

Balancing Emotions for Effective Teaching: Cultivating Teacher Well-being in TESOL

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Abstract

This study aims to examine the extent to which Saudi Teaching English to Speakers of Other Languages (TESOL) teachers appreciate teacher well-being, perceive the significance of balancing emotions for effective teaching, and establish a compassionate classroom culture that promotes learner well-being and learning achievement. The study also investigates the Saudi TESOL teachers' perceptions of the importance of the mixed-methods research design for exploring teacher well-being. The study applied a quantitative design, administering an online survey to a sample of 59 Saudi TESOL teachers with varying educational levels and experience. The findings indicate that Saudi TESOL teachers consider emotions to be highly important for effective teaching, though they report placing moderate importance on cultivating strategies to support their own well-being. Additionally, they perceive the use of mixed-methods research to explore teacher well-being as moderately important. The study results indicate that prioritizing teacher well-being can significantly influence student learning outcomes underlining the role of educational institutions in considering this an important factor in quality enhancement on their campuses.

Keywords: Emotional intelligence, emotional labor, compassionate culture, self-compassion, regulating emotions, positive learning environment

1. Introduction

In the domain of cross-cultural communication, transliteration plays a vital role as a fundamental bridge connecting diverse linguistic Teachers' well-being has been identified as highly significant in the field of teaching English to speakers of other languages (TESOL). Greater the extent of teacher well-being, higher can be the level of performance and achievement in the classroom. Similarly, there is a positive relationship between student well-being and academic achievement. According to Klapp (2024), TESOL instructors should possess the expertise and abilities necessary to promote a compassionate culture in the classroom, fostering curiosity about the human mind and empathy towards others. Klapp's study highlights the significance of TESOL educators possessing the knowledge and skills required to establish a compassionate culture, that fosters curiosity in the human mind and promotes compassion among students. Moreover, understanding one's mind is crucial for teachers' well-being and success in fulfilling students' emotional needs. Educators must be aware of the three basic emotion systems (drive, threat, and soothing) and learn to balance them to prevent becoming overwhelmed by job pressures. Armed with these attributes, TESOL teachers can take steps to activate their soothing system by learning to breathe in a way that calms the nervous system. The study stresses the significance of TESOL instructors acquiring the ability of self-compassion to promote a positive learning environment that enhances student achievement. It highlights the necessity for further research on the connection between emotions, teacher well-being, and effective teaching, which may involve evaluating TESOL educators' comprehension of emotions and well-being, their techniques for managing emotions in the classroom, and their viewpoints regarding the importance of teacher well-being. Based on the study's results, a series of recommendations for TESOL educators can be formulated, encompassing approaches for regulating emotions, fostering self-compassion, and establishing a compassionate classroom culture. Cultivating teacher well-being in TESOL is critical for achieving high performance and ensuring that the students receive quality education. Overall, TESOL educators can create a happy and effective learning environment for themselves and their students by regulating emotions and developing self-compassion.

Significance of the study

Studying the role of emotions in ensuring effective teaching and nurturing teacher well-being in TESOL is significant because teacher well-being is critical for reaching high levels of performance and providing students with quality education. The current study recommends practical strategies for promoting teacher well-being and emphasizes the importance of emotions in effective teaching, which are valuable for TESOL educators and researchers. The present research emphasizes the importance of establishing a classroom atmosphere that fosters empathy and inquisitiveness towards both their own emotions and those of their students. Constructing a favorable

learning setting involves cultivating mindfulness of one's feelings and demonstrating kindness towards oneself. Such an environment supports well-being and improves student achievement. Moreover, the study sheds light on the importance of keeping a balance among the three main emotion systems to avoid feeling overburdened by the job's demands. Ultimately, high levels of performance and ensuring quality education for students result from prioritizing teacher well-being in TESOL. The research questions are relevant to understanding and further exploring the aim of cultivating teachers' well-being in TESOL, which can significantly impact the quality of education imparted to students.

Research Questions

This study is centered around answering four questions relevant to cultivating teacher well-being in TESOL:

1. To what extent do Saudi TESOL teachers appreciate the importance of teacher well-being?
2. How do Saudi TESOL instructors perceive the importance of balancing emotions for effective teaching?
3. To what extent do Saudi TESOL educators establish a compassionate classroom culture that promotes well-being and facilitates student achievement?
4. What are the perceptions of Saudi TESOL teachers towards the role of mixed-methods research design important in exploring teacher well-being?

2. Literature Review

Significance of teacher well-being in TESOL

The field of TESOL is constantly changing and presents distinctive challenges for educators. Ensuring teacher well-being is a key hurdle amongst these, but its importance in achieving optimal levels of performance and providing excellent education to the learners cannot be overstated. According to Herrera and Martínez-Alba (2022), teacher well-being is crucial for effective teaching as it significantly impacts students' academic achievement. Teacher well-being can be ensured through professional development opportunities and positive school climates. Similarly, Kim et al. (2019) contend that teacher well-being is critical for generating a happy learning environment and enhancing student accomplishment. Emotions play a significant role in bringing about effective teaching and training in balancing emotions prevents teachers from becoming overwhelmed by pressures of the job. According to Gkonou and Mercer (2017), emotions can impact teacher performance pressures, and educators need to develop emotional intelligence to manage their emotions effectively. Yirci et al. (2018) propose that developing techniques for regulating emotional responses in the classroom can improve teacher well-being. Furthermore, self-compassion is a crucial skill for TESOL educators to develop and maintain their well-being, along with promoting a compassionate culture in the classroom. According to Schutz and Zembylas (2009), self-compassion entails exhibiting empathy and kindness towards oneself, particularly during challenging situations. They suggest that teachers can develop self-compassion by fostering self-awareness and engaging in self-reflection. Furthermore, Hwang et al. (2019) assert that establishing a caring classroom environment is vital for teacher well-being. Encouraging a compassionate culture can be accomplished by cultivating a secure and inviting atmosphere for students and building positive relationships between teachers and students.

In emotion system management for effective teaching, the three main emotion systems, drive, threat, and soothing, play a crucial role. Pekrun and Stephens (2010) emphasize the importance of educators in recognizing their emotional systems and finding a balance to prevent being overwhelmed by the demands of their profession. They propose that relaxation techniques such as deep breathing and mindfulness can activate the soothing system.

Further, employing a mixed-methods research design can provide a comprehensive understanding of teacher well-being in TESOL. As argued by Rombaoa et al. (2020), a mixed-methods approach can combine quantitative and qualitative data to explore the complex nature of teacher well-being and provide practical insights for educators. Aulín et al. (2021) suggest that mixed-methods research can be used to investigate the impact of professional development opportunities and supportive school cultures on teacher well-being.

This review focuses on the importance of teacher well-being in TESOL, emphasizing the need for balancing emotions for effective teaching, prioritizing teacher well-being to achieve excellent performance, and deliver quality education to students. The significance of teacher well-being for successful teaching, fostering a positive learning environment, and enhancing academic outcomes is established. The analysis accentuates the importance of developing self-compassion and nurturing a compassionate environment in the classroom to boost teacher well-being. Furthermore, it brings attention to the three critical emotional systems (drive, threat, and soothing) and their impact on effective teaching, and suggests that teachers should be aware of these emotion systems and aim to maintain balance. Finally, the review suggests that a mixed-methods research design can provide a comprehensive understanding of teacher well-being in TESOL and practical insights for educators.

Balancing Emotions for Effective Teaching: Exploring the Role of Emotions in TESOL

Effective teaching requires emotional skills in addition to cognitive and pedagogical skills. TESOL is a field that presents unique challenges to educators, including managing emotions. Emotions can impact teachers' behaviors, interactions with students, and students' learning outcomes. The purpose of this literature review is to explore the role of emotions in TESOL and their impact on effective teaching. The review will examine contemporary studies on the topic and highlight practical strategies for TESOL educators to balance their emotions and manage the emotional demands of their profession.

Emotions in TESOL

In TESOL, emotions play a vital role in effective teaching. According to Farrell (2011), emotions have a significant impact on classroom interactions, influencing teachers' behaviors and students' academic achievements. Similarly, Fathi et al. (2021) argue that emotions are a critical component of the TESOL teaching and learning experience, and teachers must acquire effective emotional management skills to provide high-quality education to their students.

Emotional Intelligence

Cuđlar and Oxford (2018) indicate that the human brain is primarily driven by emotions, which intensify our behavior and provide the energy needed to propel us forward in all aspects of life, including language teaching. While the subject of emotions and their role in foreign and second language learning has been widely discussed, the emotions of language teachers themselves have largely been overlooked by researchers and theorists. TESOL instructors must acquire emotional intelligence to efficiently regulate their emotions. According to Desti and Shanthi (2015) emotional intelligence refers to the ability to perceive, control, and evaluate emotions. High emotional intelligence TESOL teachers are able to control their emotions well, build strong relationships with their students, and foster a supportive learning environment.

Emotional Labor

TESOL educators also engage in emotional labor, which involves managing emotions to meet the emotional demands of their job. As stated by Gao and Zhang (2018), emotional labor is a significant source of stress for TESOL educators, and managing emotional labor is crucial for maintaining well-being. TESOL educators can manage emotional labor by developing emotional regulation strategies, seeking social support, and engaging in self-care activities.

Emotional Support

Emotional support from colleagues and school leaders is crucial for TESOL educators to manage the emotional demands of their profession. As argued by Squires (2019), emotional support can be provided through mentoring, coaching, and professional development opportunities. Emotional support can also be fostered through creating a positive and collaborative school culture that values the well-being of educators.

To conclude, emotions are crucial to effective teaching in TESOL, and it's necessary for educators to manage their emotions appropriately to provide quality education to students. Managing emotions in TESOL requires emotional intelligence, emotional labor, and emotional support. Educators can develop strategies for regulating their emotions, practice self-care activities, and seek social support to manage emotional demands. Additionally, emotional support from colleagues and school leaders is vital. This study adds to the growing body of literature on emotions in TESOL and offers practical strategies for educators to balance their emotions and handle the emotional demands of their profession.

Cultivating self-compassion and creating a compassionate culture: Strategies for TESOL teacher well-being

Teacher well-being is essential for effective teaching and positive student outcomes. The literature review examines the challenges to teacher well-being in TESOL and suggests that cultivating self-compassion and creating a compassionate culture in the classroom can promote teacher well-being. The review examines contemporary studies on the topic and highlights practical strategies for TESOL educators to cultivate self-compassion and create a compassionate culture.

Self-Compassion

Self-compassion is the practice of directing compassion towards oneself during times of personal suffering or shortcomings. Kindness, a sense of our shared humanity, and awareness are components of it. Individuals who practice self-compassion are better able to manage their negative emotions and come up with more effective solutions to their own problems. According to Neff (2016), practicing self-compassion is being compassionate and understanding to oneself, particularly during trying times. Self-compassion can help educators manage stress, deal with challenges, and preserve their well-being in the context of TESOL education. Self-care practices and increasing self-awareness can improve self-compassion.

Compassionate Culture

Creating a compassionate culture in the classroom is vital for teacher well-being (Hymel & Katz, 2019). Creating a safe and supportive environment for students can be accomplished by promoting positive relationships between teachers and pupils. TESOL instructors can foster empathy, respect, and inclusivity among students to establish a considerate atmosphere. Additionally, they can integrate mindfulness and positive psychology techniques, such as gratitude exercises, into their teaching methods to cultivate a compassionate atmosphere.

In conclusion, cultivating self-compassion and creating a compassionate culture are practical strategies for promoting teacher well-being in TESOL. TESOL educators can develop self-compassion by cultivating mindfulness, self-awareness, and self-reflection. Creating a compassionate culture involves promoting empathy, respect, and inclusivity in the classroom and incorporating mindfulness and positive psychology interventions into teaching practices. A mixed-methods research design can provide a comprehensive understanding of teacher well-being in TESOL and provide practical insights for educators. This literature review contributes to the growing body of literature on teacher well-being in TESOL and provides practical strategies for educators to promote their well-being.

The literature review explores practical strategies for promoting teacher well-being in TESOL through cultivating self-compassion and creating a compassionate culture. It highlights that self-compassion and compassionate culture are essential for maintaining teacher well-being and can be developed through mindfulness, self-awareness, self-reflection, empathy, respect, and inclusivity. The review also suggests that a mixed-methods research design can comprehensively understand teacher well-being in TESOL. The review is based on contemporary studies on the topic and references (Hymel & Katz, 2019) research agenda, Neff's (2016) self-compassion scale, and Squires, (2019) review of literature on compassionate teaching in TESOL.

Investigating the Three Main Emotion Systems for Effective Teaching in TESOL

In addition to cognitive and pedagogical skills, emotional skills are required for effective teaching in TESOL because emotions play a role in classroom interactions, affecting teachers' behaviors and students' learning outcomes. The aim of this literature review is to examine the three main emotion systems for effective teaching in TESOL and the contemporary studies on the topic to point out practical strategies for TESOL educators to understand and manage their emotions effectively.

The Three Main Emotion Systems

Teachers of TESOL must strike a balance between the three main emotional systems: affective, cognitive, and social-emotional. The affective system is associated with feelings such as enthusiasm and pleasure, which stimulate individuals and maintain their involvement (Tajeddin & Yazan, 2024). The cognitive system, which is linked to sentiments like inquisitiveness and perplexity, is responsible for processing information and making decisions. The socio-emotional system, which is related to emotions such as compassion and camaraderie, is responsible for supervising relationships and comprehending social signals.

Affective System

The affective system is crucial for effective teaching in TESOL. As argued by Pekrun et al. (2009), positive emotions in the affective system, such as interest and enjoyment, are associated with higher motivation, engagement, and achievement in language learning. TESOL educators can promote positive emotions in the affective system by providing engaging and relevant learning activities, giving positive feedback, and creating a supportive learning environment.

Cognitive System

The cognitive system is also essential for effective teaching in TESOL. As stated by Schutz et al. (2018), emotions in the cognitive system, such as curiosity and confusion, can enhance cognitive processing and promote deeper learning. TESOL educators can promote emotions in the cognitive system by providing challenging and meaningful learning tasks, encouraging curiosity and inquiry, and providing opportunities for reflection.

Social-Emotional System

According to Ivcevic (2021), the social-emotional system is essential for fostering positive social interactions and relationships in the classroom. Emotions like empathy and rapport can promote positive relationships between teachers and students and create a supportive learning environment. TESOL educators can promote emotions in the social-emotional system by demonstrating empathy and understanding, showing respect and inclusivity, and providing opportunities for social interaction and collaboration.

In conclusion, the three main emotion systems for effective teaching in TESOL are affective, cognitive, and social-emotional. TESOL educators can promote positive emotions in each system by providing engaging and relevant learning activities, challenging and meaningful learning tasks, and opportunities for social interaction and collaboration. The literature review is a contribution to the growing body of research on the role of emotions in TESOL and offers practical strategies for educators.

3. Methods

Research Design

A quantitative design was applied in this study using a questionnaire administered to a sample of Saudi TESOL teachers. The data was collected online with the aim to investigate the importance of teacher well-being in TESOL and strategies for managing emotions in the classroom. The study sample comprised 59 TESOL teachers with varying educational levels, and the data collected was analyzed by using both descriptive and inferential statistics.

Participants

All the 59 participants in this study have been teaching English skills courses for more than five years to undergraduates. Table 1 shows the out of the total 59 teachers surveyed, 51 (86.4%) are EFL (English as a Foreign Language) teachers, while 8 (13.6%) are EFL curriculum designers.

Table 1. Saudi teachers' major

Major	Frequency	Percent
Valid		
EFL teacher	51	86.4
EFL curriculum designer	8	13.6
Total	59	100.0

Instrument

The questionnaire was validated by presenting it to three referees in the field of TESOL. The questionnaire was also checked for reliability. Cronbach's Alpha is a measure of the internal consistency or reliability of a set of items or questions. Table 2 shows that the Cronbach's Alpha value is 0.773 for 25 items. The value of 0.773 suggests that the 25 items have a good level of internal consistency, indicating that the items are measuring the same underlying construct reliability. The online survey was administered via Google Forms. There were five factors tested in the questionnaire and the responses were based on the five-point Likert Scale.

Table 2. Reliability statistics

N of Items	Cronbach's Alpha
25	.773

4. Results and Discussion

RQ1: To what extent do Saudi TESOL teachers appreciate the importance of teacher well-being?

Table 3 indicates that Saudi EFL teachers perceive the importance of well-being to high extent. Overall, the average response for the five items is 4.03 with a standard deviation of 0.817. These values indicate that teachers believe that teacher well-being has a positive impact on student learning outcomes, with a mean of 4.22 and a standard deviation of 0.720. They also believe that emotions play a positive role in effective teaching, with a mean of 4.10 and a standard deviation of 0.759. Self-compassion is also an important component for TESOL educators to develop, with a mean of 3.95 and a standard deviation of 0.8399. Furthermore, the results suggest that the three main emotional systems (drive, threat, and soothing) play a crucial role in effective teaching, with a mean of 3.85 and a standard deviation of 0.887. Finally, participants believe that a mixed-methods research design provides a comprehensive understanding of teacher well-being in TESOL, with a mean of 4.05 and a standard deviation of 0.879.

Table 3. Understanding the importance of teacher well-being in TESOL

Statements	N	Mean	Std. Deviation
1. To what extent does teacher well-being positively impact student learning outcomes in TESOL?	59	4.22	.720
2. To what extent do emotions play a positive role in effective teaching in TESOL?	59	4.10	.759
3. To what extent is self-compassion an important skill for TESOL educators to develop?	59	3.95	.8399
4. To what extent do the three main emotion systems (drive, threat, and soothing) play a crucial role in effective teaching?	59	3.85	.887
5. To what extent does a mixed-methods research design provide a comprehensive understanding of teacher well-being in TESOL?	59	4.05	.879
Average	59	4.03	.817

RQ2. How do Saudi TESOL instructors perceive the importance of balancing emotions for effective teaching?

Table 4 explores the role of emotions in effective teaching in TESOL. The results show that Saudi TESOL teachers believe that emotions are highly important with an overall average with 3.96 and with a standard deviation of 0.784. Teachers perceive the importance of emotions for effective teaching with a mean of 3.32 and a standard deviation of 0.879. Creating a compassionate culture in the classroom is seen as essential for teacher well-being as indicated by a mean of 4.17 and a standard deviation of 0.698. TESOL educators believe that self-compassion can be developed through mindfulness, self-awareness, and self-reflection reflected in a mean of 3.88 and a standard deviation of 0.832. Furthermore, the participants think that TESOL educators can create a compassionate culture in their classrooms by promoting empathy and respect, at a mean of 4.18 and a standard deviation of 0.798. Finally, a mixed-methods research design is perceived to provide a comprehensive understanding of teacher well-being in TESOL and practical insights for educators, at a mean of 4.27 and a standard deviation of 0.715.

Table 4. Balancing emotions for effective teaching: exploring the role of emotions in TESOL

Statements	N	Mean	Std. Deviation
1. How important are emotions in effective teaching in TESOL?	59	3.32	.879
2. To what extent is creating a compassionate culture in the classroom essential for teacher well-being?	59	4.17	.698
3. To what extent can self-compassion be developed by TESOL educators through mindfulness, self-awareness, and self-reflection?	59	3.88	.832
4. To what extent can TESOL educators create a compassionate culture in their classrooms by promoting empathy, and respect?	59	4.18	.798
5. To what extent can a mixed-methods research design provide a comprehensive understanding of teacher well-being in TESOL and practical insights for educators?	59	4.27	.715
Average	59	3.96	.784

RQ3. To what extent do Saudi TESOL educators establish a compassionate classroom culture that promotes well-being and facilitates student achievement?

According to data in Table 5, Saudi TESOL educators accord moderate importance to cultivating strategies for well-being in TESOL at an

average mean score of 3.23 and a standard deviation of 0.886. They view self-compassion as an important skill for maintaining their well-being, as indicated by a mean of 3.27 and a standard deviation of 0.867. They also believe that creating a compassionate culture in the classroom is essential for teacher well-being, at a mean of 3.20 and a standard deviation of 0.905. The participants feel that self-compassion can be developed through mindfulness, self-awareness, and self-reflection, indicated by a mean of 3.18 and a standard deviation of 0.918. Furthermore, TESOL educators believe they can create a compassionate culture in their classrooms by promoting empathy and respect, as reflected in a mean of 3.28 and a standard deviation of 0.872. Finally, the participants think that a mixed-methods research design can provide a comprehensive understanding of teacher well-being in TESOL and practical insights for educators, at a mean of 3.22 and a standard deviation of 0.872.

Table 5. Cultivating strategies for Teacher Well-being in TESOL

Statements	N	Mean	Std. Deviation
1. To what extent is self-compassion a crucial skill for TESOL educators to develop for maintaining their well-being?	59	3.27	.867
2. To what extent is creating a compassionate culture in the classroom essential for teacher well-being?	59	3.20	.905
3. To what extent can self-compassion be developed by TESOL educators through mindfulness, self-awareness, and self-reflection?	59	3.18	.918
4. To what extent can TESOL educators create a compassionate culture in their classrooms by promoting empathy, and respect?	59	3.28	.872
5. To what extent can a mixed-methods research design provide a comprehensive understanding of teacher well-being in TESOL and practical insights for educators?	59	3.22	.872
Average	59	3.23	.886

Table 6 demonstrates that Saudi TESOL teachers perceive the importance of creating a compassionate culture moderately with $M=3.18$, and $Std=0.89$. Further, the participants believe emotions are important for effective teaching in TESOL, with a mean of 3.25 and a standard deviation of 0.920. They also think that positive emotions in the affective system are associated with higher motivation, engagement, and achievement in language learning, with a mean of 3.15 and a standard deviation of 0.886. The teachers believe that TESOL educators can promote emotions in the cognitive system by providing challenging and meaningful learning tasks, with a mean of 3.34 and a standard deviation of 0.843. Additionally, they believe that the social-emotional system can promote positive relationships between teachers and students and create a supportive learning environment, with a mean of 3.17 and a standard deviation of 0.874. Finally, the participants consider it important for TESOL teachers to be able to regulate their emotions during classroom instruction, indicated by a mean of 3.01 and a standard deviation of 0.955.

Table 6. The importance of creating compassionate culture to Saudi TESOL teachers

Statements	N	Mean	Std. Deviation
1. To what extent are emotions important for effective teaching in TESOL?	59	3.25	.920
2. To what extent are positive emotions in the affective system associated with higher motivation, engagement, and achievement in language learning?	59	3.15	.886
3. To what extent can TESOL educators promote emotions in the cognitive system by providing challenging and meaningful learning tasks?	59	3.34	.843
4. To what extent can emotions in the social-emotional system promote positive relationships between teachers and students and create a supportive learning environment?	59	3.17	.874
5- In your opinion, how important is it for TESOL teachers to be able to regulate their emotions during classroom instruction?	59	3.01	.955
Average	59	3.18	.89

RQ4: What are the perceptions of Saudi TESOL teachers towards the role of mixed-methods research design important in exploring teacher well-being?

Table 7 shows that Saudi TESOL teachers perceive moderately the importance of using a mixed-methods research design to explore teacher well-being with an overall $M=3.27$ and $Std=0.856$. The results show that the participants believe a mixed-methods design can provide a comprehensive understanding of teacher well-being in TESOL, with a mean of 3.22 and a standard deviation of 0.872. They also think that a convergent parallel design can enhance the validity and reliability of the mixed-methods research findings, with a mean of 3.49 and a standard deviation of 0.728. The teachers believe that using multiple data collection methods can capture different aspects of teacher well-being and provide a comprehensive understanding of the research topic, indicated by a mean of 3.25 and a standard deviation of 0.920. Furthermore, they perceive that a participatory research approach can enhance the validity and relevance of the mixed-methods research findings, with a mean of 3.24 and a standard deviation of 0.837. Finally, the participants believe that balancing emotions by providing practical strategies can improve teacher well-being in TESOL, with a mean of 3.15 and a standard deviation of 0.925.

Table 7. Saudi TESOL teachers' perception the importance of mixed-methods research design for exploring teacher well-being?

Statements	N	Mean	Std. Deviation
1. To what extent can mixed-methods research design provide a comprehensive understanding of teacher well-being in TESOL?	59	3.22	.872
2. To what extent can a convergent parallel design enhance the validity and reliability of mixed-methods research findings on teacher well-being in TESOL?	59	3.49	.728
3. To what extent can multiple data collection methods capture different aspects of teacher well-being in TESOL and provide a comprehensive understanding of the research topic?	59	3.25	.920
4. To what extent can a participatory research approach enhance the validity and relevance of mixed-methods research findings on teacher well-being in TESOL?	59	3.24	.837
5. To what extent does balancing emotions by providing practical strategies improve teacher well-being in TESOL?	59	3.15	.925
Average	59	3.27	.856

The study findings offer valuable insights into the significance of emotions and teacher well-being in TESOL. They suggest that teacher well-being is vital in enhancing positive student learning outcomes, and emotional intelligence is crucial for effective teaching in TESOL. The research highlights the significance of cultivating self-compassion abilities, and fostering a compassionate classroom culture to sustain teacher well-being.

The study findings provide valuable perspectives on the three primary emotion systems that play a crucial role in language teaching and learning, as well as the importance of managing emotions during classroom instruction. This finding underscores the necessity of utilizing a mixed-methods research design and gathering multiple data sources to obtain a comprehensive understanding of teacher well-being in TESOL. Further, using a mixed-method approach to study teacher well-being was also in line with other studies that argued for combining quantities and qualitative data to explore the complex nature of teacher well-being and provide practical insights for educators (Aulín et al., 2021; Rombaoa et al., 2020).

Concerning the three main emotion systems that TESOL educators need to be aware of and the importance of balancing them to avoid becoming overwhelmed by the pressures of the job, the findings revealed that there was a need for TESOL teachers to develop the skill of self-compassion, create a compassionate culture in the classroom, and use techniques to activate their soothing system and calm their nervous system. This result replicates Neff's (2016) findings that indicated that self-compassion could help with managing stress, tackling challenges, and preserving well-being in the context of TESOL education.

Moreover, the study highlights the significance of managing emotional labor and receiving emotional support from colleagues and school leaders for TESOL educators, which indirectly addresses the need to create a positive learning environment that fosters well-being and supports student achievement, as stated in the study aims underlined by the research questions. The literature reviewed in this study also draws attention to the importance of emotional support which can be fostered through mentoring, coaching, and professional development opportunities (Ivcevic et al., Squires et al., 2021). Establishing systems for support like empathy and rapport could promote a positive learning environment in the school context.

The study's findings have noteworthy consequences for TESOL educators and curriculum planners, as they emphasize the significance of teachers' well-being and cultivating emotional intelligence and self-compassion abilities. The study also validates the need of fostering positive teacher-student relationships, and establishing a supportive learning atmosphere. Furthermore, the findings propose practical techniques for TESOL instructors to improve their well-being and foster a positive learning climate for their students, offering valuable insights into the significance of teacher well-being in TESOL.

5. Conclusions

The findings indicate that Saudi TESOL teachers consider emotions to be highly important for effective teaching, with an overall average of 3.96 and a standard deviation of 0.784. This suggests that emotions play a crucial role in the TESOL context from the perspective of these educators. However, the results also show that Saudi TESOL educators reported a moderate level of importance for cultivating strategies to support their well-being, with an average mean score of 3.23 and a standard deviation of 0.886. This suggests that while emotions are recognized as important, there may be room for further development in terms of strategies and approaches to promote the well-being of TESOL teachers. Furthermore, the Saudi TESOL teachers perceive the use of a mixed-methods research design to explore teacher well-being as moderately important, with an overall average of 3.27 and a standard deviation of 0.856. This indicates that these educators recognize the potential value of utilizing a mixed-methods approach to gain a more comprehensive understanding of teacher well-being in the TESOL field, although the level of perceived importance is not as high as the role of emotions in effective teaching.

6. Recommendations

Based on the findings, the study recommends the need for developing emotional intelligence labor self-compassion skills, creating a compassionate culture, managing emotional labor, regulating emotions during instruction, and using mixed-methods research design amongst the TESOL teachers in Saudi Arabia. The implementation of these recommendations can help promote the well-being of TESOL educators and create a positive learning environment that supports student achievement. Giving priority to the well-being of educators is crucial for educational institutions, as it can greatly influence the academic achievements of students.

Limitations

Given the scope of this study, qualitative data in the form of interviews and focus group could not be used to triangulate the results. It is hoped that replications in the future will include such data to make the results more widely applicable.

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Authors contributions

Dr. Omar was responsible for the introduction, literature review, and study design while Dr. Talal collected data for the study, analyzed, and interpreted it. He also took care of the conclusion, references, and revision.

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Obtained.

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Data sharing statement

No additional data are available.

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