

The Effects Of Well-Being, Resilience, Work Environment And Job Satisfaction On Foreign Language Teaching Enjoyment In Libyan Context

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Abstract:

Background: This correlational study explores a variety of psychological and environmental variables that relate to FL teaching encompassing foreign language teaching enjoyment (FLTE) and a variety of factors encompassing FL teachers' mental well-being, resilience, their perception of work environment and their job satisfaction. It is conducted in Libya and involves thirty-two EFL teachers who are all faculty members at three Libyan Universities including University of Zawia, Sabratha University and University of Tripoli.

Materials and Methods: Four research questions were answered by implementing four surveys. The study first looked into the effect of participants' biographical variables on FLTE and its predictors. Then, it explored the participants' levels concerning FLTE, mental well-being, resilience, perception of work environment and job satisfaction. After that, the study examined the correlation between FLTE and mental well-being, resilience, work environment and job satisfaction. In the end, the unique variance that mental well-being, resilience, teacher's work environment and job satisfaction explain in FLTE was investigated.

Results: The findings indicated that foreign language teachers in Libya generally enjoy positive mental well-being, resilience, supportive work environments, and job satisfaction. These factors collectively enhance teaching enjoyment, regardless of gender, age, or experience emphasizing the importance of psychological health in fostering a fulfilling teaching practice.

Conclusion: In general, FLTE of the participants was influenced respectively by mental well-being, resilience, job satisfaction, and by work environment conditions. In addition, the biographical variables did not significantly affect well-being, resilience, work environment, job satisfaction or FLTE.

Key Word: FL teaching enjoyment, Well-being, Resilience, Work environment, Job satisfaction.

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I. Introduction

In recent years, researchers' interest in positive psychology has been increasing, because they consider that studying positive emotions in depth will increase our understanding of its related processes (Dewaele & MacIntyre, 2014b). The term 'positive psychology' refers to the scientific study which focuses on what makes life successful and on what people do to achieve that success (Fresacher, 2014). In this perspective, teaching is considered an emotional profession, and therefore, teachers who control their emotions make the teaching process more effective. In addition to affecting what teachers do in the class, emotions influence their relationships with people at workplace, including colleagues and students (Sutton, Mudrey-Camino & Knight, 2009; Ngo, 2021). While studying Foreign language enjoyment (FLE) as a positive psychological concept related to language learning, researchers started to shed the light on teacher's positive emotions and FLTE emerged as a new concept. FLTE can be simply defined as "a concept that focuses on teachers' positive emotional experiences during foreign language teaching process" Chu, Lv & Wang (2025, p.2). Studies on FLTE proved that it could be influenced by a variety of factors such as teacher's mental well-being and teacher's resilience. However, reviewing the literature reveals that work environment and job satisfaction were not studied with well-being and teacher's resilience as mutual predictors of FLTE. This study is based on Proietti Ergün and Dewaele's study (2021) which examines the effects of both mental well-being and resilience on FLTE in Italy. Their study revealed that there is a positive correlation between FL teachers' resilience, wellbeing and FLTE. Compared to the Italian context, work environment conditions and job satisfaction level in Libya seem to be different. Therefore, studying what affects FLTE requires investigating work environment conditions and job satisfaction, and not only being limited to mental well-being and resilience as predictors.

Research Problem

FLTE has a significant importance in the processes of foreign language teaching and learning as it fosters teachers' ability to face the challenges they encounter in foreign language classroom on the one hand, and to create an effective learning environment on the other. According to Proietti-Ergün and Dewaele's study (2021), factors such as well-being and resilience affect FLTE. However, teacher's work environment conditions and job satisfaction could play a significant role in determining the teacher's level of FLTE. Shedding the light on teacher's work environment and job satisfaction in Libyan context (in addition to mental well-being and resilience) is important as foreign language teachers in Libya face significant challenges with regard to their work environment which can affect the level of their FLTE and, accordingly, the quality of the teaching process.

Research Questions

The study aims to answer the following questions:

- Q1. What are the levels of participants' Well-being, Resilience, Work Environment and job satisfaction, and FLTE?
- Q2. To what extent do their biographic variables affect Well-being, Resilience, Work Environment, job satisfaction and FLTE?
- Q3. What are the effects of Mental Well-being, Resilience, Teacher's Work Environment and job satisfaction on FLTE?
- Q4. How much unique variance do Well-being, Resilience, Teacher's Work Environment and job satisfaction explain in FLTE?

Objectives of the Study

The overall aim of this study is to examine the validation of Proietti-Ergün and Dewaele's study (2021) in Libyan context by investigating the effects of new factors which are represented by teacher's work environment and job satisfaction on FLTE in addition to those investigated in their study (i.e. Mental Well-being and Resilience).

Particularly, this study aims at investigating the effect of four specific factors on FLTE of EFL teachers in Libyan Universities in addition to the extent to which they are affected by socio-biographic variables of these teachers. These factors encompass Teacher's Mental Well-being, Resilience and Teacher's Work Environment and Job Satisfaction. To achieve this aim, the study measures the levels of these factors in addition to their FLTE. In other words, it examines the relationship between Mental Well-being, Resilience and Teacher's Work Environment and Job Satisfaction on the one hand and FLTE on the other hand. In the end, this study aims at investigating the unique variance that Mental Well-being, Resilience and Teacher's Work Environment and Job Satisfaction explain in FLTE.

Significance of the Study

In general, the results of this study show what Teacher's Work Environment and Job Satisfaction can add to Proietti-Ergün and Dewaele's (2021) study. Their effect, in case of being significant, will bridge this gap and add new predictors of FLTE that should be taken into account when investigating the effect of other predictors (i.e. FL teachers' mental well-being and resilience). Additionally and specifically, investigating the effect of EFL teachers' psychology in addition to the effect of work environment conditions and job satisfaction on their emotions (which is represented by FLTE) is of great importance as these emotions affect the efficiency of EFL teaching process and, consequently, affect EFL students' learning achievement.

II. Literature Review

1. Foreign language teaching enjoyment

The concept of foreign language enjoyment (FLE), which is significantly based on positive psychology, emerged recently in applied linguistics research as a concept relevant to language learning. It was firstly introduced by Dewaele & MacIntyre (2014a) in a study conducted on the relationship between foreign language learning enjoyment and foreign language classroom anxiety. Positive psychology studies how to "... increase strengths and attributes such as resiliency, happiness, optimism and the like in the general public." (MacIntyre & Mercer, 2014, p. 155). FLE relates to positive achievements such as perceived FL proficiency (Botes, Dewaele & Greiff, 2022). It can be affected by self-efficacy and psychological well-being and has the ability to positively influencing motivation and communication confidence and therefore can increase willingness to communicate. (Zhang, Song, & Zhao, 2024; Zhang, Fathi & Mohammaddokht, 2023). In this respect, FLTE as defined by Onodera (2025, p. 760), refers to "a positive emotion that FL teachers experience when overcoming challenges". It is also defined by Solhi & Elahi Shirvan (2023) as the positive delighted emotions that FL teacher experiences in the practice of teaching which are caused by teacher-external and/or teacher-internal factors. Teacher-external factors can include students' achievements, teacher-students' communication out of the class, students'

willingness to communicate, colleagues, working environment and teaching practice. On the other hand, teacher-internal factors can include moods, personality traits, attitudes toward profession and their emotional relationships with students (Solhi & Elahi Shirvan, 2023; Durmuş & Akman Yeşilel, 2025). In this respect, Al-Dosari, Mohsen and Curle (2023) find that workplace positive atmosphere, the joy of imparting knowledge and feeling students' excitement contribute to FLTE.

Teacher's emotions play a vital role in the process of FLT. According to a study conducted by Mierzwa (2019), FL learners' relationship with their teacher that is "friendly, passionate, humorous and supportive" (p. 186) affects positively learners' FLE. Emotional intelligence is vital for FLTE and is defined as "... the ability to process emotion-laden information competently and to use it to guide cognitive activities like problem solving and to focus energy on required behaviors." (Salovey et al., 2011, p. 238). Yang, Azeri Noughabi, Botes and Dewaele (2023) state that FLTE is influenced by FL teacher's emotional intelligence as they have the ability to control their own emotions and, as a result, their students' emotions. Enjoyment not only facilitate the learning process the students undergo; it can also facilitate the teaching process in a similar way (Mierzwa, 2019). FL teaching that is based on communication and interactive teacher-learner interaction is significantly affected by FLTE in that teacher's high level of positive emotions results in a high level of engagement and subjective well-being. Moreover, the teacher-student relationship has a significant effect on EFL teachers' FLTE which means that emotional bonds positively contribute to professional fulfilment. (Habib et al., 2025; Rusu & Colomeischi, 2020; Chu, Lv & Wang, 2025). In the Libyan context, Hmouma (2024) highlights the significant influence of psychological preparedness and perceived support on educational attitudes.

2. Mental well-being of foreign language teacher

World Health Organization (2021) defines well-being as "a positive state experienced by individuals and societies ... it is a resource for daily life and is determined by social, economic and environmental conditions." (p. 10). According to Mind (2025), well-being is closely related to mental health because it determines how to feel in our daily life, how to get by, and how to establish meaningful relationships with others. Yang (2022) finds that hopeful people have more opportunities to succeed in their attempts, and thus they have a feeling of satisfaction which in turn increases their wellbeing. Stewart-Brown & Janmohamed (2008) relate mental well-being to individuals' psychological functioning, life satisfaction in addition to their ability to develop and maintain good relationships. They mean by psychological wellbeing "... the ability to maintain a sense of autonomy, self acceptance, personal growth, purpose in life and self esteem." (p.2). In addition, Education International (2024) explains the concept of well-being as that which refers to both 'psychological good functioning and the satisfaction of basic psychological needs' (p.1). Psychological needs, according to Education International, refer to life evaluation, hedonic needs (i.e. feelings experienced in the moment) and eudemonic needs (i.e. meaning and purpose).

According to Nwoko, Emeto, Malau-Aduli & Malau-Aduli (2023), teaching is considered as a very stressful and emotionally exhausting profession that negatively affects teachers' occupational well-being. Add to that, teaching quality and learner's performance are affected by teachers' mindsets and professional well-being; therefore, there is a need to understand teachers' psychology (Mercer, 2018, as cited in Yang, 2022). In spite of the fact that technical teaching skills and content knowledge contribute to the effective application of pedagogical expertise, Premachandran, (2025) proves that teacher's psychological well-being represents a fundamental factor that enables applying these pedagogical skills effectively. There is a strong relationship between teaching experience and well-being. Teachers who lack experience have lower well-being levels; while, as they gain experience, their well-being levels increase (Onan & Aydın, 2024). The level of teacher's well-being is also connected to their self-efficacy and job satisfaction. Viac & Fraser (2020) find that teachers with high levels of well-being report higher levels of self-efficacy and job satisfaction in addition to reporting stronger motivation at work and showing increased commitment to stay in the profession. Babic *et al* (2022) state that well-being is affected by five factors including: workplace and its culture, beyond the workplace, social relationships, sense of meaning and purpose, language teacher status and physical wellbeing. Additionally, Qin *et al.* (2024) confirm that both intrinsic motivations and positive interpersonal dynamics in educational context affect teachers' professional and personal well-being. Furthermore, Mo (2024) states that teachers who have high levels of well-being can improve their professional developments, increase their students academic success and create a learning atmosphere and environment that are supportive to their students. A study conducted by Azari Noughabi, Fekri & Kazemkhah Hasankiadeh (2022) revealed that improving teachers' skills as a result of emotional experiences can support EFL teachers to stand up to burdens in their profession, and that EFL teachers' mental well-being significantly affects FLTE.

3. Resilience of foreign language teacher

Encountering challenges in a workplace is expected; therefore, it is significant to utilize problem-solving skills to overcome these challenges or adapt to them successfully, and this requires a capacity known as resilience.

Resilience can be defined as “...the process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstances.” (Masten, Best & Garmezy, 1990, p.426). According to Ungar (2018), this ability can be considered as employing skills like recovery, adaptation, or transformation to restore balance after encountering an abnormal disturbance or being exposed to stress. Isokääntä, Koivula, Honkalampi & Kokki (2018) state that an individual’s psychological resources are the basis of resilience because those individuals can overcome stress effectively using their adjustment skills. Furthermore, they point out that this capability can be learned and improved with time and effort. Resilience is a significant capacity as it positively affects the individuals’ commitment towards completing a task and their capacity for work (Jia, 2025). Resilience includes three properties; individual, operational, and conceptual. Individual properties include aspects like patience, openness to innovation, determination, faithfulness and strong oratory. Operational properties comprise aspects like struggling, coping with hard conditions and stress, not giving up and solving problems. Lastly, conceptual properties comprise aspects such as personality traits like neuroticism and extraversion (Üstündağ Kocakuşak & Akar-Vural, 2025; Nieto *et al.*, 2023).

Wagnild & Young (1993) classify the elements of resilience into five aspects; Meaningfulness (realizing that life has a purpose), Perseverance (persisting despite discouragements), Equanimity (having a balanced perspective on our life and experiences), Self-reliance (believing in ourselves and our abilities) and Existential aloneness (realizing that each person has his/her unique life path). With regard to teacher’s resilience, Eldridge (2013) points out that it occurs as a combination of four elements including thoughts (like realistic role expectation, depersonalizing stressful events and focusing on positives), feelings (like continued love for teaching, not being isolated from colleagues, not being stressed and being confident), behaviours (including emotion-focused coping and direct action coping strategies) and school culture. In addition, Ungar (2018) mentions a set of principles of resilience that make it a multi-scale interdependent process. They include occurring in contexts of adversity as a systematic open dynamic and complex process, promoting connectivity and demonstrating experimentation and learning, having the flexibility to degrade/ strengthen some of its systems parts, and encompassing diversity, redundancy, and participation.

Resilience can be affected by different internal and external factors. According to Valieva (2016), they include social and cognitive flexibility, self-identification within family, sociocultural environments, empathy, emotional intelligence and social support. Another set of factors affecting teacher resilience is suggested by Lu & Hua (2024) and encompasses co-learning, mutual support and solidarity. Additionally, Qu, Wang & Xin (2025) state that fostering teachers’ resilience can be affected by factors like “... opportunities for professional growth, resources and content, compassionate peer connections, and mutual decision-making and arranging opportunities.” (p.21). Moreover, Masten, Best & Garmezy (1990) point out that the resilience concept, which indicates “successful adaptation despite the odds against good development.” (p. 426), emerged from risk research. In this sense, the term ‘odds’ refers to risk factors that affect a teacher’s resilience including stressors such as high workloads, lack of administrative support, and challenging student behaviours (Costantine, Mwinjuma & Nemes, 2025). Lastly, Another set of risk factors that can affect teacher resilience in the workplace is classified and categorized by Üstündağ Kocakuşak & Akar-Vural (2025) encompassing environmental factors like hardship area, institutional factors like lack of tools and crowded classrooms, students-related factors such as, language problems, parents-related factors like negative behaviours, and colleagues-related factors like negative attitudes and lack of communication.

4. Work environment and job satisfaction

Previous linguistic studies on the English proficiency of Libyan learners concentrated on syntactic and interlanguage issues. For example, Hmouma (2014) examines noun-phrase errors made by high school students and discovered that overgeneralization and L1 interference were the main causes of the problems. Despite the emphasis on linguistic competence in such structural analyses, more recent research, like the current study, expands this focus to include environmental and affective factors that influence the professional engagement of both teachers and students. The work environment is one of the factors affecting teachers performance as their attitudes in teaching are influenced by their feelings, thoughts, and desires (Badriyah, 2015, as cited in Sadikin *et al.*, 2023). A work environment, as defined by Risal, Pandey & Bhujel (2025), refers to “...a social and professional environment in which employees are supposed to interact with several people and must work in coordination with one another.” (P.219). Moreover, a work environment is a number of elements that form the setting where an individual works and affect other workers. In other words, it refers to “... the work setting, social features and physical conditions in which an employee performs the job well.” (Maharjan & Bhandari (2022, P.94). On the other hand, job satisfaction is defined as “... a person’s feeling towards their job which acts as a motivation to work. Job satisfaction is an individual’s feeling regarding his or her work.” (Rajput, Singhal & Tiwari, 2016, pp. 1-2). Dziuba, Ingaldi & Zhuravskaya (2020) indicate that individuals’ job satisfaction brings about their work safety, as the performance of happy and satisfied individuals becomes better in addition to being more responsible and feeling part of the project. According to Mehmeti & Telaku (2020), there is a relationship

between work environment, on the one hand, including dimensions of relationships, personal development and goal orientation, and system changes and maintenance, and job satisfaction on the other hand. According to Maharjan & Bhandari (2022), the good work environment enables employees to invest their skills, knowledge, and available resources effectively in providing high quality outcome. Likewise, job satisfaction motivate employees to perform better as a result of working in a safe and protected environment.

Work environment dimensions encompass also planning and decision-making, teamwork and support, conflict management, relationships and commitment, and morale (Sarwar, Khan & Jabbar, 2022). Furthermore, reviewing the literature also reveals that work environment can be determined in terms of role clarity, respect, career development, direction, supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, recognition, teamwork and socio-emotional support (Anwar, Khan, & Jabbar, 2022; Baluyos, Rivera & Baluyos, 2019; Gomez, Rosalinda and Tantiado, 2022). The work environment has two forms; material environment and psychological environment. Material conditions of work environment encompass aspects like proper equipment of the workplace, ergonomics of the equipment used, ensuring the right physical and chemical conditions in the workplace, access to hygiene and sanitary equipment and social rooms; while psychological work environment include aspects such as organization of space, its aesthetics and possibilities of personal influence. (Syper-Jędrzejak, 2020). Additionally, Li, Khatibi & Tham (2025) state that good work environment is distinguished by aspects such as "... comfortable working conditions, equitable and supportive interpersonal relationships, clear managerial support, and an encouraging organizational atmosphere" (P. 1730-1731).

Job satisfaction, on the other hand, can be affected by factors such as, supervision, growth, work itself, recognition, salary, promotion, contingent rewards and fringe benefits (Sarwar, Khan & Jabbar, 2022). In addition, hygiene and motivation factors are identified as two sets of distinct factors influencing individual's job satisfaction. Hygiene factors include salary, working conditions, job security, company policies, and interpersonal relationships with supervisors and colleagues. Furthermore, motivation factors include recognition, achievement, challenging work, growth opportunities, and responsibility (Omwocha, Kara & Mutisya, 2025). Mbogo (2015) asserts that "the relevance of job satisfaction and motivation is very crucial to the long-term growth of any educational system around the world." (P.10). Gomez, Rosalinda and Tantiado (2022) determine the level of job satisfaction of teachers in terms of workplace, training/professional development, and salary. Likewise, the level of job satisfaction can be determined according to the nature of work, salary, advancement opportunities, management, work groups, work environment conditions, promotion, and in-service training (Rajput, Singhal & Tiwari, 2016; Obineli, 2013). The importance of teachers' job satisfaction is vital to their teaching performance and can enhance their quality of work life in addition to their attitude towards work as their satisfaction leads them to be motivated to achieve the determined goals (Baluyos, Rivera & Baluyos, 2019; Obineli, 2013; Risal, Pandey & Bhujel, 2025). Finally, The work environment has a significant and positive effect on teacher's job satisfaction and their job performance (Aladetan, 2023; Maharjan & Bhandari, 2022; Dewi, Rodli & Nurhidayati, 2021; Tallam, Kiplangat & Tikoko, 2019). According to Cabrera & Eslabon (2024), teachers' high level of job satisfaction reflects their well-being in addition to their students' well-being and is a result of a good work environment, good teacher-student interaction, and teachers' ambition to achieve academic goals perfectly.

III. Material And Methods

A correlational research design was used in this research paper as it studies the relationship between a number of variables. A correlational study, according to Fraenkel, Wallen & Hyun (2012), investigates "... the degree to which two or more quantitative variables are related" (p. 331). This study implements a quantitative research instrument to collect data represented by four questionnaires. To calculate and analyze data obtained from this study, descriptive and inferential statistical techniques are used.

Study Design: Quantitative, correlational, exploratory study

Study Location: This study was conducted in Libya and involves EFL teachers from three Libyan universities; they are University of Zawia, Sabratha University and University of Tripoli.

Study Duration: April to November 2025.

Sample size: 32 participants.

Sample description: Thirty-two Libyan university teachers participated in this study. All of them are EFL teachers at the departments of English in the above mentioned universities. Female participants formed 81.2% of the sample; while the male participants were 18.8%. Regarding their age, 43.8% of the participants were in the 40–49 age group, followed by 34.4% were in the 30–39 age group. In addition, the age group of 50–59 represented

15.6% of the sample, and 6.2% of the participants were above 60 years old. Finally, 48.8% of the participants had 5–9 years of experience, 46.9% of them had 10–15 years of experience and 4.3% had more than 15 years of experience.

Procedure methodology

Four surveys were used to conduct this study. Three of them were used by Proietti-Ergün and Dewaele (2021) in their original study. They include the Short Warwick–Edinburgh Mental Well-being Scale (SWEMWBS), Wagnild’s 14-item Resilience Scale (RS14), and the Short-form Foreign Language Enjoyment Scale (S-FLES). Moreover, Gomez, Rosalinda and Tantiado’s Work Environment and Job Satisfaction Survey was an additional survey which was designed to measure the teacher’s perception of work environment condition.

The four surveys of this study were designed as electronic surveys with Google forms and were distributed by sending the participants the links online via social media academic groups, namely: Telegram, WhatsApp and Messenger channels. Participants were informed of the aim of each survey and that their answers would be anonymous. All the items of the surveys were obligatory, and thus no item was missed out by the participants.

1. The Short Warwick–Edinburgh Mental Well-being Scale (SWEMWBS)

The short form of Warwick–Edinburgh Mental Well-being Scale is called (SWEMWBS). It was originally called The Warwick-Edinburgh Mental Well-being Scale (WEMWBS) and was designed in 2007 by researchers who work at two of United Kingdom’s Universities. They were the University of Edinburgh and the University of Warwick. The (WEMWBS) survey comprises 14 items that measure “an individual’s state of mental well-being (thoughts and feelings) in the previous two weeks” (Stewart-Brown and Janmohamed, 2008, p.3).

Later, the (WEMWBS) survey was developed in 2009 into a seven-item version of the original 14-item survey and was called the Short Form of Warwick–Edinburgh Mental Well-being Scale (SWEMWBS). The short version is an interval scale measuring the tool of mental wellbeing which was developed using Rasch modelling (Shah *et al.* 2021). A five-point Likert scale was used to rate the survey’s items ranging from (non of the time) to (all of the time). Lastly, a permission to use (SWEMWBS) survey was obtained from the owner by email with a submission (ID: 623793774) receipt with a link (<https://fac/sci/med/research/platform/wemwbs/using/non-commercial-licence-registration>).

2. Wagnild’s 14-item Resilience Scale (RS14)

This scale was originally designed by Wagnild and Young in 1993 and developed later by Wagnild in 2009 (Proietti-Ergün and Dewaele, 2021). The original version was a scale of 25 items. It was tested, and its reliability and validity were proved. On the other hand, the developed version was reduced into 14 shorter items and called the 14-item Resilience Scale or RS14. According to the Resilience Center, the original Resilience Scale and the RS14 are strongly correlated. Moreover, the RS14 examines five basic elements of Resilience including Meaningful and purposeful life, Perseverance, Equanimity, Self-reliance and Existential Aloneness (Proietti-Ergün and Dewaele, 2021). Finally, a five-point Likert response scale was used to identify the participants degree of agreement/disagreement concerning the items of this questionnaire.

3. Work Environment and Job Satisfaction Survey

This survey was an adapted and modified questionnaire used by Gomez, Rosalinda and Tantiado (2022). The survey determines the level of work environment in terms of role clarity, teamwork, and socio-emotional support. In addition, it determines the level of job satisfaction of teachers in terms of workplace, training/professional development, and salary. The survey’s validity and reliability, according to Gomez, Rosalinda and Tantiado (2022), were tested and maintained. A five-point Likert scale was also used to rate the survey’s items ranging from (strongly disagree) to (strongly agree).

4. Short-form Foreign Language Enjoyment Scale (S-FLES)

The original form of Foreign Language Enjoyment Scale (FLES) was designed by Dewaele and MacIntyre in 2014 and comprised 21 items. It was developed to measure positive emotions in language learning. Later, its short form (S-FLES) was developed and reduced to 9 items by Botes, Dewaele & Greiff in a study conducted in 2021. The S-FLES survey was developed to measure the positive emotions in language teaching and to provide “... an optimal trade-off between psychometric strength and time saved without compromising the reliability and validity of the measure.” (Botes, Dewaele & Greiff, 2021, p. 3). Accordingly, the validity and reliability of the short form was tested and maintained by the researchers.

S-FLES has three dimensions; Teacher Appreciation subscale (items 1, 2, 3), Personal Enjoyment subscale (items 4, 5, 6) and Social Enjoyment subscale (items 7, 8, 9), and its items were rated using a 5-point Likert scale ranging from (strongly disagree) to (strongly agree).

Scope and Limitations

This study was conducted in Libya and involves EFL teachers in Libyan universities. The participants are faculty members from only three universities out of a total of twenty-five universities. The participation rate in this study was less than Proietti-Ergün and Dewaele's (2021) participants number. This is due to a number of reasons. First, the four surveys utilized in conducting this study were lengthy with regard to their item's total number. Second, the work load of EFL teachers in Libyan universities is exhausting which affects their priorities concerning their time schedule and participation in such lengthy surveys. Consequently, the limited participation turned our study into an exploratory study.

Statistical analysis

Data collected from the participants were analyzed using descriptive and inferential statistical techniques. Descriptive statistics, including means, standard deviations, and percentages, were calculated to summarize the demographic characteristics, levels of mental well-being, resilience, work environment, job satisfaction, and Foreign Language Teaching Enjoyment (FLTE). Pearson correlation analysis was conducted to examine the relationships among mental well-being, resilience, work environment, job satisfaction, and FLTE. To identify the predictive effects of these variables on FLTE, a multiple regression analysis was performed, reporting regression coefficients, standard errors, t-values, and significance levels. Additionally, independent-samples t-tests and one-way ANOVA were conducted to assess differences in the study variables based on demographic factors, including gender, age, and teaching experience. The statistical analyses were performed by SPSS V27 using a significance level of $p < 0.05$, ensuring that observed relationships and differences were statistically meaningful.

IV. Result

1. Results of surveys

Table No.1: Sample distribution based on gender

Gender	Count	%
Male	6	18.8
Female	26	81.3
Total	32	100.0

Table (1) shows the sample distribution based on gender. The majority of participants were female (81.3%), while males comprised only 18.8% of the sample.

Table No.2: Sample distribution based on age

Age group	Count	%
30-39	11	34.4
40-49	14	43.8
50-59	5	15.6
60+	2	6.3
Total	32	100.0

Table (2) presents the age distribution of the sample. Most teachers were in the 40–49 years age group (43.8%), followed by 30–39 years (34.4%). Smaller proportions were in the 50–59 years (15.6%) and 60+ years (6.3%) categories.

Table No.3: Sample distribution based on teaching experience

Experience	Count	%
Less than 5 years	1	3.1
5-9 years	6	48.8
10-15 years	15	46.9
16-20 years	3	9.4
21-30 years	5	15.6
30+	2	6.3
Total	32	100.0

Table (3) shows the distribution of participants based on teaching experience. The majority of teachers had 5–9 years (48.8%) or 10–15 years (46.9%) of experience, indicating that most participants are relatively experienced mid-career professionals. Smaller proportions had less than 5 years (3.1%) or more than 20 years (21.9% combined), suggesting limited representation of very novice or very experienced teachers.

Table No.4: Warwick-Edinburgh Mental Well-being Scale

	Statement	Mean	Std	Level of agreement
1	I've been feeling optimistic about the future.	3.59	1.073	High
2	I've been feeling useful.	4.19	0.780	High
3	I've been feeling relaxed.	3.34	0.787	Moderate
4	I've been dealing with problems well.	3.66	0.745	High
5	I've been thinking clearly.	3.69	0.592	High
6	I've been feeling close to other people.	3.66	0.865	High
7	I've been able to make up my own mind about things.	3.88	0.871	High
	Overall	3.71	0.561	High

Table (4) presents the results of the Warwick-Edinburgh Mental Well-being Scale, which assesses the general psychological well-being of foreign language teachers in the Libyan context. The overall mean score of the scale was 3.71 (SD = 0.561), indicating a high level of mental well-being among participants. This suggests that, in general, teachers experience positive mental states and adaptive functioning in their professional and personal lives. Among the individual items, the highest mean score was observed for the statement "I've been feeling useful" (M = 4.19, SD = 0.780), reflecting a strong sense of purpose and self-efficacy among the teachers. Similarly, high levels of agreement were found for statements such as "I've been able to make up my own mind about things" (M = 3.88, SD = 0.871) and "I've been thinking clearly" (M = 3.69, SD = 0.592), indicating that participants generally perceive themselves as confident and mentally clear in decision-making processes. On the other hand, the lowest mean was recorded for "I've been feeling relaxed" (M = 3.34, SD = 0.787), which fell within the moderate range. This finding may imply that while teachers generally maintain positive mental well-being, they still experience some degree of stress or tension in their teaching environments, possibly due to contextual challenges in the Libyan educational setting.

Table No.5: Resilience Scale

	Statement	Mean	Std	Level of agreement
1	I usually manage one way or another.	3.75	0.880	High
2	I feel proud that I have accomplished things in life.	4.16	0.628	High
3	I usually take things in stride/step by step.	3.81	0.859	High
4	I am friends with myself.	3.81	1.030	High
5	I feel that I can handle many things at a time.	3.56	0.759	High
6	I am determined.	3.94	0.504	High
7	I can get through difficult times because I have experienced difficulty before.	4.09	0.777	High
8	Self-discipline is important.	4.59	0.499	Very high
9	I keep interested in things.	3.81	0.780	High
10	I can usually find something to laugh about.	3.72	0.772	High
11	My belief in myself gets me through hard times.	3.72	1.023	High
12	In an emergency, I am someone people can generally rely on.	3.97	0.897	High
13	My life has meaning.	4.41	0.615	Very high
14	When I am in a difficult situation, I can usually find my way out of it.	4.09	0.588	High
	Overall	3.96	0.356	High

Table (5) displays the results of the Resilience Scale, which measures the degree to which foreign language teachers in the Libyan context demonstrate psychological strength and adaptability. The overall mean score of 3.96 (SD = 0.356) indicates a high level of resilience among the participants, suggesting that they generally possess strong coping mechanisms and the ability to recover from challenges encountered in their professional and personal lives. Among the individual items, the highest mean scores were observed for "Self-discipline is important" (M = 4.59, SD = 0.499) and "My life has meaning" (M = 4.41, SD = 0.615), both falling within the very high range. These findings highlight that self-regulation, purpose, and a sense of meaning play central roles in the teachers' resilience, reflecting strong intrinsic motivation and personal values. Similarly, high mean scores were recorded for items such as "I feel proud that I have accomplished things in life" (M = 4.16, SD = 0.628) and "I can get through difficult times because I have experienced difficulty before" (M = 4.09, SD = 0.777), indicating that teachers draw on previous experiences and personal achievements as sources of strength in navigating difficulties.

The relatively lower (yet still high) means for statements like "I feel that I can handle many things at a time" (M = 3.56, SD = 0.759) and "I can usually find something to laugh about" (M = 3.72, SD = 0.772) suggest that, although teachers maintain optimism and adaptability, they may occasionally experience limits in multitasking or emotional flexibility—possibly reflecting contextual or workload-related stressors.

Table No.6: Work Environment of Teachers in terms of Role Clarity

	Statement	Mean	Std	Level of agreement
1	My responsibilities as a teacher have been clearly explained to me.	3.56	1.045	High
2	I understand my role in our teaching organization.	4.19	0.859	High
3	My department head has clearly explained his/her expectations of me.	3.37	1.185	Moderate
4	My department head is available if I have questions about my work.	3.97	0.695	High
5	The duties that I perform are essential for the success of the department.	4.59	0.560	High
6	In most situations, I feel that my workload is manageable.	3.34	1.066	Moderate
7	I understand what most teachers do in this department.	3.66	1.004	High
8	My fellow teachers and I have extra tasks.	4.00	0.880	High
9	We need to have 6 hours of teaching and 2 hours of preparation, paperwork, and other additional duties.	3.59	1.012	High
10	My department head rarely puts me under excessive work pressure.	3.03	1.092	Moderate
	Overall	3.73	0.407	High

Table (6) illustrates the results related to the work environment of teachers in terms of role clarity. The overall mean score of 3.73 (SD = 0.407) indicates a high level of agreement among participants, suggesting that foreign language teachers in the Libyan context generally possess a clear understanding of their professional roles and responsibilities within their institutions. Among the individual items, the highest mean score was observed for “The duties that I perform are essential for the success of the department” (M = 4.59, SD = 0.560), highlighting teachers’ strong sense of purpose and perceived contribution to institutional success. Similarly, high mean scores for statements such as “I understand my role in our teaching organization” (M = 4.19, SD = 0.859) and “My department head is available if I have questions about my work” (M = 3.97, SD = 0.695) indicate that teachers generally receive sufficient guidance and support, which enhances their clarity and confidence in performing their duties. However, moderate mean values were recorded for “My department head has clearly explained his/her expectations of me” (M = 3.37, SD = 1.185), “In most situations, I feel that my workload is manageable” (M = 3.34, SD = 1.066), and “My department head rarely puts me under excessive work pressure” (M = 3.03, SD = 1.092). These findings suggest that while role expectations are generally clear, some teachers experience ambiguity or strain due to workload intensity and limited administrative communication.

Table No.7: Work Environment of Teachers in terms of Teamwork

	Statement	Mean	Std	Level of agreement
1	My department head organizes us into grade level groups and subject groups.	2.44	1.105	Low
2	My fellow teachers and I support each other’s activities, projects and programs.	3.50	0.984	High
3	We support each other’s personal growth and professional development.	3.16	1.081	Moderate
4	I seek common understanding prior to making decisions.	3.72	0.634	High
5	We can seek each other’s ideas and opinions for the success of our work.	3.81	0.693	High
6	We foster good working relationship.	3.91	0.893	High
	Overall	3.42	0.594	High

Table (7) presents the findings related to the work environment of teachers in terms of teamwork. The overall mean score of 3.42 (SD = 0.594) indicates a high level of agreement, suggesting that foreign language teachers in the Libyan context generally experience positive collaboration and collegial relationships within their departments. Among the individual statements, the highest mean score was observed for “We foster good working relationship” (M = 3.91, SD = 0.893), reflecting a strong sense of mutual respect and cooperation among teachers. Similarly, high mean scores were recorded for “We can seek each other’s ideas and opinions for the success of our work” (M = 3.81, SD = 0.693) and “I seek common understanding prior to making decisions” (M = 3.72, SD = 0.634), suggesting that open communication and collective decision-making are common practices that strengthen teamwork dynamics. Moderate agreement was noted for “We support each other’s personal growth and professional development” (M = 3.16, SD = 1.081), implying that while collegial support exists, opportunities for sustained professional collaboration or peer mentoring may be somewhat limited. The lowest mean score was found for “My department head organizes us into grade level groups and subject groups” (M = 2.44, SD = 1.105), which falls within the low level of agreement. This result indicates that structured, administratively guided teamwork is relatively weak, and most collaborative efforts may occur informally among teachers rather than being systematically organized by leadership.

Table No.8: Work Environment of Teachers in terms of Socio-emotional Support

	Statement	Mean	Std	Level of agreement
1	I feel respected by my fellow teachers.	4.38	0.492	Very high
2	I can talk to my fellow teachers about my problems.	3.69	0.738	High
3	My fellow teachers respect my needs, choices and decisions in life.	3.94	0.759	High

4	My fellow teachers are willing to be flexible to meet the needs of one another.	3.72	0.813	High
5	My fellow teachers are sensitive enough in their actions and words towards one another.	3.72	0.813	High
6	My fellow teachers always try to comfort other teachers who need comfort	3.75	0.622	High
7	The faculty council value its members.	3.16	1.019	Moderate
	Overall	3.76	0.477	High

Table (8) presents the findings related to the work environment of teachers in terms of socio-emotional support. The overall mean score of 3.76 (SD = 0.477) indicates a high level of socio-emotional support, suggesting that foreign language teachers in the Libyan context generally perceive their work environment as emotionally supportive and respectful. The highest mean score was recorded for “I feel respected by my fellow teachers” (M = 4.38, SD = 0.492), which falls within the very high level of agreement. This result highlights the presence of mutual respect and positive interpersonal relationships among teachers, an essential factor contributing to psychological well-being and job satisfaction. Other items with high mean values include “My fellow teachers respect my needs, choices and decisions in life” (M = 3.94, SD = 0.759), “My fellow teachers are willing to be flexible to meet the needs of one another” (M = 3.72, SD = 0.813), and “My fellow teachers always try to comfort other teachers who need comfort” (M = 3.75, SD = 0.622). These findings indicate a collegial and empathetic atmosphere, where teachers demonstrate understanding and emotional responsiveness toward one another. Moderate agreement was noted for “The faculty council values its members” (M = 3.16, SD = 1.019), suggesting that while peer relationships are strong, institutional recognition and emotional support from the broader organizational structure may be less consistent.

Table No.9: Overall Level of Work Environment

Work environment of teachers	Mean	SD	Level of Agreement
Role Clarity	3.73	0.407	High
Teamwork	3.42	0.594	High
Socio-emotional Support	3.76	0.477	High
Overall	3.64	0.493	High

Table (9) presents the overall levels of the teachers’ work environment across three dimensions: role clarity, teamwork, and socio-emotional support. The results indicate that teachers perceived high levels of role clarity (M = 3.73, SD = 0.407), suggesting that they generally understand their responsibilities, duties, and expectations within the teaching organization. Teamwork was also rated high (M = 3.42, SD = 0.594), indicating that teachers experience positive collaboration and support from colleagues, although there may be some variability in the extent of structured cooperation. The highest rating was observed for socio-emotional support (M = 3.76, SD = 0.477), reflecting strong respect, empathy, and supportive relationships among teachers.

Table No.10: Teachers’ Job Satisfaction in terms of Workplace

	Statement	Mean	Std	Level of agreement
1	Availability of pleasant physical environment for work.	2.28	0.888	Low
2	Classrooms equipped with lighting and ventilation facilities.	2.34	1.125	Low
3	Adequate working area to work efficiently.	2.38	1.040	Low
4	Comfort of the working hours.	3.13	1.100	Moderate
5	Efficiency of the equipment and tools at the work place.	2.22	1.039	Low
6	Implementation of safety norms in the faculty.	2.50	1.016	Low
7	Comfort working under the existing environment.	2.63	0.976	Moderate
8	Provision of sanitary facilities (i.e. sinks lavatories and toilets, supplied with potable water).	2.19	0.998	Low
9	Provision of safety appliances at work place.	2.25	1.016	Low
10	Trust and confidence with the people I work with.	3.50	0.803	High
	Overall	2.54	0.742	Low

Table (10) presents the results concerning teachers’ job satisfaction in terms of the workplace. The overall mean score of 2.54 (SD = 0.742) indicates a low level of satisfaction, suggesting that foreign language teachers in the Libyan context generally perceive their physical and infrastructural work environments as inadequate or unsatisfactory. Most items received low mean scores, including “Availability of pleasant physical environment for work” (M = 2.28, SD = 0.888), “Efficiency of the equipment and tools at the workplace” (M = 2.22, SD = 1.039), and “Provision of sanitary facilities” (M = 2.19, SD = 0.998). These results point to shortcomings in the physical working conditions, such as insufficient facilities, limited comfort, and inadequate maintenance of the teaching environment.

Moderate levels of satisfaction were noted for “Comfort of the working hours” (M = 3.13, SD = 1.100) and “Comfort working under the existing environment” (M = 2.63, SD = 0.976), indicating that while teachers

may find certain aspects of their schedules tolerable, the overall working environment remains less conducive to effective performance and well-being. Notably, the only item rated high was “Trust and confidence with the people I work with” ($M = 3.50$, $SD = 0.803$), suggesting that despite material and infrastructural limitations, teachers maintain positive interpersonal relationships and a sense of collegial trust in their workplace.

Table No.11: Teachers’ Job Satisfaction in terms of Training/Professional Development

	Statement	Mean	Std	Level of agreement
1	Sufficiency of imparting training program by the faculty.	2.16	0.808	Low
2	Usefulness of the training to acquire knowledge and skill.	2.78	1.099	Moderate
3	Sufficiency of the duration of the training program.	2.34	0.865	Low
4	Selection criteria followed for imparting training program.	2.56	0.948	Low
5	Equal opportunity for all to further professional competence and expertise.	2.59	1.241	Low
6	Encouragement to participate in the external training courses.	2.31	1.091	Low
7	Trainings that are relevant to the current trends and issues in education.	2.81	1.120	Moderate
8	Opportunity provided to implement the knowledge is ensured during training.	2.81	1.030	Moderate
9	Objectives are in line with the needs of each trainee.	3.00	0.950	Moderate
10	Opportunity provided to implement new methods and apply creative ideas is ensured.	2.87	0.942	Moderate
	Overall	2.63	0.756	Moderate

Table (11) presents the results concerning teachers’ job satisfaction in terms of training and professional development. The overall mean score of 2.63 ($SD = 0.756$) indicates a moderate level of satisfaction, suggesting that while some professional development opportunities exist, teachers generally perceive them as insufficient or inconsistently effective in enhancing their professional growth. Several items scored at the low level of agreement, including “Sufficiency of imparting training programs by the faculty” ($M = 2.16$, $SD = 0.808$), “Sufficiency of the duration of the training program” ($M = 2.34$, $SD = 0.865$), and “Encouragement to participate in external training courses” ($M = 2.31$, $SD = 1.091$). These findings suggest that training initiatives are limited in frequency, duration, and administrative support, which may hinder teachers’ ability to continuously develop their professional competencies. Moderate satisfaction levels were observed for “Usefulness of the training to acquire knowledge and skill” ($M = 2.78$, $SD = 1.099$), “Trainings relevant to the current trends and issues in education” ($M = 2.81$, $SD = 1.120$), and “Opportunity to implement new methods and apply creative ideas” ($M = 2.87$, $SD = 0.942$). These results imply that while the content of some training programs is somewhat aligned with teachers’ professional needs, their practical application and long-term impact remain limited. The highest item mean, though still in the moderate range, was “Objectives are in line with the needs of each trainee” ($M = 3.00$, $SD = 0.950$), suggesting that training goals are occasionally relevant to individual teacher needs but may lack consistency across programs.

Table No.12: Teachers’ Job Satisfaction in terms of Salary

	Statement	Mean	Std	Level of agreement
1	Decent income for the job I perform.	3.69	0.931	High
2	Sufficiency of income to meet family expenses.	3.53	0.879	High
3	Clarity and ability to understand the pay system followed by the management.	3.28	0.888	Moderate
4	Link between performance and rewards maintained by the existing pay system.	2.69	0.931	Moderate
5	My base pay is competitive compared to similar positions in other institutes.	3.00	0.984	Moderate
	Overall	3.24	0.623	Moderate

Table (12) presents the findings related to teachers’ job satisfaction in terms of salary. The overall mean score of 3.24 ($SD = 0.623$) indicates a moderate level of satisfaction, suggesting that while teachers view their income as somewhat reasonable, there are concerns regarding fairness, competitiveness, and the relationship between pay and performance. Among the individual items, the highest mean scores were found for “Decent income for the job I perform” ($M = 3.69$, $SD = 0.931$) and “Sufficiency of income to meet family expenses” ($M = 3.53$, $SD = 0.879$), both reflecting high levels of agreement. These results suggest that most teachers perceive their salaries as generally acceptable and sufficient to cover essential living costs, which may contribute to overall financial stability and moderate satisfaction. However, moderate scores were observed for “Clarity and ability to understand the pay system” ($M = 3.28$, $SD = 0.888$), “Link between performance and rewards” ($M = 2.69$, $SD = 0.931$), and “My base pay is competitive compared to similar positions in other institutes” ($M = 3.00$, $SD = 0.984$). These findings indicate that teachers may experience uncertainty about the transparency of salary structures and perceive limited incentives for performance-based rewards.

Table No.13: Overall teachers' Job Satisfaction

Teachers' level of job satisfaction	Mean	SD	Level of Agreement
Workplace	2.54	0.742	Low
Training/Professional Development	2.63	0.756	Moderate
Salary	3.24	0.623	Moderate
Overall	2.80	0.707	Moderate

Table (13) presents the overall levels of teachers' job satisfaction across three domains: workplace conditions, training/professional development, and salary. The results show that satisfaction with the workplace was low ($M = 2.54$, $SD = 0.742$), indicating that teachers perceive physical infrastructure, comfort, and safety as inadequate. Satisfaction with training and professional development was moderate ($M = 2.63$, $SD = 0.756$), suggesting that while some opportunities exist for skill enhancement, they may be limited or inconsistently applied. Salary was also rated moderate ($M = 3.24$, $SD = 0.623$), reflecting that teachers generally find their income acceptable but have concerns regarding competitiveness, transparency, and performance-based rewards.

Table No.14: Foreign Language Teaching Enjoyment Scale (FLTE)

	Statement	Mean	Std	Level of agreement
1	In class, I feel proud of my accomplishments.	4.03	0.740	High
2	I enjoy my class.	4.06	0.564	High
3	It's fun.	3.56	0.669	High
4	The students are stimulating.	3.44	0.878	High
5	The students are friendly.	3.97	0.695	High
6	The students are supportive.	3.56	0.669	High
7	We have common 'legends', such as running jokes.	3.34	0.902	Moderate
8	We form a tight group.	3.53	0.718	High
9	We laugh a lot.	2.91	1.088	Moderate
	Overall	3.60	0.447	High

Table (14) presents the results of the Foreign Language Teaching Enjoyment (FLTE) Scale, which assesses the degree of positive emotions and satisfaction teachers experience in their language teaching practice. The overall mean score of 3.60 ($SD = 0.447$) indicates a high level of teaching enjoyment among participants, suggesting that foreign language teachers in the Libyan context generally find their professional experience rewarding and pleasurable. Among the individual items, the highest mean scores were obtained for "I enjoy my class" ($M = 4.06$, $SD = 0.564$) and "In class, I feel proud of my accomplishments" ($M = 4.03$, $SD = 0.740$), both reflecting a strong sense of pride and intrinsic satisfaction in teaching. These findings imply that teachers derive enjoyment not only from classroom activities but also from personal achievements and successful interactions with their students. Other high mean scores, such as "The students are friendly" ($M = 3.97$, $SD = 0.695$) and "We form a tight group" ($M = 3.53$, $SD = 0.718$), suggest that positive teacher-student relationships and a sense of classroom cohesion contribute meaningfully to teachers' enjoyment. Conversely, the lowest mean values were recorded for "We laugh a lot" ($M = 2.91$, $SD = 1.088$) and "We have common 'legends', such as running jokes" ($M = 3.34$, $SD = 0.902$), both within the moderate range. These results indicate that, while teachers experience overall satisfaction, there may be limited informal bonding or humorous interactions within the classroom environment—possibly due to cultural norms or classroom management constraints.

Table No.15: The relationship between Mental Well-being, Resilience, Teacher's Work Environment and job satisfaction on FLTE

Variables	Foreign Language Teaching Enjoyment	
	Correlation value	P value
Mental Well-being	0.412	0.019
Resilience	0.369	0.038
Teacher's Work Environment	0.342	0.045
Job Satisfaction	0.351	0.044

Table (15) displays the results of the correlation analysis examining the relationship between mental well-being, resilience, teachers' work environment, and job satisfaction with Foreign Language Teaching Enjoyment (FLTE). The findings reveal significant positive correlations between FLTE and all four variables, indicating that higher levels of well-being, resilience, a supportive work environment, and job satisfaction are associated with greater enjoyment in teaching foreign languages among Libyan teachers. Specifically, mental well-being showed the strongest relationship with FLTE ($r = 0.412$, $p = 0.019$), suggesting that teachers who experience higher levels of optimism, emotional balance, and psychological stability tend to report greater enjoyment in their teaching. Similarly, resilience demonstrated a significant positive correlation ($r = 0.369$, $p =$

0.038), indicating that teachers who are more capable of adapting to challenges and maintaining persistence in the face of difficulties are more likely to enjoy their teaching experience.

Additionally, the teacher's work environment was found to be significantly correlated with FLTE ($r = 0.342$, $p = 0.045$), implying that a positive, well-organized, and supportive institutional setting enhances teachers' enthusiasm and satisfaction in their teaching roles. Lastly, job satisfaction also showed a significant positive relationship with FLTE ($r = 0.351$, $p = 0.044$), suggesting that when teachers feel content with various aspects of their professional life—such as working conditions, salary, and professional development—they tend to experience higher teaching enjoyment.

In order to facilitate data interpretation, the following bar chart illustrates the presented data in the table above:

Figure No. 1: Correlation between on Mental Well-being, Resilience, and Teacher's Work Environment and Job Satisfaction and FLTE

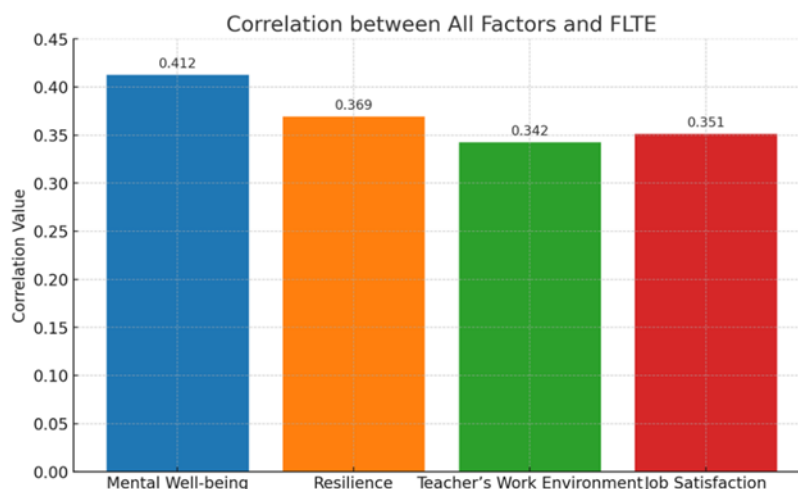


Table No.16: Multiple Regression Analysis on Mental Well-being, Resilience and Teacher's Work Environment and Job Satisfaction on Foreign Language Teaching Enjoyment (FLTE)

Variables	Coefficients	Std error	T value	P value
Constant	0.940	1.066	0.882	0.386
Mental Well-being	0.392	0.162	2.420	0.011
Resilience	0.200	0.252	0.791	0.436
Teacher's Work Environment	0.162	0.235	0.691	0.496
job satisfaction	0.071	0.160	0.441	0.662
Model	R	R²	F	P value
	0.494	0.244	3.180	0.014

Table (16) presents the results of a multiple regression analysis examining the predictive effects of mental well-being, resilience, teachers' work environment, and job satisfaction on Foreign Language Teaching Enjoyment (FLTE). The overall model was statistically significant ($F = 3.180$, $p = 0.014$), with a moderate correlation ($R = 0.494$) and explaining approximately 24.4% of the variance in FLTE ($R^2 = 0.244$). This suggests that these psychological and contextual factors collectively contribute to teachers' enjoyment in teaching foreign languages, although a substantial portion of variance remains unaccounted for by the model. Among the predictor variables, mental well-being was the only significant individual predictor ($\beta = 0.392$, $t = 2.420$, $p = 0.011$), indicating that teachers with higher levels of optimism, emotional stability, and overall psychological health are more likely to experience greater enjoyment in their teaching. In contrast, resilience ($\beta = 0.200$, $p = 0.436$), teacher's work environment ($\beta = 0.162$, $p = 0.496$), and job satisfaction ($\beta = 0.071$, $p = 0.662$) were not significant predictors in this model, suggesting that, when controlling for mental well-being, these variables do not uniquely account for additional variance in FLTE.

Table No.17: Gender-Based Comparison of Well-Being, Resilience, Work Environment, Job Satisfaction, and Teaching Enjoyment

Variables	Gender	N	Mean	Std	T value	P value
Mental Well-being	Male	6	3.98	0.456	1.282	0.210
	Female	26	3.65	0.573		
Resilience	Male	6	3.87	0.318	-0.687	0.497
	Female	26	3.98	0.367		
Work Environment	Male	6	3.54	0.225	-0.786	0.438

	Female	26	3.69	0.431		
job satisfaction	Male	6	2.59	0.258	-0.599	0.553
	Female	26	2.74	0.621		
Teaching Enjoyment	Male	6	3.63	0.295	0.173	0.864
	Female	26	3.59	0.480		

Table (17) presents the results of a gender-based comparison of mental well-being, resilience, teachers' work environment, job satisfaction, and Foreign Language Teaching Enjoyment (FLTE). Independent-samples t-tests were conducted to examine whether male and female teachers differed significantly on these variables. The results indicate no statistically significant differences between male and female teachers across all variables. For mental well-being, males had a slightly higher mean ($M = 3.98$, $SD = 0.456$) compared to females ($M = 3.65$, $SD = 0.573$), but the difference was not significant ($t = 1.282$, $p = 0.210$). Similarly, resilience scores were comparable between males ($M = 3.87$, $SD = 0.318$) and females ($M = 3.98$, $SD = 0.367$; $t = -0.687$, $p = 0.497$). No significant gender differences were observed for teachers' work environment ($M_{\text{male}} = 3.54$, $SD = 0.225$; $M_{\text{female}} = 3.69$, $SD = 0.431$; $t = -0.786$, $p = 0.438$), job satisfaction ($M_{\text{male}} = 2.59$, $SD = 0.258$; $M_{\text{female}} = 2.74$, $SD = 0.621$; $t = -0.599$, $p = 0.553$), or FLTE ($M_{\text{male}} = 3.63$, $SD = 0.295$; $M_{\text{female}} = 3.59$, $SD = 0.480$; $t = 0.173$, $p = 0.864$).

Table No.18: Age-Based Comparison of Well-Being, Resilience, Work Environment, Job Satisfaction, and Teaching Enjoyment

Variables	S. O. V	DF	Sum of square	Mean sum of square	F value	P value
Mental Well-being	Age	3	0.825	0.275	0.862	0.472
	Error	28	8.930	0.319		
	Total	31	9.755			
Resilience	Age	3	0.127	0.042	0.312	0.816
	Error	28	3.801	0.136		
	Total	31	3.928			
Work Environment	Age	3	.100	0.033	0.190	0.902
	Error	28	4.892	0.175		
	Total	31	4.992			
job satisfaction	Age	3	0.550	0.183	0.538	0.660
	Error	28	9.531	0.340		
	Total	31	10.080			
Teaching Enjoyment	Age	3	0.998	0.333	1.793	0.171
	Error	28	5.196	0.186		
	Total	31	6.194			

Table (18) presents the results of an age-based comparison of mental well-being, resilience, teachers' work environment, job satisfaction, and Foreign Language Teaching Enjoyment (FLTE) using one-way ANOVA. The analysis examined whether teachers in different age groups differed significantly on these variables.

The results indicate no statistically significant differences among age groups for any of the variables. For mental well-being, the F-test was not significant ($F = 0.862$, $p = 0.472$), suggesting that teachers' psychological well-being does not vary by age. Similarly, resilience ($F = 0.312$, $p = 0.816$), work environment ($F = 0.190$, $p = 0.902$), job satisfaction ($F = 0.538$, $p = 0.660$), and FLTE ($F = 1.793$, $p = 0.171$) showed no significant differences across age categories.

Table No.19: Teaching Experience-Based Comparison of Well-Being, Resilience, Work Environment, Job Satisfaction, and Teaching Enjoyment

Variables	S. O. V	DF	Sum of square	Mean sum of square	F value	P value
Mental Well-being	Experience	5	1.261	0.252	0.772	0.579
	Error	26	8.495	0.327		
	Total	31	9.755			
Resilience	Experience	5	0.617	0.123	0.968	0.455
	Error	26	3.311	0.127		
	Total	31	3.928			
Work Environment	Experience	5	0.488	0.098	0.563	0.727
	Error	26	4.505	0.173		
	Total	31	4.992			
job satisfaction	Experience	5	1.962	0.392	1.256	0.312
	Error	26	8.119	0.312		
	Total	31	10.080			
Teaching Enjoyment	Experience	5	1.453	0.291	1.594	0.197
	Error	26	4.741	0.182		

	Total	31	6.194			
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Table (19) presents the results of a teaching experience-based comparison of mental well-being, resilience, teachers' work environment, job satisfaction, and Foreign Language Teaching Enjoyment (FLTE) using one-way ANOVA. The analysis examined whether teachers with different lengths of teaching experience differed significantly on these variables. The results indicate no statistically significant differences across teaching experience groups for any of the variables. Mental well-being ($F = 0.772$, $p = 0.579$), resilience ($F = 0.968$, $p = 0.455$), work environment ($F = 0.563$, $p = 0.727$), job satisfaction ($F = 1.256$, $p = 0.312$), and FLTE ($F = 1.594$, $p = 0.197$) all showed no significant differences based on years of teaching experience.

2. Results of research questions

Q1. What are the levels of participants' Well-being, Resilience, Work Environment, Job Satisfaction, and FLTE?

Mental well-being: Participants reported high levels of well-being, with an overall mean of 3.71 ($SD = 0.561$) (Table 4). Specific items such as "I've been feeling useful" ($M = 4.19$, $SD = 0.780$) and "I've been able to make up my own mind about things" ($M = 3.88$, $SD = 0.871$) also scored high, while "I've been feeling relaxed" was moderate ($M = 3.34$, $SD = 0.787$).

Resilience: Teachers showed high resilience overall ($M = 3.96$, $SD = 0.356$) (Table 5), with very high scores for "Self-discipline is important" ($M = 4.59$, $SD = 0.499$) and "My life has meaning" ($M = 4.41$, $SD = 0.615$), reflecting strong adaptability and coping skills.

Work Environment: Role clarity and socio-emotional support were rated high ($M = 3.73$, $SD = 0.407$; $M = 3.76$, $SD = 0.477$, Tables 6 and 8), whereas teamwork, although generally high ($M = 3.42$, $SD = 0.594$, Table 7), showed low scores for formal organization by department heads ($M = 2.44$, $SD = 1.105$).

Job Satisfaction: Satisfaction with workplace conditions was low ($M = 2.54$, $SD = 0.742$, Table 10), professional development was moderate ($M = 2.63$, $SD = 0.756$, Table 11), and salary was also moderate ($M = 3.24$, $SD = 0.623$, Table 12). While interpersonal trust scored high, physical and infrastructural conditions were inadequate.

Foreign Language Teaching Enjoyment (FLTE): Teachers reported high overall enjoyment ($M = 3.60$, $SD = 0.447$, Table 14), particularly in classroom achievements ($M = 4.03$ – 4.06) and student support, although informal bonding items like shared jokes and laughter were moderate ($M = 2.91$ – 3.34).

Summary: Teachers show high psychological resources (well-being and resilience) and teaching enjoyment, moderate satisfaction with salary and professional development, and low satisfaction with physical workplace conditions.

Q2. To what extent do participants' biographic variables affect Well-being, Resilience, Work Environment, Job Satisfaction, and FLTE?

Gender: Independent-samples t-tests (Table 17) revealed no significant differences between male and female teachers across all variables: mental well-being ($t = 1.282$, $p = 0.210$), resilience ($t = -0.687$, $p = 0.497$), work environment ($t = -0.786$, $p = 0.438$), job satisfaction ($t = -0.599$, $p = 0.553$), or FLTE ($t = 0.173$, $p = 0.864$).

Age: One-way ANOVA (Table 18) indicated no significant differences based on age for mental well-being ($F = 0.862$, $p = 0.472$), resilience ($F = 0.312$, $p = 0.816$), work environment ($F = 0.190$, $p = 0.902$), job satisfaction ($F = 0.538$, $p = 0.660$), or FLTE ($F = 1.793$, $p = 0.171$).

Teaching Experience: One-way ANOVA (Table 19) showed no significant differences across teaching experience groups for mental well-being ($F = 0.772$, $p = 0.579$), resilience ($F = 0.968$, $p = 0.455$), work environment ($F = 0.563$, $p = 0.727$), job satisfaction ($F = 1.256$, $p = 0.312$), or FLTE ($F = 1.594$, $p = 0.197$).

Summary: Biographic variables—gender, age, and teaching experience—do not significantly affect teachers' well-being, resilience, work environment, job satisfaction, or teaching enjoyment. Interventions and policies can therefore be designed universally across demographic groups.

Q3. What is the effect of Mental Well-being, Resilience, Teacher's Work Environment, and Job Satisfaction on FLTE?

Correlation results (Table 15) show significant positive relationships with FLTE:

Mental well-being: $r = 0.412$, $p = 0.019$

Resilience: $r = 0.369$, $p = 0.038$

Work environment: $r = 0.342$, $p = 0.045$

Job satisfaction: $r = 0.351$, $p = 0.044$

These results indicate that teachers with higher mental well-being, resilience, supportive work environments, and job satisfaction tend to enjoy teaching more.

Multiple regression analysis (Table 16) revealed that, when controlling for all variables, only mental well-being significantly predicts FLTE ($\beta = 0.392$, $t = 2.420$, $p = 0.011$). Resilience ($\beta = 0.200$, $p = 0.436$), work environment ($\beta = 0.162$, $p = 0.496$), and job satisfaction ($\beta = 0.071$, $p = 0.662$) did not uniquely predict FLTE in the regression model.

Summary: While all four variables are correlated with FLTE, mental well-being has the strongest and most direct effect, highlighting the importance of teachers' psychological health in fostering teaching enjoyment. Additionally, resilience, job satisfaction and then work environment variables follow respectively mental well-being with regard to their effect on FLTE.

Q4. How much unique variance do Mental Well-being, Resilience, Teacher's Work Environment, and Job Satisfaction explain in FLTE?

The multiple regression model (Table 16) indicates: $R = 0.494$, $R^2 = 0.244$, $F = 3.180$, $p = 0.014$

This means that mental well-being, resilience, work environment, and job satisfaction collectively explain 24.4% of the variance in FLTE. Although the model is statistically significant, the remaining 75.6% of variance is likely explained by other unmeasured factors such as teaching style, student behavior, or institutional culture.

Summary: These four predictors account for a moderate proportion of teaching enjoyment, with mental well-being contributing most strongly to the explained variance.

V. Discussion Of The Findings

Regarding the effect of *gender*, *age* and *teaching experience* on FLTE and its predictors, the findings suggest that *gender* does not significantly influence teachers' well-being, resilience, work environment perceptions, job satisfaction, or enjoyment of teaching foreign languages in the Libyan context. Both male and female teachers appear to experience similar levels of psychological resources, workplace conditions, and professional fulfillment, indicating that interventions or policies aimed at enhancing teaching enjoyment and satisfaction do not need to be gender-specific. Similarly, these findings suggest that *age* does not significantly influence teachers' well-being, resilience, perceptions of the work environment, job satisfaction, or enjoyment of teaching foreign languages in the Libyan context. Teachers across all age groups appear to experience similar levels of psychological resources, workplace conditions, professional satisfaction, and teaching enjoyment. This indicates that policies and interventions aimed at enhancing teaching enjoyment and job satisfaction are likely to be equally relevant for teachers of all ages. In addition, the findings suggest that teachers' mental well-being, resilience, perceptions of the work environment, job satisfaction, and teaching enjoyment are consistent across different levels of *teaching experience* in the Libyan context. This implies that interventions aimed at enhancing these outcomes are likely to be equally relevant for both novice and experienced teachers, and that experience alone does not appear to create significant variation in these professional and psychological factors. These findings are in agreement with those of Proietti Ergün & Dewaele's (2021).

Moreover, the findings of this study reflect a generally positive *mental well-being* profile among foreign language teachers, suggesting that they possess psychological resources that may contribute to their resilience and teaching enjoyment. With regard to *resilience*, the results suggest that foreign language teachers in the Libyan context exhibit strong resilience and psychological endurance, supported by self-discipline, a clear sense of purpose, and confidence in overcoming challenges—factors likely to enhance their well-being and teaching enjoyment.

Concerning *work environment*, the findings demonstrate that teachers operate in a work environment characterized by generally clear roles and supportive supervision, though improvements in workload management and clearer communication from department heads could further enhance role clarity and overall job satisfaction. The findings also suggest that while teachers demonstrate strong informal teamwork and collegial cooperation, institutional or administrative mechanisms to promote structured collaboration could be strengthened to further enhance the collective work environment and professional synergy among staff. Add to that, the results reflect that teachers enjoy a supportive and respectful collegial environment characterized by empathy and interpersonal care, although greater institutional involvement in fostering socio-emotional support could further enhance overall well-being and satisfaction within the teaching community. To sum up, the findings suggest that the work environment is generally favorable, providing teachers with clarity in their roles, collaborative opportunities, and emotional support, which are likely to contribute positively to their professional satisfaction and teaching effectiveness.

Regarding *job satisfaction*, the findings indicate that teachers' job satisfaction with regard to their workplace conditions is low, primarily due to inadequate physical resources and facilities. However, strong interpersonal trust among colleagues may help mitigate the negative effects of the unsatisfactory physical environment on teachers' overall morale and professional commitment. Moreover, the findings indicate that teachers exhibit moderate satisfaction with training and professional development, largely due to insufficient program availability, limited institutional encouragement, and inadequate opportunities for practical application. Strengthening training structures, ensuring equitable access, and aligning programs with teachers' evolving professional needs could significantly enhance their job satisfaction and professional competence. Additionally, the results reveal that teachers demonstrate moderate satisfaction with their salaries, acknowledging their

adequacy in meeting personal and family needs but expressing concerns about fairness, competitiveness, and the alignment of pay with performance. Enhancing salary transparency and developing clearer reward systems could help improve teachers' overall job satisfaction and motivation. In brief, the findings indicate that teachers' job satisfaction is strongest regarding salary and professional development, but workplace conditions are a critical area for improvement, which may impact overall morale and teaching effectiveness.

With regard to *FLTE*, the findings reflect that FL teachers in Libya experience a generally high level of teaching enjoyment, driven by pride in their work and supportive student relationships, though opportunities for light-hearted and spontaneous classroom interaction may be comparatively limited. The findings also revealed that *FLTE* is strongly affected by mental well-being, followed respectively by resilience, job satisfaction and work environment conditions.

Ultimately, the results highlight that psychological and contextual factors jointly contribute to teachers' enjoyment in foreign language teaching. Teachers who are mentally healthy, resilient, and supported by favorable work conditions and satisfactory employment experiences are more likely to experience positive emotions, engagement, and fulfillment in their professional practice. The findings in general underscore the central role of mental well-being in shaping teachers' enjoyment in foreign language teaching. While resilience, work environment, and job satisfaction are positively correlated with *FLTE*, their predictive effects appear weaker when considered alongside mental well-being, highlighting the importance of psychological health as a key driver of teaching enjoyment in the Libyan context. The results of this study are in accordance with those of Proietti Ergün & Dewaele's (2021) and Osuch & Majchrzak, (2023) who found that there is a positive correlation between *FLTE* and its predictors represented by FL teachers' resilience and wellbeing. In addition, the findings are partially in accordance with the findings of Azari Noughabi *et al.* (2024) who investigated the effect of work environment on *FLTE*. Also, the results are partially in accordance with those proved by Zhang (2023) who studied the effect of school climate on *FLTE* and concluded that EFL teachers' perception of school climate predicted *FLTE* "both directly and indirectly, through teacher self-efficacy and psychological wellbeing at work." (p. 2287). Moreover, the findings conform to those of Liu *et al.* (2024) and Zeng *et al.* (2024) who proved that there is a positive correlation between *FLTE* and job satisfaction.

VI. Conclusion And Recommendations

Conclusion:

1. Teachers in the Libyan context generally exhibit high mental well-being and resilience, which are critical for sustaining enjoyment in foreign language teaching.
2. *FLTE* is positively associated with mental well-being, resilience, work environment, and job satisfaction.
3. Mental well-being is the strongest predictor of teaching enjoyment, underscoring the importance of psychological health.
4. Resilience is the second influencing predictor of *FLTE*, followed by teacher's job satisfaction. Add to that, the effect of work environment conditions on *FLTE* is considerable; however it is the least influencing predictor.
5. With regard to work environment, teachers report high role clarity, informal teamwork, and socio-emotional support, yet formal teamwork and institutional recognition could be strengthened.
6. Job satisfaction regarding workplace conditions and professional development is low to moderate, indicating areas for improvement in physical infrastructure, training, and institutional support.
7. Gender, age, and teaching experience do not significantly affect well-being, resilience, work environment, job satisfaction, or *FLTE*, suggesting that interventions can target all teachers uniformly.

Recommendations:

Policy makers at the Ministry of Higher Education in Libya should:

1. Implement stress management programs, counseling, and activities that foster optimism and emotional balance to strengthen teaching enjoyment.
2. Provide workshops and mentoring to reinforce coping strategies, problem-solving, and adaptive skills among teachers.
3. Upgrade physical facilities, ensure proper lighting, ventilation, safety measures, and adequate working space to enhance comfort and productivity.
4. Offer more relevant, frequent, and practical training opportunities that allow teachers to apply new methods and skills effectively.
5. Encourage department heads to organize formal collaborative groups and recognize teachers' contributions at the faculty level.
6. Improve clarity in pay structures, link performance with rewards, and enhance competitiveness with similar institutions.

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