

Research Article

A Study of the Predictors of TEFL and Non-TEFL Teachers' Motivation in Language Institute Settings

Meysam Jahangirzadeh¹, Farnoush Ahangaran^{2*}, Aram Pouyan³

1. M.A. Graduated, Department of English Language and Literature, Ur.C., Islamic Azad University, Urmia, Iran, Jahangirzadehmeysam@gmail.com
2. Assistant Professor, Department of English Language and Literature, Ur.C., Islamic Azad University, Urmia, Iran (Corresponding Author: farnoush.ahangaran@iau.ac.ir)
3. Assistant Professor, English Language and Literature Department, Urmieh University, Pardis Campus, Iran. Aram.pouyan@gmail.com

ARTICLE INFO

Submission History

Received: 2025-09-02
Accepted: 2025-11-15

Keywords

Language institutes
Non-TEFL teachers
Teacher factors
Teacher motivation
TEFL teachers

ABSTRACT

The present study scrutinized the main factors in TEFL and non-TEFL teachers' motivation. Furthermore, it examined the difference between the motivation of these teacher groups. To this end, the researchers used convenience sampling to select 283 TEFL and 229 non-TEFL teachers at 23 reputable language institutes in Urmia (Iran) as the participants. Moreover, they used six reliable and valid questionnaires to examine these participants' teacher motivation, teaching enjoyment, teacher reflection, psychological well-being at work, emotion regulation, and work engagement. Lastly, they analyzed the obtained data using multiple-regression test and t-test. The results of the study indicated that TEFL teachers' teaching enjoyment, work engagement, and teacher reflection were the main factors in their motivation. On the other hand, non-TEFL teachers' psychological well-being at work, emotion regulation, and work engagement were the significant predictors of their motivation. Furthermore, TEFL teachers' motivation was significantly higher than that of non-TEFL teachers. The results of the study are likely to provide guidelines on the development of education courses and manuals for TEFL and non-TEFL teachers in foreign language contexts.



Introduction

A close perusal of the recent studies of language teachers (e.g. Alexander et al., 2020; Bing et al., 2022; Buric et al., 2020; Xiao et al., 2022; Xiyun, et al., 2022; Yang et al., 2022) indicates that they have focused on *teacher factors* in different academic settings. Chang and Taxer (2021) defined teacher factors as all of the teacher-internal variables that are likely to have a noticeable effect on language teachers' mental health, coping, and pedagogical efficacy in the context of the classroom. Likewise, Deng et al. (2022) stated that these factors encompass language teachers' affective features that affect their language teaching practices by influencing their psychological composure. As they noted, among these factors, Teacher Motivation (TM) has been a recurrent variable in numerous empirical studies.

Skaalvik and Skaalvik (2020) defined language teachers' TM as the reasons behind their decisions to engage in language instruction in various academic settings. Similarly, Roth et al. (2007) pointed out that TM encompasses all of the factors that prompt the language teachers to take advantage of efficacious instructional strategies and techniques for ameliorating their learners' acquisition of diverse aspects of the second language. As they explained, the widespread interest in language teachers' TM stems from the fact that it is likely to influence all of the aspects of teachers' pedagogical choices including their choice of instructional approaches along with their language teaching strategies and practices in their classes. They concluded that TM is an affective factor that can be influenced by teachers' affective and personal variables.

Yuan and Zhang (2017) stated that among the various teacher factors, language teachers'

Teaching Enjoyment (TE), Teacher Reflection (TR), Psychological Well-Being at Work (PWBW), Emotion Regulation (ER), and Work Engagement (WE) have attracted attention as the affective variables that may influence their TM. Moreover, as they pointed out, language teachers' academic degree constitutes a major personal factor in their TM. Based on this factor, they classified teachers into two underlying categories including teachers who have a degree in Teaching English as a Foreign Language (TEFL) and teachers who have a non-TEFL degree. They concluded that these issues highlight the need for more research on language teachers' TM in different language learning contexts.

Literature Review

Teacher Factors

The examination of the recent research on teachers' variables (e.g. Alexander et al., 2020; Skaalvik & Skaalvik, 2020) indicates that language teachers' TM has attracted considerable attention in language education. Roth et al. (2007) defined TM as the totality of the factors that prompt language teachers to take advantage of efficacious instructional practices for ameliorating language learners' acquisition of the target language. The above-mentioned definition highlights the fact that various factors are likely to affect teachers' proclivity to engage in second language instruction (Alexander et al., 2020). Considering this issue, Roth et al. (2007) identified four main sub-categories of language teachers' TM including *intrinsic*, *extrinsic*, *identified*, and *introjected* sub-components. As they explained, teachers' intrinsic motivation refers to their interest in language instruction in disregard of external rewards. On the other hand, extrinsic motivation

encompasses teachers' tendency to engage in language teaching in order to achieve a certain objective or to win an external award. Moreover, identified motivation refers to the extent to which teachers are cognizant of the advantages of language instruction before engaging in it. Lastly, introjected motivation encompasses teachers' internal desire to teach the target language that results in their tension when they are not able to teach the language in an effective way. Roth et al. (2007) concluded that teachers' TM is likely to be affected by their TE, TR, PWBW, ER, and WE among the other affective factors.

Dewaele and Li (2022) stated that TE constitutes an affective factor that determines the extent to which language teachers derive satisfaction from their language instruction and make an effort to perform their academic tasks in an efficacious way. In line with this definition, Proietti Ergün and Dewaele (2021) itemized three main sub-components of TE including *social enjoyment*, *personal enjoyment*, and *learner appreciation*. As they explained, social enjoyment refers to the satisfaction that teachers derive from development of working relationships with their peers and students. Furthermore, personal enjoyment specifies the extent to which target language instruction ameliorates teacher's perspectives on their own pedagogical capabilities. Finally, learner appreciation refers to teachers' positive feelings that stem from their learners' understanding of their vital role in the context of the classroom.

Moreover, Akbari (2007) stated that language teachers' TR determines their capability to consciously examine their teaching practices to identify their teaching strengths and weakness and to substitute their ineffective pedagogical techniques with more effective ones. In view of this definition,

Akbari et al. (2010) particularized five main sub-components of TR including the *metacognitive*, *practical*, *cognitive*, *affective*, and *critical* sub-components. As they explained, metacognitive and practical sub-components of TR respectively refer to teachers' examination of their language teaching principles and their strategies that are implemented for facilitating the learners' language acquisition. Moreover, the cognitive and affective sub-components respectively determine the degree to which teachers consciously scrutinize their cognitive resources that are used in language teaching and the impact of language learners' emotions on the process of their language acquisition. Finally, Akbari et al. (2010) noted that the critical sub-component specifies the degree to which teachers are aware of the effect of their teaching strategies on their language learners' critical thinking ability.

Furthermore, Garg and Rastogi (2009) stated that language teachers' PWBW is considered to be an affective factor that has a noticeable effect on their ability to acclimatize themselves to different instructional situations. They defined PWBW as teachers' perspectives on the agreeableness of their instructional experiences in their workplace. In view of this definition, Dagenais-Desmarais and Savoie (2012) identified five main sub-components of this construct including *perceived recognition at work*, *feeling of competency at work*, *desire for involvement at work*, *thriving at work*, and *interpersonal fit at work*. According to them, perceived recognition at work refers to teachers' perspectives on other individuals' understanding of the consequential role of their practices in learners' success. Moreover, feeling of competency at work refers to teachers' positive attitudes towards their

pedagogical capabilities. Furthermore, desire for involvement at work determines the extent to which teachers are interested in the performance of their instructional activities. In addition, thriving at work determines the degree to which teachers develop effective teaching strategies in the process of language teaching in the context of the classroom. Finally, interpersonal fit at work refers to language teachers' capability to establish constructive relationships with their peers and learners in their workplace.

In addition, Li et al. (2022) noted that language teachers' ER constitutes an affective variable that determines their stress-management capability in their classes. Accordingly, they defined ER as teachers' ability to stifle their negative emotions by capitalizing on their internal resources. Based on the nature of teachers' ER, Gross and John (2003) itemized two main sub-components of this construct including *cognitive reappraisal* and *expressive suppression*. They explained that, teachers' cognitive reappraisal refers to their ability to reassess various teaching conditions to ameliorate their perspectives on them. Moreover, as they noted, expressive suppression determines the degree to which teachers are able to control their behaviors that are caused by their negative emotions in the process of language teaching.

Lastly, Greenier et al. (2021) noted that language teachers' WE refers to an affective factor that determines their tendency to spend their time and energy to carry out their pedagogical tasks and to facilitate their learners' language learning. Based on the structure of this construct, Klassen et al. (2013) itemized three sub-components of this construct including *emotional*, *cognitive* and *social* sub-components. They noted that emotional and cognitive engagement

respectively refer to teachers' tendency to take advantage of their cognitive resources and positive feelings to perform their instructional duties. Furthermore, social engagement refers to teachers' proclivity to establish working relationships with their language learners and their colleagues in their academic settings.

The Present Study

In the field of language instruction, recent studies of language teachers' TM have focused on some of the aspects of this construct without dealing with certain issues. More specifically, several studies (e.g. Alexander et al., 2020; Skaalvik & Skaalvik, 2020) have examined the role of language teachers' TM in their stress-management ability and pedagogical capability. Moreover, some studies (e.g. Tao et al., 2019) have examined language teachers' perspectives on different aspects of their TM. Lastly, a few studies (e.g. Yuan & Zhang, 2017) have tried to examine the impacts of teacher education on teachers' TM.

Nonetheless, the above-mentioned studies have not examined the degree to which language teachers' affective factors including their TR, PWBW, ER, and WE predict the variance in their TM. Moreover, these studies have not investigated the differences between TEFL and non-TEFL teachers' TM. The present study strived to deal with these issues in the context of Iran. Accordingly, it endeavored to answer the following questions:

1. DO TEFL teachers' TR, PWBW, ER, and WE significantly predict their TM?
2. DO non-TEFL teachers' TR, PWBW, ER, and WE significantly predict their TM?
3. Is there a significant difference between TEFL and non-TEFL teachers' TM?

Method

Participants

Considering the aims of the study, first, the researchers selected 23 reputable private language institute in Urmia (Iran) as the research sites of the study. These institutes applied strict criteria for employing their teachers and used similar teacher education courses for preparing their teachers for their service years. Second, they contacted the managers of the relevant institutes, informed them about the aims, obtained their consent to the study, and asked them to furnish them with the contact information (i.e. phone number & email address) of their male and female English teachers. The researchers were provided with the contact information of 563 English teachers including 261 male and 302 female teachers.

Second, the researchers contacted these teachers in a one-month period, apprised them of the aims, and invited them to take part in the study. Fourteen of the male and 12 of the female teachers did not answer the researchers' calls and emails. Moreover, 16 male and 9 female teachers refused to participate in the study owing to different reasons such as their busy schedule among the others. Nonetheless, the remaining 231 male and 281 female teachers agreed to take part in the study and completed the written consent forms and the demographic information questionnaire of the present study. The examination of these teachers' academic degree indicated that 283 of them had a B.A., M.A, or Ph.D. degree in TEFL and 229 of them had the same degrees in other majors including majors in soft sciences (e.g. Persian Literature) and hard sciences (e.g. Civil Engineering). Moreover, they ranged in age from 26 to 61 and were native speakers of Azeri, Persian, or Kurdish. Lastly, these

teachers' language teaching experience was in the range of 2 to 31 years.

Materials and Instruments

The researchers used seven questionnaires in order to gather the required data. Six of these instruments comprised Likert-scale items. Consequently, the researchers used Cronbach's Alpha (CA) measure to examine their reliability in a pilot study that involved 28 TEFL and 26 non-TEFL EFL teachers who were similar to the participants of the main study in terms of their characteristics. The following section expounds on these questionnaires:

Demographic Information

In this study, the researchers used a demographic information questionnaire to examine the participants' academic degree, age, gender, and experience.

TM

In light of the aims, the researchers used Roth et al.'s (2007) TM questionnaire in order to examine TEFL and non-TEFL teachers' TM in their relevant settings. This instrument involves 16 items that are rated on a five-point Likert-scale. They examine four main sub-components of TM including *intrinsic*, *extrinsic*, *identified*, and *introjected* motivation sub-components. The results of CA analysis indicated that the reliability index of this questionnaire was .85 and it could be used in the present study.

TE

In the present study, Proietti Ergün and Dewaele's (2021) TE questionnaire was used to obtain the required data on TEFL and non-TEFL teachers' TE. This instrument comprises 9 items that focus on three main aspects of TE including *social enjoyment*, *personal enjoyment*, and *learner appreciation*. These items are rated on a 5-point Likert

scale. Based on the results of CA analysis, the reliability of this questionnaire (.81) was acceptable and it could be utilized in the present study.

TR

The researchers took advantage of Akbari et al.'s (2010) TR questionnaire to examine TEFL and non-TEFL teachers' TR. This instrument focuses on the main sub-components of TR including the *metacognitive*, *practical*, *cognitive*, *affective*, and *critical* sub-components. It involves 29 items that are rated on a 5-point Likert-scale. Based on the results of CA analysis, the reliability of this instrument in Iranian context was .87 and it was used in the present study.

PWBW

Considering the main objectives, the researchers used Dagenais-Desmarais and Savoie's (2012) PWBW questionnaire to gather data on TEFL and non-TEFL teachers' PWBW. This scale examines the main components of this construct including *perceived recognition at work*, *feeling of competency at work*, *desire for involvement at work*, *thriving at work*, and *interpersonal fit at work*. It comprises 25 items that are rated on a 6-point scale. CA analysis showed that the reliability of this instrument was .83 and it could be used in this study.

ER

Given the main aims, Gross and John's (2003) ER questionnaire was used to examine TEFL and non-TEFL teachers' ER in this study. This instrument focuses on two main sub-components of ER including *cognitive reappraisal* and *expressive suppression*. It involves 10 items that are rated on a 7-point scale. Based on the results of CA analysis, the reliability of this questionnaire (.84) was satisfactory and it was used to collect the required data.

WE

The researchers used Klassen et al.'s (2013) WE questionnaire to examine the WE of TEFL and non-TEFL teacher groups. This instrument examines teachers' *emotional* and *cognitive* engagement along with their *social engagement* with their learners and peers. It encompasses 16 items that are rated on a 7-point scale. According to the results of CA analysis, the reliability of this instrument was .88 and it could be employed in this study.

Procedure

In this study, first, the researchers used convenience sampling in order to select 283 TEFL and 229 non-TEFL teachers at 23 reputable language institutes in Urmia (Iran) as the participants and obtained written informed consent from them. Second, they administered Roth et al.'s (2007) TM, Proietti Ergün and Dewaele's (2021) TE, Akbari et al.'s (2010) TR, Dagenais-Desmarais and Savoie's (2012) PWBW, Gross and John's (2003) ER, and Klassen et al.'s (2013) WE questionnaires to them to examine their TM, TE, TR, PWBW, ER, and WE respectively. The participants returned the completed questionnaires to the researchers in a two-month period. Lastly, the researchers analyzed the collected data using SPSS 24.

Design

The researchers conducted this study using the *predictive correlational design*. Creswell and Creswell (2017) pointed out that this design helps the researchers to examine the extent to which several independent variables predict a certain dependent variable. Likewise, in this study, the researchers used this design to determine the degree to which five independent variables of the study including TEFL and non-TEFL English teachers' TE,

TR, PWBW, ER, and WE predicted their TM that was the dependent variable of the study.

Data Analysis

In the present study, the researchers used Multiple Regression (MR) test to examine the predictive role of TEFL and non-TEFL teachers' TE, TR, PWBW, ER, and WE in their TM (Pallant, 2020). Moreover, they used independent-samples t-test to examine the significance of the difference between the TM of these teacher groups (Pallant, 2020).

Results and Discussion

Results

Question one examined the predictors of TEFL teachers' TM. Therefore, the researchers used MR to analyze the data. To this end, first, they checked its assumptions including *multicollinearity*, *outlier*, *independence of residuals*, *normality*, *linearity*, and *homoscedasticity*. Table 1 provides the results of the Tolerance (T) and VIF values:

Table 1.

T and VIF Values of TEFL Teachers' TM

Predictor	T	VIF
TE	.574	2.87
TR	.494	2.54
PWBW	.399	1.57
ER	.473	2.23
WE	.595	1.37

As shown in Table 1 the multicollinearity assumption was not violated since all of the T values were greater than 0.1 and all of the VIF values were less than 10. Consequently, the researchers examined the Mahalanobis Distance (MD), and Cook's Distance (CD) values to check the remaining test assumptions. Table 2 shows the relevant results:

Table 2.

MD and CD Values of TEFL Teachers' TM

Value	Minimum	Maximum
MD	2.98	18.76
CD	.023	.154

According to Table 2, the maximum MD value was 18.17. This value is less than 20.52 that constitutes the critical MD value of the models with five independent variables (Pallant, 2020). Moreover, the maximum CD value was less than 1. Therefore, the assumptions were not violated and the researchers could examine the relevant model. Table 3 shows the pertinent results:

Table 3.

Model of TEFL Teachers' TM

Model	R	R Square	ARS	SEE
1	.914	.826	.817	23.847

According to Table 3, this model explained 82.6 percent (R Square multiplied by 100) of the variance in TEFL teachers' TM. Moreover, the results of the relevant ANOVA test was significant ($p < 0.05$). As a result, the researchers examined the model coefficients. Table 4 shows these results:

Table 4.

Beta Values of TEFL Teachers' TM

Predictor	Standardized Coefficients (Beta)	Sig.
TE	.395	.000
TR	.169	.012
PWBW	.042	.487
ER	.025	.754
WE	.287	.001

The scrutiny of Beta values in Table 4 indicated that TEFL teachers' TE (.395), WE (.287), and TR (.169) were respectively the first, the second, and the third variables that made the strongest significant contribution to the prediction of their TM ($p < 0.05$).

Question two focused on the main predictors of non-TEFL teachers' TM. The researchers had to use MR to analyze the data. Accordingly, they checked each of the above-mentioned assumptions prior to the examination of the relevant model. Table 5 shows the results of the T and VIF values:

Table 5.

T and VIF Values of Non-TEFL Teachers' TM

Predictor	T	VIF
TE	.386	1.57
TR	.598	1.28
PWBW	.297	2.66
ER	.457	1.74
WE	.386	2.76

As shown in Table 5, the multicollinearity assumption was not violated due to the fact that all of the T values were greater than 0.1 and all of the VIF values were less than 10. Therefore, the researchers examined the MD and CD values to check the remaining assumptions. Table 6 provides the relevant results:

Table 6.

MD and CD Values of Non-TEFL Teachers' TM

Value	Minimum	Maximum
MD	2.55	19.22
CD	.032	.178

According to Table 6, the maximum MD value was 19.22. This value is less than 20.52 that constitutes the critical MD value of the models with five independent variables (Pallant, 2020). Furthermore, the maximum CD value was less than 1. Consequently, the assumptions were not violated and the researchers could examine the relevant model. Table 7 shows the relevant results:

Table 7.

Model of Non-TEFL Teachers' TM

Model	R	R Square	ARS	SEE
1	.832	.784	.743	24.956

According to Table 7, this model explained 78.4 percent (R Square multiplied by 100) of the variance in non-TEFL teachers' TM. Furthermore, the results of the relevant ANOVA test was significant ($p < 0.05$). Consequently, the researchers examined the model coefficients. Table 8 shows these results:

Table 8.

Beta Values of Non-TEFL Teachers' TM

Predictor	Standardized Coefficients (Beta)	Sig.
TE	.059	.525
TR	.032	.743
PWBW	.356	.000
ER	.231	.002
WE	.152	.014

The scrutiny of Beta values in Table 8 showed that TEFL teachers' PWBW (.356), ER (.231), and WE (.152) were respectively the first, the second, and the third variables that made the strongest significant contribution to prediction of their TM ($p < 0.05$).

Finally, question three examined the significance of the difference between TEFL and non-TEFL teachers' TM. Based on the aims, the researchers used Welch's independent-samples t-test (due to unequal sample sizes) to determine the difference between the TM of these teacher groups. Table 9 provides descriptive statistics on TEFL and non-TEFL teachers' TM:

Table 9.

Descriptive Statistics on TEFL and Non-TEFL Teachers' TM

Groups	N	Mean	Std. Deviation	Std. Error Mean
TEFL Teachers	283	60.54	12.955	.770
Non-TEFL Teachers	229	53.03	11.767	.513

As shown in Table 9, there was a difference between the mean value of TEFL teachers' TM (M=60.54) and the mean value of non-

TEFL teachers' TM (M= 53.03). Table 10 shows the results of the pertinent Welch's independent-samples t-test:

Table 10

Welch's Independent-Samples t-test of TEFL and Non-TEFL Teachers' TM

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
Equal variances assumed	34.229	.594	7.721	510	.000	7.511	.973	5.600	9.422	
Equal variances not assumed			8.116	472.78	.000	7.511	.925	5.692	9.329	

Welch's t-test assumes unequal variances. The examination of the unequal variances in Table 10 showed that TEFL teachers' TM was

significantly higher than that of non-TEFL teachers (p<.05). Figure 1 shows these results:

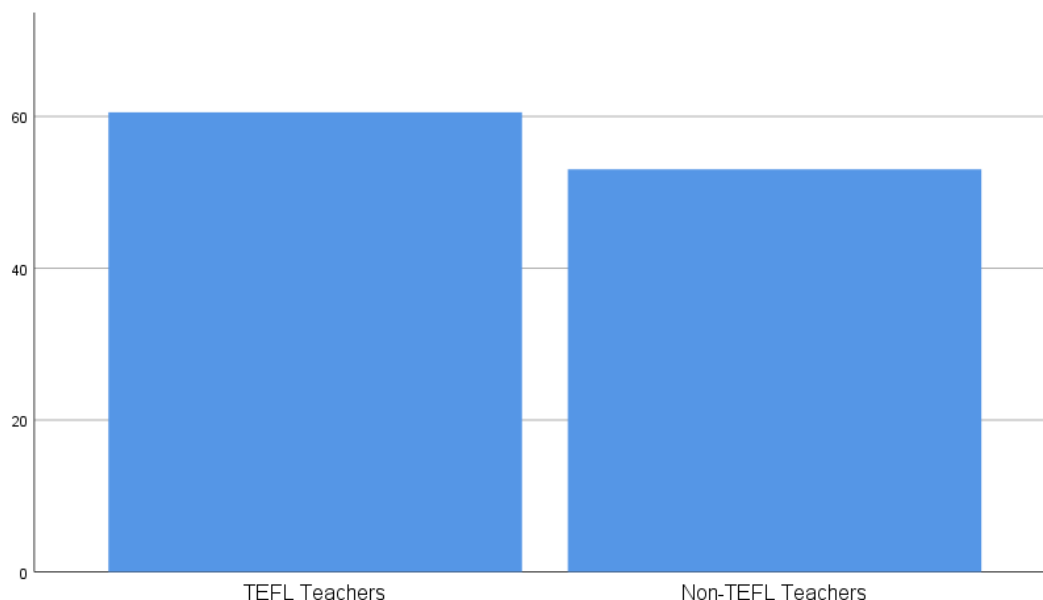


Figure 1

TEFL and Non-TEFL Teachers' TM

Discussion

Question one of this study scrutinized the main factors in TEFL teachers' TM. The results indicated that these teachers' TE, WE, and TR were the strongest predictors of their TM in their academic settings. In general, these results corroborate the results of a number of previous studies including the studies that were conducted by Moradkhani et al. (2017), Song et al. (2018), Zeng et al. (2019), Proietti Ergün and Dewaele (2021), Proietti Ergün, and Ersoz Demirdag (2022), Soodmand Afshar and Moradifar (2021), Shu (2022), Xiao et al. (2022), Xiaojing, et al. (2022), and Xiyun, et al. (2022). The results of the above-mentioned studies indicated that English teachers' TM was significantly affected by their affective factors including their TE.

Breines and Chen (2012) pointed out that language teachers' TM may be influenced by their TE. According to them, the increase in teachers' TE prompts them to spend their time and energy to ameliorate their learners' acquisition of the target language. As a result, teachers take advantage of efficient teaching techniques and strategies that engage the learners in language learning and positively affect their development of target language communicative competence. As Breines and Chen (2012) explained, the improvement in learners' language learning increases teachers' TM and ameliorates their self-efficacy. Moreover, Burić and Macuka (2018) argued that language teachers' WE enables them to develop and maintain working relationships with their peers and students in their workplace. They explained that these relationships empower the teachers to stifle stressors using the other individuals' support and improve their TM for teaching the target language in an effective way. Lastly, Akbari (2007) noted that language teachers' TR

enables them to consciously assess the efficacy of their teaching practices in their classes and to identify their instructional strengths. He noted that, teachers' understanding of their pedagogical capabilities increases their TM and encourages them to deal with their weaknesses by taking advantage of their inner resources.

In light of these discussions, it can be averred that in the present study, TEFL teachers' TE was a main predictor of their TM since it improved learners' target language learning and encouraged the teachers to ameliorate their instructional techniques. Moreover, these teachers' WE significantly predicted their TM owing to the fact that it enabled them to establish constructive relationships with their peers and to deal with sources of stress in their classes by relying on their peers' support. Lastly, TEFL teachers' TR was an underlying factor in their TM due to the fact that it made them cognizant of their teaching strengths.

Research question two examined the main factors in non-TEFL teachers' TM. Based on the obtained results, these teachers' PWBW, ER, and WE were the main predictors of their TM. Generally, these results are in line with the results of the studies that were carried out by Fathi, and Derakhshan (2019), Buric et al. (2020), Ayoobiyan and Rashidi (2021), Chang and Taxer (2021), Greenier et al. (2021), Bing et al. (2022), Li and Li (2022), and Li et al. (2022). The results of these studies highlighted the fact that language teachers' TM was influenced by their affective factors such as their ER among the others.

Dewaele et al. (2018) stated that language teachers' PWBW is one of the main factors in their TM. As they explained, teachers' PWBW makes them aware of their language teaching competencies and helps them to

understand that their contribution is a significant factor in their learners' success. As they noted teachers' understanding of their vital role in their workplace is likely to have a noticeable effect on their TM. Furthermore, Diedrich et al. (2014) pointed out that teachers' ER enables them to determine the stress-inducing factors and teaching situations in their workplace and to take advantages of affective strategies to deal with them. As they noted, teachers' ability to stifle these stressors may increase their TM and is likely to positively affect their self-esteem. Finally, Xiao et al. (2022) noted that language teachers' WE prompts them to take advantages of all of their cognitive resources and positive emotions in order to facilitate and expedite their learners' target language acquisition. As they explained, teachers' use of these resources improves their teaching ability and their learners' success and is likely to positively affect their TM in their settings.

Considering these discussions, it can be argued that in this study non-TEFL teachers' PWBW was a predictor of their TM since it made them aware of their consequential role in their classes and apprised them of their capabilities. Moreover, these teachers' ER significantly predicted their TM owing to the fact that it enabled them to deal with stressors in their classes using efficient stress-management strategies. Lastly, non-TEFL teachers' WE was a main predictor of their TM due to the fact that it encouraged them to improve their learners' language acquisition using their cognitive and emotional resources in their classes.

Finally, research question three examined the significance of the difference between TEFL and non-TEFL teachers' TM. Based on the results, TEFL teachers' TM was significantly higher than that of non-TEFL

teachers. In general, these results support the results of the studies that were conducted by Stapleton et al. (2020), Stavrakian and Karagianni (2020), Deng et al. (2022), Dewaele and Li (2022), and Yang et al. (2022). The results of these studies showed that TEFL teachers were more likely to teach the target language due to their inner desires in comparison with the non-TEFL teachers.

Buric et al. (2020) pointed out that TEFL teachers' TM for teaching the target language is likely to be higher than that of non-TEFL teachers. As they explained, this issue stems from the fact that these teachers study TEFL at university to satisfy their own genuine desire to integrate themselves with the target language culture and make an effort to facilitate their learners' assimilation in the target culture. Likewise, Bing et al. (2022) pointed out that non-TEFL teachers tend to be less motivated for teaching the target language in different academic settings compared to TEFL teachers since most of them consider language teaching as an extra source of income alongside their main occupation or teach the target language for purely financial reasons.

Based on these discussions, it can be argued that, in the present study, TEFL teachers' TM was significantly higher than non-TEFL teachers' TM owing to the fact that they were intrinsically motivated to teach the target language, derived satisfaction from language instruction, and did not consider financial issues as the sole reason for choosing language instruction as their main occupation.

Conclusion and Implications

The present study strived to determine the main predictors of TEFL and non-TEFL teachers' TM. Moreover, it examined the difference between the TM of these groups of language teachers. Based on the results, while

TEFL teachers' TE, WE, and TR were the main factors in their TM, non-TEFL teachers' PWBW, ER, and WE constituted the significant predictors of their TM in their settings.

It is possible to draw a number of conclusions based on these results. First, EFL syllabus designers have to provide the language teachers with effective teaching manuals that provide them with adequate information on their main factors including their TM and make them aware of the consequential role of the relevant factors in their language teaching. The need for these manuals becomes more apparent in the case of non-TEFL teachers who lack information on the theoretical issues of language teaching including teacher factors among the others. The relevant manuals have to empower the teachers to use efficient stress-management strategies. Moreover, they should enable them to capitalize on their internal resources, including their ER, WE, PWBW, and TE, in order to deal with the stress-inducing factors in the process of second language instruction.

Second, there is a need to redress the current teacher education courses in the EFL contexts including the Iranian context. The examination of the content of these courses shows that they mainly focus on the practical issues of language instruction and disregard the theoretical issues including teacher variables. Moreover, they educate TEFL and non-TEFL teachers in the same way without paying attention to their academic background. Furthermore, most of the teacher educators of these courses do not apprise the teachers of the impact of their variables such as their TM on their instructional efficacy. Considering these issues, it can be argued that it is necessary to add a module to the present teacher education courses that informs the

teachers about their affective factors and helps them to capitalize on them to ameliorate their teaching capabilities. Moreover, it is necessary to provide TEFL and non-TEFL teachers with tailor-made education in light of their academic background. In third regard, non-TEFL teachers' education courses should provide them with a more detailed theory-oriented education due mainly to their lack of information on the theoretical discussions of language acquisition including teacher factors among the others. In addition, teacher-education course developers have to re-educate the teacher educators in terms of teacher factors to enable them to include teacher-factor-based education in the current courses.

Finally, both TEFL and non-TEFL teachers have to develop a satisfactory understanding of their own affective variables that influence their teaching practices. Regarding this issue, teachers can attend diverse national and international events such as webinars and education courses to become aware of the affective strategies that can increase their TM and may enable them to deal with sources of stress. Additionally, teachers can take advantage of their peers and supervisors' support to stifle their negative emotions that decrease their TM and interfere with their effective language teaching.

The present study suffered from certain limitations since the researchers were not able to control the impacts of the participants' gender, age, language background, and experience on the results. Furthermore, they delimited the study by focusing on TEFL and non-TEFL teachers' PWBW, ER, WE, and TE as predictors of their TM without dealing with the other factors such as their emotional intelligence and spiritual intelligence among the others. The future studies need to deal

with these issues. Furthermore, they need to use mixed-methods designs to delve more deeply into the predictors of language teachers' TM. Finally, these studies have to be conducted in different settings including schools and universities among the others.

Acknowledgements

We would like to extend our sincere gratitude to the teachers who helped us with the data collection of this project.

References

- Akbari, R. (2007). Reflections on reflection: A critical appraisal of reflective practices in L2 teacher education. *System, 35*(2), 192–207. <http://doi.org/10.1016/j.system.2006.12.008>
- Akbari, R., Behzadpoor, F., & Dadvand, B. (2010). Development of English language teaching reflection inventory. *System, 38*(2), 211–227. <http://doi.org/10.1016/j.system.2010.03.003>
- Alexander, C., Wyatt-Smith, C., & Du Plessis, A. (2020). The role of motivations and perceptions on the retention of in-service teachers. *Teaching and Teacher Education, 96*, 103186. <https://doi.org/10.1016/j.tate.2020.103186>
- Ayoobiyani, H., & Rashidi, N. (2021). Can reflective teaching promote resilience among Iranian EFL teachers? A mixed-method design. *Reflective Practice, 22*(3), 293–305. <https://doi.org/10.1080/14623943.2021.1873758>
- Bing, H., Sadjadi, B., Afzali, M., and Fathi, J. (2022). Self-efficacy and emotion regulation as predictors of teacher burnout among English as a foreign language teachers: a structural equation modeling approach. *Frontiers in Psychology, 13*, 900417. <https://doi.org/10.3389/fpsyg.2022.900417>
- Breines, J. G., & Chen, S. (2012). Self-compassion increases self-improvement motivation. *Personality and Social Psychology Bulletin, 38*, 1133–1143. <https://doi.org/10.1177/0146167212445599>
- Burić, I., & Macuka, I. (2018). Self-efficacy, emotions and work engagement among teachers: A two wave cross-lagged analysis. *Journal of Happiness Studies, 19*(7), 1917–1933. <https://doi.org/10.1007/s10902-017-9903-9>
- Buric, I., Sliškovica, A., & Soric, I. (2020). Teachers' emotions and self-efficacy: A test of reciprocal relations. *Frontiers in Psychology, 11*, 1650. <https://doi.org/10.3389/fpsyg.2020.01650>
- Chang, M. L., & Taxer, J. (2021). Teacher emotion regulation strategies in response to classroom misbehavior. *Teachers and Teaching, 27*(5), 353–369. <https://doi.org/10.1080/13540602.2020.1740198>
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods Approaches* (4th Ed.). Sage.
- Dagenais-Desmarais V., & Savoie A. (2012). What is psychological well-being, really? A grassroots approach from the organizational sciences. *Journal of Happiness Studies, 13*(6), 659–684. <https://doi.org/10.1007/s10902-011-9285-3>
- Deng J., Heydarnejad, T., Farhangi, F., & Farid Khafaga, A. (2022). Delving into the relationship between teacher emotion regulation, self-efficacy, engagement, and anger: A focus on English as a foreign language teachers. *Frontiers in Psychology, 13*, 1019984. <https://doi.org/10.3389/fpsyg.2022.1019984>
- Dewaele, J. M., & Li, C. (2022). Foreign language enjoyment and anxiety: Associations with general and domain-specific English achievement. *Chinese Journal of Applied Linguistics, 45*(1), 32–48. <https://doi.org/10.1515/cjal-2022-0104>
- Dewaele, J. M., Witney, J., Saito, K., & Dewaele, L. (2018). Foreign language enjoyment and anxiety: The effect of teacher and learner variables. *Language Teaching Research, 22*(6), 676–697. <https://doi.org/10.1177/1362168817692161>
- Diedrich, A., Grant, M., Hofmann, S. G., Hiller, W., & Berking, M. (2014). Self-compassion as an emotion regulation strategy in major depressive disorder. *Behavior Research and Therapy, 58*, 43–51. <https://doi.org/10.1016/j.brat.2014.05.006>
- Fathi, J., & Derakhshan, A. (2019). Teacher self-efficacy and emotional regulation as predictors of teaching stress: An investigation of Iranian English language teachers. *Teaching English Language, 13*(2), 117–143. <https://doi.org/10.22132/TEL.2019.95883>
- Garg, P., & Rastogi, R. (2009). Effect of psychological wellbeing on organizational commitment of employees. *The IUP Journal of Organizational Behavior, 8*(2), 42–51.

- Greenier, V., Derakhshan, A., & Fathi, J. (2021). Emotion regulation and psychological well-being in teacher work engagement: A case of British and Iranian English language teachers. *System, 97*, 102446. <https://doi.org/10.1016/j.system.2020.102446>
- Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology, 85*(2), 348-362. <https://doi.org/10.1037/0022-3514.85.2.348>
- Klassen, R. M., Yerdelen, S., & Durksen, T. L. (2013). Measuring teacher engagement: Development of the engaged teachers scale (ETS). *Frontline Learning Research, 1*, 33-52. <https://doi.org/10.14786/flr.v1i2.44>
- Li, C., & Li, W. (2022). Anxiety, enjoyment, and boredom in language learning amongst junior secondary students in rural China: How do they contribute to L2 achievement? *Studies in Second Language Acquisition, 45*(1), 93-108. <https://doi.org/10.1017/S0272263122000031>
- Li, M., Heydarnejad, T., Azizi, Z., & Rezaei Gashti, Z. (2022). Modeling the role of emotion regulation and critical thinking in immunity in higher education. *Frontiers in Psychology, 13*, 1005071. <https://doi.org/10.3389/fpsyg.2022.1005071>
- Moradkhani, S., Raygan, A., & Moein, M. S. (2017). Iranian EFL teachers' reflective practices and self-efficacy: Exploring possible relationships. *System, 65*, 1-14. <https://doi.org/10.1016/j.system.2016.12.011>
- Pallant, J. (2020). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS*. Routledge.
- Proietti Ergün A. L. P., Dewaele J. M. (2021). Do well-being and resilience predict the foreign language teaching enjoyment of teachers of Italian? *System, 99*(1), 102506. <https://doi.org/10.1016/j.system.2021.102506>
- Proietti Ergün, A. L. P., & Ersoz Demirdag, H. (2022). The relation between foreign language enjoyment, subjective well-being, and perceived stress in multilingual students. *Journal of Multilingual and Multicultural Development, 1-13*. <https://doi.org/10.1080/01434632.2022.2057504>
- Roth, G., Assor, A., Kanat-Maymon, Y., & Kaplan, H. (2007). Autonomous motivation for teaching: How self-determined teaching may lead to self-determined learning. *Journal of Educational Psychology, 99*, 761-774. <https://doi.org/10.1037/0022-0663.99.4.761>
- Shu, K. (2022). Teachers' commitment and self-efficacy as predictors of work engagement and well-being. *Frontiers in Psychology, 13*, 850204. <https://doi.org/10.3389/fpsyg.2022.850204>
- Skaalvik, E. M., & Skaalvik, S. (2020). Teacher burnout: Relations between dimensions of burnout, perceived school context, job satisfaction and motivation for teaching. A longitudinal study. *Teachers and Teaching, 26*, 602-616. <https://doi.org/10.1080/13540602.2021.1913404>
- Song, J. H., Chai, D. S., Kim, J., & Bae, S. H. (2018). Job performance in the learning organization: The mediating impacts of self-efficacy and work engagement. *Performance Improvement Quarterly, 30*(4), 249-271. <https://doi.org/10.1002/piq.21251>
- Soodmand Afshar, H., & Moradifar, M. (2021). The structural interplay between critical cultural awareness, institutional identity, self-efficacy, reflective teaching and job performance of EFL teachers. *International Journal of Society, Culture & Language, 9*, 14-29.
- Stapleton, P., Garby, S., & Sabot, D. (2020). Psychological distress and coping styles in teachers: A preliminary study. *Australian Journal of Education, 64*(2), 127-146. <https://doi.org/10.1177/0004944120908960>
- Stavraki, C., & Karagianni, E. (2020). Exploring Greek EFL teachers' resilience. *Journal for the Psychology of Language Learning, 2*, 142-179. <https://doi.org/10.52598/jpll/2/1/7>
- Tao, J., Zhao, K., & Chen, X. (2019). The motivation and professional self of teachers teaching languages other than English in a Chinese university. *Journal of Multilingual and Multicultural Development, 40*, 633-646. <https://doi.org/10.1080/01434632.2019.1571075>
- Xiao, Y., Fathi, J., & Mohammaddokht, F. (2022). Exploring a structural model of teaching enjoyment, teacher self-efficacy, and work engagement. *Frontiers in Psychology, 13*(1), 3384. <https://doi.org/10.3389/fpsyg.2022.918488>
- Xiaojing, X., Badakhshan, E., & Fathi, J. (2022). Exploring teacher reflection in the English as a foreign language context: Testing factor structure and measurement invariance. *Frontiers in Psychology, 12*, 6708. <https://doi.org/10.3389/fpsyg.2021.828901>

- Xiyun, S., Fathi, J., Shirbagi, N., & Mohammaddockht, F. (2022). A structural model of teacher self-efficacy, emotion regulation, and psychological wellbeing among English teachers. *Frontiers in Psychology, 13*(1), 904151. <https://10.3389/fpsyg.2022.904151>
- Yang, C., Chan, M. K., Nickerson, A. B., Jenkins, L., Xie, J. S., & Fredrick, S. S. (2022). Teacher victimization and teachers' subjective well-being: Does school climate matter? *Aggressive Behavior, 48*(4), 379-392. <https://doi.org/10.1002/ab.22030>
- Yuan, R., & Zhang, L. J. (2017). Exploring student teachers' motivation change in initial teacher education: A Chinese perspective. *Teaching and Teacher Education, 61*, 142-152. <https://doi.org/10.1016/j.tate.2016.10.010>
- Zeng, G., Chen, X., Cheung, H. Y., & Peng, K. (2019). Teachers' growth mindset and work engagement in the Chinese educational context: Well-being and perseverance of effort as mediators. *Frontiers in Psychology, 10*, 442256. <https://doi.org/10.3389/fpsyg.2019.00839>