Research Paper

Relationship among Self-efficacy, Emotional Intelligence, and Teachers' Immunity: The Case of Iranian Language Centers and Public Schools

Mehrnoosh Haji Jalili[1], Mehrdad Sepehri[2]*, Sajad Shafiee[4]

[1] Department of English, Shahrekord Branch, Islamic Azad University, Shahrekord, Iran
[2]* Department of English, Shahrekord Branch, Islamic Azad University, Shahrekord, Iran
[3] Department of English, Shahrekord Branch, Islamic Azad University, Shahrekord, Iran

Abstract
During the last decade, the issue of teachers' immunity and its relation with other affective factors has engrossed the consideration of some researchers. The present research was conducted to determine the relationship between emotional intelligence, self-efficacy, and teachers' immunity in Iranian language centers and public schools. To achieve this objective, one hundred EFL instructors teaching in public schools (N=50) and language centers (N=50), in Isfahan, were selected through the convenience sampling method to act as participants of the study. They were given three questionnaires on Self-Efficacy, Emotional Intelligence, and Teachers' Immunity, and the resulting scores were analyzed statistically. The obtained results revealed that self-efficacy and emotional intelligence could not predict the teachers' immunity in language centers. However, there was a substantial association between the teachers' scores obtained from three questionnaires. These findings might have suggestions for the decision-makers in the Ministry of Education to provide the facilities needed to improve teachers' immunity.

INTRODUCTION
Different factors can affect the quality of what is taught in an educational context (Dornyei, 2007). Research about the characteristics of good teachers and the variables affecting the teaching process has a long tradition (Armstrong, 2009; Carmeli, 2003; Katyal & Awasthi, 2005). However, during the last few years, some new factors and variables have been introduced. In recent decades, emotional intelligence (EI) has become one of the major topics of attention in scientific spheres as well as academic ones (Mortana, Ripolla, Carvalhop, Bernala, 2014).

This concept refers to the individual's ability to recognize and manage not only his/her own emotions, but also the feelings of other people in a positive way in order to reduce stress, communicate effectively, have better team-works, and empathize with each other in a way that it can result in getting rid of the challenges and enhancing thoughts and feelings (Abdolrezapour & Tavakoli, 2012). In fact, EI can play a significant role in the formation, improvement, and continuation of the interaction between individuals. EI was first introduced and analyzed by a number of authors, including Gardner (1993), Goleman (1995), and Mayer and Salovey (1990, 1997). At first, the study on this factor was done as a marginal concept in the primary research on social intelligence and intrapersonal and interpersonal intelligence (Fahim & Zaker, 2014). However, later on, this term was observed as an independent component in different research

*Corresponding Author's Email:
Heidari1387@gmail.com

works conducted by the scholars (Armstrong, 2009; Carmeli, 2003; and Katyal & Awasthi, 2005).

According to Goleman (1998), the notion of EI contains five components. Self-awareness denotes man's capability to understand his own and other people's emotions, actions, and moods which can help him have a sense of his own strengths and limitations as well as the challenges and capabilities of others. Self-regulation, as one of the dimensions of emotional intelligence, enables the person to be flexible, cope with changes, regulate his emotions, and manage his conflicts. Social skills enable the individual to interact effectively with other people. In fact, true emotional understanding involves understanding ones' own emotions and being able to put this information in day-to-day interactions and communications.

Empathy refers to the capacity to understand how other people sense and allows them to retort properly to other people based on identifying their feelings and understanding power dynamics that often influence social relationships, especially in workplace relations. Motivation, as the fifth component of emotional intelligence, indicates the person's passion to fulfill his own needs and goals. (Scholars Armstrong, 2009; Carmeli, 2003; Fahim & Pishghadam, 2007; Fahim & Zaker, 2014) believe in the potential effect of EI and its component on the individuals' performance and affective characteristics.

Self-efficacy is well-thought-out to be another vital aspect touching the improvement of an individual's performance (Bai, 2015). It was first mentioned and surveyed in research conducted by Bandura (2001). This concept refers to one's beliefs and opinions to become successful in different situations or do a task that can play a significant role in approaching the intended goals (Bandura, 1997). It seems that the individuals with higher levels of self-efficacy are able to work harder and stay longer encountering hard situations without giving up than the ones with lower levels of self-efficacy (Aliegro, 2006; Ayoobiyan & Soleimani, 2015; Duman, 2007).

There is also another factor that has been recently introduced in the field of language teaching research. Human immunity can be defined as the protecting systems, responsible for guarding an individual against biological and psychological damages (Farrell,2015). Language teacher immunity is a fresh metaphor on loan from the field of medicine to designate the defensive part established by language teachers to shield them against the impacts of circumstantial restraints and specialized strains (Hiver, 2015; Hiver & Dörnyei, 2017). Teachers' immunity can be considered as an effective factor in determining teachers' behavior and performance, while they encounter different sources of stress in their professional context (Skinner & Beers, 2016). Teachers' immunity can play two main functions: creative (positive) and maladaptive (negative). In its creative logic, immunity will provide the teachers with optimism, eagerness, promise, flexibility, and enthusiasm. On the other hand, a maladaptive form of immunity ends in insensitivity, conservatism, pessimism, and emotive and even physical overtiredness (Hiver, 2015; Hiver & Dörnyei, 2017). In other words, teacher immunity can be taken as a defense mechanism against the internal and external language teaching environments (Hiver, 2017).

It is worth mentioning that this concept may vary among the teachers teaching in different educational contexts, for instance, the ones teaching in large cities and the ones teaching in villages, or the ones teaching in primary and secondary schools, or even the instructors working in public or language centers. On the other hand, there are some teachers who have been educated in universities specified for training teachers and they have started their career as soon as their studies have finished. Moreover, there are some other teachers teaching in language centers who have come from different fields of study passing short-time periods on teaching. However, since this concept is a newly proposed idea, there is a need to work on the variables that can predict its existence in different contexts and individuals.

Therefore, it seems to be a good thing to do research to identify the relationship between these variables and find out their potential difference in different contexts of teaching such as public schools and language centers. Since its introduction to the field of Teaching English as a Foreign Language (TEFL), some researchers have sought to determine different aspects of teacher immunity and find its relationship with various intervening variables (Hiver, 2017; Skinner & Beers, 2016). Teacher immunity has also been examined in the Iranian EFL context as well (Rahmati, Sadeghi &Ghaderi, 2019; Songhori, Ghonsooly & Afraz, 2018). However, few researchers have been talented to draw on any methodical research into the connection between language teachers' immunity and their emotional intelligence and self-efficacy in the Iranian TEFL context. Even though there are a large number of research studies related to emotional intelligence, self-efficacy, and teacher immunity, little is known about the existence of any implied connection between them and also about the existence of conducted research on their relationship. Chan (2007) and Mikolaczak and Luminet (2007), found that people who displayed great emotional intelligence also had great self-efficacy and could overcome lots of academic barriers.

However, the relationship between these variables in the work of teachers was not taken into account as it was searched by the researcher. Besides, teacher immunity seems to be a new concept (Hiver, 2017) and the relationship between this factor and other variables needs to be worked out in future studies. Here, some of the studies conducted in this area are reviewed to pave the way for obtaining effective conclusions.

REVIEW OF LITERATURE

In one of the most pioneering works on teacher immunity, Hiver (2015) conducted a case study among Korean EFL teachers. Semi-structured interviews were used as the instruments of the study. The findings showed that discouraging evaluations and the rejection of teacher initiatives triggered instability among the participants. To cope with the resulting disturbances, the teachers tried to make sense of what they experienced and continuously modified their reactions in response to contextual tension. The interviewed teachers believed that this experience shaped part of their identity as a teacher, helping them feel less vulnerable in their future exposure to environmental disturbances.

In addition, Panda (2015), in her research, examined the extent to which teachers' emotional intelligence relates to their behavior. It proposed to determine whether there was a statistically significant correlation between the various aspects of emotional intelligence, including self-awareness and self-realization among tertiary college teachers. The study was conducted with a sample of teachers from various training colleges in Kolkata. The results of the data analysis revealed sufficient evidence to establish an important relationship between the various elements of emotional intelligence and self-realization. This study was one of the most important studies in the area that was recently talked about by some recent researchers.

Hen and Goroshit (2016) conducted a study examining the relationship between social skills — emotional, personal well-being, and empathy among teachers, assuming that teachers 'self-esteem theory links relationships between two other variables. Researchers found a strong positive link between the three emotional social skills and the direct and indirect effects (of teacher performance) on emotional responsiveness to empathy. In other words, the three changes were closely related.

In another experimental study, Hiver (2017) worked on the general effects of language insecurity on language teachers. Forty-four language teachers were selected as participants in the study. The researcher found that the insecurity of language teachers was linked to seven artificial structures, attitudes towards teaching, copying, classroom exposure, fatigue, resilience, and openness to similar changes.

Songhori, Ghonsooly, and Afraz, (2018) attempted to identify the type of language teachers' insecurity among Iranian English teachers. The findings revealed that maladaptive infec-

tions are the most common form of insecurity among Iranian English teachers as their scores on the six-in-seven question mark were low. Also, the results of the analysis of the directed content of the interviews revealed that Iranian English teachers follow four stages of self-regulation, namely, activation, integration, reorganization, and stabilization in building their immunity.

In a recent study, Rahmati, Sadeghi, and Ghaderi (2019) examined the improved safety of Iranian language teachers working in public high schools. Informal interviews were used in this study to collect targeted data. According to the study, low self-esteem, student deprivation, low pay, limited resources, inadequate teaching of English, parents' expectations, and negative attitudes towards English were the main causes of language teacher insecurity among participants.

As noted in the review of the textbooks, the predictive effect of teacher exertion and emotional intelligence on teacher safety has not yet been explored. In addition, teachers, who teach in various social and language institutions, may experience different levels of self-defense due to the impact of various factors. Teachers who work in public schools are usually taught at teacher-design universities, and those who teach in language centers may come from a variety of backgrounds and have a shorter period of teaching.

Considering the problems, on the other hand, teachers' salaries and a guarantee of longevity can be said. Teachers in public schools seem less concerned about these problems than those involved in private language institutions. On the other hand, teachers in public schools may be rewarded with a single level and level of teaching, while teachers in language institutions may face challenges in order to progress and enter higher levels.

Therefore, the general purpose of this study was to determine the relationship among self-efficacy, emotional intelligence, and teachers' immunity in the Iranian EFL setting; that is, language centers and public schools. Therefore, the following research questions were proposed:

Q1. Do self-efficacy and emotional intelligence predict EFL teachers' immunity in language centers?

Q2. Do self-efficacy and emotional intelligence predict EFL teachers' immunity in public schools?

METHOD
Participants
The participants of the present study were selected through the convenience sampling technique. They comprised 100 English teachers of public schools and language centers in Isfahan. Fifty teachers of the public schools were selected from among those teaching in Navab-Safavi, Safura female high schools, and Saaeb male high school. The other 50 teachers were teaching English in Donyaye Zaban and Pooyesh language centers. The selected teachers were teaching at different levels of proficiency (elementary, intermediate, and advanced). They were both male and female and held B.A. in English, literature, and translation. It is worth mentioning that the participants ranged in their age from 24 to 35.

Instruments
In order to conduct the present study, the following three measurement instruments were utilized:
Teacher Immunity Questionnaire
The data required for the quantitative section of the current study were collected through the management of the Teacher Immunization Questionnaire (Appendix A) developed by Heaver (2017). This questionnaire is made up of 39 Likert-scale elements. To find out the views of the participants. Seven points, six points, five points, four points, three points, two points, and one point respectively are designed for strongly accepting, accepting, accepting, neutral disagreeing, instead of disagreeing and strongly disagreeing options. The items in the questionnaire were designed based on 7 criteria. Teacher self-efficacy is measured by 7 factors. They added topics such as "having enough training and experience to solve almost any learning problem in the classroom". It should be noted that Hever (2017) approved the internal consistency of objects in

each scale. The reliability and validity of this widely used questionnaire and its contents have been evaluated by other researchers working in this field (Rahmati et al., 2019; Saidam, 2019; Songori, et al., 2018). Approved. However, the researcher of the current study repeated Kronebach's alpha analysis to confirm the reliability of the questionnaire.

Emotional Intelligence Questionnaire

Self-Report Emotional Intelligence Test (Schutte, Malouf, & Bullar, 2009--Appendix B), also known as the SSEIT, was used to measure the emotional intelligence of selected participants in this study. SSEIT is based on the EI model developed by Meyer and Salovi (1990). This questionnaire is made up of 33 items and consists of four criteria: emotional awareness (10 items), emotional use (9 items), self-related emotions management (8 items), and managing other people's emotions (6 items). Questionnaire items were answered and scored based on a five-point libertine-scale style (1. completely disagreed; 2. disagreed; 3. disagreed or disagreed); 4. Agree; 5. Please accept full). Shutte reported that the reliability of this questionnaire for emotional intelligence was $\alpha = 0.90$ for adults and adolescents. However, in this study, the researcher estimated Kronebach's alpha for each sub-level of this variable. Cronbach's alpha results for emotional awareness, use of emotions, handling self-related emotions, and managing others' feelings were 0.77, 0.87, .0.83, and 0.80, respectively. It should be noted that the specified questionnaires are internationally accepted and use elements or minor changes in the format to suit the current research context.

Self-Efficiency Questionnaire

The last questionnaire used in this study was a measurement tool designed to work on teachers' general self-efficacy. This Self-Efficacy Questionnaire was developed by Tschanan-Moran, & Woolfolk Hoy (2001--Appendix C) and has three sub-categories: efficiency in student engagement, efficiency in teaching methods, and efficiency in classroom management. This questionnaire is made in a nine-point Likert-scale format, the effect of which is far greater than anything else. Tschann-Moran and Woolfolk Hoy developed two versions of the questionnaire. The long-form is made up of 24 elements, while the short-form is an abbreviated version of the long-form and contains 12 elements. In the present study, a longer version of the test was used. The authenticity of this questionnaire was endorsed by Tschanan-Moran and Woolfolk Hoy (2001). Items were provided to the instructors and assistants taking into account the validity and all approved the capability of the questionnaire.

Procedure

As stated previously, the study was conducted in three different public high schools and two private language centers in Isfahan. In order to keep the ethical norms, the researcher, first, explained all aspects of the questionnaires as well as the objectives of the research to the participants.

At the initial stages of the study, 100 teachers teaching in language centers and public schools of Isfahan were selected through the convenience sampling method to participate in this study. Each participant took about 20 to 35 minutes to fill out the questionnaires. They were asked to answer all the items according to their own points of view, not by their intuitions about the teaching rules or trends provided by cultural norms. Then, the scores obtained from the questionnaires were analyzed statistically. The SPSS 21 software was utilized to scrutinize the collected data.

RESULTS

The first research question of the study dealt with the relationship among self-efficacy, emotional intelligence, and immunity of EFL teachers in language centers. Three questionnaires were used in order to come to the intended data. It is worth noting that since the questionnaires varied regarding the number of items and scales of measurement, the final scores could not be measured based on an equal rating system. Therefore, all the obtained scores were equalized and normalized based on the number 100.

To determine whether self-efficacy and emotional intelligence can assess teachers' immunity, multiple regression analysis was

implemented. Multiple regression is a statistical technique that can be used to analyze the relationship between a single dependent variable (teacher immunity) and multiple independent variables (self-efficacy and emotional intelligence).

The goal of multiple regression analysis is to use independent variables whose values are known to estimate the value of a single dependent value. The detailed results of the participants' performance in the questionnaire are shown in Table 1 below.

Table 1

Descriptive Result on the Performance of Language Institute Teachers on the Questionnaires

	Mean	Std. Deviation	N
Immunity	63.7500	18.07898	50
Self-efficacy	69.5200	19.20219	50
Emotional intelligence	70.4600	17.89392	50

According to the results represented in Table 1 above, the EFL teachers working in the language centers had obtained different scores on immunity (M = 63.75, SD = 18.07), self-efficacy (M = 69.52, SD = 19.20), and emotional intelligence (M = 70.46, SD = 17.89).

Since this study was conducted to identify whether self-efficacy and emotional intelligence could predict teachers' immunity, there was a need to show the correlation between these mean scores. Table 2 represents the related statistical results.

Table 2

Correlational Result on the Performance of Language Institute Teachers on the Questionnaires

		immunity	Self-efficacy	Emotional intelligence
Pearson Correlation	immunity	1.000	.006	.139
	Self-efficacy	.006	1.000	-.023
	Emotional intelligence	.139	-.023	1.000
Sig. (1-tailed)	immunity	.	.484	.167
	Self-efficacy	.484	.	.436
	Emotional intelligence	.167	.436	.
N	immunity	50	50	50
	Self-efficacy	50	50	50
	Emotional intelligence	50	50	50

As it is represented in Table 2 above, the independent variables could predict the existence of the dependent one. In other words, self-efficacy (r = 0.00, P = 0.484) and emotional intelligence scores (r = 0.139, P = 0.167) are not correlated

with the teachers' immunity scores. Table 3 below provides the regression results on the correlation between the scores of the three variables (self-efficacy, emotional intelligence, and teachers' immunity).

Table 3

Regression Result on the Performance of Language Institute Teachers on the Questionnaires

| Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	312.264	2	156.132	.467	.630[b]
	Residual	15703.361	47	334.114		
	Total	16015.625	49			

a. Dependent Variable: immunity
b. Predictors: (Constant), emotional intelligence, self-efficacy

As demonstrated in Table 3, in the case of EFL teachers teaching in language centers, none of the variables could predict the

other one and no significant relationship was observed between them ($F_{(2,47)} = 0.46$, $P = 0.63$).

Figure 1 below deals with the representation of the distribution of self-efficacy, emotional intelligence, and teachers' immunity scores on the standard plot of regression.
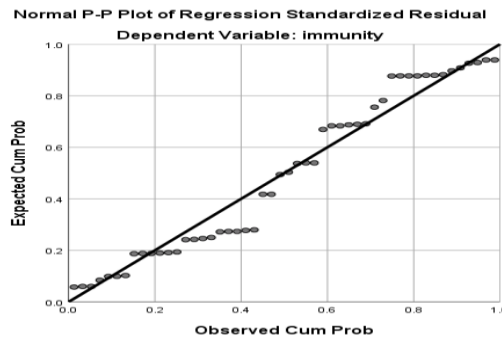
Figure 1: *Regression Plot on the Performance of Language Institute Teachers on the Questionnaires*

As it is illustrated in Figure 1, if self-efficacy and emotional intelligence could predict teachers' immunity in language centers, most of the score circles were supposed to be near the standard expected line. However, as it is observed, few scores could cover the expected line. Therefore, no significant relationship was registered in the case of the scores obtained by the teachers working in the language centers.

Relationship among Self-Efficacy, Emotional Intelligence, and Teacher Immunity of EFL Teachers in Public Schools

The second research question of the study was concerned with the relationship between self-efficacy, emotional intelligence, and immunity of EFL teachers in public schools. In order to identify whether self-efficacy and emotional intelligence can predict teachers' immunity, another multiple regression analysis was run. The descriptive result on participants' performance on the questionnaires is represented in Table 4.

Table 4
Descriptive Result on the Performance of Public-School Teachers on the Questionnaires

	Mean	Std. Deviation	N
immunity	75.0000	12.96227	50
Self-efficacy	63.7500	16.20602	50
Emotional intelligence	71.8800	12.66667	50

Based on the numerical findings provided in Table 4, the EFL teachers working in the public schools had obtained different scores on immunity ($M = 75.00$, $SD = 12.96$), self-efficacy ($M = 63.75$, $SD = 16.20$), and emotional intelligence ($M = 71.88$, $SD = 12.66$).

Since this study was conducted to identify whether self-efficacy and emotional intelligence could predict teachers' immunity, there was a need to show the correlation between these mean scores. Table 5 represents the related statistical results.

Table 5
Correlational Result on the Performance of Public-School Teachers on the Questionnaires

		immunity	Self-efficacy	Emotional intelligence
Pearson Correlation	immunity	1.000	.498	.388
	Self-efficacy	.498	1.000	.199
	Emotional intelligence	.388	.199	1.000
Sig. (1-tailed)	immunity	.	.000	.003
	Self-efficacy	.000	.	.083
	Emotional intelligence	.003	.083	.
N	immunity	50	50	50
	Self-efficacy	50	50	50
	Emotional intelligence	50	50	50

As it is represented in Table 5, self-efficacy (r = 0.49, P = 0.00) and emotional intelligence scores (r = 0.38, P = 0.00) are significantly correlated with the teachers' immunity scores. In fact, the high self-efficacy and emotional intelligence of the teachers working in public schools could predict their sense of immunity.

Table 6 provides the regression results on the correlation between the scores of the three variables (self-efficacy, emotional intelligence, and teachers' immunity).

Table 6
Regression Result on the Performance of Public-School Teachers on the Questionnaires

	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	2756.483	2	1378.241	11.828	.000[b]
1	Residual	5476.517	47	116.522		
	Total	8233.000	49			

a. Dependent Variable: immunity
b. Predictors: (Constant), emotional intelligence, self-efficacy

As demonstrated in Table 6, in the case of EFL teachers teaching in public schools, the variables could predict the other one and a statistically significant relationship was observed between them (F (2,47) = 11.82, P = 0.00).

Figure 2 below deals with the representation of the distribution of self-efficacy, emotional intelligence, and teachers' immunity scores of public schools on the standard plot of regression.
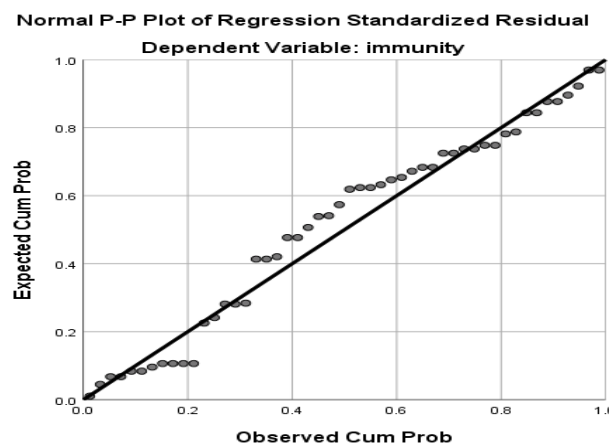
Figure 2*: Regression Plot on the Performance of Language Institute Teachers on the Questionnaires*

As is illustrated in Figure 2, most of the score circles were are near the standard expected line. Therefore, there is a significant relationship between the scores obtained for the three variables by the teachers working in the public schools.

DISCISSION AND CONCLUSION
As mentioned before, the general objective of this study was to determine the relationship among emotional intelligence, self-efficacy, and teachers' immunity in the Iranian EFL context; that is, language centers and public schools. In other to achieve this objective, two research questions were proposed. The obtained results revealed that in language centers, self-efficacy and emotional intelli-gence could not predict the teachers' immunity; however, there was a significant relationship between the scores obtained for the three variables by the teachers working in the public schools and the correlational rate was high. Moreover, in this study, it was revealed that teachers working in public schools have higher levels of immunity compared to the ones working in language centers.

As observed in the literature conducted in this area, Hiver (2017) and Rahmati, et al. (2019) came to the conclusion that self-efficacy could predict the level of teacher immunity; however, in the results obtained in this study, the self-efficacy of the teachers working in language centers did not correlate with the

level of immunity. Moreover, most of the studies (Hiver, 2017; Rahmati, et al., 2019; Saydam, 2019; Songhori, et al., 2018), mentioned in the literature, were in line with the positive direct connection between teacher immunity and internal characteristics such as self-efficacy, attitudes to teaching, emotional abilities, etc.; however, based on the findings of the present study, some external factors such as teaching condition, salary, and insurance may also affect the immunity of the teachers. Therefore, this study may have some implications for the stakeholders in education and it calls for further research on the external factors and economic variables that can affect the level of immunity in teachers working in different fields including language teaching.

References

Abdolrezapour, P., & Tavakoli, M. (2012). The relationship between emotional intelligence and EFL learners' achievement in reading comprehension. *Innovation in Language Learning and Teaching, 6*(1), 1-13.

Aliegro, J. C. (2006). *The effect of self-assessment on the self-efficacy of students studying Spanish as a foreign language*. Ph.D. Dissertation, University of Pittsburgh Graduate Faculty of School of Education, Pennsylvania.

Armstrong, T. (2009). *Multiple intelligences in the classroom.* Alexandira, VA, USA: ASCD.

Ayoobiyan, H., & Soleimani, T. (2015). The relationship between self-efficacy and language proficiency: A case of Iranian medical students. *Journal of Applied Linguistics and Language Research, 2*(4), 158-167.

Bai, R. (2015). Seeing self as others see you: Variability in self-efficacy ratings in student teaching. *Teachers and Teaching: theory and practice, 15*(5), 541–561.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman & Company.

Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, *52*, 1-26.

Carmeli, A. (2003). The relationship between emotional intelligence and work attitudes, behavior and outcomes. *Journal of Managerial Psychology, 18*, 788-813.

Chan, D. W. (2007). Emotional intelligence, Self-efficacy, and coping among Chinese prospective and in-service teachers in Hong Kong. *Educational Psychology, 4*(28), 397-408.

Dornyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.

Duman, B. (2007). *The effects of the self-efficacy beliefs of high school students about English on their English performance due to gender, range and grade*. Ph.D. Dissertation, Yıldız Technical

University Graduate School of Social Sciences, İstanbul.

Fahim, M. & Pishghadam, R. (2007). On the role of emotional, verbal, and psychometric intelligence in the academic achievement of students majoring in language learning. *Asian EFL Journal,9*, 240-253.

Fahim, M., & Zaker, A. (2014). EFL learners' creativity and critical thinking: Are they associated? *Humanizing Language Teaching, 16* (3), 27-40.

Farrell, T. S. C. (2015). *Promoting teacher reflection in second language education: A framework for TESOL Professionals*. New York, NY: Routledge

Gardner, H. (1993). *Frames of mind. The theory of multiple intelligences*. New York: Basic Books.

Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.

Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam.

Hen, M., & Goroshit, M. (2016). Social-emotional competencies among teachers: An examination of interrelationships. *Cogent Education, 3,* 1-9.

Hiver, P. (2015). Once burned, twice shy: The dynamic development of system immunity in teachers. In Z. Dörnyei, P. MacIntyre, & A. Henry (Eds.), *Motivational dynamics in language learning* (pp. 214-237). Bristol: Multilingual Matters.

Hiver, P. (2017). Tracing the signature dynamics of language teacher immunity: A retrodictive qualitative modeling study. *The Modern Language Journal, 101*(4), 669-690.

Hiver, P., & Dörnyei, Z. (2017). Language teacher immunity: A double-edged sword. *Applied Linguistics, 38*(3), 405-423.

Katyal, S., & Awasthi, E. (2005). Gender differences in emotional intelligence among adolescents of Chandigarh. *Journal of Human Ecology*, *17*(2), 153-155.

Mayer, J. D., & Salovey, P. (1990). Emotional Intelligence. *Imagination, Cognition, and Personality, 9*, 185-211.

Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds). *Emotional development and emotional intelligence: implications for educators*, 3-31. New York: Basic Books.

Mikolajczak, M., & Luminet, O. (2007). Trait emotional intelligence and the cognitive appraisal of stressful events: An exploratory study. *Personality and Individual Differences, 44*, 1445-1453.

Mortana, R. A., Ripolla, P., Carvalhob, C., & Barnala, M. C. (2014). Effects of Emotional Intelligence on Entrepreneurial Intention and Self-Efficacy. *Journal of Work and Educational Psychology, 30*(24), 97-104.

Panda, M. (2015). Emotional intelligence as a correlate of self-actualization among teachers at secondary teachers training college. *International Journal of Multidisciplinary Research and Development, 2*(12), 158-168.

Rahmati, T., Sadeghi, K., & Ghaderi, F. (2019). English as a Foreign Language Teacher Immunity: An Integrated Reflective Practice. *Iranian Journal of Language Teaching Research 7(*3), 91-107.

Saydam, D. (2019). *English Language Teacher Immunity: The Metu Case* (Unpublished Ph.D. thesis). Middle East Technical University, Ankara, Turkey.

Schutte, N.S., Malouff, J.M., & Bhullar, N. (2009). *Theory* of e*motional intelligence.* New York, NY: Springer.

Skinner, E. A., & Beers, J. (2016). Mindfulness and teachers' coping in the classroom: A developmental model of teacher stress, coping, and everyday resilience. In K. Schonert-Reichl & R. W. Roeser (Eds.), *Handbook of mindfulness in education: Emerging theory, research, and programs* (pp. 99–118). New York: Springer International Publishing.

Songhori, M., Ghonsooly, B., & Afraz, S. (2018). Language teacher immunity among Iranian EFL teachers: A self-organization perspective. *Iranian Jour-*

*nal of English for Academic Purposes,
7*(1), 128-144.

Tschannen-Moran, M., & Woolfolk Hoy, A.
(2001). Teacher Efficacy: Capturing an
Elusive Construct. *Teaching and Teach-
er Education, 17*, 783-805.

Biodata

Mehrnoosh Haji Jalili is a Ph.D. Candidate
of TEFL at the Department of English, Sha-
hrekord Branch, Islamic Azad University,
Shahrekord, Iran. Her Ph.D. dissertation about
'Impact of Consciousness-raising via Input
Flooding vs. Vocabulary Enhancement on
Reading Fluency of Iranian EFL Intermediate
Learners' is in progress at the time being. She
is interested in research on language teaching
and learning skills.
Email: *23.mehrnoosh@gmail.com*

Mehrdad Sepehri is an Associate Professor
of TEFL in the Department of English, Faculty
of Humanities at Islamic Azad University,
Shahrekord Branch, Iran. He got his Ph.D.
degree from the University of Birmingham,
UK. Mehrdad has presented at different na-
tional and international conferences and pub-
lished his research in various journals. His
main areas of interest include using corpora in
language teaching, teaching language skills,
discourse analysis, curriculum development,
and syllabus design.
Email: m.sepehri@iaushk.ac.ir

Sajad Shafiee is an Assistant Professor of
Applied Linguistics at the Department of Eng-
lish, Shahrekord Branch, Islamic Azad Uni-
versity, Shahrekord, Iran. He has published a
good number of articles on testing and re-
search issues in local and international jour-
nals. His research interests include testing,
research, and materials development.
Email: *s.shafiee@iaushk.ac.ir*

Appendices

Appendix A
Language Teacher Immunity Questionnaire Teaching Developed by Hiver (2017)

items	Strongly disagree	Rather disagree	disagree	neutral	agree	Rather agree	Strongly agree
Self-efficacy							
If I really try hard, I can get through to even the most difficult or unmotivated students.							
When all factors are considered, I am a powerful influence on my students' success in the classroom.							
I do not have confidence in my professional ability to help students learn.							
I have enough training and experience to deal with almost any learning problem in the classroom.							
I am not certain that I am making a difference in the lives of my students.							
I can deal effectively with the problems of my students.							
I feel I am positively influencing my students' lives through my teaching.							
Burnout							
At school I feel burned out from my work.							
I feel that teaching is hardening me emotionally.							
There are days at school when I feel vulnerable.							
I am emotionally drained by teaching.							
There are days when I feel insecure at school.							
Resilience							
I can get through difficult times because I've experienced difficulty before.							
Failures double my motivation to succeed as a teacher.							
I have a hard time making it through stressful events.							
I tend to bounce back quickly after hard times.							
It is hard for me to recover when something bad happens.							
Attitudes Toward Teaching							
I enjoy working as a teacher because it brings me pleasure.							
Teaching is my life and I can't imagine giving it up.							

Teaching brings me very little satisfaction.
If I could choose an occupation today, I would not choose to be a teacher.
I am tempted to leave the teaching profession.
Openness to Change
As a teacher, I prefer the familiar to the unknown.
I do not get impatient when there are no clear answers or solutions to my problems as a teacher.
I get frustrated when my work is unfamiliar and outside my comfort zone as a teacher.
In my teaching, I find it hard to give up on something that has worked for me in the past, even if it is no longer very successful.
As a teacher, I like it when things are uncertain or unpredictable.
The "tried and true" ways of teaching are the best.
Classroom Affectivity
At school or in the classroom I often feel upset.
While teaching I regularly feel depressed.
I regularly feel inspired at school or in the classroom.
Overall, I expect more good things to happen to me in the classroom than bad.
It's hard to imagine anyone getting excited about teaching.
In my teaching I always look on the bright side of things.
Coping
When problems arise at work, I accept what has happened and learn to live with it.
When I am under a lot of stress, I just avoid thinking or doing anything about the situation.
When things get really stressful, I try to come up with a strategy about what to do.
When I encounter a bad situation at school, I look for something good in what is happening.
I don't feel that I can cope with problems that come my way

Appendix B

Schutte Self-Report Emotional Intelligence Test (SSEIT)

Instructions: Indicate the extent to which each item applies to you using the following scale:

1: strongly disagree nor agree   2: disagree   3: neither disagree   4: agree   5: strongly agree

	strongly disagree	disagree	neither disagree nor agree	agree	strongly agree
1. I know when to speak about my personal problems to others					
2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them					
3. I expect that I will do well on most things I try					
4. Other people find it easy to confide in me					
5. I find it hard to understand the non-verbal messages of other people					
6. Some of the major events of my life have led me to re-evaluate what is important and not important					
7. When my mood changes, I see new possibilities					
8. Emotions are one of the things that make my life worth living					
9. I am aware of my emotions as I experience them					
10. I expect good things to happen					
11. I like to share my emotions with others					
12. When I experience a positive emotion, I know how to make it last					
13. I arrange events others enjoy					
14. I seek out activities that make me happy					
15. I am aware of the non-verbal messages I send to others					
16. I present myself in a way that makes a good impression on others					
17. When I am in a positive mood, solving problems is easy for me					
18. By looking at their facial expressions, I recognize the emotions people are experiencing					
19. I know why my emotions change					
20. When I am in a positive mood, I am able to come up with new ideas					
21. I have control over my emotions					
22. I easily recognize my emotions as I experience them					
23. I motivate myself by imagining a good outcome to tasks I take on					
24. I compliment others when they have done something well					
25. I am aware of the non-verbal messages other people send					
26. When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself					
27. When I feel a change in emotions, I tend to come up with new ideas					
28. When I am faced with a challenge, I give up because I believe I will fail					
29. I know what other people are feeling just by looking at them					
30. I help other people feel better when they are down					
31. I use good moods to help myself keep trying in the face of obstacles					
32. I can tell how people are feeling by listening to the tone of their voice					
33. It is difficult for me to understand why people feel the way they do					

Appendix C

Teachers' Sense of Efficacy Scale1 (long form)

	Nothing (1)	(2)	Very little (3)	(4)	Some influence (5)	(6)	Quite a bit (7)	(8)	A big deal (9)
How much can you do to get through to the most difficult students?									
How much can you do to help your students think critically?									
How much can you do to control disruptive behavior in the classroom?									
How much can you do to motivate students who show low interest in school work?									
To what extent can you make your expectations clear about student behavior?									
How much can you do to get students to believe they can do well in school work?									
How well can you respond to difficult questions from your students ?									
How well can you establish routines to keep activities running smoothly?									
How much can you do to help your students value learning?									
How much can you gauge student comprehension of what you have taught?									
To what extent can you craft good questions for your students?									
How much can you do to foster student creativity?									
How much can you do to get children to follow classroom rules?									
How much can you do to improve the understanding of a student who is failing?									
How much can you do to calm a student who is disruptive or noisy?									
How well can you establish a classroom management system with each group of students?									
How much can you do to adjust your lessons to the proper level for individual students?									
How much can you use a variety of assessment strategies?									
How well can you keep a few problem students form ruining an entire lesson?									
To what extent can you provide an alternative explanation or example when students are confused?									
How well can you respond to defiant students?									
How much can you assist families in helping their children do well in school?									
How well can you implement alternative strategies in your classroom?									
How well can you provide appropriate challenges for very capable students?									

Teachers' Sense of Efficacy Scale1 (Short form)

	Nothing (1)	(2)	Very little (3)	(4)	Some influence (5)	(6)	Quite a bit (7)	(8)	A big deal (9)
How much can you do to control disruptive behavior in the classroom?									
How much can you do to motivate students who show low interest in school work?									
How much can you do to get students to believe they can do well in school work?									
How much can you do to help your students value learning?									
To what extent can you craft good questions for your students?									
How much can you do to get children to follow classroom rules?									
How much can you do to calm a student who is disruptive or noisy?									
How well can you establish a classroom management system with each group of students?									
How much can you use a variety of assessment strategies?									
To what extent can you provide an alternative explanation or example when students are confused?									
How much can you assist families in helping their children do well in school?									
How well can you implement alternative strategies in your classroom?									