Factors that promote teacher well-being: a qualitative study among Andalusian secondary CLIL teachers

Raúl Ruiz Cecilia

University of Granada
Spain

Leopoldo Medina Sánchez

University of Granada
Spain

Slava López Rodríguez

Rey Juan Carlos University
Spain

Raúl Ruiz Cecilia: Department of Language and Literature Teaching, University of Granada, Spain.
ORCID: 0000-0002-8119-549X. | E-mail: raulruiz@ugr.es
Leopoldo Medina Sánchez: Department of Language and Literature Teaching, University of Granada, Spain.
ORCID: 0000-0002-0643-2491. | E-mail: leoms@ugr.es
Slava López Rodríguez: Department of Foreign Languages, Translation and Interpreting, Rey Juan Carlos University, Spain. ORCID: 0000-0002-9360-3518. | E-mail: slava.lopez@urjc.es

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Abstract

This study examines the factors that promote well-being among content and language integrated learning (CLIL) secondary teachers in Andalusia, Spain. Using a qualitative approach, in-depth interviews were conducted with ten educators to explore the personal, professional, and social determinants of teacher well-being. The findings highlight that self-acceptance, resilience, institutional support, and financial stability are key contributors to overall well-being. Social relationships, both within and outside the school environment, emerged as crucial elements in shaping teachers' perceptions of well-being. The study further identifies stress-management strategies, including physical exercise, humor, and psychological support, as essential in mitigating professional burnout. Additionally, while teaching through a foreign language poses cognitive and emotional challenges, participants reported that it positively influenced their professional identity and personal growth. The role of foreign language teaching is particularly significant, serving not only as a pedagogical tool but also as a means of fostering identity, resilience, and professional satisfaction. However, structural challenges such as excessive workload, bureaucratic constraints, and lack of institutional autonomy remain obstacles to sustained well-being. The research underscores the importance of recognizing and addressing teacher well-being within educational policies and teacher training programs.

Keywords: teacher well-being; foreign language; CLIL; teacher training.

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1. Introduction[1]

The teaching profession is widely recognized as highly emotionally demanding and is often characterized by elevated levels of work-related stress. This frequently leads to job dissatisfaction, adverse mental and physical health outcomes, and long-term disengagement from the profession. In this context, Johnson and others (2005) underscored that teachers experience approximately twice the levels of stress and discomfort experienced by many occupations. In Western countries such as the United Kingdom, Australia, and the United States, a significant proportion of teachers leave the profession within their initial years of service. Furthermore, two-thirds of educators have contemplated exiting teaching at some point in their careers.

Teachers, as pivotal actors within the education system, are consistently confronted with both professional and personal challenges imposed by the rapidly evolving societal, political, economic and media-communicative dynamics of the 21st century. These societal demands require educators to continuously update their training, knowledge, and methodologies. For instance, the imperatives of globalization require educators to develop advanced communicative competence in foreign languages and the capacity to effectively teach these languages, either independently or through innovative methodologies such as content and language integrated learning (CLIL). Within the European context, CLIL refers to educational settings in which nonlinguistic subjects are taught using a language other than the students' mother tongue, integrating both subject content and foreign language instruction. This approach has been widely implemented in primary and secondary education in Andalusia, as well as in several university programs. The proliferation of CLIL programs across Europe is largely driven by European Union policies aimed at fostering multilingualism among students (Dalton-Puffer, 2011).

CLIL programmes are increasingly prevalent within education systems, including in the Autonomous Community of Andalusia, where they experience strong demand and uptake from students as well as support from political and educational stakeholders. However, there is limited research on how these professional contexts and roles influence the well-being of the teachers involved (Hofstadler and others, 2020, 2021; Pappa and others, 2017; Talbot and Mercer, 2018). Existing studies on CLIL, both nationally and internationally, predominantly focus on students—specifically, their academic and communicative competence—or on pedagogical methodologies and resources (Ramos and Pavón, 2018). Yet, if teacher well-being is, as the literature consistently suggests, positively correlated with high-quality education, improved student learning outcomes, healthier interpersonal and

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professional relationships, and greater job satisfaction, it becomes crucial to examine the actual impact of CLIL programs on educators.

These contexts, however, place additional demands on teachers, increasing their professional responsibilities and significantly influencing their subjective perceptions of their roles and overall teaching well-being. As Bovellan (2014) highlighted, CLIL educators must demonstrate advanced linguistic competence while mastering the subject area. In addition, they often need to navigate complex decisions regarding language code-switching. While accreditation of a foreign language at a B2 or C1 level may certify instrumental competence, it frequently fails to equip teachers with the philological and pedagogical expertise required to rigorously explain communicative components such as linguistics, sociolinguistics, and pragmatics.

Bovellan (2014) also noted that the societal and institutional expectations of teachers in CLIL contexts surpass those placed on educators in general. Additionally, participation in such programs is not always a voluntary commitment to fostering communicative competence in a foreign language; instead, institutional pressures often compel teachers lacking sufficient language proficiency to engage in these prestigious programs. Consequently, teachers are expected to demonstrate expertise in both their subject matter and the associated foreign language, further amplifying the challenges they face. Addressing these challenges often exceeds the capacity of individual teachers and necessitates the development of professional tools to manage stress and mitigate its psychological and physiological impacts, thereby fostering personal and professional growth in wellbeing.

In consideration of these premises, in this study, we explore the factors that promote well-being among Andalusian CLIL secondary teachers so that we can have a clearer understanding of the positive dynamics of well-being to bear in mind in college training processes.

2. Literature review

The concept of well-being has been a focus of research since the 1960s, although its underlying structure remains to be fully developed, as its reliability appears to be influenced by cultural and temporal perceptions of space. In education, the importance of teacher well-being lies in the positive correlation between teacher well-being and student well-being and academic success within the school ecosystem and its ramifications in society, an empirical reality that deserves research and training attention (McInerney and others, 2018). Moreover, in the field of foreign languages, since the advent of the 'learner-centered teaching-learning' paradigm in the 1970s and 1980s, the importance of the teacher in the whole educational process has been largely neglected, and the focus has shifted almost exclusively to the success of the learner. A gradual 'dehumanization' and 'robotization' of the teacher thus began to occur (McCallum and Price, 2015; Roffey, 2012).

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Teacher well-being is a positive concept that has evolved from previous reports of *burnout* (Maslach and others, 1996; Piechurska-Kuciel, 2011) or burnout syndrome that proved to be limiting and did not offer the necessary and expected results in practice to overcome it. This situation leads to the articulation of other models that give way to the object of study presented here, i.e., a subjective-objective construct that is proactive and changing in nature. Therefore, it can be influenced by any area of a person's individual and social identity, including gender, job specialization, or economic status.

The complexity of the system of factors affecting teacher well-being has been well defined by Jin and others (2021), with an ecological model with five dimensions adopted from Bronfenbrenner (1979) comprising: the microsystem (teacher capabilities, sense of self, self-control and declared learning); the mesosystem (interrelationships, sense of belonging and connectedness with family and friends, work networks); the exosystem (organizational and contextual influences); the macrosystem (beliefs about the system, social issues, values, legislation), and the chronosystem (sequencing of major life events and other capital events). At the same time, teachers' psychological and social capital (included in the so-called ontosystem) act as cross-cutting elements of the five subsystems and are powerful drivers that help them to navigate successfully or unsuccessfully the challenges that their private and professional life poses to them daily. All these elements play a decisive role in the well-being of teachers, where, in addition, teachers play an active and central role, this being the model that will guide the quantitative, qualitative, and formative research of this project that we are presenting.

The empirical data we have on those elements that particularly erode teacher well-being include internal and external workload, bureaucracy and the constant challenge of the profession; precarious pay compared to other professions; continuous inspections with lack of managerial support, lack of autonomy and self-efficacy; continuous and dizzying curriculum reforms without teacher input; often violent, unmotivated and underachieving student behavior; the size of class groups; the general, productive and reorganizing changes in structures; relationships with colleagues and the work environment; irrational expectations of school communities; the emotional component of the profession, negative judgements expressed about students, colleagues and the context; the sense of isolation and, ultimately, the lack of training to manage professional stress (Bower and Carroll, 2017; Cardoso and Guijarro, 2017, 2019; Medina and others, 2019; Precey, 2015).

However, we also have scientific information on elements that increase teacher well-being. Factors such as teacher self-efficacy, which is related to teachers' judgments about their ability to influence the outcomes of their students, especially those who are unmotivated or difficult to teach, are frequently highlighted. This encompasses personal qualities, skills, and situational elements, including accessible resources, which has been pinpointed as the most crucial factor in teacher well-being, as well as job satisfaction and recognition.

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Cognitive self-regulation has also been identified as a driver of well-being, job satisfaction, and emotional fatigue. Another factor that has been shown to increase teacher well-being in contexts such as the United Kingdom, the Netherlands, and China is the quality of relationships and support from colleagues of the same age and seniority, as well as from management teams or school leaders. They have both promotive and transformative power (Aelterman and others, 2007; Yin and others, 2016).

Similarly, resilience and well-being have often been linked, but authors such as Johnson and others (2005) argue that adapting positively to situations of adversity often only has benefits for the institution or the education system as a whole and blurs the individual teacher.

Intrinsic motivation is directly associated with teacher well-being. These teachers exhibit greater interest, enthusiasm, and confidence in their professional tasks. They also have better performance, perseverance, and creativity. Thus, their well-being and self-esteem are higher. Intrinsic motivation is also related to the ability to develop specific activities, resulting in more ability to develop positive emotions and less ability to experience anxiety, worry, and apathy (Guijarro and others, 2021).

Palomera and others (2008) stated that emotional intelligence has been positively related to increased teacher well-being, resulting in higher quality social relationships, more retention in the educational system, prosocial behavior, better academic performance, more life satisfaction, the use of better adapted coping strategies, better mental health, or better ability to interrupt negative emotional states and prolong positive ones. Finally, Bower and Carroll (2017) also highlighted economic recognition as a factor that increases teacher well-being, although not to the same extent as the abovementioned variables.

Language instructors distinguish themselves from other professionals in that they are at a greater risk of experiencing stress and burnout due to 'language anxiety', as many are teaching a language they are still learning, which causes considerable anxiety as they are continually compared to native speakers. A significant obstacle for language teachers is their self-perceived lack of authority as sources of knowledge and information on the subject. In this context, the internet, social media, video and audio platforms, and private language schools wield considerable influence and directly rival the prestige enjoyed by language instructors. The debate is further fueled by the fact that language studies involve a strong emphasis on interpersonal and intercultural connections and the integration of personal meaning and identity. In addition to these issues, there are other factors such as cultural differences between teachers and students, having to live in other countries, the difficulty of teaching communicative processes rather than content in itself, and the continuous methodological innovations required by a subject in continuous media progress (Cardoso and Guijarro, 2017, 2020; Guijarro and others, 2021).

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Few studies have been conducted on the specificity of CLIL, such as in Finland by Moate (2011). He studied the impact of a foreign language on Finnish CLIL teachers' sense of professional integrity. He concluded that the teachers in his sample perceived the activity as rewarding despite their enormous efforts to maintain professional integrity and continuity. However, the transition they had to make from teaching a subject in the mother tongue to teaching it in a foreign language took a heavy toll on their well-being. In the Finnish context, Pappa and others (2017) studied how stresses and resources interact and impact on how teachers experience their professional activity. Factors limiting professional competence included teaching a foreign language, personal stress, and the lack of availability of CLIL resources. Positive factors included a greater sense of autonomy in teaching, openness to change, flexibility and adaptability to new situations, and collegiality.

In a recent study in Spain, Aguilar (2017) studied how university engineering teachers who teach in English perceive their work. All teachers consider it very beneficial for students, but not so much for them. They all report feeling overwhelmed by the extra work that teaching in English brings, which they are not aware of until they stop to reflect on it. They also feel a great deal of linguistic insecurity when teaching lessons. They are embarrassed about their lack of fluency in English and, moreover, this is the reason why they prefer to stick to the English medium of instruction (EMI) paradigm and not to CLIL: because they do not have enough knowledge of English to explain integrated communicative competence with engineering as well.

Hessel and others (2020) revealed in an Austrian context that CLIL secondary school teachers perceive relationships with their CLIL colleagues to be not entirely satisfactory; however, the time-consuming preparation of CLIL resources is perceived as a satisfying moment of autonomy and creativity. In this context, the type of secondary school is also a determinant of the overall well-being level of CLIL teachers. As opposed to generalized schools, technical schools report lower levels of well-being. As elements that promote well-being, we find feeling that one is well trained for CLIL, having a positive attitude toward CLIL teaching, feeling beneficial for students, or perceiving that students enjoy this type of teaching. On the other hand, the perceived stressors on well-being are perceived stress in CLIL classes and the feeling that teaching in CLIL erodes the work/life/leisure balance. The latter is particularly significant in Austria for EMI university teachers, despite being a profession with several perceived autonomy.

Finally, international intervention plans to improve teacher well-being include programs to work on emotional intelligence to reduce stress and promote physical and psychological well-being to achieve success in teachers' school life, improve teacher-student relationships, achieve social success, and manage correct classroom behavior (Vesely and others, 2014). Other actions follow a relational resilience model based on mutuality, empowerment, and courage development. It has an emphasis on relationships and pays particular attention to the complex and dynamic interactions between individuals and their contexts of trainee teachers (McKay and Barton, 2018). Another stream of work focuses on the ben-

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efits of self-reflection, time organization, and the ability to develop strategies to deal with challenges. This aspect is closely related to the so-called mindfulness stream, which seeks to improve teachers' anxiety, burnout, resilience, depression, and distress. In this line, it is worth highlighting the work of Mercer and Gregersen (2020) on the adaptation of the PERMA (positive emotions, engagement, relationships, purpose, achievement) programme (Butler and Kern, 2016) of Seligman's positive psychology for the well-being of foreign language teachers published by Oxford University Press.

For all the above reasons, after analyzing the existing scientific literature, it is clear that research and training in teacher well-being are essential in the development of the teaching career, both in the initial training stage, the first years of the career, and throughout professional life.

3. Methodology

The research question that anchors this study is as follows: What factors favor well-being?

3.1. Context

The research was carried out in the Andalusia region in the south of Spain.

3.2. Participants

To achieve the objectives, the informants were selected through judgmental or purposive sampling. We emailed CLIL teachers to ask for volunteers who might be interested in participating in this research. We received fifteen answers, but only 10 were interviewed on the condition of anonymity. Of the 10 final participants, five were women and five were men. Their ages range from 38 to 50 years. All participants have at least years teaching experience in CLIL educational programs. They are affiliated with public secondary education institutions and possess English language proficiency levels equivalent to B2-C1. The academic background of all participants included a bachelor's degree (4 Geography and History, 3 Mathematics, 2 Physics and Chemistry, and 1 Biology and Geology), and postgraduate qualification in teaching secondary education, holding two of them a PhD in their fields of specialization. Seven participants are married or live in couple, one is single, and another one did not want to declare her civil status.

3.3. Instrument

We developed open interviews to gather data in a thorough and comprehensive way. We believed that the interview would be a more effective tool for gathering the detailed qualitative data we required from the participants. A literature review informed this process by pinpointing questions and variables frequently utilized in this area of study, with particular emphasis placed on the work of Ryff (1989) and Ryff and Keyes (1995). The thematic areas

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TABLE 1

Participants' sociodemographic profiles

N.º	GENDER	AGE	CIVIL STATE	CHIL-DREN	L1	LEVEL L2	ESTUDIOS	TYPE OF SCHOOL	CLIL SUBJECT	PROVINCE
1	Female	38	Single	0	Spanish	B2	2 MA	Public	Geography & History	Jaén
2	Male	40	Couple	0	Roma-nian	C1	MA	Public	Mathe-matics	Huelva
3	Female	42	Married	2	Spanish	B2	MA	Public	Geography & History	Granada
4	Female	45	N/A	0	Spanish	C1	PhD	Public	Biology & Geology	Sevilla
5	Female	48	Married	2	Spanish	B2	MA	Public	Physics & Chemistry	Jaén
6	Male	48	Married	1	Spanish	B2	MA	Public	Mathe-matics	Sevilla
7	Male	50	Married	1	Spanish	B2	MA	Public	Geography & History	Granada
8	Male	47	Married	2	Spanish	C1	MA	Public	Geography & History	Córdoba
9	Female	46	Married	1	Spanish	B2	MA	Public	Physics & Chemistry	Almería
10	Male	40	Married	1	Spanish	B2	PhD	Public	Mathe-matics	Málaga

Source: Authors' elaboration.

addressed in the interviews encompassed individual psychology, including self-acceptance and autonomy; interpersonal relations; environmental management, and personal and pro-fessional goals and development.

Once the interviews were designed, they were validated by three experts in educational qualitative research. In this process of external evaluation, the experts suggested thematic changes, improvements in the writing of the questions, and better adjustment to the re-search questions and the objectives of the study. Changes were discussed thoroughly with external evaluators before the final validated instrument.

3.4. Research ethics

To ensure the highest level of protection for the participants, we adhered to the established ethical guidelines and best research practices approved by the Ethics Committee of the

University of Granada (Spain), including those related to interviews. The participants were provided with a written document outlining the research objectives and a comprehensive description of the entire investigative process. Each participant was verbally informed of these procedures, with clear explanations that their involvement was entirely voluntary and that their personal information would be thoroughly protected. Throughout the study, participants were able to pull out at any point, taking with them any data they had provided up to that time, without it affecting their relationship with the researchers.

3.5. Process

The participants were contacted in the second semester of 2024 and interviewed from October 2024 through to January 2025. Interviews typically ranged in duration from 50 to 90 minutes in length. The data was then converted into a paper-based format for easier data processing. The data were clearly annotated to differentiate the discourse features of rhythm, tone, emphasis, pausing, and time. The interviews were initially conducted in Spanish, and afterwards the translations were made in English.

3.6. Method of data analysis

This study is an in-depth qualitative investigation aimed at gaining a profound comprehension of teachers' overall well-being. Krippendorff (2004) specified content analysis as a method for extracting reliable and accurate conclusions from written materials, or other relevant data, that can be linked back to the situations in which they were used. This definition is informed by the key principles of rigor, scrutiny, and validation of contents as outlined by Cohen and others (2007). This process involves multiple stages, encompassing the codification, classification, analysis, and drawing of conclusions from the information contained in spoken or written materials. This enables the combination of vast quantities of raw data with the intention of producing reliable and well-structured information. Given the relatively small and easily controllable number of interviews, we opted to carry out a manual analytical process, and no specialised research software was utilized. We employed a qualitative content analysis approach (Krippendorf, 2004), enabling us to conduct an in-depth, latent, and interpretive examination of the data's underlying meaning. We followed a qualitative content analysis method (Krippendorf, 2004), which allowed us to perform a level of latent and interpretive analysis of the deep meaning of the data.

It is explicitly acknowledged that the entire data analysis process in qualitative research is lengthy, intricate, and often exasperating. The analysis was conducted throughout the entire research process, encompassing all stages from initial data collection through the transcription, summarization, and coding of interview recordings, as well as data translation from Spanish to English, category synthesis, topic identification, quotation selection, and final report writing to effectively communicate findings in a clear and cohesive manner.

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4. Results

To facilitate the reading and understanding of the results of this study, we decided to organize them according to the themes or variables that emerged from the interviews, which were related to aspects like individual psychology, relationships with other people, environmental management, life objectives, and personal development (Ryff, 1989; Ryff and Keyes, 1995). Thus, the array of factors that favor a rise in the perceived well-being of the study cohort can be classified into three main categories with different subcategories as follows:

4.1. Psychological aspects

- Self-acceptance: The data obtained throughout the research confirm that all participants claim to have positive self-acceptance, which represents a key indicator of the participants' well-being. They show positive attitudes toward themselves, recognize their good and bad qualities, and feel positive about their past lives.

- Mental health: Participants affirm that their mental health has been positively impacted by the moment of acceptance of their intersectional identity condition (P1, P4); being resilient (all participants); receiving psychological therapy in the past (P4) or in the present (P6); doing arts and crafts (P3, P7, P8, P10); using strategies such as "not thinking too much" (all participants); doing physical exercise, sleeping well, and having a balanced diet (all participants, except P7).

- Managing stress: As positive measures to deal with stress, both inside and outside the workplace, participants do physical exercise, and have a balanced diet (all participants, except P7); develop resilience strategies (all participants); use humor to alleviate fear and insecurity (P1, P2, P3, P5, P8, P9, P10); use psychological therapy techniques such as visualization and discursive therapy (P1, P4, P5, P7, P8, P10); perform creative activities (P1, P3, P4, P8, P10); socialize (all participants); self-reflect on the teaching role (all participants); follow psychological therapy (P4, P6); implementing a whole-student approach (P1, P2, P3, P6, P8, P9, P10), and use relaxation techniques (all participants).

4.2. Personal and professional development

- Life objectives: P2, P3, P5, P6, and P10 indicate that some of their lifelong objectives are related to financial security, which is a traditional measure of well-being. Most participants had short-term objectives related to their private or professional growth because they considered that they had already achieved their essential professional goals (P4, P5, P6, P8, P10). However, most participants correlated well-being with enjoying the small pleasures of everyday life devoid of materialistic or modern neoliberal views (all participants). All feel privileged because of their personal efforts and work, rather than because of luck factors.

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- Teaching through a foreign language: The most remarkable finding in this category is that all the participants conceived foreign languages as instruments of personal and professional growth (all participants). The participants referred to the high influence that foreign languages have had on their personal and professional lives, especially with regard to the construction of their identities over time (ethics, morals, politics, religion, social, and cultural values). Among the foreign language factors that promote well-being, they highlight the conception of the foreign language as an instrument of social interaction that acts as a link between cultures and modes of living, as well as a means for reflection on the own mother tongues and cultures (P1, P2, P3, P5, P4, P6, P7, P9, P10); the implementation of a foreign language methodological approach more focused on the interdisciplinary nature of language teaching rather than on knowledge/concept itself, such as the promotion of critical thinking (P1, P2, P4, P5, P6, P7, P8, P9, P10); the teaching of human-social values (P1, P2, P4, P5, P7); the promotion of autonomous learning (all participants); a means to better know themselves (P1, P2, P4, P5, P7, P9, P10); a source of leisure and enjoyment (traveling, reading, listening to music, or watching movies) (all participants); a source of knowledge, learning and innovation (P1, P2, P3, P5, P6, P7, P8, P9); a source of recognition by peers and students (P1, P5); a means of promoting and expanding academic networks on a national and international scale (P1, P5); a means of representation, self-affirmation and teaching of 'woke' diversity (P1, P2, P4, P5, P6, P7, P9, P10), and a means of exerting positive influence on new generations (all participants, except P1 and P2).

- Beliefs about being teachers: The main sources of satisfaction indicated by the participants were the feeling of transcendence and social change of being teachers (P1, P2, P4, P5, P6, P8, P10); positive relationships with students (all participants), and mentoring young pre-service teachers during internships (P1, P2, P3, P5, P6). Additionally, all participants had satisfactory perceptions and assessments of their work as CLIL teachers, which enhances their personal and professional well-being.

4.3. Social and environmental factors

- The classroom as a context: Participants who openly express their personal identities find that serving as role models benefits both themselves and their students. This helps them to grow personally and professionally (P1, P2, P4, P5, P6, P7, P9, P10) and contribute to better self-acceptance (all participants). P5 points out that teaching who they are, cultivating respect for human rights (P7) and the promotion of vocational and critical thinking (P1, P2, P4, P5, P7, P8, P10) are fundamental factors in the promotion of their teacher wellbeing.

- Interpersonal relationships: P1 and P6 report positive influences after transitioning from private schools to public institutions or from previous school to the current

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one. P4 and P5 stress that positive relationships depend on feeling safe, particularly in private settings. P6 values the influence of creative colleagues over younger or less culturally knowledgeable coworkers. P7 emphasizes the balance between private and professional life through family care, although it recognizes challenges.

- Self-perception by others: All participants reported positive perceptions from others. Some participants (P1, P3, P5, P7, P9, P10) pointed out that this perception does not vary between their private and professional lives because their teaching identity involves their personal identity and vice versa. All the participants feel loved and satisfied with their personal relationships, although P2 mentions the fact that at times he feels misunderstood in his private and professional spheres. P3 does not refer to his family environment, also highlighting that she would like to expand his circle of friends. P5 expresses that she feels loved, but marks that in her school the level of competitiveness and envy is high. Unlike the rest of the participants, P7 did not feel loved in his work environment. Humor plays an essential role in P2 and P5 lives to perceive others and being perceived by others, although it may cause problems if it causes tension at work.

- Work-related and cultural changes: P1 and P5 highlight the remarkable feat of becoming secondary teachers despite being raised in a rural context and facing additional difficulties due to the dearth of money and extensive families. These two participants consider this qualitative shift to be of paramount importance to their professional and human development. In this sense, P5 highlights the importance of democracy in Spain, which has been a hot topic in Spanish society for 40 years. In this new era, a democratic and universal system of scholarships was established, and young people from rural contexts with limited economic resources had access to university studies. However, both P4 and P5 clarify that they could have also been happy in any other profession if they had already known how the educational system works. In any case, all participants had a satisfactory perception of their work as CLIL teachers, which enhanced their personal and professional wellbeing.

- Social beliefs and values: The positive beliefs and values of our participants in the private sphere stand out owing to the humanistic nature embedded in them. Namely, doing good (P1, P2, P3, P5, P7, P8, P10), resolving conflicts (P4), having good social relationships (P3, P6), or taking care of the family (all participants, except P1 and P4). All participants, except P3, consider that work has a great influence on their lives. P2 also clarifies that love and health have the same level of influence on their well-being. Similarly, P7 affirms that work is vital to the perception of their well-being.

- Experience over time: Finally, we can conclude that the influence of the passing of time is latent in each area of the well-being variables, as we have pointed out throughout the results, since the elements that promote teacher wellbeing in our sample vary according to the positive coping with their lived experiences, i.e., the

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greater experience faced with resilience, the greater wellbeing (P1, P2, P4, P5, P6, P7, P8, P9, P10). In the same vein, being permanent tenured teachers evinces higher signs of well-being (all participants).

5. Discussion

The findings of this study provide significant insights into the multifaceted nature of well-being among educators, considering the interplay between individual psychology, professional growth, interpersonal relationships, and environmental control. The study highlights the centrality of self-acceptance in overall well-being, aligning with psychological research that underscores its role in resilience and emotional stability (Ryff, 1989). However, the case of P2 reveals that self-acceptance is not uniformly experienced, raising concerns about external social influences and internalized prejudices that may hinder its development. This finding connects with broader literature on teacher identity and professional self-perception, emphasizing the importance of institutional support in fostering a positive self-concept (Aelterman and others, 2007).

A critical discussion emerges regarding the role of stress-management strategies in teacher well-being. The study identifies various approaches, including physical exercise, humor, psychological therapy, social interaction, and resilience techniques. These methods reinforce the notion that individual strategies are crucial for managing workplace stress (Guijarro Ojeda and others, 2021). However, the effectiveness of such strategies is contingent upon institutional support, particularly in environments that may not actively promote a culture of mental well-being. Findings from Cook and others (2017) indicate that teachers who engage in stress-reduction measures report higher levels of well-being, further highlighting the necessity of systemic interventions to ensure sustainable teacher mental health.

The relationship between goal setting and well-being presents an intriguing perspective, particularly in the context of neoliberal economic pressures. The study distinguishes between short-term and long-term objectives, noting that while financial stability is an essential factor for some participants, many prioritize daily experiences over material success. This critique of materialistic views on happiness aligns with self-determination theory, which posits that intrinsic motivation and personal fulfillment are more closely associated with well-being than external achievements (Deci and Ryan, 2000). Furthermore, findings from Jin and others (2021) reinforce the argument that perceived physical health serves as a significant indicator of well-being, suggesting that work-life balance should be prioritized in discussions of teacher well-being.

Another key finding concerns the role of the classroom environment in shaping educators' well-being, particularly for those who openly disclose their identities. The study suggests

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that serving as a role model for students positively impacts self-acceptance and profession-al satisfaction, resonating with principles of queer pedagogy that emphasize visibility and representation. Nevertheless, the intersection of identity and professional roles warrants further scrutiny, particularly in contexts where institutional biases and societal prejudices may hinder self-expression (Guijarro Ojeda and others, 2021).

Interpersonal relationships significantly influence well-being, with some participants citing professional transitions as a source of comfort and renewal. The systemic effects of educational institutions on teacher job satisfaction align with research on the impor-tance of inclusive and diverse learning environments (Trowler, 2008). However, concerns about hierarchical structures within professional networks suggest that inclusivity may be unevenly distributed, necessitating further investigation into the power dynamics within academic settings.

The study also sheds light on the role of foreign language learning in personal and pro-fessional development. Participants report that multilingualism fosters self-discovery, perseverance, and cross-cultural skills, a finding consistent with sociolinguistic perspec-tives on language as a tool for broadening one's worldview (Kramsch, 2021). However, in contrast to claims by the European Commission (2013) and Borg (2006), the study does not establish a correlation between teacher well-being and the foreign language through which they teach. This finding challenges assumptions regarding the social status of lan-guages as determinants of well-being and suggests that broader sociocultural factors may play a more significant role.

Job status and stability emerge as additional determinants of well-being, with evidence suggesting that permanent positions are associated with higher well-being levels (Aelter-man and others, 2007; Wolf and others, 2015). This aligns with prior research indicating that greater teaching experience and job security contribute to overall satisfaction. However, personality and personal background also exert a fundamental influence, as demonstrated by the observation that participants with positive self-perceptions reported higher well-be-ing levels, regardless of job status. This underscores the need for a holistic approach to teacher well-being that considers both structural and individual factors.

Finally, the study highlights the significance of academic validation in shaping confidence in public expression. Participants generally feel more secure in expressing their views within supportive environments or after receiving formal recognition, such as through research publications. This suggests a potential dependency on institutional validation, which could restrict open expression in less encouraging settings. The extent to which systemic frameworks facilitate or limit professional independence remains a critical area for further research, particularly in understanding how educators navigate academic hi-erarchies and external pressures.

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6. Conclusions

In this study, we sought to understand how teacher well-being worked in a cohort of ten CLIL teachers in Andalusia. We were especially interested in knowing the positive variables of this psychosocial construct.

In conclusion, this study contributes to the broader discourse on teacher well-being by integrating psychological, professional, and sociocultural perspectives. The findings reinforce existing literature on the importance of self-acceptance, stress management, goal setting, identity, and institutional support while challenging assumptions about the influence of foreign language teaching on well-being. Verifying that teaching through a foreign language is a significant part of instructors' roles has shown to be of particular importance, thereby incorporating it into both personal identity and political considerations, with cultural mediation always involved. Simultaneously, psychosocial capital constitutes a crucial resource for navigating the difficulties of both personal and occupational life. In addition, CLIL has served as a valuable component of professional expertise, significantly contributing to teachers' psychosocial well-being and identity management by offering cognitive, emotional, and social benefits. This allows educators to thrive both personally and professionally.

This work concludes by stating that teacher well-being is a complex, dynamic concept spanning multiple psychosocial factors over time, characterized by a very positive nature, and closely tied to the personal, institutional, cultural, and political environments in which teachers operate. The psychological and social capital of agents is the most important asset for managing their own psychologies and the environment. We anticipate the need for future research to explore larger and more diverse cohorts to examine the generalizability of these findings. Additionally, we need to evaluate teacher training practices and institutional policies to ensure that support is being provided to teachers to help them achieve well-being.

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