Investigating the Effect of Well-Being on Self-Concept and Professional Development with the Mediation of Gender and Teaching Experience

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ABSTRACT

Along with the cognitive aspects of language learning, some other factors can explain the general failure/success of language education. Due to the dearth of attention to the emotional factors contributing to language learning in the field of EFL, it seems a thorny issue to study these factors. Scholars in the realm of psychology have considered negative emotions, such a sadness and anger, than to positive emotions in their psychological studies and these elements have been examined in relation to EFL learners. The role of positive emotions has not been investigated sufficiently, especially in terms of EFL teachers. Thus, the current study attempted to explore the effect of well-being on self-concept and professional development by mediating gender and teaching Experience. To this end, 220 male and female EFL teachers of advanced proficiency level with at least 5 years of teaching experience were selected based on convenient sampling. The instruments included the well-being PERMA Questionnaire developed by Butler and Kern (2016), Professional Development (PD) designed by Afshar and Ghasemi (2018), and Robson Self-Concept Questionnaire (SCQ) developed by Robson (1989). The reliability (Cronbach's alpha coefficient) and validity (content validity) of the questionnaires were ensured. The collected data was analyzed based on a correlation analysis and structural equation modeling (SEM) using SPSS 24.0 and Amos 8. The obtained results revealed that there is a significant structural relationship between well-being and self-concept with the mediation of gender and experience. However, there is no significant structural relationship between well-being and professional development with the mediation of gender and experience. The findings of this study have important theoretical and practical implications for teachers, school psychologists, teacher educators, curriculum designers and researchers.

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1. Introduction

Several factors can influence teachers' professional development and their sense of well-being and self-concept. In the context of education, which is concerned with individual development, many studies reveal that self-concept significantly contributes toward either students' or teachers' individual development. Teachers' self-concept and its effect on their teaching performance and students' learning have long been explored, as indicated in the studies conducted by Tonelson (1981), and Tabassum, Ali and Bibi (2014). Obviously, language teacher's professional well-being is a well-intentioned research goal in its own right (Holmes, 2005), and once teachers experience better well-being and heightened levels of positive emotion, there are also positive consequences for students in terms of their emotions, motivation, and achievement (Frenzel, Goetz, Ludtke, Pekrun, & Sutton, 2009; Pekrun, Goetz, Frenzel, Barchfeld, & Perry, 2011).

From an educational perspective, the role and impact of personality and individual differences appear to be questioningly limited, and the amount of research targeting personality in L2 studies has been minimal compared to the study of most other individual differences variables (Dornyei & Ryan, 2015). Hence, as the reviewed literature reveals, there is a growing number of empirical quantitative studies on individual characteristic in EFL context. Overall, these investigations are relatively small in number. Based on the above-mentioned points, in order to understand teachers and their characteristics influencing their occupation, we need to consider the professional, cultural, and personal features related to them. The EFL teachers can share their ideas and experiences while getting familiar with the new trends, findings, and research. Thus, their teaching experience can be influential in improving the quality of their teaching. Classically, teachers tend to teach as they have been taught, modeling their classroom lessons and instructional techniques on the styles and plans they have experienced in their own schooling, or observed in the schools where they are teaching.

In addition to teacher's experience, their gender can also affect the eminence of teaching. Gender studies have taken an important role within the academic community, and specifically in the field of second and foreign language learning. Male and female teachers may perform differently in their profession and react differently against problematic situations. Generally, it can be argued that despite several distinct studies that have investigated the well-being (Fathi, Derakhshan, & Saharkhiz Arabani, 2020), self-concept (Navidinia, Zangooei & Ghazanfari, 2015), professional development (Khany & Azimi Amoli, 2016) of EFL teachers in Iran along with considering their gender and experience, the literature lack a study that examines the interplay of these variables. Thus, the current study is an attempt to fill this gap.

Based on the mentioned points it can be argued that teachers, especially EFL teachers need personal, social, and financial privileges to do their jobs efficiently. The major problem of this study lies in the fact that most of the EFL teachers are ignored psychologically by the major administrators and their personal features are regarded as irrelevant in improving the quality of teaching. That is to say, most of the educational systems and the conducted studies have concentrated on different personal and educational features of the learners and teachers

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are mostly disregarded. The main requirements of a proficient teacher cover their personal well-being, self-concept, and the eager to develop professionally. This development must be triggered by internal and external factors including different individual and social issues.

Although previous studies provided valuable information about the relationships between some of the mentioned variables, there are a number of inadequacies in certain studies. For instance, there is scarcity of work on the mediatory role of teaching experience and gender of the teacher as determinants between different variables of well-being, self-concept and professional development. The tendency toward this fact that teachers have to do their best automatically in delivering their knowledge to their learners is somehow not fair without considering their personal features and problems. Teachers like all human being can have certain interests, personality type, and social and cultural beliefs. Seeing them as individuals who are expected to perform perfectly in their profession leads us toward realizing their different needs including educational, professional and financial issues. Developing professionally without any increase in payment, for instance, can harm their self- concept and psychological well-being, which finally affects their performance and reactions in their classes. Experienced teachers require higher salaries and this is not balanced between male and female teachers. All these issues can be scrutinized comprehensively in relation to each other. Reviewing the related literature revealed a noticeable gap in this regard. That is to say, there are notions such as well-being, professional development, and self-concept that have not been investigated in relation to each other and based on teachers'

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gender and experience. Accordingly, the present study is an attempt to examine teachers' well-being and its structural relationship with their professional development, self-concept, gender and teaching experience.

To fulfill the purposes of the study, the following research questions were raised:

1. Are there any significant structural relationships between EFL teachers' well-being and self-concept with the contribution of gender?

2. Are there any significant structural relationships between EFL teachers' well-being and professional development with the contribution of gender?

3. Are there any significant structural relationships between EFL teachers' well-being and self-concept with the contribution of experience?

4. Are there any significant structural relationships between EFL teachers' well-being and professional development with the contribution of experience?

The following hypotheses are formulated:

H01. There are not any significant structural relationships between EFL teachers' well-being and self-concept with the contribution of gender

H02. There are not any significant structural relationships between EFL teachers' well-being and professional development with the contribution of gender

H03. There are not any significant structural relationships between EFL teachers' well-being and self-concept with the contribution of experience.

H04. There are not any significant structural relationships between EFL teachers' well-being and professional development with the contribution of experience.

2. Literature Review

Several researchers recognized that learning a second/foreign language is an emotionally driven process (Bown & White, 2010; Garret & Young, 2009; Imai, 2010; MacIntyre, 2002). Much of the research on the influence of affect on language learning has concentrated on negative emotions, and the role of positive emotions has been generally unnoticed (Bown & White, 2010). A limited number of studies, for example, Bown and White (2010), Oxford (2015), and Dewaele and MacIntyre (2014), has attempted at exploring positive emotions in language learning.

There is a movement by Humanists about the positive aspects of psychology; they proposed theories that concentrate on the qualities and features of healthy individuals and their methods to reach wellness (Lambert, Passmore, & Holder, 2015), the founder of humanistic psychology, was the first psychologist who systematically examined excellence to define the scope of human potential. Maslow first discussed the term Positive Psychology in 1954 in his studies concerning motivation and personality. Seligman and Csikszentmihalyi defined positive psychology as "the scientific study of positive human functioning and flourishing on multiple levels that include the biological, personal, relational, institutional, cultural, and global dimensions of life" (p. 1). Accordingly, the foundation for what is now known as positive psychology was established. To put it simply, Positive Psychology is the scientific study of the factors that empower individuals and communities to flourish.

Positive feelings of both teachers and learners can improve the learning atmosphere and facilitate the learning/teaching process. One of the main impressions in this regard is well-being concept. This notion is best clarified by Seligman's PERMA theory of well-being. Through numerous studies, Seligman (1999) found that people's degree of recognizing and expending their "signature strengths" can influence the value of their lives. By spending years developing a theory of well-being, he established the PERMA theory of well-being that creates the basis of a thriving life. Seligman (2011) defined his concept of well-being with his five pillars called positive emotion, engagement, relationships, meaning and accomplishment as PERMA. In academic setting, the well-being of the teachers is as important as the students' well-being. Teacher well-being seems to play a dominant role in the quality of teaching and student achievement (Day & Gu, 2009; Klusmann, Kunter, Trautwein, Ludtke, & Baumert, 2008).

In addition to providing the well-being of the teachers, one of the fundamental issues in strengthening ideals of teaching and learning is the teachers' professional development (PD) as the aim of educational foundations is attained by professionally well-equipped teachers (Day, 1999). In this regard, it is understood that teachers need to develop professionally during their professional lives in order to be operative and this is more obvious among EFL teachers who are expected to be up-to-dated and stay compatible with new educational methodologies and modern technological developments. According to Meng and Tajaroensuk (2013), the nature of EFL teachers' knowledge appears to be transient knowledge, which needs continuous renewing.

The professional development of EFL teachers represents a challenge for teachers, teacher educators and policy makers in the accomplishment of better standards in education. According to Khany and Azimi Amoli (2016),

successful teachers continuously think of using new teaching techniques that create positive modifications in students' reactions. Williams and Burden (2000) contended that teachers heighten their students' confidence, motivate them, improve their self-esteem and establish a proper learning atmosphere. These teaching may be directed from dissimilar teacher internal along with teacher external foundations: teacher knowledge, skills, teacher personality, and teacher professional development programs. To be effective teachers, teachers require possessing diverse professional development skills along with the knowledge of their subject matter and teaching experiences.

Along with professional development of EFL teachers, which seems an expected requirement for these teachers, the notion of self-concept is regarded as an important element in teaching contexts. Self-concept is recurrently defined as a person's self-perception shaped through experiences with the environment (Kelley, 1973). This self-perception is affected particularly by estimates of noteworthy others, environmental reinforcements, and attributions for one's own behavior (Shavelson et al., 1976). Self-concept is often referred to as "a self-description judgment that includes an evaluation of competence and the feelings of self-worth associated with the judgment in question" in a specific field (Pajares & Schunk, 2005, p. 105). A person's self-concept subsumes the range of beliefs one has about oneself as Hamlyn (1983, p. 241) expresses "the picture of oneself". It has come to be considered as one of the most prominent factors in human learning (Marsh & Martin, 2011). That is, how we see ourselves also determines how possible and realistic we perceive our future goals (Dornyei, 2009).

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In addition to the discussed variables, teachers' gender and experience are also among the contributing factors in teachers' professional development. Gender issues have been studied in different academic arenas and from different perspectives. However, for the EFL field this area has been scarcely explored. Gender and teaching are gaining growing consideration in the field of EFL education. The importance of teacher gender appears even more central in an environment based on gender separation. The impact of teacher's gender in language classrooms is increasingly becoming a crucial subject among researchers. The results of many studies suggest that there is a strong relationship between language students' achievement as well as their attitude and motivation toward language and the gender of their language teacher (Manjari, 2005; Dee, 2006). Moreover, experienced teachers can play a vigorous role in educational development. To have positive impacts on the learning of their students, experienced teachers can use their experience and any existing operative material, and provide opportunities for constant and flexible learning.

Fazlali (2020) in "The Effect of Flipped Professional Development on Novice EFL Teachers' Achievement" concluded from the pre-test and post-test indicated that teachers in flipped professional development performed better than teachers in traditional professional development class.

Tabatabaee-Yazdi et al. (2018) in an article entitled "Continuous Professional Development Strategies: A Model for the Success of English Language Teachers" concluded that professional development strategies have an effective relationship with the success of teachers. The constructs "collaboration" and "update" show the

highest load. The structure of "reflection" has an average effect on "cooperation". The two structures of "collaboration" and "reflection" are significantly influenced by "updating". The results show the significant effect of "decision-making" structure on "teachers' success" as a predictive factor of "teachers' success".

3. Methodology

Participants

The target population of this study was Iranian EFL teachers in private language learning institutes in Tabriz. To undertake the objectives of this study, sample power analysis calculator was administered to gain the accurate number of sample group, with 95% confidence level and 0.05 error probability. It is estimated that about 220 participants are required to conduct the study. They were the male and female teachers of advanced level at some language institutes in Tabriz including branches of Iran Language Institute (ILI), Goldis Language Institute, and Chitsazan Language Institute, in Tabriz with at least 5 years of teaching experience. The participants were 220 EFL teachers with B.A., M.A., and Ph.D. degrees of different majors within the age group of 25 to over 45 years old.

Instrumentation

Well-being PERMA Questionnaire: Butler and Kern (2016) developed a 15-item PERMA questionnaire. It is designed based on 11-point Likert-type scale.

Professional Development (PD): Afshar and Ghasemi (2018) designed a 35-item questionnaire based on five-point Likert scale with five components or sub-constructs for assessing the teachers' perception of professional development including a) PD activity preferences, b) potential benefits of PD activities c) actual benefits of PD activities d) affective contributions of PD and e) practical contributions of PD.

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

Procedure

In order to verify the structural relationships among EFL teachers' well-being, their professional development and self-concept with a focus on, gender and teaching experience, 220 Iranian male and female EFL teachers, with at least five years of teaching experiences were asked to fill out the related questionnaires. A pilot study was conducted before the main study with a very limited sample (N=30) from different institutes, in order to identify any potential problems that may affect the outcomes of the main study. Therefore, for the data collection procedure in this study, initially, the questionnaires were reviewed by three experts in order to ensure the content validity of the study. The items of the questionnaire have to be checked for internal consistency; consequently, the reliability of the instruments were measured by Cronbach's alpha. The teachers' voluntary participation was considered, and their anonymity and confidentiality of their responses was ensured. The questionnaires were administered by email.

Design

The type of research design in this correlational study was a descriptive correlational design. In this study, the variables are well-being, professional development, and self-concept, and the moderate variables are the teachers' gender and teaching experience.

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Data Analysis

Initially, the Cronbach's alpha coefficients was computed to estimate the internal consistency of the questionnaires. Then, the data collected by means of the questionnaires were explored using a correlation analysis and structural equation modeling (SEM). The software package SPSS 24.0 and Amos 8 were used for descriptive statistics and correlation analyses, respectively and the report were presented in descriptive and inferential formats.

4. Results and Discussion

Hypotheses Testing

In this section, research hypotheses are tested using the structural equation modeling method. In structural equation modeling (SEM), two methods of covariance-based modeling (CBSEM) and variance-based modeling can be used. In CBSEM, the aim is to approach the theoretical covariance matrix to the covariance matrix observed in the sample and maximum likelihood and generalized least squares estimation methods are used for this purpose. Establishing assumptions such as normal distribution of the observed variables and a relatively high sample volume is required. Among the alternative ways in case of violation of these assumptions is the use of partial least squares (PLS) method. Since, the statistical distribution of some variables is not normal, therefore, to test the hypotheses of the present research, the structural equation modeling method with partial least squares is used. It is necessary to explain that all analyzes were done using Smart PLS version 3 software. The hypotheses of the present study will be analyzed with the following model:

Model of Investigating the Effect of Well-Being on Self-Concept and Professional Development with the Mediation of Gender and Teaching Experience

To analyze the model related to the effect of well-being on self-concept and professional development with the mediation of gender and teaching experience, first, the assumptions of the structural equation modeling method with partial least squares for this model (including the absence of multicollinearity, the reliability of each of the items, the composite reliability of the constructs and the average variance extracted) were examined. To check the absence of multicollinearity, the Variance Inflation Factor (VIF) test is used, which evaluates the intensity of multicollinearity in ordinary least squares regression analysis. If the VIF test statistic was close to one, it indicates the absence of collinearity. As an empirical rule, if the VIF value is greater than five, the multiple collinearity is high. The results of this test are shown in tables 1 to 3. According to the results, the VIF value of none of the items is greater than five. As a result, there is no multicollinearity problem for testing the research model.

To check the reliability of each of the items, the absolute value of the load factor of 0.4 and more for each item in the confirmatory factor analysis is defined as a good structure indicator. In addition, the load factor of the items must be significant at least at the 0.01 level, that is, the absolute value of their t statistic should be greater than 2.58. It is necessary to explain that if the absolute value of the item's load factor is smaller than 0.4, it is better to delete that item.

Table 1Absolute Values of Standardized Factor Loadings, t Statistics and VIF Index for the Items relate to Well-Being Questionnaire

Item Code	Items	Standardized Factor Loadings	Statistics t	VIF
A1	In general, how often do you feel joyful?	0.854	43.437	4.569
A10	In general, to what extent do you lead a purposeful and meaning life?	0.832	33.535	4.106
A11	In general, to what extent do you feel that what you do in your life is valuable and worthwhile?	0.872	45.844	4.111
A12	To what extent do you generally feel you have a sense of direction in your life?	0.826	20.457	4.089
A13	How much of the time do you feel you are making progress toward accomplishing your goals?	0.880	50.652	4.051
A14	How often do you achieve the important goals you have set for yourself?	0.802	22.026	3.658
A15	How often are you able to handle your responsibilities?	0.813	23.665	4.163
A2	In general, how often do you feel positive?	0.809	25.773	3.949
A3	In general, to what extent do you feel contented?	0.806	27.635	4.229
A4	How often do you become absorbed in what you are English teaching?	0.795	25.249	3.106
A5	In general, to what extent do you feel excited and interested in things?	0.835	34.829	4.321
A6	How often do you lose track of time while doing something you enjoy?	0.720	18.541	2.684
A7	To what extent do you receive help and support from others when you need it?	0.555	8.920	2.024
A8	To what extent have you been feeling loved?	0.782	26.066	3.997
A9	How satisfied are you with your personal relationships?	0.844	39.338	3.924

Table 2Absolute Values of Standardized Factor Loadings, t Statistics and VIF Index for the Items relate to Professional Development

Questionnaire

Item Code	Items	Standardized Factor Loadings	Statistics t	VIF
C1	Teacher Training Course (TTC)	0.712	13.937	3.528
C10	knowledge of student evaluation and assessment	0.779	20.430	4.633
C11	knowledge of the use of technology in teaching	0.797	27.179	3.118
C12	knowledge of materials preparation	0.825	29.460	4.121
C13	knowledge of general English proficiency	0.780	31.112	3.974

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C14	knowledge of curriculum	0.729	17.777	3.612
C15	effectiveness in teaching in general	0.709	13.268	4.931
C16	teaching in multi-cultural settings	0.772	30.124	4.703
C17	how to behave students	0.841	39.937	4.612
C18	how to deal with problems arising in the class	0.881	45.150	4.160
C19	time management	0.770	29.907	4.570
C2	Traditional workshops	0.515	9.473	3.279
C20	organizing a structured lesson plan	0.840	25.650	4.761
C21	sharing experiences with colleagues	0.574	10.703	4.238
C22	sharing ideas with colleagues	0.517	9.085	4.445
C23	understanding weak and strong points of themselves and other colleagues	0.616	9.668	4.496
C24	keeping themselves up-to-date	0.845	27.193	4.008
C25	engaging students in learning rather than reciting	0.654	11.499	4.450
C26	how to use their observations to assess students' learning needs	0.862	34.361	4.353
C27	better understanding of students' problematic area in learning and help them	0.836	28.861	4.465
C28	implementing the realia and teaching aids more effectively in class	0.741	17.925	3.910
C29	working on developing new materials with colleagues	0.731	22.529	3.820
C3	interactive workshops	0.586	9.461	3.276
C30	encourage teachers to redesign their teaching to support various learners	0.747	18.010	3.277
C31	suggest/enhance such positive psychological traits as motivation, self-confidence. etc	0.766	24.873	4.992

Table 2Absolute Values of Standardized Factor Loadings, t Statistics and VIF Index for the Items
relate to Professional Development

Questionnaire

Item Code	Items	Standardized Factor Loadings	Statistics t	VIF
C32	promote reflective teaching	0.763	18.236	3.954
C33	help connect theories to practice	0.665	15.592	3.298
C34	renew teachers' enthusiasm for teaching	0.654	15.645	4.304
C35	give teachers useful ideas of how to improve students' outcomes	0.620	9.454	4.911

C4	conference	0.530	9.210	3.861
C5	peer observation	0.733	20.695	4.051
C6	self-monitoring	0.751	18.539	4.166
C7	self-study of journals, sites, etc.	0.614	11.356	3.564
C8	graduate studies level at university	0.636	10.555	4.405
C9	knowledge of the methodology of teaching (i.e. pedagogical knowledge)	0.795	22.589	4.729

Table 3Absolute Values of Standardized Factor Loadings, t Statistics and VIF Index for the Items relate to Self-Concept Questionnaire

Item Code	Items	Standardized Factor Loadings	Statistics t	VIF
D1	I have control over my own life.	0.418	4.172	2.523
D10	I'm easy to like.	0.662	10.186	4.025
D11	I never feel down in the dumps for very long.	0.548	7.873	2.674
D12	I can never seem to achieve anything worthwhile.	0.567	10.692	2.322
D13	There are lots of things I'd change about myself if I could.	0.439	2.638	4.156
D14	I am not embarrassed to let people know my opinions.	0.529	5.592	3.011
D15	I don't care what happens to me.	0.815	23.200	4.064
D16	I seem to be very unlucky.	0.793	20.430	4.025
D17	Most people find me reasonably attractive.	0.611	7.998	3.635
D18	I'm glad I'm who I am.	0.673	11.044	4.007
D19	Most people would take advantage of me if they could.	0.458	3.218	3.765
D2	I am a reliable person.	0.718	17.093	4.023
D20	It would be boring if I talked about myself.	0.543	5.288	4.520
D21	When I'm successful, there's usually a lot of luck involved.	0.419	4.007	3.750
D22	I have a pleasant personality.	0.522	5.005	2.790
D23	If a task is difficult, that just makes me all the more determined.	0.413	3.341	4.911
D24	I often feel humiliated.	0.668	12.262	2.683
D25	I can usually make up my mind and stick to it.	0.555	7.305	2.991
D26	Everyone else seems much more confident and contented than me.	0.751	20.868	2.912
D27	Even when I quite enjoy myself, there doesn't seem much purpose to it all.	0.445	2.976	4.600
D28	I often worry about what other people are thinking about me.	0.410	3.208	4.172
D29	There's a lot of truth in the saying "What will be, will be".	0.612	8.174	3.427

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D3	I look awful these days.		0.723	18.762	4.174
D30	If I really try, I can overcome most of my problems.		0.737	17.426	3.683
D4	It seems that with more effort, I become more successful than I am.		0.491	5.974	3.291
D5	I am always comparing myself with others.		0.485	5.399	2.660
D6	I love myself and my character.		0.540	10.284	2.183
D7	I accept whatever happens to me.		0.591	5.670	4.327
D8	It seems fate is overpowering me.		0.475	3.991	4.328
D9	I feel attractive to others.		0.765	16.332	3.264

Tables 1 to 3 show the absolute values of the standard load factor of the items related to the questionnaires used in the research. According to the results, it can be seen that the absolute value of the standardized factor loading for the items of all the questionnaires is greater than 0.4.

Consequently, the items of these questionnaires have sufficient reliability. Table 8 shows composite reliability indices, Cronbach's alpha and average variance extracted (AVE).

Table 4The Results Related to the Reliability of the Variables

Variables	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Experience	1.000	1.000	1.000
Gender	1.000	1.000	1.000
Professional development	0.973	0.975	0.528
Self-concept	0.937	0.935	0.534
Well being	0.960	0.965	0.648

According to Table 4, because the value of composite reliability and Cronbach's alpha for all constructs (variables) is greater than 0.7 and the average variance extracted for all constructs (variables) is greater than 0.4, thus, the constructs

of this research have sufficient reliability in terms of convergence and correlation. Table 5 shows Pearson correlation coefficients and discriminant validity index.

Table 5Pearson Correlation Coefficients and Discriminant Validity Index

Variables	Experience	Gender	Professional development	Self-concept	Well being
Experience	**1.000**				
Gender	-0.033	**1.000**			
Professional development	0.251	-0.271	**0.727**		
Self-concept	0.326	-0.303	0.663	**0.731**	
Well being	0.170	-0.279	0.558	0.713	**0.805**

The values on the main diameter of this matrix show the square root of Average Variance

Extracted (AVE). The requirement to confirm discriminant validity is that the value of the square root of Average Variance Extracted (AVE) is greater than the absolute value of all the correlation coefficients of the relevant variable with the rest of the variables. According to Table 9, the values on the main diameter have the highest column value, which indicates the appropriate validity of the constructs.

After checking the reliability and validity of the measurement instruments and the research constructs, it is necessary to test the relationships among the latent variables. For this purpose, the tested model of the research is presented based on path coefficients and t-statistics in graphs 1 and 2.Figure 1*The Tested Model of the Study Based on Path Coefficients*
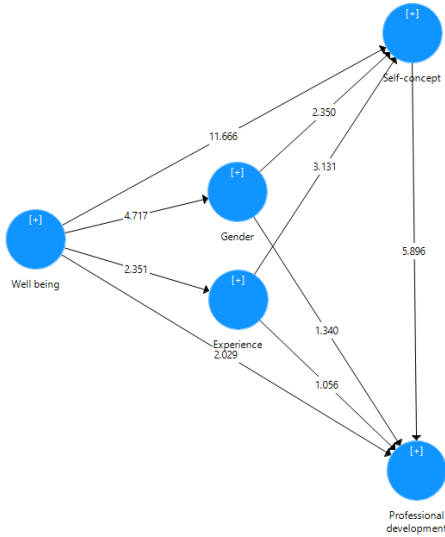
The validity of the model is determined using the coefficient of determination (R2). This explanatory variance coefficient measures an endogenous variable by exogenous variables. Figure 1 reveals that the determination coefficient of the dependent variable of "Self-Concept" is 0.591. This means that 59.1% of the changes related to the "Self-Concept" variable can be explained by the changes of the "Well-being", "Gender" and "Experience" variables. The determination coefficient of the dependent variable of "Professional Development" is 0.457. This means that 45.7% of the changes related to the "Professional Development" variable can be explained by the changes of "Well-being", "Gender" and "Experience" variables. Finally, the determination coefficient of the "Gender" and "Experience" variables are 0.078 and 0.029, respectively. That is to say, 7.8% of the changes in Gender variable and 2.9% of the changes in Experience variable can be explained by the changes in Well-being variable.

Figure 2*The Tested Model of the Study Based on t-Statistics*
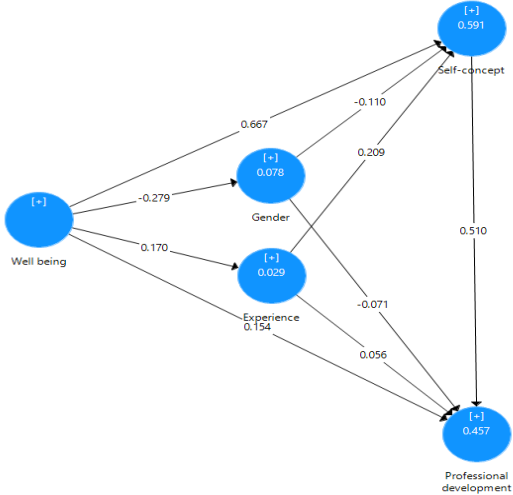
first to ninth hypotheses of the study based on structural equation modeling by partial least squares method are shown in Table 6.

Hypothesis		Path Coefficients	Standard Deviation	T Statistics	P Values
1	**Experience -> Professional development**	0.056	0.053	1.056	0.291
2	**Experience -> Self-concept**	0.209	0.047	3.131	0.002
3	**Gender -> Professional development**	-0.071	0.053	1.340	0.181
4	**Gender -> Self-concept**	-0.110	0.047	2.350	0.019
5	**Self-concept -> Professional development**	0.510	0.086	5.896	0.000
6	**Well-being -> Experience**	0.170	0.072	2.351	0.019
7	**Well-being -> Gender**	-0.279	0.059	4.717	0.000
8	**Well-being -> Professional development**	0.154	0.076	2.029	0.043
9	**Wellbeing -> Self-concept**	0.667	0.057	11.666	0.000

The results of Table 6 show that all the hypotheses except the first and third hypotheses are confirmed at a significance value of at least 0.05. For the reason that their t-statistic value is greater than 1.96 and their probability value is less than 0.05.

To test the hypotheses ten to thirteen, which test the significance of the indirect effects of the "Well-being" variable on the "Professional Development" and "Self-Concept" variables through the mediating variables of "Gender" and Experience", the Sobel test was used. The statistics of the Sobel test is as follows:

$$Z = \frac{ab}{\sqrt{b^2.S_a^2 + a^2.S_b^2 + S_a^2.S_b^2}}$$

Where a is the path coefficient of the independent (exogenous) variable to the mediating variable and b represents the path coefficient of the mediating variable to the dependent (endogenous) variable. S_s and S_b represent standard error of path coefficients of a and b, respectively. If the absolute value of Z is greater than 1.96, the indirect effect of the independent variable on the dependent variable through the mediator variable is significant with 95% confidence. In addition, if the absolute value of Z is greater than 2.58, then the indirect effect of the independent variable on the dependent variable through the mediator variable is significant with 99% confidence. The results of this test for the 10th to 13th hypotheses are given in Table 7.

Table 7

Sobel Test Results for the Hypotheses Ten to Thirteen

HYPOTHESIS	Well-being -> Gender-> Self-concept			RESULT	HYPOTHESIS	Well-being -> Gender-> Professional development			RESULT
	Variable	Value	Z-value			Variable	Value	Z-value	
10	a	-0.279	2.061^*	Accept	11	a	-0.279	1.263	Reject
	b	-0.110				b	-0.071		
	S_a	0.059				S_a	0.059		
	S_b	0.047				S_b	0.053		
HYPOTHESIS	Well-being -> Experience -> Self-concept			RESULT	HYPOTHESIS	Well-being -> Experience -> Professional development			RESULT
	Variable	Value	Z-value			Variable	Value	Z-value	
12	a	0.170	2.045^*	Accept	13	a	0.170	0.965	Reject
	b	0.209				b	0.048		
	S_a	0.072				S_a	0.072		
	S_b	0.047				S_b	0.058		

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

Table 7 demonstrates that the absolute value of the Z statistic for hypotheses 10 and 12 is 2.061 and 2.045, respectively, which are greater than 1.96. As a result, with 95% confidence, "Well-being" has an indirect effect on "Self-Concept" through the mediation of "Gender" and "Experience" variables. Therefore, the research hypotheses ten and twelve are confirmed. It is worth noting that the indirect effect of "Well-being" variable on "Professional Development" with the mediation of "Gender" and "Experience" variables is not significant.

The second structural model fit index is the Q^2 index. This criterion, which was introduced by Stone and Geiser (1975), determines the predictive power of the model in endogenous constructs. They believed that models with acceptable structural fit should be able to predict the endogenous variables of the model. That is to say, if in a model, the relationships among the constructs are defined accurately, the constructs will affect each other, sufficiently and therefore, the hypotheses will be confirmed, accurately. If the value of the Q2 index is positive, it indicates that the fit of the model is favorable and the model has good predictive power

Blindfolding technique is used to calculate the Q^2 index. This technique provides two values, which are represented as CV-Com and CV-Red in the figure. Cross-validated redundancy value (CV-Red) is used as an estimate of Stone-Geiser index. The results of these indicators for the model of this section are given in Table 8.

Table 8

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

	Redundancy (CV-Red)	Communality (CV-Com)
Experience	0.013	1.000
Gender	0.072	1.000
Professional development	0.206	0.468
Self-concept	0.178	0.285
Well being		0.564

Table 8 displays that since the value of the CV-Red index is positive for all endogenous variables, therefore, the model has good predictive power.

In structural equation modeling using the PLS method, unlike the covariance-based method (CB-SEM), there is no index to measure the whole model, however, an index called goodness of fit (GOF). This index considers both measurement and structural models and is used as a criterion to measure the overall performance of the model.

$$GOF = \sqrt{\overline{R^2} * \overline{Communality}}$$

This index is manually calculated using the mean of R^2 and the average of communality values. This index is the square root of the product of average communality values and the average coefficient of determination (R Square).Because this value depends on the two mentioned indicators. The limits of these two indices are between zero and one, and introduced three values of 0.1, 0.25 and 0.36 as weak, medium and strong values for GOF, respectively The communality values are presented in Table 12.

The average value of the communality values index is calculated according to the following formula:

$$Communality = \frac{1}{n} \sum_{1}^{n} Communality_i$$

Where Communality value calculated for the research model is equal to 0.663. The average value of the coefficient of determination index is calculated according to the number of endogenous variables of the model according to the following formula:

$$R^2 = \frac{1}{n} \sum_{1}^{n} R_i^2$$

Where the calculated R^2 for the research model is equal to 0.289. Moreover, GOF is equal to 0.438. Consequently, the model has strong utility.

Discussion

The present study is an attempt to examine EFL teachers' well-being and its structural relationships with their professional development, self-concept, with the mediation of gender and teaching experience. The results obtained from data analysis revealed that there are significant structural relationships between EFL teachers' teaching experience and self-concept, gender and self-concept, self-concept and professional development, well-being and

experience, well-being and gender, well-being and professional development, well-being and self-concept, well-being and self-concept with the contribution of gender, and well-being and self-concept with the contribution of experience. However, there are not any significant structural relationships between EFL teachers' teaching experience and professional development, gender and professional development, well-being and professional development, professional development with the contribution of gender, and well-being and self-concept with the contribution of experience.

Envisaging and elucidating the performance of the teachers and investigating the environmental and psychological factors related to their success are extremely central themes in the field of education. The concept of well-being is associated with positive feelings in life. Studies have pointed out that teachers' well-being is largely affected by job stress and job burnout (Pakarinen et al., 2010; Spilt et al., 2011). Moreover, Collie et al. (2015) precisely clarified the elements, which influence teachers' well-being in the creation of teachers' well-being model, counting organizational pressure, work pressure, and learner behavior-related pressure. This study exposed the effective role of well-being construct and its relationship with different variables. The findings support foundation for psychological well-being and studies conducted by several scholars regarding the influence of well-being including Song (2022), Mercer and Gregersen, (2020).

Accordingly, results indicated the relationship between well-being and professional development and self-concept; when language teachers accomplish their well-being, they could eagerly multiply their vision to provide learners with advantageous activities and tasks in the classroom, thus, their effort and skill, equally, influence the attainment of their learners. Teachers' well-being is noteworthy inasmuch as they are observed as the role configurations for learners and their estimations have a substantial role in their life cycles. The positive behavior of teachers can augment positivity in learners, and it could support them in observing a diverse side of a topic even throughout arduous circumstances and coping with them professionally (Hasnain, 2014). Generally, self-concept is a psychological construct that encompasses the combination of thoughts, emotional states, and attitudes that individuals have about themselves. It generally includes the set of attributes, characteristics, qualities and deficiencies, competences and restrictions, values and associations that a person discerns and recognizes as facts mentioning his/her individuality. Regarding the self-concept of teachers and its relationship with the mentioned variables, it can be asserted that in order to have effective and high-quality pedagogical communication with learners, the role of teachers' experience and professional status are of great importance. That is to say, experienced teachers are capable of managing their emotions and transferring their knowledge to the learners, as they recognize their own qualities and limitations. They are also aware of the ways they can use to develop their professional status.

As the finding revealed professional development of the teacher is not significantly related to their experience. In this regard, it can be claimed that experienced teachers vary from novice teachers in essential ways. They are expected to require professional development that supports the experience, knowledge, and intuitive judgment they have refined during their

professions. At one go, teaching experience does not essentially bring about expertise (Tsui, 2005). Various experienced teachers are not as approachable to professional development as are new teachers, though they may benefit from the opportunities to reflect on, augment their knowledge, and energize their passion for teaching. This is not in line with the expectations generated by prior findings that highlighted the relationship between experience and professional development, such as the study of Rodriguez and McKay (2010).

5. Conclusion

Based on the findings it can be argued that the identification of their own modes of behavior, positive feelings and professional status is a complex psychological and pedagogical issue for EFL teachers. Distinguishing the modes of behavior of a "real" and "ideal" teacher in terms of professional and personal aspects is a situation of social appraisal, which raises the complexity when other factors such as gender and experience are incorporated. Regarding the findings, it can be concluded that self-concept and professional development of the teachers with the contribution of their experience could inspire them to improve their well-being. Teachers who unveil more positive sensations than negative feelings flourish in their life and career so they are more satisfied and feel a sense of fulfillment, which can meritoriously help them to develop their career and recover from demanding situations.

According to the findings, teachers' well-being is significantly related to their experience, gender, self-concept, and professional development. It is also exposed that gender and experience of the teachers mediate the relationship between well-being and self-concept. Considering the teachers' professional

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development the findings indicated that there is significant relationship between this variable and teachers' self-concept and well-being. However, there is not any significant relationship between professional development and teachers' experience and gender. Additionally, gender and experience does not mediate the relationship between well-being and professional development. As illustrated in the findings the teachers' self-concept has significant relationship with their experience, gender, professional development, and well-being.

Regarding pedagogical implications, this study emphasizes the locus of numerous specific and connected features that can be articulated evidently in teacher teaching programs to prepare teachers in coping with the challenges that may occur during their occupation and to empower them with competences to be more active and positive in their career. Teacher self-concept and development must be regarded as central issues for promoting teacher well-being. Hence, academic stakeholders are expected to consider the application of resourceful teaching training courses that qualify teachers in terms of psychological and instructive facets. Besides, by heightening positivity in teachers, broad educational systems can be conducted in a way to increase the level of well-being of professional and novice teachers. It correspondingly reduces their tension and verifies them to feel contented and to stay promised in their profession. The teachers with the more intellectual positive level are prospective to describe the professional route as delivered in their syllabus; they can concentrate on the objectives of their teaching and guide learners logically and skillfully. Actually, well-being assist teachers to remain

more motivated to take advantage of dynamic coping approaches and preserve their work.

Further investigations are recommended to be carried out with the intention of concentrating more on other kinds of constructive feelings, for instance, tolerance, empathy, self-care, gratefulness, grit, hope, and enjoyment on the one hand, and on the other hand, negative types of feeling, such as resentment and boredom. Concisely, empirical studies should be conducted in order to ensure the mediator role of the variables of the study for instance teacher gender and experience on teacher well-being, and parallel inquiries can be directed to consider the same subject by concentrating on learners. The present study provides innovative visions to update both exploration and practice. As a whole, it was established that contextual along with psychological factors are of prominence for teachers' well-being. This underscores the worth of exploring these characteristics within an inclusive approach, which motivate other investigators to do so. Outcomes from the analysis of all-inclusive models can aid understanding of the potential impacts, restrictions and relations of the forces on teachers' well-being more plainly.

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