IN-SERVICE EFL TEACHERS' WELL-BEING DURING ONLINE TEACHER PROFESSIONAL DEVELOPMENT PROGRAM IN INDONESIA: AN ECOLOGICAL PERSPECTIVE

[1]Priyatno Ardi, [2]Rina Sari, [3]Luki Emiliya Hidayat, [4]Oktavia Tri Sanggala Dewi, [5]Bambang Yudi Cahyono

[1]Universitas Sanata Dharma, Indonesia; [2]Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia; [3]Sekolah Menengah Kejuruan Negeri 10 Malang, Indonesia; [4]Universitas PGRI Adi Buana Surabaya, Indonesia; [1,2,3,4,5]Universitas Negeri Malang, Indonesia

Abstract: *This paper intends to scrutinize the personal and systemic factors affecting the well-being of in-service EFL teachers participating in a three-month online teacher professional education (OTPE) program in Indonesia. Moreover, it seeks to explore the resources that the teachers draw on to maintain their well-being. Six EFL teachers attending the OTPE program participated in this study. Semi-structured interviews were conducted with six focal participants. The data were qualitatively analyzed to find the emerging themes. The findings revealed that personal and systemic factors influenced the participants' well-being in the OTPE program. The personal factors included motivation, marital status, and spirituality, while the systemic factors encompassed the national policy on EFL teacher certification, teacher education institution, home school, and family. Moreover, the participants drew on personal resources, i.e., motivation and spirituality, and social resources, i.e., family members, colleagues, students, instructors, and fellow participants, to maintain their well-being during the OTPE program. Hence, the interplay between personal and systemic factors was quintessential to the EFL teachers' well-being in the program.*

Keywords: *Ecological perspectives, EFL teachers' well-being, in-service EFL teachers, online teacher professional education, teacher professional development*

About the author: *Priyatno Ardi is an associate professor at the English Language Education Study Program of Universitas Sanata Dharma, Indonesia, and a doctoral student in ELT at Universitas Negeri Malang, Indonesia. He has published articles in both national and international journals. His research interests include learner autonomy, student engagement, technology in language learning, EFL teacher education, and applied linguistics.*
e-mail: *priyatnoardi@usd.ac.id*   **ORCID iD:** *https://orcid.org/0000-0002-9523-2060*

[*]Information about the other authors follows after the references of this study.

Introduction

As teaching English to speakers of other languages (TESOL) embraces the emotional and psychological turn, the issue of English teacher well-being has received more attention in recent years. Teachers' well-being levels strongly predict foreign language teaching enjoyment (Ergün & Dewaele, 2021), which can positively influence student well-being and achievement (Harding et al., 2019). Despite its infancy stage in language education (Nazari & Xodabande, 2022), teachers' well-being has been discussed in general education by drawing on positive psychology, highlighting how teachers flourish. Two psychological perspectives used to understand human well-being are hedonic and eudaimonic perspectives (Ryan & Deci, 2001). The former refers to subjective well-being, emphasizing happiness and a sense of satisfaction. The latter emphasizes the individual ability to self-actualize and fully optimize the capacity as a person to attain the meaningfulness of life. The perspectives have been used extensively in studies on teacher well-being. Based on these perspectives, the emergence of well-being is due to individual and subjective factors. However, both perspectives should be integrated since the idea of well-being encompasses feeling well and living good, which is under the influence of individual and contextual factors. Mercer (2021, p. 16) defines well-being as "the dynamic sense of meaning and life satisfaction emerging from a person's subjective personal relationships with the affordances within their social ecologies." Therefore, teacher well-being is seen from the ecological perspective, considering the interplay between individual factors and collective systemic localities around the teachers.

Studies have been conducted to examine individual related factors which negatively influence teacher well-being, including stress (e.g., Aloe et al., 2014; Carroll et al., 2021; Chirico et al., 2020; MacIntyre, Ross et al., 2019) and burnout (e.g., Gregersen et al., 2023; Jin et al., 2021a; Madigan & Kim, 2021; Mercer, 2020; Nazari & Xodabande, 2022). These dominant factors have played a prominent role in attrition (Carroll et al., 2021; Chirico et al., 2020; Struyven & Vanthournout, 2014). However, as teacher well-being sources come from not only individual but also socio-contextual factors, studies on teachers' well-being from the ecological lens have been conducted in recent years. Mercer's (2020) study revealed that the profit-oriented business model of ELT in the private sector in Malta has led to the issue of precarity, negatively influencing English teachers' well-being. However, despite the insecurity, teachers still enjoyed their profession and felt positive due to their excellent rapport with colleagues and students and their positive working culture. Mairitsch et al. (2021) found that teacher well-being was influenced by the policies and status of foreign languages as school subjects. Jin et al. (2021a) also revealed that language teachers' psychological, social, and contextual resources help maintain their well-being. Considering the findings, it becomes evident that various systemic factors can significantly impact teachers' professional lives, well-being, and job

satisfaction (Aldrup et al., 2018; Hofstadler et al., 2020). Hence, it is clear that different contexts play a distinct and crucial role in contributing to the overall well-being of language teachers.

Due to the importance of context-dependency, this study seeks to contribute to the existing body of knowledge on teacher well-being by addressing the under-researched context of an online teacher professional education (OTPE, henceforth) program in Indonesia. While participating in the OTPE program, teachers are still required to teach at their respective schools. As previous studies have focused on the well-being of language teachers in work environments (e.g., Ebadijalal & Moradkhani, 2022; Jin et al., 2021b; MacIntyre, Gregersen & Mercer, 2019; Mercer, 2020) and in the teacher education program (e.g., Herrera & Martínez-Alba, 2022; Mairitsch et al., 2021; Sulis et al., 2021), the interplay between simultaneous multiple identities and roles as teachers and students potentially add or detract the well-being of EFL teachers. Hence, the individual and socio-contextual factors of the OTPE program and schools where they teach are the critical determinants of their well-being.

The OTPE program seeks to educate in-service Indonesian EFL teachers with social, personal, professional, and pedagogical qualities. Its ultimate goal is to foster a growth mindset in teachers, empowering them to explore and adapt to an ever-changing environment (Novita, 2022). It comprises seminars on topic-specific pedagogy, peer-teaching, subject matter and pedagogical knowledge enrichment, and school-based teaching internships. The changes in teachers' daily professional practices may become the resource of their stress, eventually influencing their well-being (MacIntyre, Ross et al., 2019). Adopting the ecological perspectives on EFL teacher well-being, we seek to scrutinize the factors supporting or threatening the EFL teachers' well-being, and the personal and social resources they use to navigate challenging situations during the program. Two research questions addressed in this study are as follows:

1. How do the personal and systemic factors of the OTPE program affect the well-being of EFL teachers?

2. What resources do the EFL teachers draw upon to maintain their well-being during the OTPE program?

EFL teacher well-being: Its ecology and resources

An ecological approach is a relevant framework for better understanding language teachers' individual and social well-being holistically. It considers an individual possessing the agentic power to deliberately connect to their sociopolitical, organizational, cultural, personal, and interpersonal ecological systems (Mairitsch et al., 2021; Mercer, 2020, 2021). Furthermore, since the ecological perspective implies the understanding of teachers' well-being within

the broader environments of their lives, it encompasses the interconnectedness of teachers' personal and professional lives, the contribution of the systemic and institutional factors on teacher well-being, the distinctive characteristics of the subject matters that they teach, and teachers' career stages (Jin et al., 2021b). Hence, it is emphasized in the ecological lens that personal and systemic contexts around the teachers heavily determine their well-being.

Bronfenbrenner's (1994) five ecological systems have been used as a framework to explain how the systemic entities around the teachers influence their well-being. The first system is the microsystem, encompassing the connection of teachers with immediate environments, such as homes, schools, or classrooms. The second system, i.e., mesosystem, encapsulates the interrelations of different settings, such as schools and homes. Third, the exosystem refers to the contexts that indirectly influence the teachers, i.e., teacher organizations and local government's policy, while the macrosystem focuses on how socio-cultural and political settings affect the teachers. Lastly, the chronosystem accentuates the time that characterizes changes experienced by the teachers, including life transitions and significant life changes.

In the lens of ecological perspectives, well-being arises from the interplay between intrapersonal and contextual factors and adjusts to broader ecosystems. Foreign language teachers can use their social-psychological capital to boost and maintain their well-being, including social and contextual affordances and embodied psychological qualities (Jin et al., 2021b). The psychological resources include positive thinking and beliefs, gratitude, optimism, and self-awareness and the contextual affordances consist of various types of support from peer colleagues, school management, outside of school, and governments (Jin et al., 2021a). Furthermore, MacIntyre et al. (2022) reveal that hope plays a significant role in coping with stress and challenges and sustaining language teacher well-being.

Method

As this study aims to explore personal and systemic factors affecting teachers' well-being and resources drawn by Indonesian EFL teachers to maintain their well-being during the OTPE program, a qualitative research method was employed to collect subjective interpretations and produce detailed descriptions (Daniel & Harland, 2017).

Context of the study

This study was situated in the OTPE program, a required route for obtaining a teaching certificate. In-service teachers who received the certificates after completing this program were certified professional teachers who were

financially eligible to receive monthly teacher professional allowance from the government. While attending this program, teachers still accomplished their school's regular teaching activities and other administrative or extracurricular works. The program was conducted within three-month training through a Moodle-based Learning Management System platform administered by the Indonesian government. In this program, the government collaborated with several teacher education institutions.

Participants

Six EFL teachers attending the OTPE program organized by three well-known Indonesian universities were selected as the participants in this study. To deal with the ethical issues of this qualitative study, the researchers explained the study's objectives to the participants at the beginning of the recruitment process. As their involvement was entirely voluntary, they were informed that they might withdraw at any time. Furthermore, the researchers informed them that their personal information was confidently addressed using pseudonyms. The participants' demography is in Table I.

Table I.
Demography of the participants

Participant	Gender	Marital Status	Teaching Experience	Province
P1	Female	Married	9 years	West Java
P2	Female	Married	13 years	East Java
P3	Male	Single	7 years	Central Java
P4	Female	Married	15 years	South Kalimantan
P5	Female	Married	15 years	Lampung
P6	Male	Married	10 years	East Java

Data collection and analysis

In-depth interviews were employed to obtain the participants' rich narrative accounts. The one-hour interviews were conducted in Indonesian[1] and video-recorded using the Zoom application. The interviews were intended to explore the impact of personal and systemic factors on the participants' well-being, as well as to identify the resources that played a role in maintaining their overall

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1. The translations of the interviews, from Indonesian to English, were conducted by the authors.

well-being (see Appendix 1 for the interview guideline). The results of the interview were transcribed and re-read to check the accuracy of the written data. A member-checking strategy was conducted to ensure the validity of the transcripts (Candela, 2019; Creswell & Miller, 2000). Then, the researchers did a thematic analysis.

Findings and discussion

Factors perceived as affecting EFL teachers' well-being in the OTPE program

Findings reveal that the EFL teachers' perceived well-being in the OTPE program was affected by the interplay between personal and systemic factors around them. The personal factors included motivation, marital status, and spirituality. Meanwhile, the systemic factors were associated with the systems and localities in teachers' participation in the program, namely the national policy on EFL teacher certification, teacher education institution, home school, and family.

Personal factors

The participants revealed that the personal factors pertinently influenced their well-being in the OTPE program. The first personal factor was motivation. They were motivated to attend the program as it was the only path that led them to become professional teachers. The program could help them achieve the best of their professionalism as EFL teachers. P5 shared:

> I had waited a long time for this TPE program. Joining the program was a path to obtaining a professional teaching certificate in our country. But, the most important thing was that I improved and made meaning of my professional self. That echoed in my mind during the program and provided me with a hope for my profession.

Drawing a sense of meaning and purpose, the EFL teachers clearly understood who they were and what they intended to achieve in the OTPE program. Such meaningfulness and purpose were quintessential to achieving eudemonic well-being (Mairitsch et al., 2021; Nazari & Xodabande, 2022; Ryan & Deci, 2001), which empowered the teachers in accomplishing all the requirements of the OTPE program. In this regard, what they had done was not instrumental in getting a certificate, but it was a space to improve their professionalism and make them grow as human beings. Mairitsch et al. (2021) articulate that people having a goal for their lives are more likely to do well and have higher levels of happiness and expectancy.

Another personal factor influencing the teachers' well-being during the program was their marital status. The participants benefited from either being unmarried or married. The unmarried participants could focus on accomplishing the

assigned tasks without any interference from other family members. However, at certain times, they also needed encouragement and motivation from those closest to them. Similarly, married participants admitted that their family members supported and motivated them. However, they had to accomplish their responsibilities to their families while finishing all the assignments of the OTPE program. Hence, marital status influenced the teachers' well-being. However, each participant's marital status uniquely contributed to teachers' well-being. P3 admitted:

> Since I am not married, I could focus on my assignments without doing household chores. I cannot imagine if, at the same time, I had to play the role of a parent. However, I also missed having close people support me at some point.

Spirituality was admittedly a personal factor that contributed to the EFL teachers' well-being in the OTPE program. This finding aligns with Farrell et al. (2020), who highlighted the profound connection between spirituality and mental health as well as overall well-being. Spirituality generally refers to a relationship with a vast, omnipotent, and divine superior. When the teachers were connected to this source while accomplishing the program, they radiated the favorable energy that advanced their responsibilities and roles. As all Indonesian citizens must embrace a religion or belief, the participants revealed that the religious teachings influenced the state of their well-being, especially in their hectic schedules. P4 stated:

> While following the OTPE program, I taught myself that nothing is impossible if God wills. I'm sure God will make everything easy and smooth if I'm close to God and keep trying optimally. I have become more confident and enthusiastic about carrying out this program by upholding these beliefs.

Systemic factors
National policy on EFL teacher certification

The national policy on teacher certification undoubtedly influenced teachers' well-being in the OTPE program because it directly impacted the teachers, particularly concerning time management issues. The participants had to complete 36 credit- modules within three months (Kemendikbud, 2022). As the program was conducted during effective teaching schedules, on which most teachers were obliged by their home schools to carry out their teaching routines, this condition highly affected the teachers' well-being. P5 revealed:

> The policy and curriculum of this program really affected my daily teaching activity. I had to leave the class to join the synchronous session or to complete the assignments. Although the school principal permitted me to attend this program, I still had to do my routine activities, including teaching, completing administrative work, and participating in a teacher competition.

Despite the support from the school principal, some teachers needed help concentrating on the OTPE program because they had to be at the schools at a similar time, completing other administrative and extracurricular responsibilities. Indeed, this time management issue affected teachers' physical well-being. Therefore, they learned how to improve their time management skills and reduced negative apprehensions (Mercer, 2020).

Meanwhile, other teachers expressed their satisfaction and gratitude for the opportunity to join this program. They agreed that the curriculum of this program was very beneficial and exactly met their needs as EFL teachers. The participants reinvented their motivation in learning while working on the course modules and discussing topics with their instructors. P1 revealed:

> I learned a lot from this program. It gave me a deeper understanding of what I must do as a teacher. I could reflect on my own teaching practices that still needed improvement.

Some teachers stated that this program was efficient due to its flexibility in working through the LMS. It was also economical because they could participate in the program from the comfort of their homes without going to the city of the organizing teacher education institutions. P4 shared:

> This program was organized in an LMS that made it flexible, effective, and efficient, saving my money and energy… It exposed me to new learning habits, such as reading literature and finding new learning resources, which involved critical thinking and decision. I think it is also what my peers felt, we were motivated by the learning materials and activities in this program.

The excerpts illustrate how the participants considered time as influencing their well-being. While P5 viewed time as a stressor, P1 and P4 perceived time as a resource, which resonates with Mercer and Gregersen's (2020) idea about the role of time as a resource concept. The findings showed how the teachers spent the time wisely to sustain their motivation and boost their well-being. P1 and P4 perceived their limited time as a resource to practice their time management by producing and achieving positive outcomes, such as new learning habits, decision making and reinventing motivation to produce and achieve more beneficial outcomes.

Teacher education institution

Teacher education institutions where the participants were placed for the OTPE program played a defining role in their well-being as they were directly under the control of the institutions. Indeed, the workloads and tight schedules predetermined by the government affected their stress levels (Mairitsch et al., 2021). However, the findings reveal that organization and interconnectedness in the teacher education institutions were more pertinent to the EFL teachers' well-being.

The government chose higher education institutions to organize the OTPE program based on the availability and quality of the teacher professional education study program. The participants admitted that well-organized synchronous and asynchronous learning activities fostered them to skillfully manage their time and energy, which protected them from exhaustion, burnout, and stress (cf. Chirico et al., 2020; Gregersen et al., 2023; MacIntyre, Ross et al., 2019; Maslach et al., 2001). Furthermore, the presence of a WhatsApp group accelerated the communication between the management of the study program and participants, making them well-informed about any schedule changes. Such suitable communication was admitted to contributing to their serenity. P3 shared:

> My teacher education institution has successfully managed the OTPE program. Precise schedules and activities informed through our WhatsApp group made us keep calm. Any changes to the plans were also announced through the group.

The institutions were given the flexibility to manage the daily synchronous meetings. The instructors and participants agreed upon the time of the synchronous meetings. However, as the sudden schedule changes were frequently made, the participants admitted that they had to re-organize their schools' teaching schedules. In this regard, the changes made them feel agitated. As a result, agitation prevented them from studying and working well, leading to stress and anxiety (Aloe et al., 2014; Carroll et al., 2021; Chirico et al., 2020; MacIntyre, Ross et al., 2019).

Home school

As the EFL teachers still took their professional roles at their respective schools, the positive support from the school members was crucial in maintaining their well-being in the OTPE program. The support could bring about positive thinking, gratitude, and optimism, which triggered them to improve their professional selves in the OTPE program (Jin et al., 2021a). The participants admitted that the school leaders, colleagues, and students were paramount in supporting them in accomplishing the program. P1 said:

> I felt so glad that all the school members, such as the school principal, colleagues, administrative staff, and students, supported me in accomplishing the OTPE program. The principal also encouraged me to focus on the program and finish it, allowing me to use the school facilities.

Indeed, the school leaders' policies played an essential role in supporting the teachers in the OTPE program. Some participants also mentioned that their principals allowed them to find alternative ways when they had to teach the classes and join the OTPE program simultaneously. They might find a substitute teacher, reschedule the class meeting, and give assignments to students. The principals recognized the inherent challenges of the EFL teachers' dual roles as both educators and participants in the OTPE program. They provided valuable

support by endorsing effective time management strategies to facilitate the achievement of the program's objectives. The participants struggled with time management and workloads in the OTPE program and schools. Inadequate time management and overwhelming workloads could potentially lead to heightened stress levels for the EFL teachers (cf. Carroll et al., 2021; Chirico et al., 2020; MacIntyre, Ross et al., 2019; Mairitsch et al., 2021).

The participants also admitted that their home schools provided them with several facilities to help them deal with the various projects of the OTPE program. The supporting facilities, such as a quiet room, laptop, and wi-fi, were crucial to help the teachers fulfill all the tasks. The support given encouraged them to be more determined to do the program. However, despite the facilities, several teachers admittedly faced a challenging situation due to the unstable internet connection as they lived in remote areas. This daily hassle could lead to a higher stress level (MacIntyre, Ross et al., 2019). P5 admitted:

> I often had a bad internet connection while having asynchronous meetings. It made me anxious whether I could catch up with the materials and activities. I was really afraid of failing in this program.

Like the teacher education institutions, the schools provided the EFL teachers with organizational support, motivation, and encouragement. The positive nuances encouraged them to accomplish their professional and academic responsibilities and grow as professional teachers (Jin et al., 2021b; MacIntyre, 2021; MacIntyre & Mercer, 2014; Malczewska-Webb, 2016). As a result, the teachers achieved higher self-efficacy, happiness, and fulfillment, which positively contributed to their well-being (Gallagher & Lopez, 2021; MacIntyre, 2021).

Family

Family support had a significant influence on the success of the participants following the OTPE program. During the program, the married participants needed to manage their time effectively to give enough attention to their family members. They also needed to do the OTPE assignments while teaching in their schools. Therefore, the family members' support and understanding help them accomplish their responsibilities in the OTPE program and at their home schools. P4 stated:

> My family members understood my being busy during the OTPE program. I had to accomplish the tasks and attend a series of synchronous meetings. I had to teach classes at school. I also had to carry out my responsibilities in the family. I had multiple roles here. They (the family members) understood my position. That made me happy and even more excited to go through this program. (P4)

Resources perceived as maintaining the EFL teachers' well-being in the OTPE program

The findings reveal that the teachers drew on the available resources to maintain and increase their well-being during the OTPE program. The resources included personal and social resources.

Personal resources

The personal resources that the participants drew on in the OTPE program included self-motivation and spirituality. The participants admitted that they needed high self-motivation to accomplish the OTPE program. They needed to have a solid commitment to attend classes regularly, do the assignments, and follow the regulation of the program. Hence, participating in the program was believed to accelerate their professional development, which would be helpful for their schools and families. P2 stated:

> I realize that my participation in this program will significantly help me in my self-development as an individual, a teacher, or a head of the family.

The motivation echoed in their minds, encouraging them to do their best despite the challenges encountered. For example, the challenges, such as the use of technology and various teaching methods, could be solved with the help of the people surrounding them. Therefore, their motivation triggered them to find strategies to overcome the challenges.

Furthermore, the participants admitted that a high workload could cause stress if it was not balanced with a solid spiritual foundation. The results showed that spirituality positively and significantly affected teachers' performance during the OTPE program. The participants often prayed to calm themselves down. Furthermore, a prayer could make them feel close to God and be grateful for their life. By doing so, the teachers could feel happy and grateful while having the OTPE program. Indeed, spirituality was a power in dealing with problems and challenges. Through prayers, the participants could make their lives meaningful and achieve happiness, which was essential for their well-being. P1 stated:

> I prayed that I would always be blessed with good health and strength in participating in the program so that I could complete the OTPE program. By praying, I became calmer and more confident in following the program though I had a lot of things to do. Also, praying made me feel meaningful and thankful.

Social resources

The social resources on which the EFL teachers drew to maintain their well-being during the OTPE program included family members, colleagues, students, instructors, and fellow participants.

Family members

The findings suggest that all participants' family members supported them in the program. They realized that participating in this program would significantly help the participants to grow as individuals and teachers. The members thus understood the consequences of participating in the OTPE program. They also encouraged, prayed, and comforted them when the participants felt tired. Their husbands or wives understood their being busy during the OTPE program. Therefore, they were willing to postpone family activities until they finished their assignments. This family support was constructive for the participants participating in the program. P5 remarked, "my family was very supportive and made me more excited and focused."

The family members' support was shown by helping the participants in the program. First, the family provided the facilities for the participants to accomplish the program's tasks. The family provided the facilities, such as a new laptop and WIFI installation, and helped take videos if they had difficulty recording the teaching practices. Second, family members helped them with household chores and cared for the children. The children also began to learn independently to do their homework. P4 admitted:

> My husband's role was extraordinary, being able to understand and help me to deal with household chores. My husband and I could take turns taking care of the children. We shared housework at home. My children provided much support, especially those related to household matters.

Colleagues

Encouraging and supportive colleagues were a resource for the teachers' well-being while joining the OTPE program. Their school's colleagues were very supportive and helpful in their willingness to be substitute teachers. Furthermore, the colleagues were willing to exchange teaching itineraries. The teachers also obtained very insightful comments from their colleagues regarding the projects of the OTPE program. In addition to discussing the OTPE materials with the teachers, the colleagues shared their experiences of participating in the OTPE program. It was significant to minimize the teachers' burden. P6 stated:

> They really cared by asking how my OTPE program was progressing. They always encouraged me when I was under pressure with many assignments by offering help in discussing projects together.

The teachers also expressed appreciation for the valuable assistance provided by the administrative staff, who supported them in fulfilling the administrative and technical tasks, including printing out the documents, preparing the tools, and editing the videos. P2 said:

> They were very responsive in providing what I needed. They even helped me to bring tools and prepare the room for teaching practices.

The excerpts exemplify the fact that those supportive relationships in the schools brought about a supportive atmosphere and had a positive impact on the teachers' well-being. In addition, the participants also admitted that the absence of colleagues would diminish their well-being. P2 said:

> I needed helpful peers to assist me in facing the OTPE program. It was not easy for me to join this program and I could not face it alone, without their assistance.

During the OTPE program, the principal also approached the teachers personally, reassured them, and looked for solutions with them. They helped the teachers to address the problems they encountered. P6 mentioned:

> My principal gave me insightful ideas and guided me in finishing the OTPE program's tasks. It was really important for me because I could achieve my target as a professional educator.

Hence, the supportive roles of colleagues could influence teachers' professional lives and well-being (Aldrup et al., 2018; Day & Gu, 2010; Hofstadler et al., 2020; Jin et al., 2021a; Tutyandari, 2022). As a result, the teachers put more effort into accomplishing the OTPE program.

Students

The teachers mainly described students as lovely, supportive, and encouraging. The students showed full support to the teachers by helping the teachers prepare a classroom and a video camera when their teachers had to conduct the teaching practices. They were also cooperative in their teaching practices. The active involvement of the students significantly contributed to the positive mental health of the teachers, thereby enhancing their ability to become high-quality professional educators. The strong connection between the teachers and students made the teachers happy and relaxed. Hence, the teachers considered the students a resource for their excitement and happiness during the program. P5 recalled:

> I was so pleased because I had exceptional students who supported me during the OTPE program. They helped me a lot with the field practice of teaching and learning. I felt excited and relaxed in my teaching practices.

The excerpt suggests that a mutual understanding and close relationship between the teachers and the students created a sense of trust and an emotional bond. Hence, helpful, encouraging, and friendly students were influential and critical in affecting the teachers' well-being during the OTPE program. MacIntyre, Ross et al. (2019) also found that the strong connections between the teachers and students positively impacted teachers' well-being.

Instructors

As the OTPE program provided them with a virtual space that affected their personal and professional growth, the interconnectedness with instructors and

fellow participants was perceived as affecting their well-being in the OTPE program. Some participants admitted that their relationship with their instructors affected their positive well-being. The participants often asked for their help during the task accomplishment. The instructors demonstrated a commendable level of support and flexibility, acknowledging the participants as adult learners and prioritizing transformative learning approaches. Moreover, they were also willing to help the participants outside the synchronous schedules. As a result, the participants felt motivated, accepted, and encouraged by their instructors. P6 remarked:

> My instructors always motivated me. They encouraged me to improve my teaching and my professional growth. They focused on my strengths and wanted me to develop my strengths.

However, P1 revealed that one of her instructors was strict, criticizing all of her work. As a result, she felt discouraged and unmotivated. All of the efforts that she made were solely aimed at fulfilling her instructors' expectations. In this regard, she experienced high levels of stress dealing with the instructors.

Indeed, the instructors' motivation, encouragement, and positive feedback on teachers' strengths instigated teachers' growth and flourishing. The teachers felt accepted, encouraged, and motivated. As a result, they focused on maximizing their potential. The findings of this study align with previous research that incorporates the principles of positive psychology. It is well-documented that cultivating positivity can enhance self-efficacy, happiness, fulfillment, enjoyment, and hope (Gallagher & Lopez, 2021; MacIntyre, 2016, 2021; Seligman & Csikszentmihalyi, 2000; Tutyandari, 2023). These positive psychological factors empower teachers to excel and thrive in their professional endeavors (Ardi, Mukti et al., 2023; Ardi, Widyaningsih & Widiati, 2023; Jin et al., 2021b; MacIntyre, 2021; MacIntyre & Mercer, 2014; Malczewska-Webb, 2016).

Fellow participants

The positive interconnection among the participants in the OTPE program was quintessentially paramount in maintaining the well-being of EFL teachers. The participants admitted that their fellow participants created a supportive and positive atmosphere that encouraged them to grow as EFL teachers. As a community, the members helped and learned from one another. Moreover, the interpersonal bond they built during the program fostered them to share their problems and challenges and give positive and constructive feedback (cf. Ardi, Widyaningsih & Widiati, 2023; Tutyandari et al., 2022). As the participants enacted their social selves, they experienced a profound sense of being embraced, acknowledged, and valued by their peers in the OTPE program. This feeling of social acceptance within the program appears to have had a positive impact on reducing their stress levels and boosting their self-efficacy, happiness, and overall enjoyment, all of which play a crucial role in enhancing their overall well-being (Gallagher & Lopez, 2021; MacIntyre, 2016, 2021; Mairitsch et al., 2021; Tutyandari, 2023).

Conclusions and implications

This study has revealed the personal and systemic factors affecting the well-being of EFL teachers during the OTPE program. The personal factors included motivation, marital status, and spirituality, while the systemic factors were derived from the national policy on EFL teacher certification, teacher education institution, home school, and family. The EFL teachers also drew on personal resources, including motivation and spirituality, and social resources, namely family members, colleagues, students, instructors, and fellow participants, to maintain their well-being during the program. The resources entail the importance of teachers' intrapersonal and interpersonal relationships to foster their growth and well-being. It is also interesting to find out that motivation, spirituality, and familial bonds not only served as influential factors but also functioned as valuable resources in fostering individual well-being. This underscores the significance of self-awareness and cultivation of meaningful emotional and social connections to promote teachers' well-being in the OTPE program. Overall, the EFL teachers' well-being in the program was not only the teachers' responsibility but also the responsibility of the systemic localities in which the teachers worked, studied, and lived. Indeed, the dynamic interplay between personal and systemic factors determined their well-being.

As the findings underscore that the home schools affected teachers' well-being, the teachers need to be exempted from teaching and administrative responsibilities at the schools during the OTPE program. It is also essential that the government set an agenda to maintain teachers' well-being in the OTPE program to make them achieve their optimal professional growth. Making well-being competence an integral part of the OTPE program will also benefit teachers' future professional growth and lives. As the participants of this study were only from three teacher education institutions, future studies are called to include participants from all teacher education institutions in Indonesia. In this regard, quantitative studies are employed to gauge the levels of EFL teachers' well-being and examine the correlation between teachers' well-being and ecological factors in the OTPE program in Indonesia. Hence, the results will inform policymakers about fostering the well-being of teachers attending the OTPE program.

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Appendix 1.

Interview Guideline

1. Could you please tell your personal factors that affected your well-being during the online teacher professional education program? Why do you think the factors affect your well-being? How did they impact your well-being?

2. How do you think the role of organizational support in your school (school management, colleagues, administrative staff, and the like) and in the teacher education institution (instructors, administrative staff, fellow participants) in promoting your well-being during the program? Could you please give examples of their roles?

3. How do you perceive the roles of your family members in maintaining your well-being during the program?

4. Did you encounter systemic challenges and problems during the program? How did you overcome them?

5. Could you please tell specific personal and social resources that you relied on to maintain your well-being in the program? Please explain them in detail.

About the author: *Rina Sari is an assistant professor at the English Literature Study Program of Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia, and a doctoral student in ELT at Universitas Negeri Malang, Indonesia. Her main interests are teacher professional development, TEFL, and materials development.*
e-mail: *rinasari@bsi.uin-malang.ac.id*   **ORCID iD:** *https://orcid.org/0000-0002-4621-6339*

About the author: *Luki Emiliya Hidayat is an English teacher at Sekolah Menengah Kejuruan Negeri 10 Malang, Indonesia, and a doctoral student in ELT at Universitas Negeri Malang, Indonesia. She is interested in materials development, ESP, literacy, and teacher professional development.*
e-mail: *luki.hidayat@gmail.com*   **ORCID iD:** *https://orcid.org/0000-0002-9424-844X*

About the author: Oktavia Tri Sanggala Dewi is an assistant professor at the English Language Education Department of Universitas PGRI Adi Buana Surabaya, Indonesia, and a doctoral student in ELT at Universitas Negeri Malang, Indonesia. Her research interests are in the area of TEFL, TEYL, and ESP.
e-mail: *sanggaladewi@unipasby.ac.id*   **ORCID iD:** *https://orcid.org/0000-0002-9372-642X*

About the author: *Bambang Yudi Cahyono is a professor in applied linguistics at the Department of English of Universitas Negeri Malang, Indonesia. He has published more than 120 articles in both national and international journals. His main research interests are English teacher professional development, ICT and ELT, and second language writing. He also serves as a reviewer in some international journals.*
e-mail: *bambang.yudi.fs@um.ac.id*   **ORCID iD:** *https://orcid.org/0000-0001-5210-5208*