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Modeling the Interplay of Indonesian and Iranian EFL Teachers' Apprehension, Resilience, Organizational Mattering, and Psychological Well-being

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ABSTRACT

Following the tenets of positive psychology, many researchers have explored the realm of teachers' emotions in the past decades. However, the number of studies observing teachers' psycho-emotional factors from a cross-cultural lens has been negligible. To fill this gap, This study examined the association among apprehension, resilience, organizational mattering, and psychological well-being of 411 Indonesian and 285 Iranian English language teachers. The structural equation modeling (SEM) analyses of the data obtained from four questionnaires indicated that while the language teachers' apprehension was weakly correlated with the other factors, the other variables were strongly correlated. Furthermore, the results showed that resilience and organizational mattering were strong predictors of teachers' overall well-being. The cross-cultural comparison of the results revealed that the Indonesian teachers enjoyed more resilience and seemed to cope better with challenging and apprehensive situations. Identifying and regulating negative emotions, like apprehension, can potentially pave the way for policymakers and teacher educators to empower teachers to survive and thrive in the stressful conditions of their profession.

Keywords: L2 teacher resilience; organizational mattering; positive psychology; psychological well-being; teacher apprehension

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Introduction

Exploring the role of emotions and psychological entities in the language teaching profession is of utmost importance (Derakhshan, 2022; Qi & Derakhshan, 2023; Wang et al., 2021). As Swain (2013) stated, these variables, especially emotions, “are the elephants in the room – poorly studied, and poorly understood” (p. 195). Since most of the available studies followed cognitive trends (Benesch, 2018), an urgent need has been felt to take the affective turn into consideration, especially with regard to language teachers (Xie & Derakhshan, 2021). Considering the subjective and dynamic nature of emotional factors and individual differences, which present themselves differently in the classroom milieu, positive psychology (PP) has become a new trend in applied linguistics research (Derakhshan et al., 2023; Ghiasvand & Banitalebi, 2023; MacIntyre et al., 2022; Wang et al., 2021; Zhi et al., 2023).

PP allows the study of emotions and psychological notions, especially positive ones, to understand how they can ease the process of teaching and learning (Derakhshan et al., 2023; MacIntyre et al., 2022). The proponents of PP have enthusiastically focused on the negative and positive sides of the emotional and psychological continuum by studying positive variables such as well-being, grit, resilience, enjoyment, and fulfillment (Csikszentmihalyi & Seligman, 2000; Derakhshan & Fathi, 2023; Greenier et al., 2021; Lopez & Snyder, 2009; Qi & Derakhshan, 2023; Solhi et al., 2023; Wang et al., 2022; Xie & Derakhshan, 2021; Yüce et al., 2023). More recently, the focus on negative emotions, especially the anxiety-provokers, has shifted to an integrated view in which positive characteristics are emphasized. This effort was made to obtain a balanced and detailed view of the psycho-emotional territory of the classroom context in which the well-being and mental health of the students and teachers are exposed to an array of factors.

As a negative entity and a subcomponent of anxiety, apprehension has been referred to as the anxious feeling about the forthcoming future (Horwitz, 2010). Studies indicate that constant exposure to anxious situations negatively affects teachers’ job satisfaction (Horwitz, 2010), professional development, and well-being (Ravandpour, 2019). Therefore, finding solutions to hamper the detrimental effects of anxiety and its subcomponents requires promoting and nurturing positive properties such as resilience to help language teachers survive and thrive in the adversities of language teaching (Hiver & Dörnyei, 2017). Resilience “lies at the interface of person and context, where individuals use strategies to enable them to overcome challenges and sustain their commitment and sense of well-being” (Mansfield, 2020, p. 15). Therefore, further analyses of psycho-emotional factors like resilience, psychological well-being, and apprehension in the work environment of language teachers would deepen the existing knowledge of the intertwined emotions.

Although resilience and psychological well-being have been the focus of different studies (Derakhshan et al., 2022; Talbot & Mercer, 2018; Wang et al., 2022), no consideration has been given to their relationship with a newcomer construct (i.e., organizational mattering), which reflects the sense of difference that one makes regarding the organization in which one is occupied (Reece et al., 2019). The knowledge stemming from other disciplines demonstrates that this variable seems pertinent to the work performance and job satisfaction of teachers who work at schools, institutes, universities, or any other organizational settings (Hariri et al., 2012). In such environments, “policies, practices, procedures, behaviors and experiences” (Schneider & Barbera, 2014, p. 10) shape and influence the values and meaning that employees attach to their work (Razavipour & Yousefi, 2017).

Literature Review

Apprehension

Anxiety has been studied widely in L2 acquisition research (Dewaele & MacIntyre, 2014), and most of the stressors have been shrouded by the dominance of anxiety in general terms. Anxiety-inducing factors have been found to negatively affect self-efficacy (El-Okda & Al-Humaidi, 2003; Güngör & Yaylı, 2012), work engagement and professional development, and job satisfaction (Liu et al., 2022). Inability to assume several responsibilities, personality problems, teaching English through English, teaching culture, and having low confidence in English competence (Ferdowsi & Ghanizadeh, 2017) and insecure job conditions (Mercer & Dörnyei, 2020; Mercer et al., 2016) were listed among the reasons for which language teachers are anxious. Studies indicate that exposure to anxiety provokers can threaten teachers' well-being by igniting similar unpleasant feelings such as burnout, distress, sadness, and fatigue (Liu et al., 2022; Mercer & Dörnyei, 2020). Moreover, it has been claimed that exposure to anxiety and its subcomponents can convince individuals to leave their jobs and terminate their commitment to the organization (Imran et al., 2017).

Theoretically, apprehension refers to context-dependent feelings about unpleasant situations that will occur in the future. In other words, the term denotes an expectation about the occurrence of disturbing and unwanted feelings (Horwitz et al., 1986; Kyriacou, 2001). Teacher apprehension might be due to internal stressors such as incompetence in communication and lack of self-confidence, along with external sources such as lack of instructional materials and ineffective rapport with learners (Kyriacou, 2001). Meanwhile, from an opposite perspective, there have been arguments regarding the beneficial role of negatively labeled notions such as anxiety and apprehension. In other words, there has also been evidence of the positive outcomes of negative factors, implying that negative notions such as apprehension could possibly lead to positive outcomes, such as an increase in one's motivation, engagement, effort, and interest (Cervone et al., 1994; Strack et al., 2017). However, such alternation and shift in one's feelings requires more in-depth studies, and the current body of research lacks discussions regarding this issue. Therefore, understanding language teachers' apprehension level and its effect on other psychological and emotional factors like resilience and well-being is greatly needed in EFL contexts (Li, 2021; Wang, 2021). Ghanizadeh et al. (2020) showed that instructors' identity and self-esteem are strongly and positively correlated with teacher apprehension. Similarly, Goldast et al. (2021) collected data from nine non-native teachers via open-ended questions, diary entries, and observation. Qualitative analyses revealed that L2 teacher apprehension comprises L2-related problems, attitudinal factors, classroom management issues, and organizational problems. Their findings were in line with Shillingford-Butle et al. (2012), who argued that the interaction between teachers and parents, instructive policies, and conflicts with colleagues and other instructors can promote teacher apprehension.

Resilience

Positive emotions have the capacity to move individuals beyond just feeling good by decreasing the unfavorable impacts that negative emotions might have and by enhancing life enjoyment and positive interpersonal communication (Derakhshan, 2022; MacIntyre & Mercer, 2014). This notion has been identified as an integral part of one's psycho-emotional network. Resilience refers to one's stress-coping ability, which can help individuals survive unsatisfactory situations (Connor & Davidson, 2003). "This positive feature is not only the matter of facing stressful events, it is also about living despite having experienced adverse events and, sometimes, traumatic ones" (Philippe et al., 2018, p.1). According to positive psychology, resilience is among the psychological strengths that, when nurtured, helps individuals remain tenacious and perseverant in apprehensive

situations (Kyriacou & Sutcliffe, 1978; MacIntyre et al., 2016; Wang et al., 2022). Further, based on resilience theory, it has been argued that resilience functions as a prevention rather than a cure mechanism and is highly intertwined with protective qualities that line up against organizational tensions and stress (Thompson & Dobbins, 2018).

Since resilience fosters well-being (Pretsch et al., 2012), making individuals aware of its effects on reducing the risk of burnout and increasing teachers' job satisfaction, grit, and enjoyment becomes a vital line of research (Benesch, 2018; Derakhshan et al., 2022). Addressing resilience in a cross-cultural study, Wang et al. (2022) interviewed 18 Chinese and 15 Iranian EFL teachers, and their findings showed that person-focused factors are among the major determinants of teachers' resilience. Their findings implied the idea of resilience promotion. In this regard, Brassington and Lomas (2021) systematically reviewed 33 papers that focused on the resilience of 10,741 participants and found that resilience training hones the well-being of individuals in highly stressful occupations. Modeling the interplay of resilience, wellbeing, L2 grit, and foreign language teaching enjoyment among 450 Iranian EFL teachers, Derakhshan et al. (2022) found that resilience, grit, and wellbeing strongly predict the teachers' enjoyment, implying that investment in L2 teachers' resilience provides protective mechanisms, which makes them less threatened in the stressful and apprehensive situations.

Organizational Mattering

“Mattering, one’s sense of the difference one makes in the world, has been variously described in psychological and philosophical literature” (Reece et al., 2019, p.1). Previous research identified two types of mattering, interpersonal and societal mattering (Jung & Heppner, 2017), without addressing the challenges of work milieus. If an employee considers one’s work unimportant to the organization, it will be difficult for one to have job satisfaction and motivation afterward. More specifically, mattering is positively correlated with well-being, positive affect, and self-esteem (Jung & Heppner, 2017), while it is negatively correlated with hostility, aggression, and several pathological mental issues (Elliott et al., 2004).

Organizational mattering emphasizes the significance of the positive effects of an individual’s actions and social support (Estaji & Zhalch, 2021; García-Herrero et al., 2017; Reece et al., 2019). In other words, the concept renders mattering through interpersonal and social aspects of the employees involved within the organizations. Higher levels of organizational mattering, as perceived by individuals, can predict their positive inclinations towards not only the organization but also their higher levels of work productivity and well-being (Kurtessis et al., 2017). Jung and Heppner (2017) studied the concept among various groups of working adults with different racial and cultural backgrounds to develop the Working Matter Scale. Their study showed that mattering is correlated not only with job commitment but also with job and life satisfaction. Polat and İskender (2018) also reported a significant positive relationship between resilience, organizational commitment, and organizational climate. The former has been defined as being involved in the organization (Tsui & Cheng, 1999), while the latter refers to the characteristics of the organization that specific members are part of (Tagiuri, 1968). Similarly, Kern et al.’s (2014) study reported a correlation between well-being and organizational commitment. However, organizational mattering has not only been overlooked in the language teaching context, but its relationship with other variables such as apprehension, resilience, and even the well-being of teachers has been ignored (Reece et al., 2019). Even less investigated is the matter of organizational mattering in the domain of language education and cross-cultural educational studies. To address this gap, in the current research, organizational mattering perceptions of Indonesian and Iranian EFL teachers will be investigated in relation to their perceptions of well-being, apprehension, and resilience.

Psychological Well-being

Despite having a rich history over the last three decades, psychological well-being does not have a straightforward definition, and reaching its exact definition remains a debatable issue among researchers (Dagenais-Desmarais & Savoie, 2012; Harris & Cameron, 2005). Mercer (2021) defined psychological well-being “as the dynamic sense of meaning and life satisfaction emerging from a person’s subjective personal relationships with the affordances within their social ecologies” (p. 16). Paying a great deal of attention to the importance of resilience, Caprara et al. (2006) referred to more creative teaching as a result of positive teacher’s well-being. In other words, due to the increase in stress-oriented factors, namely depression, anxiety, and apprehension, the need is felt to employ protective measures so that appropriate strategies can be adopted in the confrontation of negative situations (Mercer, 2021).

Stressful situations can influence teacher-student relations and affect their well-being (McGrath & Huntington, 2007). Put simply, higher levels of stress and an inability to handle it can have deleterious effects on one’s well-being (Mercer, 2021). In other words, experiencing stress can lead to lower levels of well-being (Skaalvik & Skaalvik 2016). It has been shown that emotion regulation significantly predicts language teachers’ psychological well-being and work engagement (Derakhshan et al., 2022), which in the long run leads to job satisfaction and prevents burnout. Previous research has found other predictors of well-being, including job demands, job resources, self-efficacy, and personal resources (Skaalvik & Skaalvik, 2018). For instance, it was reported that both individual and collective teacher self-efficacy positively affects the psychological well-being of language teachers (Greenier et al., 2021). On the other hand, teachers’ negative emotions, such as anxiety, stress, apprehension, or burnout, can potentially decrease their psychological well-being. In this respect, Horwitz (1996) stated that “even if ... anxiety had no impact on the effectiveness of the language instruction, it would seem to be a substantial detriment to the mental well-being and job satisfaction of foreign language teachers” (p. 367). MacIntyre et al. (2020) depicted a positive correlation between positive psychological outcomes, including well-being, resilience, happiness, growth during trauma, and approach coping, and a negative correlation between the mentioned outcomes and avoidance coping. In contrast, avoidance coping correlated only with negative outcomes, including stress, anxiety, anger, sadness, and loneliness. When failure is observed in coping strategies, anxiety and other negative emotions dominate the teaching process (Bottiani et al., 2019). Furthermore, MacIntyre et al. (2019) found a negative correlation between teachers’ well-being and stress. Similarly, Fathi et al. (2020) modeled the interplay of 179 Iranian EFL teachers’ self-efficacy, collective efficacy, and psychological well-being, and their results indicated that self-efficacy and collective efficacy are significant predictors of teachers’ psychological well-being.

Overall, a review of the existing literature revealed no study in the EFL context that considers all four variables of apprehension, resilience, organizational mattering, and psychological well-being and does a comparative analysis of their interplay between two groups of Indonesian and Iranian teachers. More specifically, the literature lacks a comparative analysis of teachers’ emotional factors and psychological health (Mercer & Kostoulas, 2018; Talbot & Mercer, 2018). In a cross-cultural study focused on teachers’ psychological well-being, Özü et al. (2017) analyzed the data obtained from teachers in Turkey, Pakistan, and the USA. Their results showed that American teachers had the highest level of psychological well-being, followed by those in Turkey and Pakistan. Likewise, Greenier et al. (2021) examined psychological well-being and work engagement in two contexts, Britain and Iran. Apart from mentioning some cross-cultural differences, it was concluded that the association of these factors was stronger for the British teachers than the Iranian ones. According to Dewaele and MacIntyre (2014), “examining both positive and negative emotions in the same study is an advisable practice” (p. 242). Therefore, the present research is among the first trials within the language teaching domain that focus on the

interplay of apprehension, resilience, and the newcomer concept of organizational mattering cross-culturally between teachers in Indonesia and Iran.

Reflecting upon the theoretical and empirical bases outlined earlier, the proposed structural model encompassing several hypotheses was envisioned to investigate the interconnectedness of teachers' apprehension, resilience, organizational mattering, and psychological well-being (Figure 1).

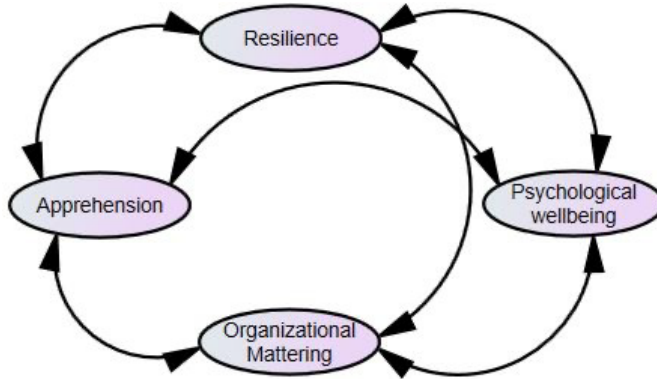


Figure 1. The primary hypothesized model of apprehension, resilience, organizational mattering, and psychological well-being.

Accordingly, the first research question reflects upon the association between apprehension and the remaining positive factors. In fact, the literature indicates that apprehension denotes the expectation of unpleasant feelings. Furthermore, the theory states that apprehensive situations would infect other teachers' well-being-related factors (Horwitz et al., 1986; Kyriacou, 2001). Additionally, researchers have discussed the positive outcomes of negatively-branded factors (Cervone et al., 1994). Specifically, anxiety-related notions would possibly lead to more motivation, engagement, effort, and interest (Strack et al., 2017). Since organizational factors are considered one possible source of teachers' mattering and apprehension, studying the links between apprehension and organizational mattering seems reasonable within language teaching literature. Thus, we hypothesized a non-directional relationship between apprehension and the positive factors of the study, including resilience, organizational mattering, and psychological well-being.

To discuss the interplay of the positive notions, which is the objective of the second research question, we further hypothesized the theoretical links between resilience, organizational mattering, and psychological well-being, about which the literature lacks adequate empirical evidence. Specifically, we sought to investigate the interplay between teachers' resilience and organizational mattering to determine their predictive powers on teachers' psychological well-being (Figure 3). Based on positive psychology, the connection between organizational mattering, positive affect, and self-esteem has been documented on a larger scale (Jung & Heppner, 2017); however, a similar connection has yet to be established between organizational mattering and resilience. Similarly, studies have evidenced the connection between resilience and several well-being-related notions (Kyriacou & Sutcliffe, 1978; MacIntyre et al., 2016; Wang et al., 2022). However, the links between resilience and other variables of the study have not been established

cross-culturally. Therefore, the present study addressed these gaps by seeking the answers to the following questions:

1. Is there any significant association between Indonesian and Iranian EFL teachers' apprehension, resilience, organizational mattering, and psychological well-being?
2. Do teachers' resilience and organizational mattering predict their psychological well-being?
3. Do Indonesian and Iranian language teachers differ with respect to their apprehension, resilience, and organizational mattering?

Method

Participants

In our study, 751 English language teachers, chosen based on convenience sampling (female = 508, male = 235, not mentioned = 8) aged between 22 and 70, participated in the present study. This wide age range provides a better reflection of the heterogeneous population. Further, it better illustrates the fluctuations of psycho-emotional factors across generations and age scales in cross-cultural studies (Fischer & Karl, 2019). Moreover, the inclusion of a wide age range broadens the generalizability and the statistical power of the analyses (Selya et al., 2012). Although 751 solid answers were obtained, 32 cases with constant patterns, eight with increasing patterns, and 12 with decreasing patterns were identified and excluded. This resulted in 696 participants. More specifically, the final sample consisted of 411 Indonesian and 285 Iranian English language teachers, who differed in their demographic characteristics, namely their educational level, major, teaching experience, the number of students they teach, and their place of work. It is worth mentioning that their teaching experience ranged between 1-20 years, and all had either a high school diploma (n= 48), BA (n= 206), MA (n= 263), PhD (n= 63), or other degrees (n=171). They were teaching either at schools (private/public) or institutes and sometimes both. Additionally, the participants signed a consent letter, including the assurance of confidentiality and anonymity and describing the purposes of the research prior to data collection (BERA, 2011).

Instruments

Teachers' Apprehension Questionnaire

In order to measure the apprehension of teachers, a questionnaire developed by Ghanizadeh et al. (2020) was utilized. The refined scale comprises 33 items classified into the four constructs of *L2-related problems*, *attitudinal factors*, *classroom management*, and *organizational factors*. The items were measured on a five-point Likert scale ranging from "strongly agree" to "strongly disagree", with high reliability ($r = .90$) and validity measures (Ghanizadeh et al., 2020). The questionnaire can be filled out within approximately 10 minutes.

Resilience Questionnaire

The resilience scale was adopted from Connor and Davidson (2003) with an alpha value of .89 and 25 items. Different constructs of this questionnaire were designed to examine *personal competence*, *trust in one's instincts*, *tolerance of negative affect*, *strengthening effects of stress*, *positive acceptance of change and secure relationships*, *control*, and *spiritual influences*. The respondents were supposed to choose the options on a 5-point Likert ranging from 0 (*not true at all*) to (*almost always true*) in approximately 10 minutes.

Organizational Mattering Scale (OMS)

Reece et al. (2019) introduced OMS in order to measure mattering in organizations, the factor analysis of which resulted in two sub-factors of *recognition* and *achievement* with seven items. They reported a reliability coefficient of .84 for the achievement and .83 for the recognition, respectively. One sample item of this questionnaire is as follows: (item 5) “*My co-workers praise my work*”. Furthermore, it was on a five-point Likert scale ranging from “*strongly disagree*” to “*strongly agree*”, which can be completed in under 5 minutes.

Index of Psychological Well-being at Work (IPWBW)

To understand the participants’ feelings at work, the researcher adopted the IPWPB (Dagenais-Desmarais & Savoie, 2012, p. 666). This 25-item questionnaire was based on a six-point Likert scale ranging from “*disagree*” to “*entirely agree*”, measuring five constructs of *interpersonal fit (IFW)*, *thriving (TW)*, *feeling of competency (FCW)*, *perceived recognition (PRW)*, and *desire for involvement at work (DIW)* with a satisfactory reliability value of ($r = .96$). The teachers were expected to finalize their responses for the IPWBW in approximately 10 minutes.

Data Collection and Analysis Procedures

The participants of this study were selected from public schools, private schools, and institutes in Indonesia and Iran. They were chosen based on convenience sampling in which easy-to-contact teachers were selected from different groups identified and created by the researchers on Telegram, taking their availability and willingness into consideration. Out of roughly the 500 EFL teachers in each country contacted to participate in this study, 411 Indonesian and 285 Iranian teachers accepted to complete the questionnaires. The participants were provided sufficient explanations about the research's purpose and ethical issues. Accordingly, the online version of the scales comprising separate sections for each variable was created using Google Forms for ease of administration and access to the participants. The designed forms were accessible via a single link by which participants were presented with the items. They were supposed to complete the questionnaires within a time duration of 30 to 40 minutes. After the data collection process was completed, an output Excel file including all participants' entries was extracted from the distributed link. It then underwent the required analyses using the Statistical Package for Social Sciences (SPSS: Version 27). In order to guarantee the construct validity of the questionnaires, which consisted of teacher apprehension, resilience, organizational mattering, and psychological well-being, Confirmatory Factor Analysis (CFA) was conducted. First, using standardized estimation, each construct was probed for non-significant loadings in unstandardized estimation and/or low estimates (below 0.5). The results reported that four items from the teacher apprehension questions (TA02, TA08, TA28, and TA30) and one item from resilience questions (R02) had standardized estimates below 0.45; thus, they were excluded. After applying the modifications, the final version of the CFA model was achieved (Figure 2).

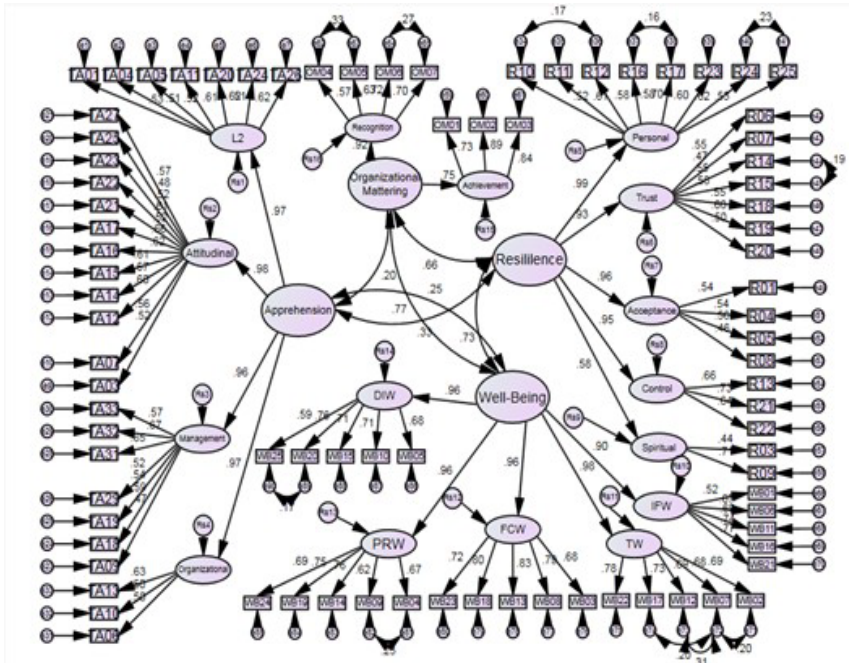


Figure 2. The final modified CFA model with standardized estimates.

Results

CFA was done on the data as a prerequisite to the main statistical analysis in this study. The evaluation of the CFA goodness of fit reported an acceptable to excellent value. In order to make sure that the proposed model was applicable to all participants with different ethnicities (Indonesian and Iranian), the result of running the test on gender for the unconstrained model was found to be $\chi^2_{(6904)} = 13688.4$, and for the constrained model it was $\chi^2_{(6920)} = 13705.5$. Results showed that the difference ($\Delta\chi^2_{(16)} = 17.1, p = .379 > .05$) between the two ethnicities at the model level was not significant; thus, the invariance of the model was ensured (Table 1).

Table 1
Evaluation of the CFA Goodness of Fit

Criteria		Threshold			Evaluation
		Terrible	Acceptable	Excellent	
CMIN	8799.455				
df	3452				
CMIN/df	2.549	> 5	> 3	> 1	Excellent
RMSEA	.047	> 0.08	< 0.08	< 0.06	Excellent
CFI	.910	< 0.9	> 0.9	> 0.95	Acceptable
TLI	.904	< 0.9	> 0.9	> 0.95	Acceptable
SRMR	.055	> 0.1	> 0.08	< 0.08	Excellent

Furthermore, the composite reliability (CR) and discriminant validity for each factor were examined and are shown in Table 2. As can be seen, CR values of all variables were reported to be above .7, showing accepted reliability, and the average variance explained for each factor was safely above .5. Additionally, the maximum shared variance (MSV) for each factor was below its AVE, both of which supported the convergent validity of the model. Moreover, the square root of the AVE was above the inter-correlations of the factors, indicating discriminant validity based on Fornell and Larcker (1981).

Table 2
Reliability and Validity of the Factors

	CR	AVE	MSV	Fornell – Larcker Criterion			
				OM	Apprehension	Resilience	Well-Being
OM	0.828	0.709	0.598	0.842			
Apprehension	0.985	0.942	0.111	0.202**	0.971		
Resilience	0.952	0.803	0.534	0.659**	0.333**	0.896	
Well-Being	0.981	0.911	0.598	0.773**	0.252**	0.731**	0.954

The first research question was concerned with the correlation between teachers’ apprehension and resilience and their organizational mattering. Considering Fornell and Larcker’s (1981) criterion, significant correlations were revealed between all pairs of factors (Table 2). More specifically, there were strong correlations between organizational mattering and well-being ($r = .773$), resilience and well-being ($r = .731$), and resilience and organizational mattering ($r = .659$). In contrast, the correlations between teacher apprehension, on the one hand, and organizational mattering ($r = .202$), resilience ($r = .333$), and well-being ($r = .252$) were reported to be weak to moderate. Moreover, the data in the CFA model were imputed in the subsequent analysis by using regression imputation, which took the weighted share of each item in calculating the average into account. The descriptive statistics for the model component after regression imputation ensured a normal distribution of data because skewness and kurtosis values were below the absolute value of 3. Thus, to answer the first research question, it was concluded that apprehension and resilience had weak ($r = .202$) and strong ($r = .659$) correlations with organizational mattering, respectively.

In order to answer the second research question on the extent to which teachers’ resilience and organizational mattering predict their psychological well-being, researchers conducted a regression analysis using structural equation modeling (Figure 3).

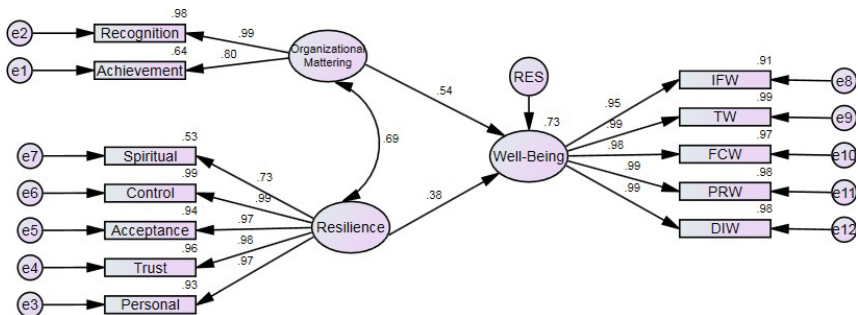


Figure 3. The measurement model.

The imputed values extracted from CFA were used to examine the predictability of well-being by resilience and organizational mattering, and the results of multiple linear regression analysis demonstrated that organizational mattering and resilience could jointly predict 72.7 of the variance in psychological well-being by taking covariance between these two variables into consideration (Table 3).

Table 3
Results of Multiple Linear Regression Analysis with SEM

		Weight	S.E.	C.R.	P	B	R ²	Multiple correlation R ²
Well ----->	OM	.472	.029	16.360	.000	.540	.292	.727
Well ----->	Resilience	.439	.033	13.242	.000	.382	.146	
OM <-->	Resilience	.126	.009	13.625	.000	.694		

It can be concluded that resilience and organizational mattering are both significant predictors of well-being. While organizational mattering was a better predictor ($\beta = .540, p = .000 < .01$), uniquely explaining 29.2 of well-being's variance, resilience also proved to be an effective predictor ($\beta = .382, p = .000 < .01$), uniquely explaining 14.6 of well-being variance.

Finally, in order to answer the third research question, investigating any significant difference between Indonesian and Iranian language teachers in terms of their apprehension, resilience, and organizational mattering, three sets of independent sample t-tests were conducted separately on each variable (Table 4). Accordingly, the results of Levene's tests of equality of variances for apprehension and resilience were significant, while they were non-significant for organizational mattering. Therefore, the *t-test* results are reported with the assumption of inequality of variances and the organizational mattering with equality of variances.

Table 4
Results of Independent Samples T-tests

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Apprehension	Equal variances not assumed	11.983	.001	-.646	537.772	.519	-.0299	.0463	-.1209	.0611
Resilience	Equal variances not assumed	6.266	.013	-3.704	551.594	.000	-.1082	.0292	-.1655	-.0508
OM	Equal variances assumed	.315	.575	-.997	694	.319	-.0334	.0335	-.0992	.0324

Based on Table 4, there was a significant difference between the resilience of Indonesian and Iranian teachers in favor of the Indonesians ($t = 3.704, p = .000 < .01$, Cohen's $d = .315$, representing a small effect size). On the contrary, no significant difference was observed between these two groups with regard to apprehension ($t = .646, p = .519 > .05$) and organizational mattering ($t = .997, p = .391 > .05$).

Discussion

The present cross-cultural study sought to unravel the associations between apprehension, resilience, and organizational mattering among language teachers in Indonesia and Iran. Based on the results, it was shown that apprehension and resilience correlated significantly with organizational mattering, and organizational mattering and resilience had the power to significantly predict well-being. Accordingly, resilience and organizational mattering as positive constructs enjoyed a significant positive correlation with language teachers' psychological well-being, whereas apprehension on the negative side was weakly correlated with organizational mattering and psychological well-being and moderately with teachers' resilience. Although the findings of cross-sectional studies require caution to interpret and generalize, we might argue that in line with previous studies (Greenier et al., 2021; Mercer & Kostoulas, 2018; Özü et al., 2017; Talbot & Mercer, 2018), the positive factors in the present study were significantly linked to each other. To be precise, the results imply that as the resilience and organizational mattering of the teachers increase, their well-being is positively influenced and amplified. The obtained results are in line with Derakhshan et al. (2022) and Ergün and Dewaele (2021), who illustrated that the resilience and well-being of teachers are predictors of another positive entity, i.e., foreign language teaching enjoyment, which is closely related to Csikszentmihalyi's (1990) flow and joy concept. In line with Derakhshan et al. (2022) and based on the results of the present study, we argue that the teachers' resilience, organizational mattering, and psychological well-being would possibly ignite teachers' enjoyment. This is, in turn, triggered when the individuals "experience desirable outcomes related to personal success and interpersonal relatedness" (Reeve, 2005, p. 316) and is perceived when the available skill for overcoming challenges surpasses the required skill (Csikszentmihalyi, 1990). The present correlational and SEM analyses support the argument that within stressful and apprehensive situations, teachers rely on their resilience and psychological well-being resources to overcome adversities, obtain desirable outcomes, and fulfill their personal goals along with educational objectives.

Further, the correlation between resilience and L2 grit (Derakhshan et al., 2022) indicates that the more resilient the teachers, the more tenacious and hardworking they will be. This implies that in difficult situations, teachers rely on their resilience and grit to power their perseverance and passion (Derakhshan et al., 2023). The combination of resilience and grit further empowers the teachers to utilize strategies that "enable them to overcome challenges and sustain their commitment and sense of well-being" (Mansfield, 2020, p. 15).

Although the extent to which teachers may experience stress has been at the center of attention in previous studies (MacIntyre et al., 2020), the findings of this study elucidate the necessity to have teachers who can effectively handle negative situations by taking their resilience and psychological well-being into account. This, in fact, shows how the interaction between these positive and negative factors can result in teachers being more prepared to cope with demanding circumstances. Apprehension in this study was operationalized as the anxious feeling about future events, which encompasses four components of (1) L2-related problems, (2) attitudinal factors, (3) classroom management factors, and (4) organizational factors (Ghanizadeh et al., 2020). The weak correlation between apprehension and organizational mattering in the current study can be justified in light of the fourth component of the Apprehension Scale, which fails to tap into different factors related to the organizational context. The items underlying the fourth component are concerned with the self-preparation of language teachers, their inability to cover the syllabus in due time, and the tensions that they feel from the judgment of their colleagues (Ghanizadeh et al., 2020). This signals that the recent operationalization of apprehension (Ghanizadeh et al., 2020) is limited only to the personal and emotional views of colleagues, and it neglects various aspects of organizational practices, experiences, behaviors, and climate as postulated by Reece et al. (2019) and Schneider and Barbera (2014). Thus, in line with Cervone et al. (1994) and Strack et al. (2017), apprehension's positive and weak correlation with other notions would also imply that

this construct might have facilitative roles. In other words, we can argue that teachers' apprehension might trigger their effort and engagement and lead them toward finding solutions and dealing with drawbacks and tensions. However, aside from possible positive outcomes of apprehension, as discussed by Cervone et al. (1994) and Strack et al. (2017), we argue in line with Imran et al. (2017), Liu et al. (2022), and Mercer and Dörnyei (2020), who believed that continuous exposure to anxiety-related factors leads to the increased rate of well-being-threatening factors such as burnout, distress, and fatigue. The idea implies that although apprehensive Indonesian and Iranian teachers might be motivated and positively triggered by a portion of apprehensive thoughts, their long-term exposure to this phenomenon would possibly drain their energy, fuel their sadness, and unfavorably influence teachers' level of self-efficacy and well-being (El-Okda & Al-Humaidi, 2003; Güngör & Yaylı, 2012). Therefore, it can be argued that apprehension manifests differently in diverse situations. To be precise, as discussed by Ghanizadeh et al. (2020) and Shillingford-Butle et al. (2012), being apprehensive is a matter of one's identity and self-esteem, implying that for teachers with highly constructed teaching identity and self-esteem, apprehension might function as a motivation and resilience provoking factor and for those with low self-esteem, it triggers sadness and unpleasant feelings; however, the validity of such claims calls for more in-depth analyses.

To further justify the correlation between apprehension and organizational mattering, we argue that language teaching occurs in an organization where teachers' colleagues are only one aspect, and other organizational factors may be involved in the perceptions of apprehension. Furthermore, the construct of mattering is two-fold, involving both intrapersonal and interpersonal aspects (Xie & Derakhshan, 2021), and the literature requires study to better understand this variable in L2 education.

The SEM results suggest that both resilience and organizational mattering were predictors of one's psychological well-being. The results align with that of Jung and Heppner (2017), who showed that organizational mattering is related to one's satisfaction and efficacy. Similarly, the results also support Polat and Iskender's (2018) study, which reported a significantly positive correlation between teachers' resilience, job satisfaction, organizational climate, and commitment. Hence, it can be argued that mattering is a concept that almost everyone is concerned with, regardless of his/her occupational, cultural, ethnic, and racial status. Accordingly, this concern is also traceable among language teachers. This argument was empirically supported by the insignificant difference between Indonesian and Iranian EFL teachers' perceptions of organizational mattering in the present study. Therefore, organizational mattering not only fits itself within the realm of PP and the emotional domain but also reflects the idea that the interpersonal and societal aspects of language teaching are closely related to teachers' psychological well-being. These results supported the findings of Kurtessis et al. (2017) and Jung and Heppner (2017), who believed that organizational mattering is a strong predictor of organizational commitment, work productivity, and well-being. Also, the predictive power of Indonesian and Iranian teachers' organizational mattering on their psychological well-being and its strong correlation with the teachers' resilience, as shown by the results, confirm and update the results of Kern et al. (2014) and Polat and Iskender (2018), who reported that organizational mattering positively aligns with resilience, organizational commitment and climate, and well-being.

Regarding the third research question, Indonesian teachers outscored Iranians with respect to resilience. As noted earlier, resilience is a reflection of one's perseverance, which encompasses hope and optimism (MacIntyre et al., 2019), suggesting that resilient individuals not only deal effectively with negative and stressful setbacks but also maintain their optimism and positive attitudes toward future accomplishments. Since resilience "fosters well-being" (Pretsch et al., 2012, p.322), it can be argued that the more resilient the individuals, the more perseverant they will be and the more they will show passion toward their life and professional goals. Based on the results, the Indonesian teachers remained more consistent than Iranians despite the common

difficulties of L2 education. It seems that the perceived resiliency among Indonesian teachers assisted them in stressful situations, and their optimistic and hopeful mindset helps them stay motivated, enthusiastic, and immune from the apprehensive situations of their profession, burnout (Polat & Iskender, 2018), and turnover intentions (Harris & Cameron, 2005). Results also agree with previous findings (e.g., Horwitz, 1996; MacIntyre et al., 2020; Mercer et al., 2021; Skaalvik & Skaalvik, 2016), which asserted that one's well-being could be affected in the presence of anxiety-related factors and lower levels of stressful thoughts and feelings would lead to increased well-being. The present study also supports the findings of Bottiani et al. (2019), who showed that the lack of proper coping strategies and a resilient mindset would, in turn, dominate the teaching process and infect other teachers' well-being. In other words, the decline in teachers' well-being is the byproduct of the decreased positive factors. Thus, in addition to Fathi et al. (2022), who highlighted the impact of self and collective efficacy on psychological well-being, we further show that promoting teachers' resilience not only increases their psychological well-being but is also beneficial for keeping them immune from apprehensive thoughts as well as beneficial for cultivating teachers' commitment and involvement.

The psycho-emotional factors among Iranian teachers can further be explained by referring to their educational milieu, in which the individuals might have to rely on themselves rather than the organization, which provides inadequate attention and support to its employees and teachers. Consequently, Iranian teachers may prefer to bid farewell to their long-term accomplishments and focus on short-lived expectations and goals instead. Another difference between Indonesian and Iranian teachers may be their perceptions of the possession of long-term goals. The issues in Iranian teachers' society might be traceable to economic problems despite the fact that Iran has far less population than Indonesia. Low income, high costs of living, insufficient job vacancies, injustice in payments, and insecure job conditions (Mercer et al., 2016) seem to be plausible demotivating factors for Iranian language teachers, leading them towards more perceptions of negative emotions such as apprehension, and limited sensation of positive ones such as resilience, organizational mattering, and well-being. Moreover, as the analysis showed, resilience and organizational mattering were strongly correlated ($r = .659$), meaning that any fluctuations within one's perception of resilience may affect the extent to which that person has a sense of difference towards the organization and, accordingly, their well-being. Moreover, this finding highlights the necessity of investing more in English language teacher education programs in both countries because if this negligence continues, learning objectives cannot be met, and teacher burnout may be triggered (Fathi et al., 2021). These differences between the two contexts highlight the paramount significance of culture in educational contexts because culture shapes the beliefs and behaviors of teachers, on the one hand, and affects their psychological and performative characteristics, on the other hand. The homogeneity of these two groups regarding apprehension and organizational mattering may be because both countries are located in Asia, and the main style of education in the Asian context is the spoon-feeding style of teaching and learning. This style regards teachers as the main authority in the classroom and makes no room for students to take the initiative (Wong, 2004). In other words, Asian contexts depend on the teacher-centered approach, which might influence the students' progress.

Implications and Future Directions

The findings imply that instead of looking upon apprehension and other stressors as ever-fixed-detrimental factors, one can also consider the possible positive potentialities that these emotions can provide when they are managed. Understanding and dealing effectively with negative emotions promotes the successful functioning of individuals, including those involved in the teaching profession (MacIntyre et al., 2020; Reeve, 2015). As Kyriacou (2000) discussed, apprehension might be triggered due to a lack of self-confidence, incompetence in communication, insufficient instructional materials, and ineffective teacher-student rapport. Thus,

the present research implies that Indonesian and Iranian teachers can compensate for these drawbacks and apprehension triggers through beneficial external support. To this end, Indonesian and Iranian teacher educators and policymakers are suggested to educate language teachers with stress-coping strategies (Ferdowsi & Ghanizadeh, 2017) and try to increase their inclination to collaborate with colleagues through discussion groups and peer observations (Richards, 2020). This is obtainable by considering the multifaceted nature of the teaching profession (Benesch, 2018; Estaji & Zhaleh, 2021). They can also provide opportunities for PP interventions (Mercer & Kostoulas, 2018) inside and outside the educational organization in order to distract teachers' attention from their stressful teaching environments (Hiver & Dörnyei, 2017) and promote their resilience, enabling them to not only survive but also thrive in challenging situations (Mansfield, 2020). When they learn how to survive in the face of unfavorable situations instead of giving up or feeling apprehension, their level of psychological well-being increases (Mercer & Kostoulas, 2018), and they feel less burned out (Polat & İskender, 2018). Thus, school and institution principals responsible for recruiting effective language teachers can plan professional development programs for their teachers before permitting them to start their jobs at the organization. Such programs should meet teachers' continuing professional development needs for how to handle daily job stressors and apprehensions, how to become resilient in the face of teaching hardships and obstacles, how to improve their relationships with students and other teachers involved in their organization, and finally, how to make active strides toward increasing their psychological well-being. When teachers are provided with the knowledge of such important emotional and psychological aspects of teaching, they are more prone to inculcate them into their actual pedagogical practices (Fathi et al., 2020).

The results of this study can also be beneficial for teachers and teacher educators in Indonesia and Iran because they can become more aware of their own positive and negative feelings, which can affect their teaching performance. Moreover, "gaining more knowledge of teachers' psychological well-being can contribute to protecting teachers' mental health and their professional development" (Greenier et al., 2021, p. 21). Since organizational climate influences teachers' professional values and relations (Hariri et al., 2012; Rezvanipour & Yousefi, 2017; Schneider & Barbera, 2014), applying a loving pedagogy, which ensures care, freedom, dialogue, growth, and respect (Derakhshan, Greenier, et al., 2022) can be pursued to reform educational policies and move towards learning situations that amplify well-being and happiness. As stated earlier, Indonesian teachers were more resilient than their Iranian colleagues. The dynamic nature of psycho-emotional factors warns us about underestimating the differences, meaning that based on a sample collected through convenience sampling, one might not deduce that both groups are arguably similar. The overall emotional pattern of particular groups within any society emerges from in-depth and longitudinal analyses of multilayered factors influenced by personal and societal norms, cultural values, and worldviews. Resilience promotion, as a protective coping strategy (Pretsch et al., 2012), could be a promising research and practice trend for the educational systems of Indonesia and Iran. Educators can focus on increasing teachers' grit, enjoyment, and job satisfaction along with focusing on resilience-promoting programs and emotion regulation practices to help the teachers in these contexts cope with apprehensive and stressful situations and reflect more commitment to their organization (Benesch, 2018; Brassington & Lomas, 2021; Derakhshan et al., 2022; Wang et al., 2022). Thus, the interplay between the hypothesized variables implies that the more one invests in resilience, the more it is possible to enjoy increased organizational mattering and psychological well-being.

Hence, it can be concluded that Indonesian and Iranian teachers' negative and positive emotional factors, including their apprehension, resilience, and organizational mattering, play important roles in their psychological well-being. Thus, care must be taken when preparing teachers for entering this profession in these two contexts by informing them of the importance of their positive and negative emotions and their direct role in their psychological, physical, and professional well-being and performance. Based on the results, it can be concluded that many teacher-related psycho-

emotional constructs of L2 education, especially positive ones, are highly contagious and interconnected. In other words, the investment and augmentation of a set of positive feelings could facilitate the ground for the emergence and growth of others. In light of this extrapolation, it can be asserted that teachers' resilience and organizational mattering interact to generate positive emotions like well-being and preclude negative emotions like apprehension. Another conclusion is that contextuality may play a significant role in the perceived emotions of EFL teachers and their interplay with other constructs.

Future researchers are recommended to conduct cross-disciplinary and cross-cultural studies on the interaction between organizational mattering and other PP-induced constructs (grit, immunity, work engagement, optimism, etc.). Moreover, as this study was purely quantitative, to reach a deeper understanding of the emotional factors investigated in this study, future researchers can employ qualitative or mixed methods research designs to capture the dynamism of organizational mattering, resilience, well-being, and apprehension. Additionally, the role of emotional literacy and organizational culture of EFL teachers can be explored through qualitative tools like interviews, observation checklists, portfolios, or written narratives. Finally, the realizations and consequences of teachers' resilience, organizational mattering, and well-being can be inspected in relation to their classroom performance.

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