

Please cite this paper as follows:

Aldin Samimi, H., Samimi, F., & Afraz, Sh. (2025). Unveiling Resilience: Understanding Factors Influencing the Immunity of Iranian English Teachers. *International Journal of Foreign Language Teaching and Research*, 13 (53), 103-126.

Research Paper

Unveiling Resilience: Understanding Factors Influencing the Immunity of Iranian English Teachers

Hesam Aldin Samimi¹, Fazlollah Samimi^{2*}, Shahram Afraz³

¹Instructor, Master's Degree, Department of English Language, Qeshm Branch, Islamic Azad University, Qeshm, Iran

hesam.samimi62@gmail.com

²Assistant Professor, Ph.D., Department of English Language, Bandar Abbas Branch, Islamic Azad University, Bandar Abbas

fazl.samimi67@gmail.com

³Assistant Professor, Ph.D., Department of English Language, Qeshm Branch, Islamic Azad University, Qeshm, Iran

shahram.afraz1352@gmail.com

Received: June 04, 2024

Accepted: August 27, 2024

Abstract

This study explores the detailed experiences and coping mechanisms of Iranian English as a Foreign Language (EFL) teachers about teacher immunity in the Iranian educational setting. A total of thirty experienced instructors of English as a Foreign Language (EFL), with an average age of 32 and an average teaching experience of nine years, were selectively chosen to take part in comprehensive interviews conducted in the Persian language. The study utilized the grounded theory technique, where interviews were transcribed and systematically analyzed using MAXQDA. The results highlight the crucial significance of a conducive work atmosphere, opportunities for professional growth, and efficient communication in enhancing teacher resilience and immunity. Peer support, strong administrative support, and favorable school rules play a vital role in cultivating a culture of mutual assistance that is essential for teacher resilience. Professional development programs improve educators' ability to adapt and increase their job happiness. The autonomy to make decisions also strengthens their resilience. Additionally, it is crucial to prioritize a good equilibrium between work and personal life, even if it might be difficult due to the blurring lines between these two domains. Mindfulness techniques and seeking social support are crucial coping methods that effectively reduce stress and burnout among teachers. The acquired insights provide useful assistance for creating interventions that aim to improve the well-being and productivity of teachers and, ultimately, the quality of education.

Key terms: EFL Teaching, Professional Development, Teacher Immunity

این مطالعه به بررسی تجربیات دقیق و مکانیسم های مقابله ای معلمان انگلیسی ایرانی به عنوان زبان خارجی (EFL) در مورد مصونیت معلم در محیط آموزشی ایران می پردازد. در مجموع ۳۰ مربی مجرب زبان انگلیسی به عنوان زبان خارجی (EFL) با میانگین سنی ۳۲ سال و میانگین سابقه تدریس ۹ سال، به صورت گزینشی برای شرکت در مصاحبه های جامع به زبان فارسی انتخاب شدند. این مطالعه از تکنیک تئوری زمینه ای استفاده کرد، که در آن مصاحبه ها رونویسی و به طور سیستماتیک با استفاده از MAXQDA تجزیه و تحلیل شدند. نتایج، اهمیت حیاتی فضای کاری مساعد، فرصت هایی برای رشد حرفه ای، و ارتباطات کارآمد در افزایش انعطاف پذیری و مصونیت معلم را برجسته می کند. حمایت همتایان، حمایت قوی اداری و قوانین مطلوب مدرسه نقشی حیاتی در پرورش فرهنگ کمک متقابل ایفا می کند که برای انعطاف پذیری معلمان ضروری است. برنامه های توسعه حرفه ای توانایی مربیان را برای سازگاری بهبود می بخشد و شادی شغلی آنها را افزایش می دهد. استقلال در تصمیم گیری نیز انعطاف پذیری آنها را تقویت می کند. علاوه بر این، اولویت دادن به تعادل خوب بین کار و زندگی شخصی بسیار مهم است، حتی اگر ممکن است به دلیل خطوط مبهم بین این دو حوزه دشوار باشد. تکنیک های ذهن آگاهی و جستجوی حمایت اجتماعی روش های مقابله ای حیاتی هستند که به طور موثر استرس و فرسودگی شغلی را در بین معلمان کاهش می دهند. این مطالعه بررسی می کند که چگونه ویژگی های فردی، عوامل محیطی و تکنیک های مقابله ای بر مصونیت معلمان در زمینه تدریس زبان انگلیسی زبان ایران تأثیر می گذارد. بینش های به دست آمده کمک مفیدی برای ایجاد مداخلاتی است که هدف آنها بهبود رفاه و بهره وری معلمان و در نهایت کیفیت آموزش است.

واژگان کلیدی: ایمنی معلم، آموزش زبان انگلیسی، توسعه حرفه ای

Introduction

This study explores the factors of teacher immunity in the Iranian educational system, focusing on the perspectives of English as a Foreign Language (EFL) teachers. The institutional, social, and cultural elements that shape education have a significant impact on learning and teaching. EFL teachers in Iran face unique difficulties due to the peculiarities of the country's educational system and cultural differences. Understanding teacher immunity is crucial for improving teachers' resilience, well-being, and job satisfaction. A resilient and immune teaching staff can cultivate a good learning environment, enhancing student outcomes.

The study will primarily focus on the perspectives of EFL instructors in Iran, as their personal experiences and unique perspectives offer a diverse range of accounts. It aims to clarify the specific aspects of teacher immunity relevant to the Iranian educational setting by examining the difficulties encountered by EFL teachers and the methods they use to overcome these difficulties.

Educators are essential for building a healthy society, and the effectiveness and motivation of teachers determine the quality of education. There is a clear lack of information in the literature about instructor motivation, and this study investigates the idea of "language teacher immunity," first proposed by Hiver (2015). This study examines the self-organizing system of language teacher immunity, which is dynamic and complex, requiring a better understanding of motivational nuances to create an atmosphere favorable to the growth and development of future generations.

This study aims to address the gaps in the literature regarding negative experiences of English as a Foreign Language (EFL) teachers, focusing on their perception, coping behaviors, realignment strategies, and long-term adaptive mechanisms. The initial stage of triggering lacks comprehensive exploration, which is essential for understanding teacher adaptation and resilience. The research also focuses on the unexplored coping behaviors during the coupling stage, which triggers specific disturbances and requires a nuanced understanding of the adaptive measures teachers employ.

The study also highlights the lack of understanding of the interplay between negative experiences, such as stress and burnout, and the insufficient examination of the impact on teaching practices. It also emphasizes the importance of considering individual differences in coping strategies and the neglect of institutional and systemic influences.

The study also highlights the underrepresentation of diverse perspectives in teacher immunity, as most research focuses primarily on the experiences of teachers in particular cultural or educational contexts. Additionally, the study explores the impact of technology on teacher immunity and the adaptability of the self-organizing system in the digital realm. Addressing these issues can enhance our understanding of teachers' adaptability and resilience in the ever-changing language instruction context.

This research aims to improve understanding of teacher resilience by examining the experiences of English as a Foreign Language (EFL) teachers within the self-organizing system. The findings can guide teacher support programs, improve professional development strategies, guide educational policymaking, promote diversity and inclusion in education, and advance the research on teacher immunity. The study explores teachers' problem-solving, stress management, and motivation maintenance, providing valuable insights for researchers, policymakers, and practitioners. It also helps create more effective educational resources and support systems. The findings can inform the creation of tailored professional development strategies for language educators, fostering adaptive skills, resilience, and sustainable teaching practices. The research contributes to a more inclusive understanding of teacher immunity by recognizing and celebrating the diversity of teachers.



Thus, this study is designed to investigate the following research question:

RQ1. *What are the teacher immunity factors that affect Iranians' English teachers?*

RQ2. *What qualitative models regarding the limitations and benefits of teacher immunity emerge out of running interviews and observations?*

Review of Literature

Teacher immunity, the ability of English as a Foreign Language (EFL) instructors to manage and withstand various difficulties and pressures in their jobs, has become a central area of research in Iran's educational system. The concept of teacher immunity, introduced by Phil Hiver and Dornyei in 2015, is primarily understood within the dynamic framework of self-organization derived from complexity theory. It can take on both positive and negative forms, and factors like self-efficacy, reflective practices, work satisfaction, and organizational support influence its development.

Language Teacher Immunity in Iran has gained scholarly attention, highlighting the challenges faced by language instructors, particularly those teaching English as a foreign language (EFL). These instructors face various challenges, including large class sizes, lack of resources, heavy workloads, and academic expectations. Researchers have been exploring the factors influencing their resilience and well-being using theoretical frameworks from organizational behavior, psychology, and education. Recent research has focused on self-efficacy, reflective practices, social support, and professional development opportunities to improve resilience and well-being among Iranian EFL teachers.

Khajavy et al. (2017) revealed a prevalent maladaptive immunity among teachers. The study used a mixed-methods approach, involving a questionnaire distributed among 230 English teachers and in-depth interviews with 13 seasoned teachers. The findings highlighted the need for targeted interventions to address the underlying factors contributing to maladaptive immunity. The study also revealed the four unique stages of self-organization—triggering, coupling, realignment, and stabilization—and the complex developmental pathways of teacher immunity.

Hiver and Dornyei's 2017 study on "teacher immunity" has revolutionized the understanding of educators' resilience in the face of classroom challenges. They proposed that teacher immunity, like biological immunity, is a result of cumulative experiences of educators navigating the intricacies and pressures of the classroom. They emphasize the dynamic nature of teacher immunity, drawing parallels with biological immunity, and elucidate the developmental pathways of teacher immunity. However, they caution against maladaptive teacher immunity, which can hinder methodological change and innovation within the classroom.

Hiver and Dornyei's (2017) three-step process provides a road map for reducing the negative consequences of maladaptive teacher immunity. First, increasing awareness fosters a deeper comprehension of the underlying problems and obstacles, acting as a catalyst for starting the transformation process. Teachers who are familiar with appropriate coping mechanisms are more equipped to handle the challenges of classroom practice because they have the knowledge and resources at their disposal.

Hiver and Dörnyei's (2017) research on language teacher immunity emphasizes its importance in understanding educators' identities, experiences, and thought processes. The development of teacher immunity is explained by self-organization and emergence, which unfolds across four stages: triggering, coupling, re-alignment, and stabilization. These stages help teachers recognize challenges and disruptions, reorganize their systems, restore balance, and develop resilience to withstand future challenges. However, the complexity of teacher immunity is inherent to educators' experiences, and empirical research on its theoretical foundations and applications is scarce.



The history of language teacher immunity has gained significant attention in recent years, with numerous scholarly works exploring its origins, development, and impact on teacher identity and well-being. The literature shows moderate breadth, with a steady increase in publications over the past decade. However, further research is needed on sociopolitical situations and their intersections with other variables like gender, race, and class.

Park et al.(2017) examine the pedagogical aspects of language teacher immunity, focusing on its impact on instruction methods and professional growth. Ruiz-Martínez et al.(2013) examine language teacher immunity from a sociocultural perspective, emphasizing the importance of considering sociocultural elements in understanding and resolving language teacher immunity-related concerns alongside legal frameworks. Brown (2017) explores the relationship between language teacher immunity and student outcomes, finding that teachers with higher immunity levels are more likely to encourage student enthusiasm, create positive learning environments, and aid in language acquisition.

Fathi et al. (2021) found a strong negative association between burnout and self-efficacy in Iranian English as a Foreign Language (EFL) teachers. This suggests that teachers who feel competent and successful in their jobs are less likely to experience burnout. Reflective practices also showed an inverse relationship with burnout, suggesting that promoting a culture of introspection and professional growth can help mitigate the negative consequences of burnout.

Pishghadam et al.(2021) examined the dynamics of teacher-student relationships in teaching English as a Foreign Language (EFL) in Iran and Iraq, finding that students' willingness to attend courses is influenced by their impressions of their EFL professors' legitimacy, success, and style. The study suggests that pedagogical approaches and teacher preparation programs should focus on improving student-teacher interaction and maximizing learning outcomes in EFL.

Methodology

Design

The qualitative phase of the study delved into the experiences and strategies of Iranian EFL teachers working on teacher immunity. It aimed to uncover insights into the complex aspects of teacher immunity in Iranian education. This phase was crucial for developing hypotheses and refining the survey tool. The qualitative phase laid the groundwork for a comprehensive understanding of teacher immunity, laying the groundwork for further investigation and analysis in the quantitative stage. It allowed for a deeper understanding of the phenomenon.

Participants

A qualitative study was conducted on thirty experienced EFL teachers, selected through purposive sampling. The participants were 13 men and 17 women, all married, with secondary jobs. Nine had bachelor's degrees in TEFL, while 21 had master's degrees. Nineteen had children. The participants were from various Iranian high schools, allowing for a diverse range of experiences and viewpoints. The average age was 32, and the average teaching experience was nine years. An invitation to participate was posted on the researcher's LinkedIn profile.

Table 1

The Frequency of the Participant's Gender, Level and Child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	13	43.34	43.34	43.34
	Female	17	56.66	56.66	100
	B.A	9	30	30	30



M.A	21	70	70	100
Having child	19	63.34	63.34	63.34
Do not have a child	11	36.66	36.66	100
Total	30	100	100	

The qualitative data collected from interviews was analyzed to understand the complexity of teacher immunity experiences among EFL teachers in Iran. Before 2012, Iran's teacher training system was decentralized, with multiple centers preparing teachers across the country. In 2012, Farhangian University was founded to improve instruction quality and standardize teacher preparation. The university offers four-year programs for TEFL students, culminating in a Bachelor's degree. Graduates work as teachers, taking up positions across the nation.

Iranian teachers face challenges such as a demanding workload and low pay, which can lead to part-time work and lower job satisfaction. However, many instructors remain committed to their work due to internal motivations, such as a love for teaching and a desire to impact society positively. The relationship between internal motives and external factors like workload and compensation is clarified by research conducted in 2016 by Soodmand Afshar and Doosti. Many teachers feel joy in their work despite institutional constraints due to their dedication to education and societal improvement.

Instrument

The study utilized grounded theory to create a qualitative model for the study's qualitative component. Pre-testing was conducted to ensure the validity of the interview questions, with feedback from two colleagues and some interviewees. The interview guide was refined through an iterative process of rewriting questions based on pre-testing findings, improving its relevance and efficiency in eliciting insightful answers. Consistency between the research environment and participants was maintained throughout the data collection process, with transparency documented by meticulously documenting any modifications made.

Adherence to precise data collection methodologies ensured the final dataset's dependability, making the study's conclusions more credible and the qualitative data more reliable. Two weeks later, participants were contacted again to corroborate the investigation's findings, using cross-referencing original responses with subsequent reflections. This follow-up step improved the study's overall dependability.

The researcher used Skype for online interviews, with participants informed in advance of each session. The interview guide was finalized, and participants were thanked and informed in advance for their voluntary involvement. The interviewer used a non-intrusive style, only becoming involved when the topic of the study strayed, and verbal signals were employed to promote participant participation. Audio recordings were also recorded for reference.

The researcher transcribed the recorded interviews after finishing all 30 sessions, and each participant received transcripts back along with researcher notes and memos. Member-checking, or participant feedback, improved the credibility and dependability of the qualitative data. The raw data was given to a colleague for independent coding to assure dependability further.

Probing questions were used in the interviews to get participants to elaborate on specific topics and offer specific instances. The interview protocol had two primary sections: the interviewees' individual experiences as English teachers and general questions about English teachers. The study found that most educators claimed positive immunity after learning about teacher immunity, while others accused others of having maladaptive immunity. "Mute zones" are differences in instructors' views of these situations, and silence zones are representations not spontaneously expressed by subjects interviewed under normal conditions. To investigate and



clarify these silence zones, the researcher organized the interview methodology around these two sections.

Data Collection Procedures

This study utilized a qualitative design to explore the intricate aspects of immunity development in English language instructors. Thirty teachers were selected using purposive selection to provide insightful commentary on the topic. Interviews were conducted in Persian, allowing participants to express their thoughts and emotions in their mother tongue. The interviews were carefully scheduled to optimize data collection, and participants were informed of the study's purpose and objectives.

During the interview procedure, participants were asked to consider their experiences and ideas about immunity development, specifically investigating the triggering, coupling, realignment, and stabilization phases. Probing questions were strategically included to get richer responses. Skype was used as the principal communication tool to overcome logistical obstacles. Audio recordings were made using a smartphone and Easy Voice Recorder (version 1.8.1), ensuring accurate recording and easier transcription and analysis.

The study's goal was to understand the complex dynamics of immunity development in English language instructors, providing insights into the intricacies of this phenomenon and adding significant insights to existing knowledge in English language instruction. The interviews were thoroughly transcribed verbatim, capturing the intricacies and complexities of the individuals' expressions and language.

Data Analysis Procedures

The data analysis process involved the transcription of interviews using MAXQDA and an organized methodology to extract insights from the qualitative data. Open coding was the first stage, breaking down the material into relevant sections to capture the main ideas and themes. Axial coding was used after open coding to reveal connections among the produced codes, categorized into groups that represented natural links between concepts in the dataset. Selective coding was the final stage, codifying and improving the codes to identify major themes of utmost importance.

This inductive coding process laid the foundation for a thorough and nuanced analysis of the qualitative data, contributing to a rich understanding of aspects of immunity development among English language teachers. Inspired by Ary et al.'s (2013) data pyramid, this inductive data coding technique ensures an organized and comprehensive study of the qualitative data, providing a solid basis for analysis and interpretation.

The researcher used software tools to fully utilize the qualitative data, carefully identifying keywords and phrases using both researcher-defined and in vivo codes. This all-inclusive coding strategy produced a significant amount of coded data. After the first coding stage, the vast list of codes was carefully whittled down into temporary groups using the constant comparison method. This iterative process led to 43 unique categories, providing the foundation for the next analytical stage.

The crucial stage of decryption and processing followed, necessitating researchers to examine the encoded information in greater detail. By reading between the lines, academics were able to deduce latent meanings and combine these revelations with pertinent concepts from earlier literature. The teacher immunity model was comprised of seven overarching elements developed through this detailed process, representing deep connections and insightful understandings that helped understand and uplift Iranian EFL teachers' professional resilience.



The study produced a rich and thorough analysis of teacher immunity determinants by navigating the complex web of coded data and using a synthesis approach based on participant views and current literature. The generated themes provided practical insights for creating a strong teacher immunity model suited to the particular requirements of Iranian EFL teachers, as well as capturing the spirit of the data.

Results

This study investigates the factors influencing teacher immunity among Iranian English teachers, focusing on individual characteristics and environmental impacts. It seeks to understand the relationship between challenges and defense mechanisms in Iranian education. The goal is to provide insight into coping mechanisms and supportive elements used by teachers to overcome stressors. The findings can guide the development of interventions to improve productivity and well-being.

Supportive Work Environment

A supportive work environment boosts teachers' immunity and resilience. It fosters unity, guidance, and support from peers, administrators, and school policies. This creates a sense of belonging and satisfaction, boosting teachers' resilience to adapt to change. Policies that emphasize professional development and well-being also contribute to this. A collaborative, trustworthy, and helpful atmosphere fosters a culture of mutual aid, which is crucial for teacher immunity in the educational system.

A. Colleague Support

Teacher immunity relies on peer support, which fosters resilience and well-being in learning environments. It provides shared experiences, guidance, and encouragement, enhancing teachers' ability to overcome obstacles.

Teacher A

I recently had trouble controlling disruptions in the classroom during group activities as Teacher A. Some kids were disruptive and off-task despite my best efforts, which affected other students' learning environments. Luckily, a helpful coworker provided tactics they had used well in comparable circumstances. They recommended having students take turns serving as group leaders and maintaining focus among their classmates. This method improved the learning environment by empowering students to take responsibility for their actions and minimizing disturbances.

B. Administrator Support

Administrator support significantly boosts teacher immunity, enhancing resilience and overall well-being in the classroom. It provides tools, direction, and appreciation, enabling educators to handle challenges effectively.

Teacher B

Unexpected budget cuts affected the availability of necessary classroom supplies and resources, which I had to deal with in my capacity as Teacher B. Demotivated and feeling overwhelmed, I went to my administrator for help. I was relieved that the administrator took the time to hear my worries and worked with me to find other options. By means of their activism and ingenuity, they managed to obtain supplementary funds and gifts, guaranteeing my kids' access to essential educational resources. In addition to reducing my stress, this show of support strengthened my sense of dedication to the school community.



C. School Policy Contribution

School policies directly impact teacher immunity by providing support, resources, and professional development, fostering respect and equipping teachers to handle difficulties with grace.

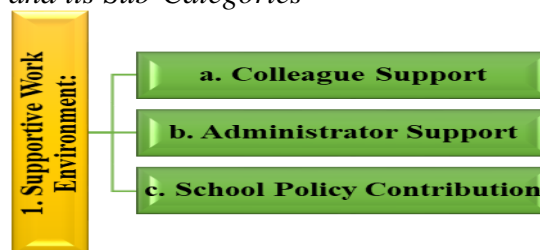
Teacher C

Recently, a lack of resources and support materials made it difficult for me to meet the varied learning needs of my students properly. To overcome these challenges, however, the school's philosophy on resource distribution and fair access to instructional resources proved crucial. The school made sure that all instructors had access to a variety of teaching resources, technology tools, and instructional materials by working with stakeholders and using strategic budgeting. In addition to giving me the ability to address the varied needs of my students better, this policy contribution increased my resilience to deal with resource limitations.

The following figure represents a summary of the first theme.

Figure 1

Supportive Work Environment and its Sub-Categories



Professional Development Opportunities

Professional development opportunities promote teacher immunity by encouraging ongoing growth, improving professional abilities, and strengthening resilience. They foster a culture of continuous improvement, enabling teachers to adapt to changing educational environments and be satisfied with their work. This, in turn, enhances teacher immunity and improves student outcomes.

A. Access to Development

Access to professional development is crucial for strengthening teachers' immunity and fostering skill improvement and resilience. Three instances illustrate how development opportunities influence this.

Teacher D

I gained a lot from having regular access to workshops and training sessions held in my mother tongue as Teacher D. These experiences gave me cutting-edge teaching techniques and educational insights that catered to my requirements. I increased my confidence and skill set by actively engaging in professional development events, which helped me effectively handle a variety of classroom issues. My resilience was bolstered by this access to development, which also stoked my enthusiasm for teaching and ongoing development.

B. Impact of Development:

Professional development options significantly influence teachers' adaptability, contentment, and classroom efficiency, impacting three distinct educators.

Teacher E

Professional development has been crucial in improving my general well-being and job happiness in my employment as Teacher E. My love for teaching has been rekindled, and participating in continuing education activities like online classes and peer collaboration meetings has given me a sense of fulfillment in my area of work. The knowledge that my school values and encourages my professional development has reinforced my resolve to be a better teacher and fortified my ability to handle hardship.

C. Desire for More Development:

Teachers' desire for professional development reflects their understanding of lifelong learning's importance in building resilience and job efficacy, impacting three distinct educators.

Teacher F

As Teacher F, I understand how crucial it is to keep growing and learning in order to continue becoming a good teacher. However, I frequently found myself wishing there were more options for professional development that catered to my unique interests and teaching pedagogy. Although my institution offers generic workshops and training events, I would prefer more individualized help and tools to address certain professional development needs. In my teaching practice, I seek to foster more resilience and job satisfaction by advocating for more customized possibilities.

D. Adequacy of Current Opportunities:

The effectiveness of professional development opportunities significantly impacts a teacher's resilience and effectiveness, as demonstrated by three distinct educators.

Teacher G

Based on my experience as Teacher G, I believe that my school's existing offerings for professional development are more than sufficient to help me continue to advance as a teacher. I am able to continuously improve my abilities and stay up to speed on best practices because of the extensive range of topics covered in the workshops, seminars, and training sessions that are offered. These are all relevant to my teaching practice. Having these tools at my disposal gives me the confidence and flexibility to overcome obstacles, which in turn builds my resilience in the face of difficulty.

The following figure represents a summary of the first theme.

Figure 2

Professional Development Opportunities and its Sub-Categories

**Work-Life Balance**

Work-life balance significantly impacts teacher immunity, affecting both physical and emotional health. Maintaining a balance between personal and professional obligations helps teachers handle difficulties, build resilience, and improve job satisfaction. Prioritizing work-life balance

leads to increased motivation and energy, enabling teachers to fully participate in teaching and provide students with the best assistance. A supportive work environment is crucial for promoting teacher immunity.

A. Work-Life Balance Rating

Maintaining teacher immunity is crucial for their resilience and well-being in the classroom. A balanced approach helps manage stress, prevent burnout, and promotes high-quality instruction and student development.

Teacher H

As Teacher H, I can attest to the significant influence striking a good work-life balance has had on my resiliency and general job satisfaction. I make sure I have time for self-care, relaxation, and pursuing my hobbies outside of work by drawing clear boundaries between my job and personal obligations. Setting aside time for hobbies, family time, or just relaxing after a demanding day enables me to prioritize my well-being outside of the classroom and come back to my teaching position, revitalized and more capable of managing obstacles. This equilibrium not only makes my work more fulfilling but also helps me be a more successful and long-lasting teacher.

B. Personal Time Availability

Teacher immunity is significantly influenced by personal time availability, allowing educators to unwind, practice self-care, and maintain a healthy balance. This enhances their resilience and effectiveness in the classroom.

Teacher I

Having enough time for personal activities outside of work is crucial for me to stay resilient and satisfied with my career as Teacher I. Through meticulous time management and task prioritization, I make sure to provide specific time for hobbies, leisure, and spending valuable time with loved ones. Whether it's reading for pleasure, taking up creative endeavors, or taking part in outdoor activities, personal time helps me to refresh and reenergize, which improves my capacity to handle obstacles in the classroom with renewed enthusiasm and a positive outlook.

C. Work-Life Balance Challenges

Maintaining a healthy work-life balance is crucial for teacher immunity, but challenges like stress, burnout, and weakened resilience can arise from teaching, administrative duties, and personal commitments.

Teacher J

As Teacher J, I face tremendous difficulties in maintaining a work-life balance because of the rigorous demands of my extracurricular activities and teaching position. Sometimes, it can be too much to handle juggling personal responsibilities like family duties and self-care routines with the demands of lesson planning, grading, and classroom management. The fuzziness of the borders between work and personal life frequently leaves me feeling frustrated and exhausted, even with my best efforts to prioritize chores and set boundaries. It's never easy to find time for rest and renewal when you have a full schedule; this affects my resilience and general well-being as a teacher.



D. Difficulty Achieving Balance

Balancing personal and professional obligations is a constant struggle for educators, impacting their resilience and classroom efficacy. Despite efforts, they often encounter roadblocks, highlighting three challenges they face.

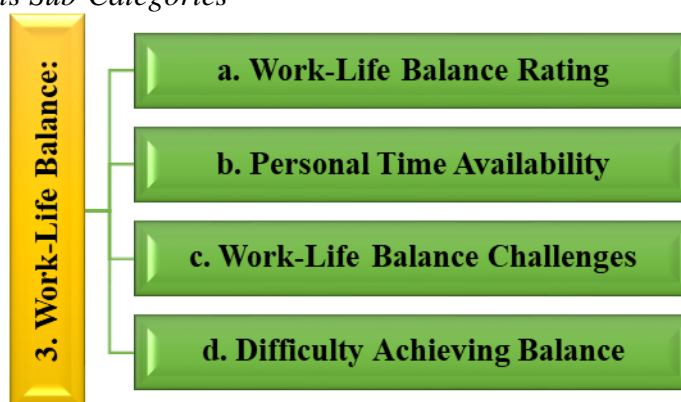
Teacher K

As Teacher K, I often find it difficult to reconcile my obligations in my personal life with my teaching responsibilities. Lesson planning, paper grading, and meeting obligations frequently push into the nights and weekends, leaving little time for leisure or rest. It's difficult for me to maintain a sustainable balance, even though I want to put self-care and family time first. This is because of the unrelenting workload and pressure to perform academically. This has a negative effect on my resilience and sense of fulfillment in my work as an educator because I frequently feel exhausted and overwhelmed.

The following figure represents a summary of the first theme.

Figure 3

Work-Life Balance and its Sub-Categories



Autonomy and Empowerment

Autonomy and empowerment significantly impact teachers' immunity, improving their well-being and effectiveness in the classroom. They feel more in control ownership and can modify their methods to suit student needs. Empowered educators are more creative, fostering better student outcomes and a positive learning environment. Schools can foster a culture of autonomy and empowerment, enhancing teacher immunity and fostering a positive learning environment.

A. Teaching Autonomy

Autonomy in decision-making and curriculum development significantly influences teacher immunity, as it allows teachers to own their teaching practices, fostering resilience, drive, and empowerment in dealing with classroom challenges.

Teacher L

As Teacher L, I cherish the freedom to customize my curriculum and teaching strategies to meet the requirements of my pupils best. Being able to choose my lesson plans, teaching resources, and evaluation techniques gives me the flexibility to design a classroom that encourages student participation and academic achievement. The exercise of autonomy in my teaching practice not only improves my sense of efficacy and job satisfaction but also fortifies my ability to overcome obstacles and adjust to evolving educational environments.

B. Impact of Autonomy

Autonomy in the classroom significantly impacts teacher immunity, work happiness, and overall well-being by allowing instructors to make flexible decisions, customize teaching approaches, and satisfy diverse student needs.

Teacher M

Being autonomous in my teaching style as Teacher M enables me to customize my classes to the unique requirements and interests of each of my pupils. For example, I am free to select teaching methodologies, instructional resources, and assessment techniques that fit my classroom's preferences and learning goals. This independence improves my sense of efficacy and job satisfaction. However, it also fortifies my ability to bounce back from setbacks and come up with innovative ways to get past barriers in the teaching-learning process.

C. Desire for More Autonomy

Educators desire increased autonomy in their practices, which can boost teacher immunity by fostering empowerment and responsibility despite potential disengagement and annoyance caused by lack of autonomy.

Teacher N

As Teacher N, I fervently want greater control over the content and teaching strategies employed in my classroom. Even with my commitment and experience, I frequently find that I am unable to fully satisfy the individual needs of my children because of strict curricular requirements and standardized testing. More liberty, in my opinion, would allow me to express my creativity more freely, adapt my teaching style to each student's unique learning preferences, and create a more vibrant and stimulating learning environment. My need for more autonomy serves as fuel for my advocacy of change and for increased adaptability and creativity in teaching methods.

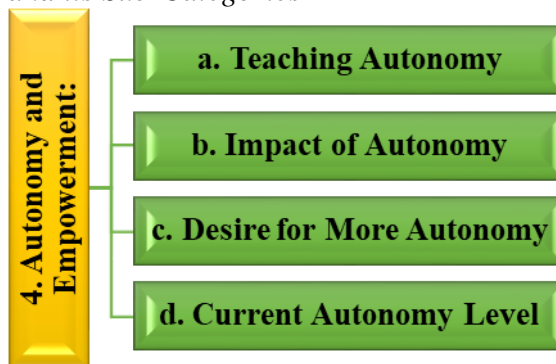
D. Current Autonomy Level

Teacher autonomy significantly influences their empowerment, job satisfaction, and overall well-being. High autonomy leads to increased resilience, motivation, and efficacy, while micromanaged teachers may experience dissatisfaction, disengagement, or burnout.

Teacher O

I am lucky to have a great deal of liberty in my teaching practice as Teacher O. I am free to create a curriculum that meets the needs and interests of my pupils in a variety of ways, choose educational resources, and employ cutting-edge teaching techniques. I can use my creativity, knowledge, and love of teaching in the classroom because of this autonomy, which makes the learning environment more vibrant and interesting. I have the confidence to make choices that will enhance students' learning outcomes and build my resilience as a teacher while also improving my general job happiness.

The following figure represents a summary of the first theme.

Figure 4*Autonomy and Empowerment and its Sub-Categories***Effective Communication**

Effective communication is crucial for teacher immunity, creating a supportive work environment. It fosters cooperation, empathy, and trust, improving decision-making, problem-solving, and conflict resolution. Proficiency in communication helps educators handle obstacles, control tension, and prevent burnout. It also fosters a sense of community, reducing loneliness and enhancing mental health.

A. Communication Effectiveness

Effective communication fosters cooperation, trust, and support among educators, administrators, parents, and students in the school community, enhancing teacher immunity and enabling efficient problem-solving.

Teacher P

I have the good fortune to be Teacher P at a school that values and uses communication extensively. Teachers are routinely asked for comments by administrators, who also pay close attention to their worries and promptly offer them updates on school regulations and initiatives. Employee collaboration and trust are fostered by this open and honest communication, which makes it possible for us to operate as a team to achieve our shared objectives. I have the confidence and encouragement to express my ideas, ask for help when I need it, and participate in insightful conversations about enhancing instructional strategies and student results.

B. Communication Impact on Stress

Effective communication is crucial for reducing stress and promoting teacher resilience in the classroom. Open, honest, and transparent communication enhances stress management and problem-solving skills.

Teacher Q

I am lucky to work in a school where communication is valued and prioritized, like Teacher Q. The school community benefits from regular staff meetings, email updates, and in-person encounters with the administration since they foster open communication and a supportive environment. I feel comfortable asking for help and direction from colleagues and administrators in stressful situations, including disruptive students or difficult student conduct. This honest dialogue reduces my stress by giving me the tools, techniques, and emotional support I need to deal with challenging situations.

C. Communication Improvement Opportunities

Improving communication skills in the classroom can boost teachers' resilience and well-being, providing them with support and preparedness to face challenges.

Teacher R

In my capacity as Teacher R, I have seen changes to improve communication within our school community. Clarity, consistency, and inclusivity in communication techniques should be improved, even with regular staff meetings and email updates in place. To improve communication effectiveness and encourage a collaborative and supportive culture, some strategies that could be used include putting in place formalized feedback mechanisms, creating specific platforms for exchanging best practices, and encouraging candid conversations between educators and administrators. Through proactive engagement with communication improvement possibilities, we may enhance teacher resilience and establish a more harmonious and encouraging school atmosphere.

D. Current Communication Quality

Effective communication within the school community significantly influences teachers' resilience and efficacy, fostering support and empowerment for the effective handling of challenging situations.

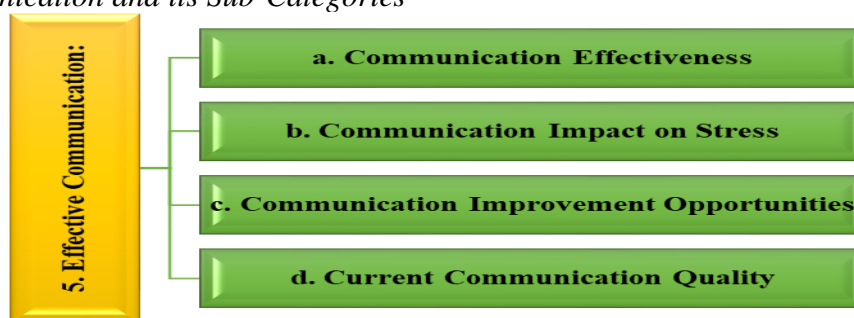
Teacher S

As Teacher S, I have seen excellent communication among the members of our school community. Administrators use a variety of platforms, including staff meetings, email newsletters, and digital platforms, to keep staff members informed about policies, initiatives, and future activities at the school. Teachers also feel comfortable sharing their problems and offering criticism because of their open and transparent attitude. A supportive and resilient school climate is facilitated by the stakeholders' sense of trust and cooperation, which is fostered by this clear and effective communication.

The following figure represents a summary of the first theme.

Figure 5

Effective Communication and its Sub-Categories



Job Satisfaction

Job satisfaction is crucial for teacher immunity, affecting their well-being, resilience, and classroom effectiveness. Factors like advancement opportunities, gratitude, and a positive work atmosphere contribute to job satisfaction. Support from peers, administrators, and the school community strengthens teachers' dedication to teaching. Lack of job satisfaction can lead to

disengagement, burnout, and decreased effectiveness. Schools can improve job happiness through professional development, recognition programs, and supportive work environments.

A. Overall Job Satisfaction

Job satisfaction significantly impacts teachers' resilience and overall well-being, enabling them to maintain their commitment and resilience amidst difficulties.

Teacher T

I am Teacher T, and I am really happy with what I do. Seeing the development and success of my students brings me joy, and I value the encouragement and acknowledgment I get from administrators and coworkers. Chances for professional growth and decision-making independence also influence my job satisfaction. Overall, I am more resilient and motivated to overcome challenges in my teaching practice because of my high degree of job satisfaction.

B. Factors Affecting Job Satisfaction

Teachers' job satisfaction is influenced by various factors, including their overall well-being and workplace resilience, which three specific instances can influence.

Teacher U

For me, opportunities for professional development, acknowledgment of my efforts, and encouraging coworkers are the main elements that affect my level of job satisfaction. A collaborative workplace where coworkers support and encourage one another makes a big difference in how happy I am with my job. Furthermore, being acknowledged by the school administration and taking advantage of worthwhile professional development opportunities boost my motivation and sense of fulfillment in my teaching career. Together, these elements support my high degree of job satisfaction and resiliency in the face of adversity.

C. Job Satisfaction Improvement

Job satisfaction is crucial for teacher resilience and effectiveness. Three methods can increase job satisfaction among educators:

Teacher V

I advocate for greater acknowledgment and gratitude from the school administration in an effort to boost my level of job satisfaction. I feel that receiving recognition for my diligence and hard work will increase my sense of worth and drive in my teaching position. Furthermore, I take an active part in professional development chances to advance my knowledge and abilities, which raises my job satisfaction through ongoing learning and progress.

D. Level of Job Satisfaction

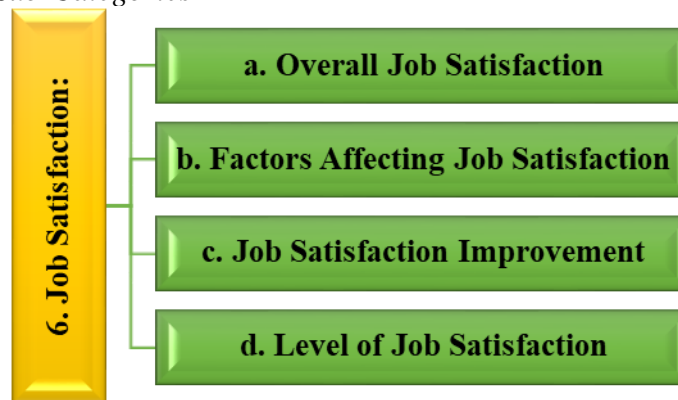
Job satisfaction is crucial for a teacher's well-being, impacting their resilience and classroom efficacy. Three instances illustrate how different teachers have varying levels of job satisfaction.

Teacher W

I attribute my high level of job satisfaction to opportunities for professional advancement, a supportive work environment, and strong student interactions. My sense of fulfillment in my teaching profession is increased when I am acknowledged and appreciated for my work by colleagues and school administration. Observing my pupils succeed intellectually and personally also brings me happiness and contentment, which enhances my job satisfaction.

The following figure represents a summary of the first theme.



Figure 6*Job Satisfaction and its Sub-Categories***Student Relationships**

Positive interactions with students enhance teacher immunity by creating a supportive learning environment. Instructors who build trust, respect, and empathy with students experience higher work satisfaction, resilience, and effectiveness. These connections boost their dedication to student learning, reduce stress, and boost mental health and morale. Prioritizing communication, empathy, and tailored assistance can create a supportive learning environment for both educators and learners.

A. Student Relationship Quality

Positive relationships between teachers and students significantly influence their resilience, well-being, and classroom effectiveness, highlighting the unique characteristics of these relationships.

Teacher X

I cultivate incredibly positive relationships with my students that are marked by support, trust, and respect for one another. Developing relationships with each student is a top priority for me, and I take the time to learn about their unique needs and interests. Consequently, I establish a classroom climate that is inclusive and encouraging, making pupils feel appreciated and inspired to study. These solid student-teacher interactions boost my general resilience in the face of difficulties and add to my sense of efficacy and purpose.

B. Relationship Impact on Resilience

The resilience of educators is directly influenced by the strength of their bonds with learners, which in turn affects their ability to overcome obstacles and remain productive.

Teacher Y

I credit my strong interactions with my students for contributing to my high degree of resilience. I feel empowered to overcome challenges and adjust to changing conditions in my teaching practice by creating an atmosphere of trust, respect, and support. My close relationships with pupils provide me with a sense of direction and inspiration, which increases my ability to bounce back from setbacks. I see my connections with students as a source of strength that helps me succeed professionally and keep a positive attitude even in the face of adversity.

C. Effort in Building Relationships

Teachers' resilience is significantly influenced by their ability to build rapport with students, which in turn enhances their ability to overcome obstacles and remain productive in the classroom.

Teacher Z

Building relationships with students is a top priority for me, as I make a significant effort to establish a personal connection with each one of my students. I foster a welcoming and inclusive learning atmosphere in my classroom by actively listening, showing empathy, and demonstrating a sincere concern for my pupils' welfare. By developing a sense of trust and rapport with my students, my dedication to forging good relationships strengthens my resilience and empowers me to handle challenges with confidence and adaptability.

D. Difficulty in Building Relationships

Teachers' resilience is significantly impacted by the challenge of building relationships with students, which can hinder their ability to create a safe and stimulating learning environment.

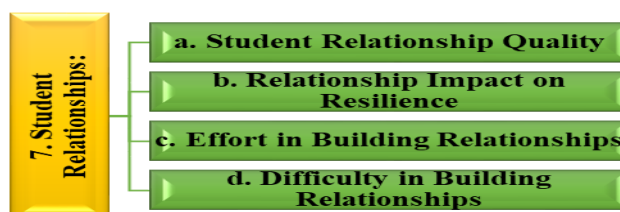
Teacher AA

Because of the huge class numbers and time constraints, I find it difficult to establish rapport with my students. Even with my best efforts, I am unable to build meaningful connections with every kid because of the sheer number of them. I feel inadequate and less resilient when negotiating the complexities of the classroom as a result of feeling stressed and frustrated trying to meet the varied demands of my students.

The following figure represents a summary of the first theme.

Figure 7

Student Relationships and its Sub-Categories



Personal Coping Strategies

Teachers can maintain their immunity to stress and burnout by using personal coping mechanisms like self-care, setting boundaries, seeking social support, practicing mindfulness, and maintaining a healthy work-life balance. These strategies reduce stress, avoid burnout, and enhance mental and emotional well-being. Encouraging self-care behaviors and stress management tools and fostering a mental health-focused environment can boost teacher immunity and create healthier learning environments.

A. Coping Strategy Effectiveness

Teachers' resilience and classroom demands are significantly influenced by their coping mechanisms, including mindfulness, support, and self-care. These strategies significantly impact their happiness and overall well-being.

Teacher AB

I discovered that mindfulness techniques, such as deep breathing exercises and meditation, are very beneficial for reducing stress and fostering emotional health. I develop perspective and serenity via the daily practice of mindfulness, which enables me to face obstacles in the classroom with more resilience and clarity. Consistent mindfulness practice improves my capacity to manage stress and cultivates a positive attitude toward teaching and learning.

B. Coping Strategy Impact on Resilience

Coping methods, such as mindfulness, seeking support, and self-care, significantly enhance teachers' resilience and ability to handle stress, improving their ability to succeed in their work.

Teacher AC

For me, resilience is greatly enhanced by engaging in mindfulness practices such as meditation and deep breathing exercises. By adding mindfulness into my daily practice, I improve my ability to control my emotions and handle stress. Because of my increased resilience, I am better able to handle difficult situations in the classroom with poise and flexibility, which helps to create a supportive learning environment and support the achievement of my students.

C. Need for Additional Support

Supplementary assistance is crucial for enhancing teacher resilience, especially when faced with complex professional challenges. Access to mentorship programs, resources, and mental health services can significantly improve overall well-being.

Teacher AD

Despite having a strong commitment to my work, I find it difficult to balance the demands of teaching with personal obligations. Despite my commitment, I feel overburdened by my workload and don't have enough help to deal with the difficulties I face. More help in the form of administrative support, classroom assistance, or time-management tools would significantly reduce my stress and strengthen my ability to handle my teaching duties with resilience.

D. Current Coping Strategy Effectiveness

Teachers' resilience and well-being in adversity are evaluated by assessing their current coping mechanisms, which may vary depending on personal needs and situations.

Teacher AE

I find that regular exercise and mindfulness practices help me deal with the demands of the teaching profession. These techniques have been shown to be successful in fostering mental clarity and relaxation, enabling me to approach problems with composure and concentration. I do concede, though, that sometimes my coping mechanisms fall short of meeting more profound emotional needs or offering enough assistance during especially trying times. After considering how well my present coping strategies are working, I say I would like to look into more options or get expert advice to strengthen my resilience even more.

E. Difficulty Finding Effective Coping Strategies

Assessing teachers' coping mechanisms is crucial for their resilience and well-being in the face of work demands, with three instances highlighting the variety of coping mechanisms.

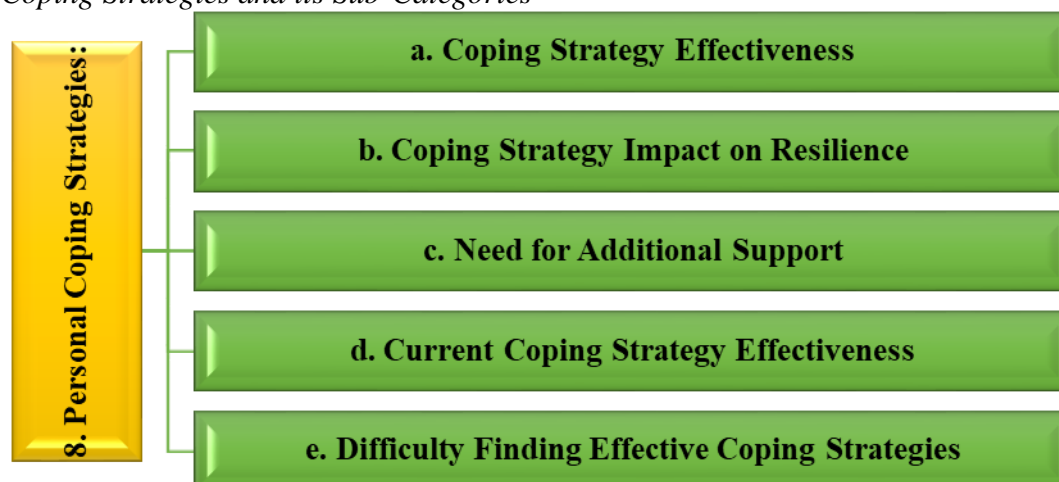
Teacher AF

In order to reduce stress, I use disciplined time management strategies and frequent breaks during the workday. I keep control and balance in my workload by prioritizing duties, establishing boundaries, and taking brief rest periods. While these coping mechanisms are helpful in effectively managing day-to-day stressors, I recognize that further support is necessary when addressing more substantial obstacles or personal issues. After considering the efficacy of my coping mechanisms, I look into fresh methods and tools to improve emotional health and resilience.

The following figure represents a summary of the first theme.

Figure 8

Personal Coping Strategies and its Sub-Categories



The overall themes and subcategories are shown in this table:

Table 2

The Main Themes and Categories of Teacher Immunity

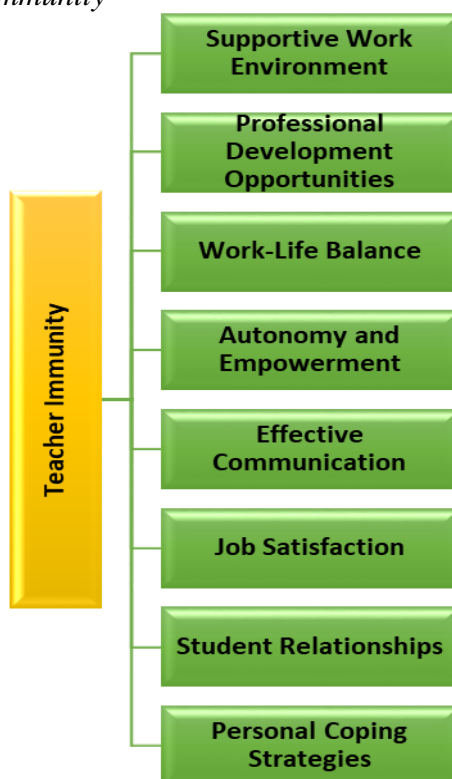
	Themes	Subcategories
1	Supportive Work Environment	a. Colleague Support b. Administrator Support c. School Policy Contribution
2	Professional Development Opportunities	a. Access to Development b. Impact of Development c. Desire for More Development d. Adequacy of Current Opportunities
3	Work-Life Balance	a. Work-Life Balance Rating b. Personal Time Availability c. Work-Life Balance Challenges d. Difficulty Achieving Balance
4	Autonomy and Empowerment	a. Teaching Autonomy b. Impact of Autonomy c. Desire for More Autonomy d. Current Autonomy Level
5	Effective Communication	a. Communication Effectiveness b. Communication Impact on Stress c. Communication Improvement Opportunities

		d. Current Communication Quality
6	Job Satisfaction	a. Overall Job Satisfaction b. Factors Affecting Job Satisfaction c. Job Satisfaction Improvement d. Level of Job Satisfaction
7	Student Relationships	a. Student Relationship Quality b. Relationship Impact on Resilience c. Effort in Building Relationships d. Difficulty in Building Relationships
8	Personal Coping Strategies	a. Coping Strategy Effectiveness b. Coping Strategy Impact on Resilience c. Need for Additional Support d. Current Coping Strategy Effectiveness e. Difficulty Finding Effective Coping Strategies

The results showed that the researcher could find 32 categories with eight themes.

Figure 9

Emerging Model for the Teacher Immunity



Discussion

The academic achievement of pupils and the general excellence of education are intricately linked to the welfare and proficiency of instructors in the current educational environment. In order to have a deeper comprehension of how these aspects influence the well-being of teachers and the outcomes of student learning, it is crucial to analyze the diverse components that define the experiences and methodologies of educators in the classroom.



This study examined various crucial characteristics that impact both the well-being and effectiveness of teachers. These factors include teaching self-efficacy, resilience, coping techniques, burnout, attitudes toward teaching, openness to change, and classroom affectivity. The findings illuminate the intricate interaction between these characteristics and their influence on teacher contentment, student involvement, and overall educational excellence.

The findings are consistent with prior studies in multiple aspects. Smith et al. (2017) discovered a direct correlation between teaching self-efficacy and job satisfaction, as well as instructional effectiveness. This highlights the significance of instructors' confidence in their capacity to influence student learning outcomes positively. Johnson et al. (2019) conducted a study to examine how resilience affects teacher well-being. They discovered that teachers with higher levels of resilience were more capable of managing stress and challenges in the classroom.

Nevertheless, this study revealed certain intricacies that prior studies had not completely examined. Copeland et al. (2018) found a significant inverse correlation between burnout and job satisfaction in teachers. Additionally, this study emphasized the distinct coping mechanisms that teachers utilize to address burnout and preserve their mental well-being. These findings indicate that therapies targeting coping skills have the potential to decrease burnout and improve the overall well-being of teachers effectively.

Furthermore, this study investigated the attitudes of instructors towards teaching and their willingness to embrace change, uncovering noteworthy correlations between these attributes and their influence on teacher effectiveness. This research underscores the interdependence of these elements. It emphasizes the necessity of a comprehensive strategy to promote teacher well-being and enhance student achievement despite the fact that they have been examined individually in previous studies (Yin et al., 2016).

The current study has also revealed significant findings on the influential variables in the work environment that affect the resilience of Iranian English instructors. These factors include support from colleagues, support from administrators, and contributions from school policies. The accounts given by Teachers A, B, and C emphasize the important function of support from colleagues in promoting resilience and camaraderie. The provision of resources, advice, and advocacy by administrators was found to have a substantial impact on teachers' resilience. Identified as crucial elements in enhancing teacher resilience, school policies that prioritize teachers' growth and well-being include flexible scheduling, professional development opportunities, and equitable distribution of resources.

These findings are consistent with and add to the existing body of research on teacher immunity and resilience. Türel and Johnson (2012) discovered that collegial support strongly influences teachers' job satisfaction and commitment, a finding that aligns with the experiences of Teachers A, B, and C in this study. Day and Gu (2010) emphasized the significance of supportive leadership in sustaining teacher dedication and resilience, aligning with the results of administrator support.

Nevertheless, certain disparities also became apparent. Although Skaalvik (2011) observed that competitive contexts could impede collegial support and result in isolation, this study discovered consistently favorable collaborative cultures among colleagues. In contrast to Brunetti's (2006) findings, the administrators in this study were perceived as advocates who placed high importance on the well-being of teachers rather than solely focusing on accountability, which has been shown to cause increased stress among teachers.

The comparison analysis strengthens the significance of supportive work environment components in improving teacher resilience. The results indicate that promoting teacher resilience necessitates a comprehensive strategy that includes support from colleagues, empathetic leadership, and supportive policies.



Moreover, this study revealed important findings about the impact of professional development opportunities on enhancing teacher resilience among Iranian English teachers. Access to high-quality professional development, the influence of development on adaptability and job satisfaction, the aspiration for additional development, and the perceived sufficiency of current possibilities were identified as crucial factors in molding teachers' resilience and capacity to cope with adversity.

The results of this study are consistent with prior studies, such as Avalos (2011), who highlighted the importance of professional development that equips instructors with pertinent information and skills, hence promoting a culture of improvement and proficiency. Desimone and Garet (2015) emphasized the significance of continuous and collaborative professional development in improving instructors' teaching methods and flexibility.

Ultimately, this study enhances prior research by offering a thorough comprehension of the elements that impact both the well-being and effectiveness of teachers in the classroom. Through an examination of the intricate connections among teaching self-efficacy, resilience, coping mechanisms, burnout, teaching attitudes, openness to change, classroom affectivity, and supportive work environment characteristics, specific treatments can be implemented.

Conclusions and Implications

This study explores the factors influencing teacher well-being and effectiveness in the classroom, focusing on teaching self-efficacy, resilience, coping strategies, burnout, attitudes toward teaching, openness to change, and classroom affectivity. The findings reveal a complex interplay between these factors and their impact on teacher satisfaction, student engagement, and overall educational quality.

Previous research has found a positive relationship between teaching self-efficacy and job satisfaction, emphasizing the importance of teachers' beliefs in their ability to impact student learning outcomes positively. Resilience has been found to be more effective in coping with stress and adversity in the classroom. However, this study also highlighted specific coping strategies teachers employ to combat burnout and maintain their mental health. Interventions focused on coping skills could be effective in reducing burnout and enhancing teacher well-being.

Attitudes toward teaching and openness to change have significant associations with their impact on teacher effectiveness. This research emphasizes the need for a holistic approach to supporting teacher well-being and fostering student success. Supportive work environment factors, such as colleague support, administrator support, and school policy contributions, are identified as crucial for strengthening teacher immunity. Collegial support is found to be a significant predictor of teachers' job satisfaction and commitment, while supportive leadership maintains teacher commitment and resilience.

The study also reveals the role of professional development opportunities in bolstering teacher immunity among Iranian English teachers. Access to quality professional development, the impact of development on adaptability and job satisfaction, the desire for more development, and the perceived adequacy of current opportunities play pivotal roles in shaping teachers' resilience and ability to handle adversity.

These findings align with previous research, which emphasizes that effective professional development provides teachers with relevant knowledge and skills, fostering a culture of growth and competence. In conclusion, this study provides a comprehensive understanding of the factors influencing teacher well-being and effectiveness in the classroom, offering targeted interventions to improve teacher satisfaction, student engagement, and overall educational quality.



Suggestions for Further Research

This study suggests several directions for further investigation into teacher well-being and its impact on student learning outcomes. These include conducting longitudinal studies to understand the long-term effects of teacher well-being on students' academic performance, socioemotional growth, and overall well-being. Cross-cultural research can provide insights into cultural variations in teacher well-being and guide the creation of culturally sensitive support systems. Intervention studies can help improve teacher resilience and well-being through various strategies. Technology integration can enhance educational strategies and teacher well-being through digital platforms and online communities. Teacher preparation programs can help prepare aspiring teachers for the demands of the classroom. School climate and leadership can affect teacher well-being and create a productive workplace. Student perspectives can help understand how teacher well-being affects student experiences and outcomes. This research can contribute to the understanding of teacher well-being and improve educational practice and policy.

References

- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2013). *Introduction to research in education* (8th ed.). Cengage Learning.
- Ávalos, B. (2023). Teacher professional development: Revisiting critical issues. In *Approaches to Teaching and Teacher Education* (Vol. 43, pp. 59-71). Emerald Publishing Limited. <https://doi.org/10.1108/S1479-368720230000043009>
- Bowen, L., Marshall, M., & Murdoch-Eaton, D. (2017). Medical student perceptions of feedback and feedback behaviors within the context of the “educational alliance”. *Academic Medicine*, 92, 1303–1312. <https://doi.org/10.1097/ACM.0000000000001632>
- Brunetti, G. J. (2006). Resilience under fire: Perspectives on the work of experienced, inner city high school teachers in the United States. *Teaching and Teacher Education*, 22(7), 812-825. <https://doi.org/10.1016/j.tate.2006.04.027>
- Cochran-Smith, M., Baker, M., Burton, S., Chang, W. C., Cummings Carney, M., Fernández, M. B., ... & Sánchez, J. G. (2017). The accountability era in US teacher education: Looking back, looking forward. *European Journal of Teacher Education*, 40(5), 572-588. <https://doi.org/10.1080/02619768.2017.1385061>
- Copeland, S., Furlong, M., & Boroson, B. (2018). A STE[A]M approach to teaching and learning. *International Journal of Teaching and Learning in Higher Education*, 30(3), 534-548.
- Day, C., & Gu, Q. (2010). *The new lives of teachers*. Routledge.
- Fathi, J., Greenier, V., & Derakhshan, A. (2021). Self-efficacy, reflection, and burnout among Iranian EFL teachers: The mediating role of emotion regulation. *Iranian Journal of Language Teaching Research*, 9, 13-37. <https://doi.org/10.30466/IJLTR.2021.121043>
- Hiver, P. (2015a). Attractor states. In Z. Dörnyei, P. D. MacIntyre, & A. Henry (Eds.), *Motivational dynamics in language learning* (pp. 20–28). Bristol: Multilingual Matters.
- Hiver, P. (2015b). Once burned, twice shy: The dynamic development of system immunity in language teachers. In Z. Dörnyei, P. D. MacIntyre, & A. Henry (Eds.), *Motivational dynamics in language learning* (pp. 214–237). Bristol: Multilingual Matters.
- Hiver, P., & Dörnyei, Z. (2015). Language teacher immunity: A double-edged sword. *Applied Linguistics*, 1-20. <https://doi.org/10.1093/applin/amv034>
- Hiver, P., & Dörnyei, Z. (2017). Language teacher immunity: A double-edged sword. *Applied Linguistics*, 38(3), 405–423. <https://doi.org/10.1093/applin/amv034>



- Johnson, V., Carpenter, J., Richards, C., & Vincent, K. B. (2019). Culturally responsive practices for teacher candidates: A neighborhood treasure hunt. *Journal for Multicultural Education*, 13(1), 19-32. <https://doi.org/10.1108/JME-07-2017-0042>
- Khajavy, G. H., Ghonsooly, B., & Hosseini Fatemi, A. (2017). Testing a burnout model based on affective-motivational factors among EFL teachers. *Current Psychology*, 36, 339-349. <https://doi.org/10.1007/s12144-016-9423-5>
- Park, S. H., Yeon, P. S., Hong, C. W., Yeo, E. H., Han, S. M., Lee, H. Y., ... & Kim, Y. H. (2017). A study on the effect of the forest healing programs on teachers' stress and PANAS. *Korean Journal of Environment and Ecology*, 31(6), 606-614. <https://doi.org/10.13047/KJEE.2017.31.6.606>
- Pishghadam, R., Derakhshan, A., Zhaleh, K., & Al-Obaydi, L. H. (2021). Students' willingness to attend EFL classes with respect to teachers' credibility, stroke, and success: A cross-cultural study of Iranian and Iraqi students' perceptions. *Current Psychology*, 42, 4065-4079. <https://doi.org/10.1007/s12144-021-01738-z>
- Ruiz-Martínez, A., Pereñíguez-García, F., Marín-López, R., Ruiz-Martínez, P. M., & Skarmeta-Gomez, A. F. (2013). Teaching advanced concepts in computer networks: Vnuml-um virtualization tool. *IEEE Transactions on Learning Technologies*, 6(1), 85-96. <https://doi.org/10.1109/TLT.2013.2>
- Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, 27(6), 1029-1038. <https://doi.org/10.1016/j.tate.2011.04.001>
- Soodmand Afshar, H., & Doosti, M. (2016). Investigating the impact of job satisfaction/dissatisfaction on Iranian English teachers' job performance. *Iranian Journal of Language Teaching Research*, 4(1), 97-115.
- Yalın Kılıç Türel, & Johnson, T. E. (2012). Teachers' belief and use of interactive whiteboards for teaching and learning. *Journal of Educational Technology & Society*, 15(1), 381-394. <http://www.jstor.org/stable/jeductechsoci.15.1.381>
- Yin, H., Huang, S., & Lee, J. C. K. (2017). Choose your strategy wisely: Examining the relationships between emotional labor in teaching and teacher efficacy in Hong Kong primary schools. *Teaching and Teacher Education*, 66, 127-136. <https://doi.org/10.1016/j.tate.2017.04.006>

