

## Predictors of New Zealander and Iranian English Teachers' Productive and Maladaptive Teacher Immunity

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### Abstract

This study strived to determine the main factors in New Zealander and Iranian English instructors' productive and maladaptive teacher immunity. Moreover, it examined the differences between the productive and maladaptive teacher immunity types of these groups of teachers. To this end, first, the researchers used convenience sampling for selecting 294 male and female New Zealander English instructors and 286 male and female Iranian English instructors at language institute settings as participants. Second, they used Google Forms to administer the teacher immunity, emotional intelligence, spiritual intelligence, perfectionism, and demographic information questionnaires of the study to New Zealander and Iranian participants. New Zealander and Iranian teachers completed and returned these questionnaires to the researchers in a one-month and seventy-day period of time, respectively. Third, the researchers used logistic regression and chi-square tests to perform the data analysis. The results indicated that New Zealander teachers' emotional intelligence, spiritual intelligence, and experience were the major factors in their productive and maladaptive teacher immunity. On the other hand, Iranian teachers' income, age, and emotional intelligence constituted the main factors in their teacher immunity types. Lastly, New Zealander teachers' teacher immunity was more productive than Iranian instructors' teacher immunity. The results were ascribed to the context-sensitive nature of English teachers' productive and maladaptive teacher immunity. These results may have practical implications for the teacher education and supervisor education courses in foreign language contexts.

**Keywords:** emotional intelligence, experience, spiritual intelligence, teacher immunity.

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## Introduction

The close perusal of the recent empirical studies in the field of language instruction (e.g., Hiver, 2016, 2018; Khalili et al., 2023) highlights the fact that *language teacher factors* have attracted considerable attention. Richards et al. (2016) defined these factors as the teachers' multitudinous affective and cognitive characteristics that are likely to have noticeable impacts on teacher's pedagogical efficacy. Likewise, Cirocki and Farrell (2017) pointed out that teacher factors encompass teachers' internal variables that influence teachers' professional conduct in their workplace.

The construct of *Teacher Immunity* (TI) is one of the affective teacher characteristics that reflect teachers' psychological health (Cirocki & Farrell, 2019). Hiver (2015) introduced this construct into the field of language teaching by drawing a comparison between the biological immune system of human body and psychological immune system of teachers' mind. Accordingly, he defined TI as the psychological shield that protects the teachers against the diverse sources of stress in their relevant academic settings. As Hiver and Dörnyei (2017) pointed out, TI may be affected by language teachers' *affective* and *personal* characteristics.

In the field of language teaching, Emotional Intelligence (EI), Spiritual Intelligence (SI), and perfectionism are considered to be affective variables which can influence teachers' performance (Lindvall et al., 2018). Goleman (1995) defined EI as the category of intelligence that capacitates the individuals to exercise conscious control over their feelings and to take advantage of their positive emotions for establishing working and harmonious relationships with other individuals in different situational contexts. As he explained, people with higher levels of EI are aware of their internal resources and can easily acclimatize themselves to various situations. Moreover, Zohar and Marshall (2000) argued that SI refers to the intelligence category that empowers people to exhibit behaviors which are congruent with their underlying values and their conceptualizations of their foremost objectives in different contexts. As they explained, people with higher levels of SI are conscientious and use their critical thinking skills effectively in the process of task performance. Lastly,

Stoeber and Corr (2015) defined perfectionism as the individuals' innate desire to be superior to others and to express their supremacy over their rivals in different professional settings. As they noted, individuals with higher levels of perfectionism strive to refine their performance in their settings with the help of self-evaluation and peer-evaluation.

Furthermore, in language instruction, teachers' *age, experience, and income* are among the major personal factors (Klassen & Chiu, 2010). Kim and Roth (2011) defined teachers' age as the biological age of their body. Furthermore, they noted that teacher experience is determined based on teachers' practical language instruction in various academic settings. Lastly, they pointed out that income is mostly equated with teachers' monthly wages along with their added bonuses.

## **Review of the Related Literature**

### ***Teacher Immunity***

Hiver (2017) delved deeply into the structure of this construct to itemize its sub-components. To this end, he used factor analysis and particularized seven major sub-components of TI, including *instruction self-efficacy, resilience, openness to change, attitudes towards instruction, burnout, affectivity, and coping*.

As he explained, instruction self-efficacy refers to language teachers' beliefs in their instructional capability in their classes. Moreover, Gu and Day (2013) noted that resilience determines the degree to which the teachers can adapt themselves to diverse teaching situations without being influenced by contextual stressors. Furthermore, Dewaele and Li (2021) stated that openness to change shows the teachers' attitudes towards the developments in their field and their acceptance of alternative teaching approaches and techniques. In addition, as Mierzwa (2019) pointed out, attitudes toward instruction refer to the teachers' perspectives on the utility of their pedagogic practices for ameliorating the learners' language learning. Additionally, Lauerman and König (2016) averred that burnout encompasses the teachers' psychological exhaustion that stems from their prolonged exposure to stress-inducing factors

in their academic settings. Besides, Dewaele et al. (2019) stated that affectivity specifies the extent to which teachers are able to control their feelings during their teaching. Lastly, Salkovsky et al. (2015) noted that coping comprise the teachers' use of various affective strategies for dealing with the stressors in the context of the classroom.

In addition to the specification of the sub-components of TI, Hiver and Dörnyei (2017) expounded on the types of this construct. To this end, they distinguished *productive* TI from *maladaptive* TI. As they explained, productive TI is similar to an efficient immune system and empowers the teachers to stifle their negative emotions and to capitalize on their positive aroused emotions for dealing with the contextual sources of stress in their workplace. On the other hand, maladaptive TI is comparable to an overactive immune system. That is, it turns language teachers to cynical individuals who oppose changes in their field and are greatly disturbed by the environmental distresses.

### ***Emotional Intelligence***

The close perusal of the literature on EI indicates that EI was first introduced to the field of instruction by Beldoch's (1964) article where he explored the concept of effective communication in academic settings. Nonetheless, this concept attracted considerable attention in this field and became a recurrent line of research due mainly to its explanation in Goleman's (1995) textbook that delved more deeply into its nature. Goleman (1995) defined EI as the intelligence type that empowers individuals to understand, control, and use their emotions in order to develop more harmonious relationships with other people and to perform their educational or occupational tasks more effectively.

In his later work, Goleman (1998) strived to determine the main sub-components of EI. To this end, he itemized five sub-components of EI including *motivation, self-awareness, empathy, self-regulation, and social skill*. As Goleman (1998) noted, the motivation refers to the individuals' cognizance of the factors that encourage them to perform their tasks effectively. Moreover, the self-awareness determines the degree to which the individuals are able to specify

the impacts of their positive and negative emotions on their interpersonal relationships. Furthermore, the self-regulation comprises the individuals' ability to capitalize on their positive emotions to stifle their negative feelings. Lastly, the social skill encompasses the individuals' ability to develop harmonious relationships with their peer in various settings.

### ***Spiritual Intelligence***

The concept of SI was developed by Zohar (1997) in order to draw a parallel between spiritual side of human beings and their cognitive side. In her later work, Zohar (2000) defined SI as the individuals' ability to perceive the underlying meaning of human existence and the relationship between the human life and the material world. As she explained, a higher level of SI ameliorates the individuals' psychological well-being, improves their ability to establish working relationships with the other people and ameliorates their task performance capability.

In light of this definition, Emmons (2000) particularized the main sub-components of SI and averred that this concept encompassed five sub-components including *transcendence*, *consciousness*, *sanctification*, *resources*, and *virtuosity*. As he explained, the transcendence and the consciousness refer to the individuals' ability to disregard the material issues and to exert control over their consciousness levels, respectively. Moreover, the sanctification and the resources encompass the individuals' tendency to consider their experiences as worthwhile life moments and their ability to utilize their spiritual resources, respectively. Lastly, virtuosity comprises the individuals' virtuous behavior in the course of their life.

### ***Perfectionism***

Parker and Adkins (1995) stated that the perfectionism constitutes one of the psychological constructs that may have a major effect on individuals' occupational or educational efficacy. They defined perfectionism as individuals' constant effort to perform their relevant tasks flawlessly and to evaluate their performance critically in light of pre-specified criteria. Considering this

definition, Hewitt and Flett (1990) itemized three underlying sub-components of perfectionism, including *self-oriented perfectionism*, *other-oriented perfectionism*, and *socially prescribed perfectionism*. Based on Hewitt and Flett's (1990) view, self-oriented perfectionism encompasses the individuals' efforts to satisfy their own criteria in task performance. Moreover, other-oriented perfectionism specifies the degree to which an individual expects his/her peers to achieve perfection in task performance. Finally, socially prescribed perfectionism refers to the extent to which individuals strive to perform their tasks in light of external standards of their relevant society.

### ***Age, Experience, and Income***

A perusal of teacher factors shows that EFL teachers' age and experience have been recurrent research lines in language instruction. Edwards (1993) stated that teachers' age refers to the period of their life in the material world. Moreover, teachers' experience is determined based on the length of their language instruction in in-person or online language classes. As he explained, the interest in EFL teachers' age and experience stems from the fact that the maturation in age and the increase in experience may have significant impacts on teachers' language teaching and learning beliefs along with pedagogical practices. In addition to age and experience, researchers have examined income as a significant language teacher factor. Alter and Haydon (2017) stated that EFL teachers' income is determined based on their weekly and monthly wages along with added bonus. In their view, this factor may have a noticeable impact on EFL teachers' affective factors and their performance in their academic settings.

### **Purpose of the Study**

The examination of empirical studies of teacher factors shows that researchers have followed specific lines of empirical research on TI. In this regard, specific studies (e.g. Dobakhti et al., 2022a; Wang et al., 2022) have focused on the role of teachers' personal factors regarding their TI. Moreover, some studies (e.g. Rahmati et al., 2019) have investigated the effect of teachers'

reflective practices on their TI. Furthermore, certain studies (e.g. Dobakhti et al., 2022b; Maghsoudi, 2021; Songhory et al., 2018) have examined the impact of teacher education on TI. Lastly, a few studies (e.g. Pourbahram & Sadeghi, 2020) have tried to compare language teachers' TI in language institute and school settings. Notwithstanding, these studies have not made an attempt to determine the factors in language teachers' productive and maladaptive TI types in second and foreign language contexts. Furthermore, they have not compared ESL and EFL teachers' productive and maladaptive TI types. The development of a satisfactory understanding of the predictors of TI types in second and foreign language contexts and the differences between language teachers' TI in these contexts may have practical implications for teacher education courses. More specifically, it can help the teacher educators to provide pre-service and in-service teachers with tailor-made education that empowers them to deal with stress-inducing factors in their classes in an effective way. The present study strived to deal with the above-mentioned inadequacy of research by focusing on the ESL context of New Zealand and EFL context of Iran. To this end, we made an endeavor to answer three questions:

1. What are the factors that predict New Zealander English teachers' productive and maladaptive TI?
2. What are the factors that predict Iranian English teachers' productive and maladaptive TI?
3. Are there significant differences between New Zealander and Iranian English teachers' productive and maladaptive TI?

## **Method**

### ***Participants***

In this study, the researchers utilized convenience sampling to select 294 (145 male & 149 female) New Zealander English instructors and 286 (142 male & 144 female) Iranian English instructors at language institute settings as the participants of the study. New Zealander participants were selected from among the English teachers at various language institutes in fourteen cities in New Zealand, including Auckland, Wellington, Christchurch, Dunedin, Hamilton,

Rotorua, Tauranga, Nelson, Palmerston North, New Plymouth, Napier, Gisborne, Porirua, and Blenheim. They had a B.A., M.A., or Ph.D. degree in the field of English Language Teaching (ELT) and ranged in age from 28 to 69. Moreover, their level of experience was in the range of 3 to 41 years. Iranian participants were selected from among the language instructors in seventeen cities in Iran, including Urmia, Tabriz, Ardabil, Zanjan, Tehran, Ilam, Yazd, Kerman, Ahvaz, Kermanshah, Rasht, Shiraz, Isfahan, Mashhad, Qazvin, Karaj, and Yasuj. Similar to New Zealander participants, they were B.A. M.A. or Ph.D. graduates of ELT. Notwithstanding, they were in the age range of 25 to 66 and ranged in experience from 2 to 42 years. The researchers obtained written informed consent from both New Zealander and Iranian participants prior to the onset of the study.

### ***Instruments***

The researchers used a number of instruments, including TI, demographic information, EI, SI, and perfectionism questionnaires to collect the data. TI questionnaire was used to gather data on participants' productive and maladaptive TI. On the other hand, the remaining instruments were utilized to examine the participants' age, experience, income, EI, SI, and perfectionism. The researchers used the predictive correlational design to determine the extent to which participants' personal factors (i.e. age, experience, & income) along with their affective factors (i.e. EI, SI, & perfectionism) predicted their productive and maladaptive TI. The following sections provide adequate information about the instruments:

**TI Questionnaire.** Considering the main objective, the researchers used Hiver's (2017) TI questionnaire in order to investigate New Zealander and Iranian English instructors' TI. This instrument encompassed 39 items that were rated on a 7-point Likert-scale ranging from *strongly agree* to *strongly disagree*. These items focused on the aforementioned seven sub-components of TI. Hiver (2017) stated that this questionnaire was a reliable (0.82) and valid (0.89) instrument for examining the language teachers' TI. Nevertheless, the researchers used Cronbach's alpha measure of internal consistency in a pilot



study (which involved 28 New Zealander and 26 Iranian EFL teachers) for examining the reliability of the questionnaire in the contexts of New Zealand and Iran. Based on the results of the pertinent analyses, reliability indices of this instrument were .84 and .81 in the contexts of New Zealand and Iran respectively. Consequently, this instrument could be used in the present study. The cut-off point of this questionnaire was 156. Therefore, the researchers classified TI scores that were less than 156 into the *maladaptive* TI category. On the other hand, they classified the TI scores that were larger than 156 into the *productive* TI category. The Google Forms were used for administering this questionnaire to New Zealander and Iranian English teachers.

**Demographic Information Questionnaire.** The researchers used a demographic information questionnaire for collecting data on New Zealander and Iranian EFL instructors' *age, gender, level of experience (in years), and income (in US dollars)*. The participants were asked to complete the questionnaire and to return it to the researchers using Google Forms.

**Emotional Intelligence Questionnaire.** In view of the aforementioned objectives, the researchers used Wong and Law's (2002) EI questionnaire to determine New Zealander and Iranian English instructors' EI. This instrument comprised 16 items. These items were rated on a 5-point Likert scale ranging from *totally agree* to *totally disagree*. Law et al. (2008) investigated the psychometric properties of this scale and reported that its reliability and validity indices were satisfactory. Nevertheless, in this study, the researchers examined its reliability using Cronbach's alpha measure. Based on the obtained results, reliability indices of the scale were .83 and .79 in the contexts of New Zealand and Iran, respectively. Therefore, this instrument was utilized. Google Forms were used to administer this questionnaire to New Zealander and Iranian participants.

**Spiritual Intelligence Questionnaire.** The researchers took advantage of King and Decicco's (2009) SI questionnaire to determine New Zealander and Iranian English teachers' SI. This questionnaire encompassed 24 items that were rated on a 5-point Likert-scale ranging from *not at all true of me* to *completely true of me*. King and Decicco (2009) noted that this scale was

a reliable and valid instrument. Nonetheless, in the above-mentioned pilot study, the researchers utilized Cronbach's alpha measure to specify the reliability of this questionnaire. The results indicated that the reliability indices of this instrument were .81 and .87 in the case of New Zealander and Iranian participants and the instrument constituted a reliable SI scale. Google Forms were used for administering this instrument to both of the groups of participants.

**Perfectionism Questionnaire.** Based on the purposes of the study, the researchers used Hewitt and Flett's (1990) perfectionism scale in order to examine New Zealander and Iranian EFL teachers' perfectionism. This scale encompassed 45 Likert-scale items that were scored on a 7-point scale ranging from *completely agree* to *completely disagree*. According to Hewitt and Flett (1990), psychometric properties of the instrument were acceptable. Notwithstanding, Cronbach's alpha measure was utilized to determine its reliability. The obtained results accentuated the fact that the reliability indices of this scale were .79 and .81 in the contexts of New Zealand and Iran, respectively. Consequently, the instrument was used in the study. Google Forms were employed for sending this questionnaire to New Zealander and Iranian English instructors.

### ***Procedure***

In this study, first, the researchers identified 61 prestigious language institutes in the above-mentioned fourteen cities in New Zealand. Second, they examined the websites of these institutes to specify the teachers who had B.A., M.A. or Ph.D. degrees in the field of ELT. The preliminary search provided the researchers with the contact information of 541 language teachers, including 266 male and 275 female teachers. Third, they used these teachers' email addresses to contact them and to apprise them of the main intent and the procedure of the study. Ninety-eight of these teachers did not respond to the researchers' emails. Moreover, 149 of these teachers stated that they could not participate in the study due to diverse reasons. After all, 294 New Zealander EFL instructors, including 145 male and 149 female instructors agreed to

participate in the study. The researchers obtained these teachers' informed consent using Google forms prior to the onset of the data collection. Fourth, the researchers utilized Google Forms to send instruments to these participants. More specifically, they used these forms to administer Hiver's (2017) TI questionnaire, researcher-developed demographic information questionnaire, Wong and Law's (2002) EI questionnaire, King and Decicco's (2009) SI questionnaire, and Hewitt and Flett's (1990) perfectionism questionnaire to New Zealander English teachers. The teachers completed the above-mentioned questionnaires and returned them to the researchers in about two months.

Fifth, the researchers identified 69 prestigious language institutes in the aforementioned seventeen cities in Iran. Sixth, they contacted the management departments of the relevant institutes, apprised their managers of main objectives, and requested the contact information (e.g. telephone number, or Whatsapp/Telegram number) of the teachers who had a B.A., M.A. or Ph.D. degree in the field of ELT. At this point, the managers provided the researchers with the contact information of 597 teachers including 352 male and 245 female teachers. Seventh, they contacted all of these teachers and informed them about the main purpose and the procedure of the study. Eighty-six of the teachers did not respond to the researchers' telephone calls or Whatsapp/Telegram messages/calls. Moreover, 225 of these teachers refused to participate in the present study owing to different reasons. Consequently, 286 (142 male & 144 female) Iranian EFL instructors took part in this study. Similar to New Zealander teachers, Iranian teachers completed the informed consent forms. Eighth, the researchers sent the above-mentioned instruments to Iranian teachers using Google Forms. These teachers completed and returned these questionnaires to the researchers in about seventy days. Finally, data were analyzed using SPSS 24.

### **Design**

The present study used the *predictive correlational design* to determine the significant factors in New Zealander and Iranian English instructors' productive and maladaptive TI. Mackey and Gass (2016) noted that this design

can be used to determine the degree to which the independent or *predictor* variables can predict the variance in a certain dependent or *criterion* variable. Accordingly, in this study, the researchers strived to examine the degree to which New Zealander and Iranian teachers' age, level of experience, income, EI, SI, and perfectionism predicted the variance in their productive and maladaptive TI.

## Results

The first question made an endeavor to determine the significant factors that predicted New Zealander English teachers' productive and maladaptive TI. In the same vein, the researchers used Binary Logistic Regression (BLR) test to perform the data analysis. Nonetheless, there was a need to check the multi-collinearity assumption. To this end, the researchers examined the Tolerance values of predictor variables. Table 1 provides the relevant results:

**Table 1**

*Collinearity Diagnostics of Predictor Factors in New Zealander Teachers' Productive and Maladaptive TI*

Variable	Tolerance
Age	.422
Experience	.511
Income	.643
EI	.254
SI	.454
Perfectionism	.654

Based on Table 1, Tolerance values of predictor variables were larger than 0.1. Therefore, multi-collinearity assumption was not violated (Pallant, 2007). Based on these results, the researchers examined the tests of the model

coefficients that expounded on the goodness of fit of the relevant model. Table 2 shows these results:

**Table 2**

*Omnibus Tests of Model Coefficients of New Zealander English Teachers' Productive and Maladaptive TI*

Test	Chi-Square	df	Sig.
Step	92.239	6	.000
Block	92.239	6	.000
Model	92.239	6	.000

According to Table 2, the results of Omnibus Tests of Model Coefficients were significant ( $p < 0.05$ ). Consequently, the researchers could examine the goodness of the fit. Table 3 provides these results:

**Table 3**

*Hosmer and Lemeshow test of New Zealander English Teachers' Productive and Maladaptive TI*

Chi-Square	df	Sig.
13.605	8	.193

As shown in Table 3, goodness of fit result was not significant ( $p > 0.05$ ). This result assured the researchers of the goodness of fit of the model (Pallant, 2007). Consequently, the summary of the relevant model was examined. Table 4 shows the pertinent results:

**Table 4**

*Model Summary of New Zealander English Teachers' Productive and Maladaptive TI*

-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
96.552	.297	.406

The *Cox and Snell R Square* and *Nagelkerke R Square* values in Table 4 indicated that the model explained between 29.7 and 40.6 percent (i.e. R Square values multiplied by 100) of the variance in New Zealander English teachers' productive and maladaptive TI. Considering these results, contributions of predictor factors to these participants' productive and maladaptive TI were examined. The relevant results are provided in Table 5:

**Table 5**

*Variables in the Equation on New Zealander English Teachers' Productive and Maladaptive TI*

Variable	Wald	Sig.
Age	.233	.629
Experience	4.948	.026
Income	.174	.677
EI	12.554	.000
SI	6.795	.009
Perfectionism	.714	.398

The examination of the Wald values and their relevant probability values in Table 5 shows that New Zealander English teachers' EI (12.554), SI (6.795), and experience (4.948) were respectively the first, the second, and the third predictor variables that made the strongest significant contributions to the explanation of their productive and maladaptive TI.

The second question attempted to specify the significant predictors of Iranian English teachers' productive and maladaptive TI. To this end, the researchers used BLR test to specify the above-mentioned factors. There was a need to check the multi-collinearity assumption. Therefore, the researchers examined the results of collinearity diagnostics. These results are shown in Table 6:

**Table 6**

*Collinearity Diagnostics of Predictor Factors in Iranian English Teachers' Productive and Maladaptive TI*

Variable	Tolerance
Age	.342
Experience	.431
Income	.588
EI	.431
SI	.236
Perfectionism	.594

According to Table 6, none of the Tolerance values was less than 0.1. Therefore, multi-collinearity assumption was not violated and the researchers could examine the tests of the model coefficients (i.e. goodness of fit tests). Table 7 provides these results:

**Table 7**

*Omnibus Tests of Model Coefficients of Iranian English Teachers' Productive and Maladaptive TI*

Test	Chi-Square	df	Sig.
Step	88.560	6	.000
Block	88.560	6	.000
Model	88.560	6	.000

As shown in Table 7, results of Omnibus Tests of Model Coefficients were significant ( $p < 0.05$ ). Therefore, researchers could examine goodness of fit results. Table 8 provides these results:

**Table 8**

*Hosmer and Lemeshow test of Iranian English Teachers' Productive and Maladaptive TI*

Chi-Square	df	Sig.
11.292	8	.726

As shown in Table 8, the goodness of fit result was not significant ( $p > 0.05$ ). This result assured researchers of the goodness of fit of the model (Pallant, 2007). Therefore, summary of the relevant model was examined. Table 9 provides the relevant results:

**Table 9**

*Model Summary of Iranian English Teachers' Productive and Maladaptive TI*

-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
31.142	.645	.872

The *Cox & Snell R Square* and *Nagelkerke R Square* values in Table 9 indicated that the model explained between 64.5 and 87.2 percent of the variance in Iranian English instructors' productive and maladaptive TI. Based on these results, contributions of predictor factors to these participants' productive and maladaptive TI were examined. Table 10 shows these results:

**Table 10**

*Variables in the Equation on Iranian English Teachers' Productive and Maladaptive TI*

Variable	Wald	Sig.
Age	6.074	.014
Experience	.870	.351
Income	7.594	.006
EI	4.461	.035
SI	.126	.873
Perfectionism	.550	.458

The examination of the Wald values and their relevant probability values in Table 10 shows that Iranian English teachers' income (7.594), age (6.074), and EI (4.461) were respectively the first, the second, and the third predictor variables that made the strongest significant contributions to the explanation of their productive and maladaptive TI.



Finally, the third question strived to determine the difference between New Zealander and Iranian English teachers' productive and maladaptive TI. Considering this objective, the researchers used Chi-Square Test for Independence to perform the data analysis. Table 11 provides the frequency and percentage of New Zealander and Iranian English teachers' productive and maladaptive TI:

**Table 11**

*Frequency and Percentage of New Zealander and Iranian English Teachers' Productive and Maladaptive TI*

Groups	Productive TI	Maladaptive TI
New Zealander English Teachers	186 (63.3%)	108 (36.7%)
Iranian English Teachers	151 (52.8 %)	135 (47.2%)

The researchers used Chi-Square Test to determine the significance of the differences between the frequencies of New Zealander and Iranian English teachers' productive and maladaptive TI. Table 12 provides these results:

**Table 12**

*Chi-Square test of New Zealander and Iranian English Teachers' Productive and Maladaptive TI*

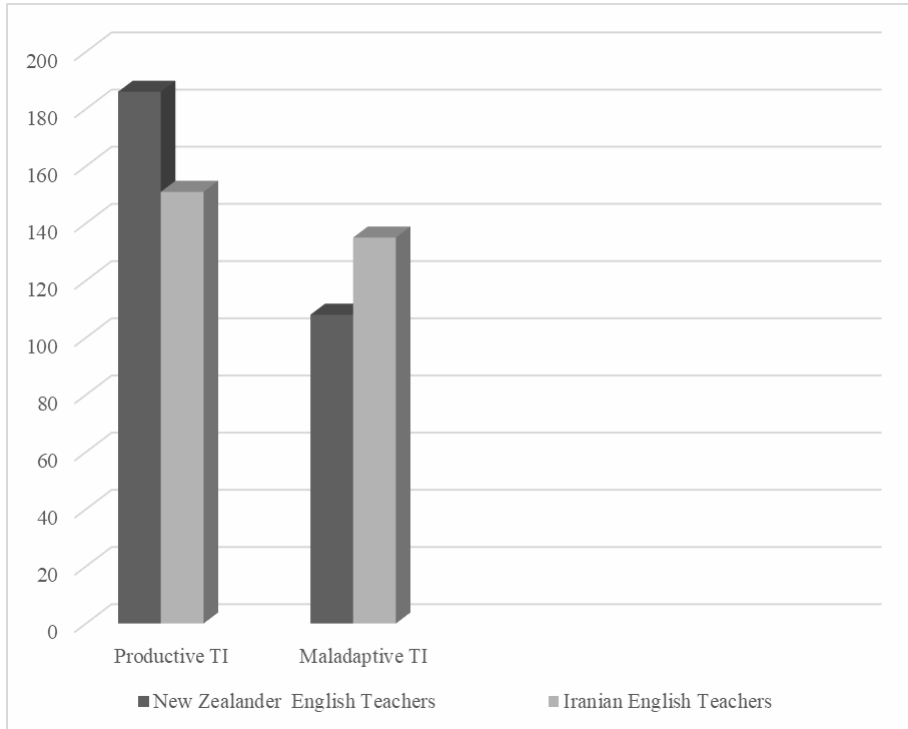
Tests	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.526	1	.011
Continuity Correction	6.103	1	.013

Pallant (2007) noted that in 2 by 2 Chi-square tables, the Continuity Correction value has to be checked instead of the Pearson Chi-Square value. The examination of this value in Table 12 showed that the result of Chi-Square test was significant ( $p < 0.05$ ). Consequently, there were significant differences between New Zealander and Iranian English teachers in terms of their

productive and maladaptive TI. Figure 1 shows these results:

**Figure 1**

*New Zealander and Iranian English Teachers' Productive and Maladaptive TI*



## Discussion

The first question was an effort to determine the factors in New Zealander English teachers' productive and maladaptive TI. The obtained results indicated that these teachers' EI, SI, and experience were respectively the first, the second, and the third predictor variables that made the strongest significant contributions to the explanation of their productive and maladaptive TI. In general, these results corroborate the results of a number of studies including the studies that were conducted by Chan and Siu (2016), Taghvaininia and Mirzaei (2017), Edara (2021), and Dobakhti et al. (2022b). These studies reported that individual factors such as personality and EI are likely to predict the variance in teachers' psychological well-being.

Goleman (1995) pointed out that individuals' EI capacitates them to establish constructive relationships with their peers in different situational contexts. As he explained, the people with higher levels of EI are able to formulate and implement diverse social support coping strategies. These strategies enable them to acclimatize themselves to their relevant settings and to develop and maintain supportive and harmonious relationships with the other individuals in their relevant settings. Moreover, Goleman (1998) pointed out that, these individuals are cognizant of their competence and capabilities and adopt positive attitudes towards their ability to perform their tasks in their occupational and academic settings.

Furthermore, Zohar (2000) noted that SI constitutes an affective factor that enables the individuals to appreciate the significance of diversity and change in the course of life. In her view, the individuals with higher levels of SI respect the changes in their environment and make an endeavor to rely on these changes to ameliorate their performance in diverse situational contexts. In addition, Zohar (2010) noted that these individuals can manage various emotions in the process of task performance by implementing efficacious affective strategies.

Lastly, Malakolunthu et al. (2010) stated that the language teachers' experience is likely to empower them to deal with their occupational insecurities in an effective way. They explained that a large number of the novice teachers have different inhibitions about teaching the target language in the context of the classroom due mainly to the fact that they are not cognizant of the pedagogical efficacy of their instructional approaches and strategies. As they explained, the teachers' practical experience of teaching the target language apprises them of the effective language instruction techniques and enables them to appraise the effectiveness of various teaching strategies. They concluded that the teachers' confidence in the utility of their teaching strategies might have a positive impact on their psychological well-being in their workplace.

Considering the above-mentioned discussions, it can be argued that, in the present study, New Zealander English teachers' EI significantly predicted

their productive and maladaptive TI since it empowered them to develop working relationships with their language learners and prompted them to take favorable attitudes towards their language instruction ability. Furthermore, these instructors' SI was a significant factor in their TI due mainly to the fact that it helped them to value the changes in their academic setting and enabled them to regulate their emotions by using efficacious affective strategies. Lastly, these instructors' experience was a significant predictor of their TI owing to the fact that it ameliorated their confidence in their pedagogical capabilities in their classes.

The second question endeavored to itemize the significant predictors of Iranian English instructors' TI. Based on the results, these instructors' income, age, and EI were respectively the first, the second, and the third predictor variables that made the strongest significant contributions to the explanation of their productive and maladaptive TI. In general, these results corroborate the results of the studies which were conducted by Abbasi et al. (2018), Guerra-Bustamante et al. (2019), and Kayed and Kazemian Moghadam (2021). These studies reported that a number of personal attributes such as age and income were likely to influence the teachers' psychological health in different situational contexts.

Hanushek and Rivkin (2007) pointed out that income is one of the contextual factors that may deeply affect the teachers' mental health. As they explained, in most of the societies, teachers do not receive high wages and consider their income as the only steady source of livelihood that enables them to provide for their families. Consequently, the threats to their wages influence their psychological well-being and reduce their pedagogical efficacy. Likewise, Reardon and Portilla (2016) pointed out that, teachers' income might be a significant factor in their mental health owing to the fact that it affects all of the aspects of their personal and social life. According to them, teachers with low wages constantly grapple with financial problems and are likely to suffer nervous breakdowns. They concluded that, a high and steady income can promote the language teachers' mental health in diverse academic settings.

Moreover, Chetty et al. (2014) noted that the teachers' age may have a

beneficial impact on their appraisal of their pedagogical efficacy in their academic and occupational settings. They explained that teachers tend to establish a stronger professional identity over the course of their service years. According to them, in the early years of their teaching, teachers predominantly rely on external support to deal with the stress-inducing factors in their workplace. Nonetheless, their maturation in age has a beneficial effect on their professional maturation and empowers them to take advantage of their inner resources for relieving their psychological tension.

Lastly, Dhani and Sharma (2016) stated that teachers' EI plays a decisive role in their emotion-regulation. As they explained, teachers with higher EI levels are able to develop a satisfactory understanding of the facilitative or debilitating impacts of their emotions on their professional performance and are able to stifle the negative feelings that may interfere with their use of efficacious teaching practices.

Based on these discussions, it can be pointed out that, in this study, Iranian English teachers' income was a significant predictor of their TI since it affected all of the aspects of their personal and professional lives. Furthermore, these teachers' age significantly predicted their TI since it had an advantageous effect on their professional maturation. Lastly, Iranian English teachers' EI was a significant factor in their TI since it empowered them to regulate their emotions by suppressing their negative feelings.

Finally, the third question examined the difference between New Zealander and Iranian English teachers' productive and maladaptive TI. The results indicated that New Zealander teachers' TI was more productive than Iranian teachers' TI. In general, these results corroborate the results of the study that was conducted by Hiver (2017) and indicated that teachers' TI types varied from context to context. In his study, Hiver (2017) reported that TI was essentially a context-sensitive construct. As he explained, English teachers' TI types may be affected by numerous contextual factors. Moreover, according to him, the contextual factors may have differential impacts on the teachers' TI types. Based on this discussion, it can be stated that, the difference between the predictor factors in New Zealander and Iranian English teachers' productive

and maladaptive TI stemmed from the context-sensitive nature of the construct of TI.

## **Conclusion**

This study made an endeavor to specify the significant factors in New Zealander and Iranian English teachers' TI. The results indicated that New Zealander teachers' TI was mainly influenced by their internal resources. Nonetheless, Iranian English teachers' TI was heavily affected by their income which constituted an external variable. These results highlight the need to redress current teacher education courses in the context of Iran. More specifically, there is a need to overhaul the syllabus of the courses and to re-educate their teacher educators. First, perusal of the content of most of these courses shows that they do not provide teachers with adequate information on teacher factors including TI. Consequently, it is necessary to include a specific teacher factor module in the syllabi of these courses to inform prospective teachers about construct of TI along with its sub-components. Moreover, they should be apprised of the contextual factors (e.g. income) which may have a deleterious influence on their psychological health and might result in the development of their maladaptive TI. Moreover, the majority of EFL teacher educators are experienced teachers who have attended numerous national and international teacher education courses and have obtained their certificates. As a result, they are predominantly concerned with the practical consideration of language instruction, and consequently disregard the role of major teacher factors, such as TI in the teachers' pedagogical efficacy. Therefore, the re-education of teacher educators has to inform them about the significant role of teacher factors (e.g. TI) in teachers' professional performance and has to prompt them to make the teachers aware of the negative effects of specific stressors (e.g. low income) on their psychological well-being.

In addition, there is a need to rectify the EFL supervisor education courses in Iranian context. Similar to the teacher education courses, overhaul process has to target course content and educators. First, current courses mainly focus on the supervisors' general English knowledge, mastery over

teaching methodology of the relevant institutes, and the use of efficacious teaching and learning strategies. Notwithstanding, they overlook the teacher factors such as TI and gloss over their role in teachers' academic performance. Therefore, there is a need to add a module to the syllabi of these courses whereby the prospective supervisors can be informed about the impacts of teachers' factors on their classroom performance. Furthermore, the supervisor educators need to receive education on emotional and psychological support. This kind of education can help these educators to prepare the prospective supervisors for dealing with the distraught English teachers' psychological tension and empowering the teachers to regulate their negative emotions using affective strategies.

This study had certain limitations since it did not control the effects of certain individual teacher factors, such as the participants' gender and language background on the results. Furthermore, the researches delimited the study by focusing on language institutes. The future studies can deal with these issues. Furthermore, these studies need to determine the differences and similarities between the significant factors in English teachers' TI in various contexts. Lastly, these studies should examine the degree to which affective-strategy-oriented teacher education courses influence the ESL/EFL teachers' TI.

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