved when their natural emotional requirements consisting of skills, autonomy, and relatedness are satisfied the difference here is that in Ryan and Deci's study autonomy and relatedness were the indicators of PWB, but in this study emotion regulation and resilience were indicators of PWB. One more

important aspect of the second research question was that which of the two variables contributed more to PWB. In this study, the researcher planned to *compare* the contribution of each independent variable; therefore, he decided to use the beta values. As it was displayed in the Beta column, it was found that the major beta coefficient was 0.44, which was for Teachers' resilience. It shows that teacher resilience had the biggest effect on explaining the dependent variable, when the variance explained by all other variables in the model was controlled. The degree of Beta value for teachers' emotion regulation was also substantial whose sig value was 0.03 which was less than the significant level.

### **6. Conclusion and Implications**

This study was carried out to address two research questions. First question was intended to see if there is any significant relationship between Iraqi EFL teachers' emotion regulation, well-being and their resilience. Second research question was designed to see if teacher emotion regulation and their resilience can significantly predict EFL teachers' PWB. As it was analyzed in discussion section, there was a significant relationship between Iraqi EFL teachers' emotion regulation, well-being, and resilience. The findings can be beneficial for EFL teachers to help them raise their awareness and employ their emotion regulation strategies to increase or decrease certain feelings in the class to improve their quality of teaching. They can appreciate the significance of emotions regulation and resilience in language teaching and contemplate more about their own inner feelings and their students and think of proper techniques to help them. The findings obtained in this research are also advantageous for teacher trainers in the sense that they can design training courses, conferences, webinars, discussions, and professional meetings for apprentice and qualified EFL teachers during the pandemic. Using hands-on teaching techniques, they can deepen their information and use of positive emotion regulation as well as their resilience.

Furthermore, the results of this paper could be enlightening for decision-makers, too. Knowing the status of psycho-emotional issues in education, decision-makers are anticipated to take these elements into consideration when they want to propose

curriculums for educational centers and decide what plans can be implemented for Iraqi context. Finally, the study could have implications for EFL scholars to carry out comparable investigations in this domain and fill the existing gaps. They can carry out experimental studies on teachers' emotion regulation and resilience and add some other variables during the pandemic and provide a deeper account of the issue. Besides, as studied, many investigators on emotions are still limited to negative emotions, so further investigations can be carried out focusing on positive emotions of both teachers and learners. Multicultural investigations are also suggested to enthusiastic researchers to check if teachers from different cultures use distinguishable or different emotion regulation strategies. Similarly, positive emotion regulation can be scrutinized doing correlational studies with other variables. The connection between positive interpersonal communication skills such as credibility, clarity, immediacy, stroke, and resilience are also a probable line for future research. Finally, future researchers are recommended to run longitudinal investigations on EFL teachers' positive emotion regulation and resilience using qualitative tools to show the evolving ways of regulatory strategies.

پښتونستان د علومو او مطالعاتو فریښکې  
پرتال جامع علوم انسانی

**References**

- Alipour, S. H., Kashkouli, Z., & Ghadiri, M. (2021). Validating factor structure of the Persian version of emotion regulation strategies inventory among Iranian EFL university teachers. *Applied Research on English Language*, 10(1), 81–104.  
<https://doi.org/10.22108/ARE.2020.125317.1634>
- Barbieri, B., Sulis, I., Porcu, M., & Toland, M. D. (2019). Italian teachers' well-being within the high school context: evidence from a large scale survey. *Frontiers in Psychology*. 10:1926. <https://doi.org/10.3389/fpsyg.2019.01926>
- Barcelos, A. M. F. & Ruohotie-Lyhty, M. (2018). Teachers' emotions and beliefs in second language teaching: Implications for teacher education. In J. D. M. Agudo (Ed.). *Emotions in Second Language Teaching: Theory, Research and Teacher Education* (pp. 109–124). Springer.
- Beltman, S. (2021). Understanding and examining teacher resilience from multiple perspectives. *Cultivating teacher resilience*, 11–26. [https://doi.org/10.1007/978-981-15-5963-1\\_2](https://doi.org/10.1007/978-981-15-5963-1_2)
- Benesch, S. (2017). *Emotions and English language teaching: Exploring teachers' emotion labor*. Routledge. <https://doi.org/10.4324/9781315736181>
- Benesch, S. (2018). Emotions as agency: Feeling rules, emotion labor, and English language teachers' decision-making. *System*, 79, 60–69. <https://doi.org/10.1016/j.system.2018.03.015>
- Benevene, P., De Stasio, S., & Fiorilli, C. (2020). Well-being of school teachers in their work environment. *Frontiers in Psychology*. 11:1239. <https://doi.org/10.3389/fpsyg.2020.01239>
- Bielak, J., & Mystkowska-Wiertelak, A. (2020). Investigating language learners' emotion-regulation strategies with the help of the vignette methodology. *System*, 90, 102208. <https://doi.org/10.1016/j.system.2020.102208>
- Borg, M. G. (1990). Occupational stress in British educational settings: A review. *Educational Psychology*, 10(2), 103–126. <https://doi.org/10.1080/0144341900100201>

- Brewer, M. L., Van Kessel, G., Sanderson, B., Naumann, F., Lane, M., Reubenson, A., & Carter, A. (2019). Resilience in higher education students: A scoping review. *Higher Education Research & Development*, 38(6), 1105–1120. <https://doi.org/10.1080/07294360.2019.1626810>
- Burić, I., Penezić, Z., & Sorić, I. (2017). Regulating emotions in the teacher's workplace: Development and initial validation of the Teacher Emotion-Regulation Scale. *International Journal of Stress Management*, 24(3), 217. <https://doi.org/10.1037/str0000035>
- Cam, N. T. (2021). "EFL teachers' emotion regulation in response to onlineteaching at Van Lang University," in 17<sup>th</sup> International Conference of the Asia Association of Computer-Assisted Language Learning (AsiaCALL 2021) (Paris: Atlantis Press), 80–87.
- Campbell-Sills, L., & Stein, M. B. (2007). Psychometric analysis and refinement of the connor–davidson resilience scale (CD-RISC): Validation of a 10- item measure of resilience. *Journal of Traumatic Stress: Official Publication of the International Society for Traumatic Stress Studies*, 20(6), 1019–1028. <https://doi.org/10.1002/jts.20271>
- Carson, R. L., & Templin, T. J. (2007). Emotional regulation and teacher burnout: Who says that the management of emotional expression doesn't matter. In *American Education Research Association Annual Convention, Chicago*.
- Chan, D. W. (2003). Hardiness and its role in the stress–burnout relationship among prospective Chinese teachers in Hong Kong. *Teaching and Teacher Education*, 19(4), 381–395. [https://doi.org/10.1016/S0742-051X\(03\)00023-4](https://doi.org/10.1016/S0742-051X(03)00023-4)
- Chang, M. L. (2020). Emotion display rules, emotion regulation, and teacher burnout. In *Frontiers in Education* (Vol. 5, p. 90). <https://doi.org/10.3389/feduc.2020.00090>
- Chang, M. L., & Taxer, J. (2021). Teacher emotion regulation strategies in response to classroom misbehavior. *Teachers and Teaching*, 27(5), 353–369. <https://doi.org/10.1080/13540602.2020.1740198>
- Chen, J. (2020). *Refining the teacher emotion model: evidence from a review of*

literature published between 1985 and 2019. Cambridge. J. Educ. 51, 327–357. <https://doi.org/10.1080/0305764X.2020.1831440>

- Chen, J., & Cheng, T. (2021). Review of research on teacher emotion during 1985–2019: a descriptive quantitative analysis of knowledge production trends. *European Journal of Psychology of Education*, 1–22. <https://doi.org/10.1007/s10212-021-00537-1>
- Connor, K. M., & Davidson, J. R. (2003). Development of a new resilience scale: The Connor-Davidson resilience scale (CD- RISC). *Depression and anxiety*, 18(2), 76–82. <https://doi.org/10.1002/da.10113>
- Court, S. (1996). The use of time by academic and related staff. *Higher Education Quarterly*, 50(4), 237–260. <https://doi.org/10.1111/j.1468-2273.1996.tb01705.x>
- Derakhshan, A. (2021). The predictability of Turkman students' academic engagement through Persian language teachers' nonverbal immediacy and credibility. *Journal of Teaching Persian to Speakers of Other Languages*, 10(21), 3–26. <https://doi.org/10.30479/jtpsol.2021.14654.1506>
- Derakhshan, A. (2022a). [Review of the book *Positive psychology in second and foreign language education*, by Katarzyna Budzińska & Olga Majchrzak (Eds).]. *ELT Journal*, 76(2), 304–306. <https://doi.org/10.1093/elt/ccac002>
- Derakhshan, A. (2022b). *The “5Cs” positive teacher interpersonal behaviors: Implications for learner empowerment and learning in an L2 Context*. Springer. <https://link.springer.com/book/9783031165276>
- Derakhshan, A. (2022c). Revisiting research on positive psychology in second and foreign language education: Trends and directions. *Language Related Research*, 13(5), 1–43. <https://doi.org/10.52547/LRR.13.5.1>
- Derakhshan, A., Dewaele, J-M, & Azari Noughabi, M. (2022). Modeling the contribution of resilience, well-being, and L2 grit to foreign language teaching enjoyment among Iranian English language teachers. *System*, 190, 102890. <https://doi.org/10.1016/j.system.2022.102890>
- Dewaele, J. M. (2017). Are perfectionists more anxious foreign language learners and

- users? In C. Gkonou, M. Daubney, & J. M. Dewaele (Eds.), *New insights into language anxiety: Theory, research, and educational implications* (pp. 70–90). Multilingual Matters. <https://doi.org/10.21832/9781783097722-006>
- Dewaele, J. M., Chen, X., Padilla, A. M., & Lake, J. (2019). The flowering of positive psychology in foreign language teaching and acquisition research. *Frontiers in Psychology*, 10, 21–28. <https://doi.org/10.3389/fpsyg.2019.02128>.
- Doney, P. A. (2013). Fostering resilience: A necessary skill for teacher retention. *Journal of Science Teacher Education*, 24(4), 645–664. <https://doi.org/10.1007/s10972-012-9324-x>
- Gabrys-Barker, D., & Galajda, D. (Eds.). (2016). *Positive psychology perspectives on foreign language learning and teaching*. Springer.
- Gill, M. G., & Hardin, G. (2014). A “hot” mess: Impacting the relation between teachers’ beliefs and emotions. In H. Fives & M. G. Gill (Eds.), *International handbook on teachers’ beliefs* (pp. 230–245). Routledge.
- Gillespie, N. A., Walsh, M., Winefield, A. H., Dua, J., & Stough, C. (2001). Occupational stress in universities: Staff perceptions of the causes, consequences and moderators of stress. *Work & Stress*, 15(1), 53–72. <https://doi.org/10.1080/026783701117944>
- Greenier, V., Derakhshan, A., & Fathi, J. (2021). Emotion regulation and psychological well-being in teacher work engagement: a case of British and Iranian English language teachers. *System*, 97:102446. <https://doi.org/10.1016/j.system.2020.102446>
- Gross, J. J. (2015). Emotion regulation: Current status and future prospects. *Psychological Inquiry*, 26(1), 1–26. <https://doi.org/10.1080/1047840X.2014.940781>
- Gross, J. J. (2014). Emotion regulation: Conceptual and empirical foundations. In J. J. Gross (Ed.), *Handbook of emotion regulation* (2nd ed., pp. 3-20). The Guilford Press
- Gross, J. J. (1998). The emerging field of emotion regulation: An integrative

- review. *Review of general psychology*, 2(3), 271–299. <https://doi.org/10.1037/1089-2680.2.3.271>
- Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, 85(2), 348–362. <https://psycnet.apa.org/doi/10.1037/0022-3514.85.2.348>
- Heydarnejad, T., Fatemi, A. H., & Ghonsooly, B. (2021). The interplay among self-regulation, emotions and teaching styles in higher education: a path analysis approach. *Journal of Applied Research in Higher Education*. <https://doi.org/10.1108/JARHE-08-2020-0260> Chang.
- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491–525. <https://doi.org/10.3102/0034654308325693>
- Jiang, J., Vauras, M., Volet, S., & Wang, Y. (2016). Teachers' emotions and emotion regulation strategies: Self- and students' perceptions. *Teaching and Teacher Education*, 54, 22–31. <https://doi.org/10.1016/j.tate.2015.11.008>
- Johnson, B., Down, B., Le Cornu, R., Peters, J., Sullivan, A., Pearce, J., & Hunter, J. (2014). Promoting early career teacher resilience: A framework for understanding and acting. *Teachers and Teaching*, 20(5), 530–546. <https://doi.org/10.1080/13540602.2014.937957>
- Kalali Sani, S. F., Motallebzadeh, Kh., Khodabakhshzadeh, H., & Zeraatpisheh, M. (2021). Iranian EFL teachers' professional identity and their goal orientation. *Teaching English Language*, 15(1), 137-160. <https://doi.org/10.22132/TEL.2021.132248>
- Kalali Sani, S. F., Motallebzadeh, Kh., Khodabakhshzadeh, H., & Zeraatpisheh, M. (2021). On the Iranian English as Foreign Language Novice and Experienced Teachers' Attributional Styles and Professional Identity. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.823815>
- Kieschke, U., & Schaarschmidt, U. (2008). Professional commitment and health



- among teachers in Germany: A typological approach. *Learning and Instruction*, 18(5), 429–437. <https://doi.org/10.1016/j.learninstruc.2008.06.005>
- Kinman, G. (1998). *Pressure points: A survey into the causes and consequences of occupational stress in UK academic and related staff*. London: Association of University Teachers (AUT).
- Kinman, G. (2001). Pressure points: A review of research on stressors and strains in UK academics. *Educational Psychology*, 21(4), 473–492. <https://doi.org/10.1080/01443410120090849>
- Kinman, G., & Wray, S. (2013). *Higher stress: A survey of stress and well-being among staff in higher education* (p. 52). United Kingdom: University and College Union (UCU). Retrieved from [https://www.ucu.org.uk/media/5911/Higher-stress-a-survey-of-stress-and-well-being-among-staff-in-higher-education-Jul-13/pdf/HE\\_stress\\_report\\_July\\_2013.pdf](https://www.ucu.org.uk/media/5911/Higher-stress-a-survey-of-stress-and-well-being-among-staff-in-higher-education-Jul-13/pdf/HE_stress_report_July_2013.pdf)
- Klapproth, F., Federkeil, L., Heinschke, F., & Jungmann, T. (2020). Teachers' experiences of stress and their coping strategies during COVID-19 induced distance teaching. *Journal of Pedagogical Research*, 4, 444–452. <https://doi.org/10.33902/JPR.2020062805>
- Kutsyuruba, B., Godden, L., & Bosica, J. (2019). The impact of mentoring on the Canadian early career teachers' well-being. *International Journal of Mentoring and Coaching in Education*. <https://doi.org/10.1108/IJMCE-02-2019-0035>
- Loh, C. E., & Liew, W. M. (2016). Voices from the ground: The emotional labour of English teachers' work. *Teaching and Teacher Education*, 55, 267–278. <https://doi.org/10.1016/j.tate.2016.01.016>
- Macdonald, D. (1999). Teacher attrition: A review of literature. *Teaching and teacher education*, 15(8), 835–848. [https://doi.org/10.1016/S0742-051X\(99\)00031-1](https://doi.org/10.1016/S0742-051X(99)00031-1)
- Mercer, S., & Kostoulas, A. (Eds.). (2018). *Language teacher psychology*. Multilingual Matters. <https://doi.org/10.1080/15348458.2020.1787059>
- Olivier, M. A. J., & Venter, D. J. L. (2003). The extent and causes of stress in teachers in the George region. *South African journal of education*, 23(3), 186–192.

- Pithers, R. T. (1995). Teacher stress research: Problems and progress. *British Journal of Educational Psychology*, 65(4), 387–392. <https://doi.org/10.1111/j.2044-8279.1995.tb01160.x>
- Richards, J. C. (2020). Exploring emotions in language teaching. *RELC J.* 1–15. <https://doi.org/10.1177/0033688220927531>
- Shakki, F. (2022). Iranian EFL students' L2 engagement: The impact of teacher support and teacher-student rapport. *Language Related Research*, 13(3), 175–198. <https://doi.org/10.52547/LRR.13.3.8>
- Shuman, V., & Scherer, K. R. (2015). Emotions, psychological structure of. *International Encyclopedia of Social and Behavioral Science*. 526–533. <https://doi.org/10.1016/B978-0-08-097086-8.25007-1>
- Southwick, S. M., Bonanno, G. A., Masten, A. S., Panter-Brick, C., & Yehuda, R. (2014). Resilience definitions, theory, and challenges: interdisciplinary perspectives. *European Journal of Psycho-traumatology*, 5(1), <https://doi.org/10.3402/ejpt.v5.25338>
- Stainton, A., Chisholm, K., Kaiser, N., Rosen, M., Upthegrove, R., & Ruhrmann, S., (2018). Resilience as a multimodal dynamic process. *Early Intervention in Psychiatry*. 13, 725–732. <https://doi.org/10.1111/eip.12726>
- Sutton, R. (2010). Why these ideas work, but seem weird. *Design Management Review*, 15(1), 43–49. <https://doi.org/10.1111/j.1948-7169.2004.tb00149.x>
- Sutton, R. E., & Harper, E. (2009). Teachers' emotion regulation. In L. J. Saha, & A. G. Dworkin (Eds.), *International handbook of research on teachers and teaching* (pp. 389–401). Springer.
- Sutton, R. E., & Wheatley, K. F. (2003). Teachers' emotions and teaching: A review of the literature and directions for future research. *Educational psychology review*, 15(4), 327–358. <https://doi.org/10.1023/A:1026131715856>
- Talbot, K., & Mercer, S. (2018). Exploring university ESL/EFL teachers' emotional well-being and emotional regulation in the United States, Japan and Austria. *Chinese Journal of Applied Linguistics*, 41(4), 410–432. 10.1515/cjal-2018-0031

- Tamir, M. (2016). Why do people regulate their emotions? A taxonomy of motives in emotion regulation. *Personality and Social Psychology Review*, 20(3), 199–222. <https://doi.org/10.1177/1088868315586325>
- Toraby, E. & Modarresi, G. (2018). EFL teachers' emotions and learners' views of teachers' pedagogical success. *International Journal of Instruction*, 11(2), 513–526. <https://doi.org/10.12973/iji.2018.11235a>
- Tytherleigh, M. Y., Webb, C., Cooper, C. L., & Ricketts, C. (2005). Occupational stress in UK higher education institutions: A comparative study of all staff categories. *Higher Education Research & Development*, 24(1), 41–61. <https://doi.org/10.1080/0729436052000318569>
- University and College Union (UCU). (2016). *UCU workload survey 2016* (p. 6). United Kingdom. Retrieved from [https://www.ucu.org.uk/media/8196/ Executive-summary—Workload-is-aneducation-issue-UCU-workload-survey-report-2016/pdf/ucu\\_workloadsurvey\\_summary\\_jun16.pdf](https://www.ucu.org.uk/media/8196/Executive-summary—Workload-is-aneducation-issue-UCU-workload-survey-report-2016/pdf/ucu_workloadsurvey_summary_jun16.pdf) (June, 2022).
- Wang, Y., Derakhshan, A., & Azari Noughabi, M. (2022). The interplay of EFL teachers' immunity, work engagement, and psychological well-being: Evidence from four Asian countries. *Journal of Multilingual and Multicultural Development*. <https://doi.org/10.1080/01434632.2022.2092625>
- Wang, Y., Derakhshan, A., & Rahimpour, H. (2022). Developing resilience among Chinese and Iranian EFL teachers: A multi-dimensional cross-cultural study. *Journal of Multilingual and Multicultural Development*, 1–18. <https://doi.org/10.1080/01434632.2022.2042540>
- Wang, F., & Ye, Z. (2021). On the role of EFL/ESL teachers' emotion regulation in students' academic engagement. *Frontiers in Psychology*. 12:758860. <https://doi.org/10.3389/fpsyg.2021.758860>
- Wiley, C. (2000). A synthesis of research on the causes, effects, and reduction of strategies of teacher stress. *Journal of Instructional Psychology*, 27(2), 80–87.
- Zhang, Q., & Zhu, W. (2008). Exploring emotion in teaching: Emotional labor, burnout, and satisfaction in Chinese higher education. *Communication Education*,

57,105–122. <https://doi.org/10.1080/03634520701586310>

Zheng, Y., & Cheng, L. (2018). How does anxiety influence language performance? From the perspectives of Foreign Language classroom anxiety and cognitive test anxiety. *Language Testing in Asia*, 8(1), 119. <https://doi.org/10.1186/s40468-018-0065-4>.

### **About the Author**

**Ahmed H. Khammat Aliessa** is M.A. Graduate of Linguistics/ Stylistics, University of Basrah, College of Education for the Humanities, Department of English, in 2006. He is currently a PhD candidate at University of Isfahan, Iran. He is an assistant professor at Shatt Al-Arab University College, Basrah, Iraq. His main research interests are in the areas of Language Teaching, Stylistics and Discourse Analysis.

