

UNIVERSIDAD
ANDRES BELLO

Facultad de Educación y Ciencias Sociales

Programa de Magíster en la Enseñanza del Inglés como Lengua Extranjera

THE RELATIONSHIP BETWEEN TEACHER WELL-BEING, TEACHER-STUDENT RELATIONSHIP, AND STUDENT ENGAGEMENT

Tésis de postgrado para optar al grado de Magíster en Enseñanza del Inglés como Lengua Extranjera

MANUELA CISTERNAS OJEDA

Profesor Guía: Masatoshi Sato

Santiago, Chile

2023

ACKNOWLEDGEMENTS

Before starting this career, I had a goal in mind, which was to be the teacher I needed when I was younger. I feel that this goal has been accomplished because of the many people that have crossed my path. First, I want to thank my parents, who in spite of everything, have been there for me every step of the way. My mom always taught me to be consistent, to be someone who people relied upon, to listen and to be heard. My dad encouraged me to be someone who I would look up, to be proud of what I had become, to be the best at what I do, and to inspire people every day. My siblings, Antonia and Fernando, taught me how to teach and how to love others unconditionally.

Even though, I have been very lucky to have an amazing family that I did not choose, I also have a family that I chose, a family that has supported me throughout my career. These are my friends, most of whom are educators as well. I would not be here if it were not for them: Camila encouraging me every step of the way, Emilia supporting me throughout my lowest periods in life, Valentina inspiring me to study more and more, Natalia believing in me even when I did not, and Felipe always making me get out of my comfort zone. Another important part of who I am today are my colleagues, people who have taught me to believe in love again, to laugh even when exhaustion has taken over everyone, to feel empathy towards every situation, to listen, to work as a team, to understand, and to enjoy every day at work. Finally, I would like to thank my supervisor, Dr. Masatoshi Sato, whose words of encouragement always made me believe in myself and in what I could do.

TABLE OF CONTENTS

ACKOWLEDGEMENTS.....2

APPENDICES.....6

LIST OF TABLES.....6

ABSTRACT.....8

RESUMEN.....9

CHAPTER 1: INTRODUCTION 10

1.1 General Background 10

1.2 The Present Study 13

1.3 Structure of the Study 15

CHAPTER 2: LITERATURE REVIEW 17

2.1 Well-being 18

2.1.1 Well-being in ELT.....22

2.2 Student-Teacher Relationship 25

2.2.1 Attachment Theory 27

2.3 Student Engagement 30

2.4 The Present Study 33

CHAPTER 3: METHODOLOGY 34

3.1 Context 34

3.1.1 English Language Teaching (ELT) in Chile 34

3.1.2 Private School 36

3.1.3 COVID-19 Context 36

3.2 Participants and Sampling Procedure 38

3.2.1 Teachers 38

3.2.2 Students 39

3.3 Overall Design 41

3.4 Data Collection 41

3.4.1 PERMA Profiler for Teachers 42

3.4.2 SPARTS/Engagement versus Disaffection with Learning Questionnaire 43

3.4.3 Interviews for Teachers 45

3.5 Data Analysis 46

3.5.1 Questionnaires 46

3.5.2 Interviews 46

3.5.2.1 Positive Emotions 47

3.5.2.2 Engagement 48

3.5.2.3 Relationships 49

3.5.2.4 Meaning 49

3.5.2.5 Accomplishments 50

CHAPTER 4: RESULTS 51

4.1 PERMA Profiler 51

4.2 SPARTS/Engagement versus Disaffection with Learning Questionnaire 52

4.3 Analysis of Individual Cases 60

4.4 Interviews 62

4.4.1 Positive Emotions 62

4.4.2 Engagement 63

4.4.3 Relationships 65

4.4.4 Meaning 66

4.4.5 Accomplishment 67

CHAPTER 5: DISCUSSION 69

5.1 Teacher Well-being of Chilean EFL Teachers 69

5.2 Student Engagement and their Perceptions of their Teacher-Student Relationships 75

5.3 Reciprocal Relationships between Teachers and Students.....80

CHAPTER 6: CONCLUSIONS 84

6.1 General Conclusions 84

6.2 Limitations of the Study 85

6.3 Pedagogical Implications 87

6.4 Concluding Remark 88

REFERENCES 89

APPENDICES

Appendix A: PERMA Profiler 128

Appendix B: SPARTS/Engagement versus Disaffection with Learning Questionnaire....136

Appendix C: Interview Questions 143

LIST OF TABLES

Table 1: Teachers' background information 39

Table 2: Students' background information 39

Table 3: PERMA Codes 47

Table 4: PERMA Profiler results per teacher 51

Table 5: SPARTS/Engagement versus Disaffection with Learning Questionnaire results per class 53

Table 6: Class A - SPARTS/Engagement versus Disaffection with Learning Questionnaire Correlation 54

Table 7: Class B - SPARTS/Engagement versus Disaffection with Learning Questionnaire Correlation 55

Table 8: Class C - SPARTS/Engagement versus Disaffection with Learning Questionnaire Correlation 55

Table 9: Class D - SPARTS/Engagement versus Disaffection with Learning Questionnaire Correlation 56

Table 10: Class E - SPARTS/Engagement versus Disaffection with Learning Questionnaire Correlation 57

Table 11: Class F - SPARTS/Engagement versus Disaffection with Learning Questionnaire Correlation 58

Table 12: Class G - SPARTS/Engagement versus Disaffection with Learning Questionnaire Correlation 58

Table 13: Class H - SPARTS/Engagement versus Disaffection with Learning Questionnaire Correlation 59

ABSTRACT

This study aimed to examine the relationship among teacher well-being, teacher-student relationship, and student engagement in the language classroom. Participants were eight EFL teachers and 253 middle school students from a private school in Santiago, Chile. The study followed a mixed methods approach. First, teachers answered the PERMA Profiler (Butler & Kenn, 2016) and participated in follow-up interviews in order to later analyze their levels of well-being as well as their feelings behind their answers. Those teachers' students also answered a questionnaire about the relationship they perceived with their teachers and their engagement behaviors in English classes. The former was assessed with the Student Perception of Affective Relationship with Teacher Scale (SPARTS; Koomen & Jellesma, 2015), and the latter with the Engagement versus Disaffection with Learning Questionnaire (Skinner et al., 2008). Findings showed that the teachers reported high levels of well-being. Moreover, the construct of "positive relationships" was found to be the highest among the teachers. In terms of the student engagement, "closeness" was found to be the best predictor of teacher-student relationships and was found to positively correlate with "emotional engagement" across all eight classes. These results underscore the connection between how students are emotionally engaged with their class and how the teacher perceives themselves to be in terms of well-being

Key words: well-being, teacher-student relationship, student engagement

RESUMEN

Este estudio tuvo como objetivo examinar la relación entre el bienestar docente, la relación docente-alumno, y la participación de los alumnos en el aula durante la clase de inglés. Los participantes fueron ocho profesores de English as a Foreign Language (EFL) y 253 estudiantes de secundaria de un colegio privado en Santiago, Chile. El estudio tuvo un enfoque mixto, en el cual, los docentes respondieron una encuesta llamada PERMA Profiler (Butler & Kenn, 2016) y participaron de entrevistas para luego analizar sus niveles de bienestar. También, los estudiantes respondieron una encuesta sobre su percepción de la relación que percibían con sus profesores y sus comportamientos en la clase de inglés. El primero se evaluó con la Student Perception of Affective Relationshio with Teacher Scale (SPARTS; Koomen & Jellesma, 2015), y el segundo con el Engagement versus Disaffection with Learning Questionnaire (Skinner et al., 2008). Los resultados mostraron que los docentes reportaron altos niveles de bienestar y se encontró que la dimensión de "*relaciones positivas*" era el más alto entre las profesoras. En términos de compromiso de los estudiantes, se encontró que "*cercanía*" con el profesore era el mejor predictor de las relaciones docente-alumno y se encontró también que se correlacionaba positivamente con el "compromiso emocional" en las ocho clases estudiadas. Estos resultados confirman la conexión entre cómo los estudiantes están emocionalmente comprometidos con la clase y cómo las/los profesoras/es se perciben a sí mismas/os en términos de bienestar.

CHAPTER 1: INTRODUCTION

1.1 General Background

Teachers play a crucial role in a student's life. They are the front-line workers responsible for engaging students and promoting their learning. Due to the importance of teachers in the development of a child's learning and development, educational systems and communities have high expectations of them. However, these expectations are complex since they not only have to provide information to their students, but to ensure that they develop the necessary skills and attitudes to help them succeed in the 21st century (Guerriero, 2017).

In addition to being expected to accomplish various tasks, teachers are also expected to take on new responsibilities that include helping students develop their emotional and social skills, responding to their individual differences, collaborating with parents and other teachers, and cope with the digital and technological changes that are happening in the classroom (Schleicher, 2018). Moreover, due to the increasing number of schools becoming more bureaucratic, teachers have reported that they are not given enough autonomy when it comes to their daily activities since they get overloaded with other non-teaching tasks (Bakker et al., 2007; Collie et al., 2012; Hakanen, et al., 2006; Klassen & Chiu, 2010).

In the case of language teachers, studies have reported that in various parts of the world, they experience stressful work conditions, due to the fact that they also have to juggle multiple roles and heavy workloads. While it can be challenging for many teachers to balance their professional and personal roles, the availability of online courses has created a variety of new opportunities for them, creating a new additional task for them to

juggle. Nonetheless, these new roles can also create a lack of boundaries between their home and school. Furthermore, the rise of Covid-19 has increased the number of factors that have contributed to the stress of language teachers in particular (MacIntyre et al., 2020). For instance, the rapid conversion of online learning programs has affected the workload of many of them. This is why the various administrators who are responsible for the development and implementation of policies and programs regarding the well-being and satisfaction of teachers are also expected to be fully aware of the factors that can affect their staff members' well-being.

In this regard, one of the most important factors that policymakers and practitioners need to consider is the measurement and documentation of changes in the well-being of individuals, in this particular case, their teachers. In fact, the concept of supporting and understanding well-being has become an interdisciplinary field that should be addressed at various levels within a society, including organizations, nations, and individuals (Huppert & So, 2013). Simply, happy workers perform better than unhappy workers (Wright & Cropanzano, 2000).

Well-being is a complex construct that cannot be reduced to just happiness (Ryff & Singer, 2006; Seligman, 2011). Surprisingly, we know little about what kinds of activities can help language teachers manage their stress levels, emotions, and how to flourish in their professional lives (Mercer & Kostoulas, 2018). Moreover, there are also differences in how well-being is conceptualized across cultures (e.g., McMahan et al., 2014; Oishi, 2010). Many scholars and researchers have created instruments and frameworks to try to measure an individuals' well-being. In this area, the PERMA Profiler introduced by Seligman (2011), which comprises the concepts of *Positive emotions* (P), *Engagement* (E),

Relationships (R), *Meaning* (M), and *Accomplishment* (A), is a multi-faceted framework that aims to enhance the well-being of individuals. It involves connecting all these elements through positive actions and behaviors. Consequently, in the research of well-being, PERMA has been one of the most commonly used frameworks. All in all, teachers' well-being has been a neglected topic all over the world and it has now been recognized as one of the key factors in students engagement and achievement in the educational setting.

On another front, teachers come across as one of the most important adult figures in a child's life, which can either act positively in the child's school adjustment or have a negative effect. This relationship can present a dual point of view since it can impact both the student and the teacher. On the one hand, studies show that children who have poor relationships with their teachers are more susceptible to behavioral and academic issues (e.g., Bosman et al., 2019; Engels et al., 2016; Hamre & Pianta, 2001; Jerome et al., 2009). On the other hand, anger, disrespect, and conflict can affect the relationships between children and teachers, and those emotions can also make the educators feel helpless (e.g., Corbin et al., 2019; Spilt & Koomen, 2009). In this area, the *Attachment Theory* was proposed by Bowlby (1969) to describe relational patterns among people. This topic is regarded as one of the most important foundations of child development and psychology since attachment to a caregiver can lead to a type of behavior that can eventually become autonomous. From this perspective, attachment is described as a type of emotional tie that can affect a person's experiences and relationships. It can be considered secure or insecure when it comes to relationships with peers and teachers. Moreover, this theory claims that developing an attachment to one's teacher can make students feel more relaxed and allow them to explore their feelings (Bergin & Bergin, 2009).

One of the benefits of attachment to a teacher is it can help develop risk-taking skills and make students more engaged in their studies (Bergin & Bergin, 2009). Research has shown that children's psychosocial and academic development can benefit from the quality of their teacher-student relationship. Attachment perspectives on the relationship between students and teachers identify three dimensions of affective attachment: *Closeness, Conflict* and *Dependency* (Birch & Ladd, 1997; Pianta et al., 1995). For the sake of the current study, the dimensions of *Closeness* and *Conflict* were studied using the Student Perception of Affective Relationship (SPARTS; Zee & de Bree, 2017) questionnaire.

Given the importance of teacher well-being and teacher-student relationships, it was also important to analyze the students' engagement in relationship to the two dimensions aforementioned. Being engaged in school is important for students as it can help them develop their academic and personal success (Ladd & Dinella, 2009). Additionally, the concept of student engagement refers to the interactions between teachers and students. These can be through the support they provide and the feedback they receive during their learning process (Reeve, 2012). It is believed that engagement is the best indicator of a student's motivation and that it can provide a dynamic and flexible learning environment (Appleton et al., 2006). To measure Emotional and Behavioral Engagement in the present study, the Engagement versus Disaffection with Learning Questionnaire (Skinner et al., 2008) questionnaire was used. In fact, the interactions between teachers and students are considered to be the most important factor that influence student engagement with learning (Jiang & Zhang, 2021), which is why the present study aimed to find the relationship between teacher well-being, teacher-student relationship, and student engagement.

1.2 The Chilean Context

Due to the rise of globalization and the need for job opportunities, the use of English has been increasing in Chile. The rise of social media and mass media has augmented and contributed to the increasing use of English in various contexts. Moreover, this situation has also increased in Chile as a consequence of the increasing number of immigrants and multiculturalism; thus, the need for EFL learning has also been growing.

In Chile, it is mandatory for students to study English starting from Grade 5, with education on the subject before middle school depending on the school (McKay, 2003), which is usually what occurs in private institutions fostering a bilingual environment. Unfortunately, many public schools do not start teaching English to students until they are older due to the lack of resources. In contrast, private schools often start teaching the language to their nursery school students. According to Carbone (2015), in 2010, about 20% of the students who took the certification exam in English began learning the language in nursery school. However, only 5% of them studied the language until they reached the grade 4 or 5. In 2014, it was revealed that about 8% of the students who took the exam in English started the language in the fourth or fifth grade.

Given this context and the need for updated educational methods, the Ministry of Education has adapted a new English curriculum based on communication and communicative tasks. However, as de la Barra (2016) suggests, most of the teaching in Chilean schools is conducted in a teacher-centric manner, and the students have little involvement in the process. It is therefore important that the roles of the teacher, as well as the students, are reevaluated due to the lack of opportunities for social skills development in schools, contributing to the development of an environment that is characterized by inequality and individualism. This is because cooperative learning, which is not commonly

used in subsidized and public schools, is being used much more often in private institutions. Studies have shown that the variations in the linguistic proficiency of students in Chile when using English as a second language (EFL) are significant (Abrahams & Farías, 2010; Herrada et al., 2012; see also the website of the Agencia de la Calidad de la Educación, https://informate.agenciaeducacion.cl/). In addition, the results of the tests are also influenced by the students' exposure to the language at an early age.

As for the context of EFL teachers in Chile, more than 70% of school-aged children and young people globally were unable to attend classes due to the COVID-19 pandemic. This has put a strain on the teaching profession, as it has led to changes in how teachers teach (Cabezas et al., 2022). In Chile, it has been estimated that around 40% of teachers leave the profession within the first five years of their professional practice (Ávalos & Valenzuela, 2016; Valenzuela & Sevilla, 2013). According to a study conducted by Avalos (2014) before the pandemic hit the world, around 30% of teachers left their profession during the first two years of work, 25% from the third year, and 40% towards the fifth year of teaching.

1.3 The Present Study

The current study aimed to examine the relationship between teacher well-being, teacher-student relationships, and student engagement. It was significant to understand this relationship due to the great importance of teacher well-being and its impact on the other variables. Thus, having stakeholders and policymakers understand the how crucial it is to have teachers with high levels of well-being and how much it affects students engagement in class. To obtain the data, eight EFL teachers were chosen specifically chosen to answer the PERMA Profiler questionnaire (Butler & Kern, 2016) in order to analyze their

self-reported well-being. The PERMA-Profiler aims to measure well-being economically and reliably, with psychometric properties that indicate its capacity to be used by researchers and professionals who intend to assess general well-being and its multiple domains independently. Moreover, 253 students were also selected to participate by answering SPARTS & Engagement versus Disaffection with Learning questionnaire concerning the students' perceived relationship with their teacher and their engagement during their classes. Importantly, those students were taking the eight teachers' classes and they were asked to describe their feelings about their own teachers. With the above background, the following research question was explored in the current study: How are teachers well-being, student engagement, and teacher-student relationships related to each other?

CHAPTER 2: LITERATURE REVIEW

In the broad discipline of Second Language Acquisition (SLA), it is commonly acknowledged that second language (L2) teaching can be a rewarding experience, with significant and impactful learning experiences for L2 teachers; nevertheless, the quality of teaching and profession experiences can vary due to many factors. For instance, social burdens in teaching have been extensively studied, such as administration workload, classroom management issues, and lack of supervisor and team support have been significantly studied (Borg & Riding 1991; Burke & Greenglass 1995; Greenglass et al. 1997; Kokkinos 2007; Smith & Bourke 1992). Due to those issues, it is possible to state that teaching involves emotional aspects for teachers and students, connected to varying levels of anxiety and intense levels of deep connection with other people (Chan, 2002; Johnson et al., 2005; Liu & Onwuegbuzie, 2012; Montgomery & Rupp, 2005; Stoeber & Rennert, 2008). Indeed, it is believed that teachers work in one of the most stressful professions (Greenberg et al., 2016), with little educational policies and programs focusing teacher well-being directly (Falk et al., 2022).

There has been a growing fame of the concept of Positive Psychology in the past decades, which has initiated an enormous change from general psychology. It started as a wake-up call for everyone in order to pay more attention to the "positive side of life" (Lopez & Snyder, 2009, p. 4). Nonetheless "in one sense, positive psychology is thousands of years old, dating back to the thoughts of ancient philosophers and religious leaders who discussed character, virtues, happiness and the good society" (Diener, 2009, p. 7). In other words, this analysis of seeing the positive side of life help people thrive and flourish

(Seligman & Csikszentmihalyi, 2000; Peterson, 2006; Csikszentmihalyi & Nakamura, 2011).

In this area, teachers' well-being, which is conceptualized by Engels et al. (2004, p. 128) as "a positive emotional state that is the result of a harmony between the sum of specific context factors on the one hand, and the personal needs and expectations towards the school on the other hand", plays a pivotal role inside and outside the classroom. According to Jennings et al. (2017), there is ample evidence that shows how important the relationship between the teachers' own well-being and their students social, cognitive, and emotional development is.

Due to these advancements in well-being, student-focused research has also been improving in terms of students' own well-being in and outside the classroom. Therefore, SLA has undertaken a shift toward Positive Psychology (MacIntyre et al., 2019), which has fortified studies of engagement, focusing on some vital aspects installed in the heart of positive language learning (Mercer & Dörnyei, 2020; Wang et al., 2021).

Even though multiple studies highlight the anxiety-provoking quality of the teaching career and the various consequences of anxiety, there is not enough research of what makes educators capable of flourishing in the workplace (Jennings & Greenberg, 2009). Because of these developments related to Positive Psychology in the field, researchers, policymakers, and school authorities have become more involved in the well-being of teachers (Collie et al., 2012), since research evidence shows that the well-being of educators is a crucial element in educator success, educator retention, and the well-being of the learners instructed.

2.1 Well-being

Tennant et al. (2007) conceptualized well-being as an interdisciplinary combination of equally feeling and functioning aspects of mental well-being. This construct is a complex one because it covers "both affect and psychological functioning with two distinct perspectives: the hedonic perspective, which focuses on the subjective experience of happiness and life satisfaction, and the eudaimonic perspective, focusing on psychological functioning and self-realization" (Tennant et al., 2007, p. 2). The former view is only related to liking and life enjoyment and describes well-being as obtaining happiness and evading agony. The major objective of this approach is to increase contentment, shaping what is to be identified as "subjective well-being" (SWB) (Kim-Prieto et al., 2005), which comprises the individual's perception of balance between positive/negative emotions and their overall sense of life satisfaction (Diener et al., 1999). This perspective is centered on a personal subjective experience of positivity. To exemplify this, Lyubomirsky (2011) writes, "[i]n a world without hedonic adaptation, human beings would be overwhelmed by their emotions and lose the vital ability to be attuned to changes in stimuli or circumstances" (p. 202).

On the contrary, the latter approach to well-being is focused on the person's self-actualization and their ability to derive a sense of purpose or meaning from their lives. Putting this in perspective, well-being is not either hedonic or eudemonic, it is rather a combination of both 'feeling good' and 'living well'. Certainly, these are fundamental approaches indicative of well-being theories that emphasize a long-term perspective on meaning and commitment to happiness. People who are undergoing great well-being means they encounter regular positive emotions, are engaged in various fields in life, have relationships with other individuals, and achieve their objectives (Wang & Guan, 2020).

However, there is scarcity of research examining the effect of teacher well-being on teaching practice or on student learning. One example of this type of research is Duckworth et al. (2009), who examined the influence of teacher well-being as measured by grit, life satisfaction, and optimism in 390 novice teachers at the start of the school year against their students' academic gains at the end of the year. Teachers answered three different questionnaires referring to the three constructs mentioned before, and the rankings of teacher effectiveness were obtained from the institution's records. For research purposes, administrators assigned a ranking to each teacher based on the academic gains of their students over the course of the academic year. Their findings showed that teacher's grit and life-satisfaction were strong predictors of the student's academic gains. Similarly, Caprara et al. (2006) studied 2000 teachers working in Italian junior high schools and found that teachers with higher well-being levels had students receiving better final grades.

Meanwhile, it is possible to analyze the construct of well-being from different viewpoints of personal depth and different complexities that are the core of Positive Psychology (Wang et al., 2021). In fact, well-being is not only "valuable because it feels good, but also [...] because it has beneficial consequences" (Diener & Seligman, 2004, p. 1). Seligman and Peterson (2003) evaluated several human assets through which individuals can comprehend and achieve well-being at work and in life. To evaluate individuals' well-being, Seligman (2011) proposed the PERMA framework, which has been widely used. This encompasses five well-being components: *Positive Emotions* (P), *Engagement* (E), *Relationships* (R), *Meaning* (M), and *Accomplishments* (A). The PERMA model suggests that there are three pillars of well-being: positive experiences, positive individual traits, and positive institutions. The positive-experiences pillar is concerned with

one's satisfaction with the past, happiness in the present, and hope for the future. Positive individual traits refer to characteristics that typically lead to a fulfilling life, such as courage, perseverance, and the capacity to love.

Within the framework, Seligman (2011) explains that the first construct—*Positive Emotions*—refers to the subjective measure of happiness and life satisfaction. *Engagement* is how absorbed you are in a task. *Positive relationships* are how you relate to and with others. *Meaning* is the subjective experience of belonging to or serving something you believe is bigger than yourself. Finally, *Accomplishment* refers to the feeling of achievement or success. High PERMA is a state of optimal well-being, which is termed 'flourishing' (Seligman, 2011). Though not in educational contexts, previous research in the field of human flourishing has consistently demonstrated that when people are experiencing the positive effects of well-being, their intelligence, curiosity, interest, passion, creativity, problem-solving skills, engagement, and energy levels all rise and their success or goal outcomes improve (Achor, 2011; Fredrickson, 2009; Seligman, 2012).

In the field of education, Turner and Thielking (2019) conducted a study exploring the effect on teaching practice and student learning when teachers were given four PERMA strategies (character strengths, finding meaning, offering social support, and looking for positive aspects) to use in their classrooms for 15 days. The results from their study revealed impacts on both student learning and teaching practice, calling for more research on the relationship between teachers' use of Positive Psychology principles, teacher well-being, teaching practice, and student learning. Whilst research is scarce in this area, Kern et al. (2014) assessed the well-being levels of 153 Australian education staff in a single school, of which 60% were teachers. They found that staff members who were doing

well across multiple well-being domains were more dedicated and committed to the school, and more satisfied with their health, life, and their profession. Likewise, Brouskeli et al. (2018), in their study of Greek secondary teachers' resilience and occupational well-being, found a positive correlation between these two factors. They concluded that programs to support teachers' well-being should be a priority in education systems and recommended further research around factors that contribute to and enhance teacher well-being. A related study is Auliah et al. (2021) who conducted a qualitative case study with 14 participants selected from seven Malaysian secondary schools. The thematic analysis focused on improving the PERMA constructs, which results showed that most of the school leaders expressed that "happiness" is significant among the school stakeholders and specified that a school environment could be positively improved by stimulating positive emotions.

2.1.1 Well-being in ELT

Teacher well-being (TWB) is an important issue for education and society. It is seen as relating to teaching efficiency, student outcomes, and educational governance (Duckworth et al., 2009). According to Creemers and Reezigt (1996), high TWB helps schools and organizations to stabilize their functioning and increase the commitment of staff members. By contrast, low TWB is shown as an obstacle to school achievement and educational reforms and can lead to higher rates of instructor absenteeism and attrition (Parker et al., 2012). Carroll et al. (2021) assessed whether changes in teachers' cognitive flexibility interceded in the relationship between TWB and student self-reported learning outcomes. The results of this correlational study showed that changes to teachers' distress and burnout affected their students' well-being and academic environment in various

contexts. More specifically, teachers' low levels of distress and burnout were associated with students' perceptions of their teachers' support in the classroom.

In psychology research, Diener (1984) was one of the pioneers in examining SWB to bring the topic onto the scientific agenda. From his perspective, well-being is represented by subjective life satisfaction as well as positive and negative effects. Yuan (2015) studied the relationship between SWB and job satisfaction. The target participants are 180 graphic designers in Taiwan from renowned two design associations. The findings showed that both SWB and job satisfaction were highly correlated with creative inspiration. Furthermore, inspirational experiences were significantly correlated to intrinsic satisfaction of a job, whilst inspiration positively correlated with having a psychological well-being.

As mentioned before, employees who feel higher well-being tend to reflect more satisfaction with their chosen career, and teachers are no exception. According to Mason (2017), teachers who experience high well-being in their workplace teach more effectively, have better relationships with learners, and help their students reach higher learning attainment. Nonetheless, teaching has been described as one of the most stressful occupations in the world (Ingersoll, 2011). A great number of educators (Borman & Dowling, 2008), and language teachers in the world are choosing to leave their occupation (Chang, 2009; Worth et al., 2017). In the Chilean context, Sato et al. (2022) examined the relationships between teacher motivation (TM) and perceived burnout of 154 English-as-a-foreign-language (EFL) teachers in Chile. 15 teachers were interviewed to triangulate the survey results. The results showed that TM negatively predicted perceived burnout, showing that it can be an effective deterrent to burnout. Experienced teachers channeled the effect of demotivators to a positive motivational energy to teach. The authors

discussed that the reason behind this was that the language teaching profession is often plagued by high levels of stress, growing burnout rates, and unfavorable work conditions, which can consequently lead to language teachers across the globe leaving the profession (see also Swanson, 2008).

In general, research suggests that sustaining energy, commitment, motivation, and maintaining optimal levels of well-being over time has become increasingly challenging for teachers across the globe (Day & Gu, 2010; Shin et al., 2021). As Dörnyei (2018: xix) laments, language teachers as individuals have been somewhat neglected, and "in most cases, they were seen as little more than one of the many factors affecting learner success" and, yet they are not just one of many factors but possibly "*the* most important one" (p. xx, emphasis in the original).

L2 teachers face several challenges unique to language teaching (Piechurska-Kuciel, 2011), due to the fact that both language teaching and learning are "inherently emotional endeavors" (King & Ng, 2018, p. 141), and teaching languages thus requires increased emotional understanding of the teacher in comparison to other subjects (King & Ng, 2018). Another psychological challenge is foreign language anxiety (Horwitz, 1996), as some teachers may have to manage their own insecurities in the target language that they themselves are learners of, a phenomenon that can be commonly found in foreign language contexts, while also dealing with the anxieties of their students.

In terms of social and contextual factors, languages have a relatively low status compared to other school subjects (e.g., math and science) and are undervalued within some schools and societies (Mason, 2017). Additionally, studies, such as Krekel et al. (2019), have shown that higher levels of well-being are associated with increased levels of

happiness and productivity, and some others higher income, social awareness, and connectedness (Diener & Seligman, 2004), better social equity (White, 2010), and physical health and longevity (Diener & Seligman, 2004; Lyubomirsky et al., 2005). Noddings (2005) explained that a teacher's happiness can affect the classroom climate and, consequently, their students. In fact, according to Caprara et al. (2006), teachers who have higher well-being have less discipline issues, teach more creatively, and tend to have students with higher levels of attainment. However, empirical evidence of such tendencies lags behind that of other subject matters. ELT teachers are a broad community, including instructors from different levels and contexts and research on them as people with complex psychologies, their working conditions, and specifically their well-being remains relatively rare. Thus, it is imperative that we gain a more comprehensive understanding of the factors that influence teachers' sense of well-being to better understand how institutions and educational systems best support teachers in their professional roles and help them thrive. The current study contributes to exploring the relationship between TWB and teacher-students relationship in the context of Chilean EFL education.

2.2 Student-Teacher relationship

Over the decades, student engagement and well-being have been at the center of the attention of experts, policymakers, and scholars; however, there has been a lack of research in the field of teachers. Due to the recent addition of learner well-being to the OECD PISA (2015) profiles and the UN future goals for Edu2030, this has been included in a wide extent of educational aims of transversal curricula. Progressively, policymakers and academics are recognizing the evidence that demonstrates that learners achieve more when teachers enjoy positive well-being, thus teaching more creatively (e.g., Caprara et al. 2006).

In this area, a strong predictor of teacher well-being is the relationship with their students (Aldrup et al., 2018). Research has revealed that that learner delinquency and challenges in the classroom, such as learner motivation, coping with heterogeneity, or building rapport with learners, are major stressors in teachers (Aldrup et al., 2018; Xie & Derakhshan, 2021). Therefore, it can be said that establishing positive relationships between educators and learners can be the main predictor in learners' success. Split et al. (2011) explains that the teacher–learner relationship is a mediator, that is, learner misbehavior conveys a feeling of rejection to the teacher and prevents them from creating emotional relationships with their students. Moreover, it states that when teachers fail to achieve this goal, it can be very damaging to teachers (Newberry & Davis, 2008; Butler, 2021; Nurmi & Kiuru, 2015).

Educators are significant grownups in children's lives, and there is extensive evidence that demonstrates that teacher well-being has substantial effects on children's socioemotional adjustment and academic performance (Hamre & Pianta 2004; Malmberg and Hagger 2009; Roth et al. 2007). According to Collie et al. (2015), teacher-student relationships have been described as the interaction between teachers and students (see also Chang, 2009), including the "interpersonal demands that *teachers* may experience from their students" and teachers' observations of their students (Spilt et al., 2011, p. 458). While most of the literature on teacher-student relationships focuses on students' learning outcomes, there is a small but important body of research that examines the influence of teacher-student relationships on TWB. According to Collie et al. (2015), TWB is context-specific and includes teachers' attitudes and evaluations of their work as well as how they feel and function in their job. Most teachers indicate that it is personal relationships with children, the experiences which offer teachers internal rewards and

contribute significance to their work. In fact, teacher–student relationships are often mentioned as one of the core reasons for staying in the career (Hargreaves 1998; O'Connor 2008). Hargreaves (2000) a study in which 60 primary and secondary school teachers answered in-depth interviews. The results showed that the main source of enjoyment and motivation for these teachers was the relationship with their students.

From the other perspective, that is of the students, children experiencing positive relationships with their teacher develop interest in school activities, are more motivated and willing to learn (Baumeister & Leary, 1995; Wentzel et al., 2010), and show higher academic achievement (Hughes, 2011; Pasta et al., 2013). Furthermore, a positive was found between students' development of relational and social skills and the emotional support provided by the teacher-student interaction (Pianta et al., 2008b). In other words, students' perception of emotional support is essential for their correct development, favoring learning and the creation of a larger network of friends (Pianta et al., 2008a).

The reason behind conducting the current study is that research on the importance of high-quality student-teacher relationships has a big impact on the learners' engagement in the class and how it relates to TWB. Additionally, this topic has received increasing attention over the past 20 years (Roorda et al., 2011), but to our knowledge, there is no evidence of this being examined in this particular context. Hamre and Pianta (2001) stated that high quality student-teacher relationships offer an encouraging foundation for long-term student learning. When students feel their teachers like them, they tend to perform better academically and experience greater school engagement. Many studies have found that students with close teacher relationships are more likely to experience academic interest, engagement, achievement, self-efficacy, and motivation compared to students with

more distant relationships (Fast et al., 2010; Sakiz et al., 2012; Tosto et al., 2016; Wentzel et al., 2010). Additionally, research suggests that particularly in middle school, teacher-student relationship is most important (Eccles et al., 1993; McCollum & Yoder, 2011; Wentzel et al., 2010). Actually, results from several studies done in middle school students showed higher levels of engagement and better academic interest when they notice positive social support from their teachers (Raufelder et al., 2016; Roorda et al., 2011; Wentzel, Baker, & Russell, 2012; Wentzel et al., 2010). Moreover, to support this claim, higher levels of teacher support that lead to higher engagement and academic interest are also related to better academic self-efficacy and academic self-efficacy in adolescent learners (Bergin, 2016; Sakiz et al., 2012; Upadyaya & Eccles, 2014).

2.2.1 Attachment theory

In explaining and conceptualizing the student-teacher relationship, the *attachment theory* is relevant. The theory explains that caregivers in adult–child relationships act as a 'secure base' from which children can explore the world and return to when seeking comfort, safety, or reassurance (Bowlby, 1969). This theory evolved from mother-child relationship research (Bowlby, 1999; Ainsworth et al., 2015). The main concept here is that positive relationships between parents and children promote the child's sense of safety, and in turn, this 'emotional safety' allows the child to be ready to explore their environment (Roorda et al., 2011). By applying this concept in the school setting, it is possible to explain the impact of high-quality relationship on students' learning motivation and achievement, by the fact that positive, emotionally binding teacher-student relationships provide students with the confidence they need to develop a healthy academic curiosity and engagement with learning tasks (Roorda et al., 2011; Carmona-Halty et al., 2019).

Past research on student-teacher relationships in education has often been based on attachment theory (Spilt et al., 2011). According to this theory, a positive relationship with the teacher allows students to seek support and comfort from their teacher in times of stress (i.e., safe haven function) and may provide them with a secure base from which they can explore the classroom environment (i.e., secure base function). Therefore, students can become engaged with learning events and, thus, perform better on school activities (Bergin & Bergin, 2009). In contrast, if students have a negative relationship with their teacher, they may not be able to use their teacher as a secure base and/or safe haven, which will hamper their engagement with learning activities (Hamre & Pianta, 2001). Thus, sharing positive relationships with teachers tend to increase students' school engagement, while negative student-teacher relationships may hamper students' engagement (Roorda et al., 2011, 2017).

Additionally, this theory states that mental representations, that is thoughts, beliefs, feelings, and emotions that both parts have (Pianta, Hamre, & Stuhlman, 2003), play an important role in the development and quality of student-teacher relationships, since these mental representations are formed by the quality of the daily interactions between students and the teacher. There is a large body of researchers who have been studying teacher-student relationships guided by the notions of the attachment framework. The first dimension used in this framework is *conflict* which describes the degree of discordant and coercive interactions and negativity in the relationship (Pianta, 2001; Verschueren & Koomen, 2012). Conversely, the *closeness* dimension is often used as an indicator of positive relationship quality and the conflict dimension as an indicator of negative relationship quality. *Closeness* refers to the degree of warmth and openness in the

relationship and is considered to enhance students' ability to use their teacher as a secure base and safe haven and, hence, promote their engagement. Many researchers also include the subscale dependency in their research containing items referring to interpretations of student behavior only, such as “This child is overly dependent on me” and “This child asks for my help when he/she really does not need help.” Accordingly, the essential requirement for attachment is firmly connected to the idea of well-being (Roorda et al., 2011).

According to Pishghadam et al. (2021), teacher-student interactions, which are the ones that happen through supportive and approachable relationships, plus positive and promising behaviors, affect foreign language satisfaction. Li et al. (2018) and Mercer and Dörnyei (2020) stated that teachers and several features of them, such as positive attitude, care, respect, and helpfulness, are important factors that play an essential role in learning another language. Moreover, when the positive teacher-student interactions are formed, learners’ motivation, learning achievement, and engagement are developed (Henry & Thorsen, 2018). Likewise, correlational research established on teachers’ reports of closeness and conflict in interactions with individual students provides more support for links with teacher well-being. For example, Mashburn et al. (2006) found that it was closeness, and not conflict, that was positively related to teachers’ efficacy beliefs regarding management of difficult child behavior in a sample of pre-kindergarten teachers.

2.3 Student Engagement

Engagement is a psychological construct that has soon become “one of the hottest research topics in the field of educational psychology” (Sinatra et al. 2014, p. 1). As stated by Dörnyei (2018), student engagement relates to involvement in educational tasks and activities. More precisely, engagement can be explained as the level of a student’s

enthusiastic participation in instructional activities (Reeve, 2012). A general description of engagement provided by Russell et al. (2005) defined the term as "energy in action," which is similar to other definitions such as that by Skinner et al. (2009, p. 225), who describe engagement as "energized, directed, and sustained actions." The core notion in most of these definitions is "action." The action dimension is key to how engagement is distinguished from motivation. Within the field, how engagement and motivation differ or are similar is perhaps the trickiest definitional issue. Russell et al. (2005) suggests that motivation is about intent, whereas engagement is about action. For example, students might be motivated but still disengaged. This can happen due to momentary more appealing options for action so regardless of positive intent, the motivation is not transformed into positive action.

In the literature, a distinction is made among the three main components of engagement: *Behavioral engagement*, which relates to students' engaged behaviors (e.g., effort, persistence, concentration), *emotional engagement*, which describes students' engaged emotions (e.g., enjoyment, satisfaction, boredom), and *cognitive engagement* which refers to students' thoughtfulness and willingness to devote in mastering challenging skills and the understanding of complex ideas (e.g., mastering, mental effort, self-regulation; Fredricks et al., 2004). The first construct, which is *behavioral engagement*, incorporates observable student actions while at school. It is described as the visible educational performance and sharing activities and tasks, which is assessed through evident educational performance including: student's positive behavior; participation; effort to focus on activities; involvement in class discussions; contribution in educational contexts. The second construct, *emotional engagement,* depicts a learner's feelings toward their

academic surroundings, tutors, and classmates. The third construct, which is *cognitive engagement*, refers to the active mental states and goal-oriented learning behaviors that students employ in educational activities during learning developments (Lei et al., 2018). It involves a student's perceptions and beliefs related to school and learning (e.g., I will do good in this class if I try), and also to the cognitive processing a student brings to academic tasks as well as the type of strategies a student utilizes (Walker et al., 2006). Thus, students who are cognitively involved display better comprehension of schoolwork through their opinions, theories, and approaches implemented during educational tasks (Khademi Ashkzari et al., 2018).

Prior research in this area has found that secondary school students' behavioral and emotion engagement is linked to positive student-teacher relationships (e.g., Engels et al., 2016; Galand & Hospel, 2013; Lietaert et al., 2015; Sakiz et al., 2012). For example, Svalberg (2009) found that inside the three levels of engagement with the language on task, engagement as is being focused "reflection and problem-solving behaviors (cognitive), an active willingness to interact with the language and/or interlocutor (affective), and initiation and positive responses to interaction (social)" (p. 255). In reflecting on what can enable or impede such engagement, various intrapersonal, interpersonal, and contextual (including task-related) variables are able to inhibit one learner's engagement but foster it in another (see also Mercer, 2019).

Reschly and Christenson (2006) proposed the notion of academic achievement as the fourth indicator in student engagement. Kuh (2009) described academic engagement as the amount of time and effort that students dedicate to activities that are empirically connected to preferred outcomes of college and what institutions do to persuade students to

participate in these activities. Inconsistent definitions of academic engagement have led to a variety of measurement tools.

According to Appleton et al. (2008), the definition of academic engagement consists of affective, behavioral, and cognitive engagement as the main facets of the construct. Compared to research on teachers' emotions and students' disruptive behavior, research on how positive student behavior in class predicts teachers' emotions is sparse (Li et al., 2022). Research indicates that academic engagement is crucial for learning, personal development, and institutional performance (Carini et al., 2006), and will lead to effective educational practices such as utilizing human resources institutions, curricular programs, and the number of hours per week one devotes to academic work (Jimerson et al., 2009). To illustrate the connection among teachers' well-being, teacher-student relationship, and academic achievement, Hagenauer et al. (2014) examined the effect of students' motivational behavior (engagement) on teachers' emotions, including enjoyment, anger, and anxiety. The results indicated that the interpersonal relationship shaped between teachers and students was the strongest predictor for teachers' joy (positive relation) and anxiety (negative relation), whereas lack of discipline best predicted teachers' anger experiences. In addition, students' engagement also proved to be a significant predictor of teacher emotions.

Engagement is especially important to understand in respect to language learning, given its emphasis on active behaviors, since a key belief of communicative approaches to language learning has been "learning through use," which is centered in the learners' participation in meaningful L2 interaction and active practice and use of the language.

2.4 The Present Study

Based on the reviewed research above, the present study explored the relationship among teacher well-being, teacher-student relationship, and student engagement. The following overarching research question was explored: How are teachers well-being, student engagement, and teacher-student relationships related to each other?

CHAPTER 3: METHODOLOGY

In this chapter, I will present the methodological aspects of this investigation, which include information about the participants, the research setting, the instruments, and the data analysis. Additionally, I will discuss ethical considerations related to the selection of the participants and their involvement in this investigation.

3.1 Context

3.1.1 English Language Teaching (ELT) in Chile

The context of the present study was the capital of Chile, Santiago. To contextualize this, it is important to note that the official language in the country is Spanish, and the primary language of instruction in most schools. Moreover, Chile can be categorized as an EFL country (Kachru, 1986), where English became the compulsory foreign-language subject from the 5th to 12th grade at schools in the late 1990s. Since then, government programs have been introduced promoting the teaching and learning of the English language across the country. As stated before, English is compulsory for eight years in schools and students take English classes for at least three hours a week (Lasekan, 2019). Chile, as a new member of the Organization for Economic Cooperation and Development (OECD), has had similar debates to those internationally on English as a tool of communication in the globalized world (Glass, 2008), since English is regarded as a tool that can facilitate access to economic development (Glas, 2013).

The problem of inequality in English as a Foreign Language (EFL) has been a serious concern for several Chilean governments (De la Barra & Carbone, 2020). Several investigations indicate that the public educational system has less access to learning materials and has untrained teachers (Council on Hemispheric Affairs, 2008; Matear, 2006).

Moreover, it was noticed that most schools in the private sector used more modern approaches to learning to help their students actively use productive skills (speaking and writing), whereas the public and semi-public sectors kept using traditional teaching methodologies such as the grammar translation method (Herrada et al., 2012; McBride, 2010; Yilorm, 2016). Proof of this inequality is the sustained gap between the advantaged schools and the disadvantaged schools in the results obtained in the Sistema de Medición de la Calidad de la Educación (SIMCE) in English which is the standardized test carried out by the Ministry of Education (Agencia de la Calidad de la Educación, https://informate.agenciaeducacion.cl/).

Aside from that, researchers, such as Abrahams and Farías (2010), reported some findings when trying to design and implement innovations in EFL teacher education in Chile. By researching data from six different universities, they found that teachers working at private schools studied at better universities and most of them had completed postgraduates in their field, which means that teachers who are better qualified apply to jobs in the private sector. However, those teachers who attended less prestigious universities and had not undertaken any other training courses in their field, frequently applied for jobs in public educational institutions. Supporting this view, Herrada et al. (2012) analyzed 3,079 teachers working at municipal schools and discovered that more than half of the participants had attended private universities and that a third had not been trained in English for their main degree, as they had studied other subjects or primary education.

On another note, the recent pandemic brought many challenges to teachers, students, and institutions all over the world. In Chile, some schools were better equipped

than others due to the enormous gap between the different types of schools in Chile. The classification of these schools is based on funding and/or management; these include the fully public-funded, semi-private funded, and privately funded schools (Lasekan, 2019). Concerning hiring their staff, public schools are the largest employer with 61.5%, followed by semi-public 29%, and 9.5% by private schools (Ramos, 2002). According to the Ministry of Education, Chilean students are expected to reach the CEFR B1 level of English by the end of K-12 education, even though the programs are built in a non-linear manner not considering the students' very diverse contexts (Lasekan, 2019). All K-12 institutions are affiliated with the Ministry of Education, though some international schools are affiliated with International Baccalaureate (IB) in Geneva.

3.1.2 Private School

The current study was conducted in a school in Santiago, Chile. The school is a highly recognized private bilingual school where in infant, junior, and middle school, only English is permitted to be spoken in and outside the classrooms. According to the educational mission of the school, students from preschool up to Grade 6 are immersed in a bilingual environment, taking most of their subjects in English. From Grade 7 on, the school implements a Project-Based Learning (PBL) approach in English classes, which is an inquiry-based instructional method that engages learners in knowledge construction by having them accomplish meaningful projects and develop real-world products (Brundiers & Wiek, 2013; Krajcik & Shin, 2014); thus, fostering communication skills and 21st century skills by using the language.

3.1.3 COVID-19 Context

In 2019, the rapid spread of the coronavirus (COVID-19) prompted a pandemic causing great health concerns and disrupting people's lives globally (González et al., 2020). Chilean teachers and principals were challenged to continue supporting their students' learning at a distance, while also being confined in their homes. Teachers had to quickly adapt to remote instruction and maintain contact with their students and families through online platforms, phone calls, or periodic visits to students living in high poverty areas with poor or no internet connectivity (González et al., 2020). Teachers and school leaders found themselves in complex situations where they tried to maintain contact with their students during the closing of school buildings, while also accompanying the educational process of their own children and/or dealing with precarious conditions similar to those of their students.

After the confinement period, the teachers' main focus was preparing for a gradual return to face-to-face activities. With that pressure on their shoulders, the Ministry of Education announced that the national teacher evaluation and the students' standardized tests would be applied despite the emergency context, the latter only with a diagnostic purpose (Soto, 2020). Along with the demands for increased professional autonomy, educators have been extremely vocal about the negative effect of the crisis on the well-being of their students, families, and themselves. Because the Ministry of Education has made saving the school year and maintaining the student's national standardized evaluations imperative, the pressure on schools to attain academic outcomes has continued. This announcement ignored the recommendations from a diverse group of academics of suspending standardized national evaluations in 2020 due to their impact on teachers' and students' well-being and its incapacity to offer timely information for pedagogical

decisions (Claro & Mizala, 2020). However, the ministry insisted that these evaluations provide necessary data for educators to make informed decisions when schools resumed to face-to-face. In June of 2020, the policy did not change as the minister insisted on the importance of preparing for a safe return to school buildings (Said, 2020). Finally, after pressure from educators, academics and members of congress, the Ministry of Education announced the suspension of the SIMCE, being replaced by a sample and voluntary evaluation to assess learning and socioemotional conditions of students when they return to their educational establishments (CNN Chile, 2020).

3.2 Participants and Sampling Procedure

The current study involved eight Chilean EFL teachers and a total of 280 middle school students. Both groups of participants were chosen by convenience sampling (Etikan, 2016), which is a type of nonprobability sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, and/or the willingness to participate, are included for the purpose of the study.

3.2.1 Teachers

The teacher sample was composed of eight Chilean EFL teachers, whose L1 was Spanish, but had an advanced level of English proficiency. All teachers were originally from Chile. In terms of how many years they received formal instruction in the L2 they were teaching, four of them received around six years of formal instruction in English, while the other four had received more than 15 years of English education. Furthermore, five of these teachers are certified with a C1 level of English certified with the C1

Advanced (CAE) exam by Cambridge University. The other three teachers sat for the same exam and where certified with a B2 level of proficiency in English.

Each teacher was a homeroom teacher; four teachers had been head teachers for one year, whereas the other four for two years. All of them taught English in their same class. Additionally, these teachers taught lessons on either Social Science or Natural Science through Content and Language Integrated Learning (CLIL), which is defined by Coyle (2007) as an "integrated approach where both language and content are conceptualized on a continuum without an implied preference for either" (p. 545). This methodology also refers to every dual-focused program in education in which another language different from the students' mother tongue is used as a means of instruction and content learning. The participants' years of teaching experience ranged from three to 26 years (see Table 1), and they were qualified EFL/ESL teachers, who possessed a Bachelor of Education degree with concentration in Teaching English as a Foreign Language (TEFL). For the purpose of this study, code names were given to the teachers to protect their privacy.

Table 1

EFL Teachers' background information

Teacher	Gender	Level they teach	Class they teach	Age	Years of experience
Elisa	F	Grade 5	Class A	39	15
Paula	F	Grade 5	Class B	34	10
Florencia	F	Grade 5	Class C	31	9
Antonia	F	Grade 5	Class D	46	23
Claudia	F	Grade 6	Class E	45	21
Patricia	F	Grade 6	Class F	49	26

Isabel	F	Grade 6	Class G	50	26
Olivia	F	Grade 6	Class H	26	3

3.2.2 Students

Regarding the 280 students, 141 belonged to Grade 5, and 139 to Grade 6 (see Table 3.2). Their L1 was Spanish, but most of them had been learning English since kindergarten with a high degree of exposure to the target language.

Table 2

Students' information

N° of Students	Level
141	Grade 5
139	Grade 6

The ages of the students ranged from 10-12 years old and most of them were Chilean; however, three of them reported being born in the United States. The target level of the students in these levels was an A2+ based on the Common European Framework of Languages (CEFR), certified by the A2 Young Learners Flyers exam in Grade 4, which certifies that students "can communicate in familiar situations, understand and use basic phrases and expressions, and interact with English speakers who talk slowly and clearly" (*Cambridge English A2 Flyers,* 2023). In fact, the school provided the results from this particular exam which revealed that 86% of the students from Grade 5 achieved an A2 level of proficiency in English, whereas 85% of the students from Grade 6 obtained that same level.

In terms of their learning conditions, students at this school received 18 hours of English classes per week; 10 hours of English, four hours of Social Studies, and four hours of Natural Science. Inside the classroom, there are between 30-37 students per room, with two teachers (subject teacher and co-teacher) teaching concurrently.

As for the study, 20 students were absent the day of the data collection, and seven decided not to participate. The student sample was comprised of 253 participants in the end.

3.3 Overall Design

The current study followed a mixed methods approach, which is defined as a "research methodology in which quantitative (QUAN) and qualitative (QUAL) methods are combined at the stages of data collection, analysis, and interpretation" (Sato, 2022, p. 79). The present study was done combining both approaches by providing data and explanations to the obtained results. This is supported by Sato (2022) who stated that by "combining QUAL and QUAN approaches can provide nuanced findings, by incorporating a balanced, pluralistic, problem-solving perspective into research" (p. 80).

The primary focus was given on the quantitative data, which were collected through two questionnaires, one for learners and one for teachers. In order to assess the students' perceptions of their relationships with their teachers, and adaptation of the Student Perception of Affective Relationship with Teacher Scale (SPARTS; Koomen & Jellesma, 2015) and the Engagement versus Disaffection with Learning Questionnaire (Skinner et al., 2008) were used. To analyze teacher's wellbeing, the PERMA Profiler was used. As the students in this study greatly outnumbered teachers and the implementation of a questionnaire would not be sufficient to draw generalizations, a secondary qualitative

method was needed. These were in-depth interviews with the teachers which served to complement and deepen questionnaire responses.

3.4 Data Collection

The data collection took place in November and December 2022, which corresponds to the end of the school year in Chile, and it lasted seven weeks. The letters for school authorities were sent three months in advance and the consent forms for parents were delivered at the school three weeks before the administration of the questionnaires and interviews. The consent forms were sent to parents and collected by the teachers.

Additionally, the researcher was in charge of administering the questionnaire in each of the classes by making sure the teacher was not inside of the classroom. This was to ensure the reliability of the students' answers, especially given that the questionnaire asked about their perceptions of their teachers. The questionnaire administration took approximately 20 minutes; five minutes for instructions and 15 minutes for answering and collecting them. The role of the researcher was to ensure that every student understood the instructions and to collect all of the questionnaires when answered.

The in-depth interviews were carried out one week after the administration of the questionnaire. The interviews with teachers were carried out in the researcher's office and lasted approximately 15 minutes. The interviews were carried out in English since they felt more comfortable in English.

3.4.1 PERMA Profiler for teachers

The 14-item PERMA Profiler (Butler & Kern, 2016) adaptation was included in the questionnaire as a global measure of teachers' well-being. This measure included subscales representing the five constructs of well-being that Seligman (2011) theorized to be most

indicative of human flourishing (i.e., *positive emotion, engagement, relationships, meaning, and accomplishment*). Each subscale included between two-three items that were rated by respondents using 5-point Likert-type scales. The answers for the items were responded to using a scale of 1 = *never* to 5 = *always* (Appendix A)

For the first construct, *Positive Emotions*, the questionnaire contained three items focused on the extent to which the teachers felt positive emotions (e.g., "How often do you feel joyful?", "How often do you feel positive?"). In terms of *Engagement*, participants answered three questions concerned with how absorbed/engaged they become while performing a task (e.g., "How often do you become absorbed in what you are doing?", "How often do you lose track of time while doing something you enjoy?") since engagement has been defined in terms of vigor, dedication, and absorption (Schaufeli et al., 2006). In the construct of *Relationships*, the three items in the instrument were targeted to analyze positive relationships in the participants' lives (e.g., "To what extent do you receive help and support from others when you need it?", "How satisfied are you with your personal relationships?") since social relationships are fundamental to life (Berscheid & Reis, 1998). Additionally, the construct of *Meaning* was examined by the answers of three questions based on having direction in life (e.g., "To what extent do you generally feel you have a sense of direction in your life?"), connecting to something bigger than oneself (e.g., "To what extent do you lead a purposeful and meaningful life?"), feeling that one's life is valuable (e.g., "To what extent do you feel that what you do in your life is valuable?"), and that there is a purpose to what one does (Steger, 2012). Finally, the construct of *Accomplishments* was determined based on the answers of two items (e.g., "How much of the time do you feel you are making progress towards accomplishing your goals?", "How

often do you achieve the important goals you have set for yourself?") involving a sense of working toward and reaching goals, mastery, and efficacy to complete tasks (Butler & Kern, 2016)

3.4.2 SPARTS/Engagement versus Disaffection with Learning Questionnaire

In this survey, the students reported the affective quality of their relationship with their teacher on the *Closeness* and *Conflict* subscales of the Student Perception of Affective Relationship with Teacher Scale (SPARTS; Koomen & Jellesma, 2015). In the current study, a shortened version of the SPARTS was used (Zee & de Bree, 2017), with six items per subscale (Appendix B). The *Closeness* subscale assessed students' positive feelings towards the teacher (e.g., "I feel relaxed with this teacher"), the degree of openness in the relationship (e.g., "I tell this teacher things that are important to me"), and students' reliance on the teacher in times of stress (e.g., "If I have a problem, I can share it with the teacher"). The *Conflict* subscale analyzed the degree of anger (e.g., "I easily have quarrels with this teacher"), distrust (e.g., "This teacher thinks I do thing sneaky"), and negative behaviors (e.g., "I can be very angry with this teacher") in the teacher-student relationship. Items were answered on a 5-point Likert-type scale, ranging from 1 = *never* to 5 = *always*. This questionnaire was used in the present study due to the support found from previous studies in the reliability and the validity of the SPARTS (Jellesma, Zee, & Koomen, 2015; Koomen & Jellesma, 2015; Zee & de Bree, 2017).

Moreover, in the same survey, students rated their engagement with the specific subject, which in this case was English (Apendix B). Students expressed their engagement on a shortened questionnaire of the Engagement versus Disaffection with Learning Questionnaire (Skinner et al., 2008). Zee and Koomen (2019) found sustenance for the

reliability and validity of the Engagement Questionnaire. This consists of two subscales, *Behavioral Engagement* (six items) and *Emotional Engagement* (originally six items, however, one item "When we start something new in class, I feel nervous" was deleted because of nonsignificant factor loadings). Items were changed in the present study to specifically be about the subject studied (e.g., 'school' was replaced by 'this subject', meaning English). The former measured the learners' engaged behaviors towards English, whereas the latter evaluated students' engaged emotions towards English classes. Items were rated on a 5-point Likert-type scale, ranging from 1= *never* to 5 = *always*.

The students were given this questionnaire during their English lessons. Prior to this, the researcher and the teacher agreed on the best time to apply it so as not to interrupt the lessons. Moreover, it was very explicitly stated that the teacher was not to be in the classroom while the students answered the SPARTS questionnaire.

3.4.3 Interviews for teachers

As for the qualitative part of this study, in-depth interviews were conducted with the eight EFL teachers to triangulate their answers in the PERMA profiler. The participants were asked if they wanted to participate in the follow/up interview, and all of them agreed. It is widely acknowledged that qualitative interviews grant researchers opportunities to analyze experiences that are unique to the interviewees. According to Zhang and Wildemuth (2017), interviews allow researchers to "access people's experiences and their inner perceptions, attitudes, and feelings of reality" (p. 239). In other words, the participants' responses gave me more in-depth information regarding their perceptions of the focused constructs.

The interviews were adapted from Sarah Mercer (personal communication, August 5, 2022). Several questions were removed in order to target only the PERMA constructs to get a qualitative understanding of the teachers' answers from the questionnaire. The interview questions were divided into the five constructs of PERMA. *Positive emotions* had three items targeting happiness and stressors (e.g., "What are the things you gain the most happiness from in your professional life?" and "What are the biggest sources of stress in your personal and/or professional life at the moment?"), *Engagement* containing three questions eliciting how absorbed teachers were in a task (e.g., "Do you ever become absorbed in what you are doing at work? If so, when and in what ways?"). *Positive Relationships'* four questions particularly focused on the relationship the teachers had with their students (e.g., "How would you describe your relationship with your students?"). To obtain data on the construct of *Meaning*, three questions were asked in terms of what meant for them being a language teacher (e.g., "What do you find rewarding about being a language teacher?"). Finally, in terms of *Achievement*, three questions related to their professional and personal achievements were asked (e.g., "What have been your greatest professional accomplishments so far? What did you do to achieve them?"). The complete interview prompts are included as Appendix C.

3.5 Data Analysis

3.5.1 Questionnaires

A questionnaire is a set of items, either with alternatives or open-ended questions, that allow one to have an easier way of obtaining data and large amounts of it (Brown, 2001). Two questionnaires were applied in this study; one to measure teachers' well-being and the other to analyze the teacher-student relationship perceived by the students. The data

collected was analyzed quantitatively. For this, means (*M*) and standard deviations (*SD*) were calculated for each targeted construct and the correlations among them were analyzed.

Additionally, to analyze the data from the SPARTS & Engagement versus Disaffection with Learning Questionnaire, Pearson correlations (*r*) were run among the constructs of Closeness, Conflict, Behavioral Engagement and Emotional Engagement. This was done in order to give a further analysis on the PERMA Profiler results and the students perceptions of their teachers.

3.5.2 Interviews

After the PERMA Profiler questionnaire, all teachers participated in interviews. The audio-recorded data were first transcribed. Then, the participants' insights were examined via thematic analysis using codes to find patterns in the teachers' answers. The purpose was to obtain a qualitative understanding of their (a) self-reported well-being and (b) their perceived relationship with their students. According to Yashima and Zenuk-Nishide (2008), including observation and interviews to data collection methods helps researchers gain a holistic understanding of the participants. Moreover, interviews were chosen because it offers the opportunity to corroborate the previously collected data, which is what was needed in order to triangulate the answers gathered. Once questionnaires and document analyses were done, follow-up interviews took place to obtain more in depth and particular insights of each teacher's context and experience. This was done by asking the practitioners to build their own answers to questions based on their own experiences as educators. After analyzing the transcriptions of the interviews, the following themes were identified.

Table 3

PERMA Codes

Positive Emotions	**Engagement**	**Relationships**	**Meaning**	**Accomplishments**
Recognition: Acceptance and admiration of one's accomplishments.	Administrative workload: Being absorbed by administrative tasks outside of teaching.	Closeness: the quality of intimacy and affection in a relationship.	Reward: Something given in return for service, effort, or achievement.	Getting a new position: Starting a new job because of being rewarded after being recognized.
Lack of time: shortage of time due to external factors.	Motivation to Learn: Desire to continue learning new strategies and methodologies proper of their area.		Frustration: the feeling of distress because of not achieving what you desire.	External rewards: Being recognized by external people and being rewarded because of it.

3.5.2.1 Positive Emotions

To analyze *Positive Emotions*, that includes pleasure, warmth, and comfort (MacIntyre et al., 2019), the themes of "recognition" and "lack of time" were selected. The former refers to how the teachers felt recognized either by the educational institution, by their peers, or the parents. For example, in terms of being recognized (either them or their hard work), Florencia stated:

> "When parents recognize the hard work that we do every day, I feel like sometimes as they are not here at school, they don't know everything that we do. So, when parents recognize that hard work that we do every day for their children, it's also gratifying for me as a teacher."

For the latter, it was possible to determine that all teachers were stressed due to the lack of time, either at home or at school. Elisa indicated:

> "At home, I think that we are running out of time. I'm always running out of time at home, and I have to do so many things related to being a homeroom teacher that I don't have the time for my family. So, I that's stressful for me."

3.5.2.2 Engagement

In terms of *Engagement*, which refers to "a state of complete absorption in whatever one is doing" (MacIntyre et al., 2019, p. 28), "administrative workload" and "motivation to learn" were used to analyze the data from the teachers. For the first one, most participants declared that they feel most absorbed by the large amount of administrative work they have to finish every day. For example, Claudia expressed:

> "We are all the time thinking about things that we have to do. I am in a meeting, I am there. I try to be present, not only my body, my mind also, but we are thinking it's like a checklist all the time. When I am home the same, I'm thinking what else do I have to do?"

In the case of "motivation to learn", all teachers stated that they are motivated to keep learning about different subject matters but also in regard to other fields. For example, Elisa said:

> "I think that one related to psychology because nowadays the generations are absolutely different. They have so many emotional issues that we need tools to help them, to help them to deal with social problems, emotional problems. So, I think that that's the area that we need, and we apply every single day."

3.5.2.3 Relationships

For the construct of *Positive Relationships*, the code of "closeness" was analyzed when describing their students and the relationship the teachers have with them. This was

coded due to the fact that all teachers were well acquainted with their students and most of them felt a close relationship towards them. For instance, concerning this theme and describing the relationship to her students, Patricia stated: “It's very close, a very close relationship. I think I can talk to them and that talk can have an effect in what I need on what they need”.

3.5.2.4 Meaning

Meaning was coded under the themes of “reward” and “frustration” in terms of what it meant to be a language teacher. In the case of rewarding experiences, which referred to what made them feel proud and happy of themselves, Paula stated: “As language teacher probably that you feel happy that you can teach a second language to your students and later on, they're going to be able to use it to improve it”. Concerning the teachers’ reports on what they find frustrating, meaning situations and experiences they felt powerless, Florencia expressed: “what frustrates me is when I see my students and I see that they are capable of doing things, but they don't take advantage of the opportunity that they have”.

3.5.2.5 Accomplishment

Finally, in terms of *Accomplishment*, “getting a new position” and “external rewards” were coded in order to analyze this construct. The former concerned how most of the teachers described that their job promotion to head teacher was their biggest accomplishment in their career. Namely, Florencia said:

> “I feel like here at school, my biggest accomplishment is when they offered me to be a head teacher that it's what I'm working at now because I worked very hard when I was a co-teacher to demonstrate that I was capable of this.”

CHAPTER 4: RESULTS

In this chapter, the results obtained in the data collection process of both qualitative and quantitative analysis will be presented by instrument. For the analysis of the results, three types of instruments were used in order to validate our data: teachers' questionnaire (PERMA profiler) in order to measure their well-being, students' questionnaires (SPARTS & Engagement versus Disaffection with Learning Questionnaire) to measure the students' perceived relationship with their teacher and their engagement, and interviews with the teachers in order to corroborate their answers to the PERMA profiler. It is important to note that pseudonyms were used to identify the teachers, and the classes that they taught were coded from A-H.

4.1 PERMA Profiler

The table below displays the variables used to measure the teachers' well-being according to the PERMA profiler (Butler & Kern, 2016). Both means (*M*) and standard deviations (*SD*) were calculated per each construct; that is *Positive Emotions* (P), *Engagement* (E), *Relationships* (R), *Meaning* (M), and *Accomplishments* (A). Besides, the general mean for the complete questionnaire was calculated in order to analyze the teachers' general well-being.

Table 4

PERMA Profiler results per Teacher

	P		E		R		M		A		
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*
Elisa	4	0	3.33	.58	5	0	4.67	.58	4	0	4.21

Paula	4	0	3.33	.58	4.67	.58	4.33	.58	4	0	4.07
Florencia	3.67	.58	4	0	4.67	.58	3.67	.58	3.5	.71	3.93
Antonia	4	0	3.67	.58	3	1	3.33	.58	3	0	3.42
Claudia	5	0	5	0	5	0	5	0	4.5	.71	4.93
Patricia	3.33	.58	4.33	.58	4	1	3	0	2.5	.71	3.5
Isabel	3.67	.58	3.67	.58	3.67	.58	4	0	3	0	3.64
Olivia	3.33	.58	4	1	4.33	.58	3.33	.58	3	0	3.64
Total	3.88	.29	3.92	.49	4.29	.54	3.92	.36	3.44	.27	3.92

The data shown in Table 3 displays the total means and standard deviations of the results obtained from the PERMA Profiler questionnaire. As for the teachers' self-reported general well-being, it is possible to state that their overall well-being was considerably high (M = 3.92). With respect to the *Positive Emotions* (P) variable, most teachers reported high characteristics (M = 3.88) pertaining to happiness and life satisfaction. In terms of *Engagement* (E), which shows how absorbed you are in a task, the participants provided results of M = 3.92 that confirmed that they are consumed with the different tasks in their lives. Regarding the variable of *Positive Relationships* (R), teachers reported the highest scores (M = 4.29) to how they relate to others. For the construct of *Meaning* (M) the participants reported high levels (M = 3.92) of the experiences of belonging to or believing in something bigger than themselves. Finally, teachers also reported a considerable amount

(M = 3.44) of satisfaction regarding their *Accomplishments* (A) and their feeling of success; however, this construct appears to be the lowest among the subconstructs of well-being.

4.2 SPARTS/Engagement versus Disaffection with Learning Questionnaire

The students completed the questionnaire containing a shortened version of the Student Perception of Affective Relationship (SPARTS; Zee & de Bree, 2017), with two subconstructs: *closeness* and *conflict*. Additionally, this questionnaire had 12 items targeted to measure the students' self-reported Behavioral Engagement and Emotional Engagement (Skinner et al., 2008).

Table 5

SPARTS/Engagement versus Disaffection with Learning Questionnaire results per class

Class	Closeness		Conflict		Behavioral Engagement		Emotional Engagement	
	M	***SD***	***M***	***SD***	***M***	***SD***	***M***	***SD***
A	4.10	.73	1.91	.3	3.55	.47	3.56	.45
B	3.45	.93	2.02	.49	3.59	.34	3.39	.56
C	4.01	.87	2.07	.40	3.40	.51	3.61	.60
D	3.21	.93	2.14	.57	3.38	.45	3.34	.63
E	3.47	.93	2.35	.78	3.55	.36	3.53	.46
F	4.02	.70	1.99	.34	3.41	.41	3.63	.53
G	2.82	.78	2.52	.56	3.26	.48	2.99	.59
H	3.40	.84	2.19	.53	3.52	.36	3.45	.48
Total	3.56	.84	2.15	.50	3.46	.42	3.44	.54

Table 5 exhibits the concepts of *Closeness*, *Conflict*, *Behavioral Engagement*, and *Emotional Engagement* per class. Overall, in terms of the *Closeness* dimension, it is possible to state that students perceived a rather positive and close relationship (M = 3.56) with their teachers. Moreover, the participants reported low scores (M = 2.15) in terms of *Conflict*, which explains distant interactions and negativity in the relationship. The results in these two constructs show that the students feel close to their teachers and have few quarrels with them. In terms of the students self-reported answers in the questionnaire regarding their *Behavioral Engagement*, it allows observation on high levels (M = 3.46) of the observable actions/performance in English; whereas on the last construct measured, which is *Emotional Engagement*, students reported high levels (M = 3.44) of how they feel towards their academic surroundings.

In addition to calculating the means (M) and standard deviations (SD) of the SPARTS & Engagement versus Disaffection with Learning Questionnaire, Pearson correlations (r) between each of the variables were analyzed per class.

Table 6

Class A - SPARTS/Engagement versus Disaffection with Learning Questionnaire Correlation

	Closeness	**Conflict**	**Behavioral Engagement**	**Emotional Engagement**
Closeness	1			
Conflict	-0.10*	1		
Behavioral Engagement	0.16	-0.12	1	
Emotional Engagement	0.37*	0.22*	-0.01	1

The results depicted in Table 6 show the different constructs present in the questionnaire answered by the students. In this class, it was possible to identify a slightly negative correlation (r = -0.10) between the constructs of *Closeness* and *Conflict*. The same happened in terms of *Conflict* and *Behavioral Engagement* showing a negative relationship (r = -0.12) between these two variables. This can be attributed to the students feeling that when they perceive a conflictive relationship with their teacher, the less they invest in their school activities. On a more positive note, it was possible to detect a positive correlation (r = 0.37) between *Closeness* and *Emotional Engagement*, meaning that students in this class felt that a perceived close relationship with their teacher, reflected on their own feelings of investment in the class.

Table 7

Class B - SPARTS/Engagement versus Disaffection with Learning Questionnaire Correlation

	Closeness	**Conflict**	**Behavioral Engagement**	**Emotional Engagement**
Closeness	1			
Conflict	-0.52*	1		
Behavioral Engagement	0.23*	0.06	1	
Emotional Engagement	0.37*	-0.17*	0.57*	1

When analyzing the correlation results of Class B in Table 7, it can be observed that *Closeness* and *Conflict* negatively correlated (r = -0.52) with each other, showing the contrast between the two. *Behavioral Engagement* and *Closeness* showed a positive correlation (r = 0.23), displaying that students who perceived a close relationship with their teacher were more conscious about their schooling. Additionally, both *Behavioral* and

*Emotional Engagemen*t displayed a positive correlation ($r = 0.57$), noting that in this class particularly, showing interest in their academic activities and their feeling towards school had a direct positive relationship.

Table 8

Class C - SPARTS/Engagement versus Disaffection with Learning Questionnaire Correlation

	Closeness	**Conflict**	**Behavioral Engagement**	**Emotional Engagement**
Closeness	1			
Conflict	-0.45*	1		
Behavioral Engagement	0.36*	-0.06	1	
Emotional Engagement	0.49*	-0.13*	0.49*	1

Class C correlations are presented in Table 8. As seen in the previous classes, *Closeness* and *Conflict* were still negatively correlated ($r = -0.45$). Moreover, Conflict and Emotional Engagement also showed a negative relationship ($r = -0.13$). On the contrary, it was possible to see that *Closeness* and *Emotional Engagement* had a direct relationship ($r = 0.49$), which means that the closer the felt to their teacher, the more emotionally invested they are towards school.

Table 9

Class D - SPARTS/Engagement versus Disaffection with Learning Questionnaire Correlation

	Closeness	**Conflict**	**Behavioral Engagement**	**Emotional Engagement**
Closeness	1			
Conflict	-0.58*	1		

Behavioral Engagement	-0.09	0.26*	1	
Emotional Engagement	0.59*	-0.49*	0.27*	1

Table 9 illustrates the results gotten from Class D after running correlations among the different constructs. In terms of *Closeness* and *Conflict*, it was possible to determine the negative and direct relationship (r = -0.58) between these two variables. Furthermore, it appeared that *Conflict* and *Emotional Engagement* also presented a negative correlation (r = -0.49), demonstrating that when students perceived a conflictive relationship with their teacher, they became emotionally detached from their academic endeavours. On the contrary, Class D shows that *Closeness* and *Emotional Engagement* correlated positively (r = 0.59), showing that when students perceived a rather close relationship with their teacher, they are more likely to emotionally engaged with the activities in class.

Table 10

Class E - SPARTS/Engagement versus Disaffection with Learning Questionnaire Correlation

	Closeness	**Conflict**	**Behavioral Engagement**	**Emotional Engagement**
Closeness	1			
Conflict	-0.49*	1		
Behavioral Engagement	0.01	-0.21*	1	
Emotional Engagement	0.69*	-0.49*	0.33*	1

The results from Class E are shown in Table 10. It was possible to determine that as results from previous classes, *Closeness* and *Conflict* exhibited a negative correlation (r = -0.49). Furthermore, the variables of *Conflict* and *Behavioral Engagement* are also slightly

negatively correlated (r = -0.21) to each other, meaning that if the students perceived a rather conflictive relationship with their teacher, the less effort they would invest in academic tasks. In terms of positive correlations presented in Class E, it was possible to state that *Closeness* and *Emotional Engagement* were positively (r = 0.69) related to each other, implicating that the closer the relationship towards their teacher, the more emotionally engaged their students would be, particularly in this class, which showed the highest correlation between these two variables.

Table 11

Class F - SPARTS/Engagement versus Disaffection with Learning Questionnaire Correlation

	Closeness	**Conflict**	**Behavioral Engagement**	**Emotional Engagement**
Closeness	1			
Conflict	-0.35*	1		
Behavioral Engagement	0.17	-0.04	1	
Emotional Engagement	0.61*	-0.36*	0.55*	1

Table 11 presents the results from Class F. This table enabled to observe that *Closeness* and *Conflict* appeared to be negatively correlated (r = -0.35) to each other. Likewise, *Conflict* and *Emotional Engagement* (r = -0.36) were negatively correlated to each other. On a separate note, *Closure* and *Emotional Engagement* displayed the highest positive correlation (r = 0.61) in this class, supporting the results from the other classes. Moreover, *Behavioral Engagement* and *Emotional Engagement* presented a positive correlation (r = 0.55), establishing that in this class specifically, students displayed more engaged behaviors the more emotionally connected they were to the school activities.

Table 12

Class G - SPARTS/Engagement versus Disaffection with Learning Questionnaire Correlation

	Closeness	**Conflict**	**Behavioral Engagement**	**Emotional Engagement**
Closeness	1			
Conflict	-0.20	1		
Behavioral Engagement	0.61*	0.02	1	
Emotional Engagement	0.62*	-0.18	0.45*	1

The results from Class G correlations are depicted in Table 12. It can be viewed that this class showed the lowest correlation between the variables of *Closeness* and *Conflict* (r = -0.20). Additionally, the constructs of *Conflict* and *Emotional Engagement* also negatively correlate to each other (r = -0.18), meaning that students perceived that when they had a conflictive relationship with their teacher, the less emotionally engaged they became and viceversa. In terms of positive correlations shown in this class, *Closeness* and *Emotional Engagement* demonstrate to be the highest positively correlated variables (r = 0.62), which supports the results shown in the other classes. Moreover, *Closeness* and *Behavioral Engagement* positively correlated (r = 0.61) to each other, establishing that students perceived that a close relationship to their teacher may trigger different behavioral attitudes to be more engaged in their school tasks. Finally, *Behavioral* and *Emotional Engagement* also had a positive correlation (r = 0.45) explaining that for this class, both attitudes towards being engaged in class and emotionally connecting to their school surroundings are dependent on each other.

Table 13

Class H - SPARTS/Engagement versus Disaffection with Learning Questionnaire Correlation

	Closeness	**Conflict**	**Behavioral Engagement**	**Emotional Engagement**
Closeness	1			
Conflict	-0.45*	1		
Behavioral Engagement	0.13	0.11	1	
Emotional Engagement	0.56*	-0.22*	0.48*	1

When analyzing the results from Class H (Table 3), it was possible to observe that *Closeness* and *Conflict* negatively correlated (r = -0.45) to each other. Moreover, it is interesting to notice that *Conflict* and *Emotional Engagement* also negatively correlated (r = -0.22) to each other, suggesting that for this class, students perceive that their feelings towards their academic tasks may be hindered by how they regard their relationship with their teacher. In terms of *Closeness* and *Emotional Engagement*, one can observe the positive correlation (r = 0.56) between these two variables. Moreover, *Behavioral Engagement* and *Emotional Engagemen*t also are positively correlated (r = 0.48) to each other. Finally, both *Closeness* (r = 0.13) and *Conflict* (r = 0.11) positively correlated with *Behavioral Engagement*, noting that a close or conflictive relationship with their teacher had an impact on their behavioral attitudes towards the class.

4.3 Analysis of Individual Classes

The results reported per class show a similar pattern as the one detailed above. In the case of Class A, which is taught by Elisa, students reported to have the closest relationship to their teacher (*Closeness*; M = 4.1), reporting the lowest levels of *Conflict* (M = 1.91), showing interest in the lesson by being involved in their learning (*Behavioral*

Engagement; *M* = 3.55), and being emotionally connected to the class (*Emotional Engagement*; *M* = 3.56).

In terms of Class B, in which Paula was the teacher, students described fair amount of *Closeness* (*M* = 3.45) to their teacher, showing low sense of *Conflict* (*M* = 2.02), being actively connected to their learning (*Behavioral Engagement*; *M* = 3.59), and reported being involved and enthusiastic about their school activities (*Emotional Engagement*; *M* = 3.39).

Class C, which was taught by Florencia, also addressed being very close to their teacher (*Closeness*; *M* = 4.01), revealing low levels of *Conflict* (*M* = 2.07), presenting considerable amount of involvement in their education (*Behavioral Engagement*; *M* = 3.40), and being one of the highest classes in terms of *Emotional Engagement* (*M* = 3.61).

Antonia, who teaches Class D, was presented by her students by one of the most distant teachers (*Closeness*; *M* = 3.21), with a low level of *Conflict* (*M* = 2.14), describing moderately high levels of *Behavioral Engagement* (*M* = 3.38) in her lessons, and having students emotionally involved in their schooling (*Emotional Engagement*; *M* = 3.34).

Class E, which is taught by Claudia, revealed having a rather close relationship (*Closeness*; *M* = 3.47) towards their teacher, but also reported having one of the highest conflictive relationships (*Conflict*; *M* = 2.35) towards Claudia. Moreover, in terms of engagement, students mentioned being fairly involved in their learning (*Behavioral Engagement*; *M* = 3.55) and being emotionally connected (*Emotional Engagement*; *M* = 3.53) to their education.

Patricia, who is Class F's teacher, was described as one of the closest teachers (*Closeness*; *M* = 4.02) in the dataset, as well as one of the least conflictive teachers

(*Conflict*; *M* = 1.99). In terms of the *Behavioral* and *Emotional Engagement* documented by her students, the former was accounted as her students being rather involved and enthusiastic about their learning (*M* = 3.41), and the latter was the highest account for the students being emotionally engaged (*M* = 3.63) in their learning.

Class G was reported to be the class with the lowest scores of *Closeness* (*M* = 2.82), with most students noting that the teacher rarely or never thought that Isabel was understanding towards them or as someone who got to know them; the highest scores for *Conflict* (*M* = 2.52) stating that they felt conflict with their teacher; the less engaged students in terms of *Behavioral* (*M* = 3.26) and *Emotional Engagement* (*M* = 2.99) showed a lack of interest in the lesson and not feeling positive in Isabel's classes.

Finally, Olivia, who taught Class H, was perceived by her students to be a close teacher (*Closeness*; *M* = 3.40) and showed low levels of *Conflict* (*M* = 2.19) towards her students. Additionally, students reported moderately high levels of *Behavioral Engagemen*t (*M* = 3.52) and feeling emotionally engaged in her classes (*Emotional Engagement*; *M* = 3.45).

4.4 Interviews

In order to triangulate the questionnaire results, follow-up interviews took place to obtain more in depth and particular insights of each teacher's well-being.

4.4.1 Positive Emotions

When analyzing the answers regarding the first PERMA construct of *Positive Emotions*, codes referring to "recognition" and "lack of time" were examined. In the interview, two questions ("What are the things you gain the most happiness from in your professional life?"; "What are the biggest sources of stress in your personal and/or

professional life at the moment?") were asked to the participants regarding happiness and stress, since according to Ciarrochi et al. (2013), it has been recorded that people can experience positive and negative emotions at the same time and that negative emotions can be both appropriate and helpful. Moreover, data reveals that genuine regular expressions of positive emotion and engagement in activities that induce positivity help individuals to flourish (Fredrickson, 2011).

Most answers elicited from the participants were related to the way they perceived their student learning and how they could make a difference in them. To illustrate this, Florencia stated: "In my professional life, [I get the most happiness from] when my students accomplish their goals and also when they recognize that they were able to do something, even if they thought that they weren't [capable]". Additionally, teachers reported feeling happy when their students were enjoying while in class (e.g., "When I see my students learning and also when I see them enjoying"; Antonia) and when certain milestones were achieved by their students (e.g., "Children's reactions. I love them when I see their faces and I can see in them that they were able to understand that they have already achieved a goal that makes me really happy; Patricia).

In terms of their testimonies on their biggest sources of stress, a common answer was very evident in almost all the teachers interviewed. This was coded under the concept of "lack of time". For instance, Isabel stated that "We need more time to do all the things that we need to do. Especially again, the homeroom job. It's very, very demanding". This is supported by Elisa, who explained the lack of time she had in terms of her personal life: "At home, I think that we are running out of time. I'm always running out of time at home,

and I have to do so many things related to being a homeroom teacher that I don't have the time for my family".

4.4.2 Engagement

As mentioned previously, *Engagement* in the workplace is often referred to as energy, dedication, and absorption in the tasks at hand (Schuaufeli et al., 2006). The participants answered three questions based on the energy they spent, the amount of dedication they gave to their personal/professional life, and how consumed they were with different tasks: "Do you ever become absorbed in what you are doing at work? If so, when and in what ways?"; "How satisfied overall are you with your professional life right now? Why do you think this is?"; "Do you attend any teacher development courses or events? Why/why not?". Based on these questions, the following codes were analyzed: "administrative workload" and "motivation to learn".

In terms of the first code, "administrative workload", most teachers agreed on the fact that they became absorbed in finishing administrative tasks that occupied most of their time. For instance, Olivia expressed that

> "Sometimes I feel like I'm doing some things for the class or for my boss and then I realize I'm losing track of time so I cannot stop. I have to finish; I have to send it and sometimes I realize it's three and I'm still doing what I started doing two hours ago".

This showed how demanding being a homeroom teacher was for this teacher in particular. Moreover, Antonia stated that she loved teaching, English in particular, but she was not charmed by the profession anymore, since she was "fed up with [her] homeroom. So that's why I don't feel like so happy or extremely happy or so glad [to be here] because I

think it's been so hard that I don't like it any longer". Also, Patricia affirmed that she was absorbed:

> "In every sense. Because I try to do things right, to do them on time to do my best. And sometimes I keep on thinking, even when I'm sleeping, I keep on thinking about the things that I have to do, and I want to do my best and they get stuck. The thoughts that never leave."

In this same line, participants were asked about their general satisfaction with their job and if they had attended teacher development courses over their career. For the former, most of their responses were positive, they felt satisfied with their performance and the meaning behind what they were doing. For instance, Olivia mentioned that she was very satisfied "Because I feel like I'm doing something I like. What I'm doing has a purpose and a meaning". For the latter, most of them had attended multiple courses in different areas; however, all of them agreed that nowadays there needed to be a shift in our view of what matters most in education, which according to them is understanding their students and providing them with the best tools possible to help them achieve their goals. Antonia proposed learning new methodologies since she "think[s] since education is so dynamic that we have to be constantly learning new things, mostly, I think, focus[ing] on the way we teach students". Florencia agrees with this by stating that teachers need to learn more about "the different ways of teaching".

4.4.3 Positive Relationships

The quality of relationships with other people is seen to be essential for our own level of happiness (Peterson, 2013). It is often in the company of others that individuals experience positive emotions. Doing something for someone else, as in engaging in an act

of kindness, has been proven to increase levels of positive emotion, which in turn potentially increases the well-being of both the giver and the receiver (Lyubomirsky, 2013). In this aspect, participants were asked to describe their students ("What are the students you work with like?), describe the relationship they have with them ("How would you describe your relationship with them?"), and how does that relationship affect their well-being (What affects this and how does it affect you and your wellbeing?"). For this, the code of "closeness" was established.

In terms of closeness and how they relate to their students, Elisa expressed that she had become a mother to their students: "I think that I treat them like my kids, as if they were my son or my daughter. And in that way I try to be the teacher they need". Claudia also has a mother-like relationship with her students, stating that her relationship was "Very close. Like a mother. Yes. Concerned about everything. Even the long nails. I recommend cleaning them and cutting them and everything". Additionally, Florencia confirmed the closeness she has with her students by saying that

> "[she] think[s] that [they] have a very close relationship. I feel very free to tell them how I feel in relation to their attitude. And I feel like they are very receptive too. Also, I think that they trust me a lot with their personal things and they are able to ask for help when they need it".

4.4.4 Meaning

Meaning is often referred to when an individual's purpose in life and when they feel fulfilled and are engaging in activities that matter to them (Lovett & Lovett, 2016). Under this premise, three questions were asked: "What does being a language teacher mean to you?", "What do you find rewarding about being a language teacher?", and "What do you

find frustrating about being a language teacher?". Answers from the participants were coded under the concepts of "reward" and "frustration", capturing what they found most rewarding and frustrating about being a language teacher.

In general terms, all participants stated that they found it most rewarding seeing their students use the target language (i.e., English) and see the improvements in this area. For example, Paula commented that "you feel happy that you can teach a second language to our students and later on they're going to be able to use it to improve it". Antonia seemed to confirm this by saying that the most rewarding experience for her was "to see the progress of the kids. I think that is very rewarding. And to see them enjoying themselves sometimes with different activities, I think that's great".

As for what teachers found most frustrating about being a language teacher, there were various answers. Some of them agreed on the fact that they felt stuck in the same educational model, and it was hard to innovate; for instance Antonia said that "Sometimes that may be because of the program or the kind of school, sometimes we are in this traditional teaching system model. And probably I would like to do other things, maybe work with other subjects and things like that". Another frustrating view was the expectations of being a teacher teaching a foreign language. Claudia expressed:

> "When the students ask me for something that I don't know, I tell them, we are not human dictionaries, we are teachers, so [give me] some time. I'm going to look for the information and then I'll give it to you."

4.4.5 Accomplishment

As previously addressed, *Accomplishment* shows the perception that one is achieving goals, with an emphasis on the feeling of achievement and success. People

pursue achievement and/or success for their own sake, in a variety of areas. Three questions were asked: “What have been your greatest professional accomplishments so far? What did you do to achieve them?”, ”What were your goals at the beginning of your career? Do you feel that you have achieved them? If so, how? If not, why not?”, and “What support can you draw on in your professional and private life?”. In this area, participants had different answers regarding “external rewards”, meaning someone else rewarded them with another position in the educational establishment, going abroad, or awards. For instance, Elisa received an award in 2022 from the school called “highlighted educators” in which few teachers were selected by the school directors because they exceeded the school’s expectations and did a flawless job during the year. In this area, she described this recognition as her greatest professional accomplishment so far because she felt she “[had not] done something [different] in order to receive an award, but I feel like so happy to see that the rest of the teachers realized it and have seen the way I work”. In terms of getting a new position, Paula, Florencia, Antonia, and Claudia described that getting the job as a homeroom teacher was one of the greatest accomplishments so far.

CHAPTER 5: DISCUSSION

This chapter will discuss and analyze the findings presented in the results section, including interpretations of the results and contrast to various studies found in the literature. First, the results of the eight EFL teachers' well-being will be examined based on the results found in the PERMA Profiler (Butler & Kern, 2016) and their answers from the interviews. Next, the students perceived relationship towards their teacher and their engagement will be interpreted. Additionally, correlations among the different components will be included in the analysis. Finally, the reciprocal relationship between teachers and students will be discussed based on the students' perception and the teachers' answers from the interviews conducted.

5.1 Teacher Well-being of Chilean EFL Teachers

The present study was focused on the relationship between teacher well-being, teacher-student relationship, and student engagement. In order to analyze the different variables in the relationship among the different constructs, it was necessary to separate it in different sections. To begin, teacher well-being, which has been defined as the relative balance between positive and negative emotions, and their own sense of life satisfaction (Diener, 1984; Diener et al., 1999), was examined using the adaptation of the PERMA Profiler (Butler & Kern, 2016). Given the need for an instrument that would specifically measure the PERMA model, Butler and Kern (2016) developed a multidimensional measure of flourishing: the PERMA-Profiler. This questionnaire contained five constructs; Positive Emotions (P), Engagement (E), Relationships (R), Meaning (M), Accomplishments (A); hence the name. According to Seligman (2011), these five well-being indicators give rise to human flourishing; that is, the higher the levels in each of

PERMA dimensions, the more an individual will flourish. The PERMA-Profiler demonstrates acceptable model fit, internal and cross-time consistency, and evidence for content, convergent, and divergent validity. Scores are reported visually as a profile across domains, reflecting the multidimensional nature of flourishing. Affirming the validity of the questionnaire, Kern et al. (2014) confirmed in a study conducted among 516 Australian students that the PERMA domains were positively correlated with one another.

In the field of Positive Psychology, it is commonly acknowledged that teachers with high well-being tend to be more effective teachers. For example, it has been found that high levels of teacher well-being have positive implications for in-class teaching (Barber & Mourshed, 2007; Caprara et al., 2006), and the achievement of students (Briner & Dewberry, 2007; Caprara et al., 2006). The participants of this study showed high results in terms of their self-perceived well-being ($M = 3.92$). This allows observation that most teachers in the current study have a high well-being in terms of the five PERMA dimensions, which integrates hedonic (the experience of positive emotional states and a desire for fulfillment) and eudaimonic components (the presence of meaning and potential development) into a single model. Although most participants shared in the interviews that sometimes they feel exhausted and how they have no time for their personal lives, most commented that overall, they felt satisfied with their professional lives because of several reasons (i.e., their friends inside and outside of work, the support they perceive from the educational institution, the relationship towards their students, etc.). Interestingly, Falout and Murphey (2018) explained that job crafting, process involving changing their roles and tasks, is a process that language teachers usually do to make their work more meaningful. They noted that this type of discipline can help them cope with the various challenges that

come with being a teacher. This series of actions can somehow explain the reason behind their high levels of well-being despite their lack of time for their personal endeavors.

Notable findings where present in this study regarding the PERMA constructs, which as shown above, most of the dimensions were scored relatively high. Particularly, the dimension of *Positive Relationships* was found to be the highest ($M = 4.29$) among the constructs, confirming that different social factors can also affect the well-being of teachers, that is in this case, positive support from supervisors and colleagues, which can help improve a teacher's mood and manage their stress levels (e.g., Cherkowski & Walker, 2018; Le Cornu, 2013; Weiland, 2021). The gregarious nature of human being usually leads us to interact and socialize with others, which is shown by the answers provided by the teachers in their interviews. Most of them highlighted the teamwork, recognition, and trust among their colleagues, which suggest that in this particular context, these teachers share feelings of integration within society or a community, feelings of being cared for, and finding satisfaction with one's social network (Seligman, 2011). Moreover, this was also corroborated by the students answers to their perceptions of closeness to their teacher, which overall showed high levels of *Closeness* ($M = 3.56$) to their language/head teacher. Overall, our findings in this particular area align with the growing body of literature demonstrating the benefits of maintaining positive relationships with others (Taylor, 2011).

In this same line, both *Meaning* and *Engagement* showed relatively high levels ($M = 3.92$) in the questionnaire. The former refers to a sense of direction in life, the feeling that life is valuable, and the awareness that there is a purpose in everything you do; this includes believing in connection with something greater than yourself (Seligman, 2011; Steger, 2012). In terms of the results obtained in this area, participants showed high levels ($M =$

3.92) of believing in something bigger than themselves. In terms of the answers gotten from the interviews after asking them what does being a language teacher mean to them and what they found rewarding and frustrating, most teachers reported that being a language teacher means seeing their students developments and achievements and being part of it. In this area, Paula (*M* = 4.67) said that she found most rewarding about being a language teacher that "you feel happy that you can teach a second language to [y]our students and later on they're going to be able to use it to improve it". According to the literature, one of the most significant factors that can influence a teacher's well-being is their sense of meaning, since teacher's well-being can be improved by investing their time and energy into achieving their goals (Chan, 2013; Falout & Murphey, 2018). Our results confirm that teachers also find that Meaning is very significant in their well-being. The latter, refers to the action that drives individuals to engage in different behaviors towards achieving their goals and attaining a certain level of engagement. In this area, teachers reported being intensively intense involved, causing them to lose track of time and of himself during an activity (Seligman, 2011). As captured by the items present in the questionnaire (i.e., How often do you become absorbed in what you are doing? To what extent do you feel excited and interested in things?, How often do you lose track of time while doing something you enjoy?), this dimension is reflected in terms of absorption and investment. As might be expected, psychological interest related to greater commitment to and investment in terms of work was reflected in the participants answers. Based on this, it is possible to state that overall, the participants from the current study feel highly absorbed by what they are doing, in most cases, they feel it is not positive. For example, Patricia (*M* = 4.33), who had the higher scores in terms of *Engagement*, reflected on the fact that she

feels extremely absorbed by her job, which is why she spends hours thinking about her students and job even at night, stating that “these thoughts never leave”. Additionally, Florencia (*M* = 4) and Olivia (*M* = 4) addressed this type of absorption and losing track of time when they are involved in administrative tasks rather than enjoying being involved in their own lives. For example, Florencia comments: “I get more absorbed when I'm doing something that it's more mechanical, like checking tests or I don't know, writing emails that you do without giving it a lot of thought”. In fact, in 2012, a census about the quality of life for teachers was carried out in Chile. It gathered the opinions of about twelve thousand teachers. The results of the survey indicated that 29% of teachers declared that they dedicate between 10 and 12 hours weekly to teaching tasks and related unpaid activities, which corresponded to a quarter of a day, while 15% of them declared to work between 19 and 20 hours in those same functions (EduGlobal, 2012, p. 28).

Individuals who are happy are often influenced by their positive emotions and actions, since they can feel satisfied and motivated by their positive thinking and actions (Lyubomirsky & Layous, 2013). Frederickson (2001) noted that positive emotions can help people develop their physical, social, and intellectual resources. It can also help them expand their perspectives by opening their eyes to new teaching methods. This entails that L2 teachers’ positive emotions can expedite “the broadening of perspectives by triggering their curiosity and desire to creatively explore innovative teaching methods” (Mercer et al., 2016, p. 221). In the data collected from the participants regarding *Positive Emotions,* results were found to be high (*M* = 3.88) in the all the participants. This construct refers to any sensation of pleasure, enthusiasm, ecstasy, comfort, or other similar sensation associated with past, present, or future events (Seligman, 2002, 2011), which shows that

overall, the teachers feel positive towards their different areas in life. For example, when Antonia (*M* = 4) was asked about what she has gained most happiness from in her professional life, she stated that "when I see my students learning and also when I see them enjoying. And I will have to say that also when I feel satisfied, and I realize that the job I'm doing is good". The dynamics of a teacher's positive emotions can help them develop their intellectual and physical resources for their future work and teaching. (Mercer et al., 2016). In 2016, Helgesen noted that the use of positive emotions in his classroom can help improve the mood of his students. Helgesen was able to see that his students exhibited low depressive symptoms and high positive emotions scores. Moreover, growing evidence finds associations between positive emotions and other positive outcomes, including job success, good relationships, and better health (e.g., Howell et al., 2007; Lyubomirsky et al., 2005). Moreover, Elisa (*M* = 4) and Paula (*M* = 4), who also reported high levels of *Positive Emotions*, stated that both of them gain the most happiness from sharing with their students, being part of their students achieving different milestones, and seeing themselves doing a good job. Huppert and So (2013) suggest that *Positive Emotion* is a core part of flourishing, and these results support this claim.

Accomplishments can have a positive impact on the commitment and motivation of teachers, helping to maintain high levels of satisfaction among L2 teachers (Mercer et al., 2016). According to Seligman (2011), *Accomplishment* is linked to the power of perseverance, and it can be said that one's desire to achieve is the first step in attaining one's goals. This dimension refers to the feeling of momentary fulfillment and the feeling of living a "fulfilling life" in its expanded form (Seligman, 2011). This survey captured subjective achievement, in which some items reflected perseverance, which has been

related to numerous positive outcomes, including academic and career success, good marriages, life satisfaction, and health (Roberts et al., 2007). In this aspect, the teachers reported high levels of *Achievement* (*M* = 3.44), which was mostly related to the different accomplishments they have gotten so far in their career. This seems to point that external factors and rewards are the biggest motivators in this area. For instance, Patricia's (*M* = 2.5), who had the lowest levels in this dimension, shared that her biggest accomplishment in her career was to work abroad, and how she was determined to make her "dream come true". Different to this perspective, several teachers reported that their promotions were their biggest achievements in their professional career, which confirms that external factors are the biggest contributors to the teachers own accomplishments.

Teacher wellbeing plays a critical role in the ability of teaching, from pre-school through adult education, to build positive relationships with learners, teach creatively, have fewer discipline problems, and contribute to heightening learners' levels of achievement (e.g., Bajorek, Gulliford, Taskila, 2014; Briner & Dewberry, 2007; DeVries & Zan, 1995; Kern, Waters, Adler & White, 2014). The results obtained from the questionnaire and interviews suggest that these eight language teachers show a high well-being, showing positive emotions towards their surroundings, being engaged in various tasks throughout their day, being exposed to high-quality relationships, having a purposeful and meaningful life, and having accomplished their desirable goals. When language teachers experience greater well-being and heightened levels of positive emotion, there are also positive consequences for students in terms of their emotions, motivation, and achievement (Frenzel, Goetz, Lüdtke, Pekrun, & Sutton, 2009; Pekrun, Goetz, Frenzel, Barchfeld, & Perry, 2011).

5.2 Student Engagement and their Perceptions of their Teacher-Student Relationships

Through studies, researchers have learned that the interactions between teachers and students can have a significant impact on children's academic performance (Furrer & Skinner, 2003; Hughes, 2011). The theoretical ideas behind the research are centered on the idea that children perceived support, referring to conceptions of being cared for, valued, and provided with assistance by the teacher (e.g., Hughes et al., 1999; Mantzicopoulos & Neuharth Pritchett, 2003; Wentzel, 1997). This concept states that students are more likely to be motivated and engaged in their learning process due to the emotional support they receive from educators.

Descriptive statistics and correlations between study variables per class show the students' perceived support from their teachers and the relationship among the dimensions of *Closeness*, *Conflict*, *Behavioral Engagement* and *Emotional Engagement*. The first two dimensions were taken from the SPARTS questionnaire (Koomen & Jellesma, 2015; adapted from Zee & Bree, 2017), while the last two were taken from the Engagement versus Disaffection with Learning Questionnaire (Skinner et al., 2008). The former aimed to assess the *Closeness* subscale, which determines the students' positive feelings about their teacher, openness in their relationship, and reliance on the teacher in stressful situations, while the *Conflict* subscale measures the degree to which a person distrusts or acts negatively toward another person. The latter was used to assess the students *Behavioral Engagement,* which is the students' engaged behaviors towards a specific subject, whereas *Emotional Engagement* evaluates students' engaged emotions towards a specific subject.

The Attachment Theory states that positive relationships can help students feel secure and engaged in school. On the other hand, negative relationships can negatively

affect their emotional security and prevent them from working hard (Verschueren & Koomen, 2012). The results gotten from the present study, mainly show that students perceive their teacher to be a close figure in their lives, generally disclosing behaviours, positive feelings, and reliance on the teacher in times of stress, rather than a conflictive relationship towards their teachers. Since most of the students perceived a rather close relationship towards their language/homeroom teacher ($M = 3.56$) instead of a conflictive one ($M = 2.15$), it is possible to say that in this particular educational setting, secondary school students experience positive feelings, and reliance on the teacher and do not encounter distrustful feelings and negative behaviours from the teacher. Studies also suggest that the quality of relationships between teachers and students can have a positive impact on the academic performance of secondary students (Roorda et al., 2011, 2017)

In terms of the students' engagement in their language lessons, students report that both *Behavioral Engagement* ($M = 3.46$), which are the observable actions in the subject, and *Emotional Engagement* ($M = 3.44$), which are the students' feelings towards their academic surroundings, are essential to their academic success. This is supported by the extensive literature regarding how engagement positively affects student support received from their teachers (Skinner & Pitzer, 2012) and student motivation (Skinner & Belmont, 1993), which on the contrary, students who feel disaffection refrain from asking for support and ask for help superficially (Guvenc & Koc, 2016). In fact, the lack of engagement in school is considered a serious issue that affects the academic performance of students. It can lead to them dropping out of school and displaying problematic behavior (Fredricks et al., 2004), which is not the case for this particular context since students feel close and display engaged behaviors towards their teacher and lessons. Several studies support these

results since they have found cases where *Behavioral* and *Emotional Engagement* positively and significantly affect academic achievement (Celik et al., 2018; Kahraman, 2014; Skinner et al., 2008), which present ground for future research considering the results gotten in the present study.

In order to see the relationship among *Closeness, Conflict, Behavioral Engagement* and *Emotional Engagement*, correlational statistics were made in order to see how these dimensions were related to each other in each class. In all classes, it was possible to find a negative correlation between the *Closeness* and *Conflict* dimensions, showing that both constructs increase and decrease respectively according to the level of closeness and conflict the students experience with their respective teachers. Moreover, the dimensions of *Closeness* was positively correlated to both *Behavioral* (Class A: $r = 0.16$; Class B: $r = 0.37$; Class C: $r = 0.49$; Class D: $r = 0.59$; Class E: $r = 0.69$; Class F: $r = 0.61$; Class G: $r = 0.62$; Class H: $r = 0.56$) and *Emotional Engagement* (Class A: $r = 0.37$; Class B: $r = 0.37$; Class C: $r = 0.49$; Class D: $r = 0.59$; Class E: $r = 0.69$; Class F: $r = 0.61$; Class G: $r = 0.62$; Class H: $r = 0.56$) in all classes; whereas *Conflict* was found to correlate negatively and positively to *Behavioral Engagemen*t (Class A: $r = -0.12$; Class B: $r = 0.06$; Class C: $r = -0.06$; Class D: $r = 0.26$; Class E: $r = -0.21$; Class F: $r = -0.04$; Class G: $r = 0.02$; Class H: $r = 0.11$) and *Emotional Engagement* (Class A: $r = 0.22$; Class B: $r = -0.17$; Class C: $r = -0.13$; Class D: $r = -0.49$; Class E: $r = -0.49$; Class F: $r = -0.36$; Class G: $r = -0.18$; Class H: $r = -0.22$) depending on the class.

To dive deeper into these results, it is important to understand that being able to provide emotional support to their students is a vital part of a teacher's job, which involves demonstrating a genuine concern for their students and their points of view. (Patrick et al.,

2002; Pianta & Allen, 2008; Pianta & Hamre, 2009). Across all classes, results showed that *Closeness* and *Emotional Engagement* were the highest correlational dimensions. Roorda et al. (2019) also found that students' emotional engagement is more influenced by their teacher-student relationship than their behavioral engagement. This demonstrates that these students perceive that having a close relationship to their teacher enhances their of ability to use their teacher as a secure base and safe haven and, hence, promote their feelings of engagement. In fact, most teachers in their interviews reflected how they felt they have a mother-like relationship (e.g., Claudia: "[my relationship with them is] very close. Like a mother. Yes. [I'm] concerned about everything. Even the long nails.) towards their students, even being concerned about their personal hygiene. Due to this, students perceive that that closeness impacts their feeling towards their school activities. This is supported by an array of studies which state that teacher emotional support is essential to high quality instruction (Pianta & Hamre, 2009; Wubbels & Brekelmans, 2005), and evidence links teacher-provided emotional support to students' motivation and engagement (Cooper, 2013; Patrick et al., 2007; Reyes et al., 2012; Roorda et al., 2011; Ryan & Patrick, 2001; Skinner et al., 2008).

Moreover, some studies conceive that emotionally supportive instruction is associated with students' reports of their opportunities for autonomy, feelings of relatedness, and their self-efficacy (Assor et al., 2002; Fast et al., 2010; Pianta & Allen, 2008; Reeve, 2006; Reeve & Jang, 2006; Sakiz et al., 2012; Wentzel et al., 2010). Research indicates that instructors who provide affective support for their learners express concern for students' well-being, encourage effort, show positive emotion, display caring behaviors, demonstrate fair and equal attitudes, set high expectations, value students' ideas and

presence, show respect, demonstrate active listening, and are responsive and enthusiastic (Dorman & Ferguson, 2004). It is important to also note that these teachers were the students' head teachers, which it is generally acknowledged that students experienced more closeness in the relationship with their homeroom teacher than in their relationship with subject teachers (Davis, 2006; McGrath & van Bergen, 2015).

The importance of teacher affective support is acknowledged in the context of English language learning (EFL). According to a study by Mashburn and colleagues in 2008, language development happens within a social context where ideas are communicated, and information is received. Therefore, language classrooms are the main focus of L2 development because they provide the learners with the necessary emotional support and encouragement to develop their language skills. In addition, teachers foster social interaction (Baker, 2006; Hamre & Pianta, 2001) and allow students to explore the classroom. This type of environment can help decrease their anxiety and make them feel more accepted and less withdrawn (Fallah, 2014)

Additionally, most classes showed a high correlation between *Behavioral Engagement* and *Emotional Engagement* (Class B: $r = 0.57$; Class C: $r = 0.49$; Class D: $r = 0.27$; Class E: $r = 0.33$; Class F: $r = 0.55$; Class G: $r = 0.45$; Class H: $r = 0.48$). According to the participation-identification model (Fredricks et al., 2004), *Behavioral Engagement* (i.e., participation) in learning leads to higher *Emotional Engagement* (i.e., identification with the school). Several scholars have suggested that *Behavioral Engagement* is the link between contextual factors (or what teachers do) and achievement (or what students learn in the classroom; Fredricks et al., 2004). Moreover, students who are behaviorally engaged follow the rules and interact positively with the teacher and their peers (Hattie et al., 2013).

Finally, it is important to state that even though it is shown in the results that closeness is the best predictor of students' engagement, conflict showed slight correlations towards both Behavioral and Emotional Engagement, which implies that secondary school studies should not solely focus on positive relationship dimensions but also take negative dimensions (e.g., conflict) into account.

5.3 Reciprocal Relationships between Teachers and Students

Along with the aforementioned analysis about the different variables, this study aims to discuss the relationship between teacher well-being and teacher-student relationships. The purpose of comparing this relationship was to see if teachers' self-reported well-being was somehow related to how their students perceived their relationship and the behaviors or attempts they made in their lessons.

In order to analyze this, it is important to understand the importance of well-being particularly in the Chilean EFL context. First, the concept of pedagogical well-being refers to the aspects of an educator's experience that are related to their motivation to teach and how they interact with their students (Hué, 2012). The educational system in Chile has been under increasing scrutiny due to the outbreak of the pandemic, since it has highlighted various problems (e.g., the lack of resources and the emotional impact of students, the socioeconomic differences between them and their families, and the multiple family work and double labor that teachers have to face) in the way the country's teachers are trained and equipped (Cáceres et al., 2020; Moreira-Arenas, 2021). In this area, it is possible to acknowledge the teachers exposed one main issue, which was mostly related to the lack of time they had to themselves and to spend with their own families. For instance, Elisa commented on the fact that one of her biggest stressors in her life right now was she was

“always running out of time at home and I have to do so many things related to being a homeroom teacher that I don't have the time for my family”. Supporting this view, Antonia expressed that due to family circumstances she is the main caregiver and provider in her family, and her biggest stressor is “the way we have to solve too many things in relation with my homeroom with the parents and also with the students”. This is why analyzing the effects of mental health problems on the performance of teachers in Chile is very important to improve the quality of teaching. A survey carried out by Corvalán (2005) to teachers who have had some type of license for psychiatric diagnosis, revealed that the working conditions of Chilean teachers affected their depression. The study also identified various factors that contribute to this phenomenon, such as the variety of tasks and the deteriorating interpersonal relationships. Being able to analyze the effects of mental health issues on the performance of teachers is very important in improving the quality of education in Chile (Claro & Bedregal, 2003).

As mentioned before, a census about the teachers’ quality of life was done in Chile in 2012. The results indicated that the 44% of the teachers surveyed expressed that they had between less than an hour and an hour of time to dedicate to their family, and 56% of the teachers expressed having the same time range to dedicate it to Leisure and recreation (EduGlobal, 2012). Finally, this same Census indicated that Chilean teachers declare themselves dissatisfied and very dissatisfied with the time dedicated to themselves (64%); 64% of teachers indicate be dissatisfied with the rest time they have. In this aspect, most teachers revealed more information about their dissatisfaction to their career in the interviews. When asked about their biggest stressors and accomplishments so far, many of them shared how those stressors impacted their professional and personal lives; for

instance, Claudia shared that having practically no time outside of her work impacted mainly “private life because at the same time I have to study with my kid at home [...]. So, I have to manage the correction, the preparation of the meeting and the study [with] him to help him”.

Despite the studies and results previously shown, it is possible to say that the teachers from this study have high levels (M = 3.92) of well-being based on the PERMA Profiler. This can be supported by similar findings exposed by Alves et al. (2021), which can be explained by the personal balance reached by teachers through level of professional skills, aimed at solving an academic and socio-emotional training of their students, as well as emotional stability and moral commitment (Marchesi, 2007), which they are characteristics of a life trajectory and not the result of circumstantial situations. Moreover, high levels of teacher well-being were found to be related to how students perceived their teacher as close to them. For instance, Elisa had one of the highest level of well-being (M = 4.21) which was found to be connected to her students’ high levels of *Closeness* (M = 4.1) and low levels of *Conflict* (M = 1.91). Similar results were found with Claudia, whose well-being results were found to be the highest among the participants (M = 4.93). Students from her class reported high levels of *Closeness* (M = 3.47) and low levels of *Conflict* (M = 2.35). Different results were found in the case of Isabel, who reported slightly high levels of well-being (M = 3.64), however, her students reported the lowest levels of Closeness (M = 2.82) towards her and the highest levels of Conflict (M = 2.52). Overall, the results found in this aspect showed that teachers reported high levels of well-being and students perceived high levels of *Closeness* and low levels of *Conflict* towards their teachers. This contributes

to literature, since to our knowledge, no studies have examined the relationship between teacher well-being and teacher-student relationships in Chile.

In terms of the students perceived engagement level and its relationship to teacher well-being, it is possible to draw out some conclusions based on the data gathered. Previously, it was established that the *Closeness* dimension from the SPARTS questionnaire was highly correlated with *Emotional Engagement* (Class A: $r = 0.37$; Class B: $r = 0.37$; Class C: $r = 0.49$; Class D: $r = 0.59$; Class E: $r = 0.69$; Class F: $r = 0.61$; Class G: $r = 0.62$; Class H: $r = 0.56$), which shows the feeling towards a particular subject. In this area, it is possible to conclude that teachers with higher levels of well-being had students highly emotionally and behaviorally engaged in the English subject. For example, Paula, who had a high level of self-reported well-being ($M = 4.07$), had students reported high levels of both *Behavioral* ($M = 3.59$) and *Emotional Engagement* ($M = 3.39$).

CHAPTER 6: CONCLUSION

6.1 General Conclusions

The present study sought to find the relationship among teacher well-being, teacher-student relationship, and student engagement. In order to examine these relationships, the following research question was examined: How are teachers well-being, student engagement, and teacher-student relationships related to each other?

In this particular context of Chilean EFL teaching, the importance of understanding teacher well-being was of the outmost importance due to the lack of studies addressing the aforementioned variables affecting the well-being of teachers and its implications in students in the Chilean context. In Chile, teachers are expected to perform their duties in a high-pressure environment due to the lack of resources and the high exposure they have to various groups within the educational community, which in turn could lead to stress and detrimental effects to their work performance (Parra, 2005). In addition to this, educators are expected to complete their contract hours in a way that limits their time dedicated to other tasks and activities, which can prevent them from focusing on their core duties of teaching (Comisión sobre Formación Inicial Docente, 2005). Although the compensation of teachers has improved over the years, it is still not feasible to increase their salaries throughout their working careers (Comisión sobre Formación Inicial Docente, 2005). As a consequence, more and more teachers are leaving their professions to dedicate themselves to something unrelated to their teaching career.

Against the background of many studies focusing on the negative effects of the teaching profession, the current study aimed to focus on the different variables that help teachers flourish and how those impact their students. In order to examine the relationships

of the focused variables, eight EFL teachers answered questions adapted from the PERMA Profiler (Butler & Kern, 2016), focusing on the dimensions of *Positive Emotions, Engagement, Relationships, Meaning,* and *Accomplishment*. Moreover, interviews were conducted in order to validate their answers reported on the questionnaire. Overall, the results confirmed the positive impact of the five constructs in regard to the participants feeling of well-being and the close relationship to their students. Additionally, a different focus was placed on the students' perceptions of *Closeness, Conflict, Behavioral,* and *Emotional Engagement* towards their teacher based on the Student Perception of Affective Relationship (SPARTS; Zee & de Bree, 2017) & Engagement versus Disaffection with Learning (Skinner, 2008) questionnaire. The results found with this instrument confirmed previous findings mentioned in the literature and showed a strong connection between the perceived well-being reported by the teachers and the feelings of Closeness perceived by the students to their respective teachers.

6.2 Limitations of the Study

There are various limitations in the Positive Psychology field in which various studies are being conducted in regard to L2 education. According to one of the Positive Psychology principles, all of the positive experiences that people have are related to their success in life (Seligman, 2011; MacIntyre, 2021), which is why it is important that language researchers and teachers study the various factors (learning environments and teachers, as well as the stages of development of their pupils, etc.) that influence the students' behavior (Pishghadam et al., 2021b). In this regard, it is possible to state that the present study was conducted in a very specific context, meaning that there is a lack of generalizability of the results. However, culture is a vital factor that influences how people

think and act (Pishghadam et al., 2021a); hence, the current study does not claim to generalize its findings to other educational contexts. Moreover, the cross-sectional nature of this study serves as a limitation as well given that the results were analyzed via descriptive analysis, meaning that the cause of the many variables studied cannot be generalized to every context.

Another limitation of the present study relates to the assessment of students' engagement in the classroom. The data collection was purely based on quantitative data, which the majority of the studies conducted in this field have followed and are designed to elicit the opinions and attitudes of individuals about the various factors that are being studied (e.g., Derakhshan, 2021; Khajavy, 2021). This presents a conflict when interpreting the self-reported behaviors of students in a particular class and towards a particular teacher. Despite the advantages of questionnaires, more qualitative data would help understand students' emotions and attitudes towards their teachers. Therefore, educational researchers should use other methods such as interviews and observations, in addition to a questionnaire (Wang et al., 2021).

Another important aspect to consider is the dual relationship that the variables analyzed in the present study. Since the main focus was the teachers' well-being and their respective influence on their students, it is possible to find another hidden variable that might have impacted the teachers' well-being. Indeed, some studies have shown that student-teacher relationships impacted students' engagement but not the other way around (Archambault et al., 2013; Engels et al., 2016). Additionally, more research is needed to address conclusions about the different causality of the why some students develop negative relationships with some teachers but not with other teachers (e.g., personality

match of teachers and students, subject perceived as easy or hard, etc.). The current study did not pursuit such a question.

There has been little research on how positive psychology elements can be integrated into educational programs aimed at improving the thinking and performance of language teachers and pupils. Despite the various studies that have shown the importance of positive factors such as grit, well-being, and engagement in predicting academic success (e.g., Teimouri et al., 2020), there is still a lack of research on how these elements can be utilized in educational programs to improve the performance of students and teachers. For instance, Roorda and Bosman (2022) conducted person-centered analyses and found that the relationship profiles of students and teachers revealed that there were significant differences between the primary and secondary schools. This is an important factor to consider since the context-specific nature of the present study revealed results which are relevant for only this particular group of participants.

6.3 Pedagogical Implications

The findings of the current research can help improve the interaction between researchers and practitioners. This study was carried out in Chile, a country with a variety of educational challenges. Teachers are the "lifeblood" (Robinson, 2013) of any education system, which means that their well-being should be a top priority for policymakers and institutional leaders. Even though the current study may not have provided generalizable results, it is important to consider that "besides conducting large-scale studies gathering data from large samples to increase data-to-population generalizability of findings, more future studies can be done on examining perceptions or experiences of a few cases and gathering rich data from them" (Wang et al., 2022, p. 7). This entails that programs and

strategies are going to be placed in order to help teachers boost their general well-being, impart lessons as to how to establish close relationships with their students, thus, engaging their students with their learning more.

6.4 Concluding Remarks

One of the most important factors that can be considered when it comes to improving well-being of language teachers is the multiple roles that they play and multiple duties they are assigned to in the school (Muniandy, 2017; Rashid et al., 2016; Subon & Sigie, 2016; Zarisfizadeh, 2012). Due to the increasing number of changes in language policies, the workload and responsibilities of teachers have become more demanding (Rashid et al., 2016). Many have reported experiencing job dissatisfaction and problematic commitment to their profession (Ghavifekr & Pillai, 2016; Muniandy, 2017; Zarisfizadeh, 2012). According to recent studies, the well-being and grit of L2 teachers are some of the factors that can help improve their teaching effectiveness when it comes to delivering high-quality education (Duckworth, 2016; Kern et al., 2014; Robertson-Kraft & Duckworth, 2014). Moreover, Mercer (2018) discussed the dynamics of L2 classrooms, where the success of learning depends on the psychology of the teachers. Furthermore, research in the field of L2 psychology supports that "teacher psychology not only influences the teacher's own effectiveness in their overall classroom approach, but it also affects learner motivation for learning an L2" (Nazari & Oghyanous, 2021, p. 2). Being a high-quality teacher is associated with a variety of benefits, such as being able to face challenges and improve their skills. It is therefore important that policymakers and teachers are aware of the various factors that can help improve the well-being of language teachers.

REFERENCES

Abrahams, M. J., & Farías, M. (2010). Struggling for change in Chilean EFL teacher education. *Colombian Applied Linguistic Journal*, *12*(2), 110–118. https://doi.org/10.14483/22487085.87

Achor, S. (2011). *The happiness advantage: The seven principles that fuel success and performance at work*. Virgin Books.

Ainsworth, M. D. S., Blehar, M. C., Waters, E., & Wall, S. N. (2015). *Patterns of Attachment: A Psychological Study of the Strange Situation.* London: Psychology Press.

Aldrup, K., Klusmann, U., Lüdtke, O., Göllner, R., & Trautwein, U. (2018). Student misbehavior and teacher well-being: testing the mediating role of the teacher-student relationship. *Learning Instruction. 58*, 126–136. https://doi:10.1016/j.learninstruc.2018.05.006

Alves, Regina; Lopes, Teresa & Precioso, José (2021): "Teachers' Well-Being in Times of Covid-19 Pandemic: Factors that Explain Professional Well-Being". IJERI: *International Journal of Educational Research and Innovation*, *15*, 203-217. DOI: https://doi.org/10.46661/ijeri.5120

Appleton, J. J., Christenson, S. L., Kim, D., & Reschly, A. L. (2006). Measuring cognitive and psychological engagement: Validation of the student engagement instrument. *Journal of School. Psychology. 44*, 427–445. https://doi: 10.1016/j.jsp.2006.04.002

Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools, 45*, 369-386.

Archambault, I., Pagani, L. S., & Fitzpatrick, C. (2013). Transactional associations between classroom engagement and relations with teachers from first through fourth grade. *Learning and Instruction, 23*, 1–9. https://doi.org/10.1016/j.learninstruc.2012. 09.003.

Assor, A., Kaplan, H., & Roth, G. (2002). Choice is good, but relevance is excellent: Autonomy-enhancing and suppressing teacher behaviours predicting students' engagement in schoolwork. *British Journal of Educational Psychology, 72*(2), 261–278. https://doi.org/10.1348/000709902158883

Auliah, A., Thien, L. M., Kho, S. H., Abd Razak, N., Jamil, H., & Ahmad, M. Z. (2021). Exploring positive school attributes: Evidence from school leader and teacher Perspectives. *SAGE Open, 11*(4), 215824402110615. https://doi.org/10.1177/21582440211061572

Baker, J. A. (2006). Contributions of teacher–child relationships to positive school adjustment during elementary school. *Journal of School Psychology*, *44*, 211– 229. https://doi.org/10.1016/j.jsp.2006.02.002.

Bakker, A. B., Hakanen, J. J., Demerouti, E., & Xanthopoulou, D. (2007). Job Resources Boost work engagement, particularly when job demands are high. *Journal of Educational Psychology*, *99*(2), 274–284. https://doi.org/10.1037/0022-0663.99.2.274

Bakker, A. B., & Oerlemans, W. G. M. (2011). Subjective well-being in organizations. *Oxford Handbooks Online*. https://doi.org/10.1093/oxfordhb/9780199734610.013.0014

Barber, M., & Mourshed, M. (2007). *How the world's best-performing school systems come out on top*. McKinsey & Company.

Baumeister, R. F., & Leary, M. R. (1995). The need to belong desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin Journal, 117*, 497–529.

Bergin, C., & Bergin, D. (2009). Attachment in the classroom. *Educational Psychology Review, 21*, 141–170. https://doi: 10.1007/s10648-009-9104-0

Bergin, C., & Bergin, D. (2009). Attachment in the classroom. *Educational Psychology Review*, 21, 141–170. http://dx.doi.org/10.1007/s10648-009-9104-0.

Bergin, D. (2016). Social influences on interest. *Educational Psychologist, 51*, 7–22. https://doi:10.1080/00461520.2015.1133306

Berscheid, E., & Reis, H. T. (1998). Attraction and close relationships. In D. T. Gilbert, S. T. Fiske & G. Lindzey (Eds.), *The handbook of social psychology, 4th*, Vol. 2, pp. 193-281). New York, NY: McGraw-Hill.

Birch, S. H., & Ladd, G. W. (1997). The teacher-child relationship and children's early school adjustment. *Journal of School Psychology*, *35*(1), 61-79. https://doi.org/10.1016/S0022- 4405(96)00029-5

Borg, M. G., & Riding, R. J. (1991). Stress in teaching: A study of occupational stress and its determinants, job satisfaction and career commitment among primary school teachers. *Educational Psychology, 11*, 59–76.

Borman, G. D., & Dowling, N. M. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of Educational Research*, *78*(3), 367-409.

Bosman, R. J., Zee, M., & Koomen, H. M. Y. (2019). Do teachers have different mental representations of relationships with children in cases of hyperactivity versus conduct problems? *School Psychology Review, 48*(4), 333–347. https://doi.org/10.17105/SPR-2018-0086.V48-4

Bowden, J. L. H. (2013). What's in a relationship? *Asia Pacific Journal of Marketing and Logistics, 25*, 428–451. https://doi: 10.1108/APJML-07-2012-0067

Bowlby, J. (1969). *Attachment and Loss*. Basic Books.

Bowlby, J. (1969/1982). *Attachment and loss*: vol. 1. Attachment, 2nd edn. Basic Books.

Bowlby, J. (1999). *Attachment and Loss*, 2nd Edn. Basic Books.

Briner, R., & Dewberry, C. (2007). *Staff wellbeing is key to school success: A research study into the links between staff wellbeing and school performance*. Worklife Support.

Brouskeli, V., Kaltsi, V. & Loumakou, M. (2018). Resilience and occupational well-being of secondary education teachers in Greece. *Issues in Educational Research*, *28*(1), 43-60. http://www.iier.org.au/iier28/brouskeli.pdf

Brown, J. (2001). *Cambridge language teaching library: Using surveys in language programs*. Cambridge University Press.

Brundiers, K., & Wiek, A. (2013). Do we teach what we preach? an international comparison of problem- and project-based learning courses in Sustainability. *Sustainability*, *5*(4), 1725–1746. https://doi.org/10.3390/su5041725

Burke, R. J., & Greenglass, E. (1995). A longitudinal study of psychological burnout in teachers. *Human Relations, 48*, 187–202.

Butler, R. (2012). Striving to connect extending an achievement goal approach to teacher motivation to include relational goals for teaching. *Journal of Educational Psychology, 104*, 726–742. https://doi.org/10.1037/a0028613

Butler, J., & Kern, M. L. (2016). The PERMA-Profiler: A brief multidimensional measure of flourishing. *International Journal of Wellbeing*, *6*(3), 1-48. https://doi.org/10.5502/ijw.v6i3.526

Buyse, E., Verschueren, K., & Doumen, S. (2011). Preschoolers' attachment to mother and risk for adjustment problems in kindergarten: can teachers make a difference? *Social Development*, *20*, 33–50. https://doi.org/10.1111/j.1467-9507.2009.00555.x.

Cabezas , V., Narea , M., Torres Irribarra , D. ., Icaza , M., Escalona , G. ., & Reyes , A. . (2022). Bienestar Docente durante la Pandemia de COVID-19 en Chile: Demandas y Recursos para Afrontar la Angustia Psicológica. *Psykhe*, *31*(1). https://doi.org/10.7764/psykhe.2020.22427

Cáceres, Vidala del Rosario; Gill, Nilsa Elynor y Galeano, María Zunilda (2020): "Incertidumbre docente por pandemia COVID-19". *Academic Disclosure*, *1* (1), 96-108.

Cambridge University Press & Assessment. (2023). *Cambridge English A2 Flyers*. Cambridge English. Retrieved January 17, 2023, from https://www.cambridgeenglish.org/exams-and-tests/flyers/

Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of School Psychology*, *44*, 473–490.

Carbone, S. (2015). *Are Chilean school teachers of English as a foreign language encouraging the personal growth of students in order to tackle inequality?* [Unpublished master's thesis]. King's College, London, England.

Carini, R. M., Kuh, G. D., & Klein, S. P. (2006). Student engagement and student learning: Testing the linkages. *Research in Higher Education*, *47*(1), 1-32.

Carmona-Halty, M., Schaufeli, W. B., & Salanova, M. (2019). Good relationships, good performance: the mediating role of psychological capital – a three-wave study among students. *Frontiers in Psychology 10*, 306. https://doi.org/10.3389/fpsyg.2019.00306

Carroll, A., Flynn, L., Sanders-O'Connor, E., Forrest, K., Bower, J., Fynes-Clinton, S., et al. (2021). In their words: listening to teachers' perceptions about stress in the workplace and how to address it. *Asia-Pac. J. Teach. Educ*. https://doi.org/10.1080/1359866X.2020.1789914.

Celik, S., Toraman, O. S. & Celik, K. (2018). Ogrenci basarısının derse katılım ve ogretmen yakınlıgıyla iliskisi. [The relation of student achievement with course attendance and teacher immediacy]. Kastamonu Egitim Dergisi, 26(1), 209–217. https://doi.org/10.24106/kefdergi.378129

Ciarrochi, J., Kashdan, T. B. & Harris, R. (2013). The foundations of flourishing. In T. B. Kashdan & J. Ciarrochi (Eds.), Mindfulness, acceptance, and positive psychology: The seven foundations of well-being (pp. 1-29). Oakland, United States: Context Press.

Chang, M.-L. (2009). An appraisal perspective of teacher burnout: Examining the emotional work of teachers. *Educational Psychology Review*, *21*, 193–218. https://doi.org/10.1007/s10648-009-9106-y

Chan, D. (2002). Stress, Self-Efficacy, Social Support and Psychological Distress among Prospective Teachers in Hong Kong. *Educational Psychology*, *22*, 557-570. http://dx.doi.org/10.1080/0144341022000023635

Chan, D. W. (2013). Subjective well-being of Hong Kong Chinese teachers: The contribution of gratitude, forgiveness, and the orientations to happiness. *Teaching and Teacher Education*, *32*, 22-30

Cherkowski, S., & Walker, K. (2018). *Teacher wellbeing: Noticing, nurturing, and sustaining flourishing in schools.* Word and Deed Press.

Claro, M. & Mizala, A. (2020), *Propuesta Educacion: Trabajo Interuniversitario Mesa Social COVID 19*, Pontificia Universidad Católica de Chile and Universidad de Chile, Santiago, Vol. 19.

Claro T., & Bedregal G. (2003). Aproximación al estado de salud mental del profesorado en 12 escuelas de Puente Alto, Santiago, Chile. *Revista médica de Chile*, 131(2), 159-167. https://dx.doi.org/10.4067/ S0034-98872003000200005

Collie, R.J., Shapka, J.D., & Perry, N.E. (2012). School climate and social–emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology*, *104*, 1189–1204.

Collie, R. J., Shapka, J. D., Perry, N. E., & Martin, A. J. (2015). Teacher well-being. *Journal of Psychoeducational Assessment*, *33*(8), 744–756. https://doi.org/10.1177/0734282915587990

Cooper, K. S. (2014). Eliciting engagement in the high school classroom: A mixed-methods examination of teaching practices. *American Educational Research Journal, 51*(2), 363–402. https://doi.org/10.3102/0002831213507973

Corbin, C. M., Alamos, P., Lowenstein, A. E., Downer, J. T., & Brown, J. L. (2019). The role of teacher-student relationships in predicting teachers' personal accomplishment and emotional exhaustion. *Journal of School Psychology*, *77*, 1–12. https://doi.org/10.1016/j.jsp.2019.10.001

Corvalán, Mª (2005). La realidad escolar cotidiana y la salud mental de los profesores. *Revista enfoques educacionales*, *7*(1), 69 – 79. Recuperado de http://www.facso.uchile.cl/publicaciones/enfoques/09/Corvalan_N7_2005.pdf

Council on Hemispheric Affairs. (2008, July 30). The failings of Chile's education system: Institutionalized inequality and preference for the affluent. https://bit. ly/2Sr1dBx

Coyle, D. (2007). Content Language Integrated Learning: Towards a Connected Research Agenda for CLIL pedagogies. *International Journal of Bilingual Education and Bilingualism*, 10(5), 543-562. https://doi.org /10.2167/beb459.0

CNN Chile (2020), "Confirman suspensión de Simce 2020 y adelantan que en su reemplazo habra evaluacion 'muestral'", 17 June, available at: https://www.cnnchile.com/pais/simce-2020-suspendido-mineduc-confirmado_20200617/ (accessed 6 July 2020).

Creemers, B. P. M., & Reezigt, G. J. (1996). School level conditions affecting the effectiveness of instruction. *School Effectiveness and School Improvement*, *7*(3), 197–228. https://doi.org/10.1080/0924345960070301

Csikszentmihalyi, M., & Nakamura, J. (2011). “Positive psychology: where did it come from, where is it going?” in *Designing positive psychology: Taking stock and moving forward*. eds. M. K. Sheldon, T. B. Kashdan, and M. F. Steger (New York: Oxford University Press), 3–8.

Darling-Hammond, L. (2000). Teacher quality and student achievement. *Education Policy Analysis Archives*, *8*, 1. https://doi.org/10.14507/epaa.v8n1.2000

Davis, H. A., & Lease, A. M. (2007). Perceived organizational structure for teacher liking: the role of peers’ perceptions of teacher liking in teacher–student relationship quality, motivation, and achievement. *Social Psychology of Education*, *10*, 403–427. https://doi.org/10.1007/s11218-007-9031-1.

Davis, H. A. (2006). Exploring the contexts of relationship quality between middle school students and teachers. The Elementary School Journal, *106*, 193–223. https://doi.org/10.1086/501483.

Day, C., & Gu, Q. (2010). *The new lives of teachers*. Routledge.

de la Barra, E. (2016). Aprendizaje cooperativo en la clase de inglés en cuatro colegios subvencionados de la Región Metropolitana [Cooperative learning in English language classes in four subsidized schools in Santiago]. *Pensamiento Educativo: Revista de Investigación Educacional Latinoamericana*, *53*(1), 1-14. https://doi.org/10.7764/PEL.53.1.2016.10

de la Barra, E., & Carbone, S. (2020). Bridging inequality: Cooperative learning through literature in two vulnerable schools in Santiago. *Profile: Issues in Teachers’ Professional Development*, 22(2), 49–63. https://doi.org/10.15446/profile.v22n2.81384

Derakhshan, A. (2021). The predictability of Turkman students' academic engagement through Persian language teachers' nonverbal immediacy and credibility. *J. Teach. Persian Speakers Other Lang.* 10, 3–26. doi: 10.30479/JTPSOL.2021.14654.1506

Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, *95*(3), 542–575. https://doi.org/10.1037/0033-2909.95.3.542

Diener, E., Suh, E.M., Lucas, R.E., & Smith, H.L. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin*, *125*, 276–302.

Diener, E. & Seligman, M. E. P. (2004). Beyond money: Toward an economy of well-being. *Psychological Science in the Public Interest, 5*(1), 1–31. https://doi.org/10.1111%2Fj.0963-7214.2004.00501001.x

Diener, E. (2009). "Positive psychology: past, present and future" in *Oxford handbook of positive psychology*. eds. C. R. Snyder and S. J. Lopez (New York, NY, US: Oxford University Press), 7–11.

Dorman, J. P., & Ferguson, J. M. (2004). Associations between students' perceptions of mathematics classroom environment and self-handicapping in Australian and Canadian high schools. *McGill Journal of Education*, 3*9*(1), 69–86.

Dörnyei, Z. 2018. 'Foreword' in S. Mercer and A. Kostoulas (eds.). *Language teacher psychology*. Bristol: Multilingual Matters.

Dörnyei, Z. (2018). Motivating students and teachers. In J. I. Liontas (ed.), *TESOL Encycl. Eng. Lang. Teach.*, (Hoboken, NJ: Wiley-Blackwell) 4293–4299. https://doi.org/10.1002/9781118784235.eelt0128

Doumen, S., Verschueren, K., Buyse, E., De Munter, S., Max, K., & Moens, L. (2009). Further examination of the convergent and discriminant validity of the

student-teacher relationship scale. *Infant and Child Development, 18*, 502–520.

Duckworth, A. L., Quinn, P. D. & Seligman, M. E. P. (2009). Positive predictors of teacher effectiveness. *The Journal of Positive Psychology*, *4(*6), 540-547.

Duckworth, A. (2016). *Grit: The power of passion and perseverance.* Simon & Schuster, Inc.

EduGlobal (2012). Primer Censo de Calidad de Vida Docente. Recuperado de http://educacion2020.cl/ documentos/primer-censo-docente-chile-2012/

Eccles, J. S., Wigfield, A., Midgley, C., Reuman, D., Iver, D. M., & Feldlaufer, H. (1993). Negative Effects of Traditional Middle Schools on Students' Motivation. *The Elementary School Journal*, *93(*5), 553–574. https://doi.org/10.2307/1001828

Eldegwy, A., Elsharnouby, T. H., & Kortam, W. (2018). How sociable is your university brand? An empirical investigation of university social augmenters' brand equity. *International Journal of Educational Management, 32*, 912–930. https://doi.org/10.1108/IJEM-12-2017-0346

Engels, N., Aelterman, A., Petegem, K. V., & Schepens, A. (2004). Factors which influence the well-being of pupils in Flemish Secondary Schools. *Educational Studies*, *30*(2), 127–143. https://doi.org/10.1080/0305569032000159787

Engels, M. C., Colpin, H., van Leeuwen, K., Bijttebier, P., van den Noortgate, W., Claes, S., et al. (2016). Behavioral engagement, peer status, and teacher-student relationships in adolescence: A longitudinal study on reciprocal influences. *Journal of Youth and Adolescence*, *45*, 1192–1207.https://doi.org/10.1007/s10964-016-0414-5.

Etikan, I. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, *5*(1), 1. https://doi.org/10.11648/j.ajtas.20160501.11

Falk, D., Shephard, D., & Mendenhall, M. (2022). "I always take their problem as mine" – understanding the relationship between teacher-student relationships and teacher well-being in crisis contexts. *International Journal of Educational Development*, *95*, 102670. https://doi.org/10.1016/j.ijedudev.2022.102670

Fallah, N. (2014). Willingness to communicate in English, communication selfconfidence, motivation, shyness and teacher immediacy among Iranian English-major undergraduates: A structural equation modeling approach. *Learning and Individual Differences*, 30, 140–147. https://doi.org/10.1016/j.lindif.2013.12.006

Falout, J., & Murphey, T. (2018). 13 teachers crafting job crafting. In S. Mercer, & A. Kostoulas (Eds.), *Language teacher psychology* (pp. 211-230). Multilingual Matters.

Fast, L. A., Lewis, J. L., Bryant, M. J., Bocian, K. A., Cardullo, R. A., Rettig, M., & Hammond, K. A. (2010). Does math self-efficacy mediate the effect of the perceived classroom environment on standardized math test performance? *Journal of Educational Psychology*, *102*(3), 729–740. https://doi.org/10.1037/a0018863

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: potential of the concept, state of the evidence. *Review of Educational Research 74*, 59–109. https://doi.org/10.3102/00346543074001059

Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. American Psychologist, *56* (3), 218–226. https://doi.org/10.1037//0003-066X.56.3.218

Fredrickson, B. (2011). *Positivity: Groundbreaking Research to Release Your Inner Optimist and Thrive*. One World Publications.

Galand, B., & Hospel, V. (2013). Peer victimization and school disaffection: Exploring the moderation effect of social support and the mediation effect of depression. *British Journal of Educational Psychology*, *83*, 569–590.

Ghavifekr, S., & Pillai, N. S. (2016). The relationship between school's organizational climate and teacher's job satisfaction: Malaysian experience. *Asia Pacific Education Review*, *17*(1), 87–106. https://doi.org/10.1007/s12564-015-9411-8

Glas, K. (2008). El inglés abre puertas. . . ¿a qué? Análisis del discurso sobre la enseñanza del inglés en Chile, 2003–2006. *Revista Educación y Pedagogía*, *20*(51), 11–122.

Glas, K. (2013) . Teaching English in Chile: A study of teacher perceptions of their professional identity, student motivation and pertinent learning contents. Frankfurt am Main: Peter Lang.

Greenberg, M. T., Brown, J. L., & Abenavoli, R. M. (2016). Teacher stress and health effects on teachers, students, and schools [Issue brief]. Retrieved from http://www.rwjf.org/content/dam/farm/reports/issue_ briefs/2016/rwjf430428

Greenglass, E. R., Burke, R. J., & Konarski, R. (1997). The impact of social support on the development of burnout in teachers: Examination of a model. *Work and Stress, 11*, 267–278.

Golombek, P., & Doran, M. (2014). Unifying cognition, emotion, and activity in language teacher professional development. *Teaching and Teacher Education*, *39*, 102-111.

González, Á., Fernández, M. B., Pino-Yancovic, M., & Madrid, R. (2020). Teaching in the pandemic: Reconceptualizing Chilean educators' professionalism now and for the future. *Journal of Professional Capital and Community*, *5*(3/4), 265–272. https://doi.org/10.1108/jpcc-06-2020-0043

Guerriero, S. (2017). *Pedagogical knowledge and the changing nature of the teaching profession*. OECD Publishing.

Guvenc, H. & Koc, C. (2016). Ortaokul ogrencilerinin etkin katilimi ve yardim isteme egilimleri. [Middle school students' engagement & disaffection and help-seeking tendencies]. Trakya Universitesi Sosyal Bilimler Dergisi, *18*(2), 347–366

Hagenauer, G., & Volet, S. E. (2014). Teacher-student relationship at university: an important yet under-researched field. *Oxford Review of Education, 40*(3), 370–388. https://doi.org/10.1080/03054985.2014.921613.

Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology*, *43*(6), 495–513. https://doi.org/10.1016/j.jsp.2005.11.001

Hamre, B. K., & Pianta, R. C. (2001). Early teacher–child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development*, *72*, 625–638. https://doi.org/10.1111/1467-8624.00301.

Hamre, B. K., & Pianta, R. C. (2004). Self-reported depression in nonfamilial caregivers: Prevalence and associations with caregiver behavior in child-care settings. *Early Childhood Research Quarterly*, *19*, 297–318.

Hamre, B. K., & Pianta, R. C. (2005). Can instructional and emotional support in the first grade classroom make a difference for children at risk of school failure? *Child Development*, 76, 949–967. https://doi.org/10.1111/j.1467-8624.2005.00889.x

Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education*, *14,* 835 –854.

Hargreaves, A. (2000). Mixed emotions: Teachers' perceptions of their interactions with students. *Teaching and Teacher Education*, *16*, 811–826.

Hart, S. R., Stewart, K., & Jimerson, S. R. (2011). The student engagement in schools questionnaire and the teacher engagement report form-new: Examining the preliminary evidence. Contemporary school psychology: Formerly. *California School Psychologist, 15*, 67–79. https://doi.org/10.21832/9781783099467-014

Hattie, J., Anderman, E. M., & Fredricks, J. (2013). Behavioral Engagement in Learning. In *International Guide to Student Achievement* (pp. 42–46). essay, Routledge.

Helgesen, M. (2016). Happiness in ESL/EFL: Bringing positive psychology to the classroom. In P. D. MacIntyre, T. Gregersen, & S. Mercer (Eds.), *Positive Psychology in SLA* (pp. 305–323). Multilingual Matters.

Henry, A., & Thorsen, C. (2018). Teacher-student relationships and L2 motivation. *Mod. Lang. J.* 102, 218–241. https://doi.org/10.1111/modl.12446

Herrada, M., Rojas, D., Zapata, A. (2012). *El desempeño profesional de los profesores de inglés según los datos de la evaluación docente* [The professional performance of

English language teachers according to teacher evaluation data]. https://bit.ly/2S2mrH2

Horwitz, E. K. (1996). Even teachers get the blues: Recognizing and alleviating language teachers' feelings of foreign language anxiety. *Foreign Language Annals*, *29*(3), 365-372.

Howell, R. T., Kern, M. L., & Lyubomirsky, S. (2007). Health benefits: Meta-analytically determining the impact of well-being on objective health outcomes. *Health Psychology Review, 1*, 83–136. https://doi.org/10.1080/1743719070149248610.1080/17437190701492486

Huang, F. L., Lewis, C., Cohen, D. R., Prewett, S. L., & Herman, K. (2018). Bullying involvement, teacher-student relationships, and psychosocial outcomes. *School Psychology Quarterly*, *33*, 223–234. https://doi.org/10.1037/spq0000249

Hué García, Carlos (2012): "Bienestar docente y pensamiento emocional". *Revista Fuentes*, *12*, 47-68.

Hughes, J. N., Cavell, T. A., & Jackson, T. (1999). Influence of teacher–student relationships on aggressive children's development: A prospective study. Journal of Clinical Child Psychology, 28, 173–184. https://doi.org/10.1086/660686

Hughes, J. N. (2011). Longitudinal effects of teacher and student perceptions of teacher-student relationship, qualities on academic adjustment. *Elementary School Journal* 112, 38–60. https://doi.org/10.1086/660686

Huppert, F. A., & So, T. T. C. (2013). Flourishing across Europe: Application of a new conceptual framework for defining well-being. *Social Indicators Research, 110*(3), 837-861.http://dx.doi.org/10.1007/s11205-011-9966-7

Ingersoll, R. (2011). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal, 38*, 499–534. https://doi.org/10.3102%2F00028312038003499

Jennings, P. A., Brown, J. L., Frank, J. L., Doyle, S., Oh, Y., Davis, R., Rasheed, D., DeWeese, A., DeMauro, A. A., Cham, H., & Greenberg, M. T. (2017). Impacts of the care for teachers program on teachers' social and emotional competence and classroom interactions. *Journal of Educational Psychology*, *109(*7), 1010–1028. https://doi.org/10.1037/edu0000187

Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, *79,* 491–525.

Jerome, E. M., Hamre, B. K., & Pianta, R. C. (2009). Teacher-child relationships from kindergarten to sixth grade: Early childhood predictors of teacher-perceived conflict and closeness. *Social Development*, *18*(4), 915–945. https://doi.org/10.1111/j.1467-9507.2008.00508.x

Jiang, A. L., & Zhang, L. J. (2021). University teachers' teaching style and their students' argentic engagement in EFL learning in China: a self- determination theory and achievement goal theory integrated perspective. *Frontiers of Psychology,* 12:704269. https://doi.org/10.3389/fpsyg.2021.704269

Jimerson, S.R., Campos, E., & Greif, J.L. (2003). Toward an understanding of definitions and measures of school engagement and related terms. *The California School Psychologist*, *8*, 7-27.

Jimerson, S. R., Renshaw, T. L., Stewart, K., Hart, S., & O‟Malley, M. (2009). Promoting school completion through understanding school failure: A multi-factorial model of dropping out as a developmental process. *Romanian Journal of School Psychology*, 2, 12-29.

Johnson, S., Cooper, C., Cartwright, S., Donald, I., Taylor, P., & Millet, C. (2005). The Experience of Work-Related Stress across Occupations. *Journal of Managerial Psychology,* 20, 178-187. http://dx.doi.org/10.1108/02683940510579803

Kachru, B.B. (1986). The alchemy of English: The spread, functions, and models of non-native Englishes. University of Illinois Press.

Kahraman, N. (2014). Ogrenci katilimi ve TIMSS 2011 fen basarisi arasindaki iliskinin sınıflara gore karsilastirilmasi. [Cross-grade comparison of relationship between students' engagement and TIMSS 2011 science achievement]. Egitim ve Bilim, *39*(172), 95–107.

Keller, M. M., Frenzel, A. C., Goetz, T., Pekrun, R., & Hensley, L. (2014). "Exploring teacher emotions: A literature review and an experience sampling study," in *Teacher Motivation: Theory and Practice*. eds. P. W. Richardson, S. Karabenick and H. M. G. Watt (New York: Routledge), 69–82.

Kern, M. L., Waters, L., Adler, A. & White, M. (2014). Assessing employee wellbeing in schools using a multifaceted approach: Associations with physical health, life satisfaction, and professional thriving. Psychology, *5*(6), 500-513. https://doi.org/10.4236/psych.2014.56060

Kern, M. L., Waters, L. E., Adler, A., & White, M. A. (2014). A multidimensional approach to measuring well-being in students: Application of the perma framework. *The Journal of Positive Psychology*, *10*(3), 262–271. https://doi.org/10.1080/17439760.2014.936962

Khademi Ashkzari, M., Piryaei, S., & Kamelifar, L. (2018). Designing a causal model for fostering academic engagement and verification of its elect on educational performance. *International Journal of Psychology, 12*, 136–161. https://doi.org/10.24200/ijpb.2018.58146

Khajavy, G. H. (2021). "Modeling the relations between foreign language engagement, emotions, grit and reading achievement," in *Student Engagement in the Language Classroom,* eds P. Hiver., A. H. Al-Hoorie., and S. Mercer (Bristol: Multilingual Matters), 241–259.

Klassen, R. M., & Chiu, M. M. (2011). The occupational commitment and intention to quit of practicing and pre-service teachers: Influence of self-efficacy, job stress, and teaching context. *Contemporary Educational Psychology*, *36*(2), 114–129. https://doi.org/10.1016/j.cedpsych.2011.01.002

Kim-Prieto, C., Diener, E., Tamir, M., Scollon, C., & Diener, M. (2013). Integrating the diverse definitions of happiness: A time-sequential framework of subjective well-being. *Happiness Studies Book Series*, 47–75. https://doi.org/10.1007/978-94-007-5702-8_4

King, J., & Ng, K.-Y. S. (2018). Teacher emotions and the emotional labour of second language teaching. In S. Mercer & A. Kostoulas (Eds.), *Language teacher psychology* (pp. 141-157). Blue Ridge Summit, PA:Multilingual Matters.

Klem, A. M., & Connell, J. P. (2004). Relationships matter: linking teacher support to student engagement and achievement. *Journal of School Health, 74*, 262–273. https://doi.org/10.1111/j.1746-1561.2004.tb08283.x

Kokkinos, C. M. (2007). Job stressors, personality and burnout in primary school teachers. *British Journal of Educational Psychology, 77*, 229–243.

Konstantopoulos, S. (2006), "Trends of school effects on student achievement: Evidence from NLS:72, HSB:82, and NELS:92", *Teachers College Record,* http://dx.doi.org/10.1111/j.1467-9620.2006.00796.x.

Koomen, H. M., & Jellesma, F. C. (2015). Can closeness, conflict, and dependency be used to characterize students' perceptions of the affective relationship with their teacher? Testing a new child measure in middle childhood. *British Journal of Educational Psychology, 85*, 479–497. https://doi.org/10.1111/bjep.12094

Krajcik, J. S., & Shin, N. (2014). Project-Based Learning. *The Cambridge Handbook of the Learning Sciences*, 275–297. https://doi.org/10.1017/cbo9781139519526.018

Krekel, C., Ward, G., De Neve, J. M. (2019). Employee wellbeing, productivity, and firm performance. *Saïd Business School WP 2019-04*. Saïd Business School.

Kuh, G. D. (2009). What student affairs professionals need to know about student engagement? *Journal of College Student Development, 50*(6), 683-706.

Ladd, G. W., & Dinella, L. M. (2009). Continuity and change in early school engagement: predictive of children's achievement trajectories from first to eighth grade? *Journal of Educational Psychology, 101*, 190–206. https://doi.org/10.1037/a0013153

Lasekan, O.A. (2019). How well prepared are Chilean beginning English teachers to meet job demands in English language teaching industry?. *Journal of Entrepreneurship Education*, *22*(6).

Lei, H., Cui, Y., & Zhou, W. (2018). Relationships between student engagement and academic achievement: a meta-analysis. *Social Behavior and Personality, 46*, 517–528. https://doi.org/10.2224/sbp.7054

Le Cornu, R. (2013). Building early career teacher resilience: The role of relationships. *Australian Journal of Teacher Education*, *38*(4), 1-16. https://doi.org/10.14221/ajte.2013v38n4.4

Li, C., Jiang, G., & Dewaele, J.-M. (2018). Understanding Chinese high school students' foreign language enjoyment: validation of the Chinese version of the foreign language enjoyment scale. *System 76*, 183–196. https://doi.org/10.1016/j.system.2018.06.004

Li, P.-H., Mayer, D., & Malmberg, L.-E. (2022). Teacher well-being in the classroom: A micro-longitudinal study. *Teaching and Teacher Education*, *115*, 103720. https://doi.org/10.1016/j.tate.2022.103720

Lietaert, S., Roorda, D., Laevers, F., Verschueren, K., & de Fraine, B. (2015). The gender gap in student engagement: The role of teachers' autonomy support, structure, and involvement. *British Journal of Educational Psychology*, *85*, 498–518. https://doi.org/ 10.1111/bjep.12095.

Liu, S., & Onwuegbuzie, A. J. (2012). Chinese Teachers' Work Stress and Their Turnover Intention. *International Journal of Educational Research*, *53*, 160-170. http://dx.doi.org/10.1016/j.ijer.2012.03.006

Lopez, S. J., & Snyder, C. R. (2009). *Oxford handbook of positive psychology*. Oxford: Oxford University Press. Lovett, N., & Lovett, T. (2016). Wellbeing in education: Staff matter. *International Journal of Social Science and Humanity*, *6*(2), 107–112. https://doi.org/10.7763/ijssh.2016.v6.628

Lyubomirsky, S. (2011). Hedonic adaptation to positive and negative experiences. In S. Folkman (Ed.), *The Oxford handbook of stress, health, and coping* (pp. 200-224). New York: Oxford University Press.

Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin, 131*(6), 803–855. https://doi.org/10.1037/0033-2909.131.6.80

Lyubomirsky, S., & Layous, K. (2013). How do simple positive activities increase well-being? *Current Directions in Psychological Science*, 22 (1), 57–62.https://doi.org/10.1177/0963721412469809

Lyubomirsky, S. (2013). *The how of happiness: A practical guide to getting the life you want*. Piatkus.

MacIntyre, J. C., Worsley, J., Corcoran, R., Harrison Woods, P., & Bentall, R. P. (2018). Academic and non-academic predictors of student psychological distress: the role of social identity and loneliness. *Journal of Mental Health, 27*, 230–239. https://doi.org/.1080/09638237.2018.1437608

MacIntyre, P.D., Ross, J., Talbot, K., et al. (2019). Stressors, personality and wellbeing among language teachers. *System*, *82*, 26–38.

MacIntyre, P. D., Gregersen, T., & Mercer, S. (2020). Language teachers' coping strategies during the COVID-19 conversion to online teaching: Correlations with stress,

wellbeing and negative emotions. *System*, *94*, 102352. https://doi.org/10.1016/j.system.2020.102352

Malmberg, L.-E., & Hagger, H. (2009). Changes in student teachers' agency beliefs during a teacher education year, and relationships with observed classroom quality, and day-to-day experiences. *British Journal of Educational Psychology*, *79*, 677–694

Mantzicopoulos, P., & Neuharth Pritchett, S. (2003). Development and validation of a measure to assess head start children's appraisals of teacher support. *Journal of School Psychology*, *41*, 431–451. https://doi.org/10.1016/j.jsp.2003.08.002

Marchesi, Álvaro (2007). *Sobre el bienestar de los docentes*. Madrid: Alianza.

Mashburn, A., Pianta, R., Hamre, B., Downer, J., Barbarin, O., Bryant, D., & Early, D. (2008). Measures of classroom quality in pre-kindergarten and children's development of academic, language, and social skills. *Child Development*, *79*, 732–749. https://doi.org/10.1111/j.1467-8624.2008.01154.x

Mason, S. (2017). Foreign language teacher attrition and retention research: A meta-analysis. *NECTFL Review, 80*, 47–68.

Matear, A. (2006). Barriers to equitable access: Higher education policy and practice in Chile since 1990. *Higher Education Policy*, *19*(1), 31–49. https://doi.org/10.1057/palgrave.hep.8300114

McBride, K. (2010). Podcasts and second language learning: Promoting listening comprehension and intercultural competence. In L. B. Abraham & L. Williams (Eds.), *Electronic discourse in language learning and language teaching* (pp. 153–168). John Benjamins Publishing Company. https://doi.org/10.1075/lllt.25.12mcb

McCollum, E. C., & Yoder, N. P. (2011). School culture, teacher regard, and academic aspirations among middle school students. *Middle Grades Research Journal*, *6*, 65–74.

McGrath, K. F., & van Bergen, P. (2015). Who, when why and to what end? Students at risk of negative student-teacher relationships and their outcomes. *Educational Research Review, 14*, 1–17. https://doi.org/10.1016/j.edurev.2014.12.001.

McMahan, E. A., Ryu, S., & Choi, I. (2014). Lay conceptions of well-being among undergraduate students from the United States and South Korea: Culture-level differences and correlates. *Social Indicators Research, 119*(1), 321–339. https://doi.org/10.1007/s11205-013-0476-7

Mercer, S., Oberdorfer, P., & Saleem, M. (2016). Helping language teachers to thrive: Using positive psychology to promote teachers' professional well-being. In D. Gabrys-Barker, & D.Galajda (Eds.), *Positive Psychology Perspectives on Foreign Language Learning and Teaching* (pp. 213–229). Springer.

Mercer, S., & Kostoulas, A. (Eds.). (2018). *Language teacher psychology*. Blue Ridge Summit, PA:Multilingual Matters.

Mercer, S. (2019). "Language learner engagement: Setting the scene," in *Second Handbook of English Language Teaching*. ed. X. Gao (Basel, Switzerland: Springer), 1–19.

Mercer, S., & Dörnyei, Z. (2020). *Engaging Language Learners in Contemporary Classrooms*. Cambridge: Cambridge University Press.

Mercer, S., & Gregersen, T. (2020). *Teacher Wellbeing*. Oxford: Oxford University Press.

Ministerio de Educación (2005). *Informe Comisión sobre Formación Inicial Docente Serie Bicentenario*. Chile: Ministerio de Educación.

Ministerio de Educación (2005). *Encuesta Longitudinal de Docentes. Análisis y principales resultados*. Chile: Ministerio Educación.

Montgomery, C., & Rupp, A. A. (2005). Meta-Analysis for Exploring the Diversity Causes and Effects of Stress in Teachers. *Canadian Journal of Education*, 28, 458-486. http://dx.doi.org/10.2307/4126479

Moreira-Arenas, Alexis (2021): "Una respuesta a la pandemia: la innovación educativa en las escuelas chilenas". *Revista Saberes Educativos*, *7*, 60-72.

Muniandy, J. (2017). An investigation on English teachers'psychological well-being and their job satisfaction. *International Journal of Novel Research in Humanity and Social Sciences*, *4(*2), 20–31.

Nazari, M., & Oghyanous, P. A. (2021). Exploring the role of experience in L2 teachers' turnover intentions/occupational stress and psychological well-being/grit: A mixed methods study. *Cogent Education*, *8*(1), 1–15. https://doi.org/10.1080/2331186X.2021.1892943

Noddings, N. (2005). Identifying and responding to needs in education. *Cambridge Journal of Education*, *35*(2), 147–159. https://doi.org/10.1080/03057640500146757

Newberry, M., & Davis, H. A. (2008). The role of elementary teachers' conceptions of closeness to students on their differential behavior in the classroom. *Teaching and Teacher Education, 24*, 1965–1985. https://doi.org/10.1016/j.tate.2008.02.015

Nurmi, J. E., & Kiuru, N. (2015). Students' evocative impact on teacher instruction and teacher-child relationships: theoretical background and an overview of previous research. *International Journal of Behavioral Development, 39*, 445–457. https://doi.org/10.1177/0165025415592514

OECD (2014), TALIS 2013 Results: An International Perspective on Teaching and Learning, TALIS, OECD Publishing, Paris, https://dx.doi.org/10.1787/9789264196261-en.

O'Connor, K. E. (2008). "You choose to care": Teachers, emotions and professional identity. *Teaching and Teacher Education, 24*, 117–126

Oishi, S. (2010). Culture and well-being: Conceptual and methodological issues. In E. Diener, J. F. Helliwell, & D. Kahneman (Eds.), International differences in well-being (pp. 34–69). Oxford University Press.

Olivier, E., & Archambault, I. (2017). Hyperactivity, inattention, and student engagement: The protective role of relationships with teachers and peers. *Learning and Individual Differences*, *59*, 86–95. https://doi.org/10.1016/j.lindif.2017.09.007

Parker, P. D., Martin, A. J., Colmar, S., & Liem, G. A. (2012). Teachers' workplace well-being: Exploring a process model of goal orientation, coping behavior, engagement, and Burnout. *Teaching and Teacher Education*, *28*(4), 503–513. https://doi.org/10.1016/j.tate.2012.01.001

Pasta T., Mendola M., Longobardi C., Prino L. E., & Gastaldi F. G. M. (2013) Attribution style of children with and without specific learning disability. *Electronic Journal of Research in Educational Psychology, 11*, 649–664. https://doi.org/10.14204/ejrep.31.13064

Patrick, H., Anderman, L. H., & Ryan, A. M. (2002). Social motivation and the classroom social environment. In C. Midgley (Ed.), *Goals, goal structures, and patterns of adaptive learning* (pp. 85–108). Lawrence Erlbaum Associates Publishers.

Patrick, H., Ryan, A. M., & Kaplan, A. (2007). Early adolescents' perceptions of the classroom social environment, motivational beliefs, and engagement. *Journal of Educational Psychology, 99*(1), 83–98. https://doi.org/10.1037/0022-0663.99.1.83

Pekrun, R., & Linnenbrink-Garcia, L. (2012). "Academic emotions and student engagement," in *Handbook of Research on Student Engagement*. eds. S. L. Christenson, A. L. Reschly and C. Wylie (New York, NY: Springer), 259–282.

Peterson, C. (2006). *A primer in positive psychology*. New York: Oxford University Press.

Peterson, C. (2013). *Pursuing the good life: 100 reflections on positive psychology.* Oxford University Press.

Pianta, R. C., Steinberg, M. S., & Rollins, K. B. (1995). The first two years of school: Teacher-child relationships and deflections in children's classroom adjustment. *Development and Psychopathology*, *7*, 295-312. https://doi.org/10.1017/S0954579400006519

Pianta, R.C. (2001). STRS: Student–Teacher Relationship Scale: Professional manual. Odessa, FL: Psychological Assessment Resources.

Pianta, R.C., Hamre, B., & Stuhlman, M. (2003). Relationships between teachers and children. In W.M. Reynolds, G.E. Miller, & I.B. Weiner (Eds.), Handbook of psychology. Vol. 7. *Educational psychology* (pp. 199–234). Hoboken, NJ: Wiley.

Pianta, R. C., Belsky, J., Vandergrift, N., Houts, R., & Morrison, F. (2008a). Classroom effects on children's achievement trajectories in elementary school. *American Educational Research Journal, 45*, 365–397. https://doi.org/10.3102/0002831207308230

Pianta, R. C., Mashburn, A. J., Downer, J. T., Hamre, B. K., & Justice, L. (2008b). Effects of web-mediated professional development resources on teacher-child interactions in pre-kindergarten classrooms. *Early Childhood Research Quarterly, 23*, 431–451. https://doi.org/10.1016/j.ecresq.2008.02.001

Pianta, R. C., & Allen, J. P. (2008). Building capacity for positive youth development in secondary school classrooms: Changing teachers' interactions with students. In M. Shinn & H. Yoshikawa (Eds.), *Toward positive youth development: Transforming schools and community programs* (pp. 21–39). Oxford University Press. https://doi.org/10.1093/acprof:oso/9780195327892.003.0002

Pianta, R. C., & Hamre, B. K. (2009). Conceptualization, measurement, and improvement of classroom processes: Standardized observation can leverage capacity. *Educational Researcher, 38*(2), 109–119. https://doi.org/10.3102/0013189X09332374

Piechurska-Kuciel, E. (2011). Foreign language teacher burnout: A research proposal. In M. Pawlak (Ed.), *Extending the boundaries of research on second language learning and teaching* (pp. 211–223). Springer.

Pishghadam, R., Derakhshan, A., Zhaleh, K., & Al-Obaydi, L. H. (2021). Students' willingness to attend EFL classes with respect to teachers' credibility, stroke, and success: a cross-cultural study of Iranian and Iraqi students' perceptions. *Curricular Psychology*, *40*, 1–15. https://doi.org/10.1007/s12144-021-01738-z

Pishghadam, R., Derakhshan, A., Jajarmi, H., Tabatabaee Farani, S., & Shayesteh, S. (2021a). Examining the role of teachers' stroking behaviors in EFL learners'

active/passive motivation and teacher success. *Frontiers of Psychology,* 12:707314. https://doi.org/10.3389/fpsyg.2021.707314

Pishghadam, R., Derakhshan, A., Zhaleh, K., & Al-Obaydi, L. H. (2021b). Students' willingness to attend EFL classes with respect to teachers' credibility, stroke, and success: a cross-cultural study of Iranian and Iraqi students' perceptions. *Curricular Psycholo*gy. https://doi.org/10.1007/s12144-021-01738-z

Rashid, R. A., Rahman, S. B. A., & Yunus, K. (2016). Reforms in the policy of English language teaching in Malaysia. *Policy Futures in Education*, *15*(1), 100–112. https://doi.org/10.1177/1478210316679069

Ramos, A.T. (2002). Is private education better?: Evidence from Chile (No. 147). *Central Bank of Chile.*

Raufelder, D., Scherber, S., & Wood, M. A. (2016). The interplay between adolescents' perceptions of teacher-student relationships and their academic self-regulation: Does liking a specific teacher matter? *Psychology in the Schools*, *53*, 736–750. https://doi.org/10.1002/ pits.21937

Reschly, A.L., & Christenson, S.L. (2006). Prediction of dropout among students with mild disabilities: A case for inclusion of student engagement variables. *Remedial and Special Education*, *27*, 276-292. https://doi.org/10.1177/07419 325060270050301

Reeve, J., Jang, H., Carrell, D., Jeon, S., & Barch, J. (2004). Enhancing students' engagement by increasing teachers' autonomy support. *Motivation and Emotion, 28*, 147–169. https://doi.org/10.1023/B:MOEM.0000032312.95499.6f

Reeve, J. (2006). Teachers as Facilitators: What Autonomy-Supportive Teachers do and why their Students Benefit. *The Elementary School Journal, 106*(3), 225–236. https://doi.org/10.1086/501484

Reeve, J., & Jang, H. (2006). What teachers say and do to support students' autonomy during a learning activity. *Journal of Educational Psychology, 98*(1), 209–218. https://doi.org/10.1037/0022-0663.98.1.209

Reeve, J. (2012). "A self-determination theory perspective on student engagement," in *Handbook of Research on Student Engagement*. eds. S. L. Christenson, A. L. Reschly and C. Wylie (New York: Springer), 149–172.

Reyes, M. R., Brackett, M. A., Rivers, S. E., White, M., & Salovey, P. (2012). Classroom emotional climate, student engagement, and academic achievement. *Journal of Educational Psychology, 104*(3), 700–712. https://doi.org/10.1037/a0027268

Robinson, K. (2013). How to escape education's Death Valley. Retrieved April 21, 2018, from https://www. ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley/transcript.

Roberts, B. W., Kuncel, N. R., Shiner, R., Caspi, A., & Goldberg, L. R. (2007). The power of personality: The comparative validity of personality traits, socioeconomic status, and cognitive ability for predicting important life outcomes. *Perspectives on Psychological Science*, *2*(4), 313–345. https://doi.org/10.1111/j.1745-6916.2007.00047.x

Robertson-Kraft, C., & Duckworth, A. L. (2014). True grit: Trait-level perseverance and passion for long-term goals predicts effectiveness and retention among novice teachers. *Teachers College Record*, *116*(3), 1–27.

Roorda, D. L., Jak, S., Zee, M., Oort, F. J., & Koomen, H. M. Y. (2017). Affective teacher-student relationships and students' engagement and achievement: A meta-analytic update and test of the mediating role of engagement. *School Psychology Review*, *46*, 1–23. https://doi.org/10.17105/SPR-2017-0035.V46-3.

Roorda, D. L., Koomen, H. M. Y., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher-student relationships on students' school engagement and achievement: A meta-analytic approach. *Review of Educational Research*, *81*, 493–529. https://doi.org/10.3102/0034654311421793

Roorda, D. L., & Bosman, R. J. (2022). What if I don't like all of them? A person-centered approach to examine student–teacher relationships in the first year of Secondary School. *The Journal of Early Adolescence*, *42*(8), 1026–1051. https://doi.org/10.1177/02724316221088755

Roth, G., Assor, A., Kanat-Maymon, Y., & Kaplan, H. (2007). Autonomous motivation for teaching: How self-determined teaching may lead to self-determined learning. *Journal of Educational Psychology*, *99*, 761–774.

Royer, D. J., Lane, K. L., Dunlap, K. D., & Ennis, R. P. (2019). A systematic review of teacher-delivered behavior-specific praise on K–12 student performance. *Remedial Special Education, 40*, 112–128. https://doi.org/10.1177/0741932517751054

Russell VJ, Ainley M, Frydenberg E (2005). Student motivation and engagement. In: *Schooling issues digest*. From: http://pandora.nla.gov.au/pan/26080/20051107-0000/www.dest.gov.au/sectors/school_education/publications_resources/schooling_issues_digest/schooling_issues_digest_ motivation_engagement.htm. Accessed 3 Sep 2022

Ryan, A. M., & Patrick, H. (2001). The classroom social environment and changes in adolescents' motivation and engagement during middle school. *American Educational Research Journal, 38*(2), 437–460. https://doi.org/10.3102/00028312038002437

Ryff, C. D., & Singer, B. H. (2008). Know thyself and become what you are: A eudaimonic approach to psychological well-being. *Journal of Happiness Studies, 9*, 13–39. https://doi.org/10.1007/s10902-006-9019-0

Said, C. (2020), "Mineduc dice que colegios deben prepararse para un regreso gradual a clases", *La Tercera*, Vol. 4 June, available at: https://www.latercera.com/nacional/noticia/mineduc-dice-quecolegios-deben-prepararse-para-un-regreso-gradual-a-clases/ (accessed 15 June 2020).

Sakiz, G., Pape, S. J., & Hoy, A. W. (2012). Does perceived teacher affective support matter for middle school students in mathematics classrooms? *Journal of School Psychology*, *50*(2), 235–255. https://doi.org/10.1016/j.jsp.2011.10.005

Sato, M., Fernández Castillo, F., & Oyanedel, J. C. (2022). Teacher motivation and burnout of English-as-a-foreign-language teachers: Do demotivators really demotivate them? *Frontiers in Psychology*, *13*. https://doi.org/10.3389/fpsyg.2022.891452

Sato, M. (2022). Chapter 4. Mixed Methods Research in Isla. *Research Methods in Applied Linguistics*, 79–102. https://doi.org/10.1075/rmal.3.04sat

Schaufeli, W. B., Salanova, M., González-Romá, V., & Bakker, A. B. (2002). The measurement of engagement and burnout: a two sample confirmatory factor analytic approach. *Journal of Happiness Studies, 3*, 71–92. https://doi.org/10.1023/A:1015630930326

Schaufeli, W. B., Bakker, A. B., & Salanova, M. (2006). The measurement of work engagement with a short questionnaire. *Educational and Psychological Measurement*, *66*(4), 701–716. https://doi.org/10.1177/0013164405282471

Schleicher, A. (2018). *Valuing our teachers and raising their status how communities can help*. OECD Publishing.

Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist, 55*, 5–14. https://doi.org/10.1037/0003-066X.55.1.5

Seligman, M. E. P., & Peterson, C. (2003). Positive clinical psychology. In L. G. Aspinwall & U. M.

Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. New York, NY: Free Press.

Seligman, M. E. P. (2011). *Learned optimism.* William Heinemann

Seligman, M. E. P. (2012). *Flourish: A visionary new understanding of happiness and well-being.* Free Press

Shin, S., Mercer, S., Babic, S., Sulis, G., Mairitsch, A., King, J., & Jin, J. (2021). Riding the happiness curve: The wellbeing of mid-career phase language teachers. *The Language Learning Journal*, 1–13. https://doi.org/10.1080/09571736.2021.1979632

Sinatra, G. M., Heddy, B. C., & Lombardi, D. (2014). The challenge of defining and measuring student engagement in science. *Educational Psychology, 50*, 1–13. https://doi.org/ 10.1080/00 461520.2014.1002924

Skinner, E. A. & Belmont, M. J. (1993). Motivation in the classroom: reciprocal effects of teacher behaviour and student engagement across the school year. *Journal of Educational Psychology*, *85*, 571–581. https://doi.org/10.1037/0022-0663.85.4.571

Skinner, E., Furrer, C., Marchand, G., & Kindermann, T. (2008). Engagement and disaffection in the classroom: Part of a larger motivational dynamic? *Journal of Educational Psychology*, *100*, 765–781. https://doi.org/10.1037/a0012840.

Skinner EA, Kindermann TA, Connell JP, Wellborn JG (2009). *Engagement and disaffection as organizational constructs in the dynamics of motivational development.* In: Wentzerl KR, Wigfield A (eds) Handbook of motivation at school. Routledge, London, pp 223–245

Skinner, E. & Pitzer, J. R. (2012). Developmental dynamics of student engagement, coping, and everyday resilience. In S. Christenson A. Reschly & C. Wylie (Eds.), The handbook of research on student engagement (pp. 21–44). New York, NY: Springer Science.

Smith, M., & Bourke, S. (1992). Teacher stress: Examining a model based on context, workload, and satisfaction. *Teaching and Teacher Education, 8*, 31–46.

Soto, C. (2020), "Ministerio de Educacion anuncia que el Simce se realizara este ano pero tendr ~ a caracter 'diagnostico sin consecuencias'", *La Tercera*, Vol. 12 May, available at: https://www.latercera.com/nacional/noticia/ministerio-de-educacion-anuncia-que-el-simce-2020-tendracaracter-diagnostico-sin-consecuencias/ (accessed 15 June 2020).

Spilt, J. L. (2010). Relationships between teachers and disruptive children in kindergarten: An exploration of different methods and perspectives, and the possibility of change.

Doctoral thesis, University of Amsterdam, The Netherlands. http://dare.uva.nl/record/331714.

Spilt, J. L., & Koomen, H. M. Y. (2009). Widening the view on teacher–child relationships: Teachers' narratives concerning disruptive versus nondisruptive children. *School Psychology Review*, *38*(1), 86–101. https://doi.org/10.1080/02796015.2009.12087851

Spilt, J. L., Koomen, H. M., & Thijs, J. T. (2011). Teacher wellbeing: The importance of teacher–student relationships. *Educational Psychology Review*, *23*(4), 457–477. https://doi.org/10.1007/s10648-011-9170-y

Staudinger (Eds.), *A psychology of human strengths: Fundamental questions and future directions for a positive psychology* (pp. 305–317). *American Psychological Association.* https://doi.org/10.1037/10566-021

Steger, M. F. (2012). Experiencing meaning in life: Optimal functioning at the nexus of spirituality, psychopathology, and wellbeing. In P. T. P. Wong (Ed.), *The human quest for meaning* (2nd ed., pp. 165–184). New York, NY: Routledge.

Stoeber, J., & Rennert, D. (2008). Perfectionism in School Teachers: Relations with Stress Appraisals, Coping Styles, and Burnout. *Anxiety, Stress & Coping, 21*, 37-53. http://dx.doi.org/10.1080/10615800701742461

Subon, F., & Sigie, M. M. (2016). Burnout among primary and secondary school teachers in Samarahan district. *IOSR Journal of Humanities and Social Science*, *21*(8), 28–41. https://doi.org/10.9790/0837-2108112841

Svalberg AM-L (2009) Engagement with language: interrogating a construct. *Lang Aware* 18(3–4):242–258

Swanson, P. (2008). Efficacy and interest profile of foreign language teachers during a time of critical shortage. *NECTFL Review, 62*, 55–74.

Taylor, S. E. (2011). Social support: A review. In H. S. Friedman (Ed.), *The Oxford handbook of health psychology* (pp. 189–214). New York, NY: Oxford University Press.

Tennant, R., Hiller, L., Fishwick, R., Platt, S., Joseph, S., Weich, S., Parkinson, J., Secker, J., & Stewart-Brown, S. (2007). The warwick-edinburgh mental well-being scale (WEMWBS): Development and UK validation. Health and Quality of Life Outcomes, 5, 63. https://doi.org/10.1186/1477-7525-5-6

Thijs, J., Westhof, S., & Koomen, H. (2012). Ethnic incongruence and the student–teacher relationship: the perspective of ethnic majority teachers. *Journal of School Psychology*, *50*, 257–273. https://doi.org/10.1016/j.jsp.2011.09.004.

Tosto, M. G., Asbury, K., Mazzocco, M. M. M., Petrill, S. A., & Kovas, Y. (2016). From classroom environment to mathematics achievement: The mediating role of self-perceived ability and subject interest. *Learning and Individual Differences*, *50*, 260–269. https://doi.org/10.1016/ j.lindif.2016.07.009

Turner, K., & M. Thielking. 2019. "Teacher Wellbeing: Its Effects on Teaching Practice and Student Learning." *Issues in Educational Research 29*(3): 938–960

Upadyaya, K., & Eccles, J. S. (2014). How do teachers' beliefs predict children's interest in math from kindergarten to sixth grade? *Merrill-Palmer Quarterly: Journal of Developmental Psychology*, *60,* 403–430. https://doi.org/10.13110/merrpalmquar1982.60.4.0403

Verschueren, K., Doumen, S., & Buyse, E. (2012). Relationships with mother, teacher, and peers: Unique and joint effects on young children's self-concept. *Attachment & Human Development, 14*, 233–248.

Verschueren, K., & Koomen, H. M. (2012). Teacher-child relationships from an attachment perspective. *Attachment & Human Development, 14*(3), 205–211. https://doi.org/10.1080/14616734.2012.672260

Walker, C.O., Greene, B. A., & Mansell, R.A. (2006). Identification with academics, intrinsic/extrinsic motivation, and self-efficacy as predictors of cognitive engagement. *Learning and Individual Differences, 16*, 1-12. https://doi.org/10.1016/j.lindif.2005.06.004

Wang, M.-T., Brinkworth, M., & Eccles, J. (2013). Moderating effects of teacher-student relationship in adolescent trajectories of emotional and behavioral adjustment. *Developmental Psychology*, *49*, 690. https://doi.org/10.1037/a0027916

Wang, Y. L., & Derakhshan, A. (2021). Review of the book investigating dynamic relationships among individual difference variables in learning English as a foreign language in a virtual world, by M. Kruk. *System 100*:102531. https://doi.org/10.1016/j.system.2021.102531

Wang, Y. L., & Guan, H. F. (2020). Exploring demotivation factors of Chinese learners of English as a foreign language based on positive psychology. *Revista Argentina de Clinica Psicológica, 29*, 851–861. https://doi.org/10.24205/03276716.2020.116

Wang, Y. L., Derakhshan, A., & Zhang, L. J. (2021). Researching and practicing positive psychology in second/foreign language learning and teaching: the past, current status and future directions. *Frontiers of Psycholo*gy, *12:*731721. https://doi.org/10.3389/fpsyg.2021.731721

Warr, P. (1994). A conceptual framework for the study of Work and Mental Health. *Work & Stress*, *8*(2), 84–97. https://doi.org/10.1080/02678379408259982

Weiland, A. (2021). Teacher well-being: Voices in the field. *Teaching and Teacher Education*, 99, 103250. https://doi.org/10.1016/j.tate.2020.103250

Wentzel, K. R. (1997). Student motivation in middle school: The role of perceived pedagogical caring. *Journal of Educational Psychology, 89*, 411–419. https://doi.org/10.1037/0022-0663.89.3.411

Wentzel, K. (2012). "Commentary: Sociocultural contexts, social competence, and engagement at school," in *Handbook of Research on Student Engagement*. eds. S. L. Christenson, A. L. Reschly and Y. C. Wylie (New York: Springer). 479–488.

Wentzel, K. R., Baker, S. A., & Russell, S. L. (2012). Young adolescents' perceptions of teachers' and peers' goals as predictors of social and academic goal pursuit. *Applied Psychology, 61*(4), 605–633. https://doi.org/10.1111/j.1464-0597.2012.00508.x

Wentzel, K. R., Battle, A., Russell, S. L., & Looney, L. B. (2010). Social supports from teachers and peers as predictors of academic and social motivation. *Contemporary Educational Psychology, 35*, 193–202. https://doi.org/10.1016/j.cedpsych.2010.03.002

Williams, J. D. (2003). Student engagement at school. A sense of belonging and participation. Paris: *Organization for Economic Co-operation and Development.*

Worth, J., De Lazzari, G., & Hillary, J. (2017). *Teacher retention and turnover research: Interim report*. NFER.

Wright, T. A., & Cropanzano, R. (2000). Psychological well-being and job satisfaction as predictors of job performance. *Journal of Occupational Health Psychology, 5*(1), 84–94. https://doi.org/10.1037/1076-8998.5.1.84

Wubbels, T., & Brekelmans, M. (2005). Two decades of research on teacher–student relationships in class. *International Journal of Educational Research*, *43*(1-2), 6–24. https://doi.org/10.1016/j.ijer.2006.03.003

Xie, F., & Derakhshan, A. (2021). A conceptual review of positive teacher interpersonal communication behaviors in the instructional context. *Frontiers of Psychology, 12:*708490. https://doi.org/10.3389/fpsyg.2021.708490

Yilorm, Y. (2016). Proceso de enseñanza aprendizaje de la lengua inglesa en escuelas públicas chilenas: ¿producción o reproducción? [The learning teaching process of English as a foreign language in Chilean public schools: Production or reproduction?]. *Estudios Pedagógicos*, *42,* 103–116. https://doi.org/10.4067/S0718-07052016000300009

Yuan, L. (2015). The happier one is, the more creative one becomes: An investigation on inspirational positive emotions from both subjective well-being and satisfaction at work. *Psychology*, *06*(03), 201–209. https://doi.org/10.4236/psych.2015.63019

Zarisfizadeh, S. (2012). Job satisfaction factors among English language teachers in Malaysia. *International Journal of Applied Linguistics & English Literature*, *1*(4), 30–36. https://doi.org/10.7575/ijalel.v.1n.4p.30

Zhang, Y., & Wildemuth, B. M. (2017). Qualitative analysis of content. In B. M. Wildemuth (Ed.), Applications of social research methods to applications to question in information and library science. Second Edition, 318-329.

APPENDIX A: TEACHERS' QUESTIONNAIRE

CONSENTIMIENTO INFORMADO

Usted ha sido seleccionado para participar en el estudio "La relación entre el bienestar, la relación entre el profesor/a y estudiante, y el rendimiento académico de los estudiantes" a cargo de los investigadores Manuela Cisternas y Masatoshi Sato de la Universidad Andrés Bello.

Este estudio tiene por objetivo explorar las opiniones de los profesores de inglés como segunda lengua relacionado a estudio de esta. Estamos interesados en investigar como los profesores perciben y usan la investigación en sus salas de clases.

Se le ha solicitado participar en esta actividad en forma voluntaria y Ud. puede elegir no responder a todas las preguntas, si así lo estima conveniente. Toda información generada será confidencial. Es decir, solo el investigador tendrá acceso a los datos. Su anonimato será resguardado.

Se otorga gran valor a su participación que permitirá tomar decisiones para producir un cambio en la enseñanza del inglés en Chile. De antemano se agradece su tiempo y colaboración.

He leído y entendido las descripciones y condiciones del estudio. Por lo cual, declaro que:

1) Estoy consciente que no hay respuestas correctas o incorrectas a las preguntas.
2) Responderé el cuestionario fidedignamente de acuerdo a mis opiniones personales.

Fecha: _____ Firma: _____

Si tiene preguntas respecto a este estudio puede contactarse con:

Manuela Cisternas Ojeda
MA Student
Faculty of Humanities and Education
Universidad Andrés Bello
mcisternas@andree.cl

Masatoshi Sato (PhD)
Professor
Department of English
Faculty of Humanities and Education
Universidad Andrés Bello
masatoshi.sato@unab.cl

This questionnaire is to measure your level of wellbeing in different areas in your life. This is confidential.

Section I: Demographics

1. What is your age? _____

2. What is your gender?

☐ Female ☐ Male ☐ Prefer not to say

3. What is your first language? _____

4. Which country are you from originally?_____

5. What is your current role at your school (second language teacher, head teacher, head of department)? You can list multiple roles.

_____

_____

_____

Section II: Questionnaire

1. How often do you feel joyful?

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

2. How often do you feel positive?

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

3. To what extent do you feel contented?

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

4. How often do you become absorved in what you are doing?

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

5. To what extent do you feel excited and interested in things?

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

6. How often do you lose track of time while doing something you enjoy?

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

7. To what extent do you receive help and support from others when you need it?

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

8. To what extent have you been feeling loved?

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

9. How satisfied are you with your personal relationships?

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

10. To what extent do you lead a purposeful and meaningful life?

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

11. To what extent do you feel that what you do in your life is valuable?

❍	❍	❍	❍	❍

Never	Rarely	Sometimes	Often	Always

12. To what extent do you generally feel you have a sense of direction in your life?

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

13. How much of the time do you feel you are making progress towards accomplishing your goals?

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

14. How often do you achieve the important goals you have set for yourself?

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

Section III: Learning Background

1. How many years have you been teaching L2 classes?

_____ years

2. What L2s (second languages) have you **studied** formally (e.g., taken a class)?
   _____
   _____
   _____

3. What language(s) do you teach now?
   _____
   _____
   _____

4. Do you teach your first language to your students?

   ☐ Yes ☐ No

5. Are you teaching a language that you learned as a L2?

   ☐ Yes ☐ No

6. If so, how many years of formal instruction did you **receive** for your L2 that you are teaching?
   _____ years

Section IV: Training/Teaching Background

1. I have a bachelor's degree in a L2-teaching-related field (e.g., applied linguistics, English education, second language acquisition, TESOL, etc.).

☐ Yes ☐ No

2. I have a master's degree in a L2-teaching-related field.

☐ Yes ☐ No

3. I have a doctoral degree in a L2-teaching-related field.

☐ Yes ☐ No

4. I have (am in the process of obtaining) a certificate in a L2-teaching-related field.

☐ Yes ☐ No

5. How often do you teach child L2 learners (0 to 12 years old)?

☐ Never ☐ Very Rarely ☐ Rarely ☐ Occasionally ☐ Frequently ☐ Very frequently

6. How often do you teach adolescent L2 learners (13 to 17 years old)?

☐ Never ☐ Very Rarely ☐ Rarely ☐ Occasionally ☐ Frequently ☐ Very frequently

7. How often do you teach adult L2 learners (18 years old and older)?

☐ ☐ ☐ ☐ ☐ ☐

Never Very Rarely Rarely Occasionally Frequently Very frequently

8. How often do you train L2 teachers (pre-service and/or in-service)?

☐ ☐ ☐ ☐ ☐ ☐

Never Very Rarely Rarely Occasionally Frequently Very frequently

9. I teach a subject (e.g., social science or natural science) in the students' L2.

☐ ☐ ☐ ☐ ☐ ☐

Never Very Rarely Rarely Occasionally Frequently Very frequently

APPENDIX B: STUDENT QUESTIONNAIRE

Usted ha sido seleccionado para participar en el estudio "La relación entre el bienestar, la relación entre el profesor/a y estudiante, y el rendimiento académico de los estudiantes" a cargo de los investigadores Manuela Cisternas y Masatoshi Sato de la Universidad Andrés Bello.

Este estudio tiene por objetivo explorar las opiniones de los profesores de inglés como segunda lengua relacionado a estudio de esta. Estamos interesados en investigar como los profesores perciben y usan la investigación en sus salas de clases.

Se le ha solicitado participar en esta actividad en forma voluntaria y Ud. puede elegir no responder a todas las preguntas, si así lo estima conveniente. Toda información generada será confidencial. Es decir, solo el investigador tendrá acceso a los datos. Su anonimato será resguardado.

Se otorga gran valor a su participación que permitirá tomar decisiones para producir un cambio en la enseñanza del inglés en Chile. De antemano se agradece su tiempo y colaboración.

He leído y entendido las descripciones y condiciones del estudio. Por lo cual, declaro que:

1) Estoy consciente que no hay respuestas correctas o incorrectas a las preguntas.
2) Responderé el cuestionario fidedignamente de acuerdo a mis opiniones personales.

Fecha: _____ Firma: _____

Si tiene preguntas respecto a este estudio puede contactarse con:

Manuela Cisternas Ojeda
MA Student
Faculty of Humanities and Education
Universidad Andrés Bello
mcisternas@andree.cl

Masatoshi Sato (PhD)
Professor
Department of English
Faculty of Humanities and Education
Universidad Andrés Bello
masatoshi.sato@unab.cl

Name: _____ Date:_____

This is confidential.

Section I: Demographics

1. What is your age? _____
2. What is the name of your Language teacher?
   _____
3. What is your gender?

☐ Female	☐ Male	☐ Prefer not to say

4. What is your first language? _____
5. Which country are you from originally?_____

Section II: Questionnaire

1. I feel relaxed with this teacher.

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

2. I tell this teacher things that are important to me.

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

3. This teacher understands me.

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

4. I think I have a good relationship with this teacher.

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

5. If I have a problem, I can share it with this teacher.

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

6. This teacher usually knows how I feel.

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

7. I easily have quarrels with this teacher.

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

8. This teacher treats me unfairly.

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

9. This teacher thinks I do things sneaky.

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

10. I guess this teacher gets tired of me in class.

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

11. I feel this teacher does not trust me.

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

12. I can be very angry with this teacher.

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

13. I try hard to do well in this subject.

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

14. When I am in class, I think about other things.

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

15. When I'm in class, I listen very carefully.

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

16. When I'm in class, I just act like I'm working.

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

17. I pay attention in class.

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

18. In class, I work as hard as I can.

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

19. When I’m in class, I feel good.

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

20. When we work on something in class, I feel interested.

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

21. When we work on something in class, I feel bored.

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

22. I enjoy learning new things for this subject.

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

23. I don’t like this subject.

❍	❍	❍	❍	❍
Never	Rarely	Sometimes	Often	Always

APPENDIX C: INTERVIEW QUESTIONS

1. What are the things you gain the most happiness from in your professional life?
    a. Has this changed over time? If so, in what way?
2. What are the biggest sources of stress in your personal and/or professional life at the moment?
    a. Do these sources of stress affect your work/private life? If so, how?
    b. How do you manage these sources of stress?
3. Do you ever become absorbed in what you are doing at work? If so, when and in what ways?
4. How satisfied overall are you with your professional life right now? Why do you think this is?
5. Do you attend any teacher development courses or events? Why/why not?
    a. What kinds of things would you find most useful for your own professional development?
    b. Has your attitude to professional development changed over time? If so, in what ways?
6. What are the students you work with like?
    a. How would you describe your relationship with them?
    b. What affects this and how does it affect you and your wellbeing?
7. Do your relationships out of work influence your professional wellbeing? If so, in what ways? Can you perhaps give examples to illustrate this?
8. What does being a language teacher mean to you?
9. What do you find rewarding about being a language teacher?

10. What do you find frustrating about being a language teacher?
11. What have been your greatest professional accomplishments so far? What did you do to achieve them?
12. What were your goals at the beginning of your career? Do you feel that you have achieved them? If so, how? If not, why not?
13. What support can you draw on in your professional and private life?