Relationship of Work Tasks Motivation, Teaching self-efficacy and Teaching Emotions with Psychological Well-being in Teachers

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Article Info	ABSTRACT
Article type: Research Article **Article history:** Received 18 May. 2023 Received in revised form 10 June 2023 Accepted 14 Aug. 2023 Published online 01 Sep. 2023 **Keywords**: Oppositional defiant disorder, Anxiety, Emotion-oriented therapy, Children	**Objective** : The objective of this study was to conduct an investigation into the correlation between work tasks motivation, self-efficacy in teaching, and teaching emotions to psychological well-being in teachers. **Methods**: The research methodology employed in this study was descriptive in nature, utilizing correlation analysis. The statistical population for this research consisted of both male and female teachers from the first level of secondary schools in Birjand city (Iran) in 2023, totaling 612 individuals (379 female teachers and 233 male teachers). From this population, a random sample of 235 teachers was selected in accordance with the Morgan table. The research instruments utilized in this study were the Psychological well-being questionnaire (Reif, 1980), Teacher self-efficacy questionnaire (Tschannen-Moran et al., 2001), The Work Tasks Motivation Scale for Teachers (WTMST) (Ferrant et al., 2008), and Questionnaire in Emotionality in Teaching (Villavicencio, 2010). Pearson's correlation coefficient was employed to test the research hypotheses. **Results**: The findings of this study revealed a significant correlation between motivation in work tasks, self-efficacy in teaching, teaching emotions, and the psychological well-being of teachers (P<0.01). **Conclusions**: It can be concluded that motivational factors have the potential to enhance the psychological well-being of teachers, subsequently leading to improved teaching quality and effective classroom management.

Introduction

Mental health is one of the most important concepts considered by positive psychologists. Positive psychologists have proposed mental health as equivalent to positive psychological function and conceptualized it in the form of psychological well-being. Psychological well-being refers to a person's perception of the degree of harmony between himself on the one hand and the consequences of his performance on the other hand, and is presented as a continuous and relatively stable evaluation and recognition of a person's inner satisfaction throughout his life (Gorel, 2009). According to the definition of Rieff (1989), psychological well-being means whether a person is aware of his level of abilities, goals in life, quality of his relationship with others, and what he feels about his life. According to Rief (2006), psychological well-being consists of six main dimensions of self-acceptance (positive attitude towards one's current and past behaviors); Purposefulness in life (having beliefs that guide the person); Personal development (emphasis on the importance of sustainability and actualizing one's potentials); having positive relationships with others (having mutual love and interpersonal relationships); Mastery of the environment (a person's ability to choose or create a suitable environment to meet psychological needs) and autonomy (the ability to maintain one's personal standards in the form of resistance to conformity and a source of internal control) are formed (Naib Hosseinzadeh et al., 2015).

Some researchers believe that having high psychological well-being, satisfaction with the general atmosphere of the class and the ability to understand and understand students' psychological problems by the teacher leads to an increase in their readiness to help students' mental and psychological problems (Sisask et al., 2014). In addition, a high level of psychological well-being of teachers leads to an increase in the quality of their professional life (Ilgan et al., 2015). Also, teachers with high psychological well-being experience life satisfaction, accept life's challenges, are interested in their work and teaching profession, trust others, and have high social interaction with their teacher colleagues (Farji et al., 2018). Nelson et al. (2014) admits that teachers with a high sense of well-being mainly experience positive emotions and have a positive evaluation of the incidents and events around them.

While teachers with a low sense of well-being evaluate their life situations and events as unfavorable and experience mostly negative emotions such as anxiety, depression and anger. In research, Diener et al. (2013) stated that psychological well-being It has an important effect on the

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success and job performance of teachers. Teachers with high psychological well-being have an optimistic attitude towards their job and the events around them, and instead of taking a negative stance towards the events around them, they try to use these events optimally. The research results indicate that teachers with psychological well-being have many positive characteristics, such as more meaningful activities, high self-efficacy, optimistic explanatory style, reporting positive emotions throughout the day, deep interpersonal relationships, satisfaction. They have a high occupation, openness to experience, high scores in positive emotion indices and low scores in negative emotion indices (Lee, 2019). Diener et al. (2013) showed that psychological well-being has a positive effect on job satisfaction, because employment creates an optimal level of stimulation that people find enjoyable and is an opportunity to satisfy curiosity and develop skills. Also, psychological well-being provides a network of social support and sense of identity and meaning.

One of the most important variables affecting psychological well-being is self-efficacy (Milam, Cohen, Muller, and Salz, 2019). The important point is that the sense of efficiency in teachers is an important factor and related to all kinds of educational outcomes such as academic progress, motivation and sense of efficiency in students, as well as with the teacher's behavior in the classroom, his effort in teaching, goals and the level of aspirations is also related, and teachers who have a high sense of efficacy are more likely to accept new ideas from their students and have a desire to test new methods to meet their needs. Such teachers have more commitment and motivation and are more motivated to teach (Ghanbari & Hemmati, 2014). These beliefs affect the way of thinking, feeling, motivation or behavior of a person. In fact, a high sense of self-efficacy improves positive views and opinions about oneself and the effective cooperation of a person in carrying out activities, setting goals and commitment to work and career in him (Engin, 2020).

Bandura (1997) states that self-efficacy is a constructive ability by which a person's cognitive, social, emotional and behavioral skills are effectively organized to achieve various goals. Armor et al. (1976) for the first time defined teachers' teaching self-efficacy as the degree of belief that teachers have in their ability to influence student learning. Schanen-Moran and Woolfolk (2001) defined teacher self-efficacy as his judgment of his own capabilities and abilities to create positive outcomes for students' learning and engage them in academic matters, even with students who

have problems or are unmotivated. They define teachers with high self-efficacy adjust their educational goals and try to use new methods to face the challenges in front of them and reach their goals. In fact, teachers with high levels of self-efficacy have more expectations to overcome possible problems, changes and transformations ahead, and also have more overall satisfaction with their jobs (Kasalak and Daguiar, 2020). Creating a useful and efficient learning environment is dependent on the level of ability and efficiency of teachers, and this is dependent on the teacher's self-efficacy feeling or belief in his abilities and the use of appropriate strategies. Based on this, it can be said that self-efficacy is a person's beliefs about his abilities to use selective levels of performance that guide and shape events that affect a person's life (Liu et al., 2021). Marta and Freire (2023) showed in research that a moderate amount supports the relationship between some discrete emotions (emotions) of teachers and teaching self-efficacy beliefs. In a study, Hong et al. (2019) showed a significant relationship between the working environment, self-efficacy and psychological well-being of teachers. (2019) in research showed that there is a difference between teaching strategies and six dimensions of teaching self-efficacy (motivating learners, adapting to changes, interacting with learners' parents, maintaining their teaching skills, self-efficacy in teaching and adapting teaching to individual needs). The more appropriate the teaching strategies used by the teacher in the classroom, the teacher's self-efficacy should increase, and this increase in self-efficacy causes teachers' desire, enthusiasm, commitment, motivation and allotment of more time for students' learning.

In a research, Hossein Tabar (2018) showed that self-efficacy has a negative relationship with learning quickly, learning simple, believing in the inherent nature of ability, and knowing knowledge as certain. Also, the belief in the inherent nature of learning ability has the power to predict teaching self-efficacy in teachers. Jalal Nia (2017) showed in research that the direct effect of teachers' metacognition on teaching motivation and self-efficacy is significant. Teaching self-efficacy also has a direct effect on teaching motivation. Teachers' metacognition through teaching self-efficacy had an indirect and significant effect on teaching motivation. Also, there was a significant difference between teachers in terms of self-efficacy and teaching motivation.

A teacher's beliefs about the nature of his job play an important role in his self-efficacy and teaching emotions. Emotions play an essential role in teachers' lives. According to Hargrave's (2005) belief, teaching is a practice full of excitement and emotions include a significant part of

teachers' lives (Nalipai et al., 2021). Teachers face various emotions in the classroom, which are known as teaching emotions (Villavicencio, 2011). Researchers emphasize that teaching emotions are effective in the teacher-student relationship and the learning process (Kaintlier et al., 2019). Teaching emotions means an emotion that is directly related to teaching activities, and has an undeniable role in creating motivation, learning and academic performance of learners (Reuter et al., 2019). According to Chen (2016), teacher emotions are internalized emotions that do not only include facial and physiological reactions; It also affects communication with students, parents and other teachers. Villavicencio (2011) is of the opinion that teaching emotions play a role of feedback, motivation and inhibition in the classroom and teacher emotions are very important in creating internal and external motivation of students. In this regard, it has been determined that the emotions of teaching are related to self-esteem (Lubek et al., 2018), emotion regulation (Lavi & Asht, 2018), self-efficacy (Hasher & Hagnauer, 2016), burnout and job satisfaction (Atmaka et al., 2020).

In this regard, it has been determined that the evolution process of self-efficacy and other psychological variables of teachers is influenced by factors such as age, gender, and work experience (Hejazi, 2017). Researchers believe that work experience is one of the influencing factors on teachers' career motivation (Zavar & Vaisi, 2015). Based on the studies, work experience has an effect on the psychological and occupational components of teachers. Accordingly, in the first year of teaching, the level of job motivation and self-efficacy of teachers decreases. This reduction can be explained in two ways: firstly, the novice teacher may not have a correct estimate of the complexity of the teaching task and may have problems in analyzing the teaching competence; Second, a novice teacher may establish too close a relationship with students, which causes problems in class management (Hijazi, 2017). Job skill experience is one of the sources of teacher's sense of efficacy. The teacher's perception of successful teaching experiences leads to an increase in efficiency, and the lack of perceived success can be associated with a decrease in efficiency (Fan and Lock, 2015). Alonso et al. (2019) showed in research that emotions, emotional regulation and job satisfaction have an effect on the psychological well-being of teachers. Tekser and Frenzel (2015) found in a study that many teachers fake and hide their emotions and teachers with positive emotions; They had self-efficacy and mental health and were

satisfied with their jobs, and teachers with negative feelings had low self-efficacy, physical and mental health, low job satisfaction, and high levels of emotional exhaustion. Hosotani and Imai-Matsumura (2011) showed in research that teachers experienced a variety of negative emotions such as anger and positive emotions such as pleasure when interacting with students. In research, Irji Rad and Haji (2017) showed that there is a significant relationship between self-awareness and emotions caused by teaching in teachers (students) of Ghaem Shahr conservatories. Soleimani et al. (2017) showed in research that mastery goals have an indirect and positive effect on the active teaching method through the mediation of positive and negative emotions; While the effect of approach-performance and avoidance-performance goals is indirect and negative. Also, the amount of explained variance of using active teaching methods shows the importance of teachers' perception of teaching goals and emotions in using active teaching methods.

Since psychological well-being has a significant contribution in various fields of mental, social and physical life of people, it is necessary not only to know but also to apply the factors that are involved in this matter. As a result, and based on this principle that teachers are the basic pillar of education and play an important role in the education of the future generation of the country, in order to properly play their main role, they must have the abilities, skills and positive personality and psychological characteristics. They need to be able to provide the necessary background to motivate students and guide them towards progress. According to the aforementioned contents, and given the significant role that the presented concepts play in enhancing teacher performance, as well as in the realm of the connection between psychological well-being and teaching motivation, teaching self-efficacy, and the process of transforming teaching emotions in teachers, it is evident that this area lacks research. Conversely, an examination of previous studies in this field highlights the dearth of investigation in this aspect. Hence, in order to address this gap in education, it becomes imperative to undertake the current research with the aim of examining the relationship of work tasks motivation, teaching self-efficacy, and teaching emotions with psychological well-being in teachers.

Materials and Methods

The implementation method in this research was descriptive, correlational, and applied in terms of purpose. The statistical population of this research includes male and female teachers of the first

secondary school of Birjand city in 2023, whose number according to the announcement of the General Department of Education of Birjand city is 612 people (379 female teachers and 233 male teachers) according to the table of Morgan and Karjesi statistical sample This research includes 235 teachers who were selected by stratified random sampling according to their work experience. The information about the responding teachers showed that 14 of the male teachers had less than 10 years of experience, 31 of the male teachers had an experience between 10 and 20 years, and 44 of the male teachers had more than 20 years of experience. Also, 5 female teachers have less than 10 years of experience, 58 female teachers have 10 to 20 years of experience, and 83 male teachers have more than 20 years of experience.

In this research, three standard questionnaires were used to collect data as follows:

A: Psychological well-being questionnaire: This scale was designed by Rief (1989). The main form consists of 120 questions, but in subsequent studies, shorter forms with 84 questions and 18 questions have been prepared. In this research, a shortened form of 18 questions was used. In this scale, the answer to each question is determined on a six-point spectrum (I completely disagree (1) to I completely agree (5). This scale has six subscales of mastering the environment, purpose and orientation in life, self-acceptance, growth and personal development, positive relationship with others and independence. Questions 1, 3, 4, 5, 9, 10, 13 and 17 are scored in reverse order. The minimum possible score will be 18 and the maximum score will be 108. Whatever the individual's score more, his psychological well-being is greater. In the study of Reif and Singer (2006), the correlation of the shortened version with the original version fluctuated from 0.70 to 0.89; also, the concurrent validity of this questionnaire with the general health scale was 0.49 - obtained (Reif and Singer, 2006). In this study, the reliability of the questionnaire was obtained through Cronbach's alpha coefficient of 0.82.

B: Teacher Self-Efficacy Questionnaire: The teacher self-efficacy scale was created by Schanen, Moran and Woolfolk in 2001 to measure teacher self-efficacy, which consists of 24 items and 3 subscales (involvement of students in academic affairs, educational strategies (teaching method) and class management) is formed. The scoring of the questionnaire is in the form of a 5-point Likert scale from (very little (0) to very much (4)). The minimum score of a person is zero and the maximum score is 96. The validity and reliability of this questionnaire has been confirmed in

various researches. In Iran, Seyed Fatemi et al. (2005) used it in their research and reported its Cronbach's alpha coefficient equal to 0.82. Zare and Jahandideh (2013) obtained the relability of this questionnaire using Cronbach's alpha of 0.85. Also, Mahboubi et al. (2012) reported the Cronbach's alpha of this questionnaire as 0.90. In this research, the reliability of the questionnaire was obtained through Cronbach's alpha coefficient of 0.89.

C: The Work Tasks Motivation Scale for Teachers (WTMST): This questionnaire was created by Ferent et al. (2008) in order to measure the level of teachers' work motivation based on self-determination theory. This scale has 90 items that form 5 subscales (intrinsic motivation structures, diagnostic motivation, injective motivation, extrinsic motivation, and demotivation) using six tasks (preparation for class, teaching, student evaluation, classroom management, executive tasks, and supplementary tasks).) which evaluates each with 3 items and a total of 18 items and they are scored on a 7-point scale from (does not match at all (1) to completely matches (7)); evaluates. These assignments include the minimum grade of the individual in each assignment will be 15 and the maximum will be 105, and the maximum grade of the individual in the whole scale will be minimum 90 and maximum 630. In the Persian version of this scale in Saadati et al.'s research (2013), the Cronbach's alpha of the subscales was reported between 0.70 and 0.94. In this study, the reliability of the questionnaire was obtained through Cronbach's alpha coefficient of 0.91.

D: Questionnaire in Emotionality in Teaching: This scale is a self-report tool and Villavicencio (2010) designed it to evaluate teachers' positive and negative emotions. The said scale with 45 items; It measures positive emotions and negative emotions in five subscales of anger and anger, pride and pleasure, guilt and shame, fatigue and annoyance in a 5-point Likert scale (completely disagree (1) to completely agree (5)). The minimum score of a person is 45 and the maximum score is 225. Villavicencio (2010) used the method of confirmatory factor analysis to validate this scale and the results showed that all statements fit with all five subscales. The validity of this tool with Cronbach's alpha coefficient is 0.88 for the whole scale and 0.83 for each of the 11 anger and anger scales, 0.77 pride and pleasure, 0.80 guilt and shame, 0.71 fatigue and 66 annoyances has been reported. In the Persian version of this scale, the validity of this questionnaire was obtained through Cronbach's alpha coefficient of 0.90 by Ghasemi and Alaei (2017). In this study, the reliability of the questionnaire was obtained through Cronbach's alpha coefficient of 0.86.

Results

Descriptive findings related to the mean and standard deviation of psychological well-being variables, teaching motivation, teaching self-efficacy and teachers' teaching emotions and their components have been presented in table 1.

Table 1. The mean and standard deviation of psychological well-being, motivation, self-efficacy and teaching emotions of teachers

Variable	Mean	SD	Min.	Max.
Autonomy	12.31	2.17	5	15
Mastery of the environment	12.16	2.24	6	15
Personal growth	10.74	3.07	3	15
Positive communication with others	9.71	3.16	3	15
Purpose in life	9.05	2.65	3	15
Self-acceptance	9.74	2.54	3	15
Psychological well-being	63.74	11.51	32	90
Intrinsic motivation	90.08	22.03	30	126
Diagnostic motivation	98.56	16.50	49	126
Injectable stimulation	98.43	16.16	49	126
External motivation	98.80	15.93	49	126
Lack of motivation	38.64	17.45	18	115
Teaching motivation	424.54	65.89	230	595
Engaging the student	26.66	2.09	18	28
Educational strategies	29.26	3.91	18	36
Class management	25.75	3.87	15	32
Self-efficacy of teachers	81.68	8.59	56	96
Anger and anger	35.01	9.58	14	60
Pride and joy	52.07	5.74	33	60
Guilt and shame	29.51	7.49	11	45
Tiredness	19.90	5.93	8	40
Annoyance	12.94	3.88	4	20
Emotions of teaching	149.45	18.45	113	223

First Research question: Is there a significant relationship between teaching motivation and teachers' psychological well-being?

Table 2. Pearson correlation coefficient test results between teaching motivation and psychological well-being of teachers

Variables	1	2	3	4	5	6	7
1. Intrinsic motivation	1						
2. Diagnostic motivation	0.84**	1					
3. Injectable stimulation	0.81**	0.97**	1				
4. External motivation	0.82**	0.96**	0.95**	1			
5. Lack of motivation	-0.77**	-0.28**	-0.29**	-0.23**	1		
6. Teaching motivation	0.92**	0.93**	0.91**	0.93**	0.03	1	
7. Psychological well-being	0.39**	0.42**	0.42**	0.41**	-0.68**	0.42**	1

**= P <. 0.01, n = 235

The information in table 2 shows that the correlation coefficient between the internal motivation component and psychological well-being is equal to (r=0.394), the correlation coefficient between the diagnostic motivation component and psychological well-being is equal to (r=0.434), the correlation coefficient between the injection motivation component With psychological well-being equal to (r=0.417), the correlation coefficient between the external motivation component and psychological well-being is equal to (r=0.409), which is a significant relationship at the 99% confidence level (P<0.01). However, the correlation coefficient between the amotivation component and psychological well-being is equal to (r=-0.068) and there is no significant relationship at the 95% confidence level (P>0.05). In general, the correlation coefficient between teaching motivation and psychological well-being is equal to (r=0.424), which is significant at the 99% confidence level (P<0.01). Therefore, there is a significant relationship between the motivation of teaching and the psychological well-being of teachers.

Second research question: Is there a significant relationship between teaching self-efficacy and teachers' psychological well-being?

Table 3. Pearson correlation coefficient test results between teaching self-efficacy and teachers' psychological well-being

Variables	1	2	3	4	5
1. Engaging the student	1				
2. Educational strategies	0.33**	1			
3. Class management	0.31**	0.94**	1		
4. Self-efficacy of teachers	0.54**	0.96**	0.96**	1	
5. Psychological well-being	0.46**	0.82**	0.83**	0.86**	1

**= P <. 0.01, n = 235

The information in table 3 shows that the correlation coefficient between the component of student engagement with psychological well-being is equal to (r=0.464), the correlation coefficient between the component of educational strategies and psychological well-being is equal to (r=0.824), the correlation coefficient between the component class management with psychological well-being is equal to (r=0.833), which is a significant relationship at the 99% confidence level (P<0.01). In general, the correlation coefficient between teaching self-efficacy and psychological well-being is equal to (r=0.864), which is significant at the 99% confidence level (P<0.01). Therefore, there is a significant relationship between teaching self-efficacy and teachers' psychological well-being that as the teachers' teaching self-efficacy increases, their psychological well-being also increases.

Third research question: Is there a significant relationship between the emotions of teaching and the psychological well-being of teachers?

Table 4. Pearson correlation coefficient test results between teaching emotions and teachers' psychological well-being

Variables	1	2	3	4	5	6	7
1. Anger and rage	1						
2. Pride and joy	0.06	1					
3. Guilt and shame	0.11	0.29**	1				
4. Tiredness	0.41**	0.30**	0.95**	1			
5. Annoyance	0.47**	0.48**	-0.29**	-0.24**	1		
6. Emotions of teaching	0.75**	0.25**	0.91	0.93**	0.04	1	
7. Psychological well-being	0.21**	0.17**	0.79**	0.14**	0.04	0.54**	1

**= P <. 0.01, n = 235

The data in table 4 shows that the correlation coefficient between the component of anger and rage with psychological well-being is equal to (r=0.213), the correlation coefficient between the component of pride and pleasure with psychological well-being is equal to (r=0.174), the correlation coefficient between the component guilt and shame with psychological well-being is equal to (r=0.795), the correlation coefficient between fatigue component and psychological well-being is equal to (r=0.139), which is a significant relationship at the 99% confidence level (P 0.01). <). However, the correlation coefficient between the annoyance component and psychological well-being is equal to (r=0.044) and there is no significant relationship at the 95% confidence level (P>0.05). In general, the correlation coefficient between teaching emotions and psychological well-being is equal to (r=0.542), which is significant at the 99% confidence level (P<0.01). Therefore, there is a significant relationship between the emotions of teaching and the psychological well-being of teachers that the more the excitement of teaching teachers increases, the more their psychological well-being increases.

Discussion

This research aims to determine the evolution of teaching motivation, teaching self-efficacy and teachers' teaching emotions and their relationship with the psychological well-being of male and female first secondary teachers in Birjand city in 2023. The findings of the first question indicated that there is a significant relationship between teaching self-efficacy and teachers' psychological well-being, that as teachers' teaching self-efficacy increases, their psychological well-being also increases. These results are consistent with Marta and Freire (2023), Hong et al. (2019), Tonen et

al. (2011), Sephond et al. Thus, it should be explained that self-efficacious teachers involve themselves more and are receptive to new perspectives, and in order to respond better to the needs of students, they have a greater tendency to experience new methods. And when the teacher has psychological well-being and high teaching self-efficacy in the classroom, the classroom environment becomes more flexible, students are more present in class discussions and participate more.

The results of the second question indicated that there is a significant relationship between the emotions of teaching and the psychological well-being of teachers, that as the emotions of teaching increase, their psychological well-being also increases. These results are consistent with Alonso et al. (2019), Bagheri Mousavi et al. (2022). Teachers who have psychological well-being have the ability to resist and stand up to psychological pressures to think and act in a certain way, regulate and control their teaching emotions. The experience of emotions by the teacher has significant effects on the educational performance and effectiveness of the classroom and turns teachers into creative and flexible people, which increases their psychological well-being. Teaching with excitement makes the school more fun and attractive, and the mental well-being of students and teachers also increases. Therefore, it can be explained that teaching is an emotional act and good teaching is realized with positive emotions and good teachers show their interest and enthusiasm during teaching, which in turn motivates students. In this regard, the use of interventions to improve psychological well-being in teaching self-efficacy has very positive personal and organizational benefits for the physical and mental health of teachers and learners.

The results of this research have all the limitations of the questionnaire due to the use of the questionnaire. According to the results of the research, it is suggested to study the development process of teaching motivation, teaching self-efficacy and teachers' teaching emotions and their relationship with psychological well-being, it is suggested to provide training courses in the form of in-service workshops in the field of teaching motivation. , teaching self-efficacy and teaching excitement for teachers and school administrators. Holding these training courses for teachers with low work experience leads to improving their motivation and teaching skills, and it is a suitable solution to improve their teaching self-efficacy. It is also suggested to school administrators by creating a structure in order to strengthen the psychological well-being of teachers, especially teachers. With a low service history, they should establish a vital role for understanding and

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creating the context for the emergence of success and motivation for teaching and teachers' self-efficacy.

Data availability statement

The original contributions presented in the study are included in the article/supplementary material, further inquiries can be directed to the corresponding author.

Ethics statement

The studies involving human participants were reviewed and approved by ethics committee of Sistan and Baluchestan.

Author contributions

All authors contributed to the study conception and design, material preparation, data collection and analysis. The author contributed to the article and approved the submitted version.

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Conflict of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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