The interplay between EFL teachers' self-efficacy, emotion regulation, and perceived professional success

Ali Arabmofrad (corresponding author)
Golestan University, Iran

Farzaneh Shakki
Shams-e Gonbad Higher Education Institute, Iran

Received: 2024-11-08 / Accepted: 2025-02-26
DOI: *https://doi.org/10.30827/portalin.vi44.31897*
ISSN paper edition: 1697-7467, ISSN digital edition: 2695-8244

ABSTRACT: There has been abundant research concerning teachers' emotions in English teaching and learning contexts. However, the interplay between self-efficacy, emotion regulation, and perceived professional success of English language teachers has received scant attention so far. The current research aims to scrutinize whether self-efficacy and emotion regulation can predict English as a foreign language (EFL) teachers' perceived professional success. To this end, 364 EFL teachers aged between 22 and 47 from different universities in Iran were asked to fill out the self-efficacy, emotion regulation, and characteristics of successful teachers questionnaires. The correlation between the three variables, self-efficacy, emotion regulation, and professional success, was analyzed through Structural Equation Modeling (SEM) analysis. Significant correlations between professional success and self-efficacy, as well as professional success and emotion regulation, were reported after data analysis. There was also a moderate and significant correlation between self-efficacy and emotion regulation. It is revealed that self-efficacy and emotion regulation play pivotal roles in achieving success and a sense of well-being for teachers, and this association is not limited to academic performances. This study offers some implications for both teachers and researchers who are interested in positive psychology and emotional variables.
Keywords: EFL teachers, Emotional regulation, Perceived professional success, Self-efficacy

La interrelación entre la autoeficacia, la regulación emocional y el éxito profesional percibido de los profesores de inglés como lengua extranjera

RESUMEN: Ha habido abundante investigación sobre las emociones de los profesores en contextos de enseñanza y aprendizaje del inglés. Sin embargo, la interrelación entre la autoeficacia, la regulación emocional y el éxito profesional percibido de los profesores de inglés ha recibido poca atención hasta ahora. La presente investigación tiene como objetivo analizar si la autoeficacia y la regulación emocional pueden ser un predictor del éxito profesional percibido de los profesores. Con este fin, se pidió a 364 profesores de entre 22 y 47 años de diferentes universidades de Irán que completaran los cuestionarios de autoeficacia, regulación emocional y características de profesores exitosos. La correlación entre las tres variables, autoeficacia, regulación emocional y éxito profesional, se analizó mediante el análisis de Modelado de Ecuaciones Estructurales (SEM). Después del análisis de datos, se reportó una correlación

significativa entre el éxito profesional y la autoeficacia, así como entre el éxito profesional y la regulación emocional. También hubo una correlación moderada y significativa entre la autoeficacia y la regulación emocional. Se revela que la autoeficacia y la regulación emocional juegan un papel fundamental en el logro del éxito y el bienestar de los profesores, y esta asociación no se limita a los rendimientos académicos. Este estudio ofrece algunas implicaciones para tanto profesores como investigadores interesados en la psicología positiva y las variables emocionales.
Palabras clave: Profesores de inglés como lengua extranjera, regulación emocional, éxito profesional percibido, autoeficacia

1. Introduction

There is considerable conviction in support of the claim that teachers' emotional conditions can have a direct influence on their perceived success (Derakhshan, 2022; Derakhshan & Shakki, 2024; Derakhshan et al., 2023; Kirkpatrick et al., 2024; MacIntyre et al., 2019; Wang et al., 2022; Xu et al., 2024). While positive emotional states might empower teachers to function more efficiently in an instructional context, the negative counterparts can impede teachers' ability to effectively transfer educational content (Derakhshan & Yin, 2024; MacIntyre & Gregerson, 2012; Shakki, 2023). Teaching English as a Foreign language (EFL) is no exception, and instructors need to deal with several pedagogical, sociocultural, and psycho-affective factors in this challenging occupation (Derakhshan & Nazari, 2022). Considering these forces, it was found that developing and preserving some factors like self-efficacy, emotion regulation, and perceived professional success can ensure the efficiency of the teaching process (Hoai et al., 2023; Zhi et al., 2024). As accentuated in Positive Psychology (PP), self-efficacy is a vital social cognitive element that enables people to be confident in their talents and abilities to perform a particular task better (Divsar, 2023; Liu et al., 2024; Yüce et al., 2023). Indeed, teachers' efficacy is considered confidence in being positive in encountering the problematic issues and challenges of teaching (Derakhshan & Fathi, 2024a; Genç et al., 2016). Such capability facilitates the process of achieving purposes since it explicitly impacts the way a person thinks and behaves (Fathi et al., 2021; Zelenak, 2020).

Emotion regulation, as another instance of a positive emotional state, has been defined as a concept that helps individuals adapt vigorously and react appropriately to specific situational demands (Alizadeh Oghyanous et al., 2022; Derakhshan & Zare, 2023; Greenier et al., 2021; Khammat, 2022; Liu et al., 2023; Seyri & Ghiasvand, 2024). It involves processes that are goal-oriented and might influence the type, duration, quality, and intensity of emotional experiences, whether at the individual or group levels (Mänty et al., 2020; Valente et al., 2022). Emotion regulation, self-efficacy, and other positive emotional states ultimately lead to success and satisfaction (Derakhshan & Fathi, 2024b; Solhi et al., 2023). This perceived professional success is a kind of internal feeling of fulfillment and achievement that can positively impact teachers' work. Perceived professional success varies from person to person due to various individual values and purposes (Jia & Derakhshan, 2023; Pishghadam et al., 2021). Many personal and professional issues influence this subjective term, and it has been scrutinized by many scholars over the last few decades (Nayernia et al., 2020; Nosratinia & Zaker, 2017). However, researching teachers' perceived professional success in relation

to teachers' emotional regulation and self-efficacy has remained an ignored line of thinking among L2 scholars so far.

In spite of the growing body of research on teachers' emotions in the field of second language acquisition, most studies have focused on these variables individually or in relation to other emotional factors (Derakhshan & Fathi, 2024b; Zhi & Derakhshan, 2024), and the interplay among perceived professional success, teachers' emotional regulation, and self-efficacy have received significantly less attention. It is crucial to examine how teachers' success, emotion regulation, and self-efficacy come together to enhance the positive emotions of the teachers. Therefore, this study addresses this gap by examining the predictive role of self-efficacy and emotion regulation in teachers' professional success among Iranian university teachers.

2. Literature review

2.1. EFL teachers' self-efficacy

Engrained in Bandura's (1977) social cognitive theory, the concept of self-efficacy has gained prominence in educational research due to its profound impact on student achievements and teaching practices (Liu et al., 2021; Schober et al., 2018). Self-efficacy is defined as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3). In the context of English language teaching, teacher self-efficacy (TSE) denotes a teacher's confidence in their ability "to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (Tschannen-Moran et al., 1998, p. 22), and "to affect student performance" (Berman et al., 1977, p. 137). Efficacy for student engagement is a teacher's belief in motivating students (Guskey, 1988), while, efficacy for classroom management is the confidence in maintaining a positive learning environment (Tschannen-Moran & Hoy, 2001, 2007). Several experiences shape and foster teacher self-efficacy, such as observing effective colleagues (Bandura, 2000), a supportive school environment (Guskey, 2000; Tschannen-Moran & Hoy, 2007), teachers' competence and experience, teachers' cultural, social, and academic background, and witnessing students' growth attitudes and motivation of the learners (Oriol-Granado et al., 2017; Mehmood, 2019). In recent years, there has been an increasing amount of literature on self-efficacy in various educational contexts (Derakhshan & Fathi, 2024a; Fathi et al., 2021; Yüce et al., 2023; Zhi et al., 2024).

Empirical evidence across a vast number of studies has found that EFL teachers' self-efficacy is positively correlated with several features. Teachers who possess high levels of self-efficacy are able to persist when faced with challenges, which in turn fosters effective instructional practices (Burić & Kim, 2020; Skaalvik & Skaalvik, 2014; Tschannen-Moran & Hoy, 2001; Zee & Koomen, 2016). This creates an environment that enables them to form strong connections with students and engage with them in ways that support their behavioral development (Alibakhshi et al., 2020). As a result, this positively impacts the motivation and engagement of students (Burić & Kim, 2020; Derakhshan et al., 2022; Pan et al., 2023; Pourgharib & Shakki, 2024). TSE also has a positive impact on resilience when it comes to overcoming barriers and promotes supportive learning environments that are conducive

to learning English (Derakhshan et al., 2024; Razmjoo & Ayoobiyan, 2019; Wang et al., 2022). Teachers with lower self-efficacy are at higher risk of job exhaustion (Mossafaie et al., 2024), and higher self-efficacy is associated with less burnout, emotional exhaustion, and more job satisfaction (Derakhshan et al., 2021a, 2021b; Qi & Derakhshan, 2023).

2.2. EFL teachers' emotion regulation

As intra-psychological factors, emotions play a key role in teachers' performance and academic outcomes (Al-Obaydi et al., 2023; Derakhshan & Shakki, 2024). Educators must acknowledge and effectively navigate these emotions within the teaching profession (Fan & Wang, 2022). This skill is commonly referred to as teacher emotion regulation, which pertains to an instructor's capacity to manage and control emotional experiences in the classroom environment (Wang & Derakhshan, 2023). This multifaceted concept has been defined and discussed in various ways. As outlined by Gross (2015) and Lazarus (1991), Emotion regulation, as a psychological variable, describes the way an individual deals with his/her emotions and involves managing emotions effectively rather than suppressing them (Derakhshan & Zare, 2023; Greenier et al., 2021). Emotion regulation has become increasingly prominent in the field of L2 education due to growing interest in positive psychology and a desire to better understand its effects on second language teachers and learners (Derakhshan, 2022; Zare et al., 2023).

Various studies have highlighted factors affecting teacher emotion regulation, such as stress management skills, social support, and coping strategies. That is, teachers with strong stress management abilities are better equipped to regulate their emotions when faced with challenging situations (Skaalvik & Skaalvik, 2016). In teaching, emotion regulation is crucial for teacher well-being and student success since it empowers teachers to modulate and manage their emotional responses, manage stress, project a positive classroom presence, and foster a supportive learning environment (Greenier et al., 2021). Furthermore, a positive school environment characterized by supportive colleagues can promote emotional well-being and improve emotion regulation (Derakhshan et al., 2024; Fan & Wang, 2022). Most empirical studies on the regulation of emotions in the teaching profession focus on in-service teachers, finding that teachers who apply healthier emotion regulation strategies reported more well-being (Chang et al., 2015) and enthusiasm (Gaspard & Lauermann, 2021), less emotional exhaustion (Donker et al., 2020), and were more effective in their teaching. Despite the increased interest in investigating the concept of emotion regulation in different fields, scant attention has been given to language education, particularly language teachers' emotion regulation (Derakhshan et al., 2021a, 2021b; Gkonou & Miller, 2019).

2.3. EFL teachers' perceived professional success

Perceived professional success has been defined as the internal sense of achievement, fulfillment, and positive impact felt in one's work (Jia & Derakhshan, 2023; Tshannen-Moran & Hoy, 2007). Perceived professional success is subjective and dynamic since what constitutes success can vary based on individual values, career goals, and work context (Arslan, 2021; Li, 2023; Zhai et al., 2023), pedagogical knowledge and cultural norms and expectations

(Wang et al., 2022). Several factors influence this complex concept. Achieving personal and professional goals, observing student growth, contributing to positive school initiatives (Locke & Latham, 1990), feeling valued by colleagues and administrators, and having autonomy in the classroom all contribute to a sense of achievement. In this respect, Amiri Shayesteh and Baleghizadeh (2023) explored Iranian EFL teachers' perceptions of professional development and concluded that professional development activities, benefits, needs, and barriers are its major dimensions. One crucial building block of perceived professional success is emotional well-being; feeling supported, valued, and in control fosters positive emotions, impacting perceived success (Derakhshan et al., 2024; Fan & Wang, 2022; Lazarus, 1991). Moreover, strong emotion regulation skills also play a role in managing stress and maintaining a positive outlook (Arslan, 2021). Additionally, teachers who feel successful are more likely to create positive learning environments, ultimately leading to improved student outcomes. Increased teacher motivation and retention lead to a more engaged workforce (Greenier et al., 2021; Shakki, 2022; Pan et al., 2023).

2.4. Empirical studies

2.4.1. EFL teachers' self-efficacy and perceived professional success

Regarding the variables under investigation in this study, several lines of inquiry provide experiential support for the cyclical and reinforcing positive association between self-efficacy and perceived professional success (Oriol-Granado et al., 2017; Yüce et al., 2023). In this respect, self-efficacy theory (Bandura, 1997) posits that self-belief serves as a driving force for motivation and perseverance. Teachers who believe in their teaching abilities are more likely to persist through challenges, experiment with new methods, and adapt to student needs (Derakhshan & Fathi, 2024a). These efforts frequently result in enhanced student outcomes, a crucial element in perceived professional success (Burić & Kim, 2020). Regarding the relationship between self-efficacy and perceived professional success, Malmir and Mohammadi (2018) investigated both self-efficacy and reflective teaching, which are relatively predictive of EFL professional success. Twenty-eight teachers completed questionnaires on teacher sense of self-efficacy and reflective teaching. Then, 168 learners were asked to answer the professional success survey. They found that both self-efficacy and reflective teaching can predict professional success. Similarly, in a Turkish context, Sezgin and Erdogan (2015) investigated Turkish EFL teachers and illustrated a positive connection between teacher self-efficacy, perceived success, hope, academic optimism, and zest for work. The participants of this study were 600 primary school teachers in Ankara, and it was found that these factors indirectly predicted self-efficacy through perceived success. These results imply that educators with high self-efficacy are more inclined to regard themselves as capable instructors and derive satisfaction from their profession.

2.4.2. EFL teachers' self-efficacy and emotion regulation

Teachers with high self-efficacy in teaching English are more likely to believe in their ability to overcome classroom obstacles (Burić & Moè, 2020). In other words, teachers with high self-efficacy are more likely to be conscious of their emotional responses and actively

seek strategies to regulate them (Derakhshan & Fathi, 2024b). Numerous studies provide empirical evidence supporting the link between self-efficacy and emotion regulation. Fan and Cui's (2024) study with Taiwanese EFL teachers demonstrated a significant correlation between self-efficacy and the use of emotion regulation styles (e.g., problem-solving and positive reappraisal). These results suggest that teachers with higher self-efficacy are more likely to use constructive strategies for managing their emotions in the classroom. However, there is no unidirectional link between self-efficacy and emotion management. A study by Fathi et al. (2021) highlighted how self-efficacy can be reinforced by effective emotion regulation in Iranian EFL teachers. Teachers who can effectively manage their emotions are better equipped to deal with difficult situations and build constructive bonds with students, leading to improved student outcomes and reinforcing their self-efficacy and sense of accomplishment. However, the links between these elements are not linear; they constitute a unique dynamic network of interrelated constructs. For instance, Wijaya (2021) revealed that only about 5% of the variance between self-efficacy and emotion regulation is shared. This indicates that although they are linked, they form distinct constructs in predicting professional success, underscoring their relationship's paradoxical nature.

2.4.3. EFL teachers' emotion regulation and perceived professional success

Appraisal Theory (Lazarus, 1991) offers a framework for understanding how emotion regulation is connected to perceived professional success. In this respect, Lazarus (1991) stated that teachers who have strong emotional regulation abilities can view challenging situations more positively, reducing stress, promoting a sense of control, and creating a more productive learning environment. This theory can confirm the importance of this research and the existence of a positive link between emotion regulation and perceived professional success. For example, a study by Arslan (2017) with Turkish EFL teachers revealed a significant correlation between emotion regulation techniques, such as cognitive reappraisal, and teacher well-being, an essential aspect of perceived professional success. Similarly, Skaalvik and Skaalvik (2016) conducted a study with Norwegian teachers and found a positive relationship between emotional intelligence, which includes emotion regulation skills and job satisfaction. These findings indicate that teachers who can effectively manage their emotions are better equipped to cope with the challenges of their profession and gain a greater awareness of their professional fulfillment.

All things considered, the success of an EFL teacher is a complex tapestry woven from various threads. Despite the importance of the concepts such as teacher self-efficacy, teachers' perceived professional success, and emotion regulation, there is a prerequisite to scrutinize the interconnections among these elements, particularly within the context of Iranian EFL teachers. Additionally, despite the surge of research in other domains, research focusing specifically on the interrelationships of EFL teachers' self-efficacy, emotion regulation, and perceived professional success is scarce. Consequently, this study aims to scrutinize the relationships among teachers' self-efficacy, perceived professional success, and emotion regulation among Iranian EFL teachers. Therefore, the objective of the present study was to examine the cross-sectional relationships among teacher self-efficacy, emotional regulation, and perceived professional success. In addition, the predictor role of self-efficacy and emotional regulation for perceived professional success was investigated. The present research hypoth-

esized that there is no relationship among the Iranian EFL teachers' self-efficacy, emotion regulation, and perceived professional success. Moreover, EFL teachers' self-efficacy and emotion regulation cannot be significant predictors of EFL teachers' perceived professional success. More precisely, this study endeavors to answer the following research questions:

1. Are there any significant relationships among Iranian EFL teachers' self-efficacy, emotion regulation, and perceived professional success?
2. Is EFL teachers' self-efficacy a significant predictor of teachers' perceived professional success?
3. Is EFL teachers' emotion regulation a significant predictor of teachers' perceived professional success?

3. Method

3.1. Participants

The participants of the present study were 364 teachers comprising 241 males (66.2 %) and 123 females (33.8%), aged between 22 and 47 who were selected through convenience sampling. This method relies on selecting individuals who are most convenient to reach rather than using a random selection process (Creswell & Creswell, 2017). These participants were teachers from different universities across the provinces of Iran. Before answering the questions, informed consent was requested, and the participants were told they could withdraw at any time. The demographic information of the participants is presented in Table 1.

Table 1. *Demographic features of the participants*

FEATURE	PART	FREQUENCY	PERCENT
Gender	Female	241	66.2
	Male	123	33.8
Major	Applied Linguistics	5	1.4
	English Language Literature	46	12.6
	English Language Translation	6	1.6
	Teaching English as a Foreign Language (TEFL)	276	75.8
	Teaching English as a Second Language (TESL)	17	4.7
	Other	14	3.8
Academic Degree			
	Associate of Arts	7	1.9
	Bachelor of Arts	289	79.4
	Master of Arts	54	14.8
	Ph.D.	4	1.1
	Other	10	2.7
Total		364	100.0

3.2. Instruments

3.2.1. Self-efficacy questionnaire

The self-efficacy questionnaire used in the present study includes nine items and has been extracted from Pintrich and De Groot (1990). The items were mainly based on the overall performance of the teachers, with a focus on their abilities in reaching their short and long term. A Likert-type scale, consisting of a range from 0 (signifying "not at all true of me") to 7 (indicating "very true of me") was used. The reliability coefficient of the questionnaire was 0.94.

3.2.2. Emotion regulation questionnaire

The questionnaire of emotion regulation was used to assess English language teachers' emotion regulation (Gross & John, 2003). Altogether, 10 items were developed to investigate the respondents' willingness to regulate their emotions in two aspects: (1) Expressive Suppression and (2) Cognitive Reappraisal. The answers vary on a 7-point Likert-type scale, from 1 (strongly disagree) to 7 (strongly agree). The reliability of the present questionnaire was reported as 0.87.

3.2.3. Characteristics of successful teachers questionnaire

The "Characteristics of Successful Teachers Questionnaire" was utilized to assess English teachers' success in instructional contexts. This instrument includes 47 items examining teachers' success in terms of "teaching accountability", "class attendance", "empathy", "interpersonal relationships", "commitment", "attention to all", "physical and emotional acceptance", "examination", "learning boosters", "creating a sense of competence", "teaching boosters", and "dynamism" (Moafian & Pishghadam, 2008). The answers vary from "completely disagree" to "completely agree". The Cronbach alpha coefficient was reported as 0.85 for this instrument.

3.3. Procedure and data analysis

The questionnaires were distributed to 364 teachers, and the data collection process lasted almost two months, from March 17, 2024, to May 7, 2024. Online versions of the three instruments were given to the teachers to fill out. In the process of data collection, the participants were guided to complete the questionnaires. After the data collection was completed, the correlation between the three variables, self-efficacy, emotion regulation, and professional success, was reported through Structural Equation Modeling (SEM) analysis.

4. Results

4.1. Descriptive analysis

The data collection procedure was considered complete after collecting 380 responses. The collected data went through screening to ensure no problematic cases in the dataset. The inspection of the patterns of answers showed 11 cases with odd patterns, namely 7 with constant answers, 2 with decreasing patterns, and 2 with increasing patterns. The variation of answers was also inspected, and five more cases with standard deviations below 0.5 were found. These cases were considered as unengaged respondents and were dismissed, leaving a final 364 cases with clean data. The age of the participants ranged from 22 to 47, with a mean of 23.58 and a standard deviation of 4.97. The instruments used in this study had already been validated, and their reliability was ensured. However, to ensure their validity and estimate their reliability in the given context, we ran a confirmatory factor analysis (CFA). The standardized and unstandardized estimates resulting from the CFA are presented in Table 2 (See Appendix 1).

As reported in Table 2, all items, except for item 21 in the perceived professional success, had significant loadings to their corresponding components/constructs. This item was dismissed. In addition, the inspection of standardized loadings showed that 11 items (5 from teacher self-efficacy, 1 from emotional regulation, and 5 from professional success) had values below 0.5. According to Kline (2016), such items endanger the convergent validity of the model, and thus, they were also dismissed. We also consulted with the modification indices proposed by the software and took into account the items that made parameter changes above 10 and were in line with the literature (i.e., these errors can be considered as shared based on the content of the questions and the constructs they belong to). The final CFA model with the standardized estimates is depicted in Figure 1.

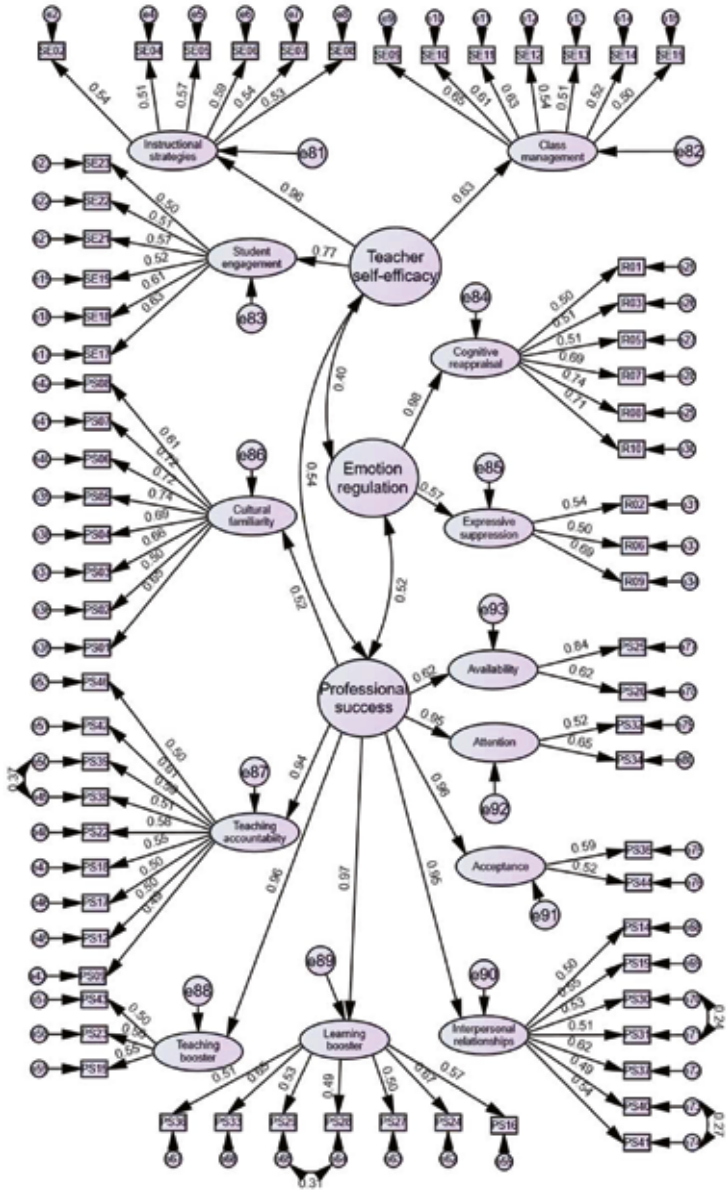

Figure 1. *The Final measurement model*

The CFA model's fit was probed through different indices. Table 3 reported the observed values alongside the thresholds of different model fit indices. The thresholds in the table are suggested by Hu and Bentler (1999).

Table 3. *CFA model's goodness of fit*

		THRESHOLDS			
CRITERIA	OBSERVED VALUES	*Poor*	*Acceptable*	*Excellent*	*Evaluation*
CMIN	5266.77				
DF	2197				
CMIN/DF	2.739		> 5	> 3	*Excellent*
RMSEA	0.062	> 0.10	> 0.08	< 0.08	*Excellent*
CFI	.945	< 0.9	> 0.9	> 0.95	*Acceptable*
TLI	.932	< 0.9	> 0.9	> 0.95	*Acceptable*
SRMR	0.064	> 0.10	> 0.08	< 0.08	*Excellent*

Note: *CMIN = Chi-square; RMSEA = root mean square error of approximation; CFI = comparative fit index; TLI = Tucker Lewis index; SRMR = standardized root mean square residual*

As reported in Table 3, the CFA model had acceptable to excellent observed indices. Lastly, the reliability and discriminant validity of the model were tested (Table 4).

4.2. First research question

Table 4. *Reliability and validity*

					FORNELL – LARCKER CRITERION		
	CR	AVE	MSV	MaxR (H)	Self-efficacy	Professional success	Emotion regulation
Self-efficacy	0.837	0.638	0.296	0.934	**0.799**		
Professional success	0.962	0.766	0.296	0.985	0.544**	**0.875**	
Emotion regulation	0.771	0.643	0.267	0.961	0.396**	0.517**	**0.802**

** Correlation is significant at p < .01

As reported in Table 4, the composite reliability (CR) values for teacher self-efficacy, perceived professional success, and emotion regulation were .837, .962, and .771, respectively. These values reflect the internal consistency of each construct. According to Kline (2016), values above 0.7 are acceptable. The observed values were safely above this cutoff point. Another measure that acknowledges internal consistency is Maximum Reliability (MaxR(H)). The values for all three study constructs were high, affirming the high reliability of the obtained data from these instruments. Each construct's average variance explained (AVE) was also desirably high. This measure shows the proportion of variance explained by the construct, and values above 0.5 are considered acceptable (Kline, 2016). Maximum shared variance (MSV), the next measure of validity, shows that the variance shared by different constructs is safely below the AVE. This is an indication of discriminant validity. Finally, the Fornell – Larcker criterion was used to examine the discriminant validity of the model. As evident from the table, for all three variables, the square root of AVE (the bold values in the table) is safely above the correlation between that given variable and the two others. This confirms the discriminant validity of the model (Fornell & Larcker, 1981).

Table 4 also answers the first study research question. There were strong and significant correlations between professional success and self-efficacy *(r* = .544, $p < .01$) as well as professional success and emotion regulation ($r = .514$, $p < .01$). There was also a moderate and significant correlation between self-efficacy and emotion regulation ($r = .396$, $p < .01$).

4.3. Second and third research questions

A regression measurement model was created to answer the second and third research question. To do so, the components and constructs were first imputed using regression imputation. Then, the measurement model was created. Table 5 reports the results obtained from this model. The model with standardized estimates is also depicted in Figure 2.

Table 5. *Results of regression analysis with SEM*

			UNSTANDARDIZED				STANDARDIZED ESTIMATE	MULTIPLE R^2
			ESTIMATE	S.E.	C.R.	P		
Professional success	←	Teacher self-efficacy	.321	.043	7.409	***	.423	.480
Professional success	←	Emotion regulation	.194	.028	6.990	***	.383	
Teacher self-efficacy	←	Emotion regulation	.127	.016	7.809	***	.479	

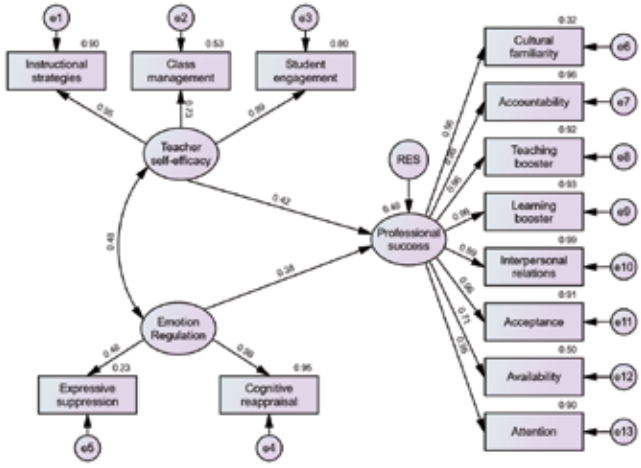

Figure 2. *The measurement model with standardized estimates*

The regression analysis showed that teacher self-efficacy ($\beta = .423$, $p = .000$) and emotion regulation ($\beta = .383$, $p = .000$) were significant predictors of professional success. The beta values were close, but self-efficacy had a slightly higher beta value, making this

variable a better predictor of professional success and uniquely explaining 17.89% of its variance. Emotion regulation also could uniquely predict 14.67% of the variance in professional success. These two variables could explain 23.04% of the variance in professional success.

5. Discussion

The present study aimed to scrutinize the association among self-efficacy, emotion regulation, and the perceived professional success of English language teachers in an Iranian context. Taking the Bandura's (1977) social cognitive theory into account, it is believed that self-efficacy might have some great impacts on student achievements and teaching practices. It is also claimed that regulating emotions can lead to more professional success and well-being (Arslan, 2017). Therefore, this research was designed to evaluate the potential of self-efficacy and emotional regulation in predicting the professional success of teachers. The examination of the data obtained from the participants revealed that there were significant correlations between professional success and self-efficacy, as well as professional success and emotion regulation. There was also a moderate and significant correlation between self-efficacy and emotion regulation. Self-efficacy promotes the propensity to spend more effort fulfilling tasks, and having a favorable interplay with emotion regulation might lead to a high degree of professional success. Self-efficacy and emotion regulation play pivotal roles in achieving success and a sense of well-being for teachers, and this association is not limited to academic performance (Arabzadeh & Shafynadery, 2013; Derakhshan, 2022).

The results of the present study align with the findings reported by Skaalvik and Skaalvik (2016), who believed that teachers with the ability to regulate their emotions are better equipped to overcome the complicated situations of their profession and are more likely to achieve fulfillment and success. The present study's findings are also consistent with Arslan's (2017) research, which indicated a direct relationship between emotion regulation and perceived professional success. A teacher who knows how to enhance his/her well-being and cognitive reappraisal can pave the way to achieving success. Our findings also support those Malmir and Mohammadi (2018) reported, emphasizing a positive connection between self-efficacy and professional success. Increased levels of self-efficacy contribute to improved regulation and superior professional success. Moreover, as noted by Dogan (2015), high self-efficacy leads to more motivation, and those teachers who are impetus enough can set goals and facilitate the process of achievement. Teachers with high self-efficacy are inclined to overpower obstacles and display resilience to receive more accomplishments (Wang et al., 2022).

Similar to our findings, Fathi et al. (2021) found a positive relationship between self-efficacy and emotion regulation. It can be deduced that more self-efficacy and emotional regulation results in more professional success. They also reported a dynamic link between these variables, which enhances the educational experience and scholastic achievements. As the ultimate educational priority, teacher success involves self-efficacy and emotion regulation. It can also be concluded that successful teachers are more supportive and reassuring toward their students in the learning process; hence, policymakers are recommended to implement initiatives to boost teachers' self-efficacy (Schober et al., 2018). The outcomes of this inquiry about the association of teachers' self-efficacy, emotion regulation, and professional success can be logically justified by the fact that teachers' self-efficacy has more to do with how they believe in their capabilities than how they actually regulate their emotions

in different situations to be a successful person (Mehmood, 2019). Derakhshan and Shakki's (2024) recent findings agree with our findings since they also believe that taking teachers' emotions and feelings into account is requisite since they are the paramount elements of the educational system.

6. Conclusion and implications

The present research makes a significant contribution to the existing body of literature regarding self-efficacy, emotion regulation, and perceived professional success. The results enhance the broadness of the research in the domain of teacher success by investigating the association between self-efficacy and regulation. They also extend the scope of the literature by delving into the interplay between these variables. Concerning the role of self-efficacy as a predictor of professional success, it can be stated that teachers who believe in themselves and are aware of their capabilities invest more effort and work better to achieve more accomplishments. Moreover, teachers with high levels of emotion regulation can tackle problems and engage actively in the teaching process. One of the most pivotal implications of the present study is that the findings substantiate the fact that teachers who effectively regulate their emotions are more likely to sustain positive states, thereby increasing their engagement and resilience in their teaching process. Teachers with lower self-efficacy and emotion regulation tend to shy away from teaching challenges, negatively influencing their academic success. Therefore, this research highlights this gap by examining the connection among teachers' success, emotion regulation, and self-efficacy, seeking a deeper understanding of how these variables can facilitate language teaching in an Iranian context. It is also found that emotion regulation significantly contributes to improving teachers' focus, decreasing the influence of negative emotions, and creating a positive teaching space. Successful emotion regulation can play an important role in boosting teachers' persistence when they experience language teaching challenges which makes it an influential construct in understanding teachers' success. Since this study was conducted in an Iranian context, other contexts should be considered for future research. Other variables than self-efficacy and emotion regulation can also be applied in further research to assess the contributing factors to professional success. A tremendous limitation of the current study is that it only uses questionnaires in the data collection process. More studies utilizing a mixed-method design, including interviews, could be conducted to improve the study results. Taking into account the innovative research approaches, future research can be carried out using those approaches to assess the same interplay.

7. References

Alibakhshi, G., Nikdel, F., & Labbafi, A. (2020). Exploring the consequences of teachers' self-efficacy: A case of teachers of English as a foreign language. *Asian-Pacific Journal of Second and Foreign Language Education*, *5*(1), 1–19. https://doi.org/10.1186/s40862-020-00102-1

Alizadeh Oghyanous, P., Karimi, M. N., & Hashemi, M. R. (2022). Validation of the Persian adaptation of academic emotion regulation questionnaire in the EFL context. *Language Related Research, 13*(5), 141–168. https://doi.org/10.52547/LRR.13.5.6

Al-Obaydi, L. H., Shakki, F., Tawafak, R. M., Pikhart, M., & Ugla, R. L. (2023). What I know, what I want to know, what I learned: Activating EFL college students' cognitive, behavioral, and emotional engagement through structured feedback in an online environment. *Frontiers in Psychology, 13, 1083673*. https://doi.org/10.3389/fpsyg.2022.1083673

Amiri Shayesteh, L., & Baleghizadeh, S. (2023). Construction and validation of Iranian EFL teachers' perceptions of professional development questionnaire. *Language Related Research*, *14*(1), 113–143. https://doi.org/10.29252/LRR.14.1.5

Arabzadeh, M., & Shafynadery, M. (2013). The effects of teaching self-efficacy on students' cognitive engagement. *Journal of Education Research and Review, 1*(2), 99–103.

Arslan, E. (2017). Self-efficacy as predictor of collective self-efficacy among preschool teachers in Turkey. *Educational Research and Reviews*, *12*(8), 513–517.

Arslan, A. (2021). *Meta-synthetic review of studies on EFL teachers' TPACK in Turkey.* Current Academic Studies in Educational Sciences.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. Macmillan.

Bandura, A. (2000). Exercise of human agency through collective efficacy. *Current Directions in Psychological Science*, *9*(3), 75–7. https://doi.org/10.1111/1467-8721.00064

Berman, M. R., Gelso, C. J., Greenfeig, B. R., & Hirsch, R. (1977). The efficacy of supportive learning environments for returning women: An empirical evaluation. *Journal of Counseling Psychology*, *24*(4), 324–331. https://doi.org/10.1037/0022-0167.24.4.324

Burić, I., & Kim, L. E. (2020). Teacher self-efficacy, instructional quality, and student motivational beliefs: An analysis using multilevel structural equation modeling. *Learning and Instruction*, *66*, 101302. https://doi.org/10.1016/j.learninstruc.2019.101302

Burić, I., & Moè, A. (2020). What makes teachers enthusiastic: The interplay of positive affect, self-efficacy and job satisfaction. *Teaching and Teacher Education*, *89*, 103008. https://doi.org/10.1016/j.tate.2019.103008

Chang, J. H., Huang, C. L., & Lin, Y. C. (2015). Mindfulness, basic psychological needs fulfillment, and well-being. *Journal of Happiness Studies*, *16*, 1149–1162.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage.

Derakhshan, A. (2022). Revisiting research on positive psychology in second and foreign language education: Trends and directions. *Language Related Research*, *13*(5), 1–43. https://doi.org/10.52547/LRR.13.5.1

Derakhshan, A., & Fathi, J. (2024a). Grit and foreign language enjoyment as predictors of EFL learners' online engagement: The mediating role of online learning self-efficacy. *The Asia-Pacific Education Researcher, 33*(4), 759–769. https://doi.org/10.1007/s40299-023-00745-x.

Derakhshan, A., & Fathi, J. (2024b). Growth mindset, self-efficacy, and self-regulation: A symphony of success in L2 speaking. *System*. https://doi.org/10.1016/j.system.2024.103320

Derakhshan, A., Fathi, J., Pawlak, M., & Kruk, M. (2022). Classroom social climate, growth language mindset, and student engagement: The mediating role of boredom in learning English as a foreign language. *Journal of Multilingual and Multicultural Development*. https://doi.org/10.1080/01434632.2022.2099407

Derakhshan, A., Kruk, M., Mehdizadeh, M., & Pawlak, M. (2021a). Activity-induced boredom in online EFL classes. *ELT Journal*, *76*(1), 58–68. https://doi.org/10.1093/elt/ccab072

Derakhshan, A., Kruk, M., Mehdizadeh, M., & Pawlak, M. (2021b). Boredom in online classes

in the Iranian EFL context: Sources and solutions. *System, 101*. https://doi.org/10.1016/j.system.2021.102556

Derakhshan, A., & Nazari, M. (2022). "I am fed up with the criticisms": Examining the role of emotional critical incidents in a novice teacher's identity construction. *The Asia Pacific Education Researcher*, *32*(4), 449–458. https://doi.org/10.1007/s40299-022-00666-1.

Derakhshan, A., Setiawan, S., & Ghafouri, M. (2024). Modeling the interplay of Indonesian and Iranian EFL teachers' apprehension, resilience, organizational mattering, and psychological well-being. *Iranian Journal of Language Teaching Research*, *12*(1), 21–43. https://doi.org/10.30466/ijltr.2024.121416

Derakhshan, A., & Shakki, F. (2024). How innovative are innovative research approaches in the psychology of the language teachers and learners: A state-of-the-art review. *Language Related Research*, *15*(5), 1–34. https://doi.org/10.29252/LRR.15.5.1

Derakhshan, A., & Yin, H. (2024). Do positive emotions prompt students to be more active? Unraveling the role of hope, pride, and enjoyment in predicting Chinese and Iranian EFL students' academic engagement. *Journal of Multilingual and Multicultural Development*. https://doi.org/10.1080/01434632.2024.2329166

Derakhshan, A., Wang, Y., & Ghiasvand, F. (2023). "I never make a permanent decision based on a temporary emotion": Unveiling EFL teachers' perspectives about emotions in assessment. *Applied Linguistics Review*, *15*(6), 2659–2684. https://doi.org/10.1515/applirev-2023-0089

Derakhshan, A., & Zare, J. (2023). The impact of altruistic teaching on English as a foreign language (EFL) learners' emotion regulation: An intervention study. *Brain Sciences, 13*, 458. https://doi.org/10.3390/brainsci13030458

Divsar, H. (2023). A structural equation modeling of the dynamic interplay among EFL teachers' classroom management approaches, self-efficacy dimensions, and personality types. *Language Related Research*, *14*(3), 213–237. http://dx.doi.org/10.29252/LRR.14.3.9

Dogan, U. (2015). Student engagement, academic self-efficacy and academic motivation as predictors of academic performance. *Anthropologist, 20*(3), 553–561. https://doi.org/10.1080/09720073.2015.11891759.

Donker, M. H., Erisman, M. C., Van Gog, T., & Mainhard, T. (2020). Teachers' emotional exhaustion: Associations with their typical use of and implicit attitudes toward emotion regulation strategies. *Frontiers in Psychology*, *11*, 867. https://doi.org/10.3389/fpsyg.2020.00867

Fan, L., & Cui, F. (2024). Mindfulness, self-efficacy, and self-regulation as predictors of psychological well-being in EFL learners. *Frontiers in Psychology*, *15*, 1332002.

Fan, J., & Wang, Y. (2022). English as a foreign language teachers' professional success in the Chinese context: The effects of well-being and emotion regulation. *Frontiers in Psychology*, *13*, 952503. https://doi.org/10.3389/fpsyg.2022.952503

Fathi, J., Greenier, V., & Derakhshan, A. (2021). Teacher self-efficacy, reflection, and burnout among Iranian EFL teachers: The mediating role of emotion regulation. *Iranian Journal of Language Teaching Research*, *9*(2), 13–37. https://doi.org/10.30466/IJLTR.2021.121043

Fornell, C. & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, *18*(1), 39–50.

Gaspard, H., & Lauermann, F. (2021). Emotionally and motivationally supportive classrooms: A state-trait analysis of lesson-and classroom-specific variation in teacher-and student-reported teacher enthusiasm and student engagement. *Learning and Instruction*, *75*, 101494. https://

doi.org/10.1016/j.learninstruc.2021.101494

Genç, G., Kulusaklı, E., & Aydın, S. (2016). Exploring EFL learners. *Journal of Teacher Education, 41*(2), 53–68. https://doi.org/10.14221/ajte.2016v41n2.4.

Gkonou, C., & Miller, E. R. (2019). Caring and emotional labour: Language teachers' engagement with anxious learners in private language school classrooms. *Language Teaching Research*, *23*(3), 372–387.

Greenier, V., Derakhshan, A., & Fathi, J. (2021). Emotion regulation and psychological well-being in teacher work engagement: A case of British and Iranian English language teachers. *System*, *97*. https://doi.org/10.1016/j.system.2020.102446

Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology, 85*(2), 348–362.

Guskey, T. R. (1988). Teacher efficacy, self-concept, and attitudes toward the implementation of instructional innovation. *Teaching and Teacher Education*, *4*(1), 63–69.

Hoai T. Le, S., My Duong, T., & Quoc Tran, T. (2023). Does EFL students' self-efficacy in English language skills matter their self-regulated language learning strategy use?. *Language Related Research, 14*(5), 59–81. http://dx.doi.org/10.29252/LRR.14.5.3

Hu, L., Bentler, P.M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *SEM, 6*(1), 1–55.

Jia, H., & Derakhshan, A. (2023). Chinese English teachers' professional identity and commitment and their associations with their professional success. *Porta Linguarum, 41,* 47–64. https://doi.org/10.30827/portalin.vi2023c.29625

Khammat, A. H. (2022). Investigating the relationships of Iraqi EFL teachers' emotion regulation, resilience and psychological well-being. *Language Related Research, 13*(5), 613–640. http://lrr.modares.ac.ir/article-14-62594-fa.html

Kirkpatrick, R., Derakhshan, A., AlMutawa, H., Wang, Y. (2024). A mixed-methods cross-cultural examination of the role of enjoyment and passion in bilingual English teachers' desire for professional development: Evidence from Iran and Kuwait. *Journal of Multilingual and Multicultural Development.* https://doi.org/10.1080/01434632.2024.2346572

Kline, R. B. (2016). *Principles and practice of structural equation modeling* (Fourth edition). The Guilford Press.

Lazarus, R. S. (1991). Cognition and motivation in emotion. *American Psychologist*, *46*(4), 352–367. https://doi.org/10.1037/0003-066X.46.4.352

Li, S. (2023). Enhancing professional success: Chinese EFL teachers' workplace buoyancy and cognitive flexibility. *Heliyon*, *9*(2), 1–9. https://doi.org/10.1016/j.heliyon.2023.e13394

Liu, H., Chen, B. & Li, X. (2024). Exploring the predictive role of self-efficacy on engagement among EFL teachers in online teaching: the mediation of buoyancy, *Asian Pacific Education Researcher*. https://doi.org/10.1007/s40299-024-00820-x

Liu, H., Chu, W., & Wang, Y. (2021). Unpacking EFL teacher self-efficacy in livestream teaching in the Chinese context. *Frontiers in Psychology, 12*, 717129, 1–11. https://doi.org/10.3389/fpsyg.2021.717129.

Liu, H., Li, Y., & Liu, B. (2023). Exploring the relationship between emotional intelligence and emotion regulation: Evidence from junior high school English teachers in China. *Forum for Linguistic Studies, 5*(2), 1–11. http://doi.org/10.59400.fls.v5i2.1641

Locke, E. A., & Latham, G. P. (1990). Work motivation and satisfaction: Light at the end of the tunnel. *Psychological Science*, *1*(4), 240–246.

MacIntyre, P., & Gregerson, T. (2012). Emotions that facilitate language learning: The positive broadening power of the imagination. *Studies in Second Language Learning and Teaching, 2*(2), 193–213.

MacIntyre, P. D., Gregersen, T., & Mercer, S. (2019). Setting an agenda for positive psychology in SLA: Theory, practice, and research. *The Modern Language Journal, 103*(1), 262– 274. https://doi.org/10.1111/modl.12544.

Malmir, A., & Mohammadi, P. (2018). Teachers' reflective teaching and self-efficacy as predicators of their professional success: A case of Iranian EFL teachers. *Research in English Language Pedagogy*, *6*(1), 117–138.

Mänty, K., Järvenoja, H., & Törmänen, T. (2020). Socio-emotional interaction in collaborative learning: Combining individual emotional experiences and group-level emotion regulation. *International Journal of Educational Research, 102*, 101589. https://doi.org/10.1016/j.ijer.2020.101589

Mehmood, N. (2019). Factors impacting EFL teachers' self-efficacy: A theoretical perspective. *English Language Teaching*, *12*(4), 39–48.

Mossafaie, M., Alibakhshi, G., & Tabrizi, H. H. (2024). Iranian EFL teachers' self-efficacy: structural equation modeling of the consequences. *Asian-Pacific Journal of Second and Foreign Language Education*, *9*(1), 42–62.

Nayernia, A., Taghizadeh, M., & Farsani, M. A. (2020). EFL teachers' credibility, nonverbal immediacy, and perceived success: A structural equation modelling approach. *Cogent Education*, *7*(1), 1774099. https://doi.org/10.1080/2331186X.2020.1774099

Nosratinia, M., & Zaker, I. A. (2017). Scrutinizing the impact of teachers' critical thinking and teaching autonomy on their teaching success and learners' use of language learning strategies. *Journal of Language Teaching and Research*, *8*(1), 122–132. http://dx.doi.org/10.17507/jltr.0801.15

Oriol-Granado, X., Mendoza-Lira, M., Covarrubias-Apablaza, C-G, y MolinaLópez, V-M. (2017). Positive emotions, support for autonomy and student performance College students: The mediating role of academic engagement and self-efficacy. *Psych Didactics Magazine, 22*(1), 45–53. https://doi.org/10.1016/S1136-1034(17)30043-6.

Pan, Z., Wang Y., & Derakhshan A. (2023). Unpacking Chinese EFL students' academic engagement and psychological well-being: The roles of language teachers' affective scaffolding. *Journal of Psycholinguistic Research, 52*, 1799–1819. https://doi.org/10.1007/s10936-023-09974-z

Pintrich, P. R., & De Groot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology*, *82*(1), 33–40.

Pishghadam, R., Derakhshan, A., Jajarmi, H., Tabatabaee Farani, S., & Shayesteh, S. (2021). Examining the role of teachers' stroking behaviors in EFL learners' active/passive motivation and teacher success. *Frontiers in Psychology*, *12*, 1–17. https://doi.org/doi:10.3389/fpsyg.2021.707314

Pourgharib, B., & Shakki, F. (2024). The interplay between English teachers' rapport and immediacy and the students' academic motivation. *Learning and Motivation*, *87*, 101991. https://doi.org/10.1016/j.lmot.2024.101991.

Qi, J., & Derakhshan, A. (2023). Chinese EFL teachers' desire to attend professional development

programs: Exploring the role of job satisfaction and organizational commitment. *Porta Linguarum,41*, 311–327. https://doi.org/10.30827/portalin.vi2023c.29656

Razmjoo, S. A., & Ayoobiyan, H. (2019). On the relationship between teacher resilience and self-efficacy: The case of Iranian EFL teachers. *Journal of English Language Teaching and Learning*, *11*(23), 277–292.

Schober, C., Schutte, K., Koller, O., Mcelvany, N., & Gebauer, M.M. (2018). Reciprocal effects between self-efficacy and achievement in mathematics and reading. *Learning and Individual Differences, 63*(2), 1–11. https://doi.org/10.1016/j.lindif.2018.01.008

Seyri, H., & Ghiasvand, F. (2024). Emotions at the heart of tensions: A transcendental phenomenology of Iranian EFL teachers' intra and interpersonal emotional tensions and regulation strategies. *International Journal of Applied Linguistics*. https://doi.org/10.1111/ijal.12655

Sezgin, F., & Erdogan, O. (2015). Academic optimism, hope and zest for work as predictors of teacher self-efficacy and perceived success. *Educational Sciences-Theory & Practice*, *15*(1), 7–19. https://doi.org/10.12738/estp.2015.1.2338

Shakki, F. (2022). Iranian EFL students' L2 engagement: The effects of teacher-student rapport and teacher support. *Language Related Research*, *13*(3), 175–198. https://doi.org/10.52547/LRR.13.3.8

Shakki, F. (2023). Investigating the relationship between EFL learners' engagement and their achievement emotions. *Porta Linguarum, 40*(2), 275–294. https://doi.org/10.30827/portalin.vi40.27338

Skaalvik, E. M., & Skaalvik, S. (2014). Teacher self-efficacy and perceived autonomy: Relations with teacher engagement, job satisfaction, and emotional exhaustion. *Psychological Reports*, *114*(1), 68–77.

Skaalvik, E. M., & Skaalvik, S. (2016). Teacher stress and teacher self-efficacy as predictors of engagement, emotional exhaustion, and motivation to leave the teaching profession. *Creative Education*, *7*(13), 1785–1799.

Solhi, M., Derakhshan, A., & Ünsal, B. (2023). Associations between EFL students' L2 grit, boredom coping strategies, and regulation strategies: A structural equation modeling approach. *Journal of Multilingual and Multicultural Development*, *46*(2), 224–243 https://doi.org/10.1080/01434632.2023.2175834

Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, *17*(7), 783–805.

Tschannen-Moran, M., & Hoy, A. W. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and teacher Education*, *23*(6), 944–956.

Tschannen-Moran, M., Hoy, A. W., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, *68*(2), 202–248.

Valente, S., Lourenço, A. A., Dominguez-Lara, S., Derakhshan, A., Németh, Z., & S. Almeida, L. (2022). Teachers' emotion regulation: Implications for classroom conflict management. *Australian Journal of Teacher Education, 47*(8), 18–32. https://ro.ecu.edu.au/ajte/vol47/iss8/2

Wang, Y., & Derakhshan, A. (2023). Enhancing Chinese and Iranian EFL students' willingness to attend classes: The role of teacher confirmation and caring. *Porta Linguarum, 39*(1), 165–192. http://doi.org/10.30827/portalin.vi39.23625

Wang, Y., Derakhshan, A., & Rahimpour, H. (2024). Developing resilience among Chinese and

Iranian EFL teachers: A multi-dimensional cross-cultural study. *Journal of Multilingual and Multicultural Development*, *45*(6), 2111–2128. https://doi.org/10.1080/01434632.2022.2042540

Xu, J., Pan, Y., & Derakhshan, A. (2024). The interrelationship between Chinese EFL teachers' immediacy and clarity with learners' boredom. *Perceptual and Motor Skills*. https://doi.org/10.1177/00315125241272524

Yüce, E., Kruk, M., & Derakhshan, A. (2023). Metacognitive knowledge and openness to diversity and challenge among Turkish pre-service EFL teachers: The mediating role of creative self-efficacy. *Thinking Skills and Creativity, 50*(2), 101386. https://doi.org/10.1016/j.tsc.2023.101386.

Zare, J., Aqajani Delavar, K., Derakhshan, A., & Pawlak, M. (2024). The relationship between self-regulated learning strategy use and task engagement. *International Journal of Applied Linguistics*. https://doi.org/ 10.1111/ijal.12535

Zee, M., & Koomen, H. M. (2016). Teacher self-efficacy and its effects on classroom processes, student academic adjustment, and teacher well-being: A synthesis of 40 years of research. *Review of Educational Research*, *86*(4), 981–1015.

Zelenak, M. S. (2020). Developing self-efficacy to improve music achievement. *Music Educators Journal, 107*(2), 42–50. https://doi.org/10.1177/0027432120950812.

Zhai, X., Zhang, L., Li, L., Yang, L., & Ye, P. (2023). Kindergarten teachers' objective career success and subjective well-being: The mediating role of professional identity. *Journal of Psychology in Africa*, *33*(5), 496–500.

Zhi, R., & Derakhshan, A. (2024). Modelling the interplay between resilience, emotion regulation and psychological well-being among Chinese English language teachers: The mediating role of self-efficacy beliefs. *European Journal of Education*. https://doi.org/10.1111/ejed.12643

Zhi, R., Wang, Y. X., & Derakhshan, A. (2024). On the role of academic buoyancy and self-efficacy in predicting teachers' work engagement: A case of Chinese English as a foreign language teachers. *Perceptual and Motor Skills, 131*(2), 612–629. https://doi.org/10.1177/00315125231222398

8. Appendix

Table 2. *Unstandardized and standardized estimates in the CFA model*

			UNSTANDARDIZED				STANDARDIZED
			ESTIMATE	S.E.	C.R.	P	ESTIMATE
Instructional strategies	←	Teacher self-efficacy	1.000				.930
Class management	←	Teacher self-efficacy	1.203	.224	5.366	.000	.697
Student engagement	←	Teacher self-efficacy	1.352	.249	5.430	.000	.798
Cognitive reappraisal	←	Emotion regulation	1.000				.980
Expressive suppression	←	Emotion regulation	.394	.109	3.599	.000	.572
Cultural familiarity	←	Professional success	1.000				.501
Accountability	←	Professional success	1.268	.211	6.020	.000	.905
Teaching booster	←	Professional success	1.151	.221	5.208	.000	.926
Learning booster	←	Professional success	1.295	.218	5.940	.000	.940
Interpersonal relations	←	Professional success	1.466	.229	6.414	.000	.952
Acceptance	←	Professional success	1.630	.239	6.820	.000	.961
Attention	←	Professional success	1.419	.225	6.312	.000	.949
Availability	←	Professional success	1.716	.262	6.542	.000	.628
SE01	←	Instructional strategies	1.000				.403
SE02	←	Instructional strategies	1.331	.230	5.780	.000	.514
SE03	←	Instructional strategies	.838	.178	4.709	.000	.353
SE04	←	Instructional strategies	1.092	.211	5.180	.000	.514
SE05	←	Instructional strategies	1.283	.232	5.522	.000	.567
SE06	←	Instructional strategies	1.279	.225	5.690	.000	.597
SE07	←	Instructional strategies	1.071	.200	5.354	.000	.540
SE08	←	Instructional strategies	1.056	.200	5.291	.000	.530
SE09	←	Class management	1.000				.613
SE10	←	Class management	1.035	.119	8.707	.000	.600
SE11	←	Class management	.967	.113	8.589	.000	.588
SE12	←	Class management	.907	.108	8.359	.000	.567
SE13	←	Class management	.755	.105	7.204	.000	.509
SE14	←	Class management	.873	.109	7.989	.000	.534
SE15	←	Class management	.665	.103	6.480	.000	.503
SE16	←	Class management	.538	.098	5.476	.000	.341
SE17	←	Student engagement	1.000				.599
SE18	←	Student engagement	.924	.115	8.016	.000	.569
SE19	←	Student engagement	.892	.121	7.361	.000	.505
SE20	←	Student engagement	.527	.115	4.572	.000	.288
SE21	←	Student engagement	.744	.109	6.810	.000	.557
SE22	←	Student engagement	.690	.109	6.311	.000	.516

			UNSTANDARDIZED				STANDARDIZED ESTIMATE
			ESTIMATE	S.E.	C.R.	P	
SE23	←	Student engagement	.884	.120	7.369	.000	.506
SE24	←	Student engagement	.575	.106	5.415	.000	.347
R01	←	Cognitive reappraisal	1.000				.505
R03	←	Cognitive reappraisal	1.044	.157	6.651	.000	.510
R05	←	Cognitive reappraisal	.748	.134	5.579	.000	.507
R07	←	Cognitive reappraisal	1.255	.163	7.715	.000	.692
R08	←	Cognitive reappraisal	1.482	.188	7.896	.000	.739
R10	←	Cognitive reappraisal	1.236	.159	7.795	.000	.711
R02	←	Expressive suppression	1.000				.532
R04	←	Expressive suppression	.614	.134	4.569	.000	.348
R06	←	Expressive suppression	1.173	.193	6.084	.000	.601
R09	←	Expressive suppression	1.132	.186	6.080	.000	.596
PS01	←	Cultural familiarity	1.000				.652
PS02	←	Cultural familiarity	.685	.090	7.585	.000	.504
PS03	←	Cultural familiarity	.980	.092	10.690	.000	.656
PS04	←	Cultural familiarity	1.166	.105	11.123	.000	.688
PS05	←	Cultural familiarity	1.312	.112	11.742	.000	.737
PS06	←	Cultural familiarity	1.111	.096	11.538	.000	.720
PS07	←	Cultural familiarity	1.278	.111	11.515	.000	.718
PS08	←	Cultural familiarity	1.086	.108	10.025	.000	.608
PS09	←	Accountability	1.000				.505
PS10	←	Accountability	.370	.132	2.806	.005	.164
PS12	←	Accountability	.984	.155	6.351	.000	.503
PS17	←	Accountability	1.034	.163	6.351	.000	.503
PS18	←	Accountability	1.124	.163	6.901	.000	.507
PS22	←	Accountability	1.184	.161	7.334	.000	.564
PS38	←	Accountability	1.363	.185	7.372	.000	.570
PS39	←	Accountability	1.526	.195	7.845	.000	.646
PS42	←	Accountability	1.366	.175	7.815	.000	.641
PS45	←	Accountability	.513	.139	3.680	.000	.221
PS46	←	Accountability	1.047	.157	6.651	.000	.506
PS11	←	Teaching booster	1.000				.351
PS15	←	Teaching booster	1.400	.230	6.089	.000	.561
PS23	←	Teaching booster	1.338	.222	6.019	.000	.543
PS43	←	Teaching booster	1.178	.212	5.558	.000	.501
PS13	←	Learning booster	1.000				.391
PS16	←	Learning booster	1.264	.170	7.431	.000	.554
PS20	←	Learning booster	.917	.159	5.758	.000	.375

			UNSTANDARDIZED				STANDARDIZED
			ESTIMATE	S.E.	C.R.	P	ESTIMATE
PS21	←	Learning booster	-.241	.143	-1.692	.091	-.096
PS24	←	Learning booster	1.440	.179	8.040	.000	.646
PS27	←	Learning booster	1.113	.163	6.847	.000	.502
PS28	←	Learning booster	1.036	.146	7.102	.000	.512
PS29	←	Learning booster	1.105	.150	7.374	.000	.546
PS33	←	Learning booster	1.238	.155	7.986	.000	.637
PS36	←	Learning booster	.949	.150	6.325	.000	.508
PS14	←	Interpersonal relations	1.000				.503
PS19	←	Interpersonal relations	1.065	.134	7.965	.000	.539
PS30	←	Interpersonal relations	1.106	.134	8.255	.000	.569
PS31	←	Interpersonal relations	.942	.130	7.251	.000	.502
PS37	←	Interpersonal relations	1.125	.129	8.740	.000	.623
PS40	←	Interpersonal relations	1.023	.135	7.571	.000	.501
PS41	←	Interpersonal relations	1.114	.135	8.226	.000	.566
PS35	←	Acceptance	1.000				.591
PS44	←	Acceptance	.593	.109	5.425	.000	.524
PS25	←	Availability	1.000				.827
PS26	←	Availability	.737	.093	7.950	.000	.623
PS32	←	Attention	1.000				.510
PS34	←	Attention	1.362	.161	8.445	.000	.660