

Investigating the essential mediating roles of gender and teaching experience on the relationships among Iranian EFL teachers' well-being, self-concept and professional development

Somaiyeh Molavi, Davud Kuhi*, Saeideh Ahangari

Department of English Language Teaching, Tabriz Branch, Islamic Azad University, Tabriz, Iran

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Abstract

Improvement and change in teachers' knowledge and practice are likely to bring about changes in teacher growth, varieties in teachers' instructional techniques and strategies as well as enhancement in student learning. In the field of language learning and teaching, many linguistic and non-linguistic issues have been examined to explain the role of psychological issues and individual differences in foreign language learning. However, the role of positive emotions has not been investigated sufficiently among EFL teachers. Therefore, the present study has investigated gender and teaching experience on the well-being, professional growth and self-concept of Iranian English teachers. The present research in terms of practical purpose and in terms of the method of collecting information, is a survey type, and in terms of execution time, it is cross-sectional, and in terms of execution logic, it is deductive-inductive. The current research community consists of 220 Iranian English language teachers in private language learning institutions in Tabriz who have at least 5 years of teaching experience. In the current research, the main measurement tool is a questionnaire, which is one of the common research tools and a direct method for obtaining research data. According to the nature of the subject, the research method is a quantitative method. The gathered data was analyzed using correlation analysis and structural equation modelling (SEM). The software packages SPSS 24.0 and Amos 8 were used for descriptive statistics and correlation analyses, respectively. The results revealed that there is a significant structural relationship between well-being and self-concept with the mediation of gender and experience. However, there is no significant structural relationship between well-being and professional development with the mediation of gender and experience.

Keywords: professional development, well-being, gender, self-concept, teaching experience, nonlinear equations
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1 Introduction

Several researchers recognized that learning a second language is an emotionally driven process. Much of the research on the influence of effect on language learning has concentrated on negative emotions, and the role of positive emotions has been generally unnoticed [4]. A limited number of studies, for example, [4, 8], have attempted to explore positive

*Corresponding author

Email addresses: somaiyeh_molavi29@yahoo.com (Somaiyeh Molavi), davudkuhi@yahoo.com (Davud Kuhi), saeideh.ahangari@gmail.com (Saeideh Ahangari)

emotions in language learning. Maslow first discussed the term Positive Psychology in 1954 in his studies concerning motivation and personality. Seligman and Csikszentmihalyi [20], defined positive psychology as the scientific study of positive human functioning and flourishing on multiple levels that include the biological, personal, relational, institutional, cultural, and global dimensions of life [2]. Having reviewed previous research on teacher professional development, Desimone [7], proposed the constituents of meaningful and impactful teacher professional development that lastly result in enhancement in students' performance. These five critical components are (1) the need for focus on content; (2) the opportunities presented for active learning; (3) coherence of the professional development program; (4) duration (minimum of 30 hours) of the program; and (5) opportunities for collective participation. In addition to these five critical factors, the research document also states the requirement to integrate structured, maintained activities to improve the benefit of any professional development program [1].

Improvement and change in teachers' knowledge and practice are likely to bring about changes in teacher growth, varieties in teachers' instructional techniques and strategies as well as enhancement in student learning. In the field of language learning and teaching, many linguistic and non-linguistic issues have been examined to explain the role of psychological issues and individual differences in foreign language learning [6]. It is known that some of these factors positively affect students' academic achievement while others negatively affect their academic achievement. However, the range of these factors is not limited to students' performance in academic settings, since teachers are also within this range, they are affected by various personal and environmental factors, and they have the potential to influence their surroundings [2]. To exert a positive effect on students and the general educational setting, teachers require emotionally and financially convenient conditions in order to deliver their knowledge based on the predetermined schedules and syllabus. Having a high appreciation of self and confidence in personal capabilities are important for teachers. They are expected to follow the methodology and educational regulations and at the same time improve their professional and intellectual status. However, through this process, teachers may encounter several issues that may hinder their well-being and development [1].

From an educational perspective, the role and impact of personality and individual differences appear to be questioningly limited, and the amount of research targeting personality in foreign language studies has been minimal compared to the study of most other individual differences variables [9]. Hence, as the reviewed literature reveals, there is a growing number of quantitative and qualitative empirical studies on individual characteristics in the EFL context. Overall, these investigations are relatively small in number. Based on the above-mentioned points, to understand teachers and the characteristics influencing their occupation, we need to consider the professional, cultural, and personal features related to them [2]. The EFL teachers can share their ideas and experiences while getting familiar with the new trends, findings, and research. Thus, their teaching experience can be influential in improving the quality of their teaching. Classically, teachers tend to teach as they have been taught, modelling their classroom lessons and instructional techniques on the styles and plans they have experienced in their own schooling, or observed in the schools where they are teaching. Based on this, the current research seeks to answer the question of whether there is a significant relationship between the components of English teachers' well-being (positive feelings, participation, relationships, meaning, success) and their self-concept with participation in teaching experience and their gender.

The findings of the present study can enlighten teachers about their self-image and confidence in applying their experience and knowledge, effectively. This will encourage them to develop their profession by using new and modern materials, which are thought to boost their energy and make them feel well, psychologically. Feeling attached to their jobs can help teachers adjust their methodology due to their high appreciation of self-concept. It is apparent that a focus on language learning and teaching is an expedient way of gaining a new understanding of the nature and significance of individual differences; and so, there is a strong necessity for an extended approach to the study of teachers' characteristics.

2 Literature review

An increasing number of individuals, organizations, and policymakers worldwide are concentrating on well-being to improve the quality of their work. Evidence designates that subjective well-being, life satisfaction, optimism, happiness, and other positive constructs are related to numerous desirable outcomes, including lower rates of divorce, greater educational and occupational success, stronger friendships, and better physical health [9]. Huppert and So [13], believed that realizing and supporting well-being is progressively intended as an interdisciplinary topic that should be considered at manifold levels within a system, counting individuals, organizations, communities, and nations. A crucial element in the elevation of well-being is the need to measure and document levels and changes in well-being at individual, community, and national levels. In this regard, Seligman's (2011) PERMA model claimed that flourishing arises from five well-being pillars (positive emotion, engagement, relationships, meaning, and accomplishment). Huppert and So

]10], defined ten components of flourishing that are the opposite of the main symptoms of depression and anxiety (competence, emotional stability, engagement, meaning, optimism, positive emotion, positive relationships, resilience, self-esteem, and vitality). Wong [21], proposed that hedonic, prudential (being fully engaged in life), eudaimonic, and chronic (feeling blessed) types of happiness all lead to an overall sense of subjective well-being, but come together in different ways depending on the person, surroundings, and context. Through a quantitative analysis of studies with topics relevant to positive psychology, Rusk and Waters [19], empirically derived a five-domain model of positive functioning (comprehension and coping, attention and awareness, emotions, goal and habits, virtues and relationships) [1].

From the positive psychology standpoint, well-being is not simply the absence of a negative function but rather is something more. That is to say, a lack of negative affect, depression, loneliness, insecurity, and illness is not the same as the presence of positive affect, happiness, social connection, trust, and wellness. Additionally, while dissimilar theories contain diverse areas, academics have progressively documented that multidimensional models are desired to sufficiently capture the complication of optimum psychological functioning [13]. Butler and Kern [5], defined flourishing as a dynamic optimal state of psychosocial functioning that arises from functioning well across multiple psychosocial domains. They suggested that there is no particular best model of well-being; however, diverse conceptualizations can be supportive of taking the abstract construct of well-being and providing concrete domains that can be measured, developed, and sustained. Specifically, they focused on the five domains defined by Seligman's (2011) PERMA theory: positive emotion (P), engagement (E), relationships (R), meaning (M), and accomplishment (A).

Emotions can be classified as a circumflex consisting of valence (negative to positive) and activation (low to high) dimensions [14]. People can experience both negative and positive emotions simultaneously. Numerous reviews supported the value of positive emotion across a range of life outcomes. Valid and reliable measures, at the individual and national level, have existed for several decades [2].

Research on engagement has occurred across several relatively disparate domains. In positive psychology, measures have focused on flow, or an extreme level of psychological engagement that involves intense concentration, absorption, and focus [17]. In the organizational domain, work engagement has been defined in terms of vigour, dedication, and absorption [10]. Student engagement includes psychological, behavioural, cognitive, and academic domains [17]. Engagement is also an important component of successful ageing, but little work has been attempted to measure engagement in older age beyond activity involvement. Across these fields, engagement seemingly involves emotional, cognitive, and behavioural dimensions, but it is not clear how to succinctly capture these dimensions in a brief measure.

Social relationships are fundamental to life [14]. A review found over 18,000 articles published on social relationships and health in the past decade alone. Social support has been linked to less depression and psychopathology, better physical health, lower mortality risk, healthier behaviours, and other positive outcomes [10]. Sub-domains include social ties (number of persons in the social sphere), social networks (number of ties and quality of those ties), received support (objective perspective of resources), perceived support (subjective perspective of resources), satisfaction with support, and giving support to others [10]. The relationship dimension has a well-established place in most of the main existing well-being surveys used globally.

3 Research methodology

According to the purpose of this research, it is a type of applied research. In terms of the method of collecting information, it is a survey type, and in terms of execution time, it is cross-sectional, and in terms of execution logic, it is deductive-inductive. The current research community consists of 220 Iranian English language teachers in private language learning institutions in Tabriz who have at least 5 years of teaching experience. In the current research, the main measurement tool is a questionnaire, which is one of the common research tools and a direct method for obtaining research data. According to the nature of the subject, the research method is quantitative. In this research, taking into account that the method of measuring the research variables is known, and taking into account the degree of accuracy required in data collection, the duration of the research, and other related costs and resources available for data collection, a questionnaire is used to collect the required data. According to the purpose of this research, these questionnaires are:

PERMA Questionnaire: Butler and Kern [5], developed a 15-item PERMA questionnaire. It is designed based on an 11-point Likert-type scale.

Professional Development (PD): Afshar and Ghasemi [7], designed a 35-item questionnaire with five components or sub-constructs for assessing the teachers' perception of professional development including a) PD activity preferences, b) potential benefits of PD activities c) actual benefits of PD activities d) affective contributions of PD and e) practical contributions of PD.

Robson Self-Concept Questionnaire (SCQ): This questionnaire deals with attitudes and beliefs, which some people have about themselves. It is a 30-item questionnaire developed by Robson (1989) and designed based on a four-point Likert scale.

A pilot study was conducted before the main study with a very similar sample ($N = 30$) from different institutes, in order to identify any potential problems that may affect the outcomes of the main study. Therefore, for the data collection procedure in this study, initially, the questionnaires were reviewed by three experts in TEFL in order to ensure the content validity of the study. The items of the questionnaire have to be checked for internal consistency; consequently, the reliability of the instruments was measured by Cronbach’s alpha. The teachers were told about the purpose and directions of the questionnaires so that they could fill them out, easily and carefully. The teachers’ voluntary participation was considered, and the anonymity and confidentiality of their responses were ensured, and they were assured that the collected data was viewed as being private the names would not be disclosed at any rate and their responses would have no effect on their professional life [2]. The questionnaires were distributed by email. The gathered data was analyzed using correlation analysis and structural equation modelling (SEM). The software packages SPSS 24.0 and Amos 8 were used for descriptive statistics and correlation analyses, respectively.

The model below is a hypothetical representation of the relationships of the variables examined in this study. As illustrated in the model, well-being and its components including positive emotion, engagement, relationship, meaning, and accomplishment are considered in relation to professional development and self-concept. However, gender and teaching experience are regarded as the moderating variables of the current study.

3.1 Nonlinear Structural Equation Model

The traditional linear structural equation model is typically made up of two parts: the measurement model describing the relationships between the observed and latent variables and the structural model describing the relationships between the latent variables. Given a vector of p observed variables Z ; for the i th individual in a sample of size n and a vector of q latent variables f_i , the linear structural equation model system can be written:

$$Z_i = \mu + \Lambda f_i + \epsilon_i \tag{3.1}$$

$$b_0 + B_0 f_i = \delta_{0i}, \tag{3.2}$$

where in the measurement model, the matrices $\mu(p \times 1)$ and $\Lambda(p \times q)$ contain fixed or unknown scalars describing the linear relation between the observations Z ; and the common latent factors f_i , and represents the $(p \times 1)$ vector of random measurement error independent of f_i such that $E(\epsilon_i) = 0$ and $Var(\epsilon_i) = \Psi$ with fixed and unknown scalars in; and in the structural model, the matrices $b_0(d \times 1)$ and $B_0(d \times q)$ contain fixed or unknown scalars defining d different additive linear simultaneous structural equations relating the factors to one another plus the $(d \times 1)$ vector of random equation error δ_{0i} , where $E(\delta_{0i}) = 0$ and $Var(\delta_{0i}) = A_0$ with fixed and unknown scalars in A_0 .

The simultaneous linear structural model as written in (3.2) is very general. For many practical research questions which can be addressed by simultaneous structural models, it is useful to model specific variables in terms of the rest of the variables, i.e., it is useful to consider some of the latent variables as endogenous and others as exogenous, where endogenous variables are those that are functions of other endogenous and exogenous variables. Let $f_i = (\eta'_i, \xi'_i)$ where η_i are the d endogenous latent variables and ξ_i are the $q - d$ exogenous latent variables. Then a commonly used form for the structural model (3.2) becomes:

$$\eta_i = b + B\eta_i + \Gamma\xi_i + \delta_i, \tag{3.3}$$

where it is assumed the equation errors δ_i have $E(\delta_i) = 0$, $Var(\delta_i) = \Delta$ and are independent of the ξ_i as well as independent of ϵ_i in (3.1), and the matrices $b(d \times 1)$, $B(d \times d)$, $\Gamma(d \times (q - d))$, and $A(d \times d)$ are fixed or unknown scalars. The structural model (3.3) is said to be in implicit form, implicit because it has endogenous variables on both sides of the equations, i.e., it is not “solved” for the endogenous variables. It is assumed that the diagonal of B is zero so that no element of η_i is a function of itself. A sufficient condition for solving is that $(I - B)$ is invertible, then can be solved for the endogenous variables and written as

$$\eta_i = b^* + \Gamma^*\xi_i + \delta_i^* \tag{3.4}$$

where $b = (I - B)^{-1}b$, $\Gamma^* = (I - B)^{-1}\Gamma$, and $Var(\delta_i^*) = (I - B)^{-1}\Delta(I - B)^{-1}$.

The structural model (3.4) is said to be in reduced form as the η_i now appears only on the left-hand side of the equation. It is important to note the assumption that the equation errors δ_i were additive and independent of the In the implicit form results in the equation errors ξ_i in the reduced form (3.4) also being additive and independent of the η_i .

Given p , q and d , additional restrictions must be placed on μ , A , Y , b_0 , B_0 , and Δ_0 in (3.1)-(3.2) in order to make all the unknown parameters identifiable. The assumption that (3.2) can be written in reduced form (3.4) is the typical restriction placed on the structural model. Additionally, a common restriction placed on the measurement model (3.1) is the errors-in-variables parameterization where q of the observed variables are each fixed to be equal to one of the q different latent variables plus measurement error. For a thorough discussion of identifiability in linear structural equation models see, e.g., Bollen [3]. Finally, it should be noted that there are no inherent distributional assumptions needed for e_j , do_i , nor f_l at this point of model specification although distributional assumptions may be added eventually to perform estimation.

A mixture SEMs for a $p \times 1$ random vector y_i is defined as follows:

$$f(y_i) = \sum_{k=1}^K \pi_k f_k(y_i | \mu_k \Sigma_k), \quad i = 1, \dots, n \tag{3.5}$$

where K is the number of components which can be unknown, π_k 's are component probabilities which are nonnegative and sum to 1.0, $f_k(y_i | \mu_k \Sigma_k)$ is a multivariate normal density function with an unknown mean vector μ_k and a covariance matrix Σ_k . Conditional on the k th component, suppose that y satisfies the following measurement model:

$$y = \mu_k + \Lambda_k \omega_k + \epsilon_k \tag{3.6}$$

is an $p \times 1$ Intercept vector, Y_k is a $p \times q$ factor loading matrix, ω_k is a $q \times 1$ random vector of latent variables, and ϵ_k is a $p \times 1$ random vector of error measurements with distribution $N(0, \Psi_k)$ which is independent of ω_k , and Ψ_k is a diagonal matrix. Let ω_k be partitioned into $(\eta_n^T, \xi_k^T)^T$ where η_n is a $q_1 \times 1$ vector, ξ_k is a $q_2 \times 1$ vector, and $q_1 + q_2 = q$. The structural equation is defined as

$$\eta_k = B_k \eta_k + \Gamma_k \xi_k + \delta_k \tag{3.7}$$

where B_k and Y_k are $q_1 \times q_1$ and $q_1 \times q_2$ matrices of unknown parameters; and random vectors $\xi_k \lambda_k$ are independently distributed. as $N(0, \phi_k)$ and $N(0, \phi_{\lambda k})$ respectively; and ϕ_k is a diagonal matrix.

We assume that $B_0(q_1 - B)$ is nonsingular and $(I_{q_1}$ Is Independent of any elements in B_k^* . One specific form of B_k that satisfies this assumption is the lower or upper triangular matrix.

As the mixture model defined in (3.5) is an invariant concerning permutation of labels $k = 1, \dots, K$, adoption of unique labelling for identifiability is important. Roeder and Wasserman [18], and Zhu and Lee [15] proposed to impose the ordering $\mu_{1,1} < \dots < \mu_{K,1}$, for eliminating the label switching (jumping between the various labelling subspace), where $\mu_{k,1}$ is the first element of the mean vector μ_k . This method works fine if $\mu_{1,1}, \dots, \mu_{K,1}$ are well separated. However, if $\mu_{1,1}, \mu_{K,1}$ are close to each other, it may not be able to eliminate the label switching and may introduce incorrect results. Hence, it is necessary to find a sensible identifiability constraint. In this chapter, the random permutation sampler developed by Frühwirth-Schnatter [12] will be applied to find the suitable Identifiability constraints. See the following sections for more details.

Moreover, for each $k = 1, \dots, K$, structural parameters in the covariance matrix Σ_k corresponding to the model defined by (3.6) and (3.7) are not identified. A common method in structural equation modelling for identifying the model is to fix appropriate elements in A_k , B_k , and/or Y_k at preassigned values. The positions of the preassigned values of the fixed elements in these matrices of regression coefficients can be chosen on a problem-by-problem basis, as long as each σ_k is identified. In practice, most manifest variables are usually clear indicators of their corresponding latent variables. This gives rather clear prior information to specify the zero values to appropriate elements in these parameter matrices.

In this research, the statistical indicators include number, mean, standard deviation, minimum, maximum, skewness and kurtosis. In addition, in order to show the distribution of variables, frequency tables and bar charts are used.

4 Results and discussion

Table 1 shows that 220 teachers took part in this study and among them 141 (64.1%) are female and 79 (35.9%) are male EFL teachers.

Table 2, illustrates that the age of 15 (6.8%) of the participants is 25 to 29, 139 (63.2%) of them are between 30 to 40 years old and 66 (30%) of them are older than 40.

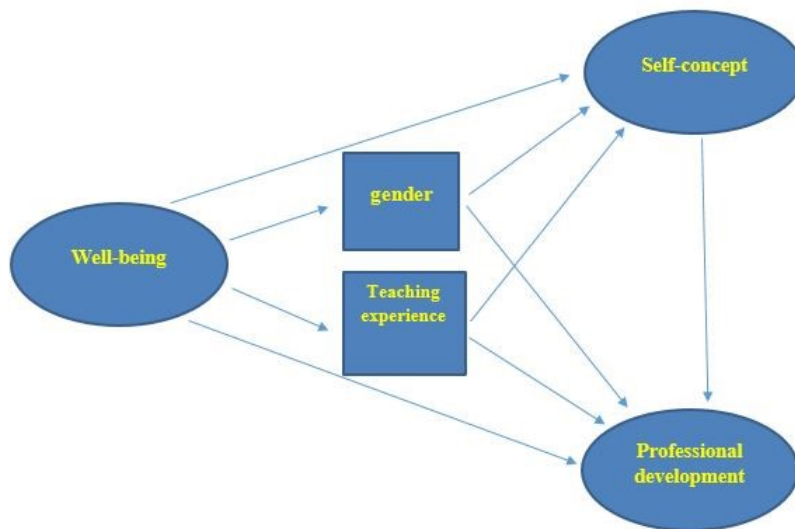


Figure 1: Theoretical Model of the Study

Table 1: illustrates the gender of the participants in this study

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	141	64.1	64.1	64.1
	Male	79	35.9	35.9	100.0
	Total	220	100.0	100.0	

Table 2: illustrates the age of the participants in this study

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-29	15	6.8	6.8	6.8
	30-40	139	63.2	63.2	70.0
	> 40	66	30.0	30.0	100.0
	Total	220	100.0	100.0	

Table 3: illustrates the age of the participants in this study

Experience					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5-10	80	36.4	36.4	36.4
	11-15	60	27.3	27.3	63.6
	Over 15	80	36.4	36.4	100.0
	Total	220	100.0	100.0	

Table 3 illustrates that the teaching experience of 80 (36.4%) of the participants is 5 to 10, 60 (27.3%) of have teaching experience of 11 to 15 years and 80 (36.4%) of them have teaching experience more than 15 years.

Table 4 displays the descriptive statistics of the research variables including Well-Being and its components (positive emotions, engagement, relationship, meaning, and accomplishment), Professional Development, and Self-Concept

To analyze the structural model related to the effect of Well-Being components (positive emotion, engagement, re-

Table 4: Descriptive Statistics of Research Variables

Descriptive Statistics									
	<i>N</i>	Minimum	Maximum	Mean	Std.	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std.	Statistic	Std.
Well being	230	2.53	10.93	7.9881	1.74631	-1.039	.160	1.261	.320
positive emotions	230	2.33	11.00	7.7913	2.00749	-.670	.160	.006	.320
engagement	230	1.33	11.00	7.9986	2.06199	-1.023	.160	.842	.320
relationships	230	2.00	11.00	7.8609	2.03987	-.778	.160	.130	.320
meaning	230	1.33	11.00	8.3609	1.99775	-1.351	.160	2.227	.320
accomplishment	230	1.67	11.00	7.9290	2.03589	-.838	.160	.324	.320
development	230	1.42	4.26	3.4378	.58526	-1.349	.160	2.071	.320
Self-concept	230	2.80	6.70	4.1477	.74553	1.057	.160	1.775	.320
Valid <i>N</i> (listwise)	230								

relationships, meaning, and accomplishment) on self-concept and professional development with the mediation of gender and teaching experience, first, the assumptions of the structural equation modelling method with partial least squares for this model (including the absence of multicollinearity, the reliability of each of the items, the composite reliability of the constructs and the average variance extracted) were examined. To examine the lack of multicollinearity, the VIF test was administered and the results are displayed in Table 5 to 6. Based on the findings of these tables, the VIF value of none of the items is more than 5. Therefore, there is no problem with multicollinearity to test the research model.

To check the reliability of each of the items, the absolute value of the load factor of 0.4 and more of each item in the confirmatory factor analysis is defined as a good structure indicator. In addition, the load factor of the items must be significant at least at the 0.01 level, that is, the absolute value of their *t* statistic should be more than 2.58 [11]. It is necessary to explain that if the absolute value of the item's load factor is less than 0.4, it is better to delete that item. Tables 5 to 6 show the absolute values of the standard load factor of the items related to the questionnaires used in the research. According to the results, it can be seen that the absolute value of the standardized factor loading for the items of all the questionnaires is more than 0.4. Consequently, the items of these questionnaires have sufficient reliability.

Table 5: Absolute Values of Standardized Factor Loadings, *t* Statistics and VIF Index for the Items relate to Well-Being Components

Item Code	Item	Standardized Factor Loadings	<i>t</i> Statistics	VIF
A1	In general, how often do you feel joyful?	0.946	94.651	4.176
A10	In general, to what extent do you lead a purposeful and meaning life?	0.953	113.019	3.976
A11	In general, to what extent do you feel that what you do in your life is valuable and worthwhile?	0.965	115.403	3.576
A12	To what extent do you generally feel you have a sense of direction in your life?	0.940	73.742	4.126
A13	How much of the time do you feel you are making progress toward accomplishing your goals?	0.948	99.613	4.831
A14	How often do you achieve the important goals you have set for yourself?	0.941	85.021	4.557
A15	How often are you able to handle your responsibilities?	0.910	63.682	2.752
A2	In general, how often do you feel positive?	0.934	72.562	3.705
A3	In general, to what extent do you feel contented?	0.939	85.555	3.980
A4	How often do you become absorbed in what you are English teaching?	0.934	78.820	3.646
A5	In general, to what extent do you feel excited and interested in things?	0.941	94.245	3.830
A6	How often do you lose track of time while doing something you enjoy?	0.901	49.923	2.731
A7	To what extent do you receive help and support from others when you need it?	0.853	36.883	1.898
A8	To what extent have you been feeling loved?	0.930	89.756	3.640
A9	How satisfied are you with your personal relationships?	0.912	66.571	3.255

According to Table 9, because the value of composite reliability and Cronbach's alpha for all constructs (variables) is more than 0.7 and the average variance extracted for all constructs (variables) is more than 0.4, thus, the constructs

Table 6: Absolute Values of Standardized Factor Loadings, *t* Statistics and VIF Index for the Items Related to Professional Development Questionnaire

Item Code	Item	Standardized Factor Loadings	<i>t</i> Statistics	VIF
C1	Teacher Training Course (TTC)	0.715	14.525	3.528
C10	Knowledge of student evaluation and assessment	0.782	20.726	4.633
C11	knowledge of the use of technology in teaching	0.795	26.523	4.479
C12	Knowledge of materials preparation	0.826	29.219	4.336
C13	Knowledge of general English proficiency	0.783	33.361	4.480
C14	Knowledge of curriculum	0.735	17.474	3.612
C15	Effectiveness in teaching in general	0.693	11.711	4.496
C16	Teaching in multi-cultural settings	0.777	29.404	3.666
C17	How to behave students	0.842	38.533	3.556
C18	How to deal with problems arising in the class	0.881	44.856	3.976
C19	Time management	0.7736	29.696	3.17
C2	Traditional workshops	0.529	10.491	3.279
C20	Organizing a structured lesson plan	0.840	25.276	4.236
C21	Sharing experiences with colleagues	0.562	9.746	4.197
C22	Sharing ideas with colleagues	0.503	8.256	4.159
C23	Understanding weak and strong points of themselves and other colleagues	0.601	8.620	4.496
C24	keeping themselves up-to-date	0.840	26.335	3.676
C25	Engaging students in learning rather than reciting	0.640	10.155	3.953
C26	How to use their observations to assess students 'learning needs	0.862	32.286	4.337
C27	Better understanding of students' problematic area in learning and help them.	0.837	27.773	4.234
C28	Implementing the realia and teaching aids more effectively in class.	0.740	16.558	3.910
C29	working on developing new materials with colleagues	0.732	21.917	3.820
C3	interactive workshops	0.574	9.248	3.276
C30	Encourage teachers to redesign their teaching to support various learners	0.751	18.658	3.277
C31	suggest/enhance such positive psychological traits as motivation, self-confidence. etc.	0.772	25.377	4.107

Table 7: Absolute Values of Standardized Factor Loadings, *t* Statistics and VIF Index for the Items Related to Professional Development Questionnaire

Item Code	Item	Standardized Factor Loadings	<i>t</i> Statistics	VIF
C32	Promote reflective teaching	0.763	18.522	3.954
C33	Help connect theories to practice	0.656	14.180	3.298
C34	Renew teachers' enthusiasm for teaching	0.642	14.106	4.304
C35	Give teachers useful ideas of how to improve students' outcomes.	0.604	8.422	4.911
C4	conference	0.528	9.804	3.861
C5	peer observation	0.735	20.522	4.051
C6	self-monitoring	0.753	19.173	3.776
C7	self-study of journals, sites, etc.	0.603	10.997	3.564
C8	graduate studies level at university	0.639	10.414	4.405
C9	Knowledge of the methodology of teaching (i.e., pedagogical knowledge)	0.797	20.219	4.729

of this research have sufficient reliability in terms of convergence and correlation. Table 10, shows Pearson correlation coefficients and discriminant validity index.

The values on the main diameter of this matrix show the square root of Average Variance Extracted (stocktickerAVE). The requirement to confirm discriminant validity is that the value of the square root of Average Variance Extracted (stocktickerAVE) is more than the absolute value of all the correlation coefficients of the relevant variable with the rest of the variables. According to Table 10, the values on the main diameter have the highest column value, which indicates the appropriate validity of the constructs.

After checking the reliability and validity of the measurement instruments and the research constructs, it is necessary to test the relationships among the latent variables. For this purpose, the tested model of the research is presented based on path coefficients and t-statistics in Figure 2 and 3.

The validity of the model is determined using the coefficient of determination (R^2). This explanatory variance

Table 8: Absolute Values of Standardized Factor Loadings, *t* Statistics and VIF Index for the Items Related to Self-Concept Questionnaire

Item Code	Item	Standardized Factor Loadings	<i>t</i> Statistics	VIF
D1	I have control over my own life.	0.439	4.656	2.739
D10	I am easy to like.	0.616	9.818	4.512
D11	I never feel down in the dumps for very long.	0.634	10.845	2.795
D12	I can never seem to achieve anything worthwhile.	0.582	10.359	2.625
D13	There are many things I would change about myself if I could.	0.489	4.141	4.425
D14	I am not embarrassed to let people know my opinions.	0.646	7.765	3.225
D15	I do not care what happens to me.	0.786	21.179	3.978
D16	I seem to be very unlucky.	0.752	18.747	3.866
D17	Most people find me reasonably attractive.	0.689	11.401	3.815
D18	I am glad I am who I am.	0.645	10.999	4.111
D19	Most people would take advantage of me if they could.	0.435	2.950	4.050
D2	I am a reliable person.	0.712	20.441	4.205
D20	It would be boring if I talked about myself.	0.670	7.810	4.787
D21	When I am successful, there is usually a lot of luck involved.	0.575	6.198	4.030
D22	I have a pleasant personality.	0.647	7.261	3.029
D23	If a task is difficult, that just makes me all the more determined.	0.582	5.446	3.996
D24	I often feel humiliated.	0.654	13.165	2.953
D25	I can usually make up my mind and stick to it.	0.648	9.985	3.155
D26	Everyone else seems much more confident and contented than me.	0.737	19.273	3.218
D27	Even when I quite enjoy myself, there does not seem much purpose to it all.	0.577	4.932	4.400
D28	I often worry about what other people are thinking about me.	0.583	5.178	3.176
D29	There is a lot of truth in the saying What will be, will be.	0.586	8.189	3.730
D3	I look awful these days.	0.709	18.722	4.535
D30	If I really try, I can overcome most of my problems.	0.738	18.532	4.105
D4	I can never seem to achieve anything worthwhile.	0.629	8.191	3.568
D5	There are many things I would change about myself if I could.	0.596	7.727	2.807
D6	I am not embarrassed to let people know my opinions.	0.562	10.391	2.342
D7	I do not care what happens to me.	0.701	8.335	4.006
D8	I seem to be very unlucky.	0.626	6.112	4.124
D9	Most people find me reasonably attractive.	0.745	15.864	3.535

Table 9: The Results Related to the Reliability of the Variable

Variables	Cronbach's Alpha	Composite Reliability	(AVE)
Self-concept	0.950	0.953	0.407
accomplishment	0.926	0.953	0.871
engagement	0.917	0.947	0.857
gender	1.000	1.000	1.000
meaning	0.949	0.967	0.908
positive emotions	0.934	0.958	0.883
professional development	0.973	0.974	0.525
relationships	0.881	0.927	0.808
teaching experience	1.000	1.000	1.000

Table 10: Pearson Correlation Coefficients and Discriminant Validity Index

Variables	1	2	3	4	5	6	7	8	9
1. Self-concept	0.638								
2. accomplishment	0.443	0.933							
3. engagement	0.391	0.847	0.926						
4. gender	-0.051	0.592	0.607	1.000					
5. meaning	0.425	0.895	0.823	0.596	0.953				
6. positive emotions	0.450	0.865	0.846	0.605	0.845	0.940			
7. professional development	0.593	0.393	0.344	-0.013	0.362	0.366	0.725		
8. relationships	0.387	0.820	0.825	0.602	0.803	0.838	0.344	0.899	
9. teaching experience	0.082	0.630	0.641	0.959	0.619	0.669	0.088	0.649	1.000

coefficient measures an endogenous variable by exogenous variables. Figure 3 reveals that the determination coefficient of the dependent variable of Self-Concept is 0.214. This means that 21.4% of the changes related to the Self-Concept variable can be explained by the changes in Gender and Experience variables. The determination coefficient of

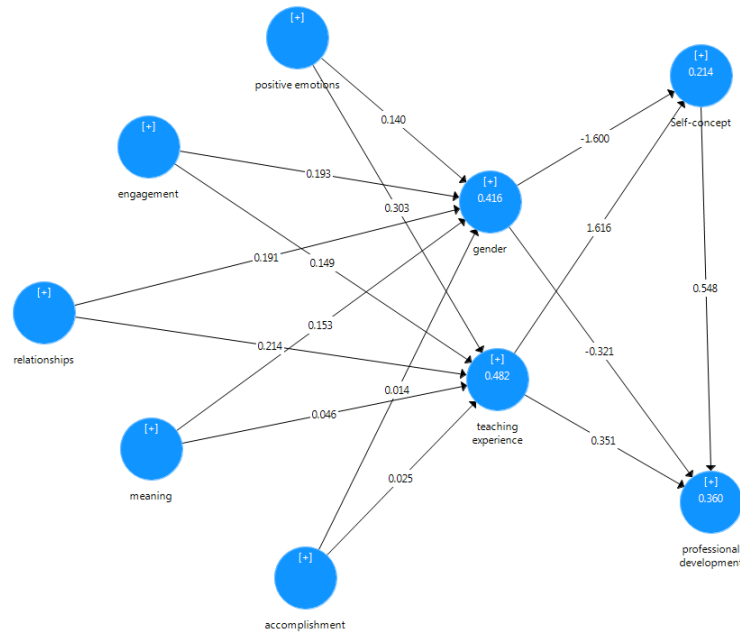


Figure 2: The Tested Model of the Study Based on Path Coefficients

the dependent variable of Professional Development is 0.360. This means that 36% of the changes related to the Professional Development variable can be explained by the changes in Gender and Experience variables. Finally, the determination coefficient of the Gender and Experience variables are 0.416 and 0.482, respectively. That is to say, 41.6% of the changes in the Gender variable and 48.2% of the changes in the Experience variable can be explained by the changes in Well-Being components (positive emotion, engagement, relationships, meaning, and accomplishment).

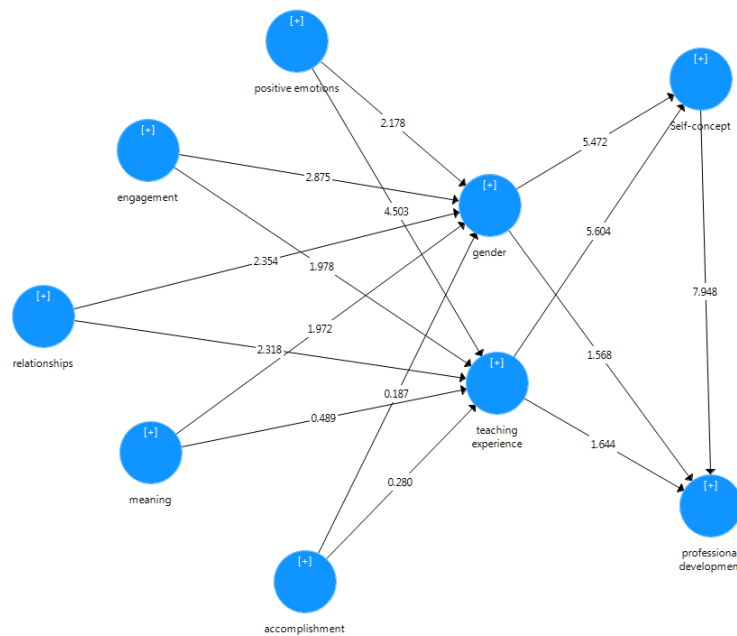


Figure 3: The Tested Model of the Study Based on t-Statistics

According to Figures 2 and 3, the results related to the causal relationships 1 to 15 of this part based on structural equation modeling by partial least squares method are shown in Table 11.

The results of Table 11 shows that all casual relationships except the second, third, seventh, ninth and fifteenth ones are confirmed at the significance value of at least 0.05. For the reason that their t-statistic value is more than

Table 11: Path Coefficient, Standard Deviation, t-Statistic and Probability Value Related to Causal Relationships

Relations		Path Coef- ficients	Standard Deviation	T Statistics	P Values
1	Self-concept -> professional development	0.548	0.069	7.948	0.000
2	accomplishment -> gender	0.014	0.077	0.187	0.852
3	accomplishment -> teaching experience	0.025	0.089	0.280	0.780
4	engagement -> gender	0.193	0.067	2.875	0.004
5	engagement -> teaching experience	0.149	0.035	1.978	0.048
6	gender -> Self-concept	-1.600	0.292	5.472	0.000
7	gender -> professional development	-0.321	0.205	1.568	0.117
8	meaning -> gender	0.153	0.038	1.972	0.049
9	meaning -> teaching experience	0.046	0.095	0.489	0.625
10	positive emotions -> gender	0.140	0.064	2.178	0.030
11	positive emotions -> teaching experience	0.303	0.067	4.503	0.000
12	relationships -> gender	0.191	0.081	2.354	0.019
13	relationships -> teaching experience	0.214	0.092	2.318	0.021
14	teaching experience -> Self-concept	1.616	0.288	5.604	0.000
15	teaching experience -> professional development	0.351	0.213	1.644	0.101

1.96 and their probability value is less than 0.05.

To test the indirect effects that examine the significance of the well-being components (positive emotions, engagement, relationships, meaning, accomplishment) on Self-Concept, Professional Development with the mediating role of Gender and Experience, the Sobel test was used. The results of the Sobel test related to the indirect relationships of 15 to 24 are illustrated in Table 12.

Table 13 demonstrates that the absolute value of the Z statistic for relationships 16, 18, 20, 22, 26, 28 and 30 is -2.003, -2.517, -2.136, -3.021, 3.488, 3.357, and 2.120, respectively, which are more than 1.96. As a result, with 95% confidence, the components of positive emotions, engagement, relationships and meaning have indirect effect on Self-Concept through the mediation of Gender variable. Moreover, with 95% confidence, the components of positive emotions, engagement, relationships have indirect effect on Self-Concept through the mediation of Experience variable. It is worth noting that other indirect effects are not significant. The results of CV-Com and CV-Red for the current model are illustrated in Table 14.

Table 14, displays that since the value of the CV-Red index is positive for all endogenous variables, therefore, the model has good predictive power. To calculate the value of the GOF index, the average of the determination coefficients and the average of the communality values (CV-Com) are needed. As illustrated in Table 14, these values are 0.368 and 0.664, respectively. By placing these values in the GOF formula, its value is equal to 0.494. As a result, the model has strong utility.

5 Conclusion

Teachers are a noteworthy human resource that performs as a powerful force in nationwide and international education. Teaching the foreign language of English currently is a vigorous practice. Numerous unceasing alterations in several parts such as pedagogy, learning theories, curriculum development and syllabus designs, testing methods and educational purposes provide many challenges to teachers. Therefore, teachers' well-being is required to be considered intensely to guarantee that they can accomplish their work powerfully. The present study contributes to the TEFL field by exploring the relationship among teachers' well-being, professional development, self-concept gender and experience in teaching. The findings revealed that well-being has a significant indirect effect on self-concept with the mediation of gender and teaching experience. Moreover, considering male and female teachers the results revealed that well-being has a significant indirect effect on the self-concept of female teachers with the mediation of teaching experience. For male teachers, well-being showed no significant indirect effect on self-concept with the mediation of teaching experience.

The results of the path coefficient of female and male teachers showed that there is a significant difference between teaching experience and self-concept, well-being and teaching experience (female teachers have higher scores), and well-being and self-concept (male teachers have higher scores). On the other hand, there is no significant difference between teaching experience and professional development, self-concept and professional development, and well-being and

Table 12: Sobel Test Results for Indirect Effects

Relations	positive emotions -> Gender-> Self-concept			RESULT	Relations	positive emotions -> Gender-> Professional development			RESULT
16	Variable	Value	Z-value	Accept	17	Variable	Value	Z-value	Reject
	a	0.140	-2.003*			a	0.140	-1.193	
	b	-1.600				b	-0.321		
	S _a	0.064				S _a	0.064		
	S _b	0.292				S _b	0.205		
engagement -> Gender-> Self-concept				Accept	engagement -> Gender-> Professional development				Reject
Variable	Value	Z-value	Variable		Value	Z-value			
a	0.193	-2.517*	a		0.193	-1.316			
b	-1.600		b		-0.321				
S _a	0.067		S _a		0.067				
S _b	0.292		S _b	0.205					
relationships -> Gender-> Self-concept			Accept	relationships -> Gender-> Professional development			Reject		
Variable	Value	Z-value		Variable	Value	Z-value			
a	0.191	-2.136*		a	0.191	-1.229			
b	-1.600			b	-0.321				
S _a	0.081			S _a	0.081				
S _b	0.292		S _b	0.205					
meaning -> Gender-> Self-concept			Reject	meaning -> Gender-> Professional development			Reject		
Variable	Value	Z-value		Variable	Value	Z-value			
a	0.153	-3.021**		a	0.153	-1.422			
b	-1.600			b	-0.321				
S _a	0.038			S _a	0.038				
S _b	0.292		S _b	0.205					
accomplishment -> Gender-> Self-concept			Reject	accomplishment -> Gender-> Professional development			Reject		
Variable	Value	Z-value		Variable	Value	Z-value			
a	0.014	-0.179		a	0.014	-0.153			
b	-1.600			b	-0.321				
S _a	0.077			S _a	0.077				
S _b	0.292		S _b	0.205					

Note: **P<0.01, *P<0.05

professional development. Finally, the results of well-being components on self-concept and professional development of female and male teachers with the contribution of experience revealed that positive emotion, engagement, relationships, and meaning have a significant effect on self-concept with the mediation of teaching experience, and positive emotion, engagement, and relationships have a significant effect on self-concept with the mediation of teaching experience. As the findings revealed none of the components has a significant effect on the professional development of the teachers. Lastly, among female teachers, positive emotion, engagement, relationships, and meaning components of the well-being concept showed significant effects on teachers' self-concept with the contribution of teaching experience. On the other hand, among male teachers only positive emotion showed a significant effect on professional development with the contribution of teaching experience.

Based on the above-mentioned points it can be concluded that well-being is found to be effective in predicting self-concept of male and female teachers with the contribution of teaching experience rather than professional development. Improving well-being in language classes can lead to less stressed, more relaxed, more confident and calmer teachers. When teachers purposefully use PERMA well-being approaches there is movement on the effects in their teaching practice and learner learning. This study is distinctive and addresses a gap in current knowledge around teacher well-being and its effects on teaching practice and student learning. If such an association could be found then it might be conceivable to address learning consequences through teacher well-being.

Regarding pedagogical implications, this study emphasizes the locus of numerous specific and connected features that can be articulated evidently in teacher teaching programs to prepare teachers to cope with the challenges that may occur during their occupation and to empower them with competencies to be more active and positive in their careers. Teacher self-concept and development must be regarded as central issues for promoting teacher well-being. Hence, academic stakeholders are expected to consider the application of resourceful teaching training courses that

Table 13: Sobel Test Results for Indirect Effects

Relations				RESULT	Relations				RESULT
26	positive emotions -> Gender-> Self-concept			Reject	27	positive emotions -> Gender-> Professional development			Reject
	Variable	Value	Z-value			Variable	Value	Z-value	
	a	0.303	3.488**			a	0.303	1.516	
	b	1.616				b	0.351		
	S _a	0.067				S _a	0.067		
S _b	0.288	S _b		0.213					
28	engagement -> Gender-> Self-concept			Accept	29	engagement -> Gender-> Professional development			Reject
	Variable	Value	Z-value			Variable	Value	Z-value	
	a	0.149	3.357**			a	0.149	1.501	
	b	1.616				b	0.351		
	S _a	0.035				S _a	0.035		
S _b	0.288	S _b		0.213					
30	relationships -> Gender-> Self-concept			Reject	31	relationships -> Gender-> Professional development			Reject
	Variable	Value	Z-value			Variable	Value	Z-value	
	a	0.214	2.120*			a	0.214	1.269	
	b	1.616				b	0.351		
	S _a	0.092				S _a	0.092		
S _b	0.288	S _b		0.213					
32	meaning -> Gender-> Self-concept			Reject	33	meaning -> Gender-> Professional development			Reject
	Variable	Value	Z-value			Variable	Value	Z-value	
	a	0.046	0.475			a	0.046	0.402	
	b	1.616				b	0.351		
	S _a	0.025				S _a	0.095		
S _b	0.288	S _b		0.213					
34	accomplishment -> Gender-> Self-concept			Reject	35	accomplishment -> Gender-> Professional development			Reject
	Variable	Value	Z-value			Variable	Value	Z-value	
	a	0.025	0.276			a	0.025	0.238	
	b	1.616				b	0.351		
	S _a	0.089				S _a	0.089		
S _b	0.288	S _b		0.213					

Note: **P<0.01, *P<0.05

Table 14: CV-Red and CV-Com Values for the Model's Variables

	(CV-Red)	(CV-Com)
Self-concept	0.082	0.343
accomplishment		0.641
engagement		0.622
gender	0.405	1.000
meaning		0.696
positive emotions		0.659
professional development	0.149	0.466
relationships		0.547
teaching experience	0.468	1.000

qualify teachers in terms of psychological and instructive facets. Besides, by heightening positivity in teachers, broad educational systems can be conducted in a way to increase the level of well-being of professional and novice teachers. It correspondingly reduces their tension and verifies them to feel contented and to stay promised in their profession. The teachers with a more intellectual positive level are prospective to describe the professional route as delivered in their syllabus; they can concentrate on the objectives of their teaching and guide learners logically and skillfully. Actually, well-being assists teachers to remain more motivated to take advantage of dynamic coping approaches and preserve their work.

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