



# Positive psychology to flourish professional well-being: A qualitative study of Indonesian English teachers' perspective

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A qualitative study has been conducted to explore and encourage Indonesian EFL teachers' professional well-being using positive psychology. It used thematic analysis approach to scrutinize participants' well-being and their perception of PP toward their teaching practices during the covid 19 outbreak. By having 4 participants, CATI (Computer Assisted-telephone Interview) was administered to do a semi structured interview since the mobilization was still low during the pandemic. The analyses disclosed that the 5 pillar components of PP or known as PERMA, namely, positive and negative emotions, engagement, relationship, meaningfulness, and achievement were found in participants' responses to flourish their professional well-being. The results highlight that some elements of PERMA such as accomplishments and meaningfulness are not obtained yet since the participants are still in the process of achieving their most significant goals in their teaching career. Nevertheless, the other three elements, namely, positive emotion, engagement and relationship depicted clearly that all of them are stronger predictors in fulfilling their professional well-being. Moreover, the distinctive learning environment, years of teaching, institutional policies and participants' L1 did not show significant differences on how participants nurture their professional well-being. Thus, it is underlined that an EFL teacher's professional well-being is not only acknowledged as a personal and subjective occurrence, but it is also influenced by collective and social phenomena in the EFL teacher's teaching environment. Implications and profound understandings were discussed in this study.

**Keywords:** Burnout, ELT, Positive Psychology, Well-being

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## INTRODUCTION

For the past two years, a distance learning had been applied to every educational sector across the globe. This was the response of our government to keep the education working during the global spread of covid 19. Due to this condition, school stakeholders and especially teachers, who directly interact with the students, encounter some problems. In which they have to adjust the class management because the interaction between students and teachers has changed from face-to-face interaction into online interaction. The class management covers the instructional design, the learning activities, the availability of online platform as well as the devices including teacher's capacity to operate them, and so on. This condition certainly gives a huge impact in terms of students-teacher interaction and the transmission of knowledge before the pandemic happens (Reimers, et. al, 2020). Furthermore, this condition might worsen because our education could be seen as dreary.

Talking about this fact, it is known that teachers encounter burnout and exhaustion from online teaching (Sovitriana et al., 2019). This happens because they must be available all the time for the sake of online communication with the students in order to fulfill their presence to the students. Burnout is also known as one of the stressors that has a high contribution in the hindering performance for teachers. That is why teachers must thrive to stay positive during this condition even though they might end up missing the satisfaction in accomplishing their job (Soleimani & Bolourchi, 2021). As a result, teaching is widely recognized as one of the most stressful professions (McIntyre, McIntyre, & Francis, 2017), and rewarding but demanding profession (Mercer et al., 2016) with high burnout rates across the globe. Furthermore, it can directly and indirectly affect the quality of work life in school (Sovitriana et al., 2019), and significantly related to teachers' job satisfaction (Soleimani & Bolourchi, 2021).

Moreover, a study by Soleomani & Bolourchi (2021) found eight themes in Iran English teachers' job dissatisfaction and burnout statements: underpaid, overwork and high workload pressure, overtime, conflicts of interests and lack of autonomy, unfair appreciation and motivation, adapting to students' needs, negative behavior, and technology alliteration. Language teachers aren't immune to teaching's irony. For example, language teachers may be at a higher risk of burnout or dissatisfaction due to language anxiety. Since teaching English as a foreign language has unique challenges, different approaches are needed to promote English teachers' well-being. Teaching English as a foreign language to non-English speakers is difficult because Indonesians' mother tongues have different language characteristics than English. Unfortunately, language teachers' mental health is rarely studied, despite its importance to their ability to teach effectively.

The condition mentioned earlier can be improved by focusing more on the flourishing of teachers' professional well-being using positive psychology (PP) (Seligman, 2000). Not only is it important for instructors' own well-being, but also for their students' as well (Mercer et al., 2016; Oxford, 2016b). PP interventions have been implemented in schools and universities in an effort to enhance teachers' feelings of flow, hope, courage, well-being, optimism, creativity, happiness, grit, resilience, strengths, and laughter in order to foster language learning development (Sovitriana et al., 2019). PP intervention in language learning is also believed to help teachers to thrive and enable them to live meaningfully (Sujarwoto & Tampubolon, 2015). The promotion of growth and flourishing in individuals is a positive health-related result that well-being supports (Seligman & Csikszentmihalyi, 2000). This does not imply that PP is a replacement for well-known psychology, but rather that it is a part of its field that enhances aid in reducing negative sentiments. Psychologists have long sought to better human functioning by addressing its flaws and figuring out solutions to its difficulties (Babic, 2019). PP arose to ensure that both positive and negative dimensions are taken into consideration; to analyze both

instances of order and dysfunction in life that go well.

Additionally, Seligman (2011) asserted five elements of PP into a conceptual framework that account for what makes up the 'good life' or an authentic and sustained happiness and well-being. It is called PERMA which stands for positive emotion, engagement, relationship, meaning and achievement. Based on these elements, Butler and Kern (2016) developed a measurement instrument called as PERMA-profiler for researching PP and well-being which has been used frequently in recent studies. Unfortunately, this model is profound in the general field. Even though it does not specifically mention and manifest itself in the second language learning and acquisition (SLLA), its concept becomes notable in the SLLA area, and there is a lot of previous research that has validated the model.

In 2016, Oxford developed PERMA components and devised her own model into a more comprehensive and complex system for more specific purposes in the SLLA study. Once refined and validated, the model appears to have a considerable impact on language student well-being, as well as the well-being of language teachers. It is called EMPATHICS which stands for: E - emotions and empathy, M - meaning and motivation, P - perseverance (include resilience and hope), A - agency and autonomy, T - time, H - habits of mind, I - intelligences, C - character strengths, and S - self factors (Oxford, 2016b). She argued that it is necessary to adapt the PERMA model significantly in order to correct some logical weaknesses within the model, and fill the deficiencies. Unfortunately, even though claimed as more complex and comprehensive, this model should get more tested in validity and reliability.

### Positive Psychology

Positive psychology has been known widely as one branch in the psychology field. One possibly helpful point of view from which to concentrate on EFL teachers' prosperity is from the perspective of positive brain science (MacIntyre, Gregersen and Mercer, 2019). Positive brain research lists innovative themes and hypothetical systems for second language study (MacIntyre and Mercer, 2014; Oxford, 2016). The goal is to help people live happier, more fulfilling lives by focusing on the positive. Seligman (2011), a proponent of positive brain research, explains his own progress. Initially, he thought positive brain research was about happiness and that life satisfaction was the best method to assess it. Positive brain research aimed to boost life satisfaction. Later, he says, positive brain research focuses on prosperity, and the best way to assess it is how well people thrive. The next structure to illustrate the importance of thriving is "Positive Emotion, Engagement, Positive Relationships, Meaning, and Accomplishment" (PERMA) (Seligman, 2011). When conceptualizing and enabling meaning were problematic, the aspect was left out of the inventive program (Shoshani and Russo-Netzer, 2017).

Joy, pleasure, and fun are all pleasant emotions connected with happiness. In addition, researcher has shown a link between emotional intelligence and prosocial

tendencies, the desire to put the needs of others ahead of one's own ([Luengo Kanacri et al., 2017](#)). As these are lovely encounters, they can be important for prospering, however, a certain feeling isn't adequate to represent an everyday routine very much experienced. Moreover, the positive connection among sympathy and prosocial conduct has been upheld, albeit this connection was viewed as more vulnerable for young ladies than young men. Moreover, it is also significantly influence the foreign language teaching enjoyment supported by high level of teacher's resilient, well-being and grit ([Derakhshan et al., 2022](#)). Furthermore, positive emotions, for example, appreciation and gratitude have been found to advance classroom positive vibes ([Froh et al., 2009](#)).

The next element in the PERMA model is engagement, defined as a sense of contribution as well as immersion in any endeavor, or else recognized as a state of "flow" ([Oxford, 2016](#); [Seligman, 2011](#)). Numerous research has proved that bonding between teachers and students are significantly beneficial for the learning process (e.g [Dewaele, 2021](#)). Besides, the ability of directing the present work is also perceived as important to enhance teachers' engagement. Furthermore, the class environment that supports engagement has been linked to better outcomes of language learning.

The third part of the PERMA model refers to good connections, such as getting support from others and feeling safe with others. Positive and secure relationships with family, friends, and coworkers are essential for health. It improves office culture and teamwork. Secure and stable connections between people who teach an individual will improve learning. Seligman's statement that "associations with others and connections give life meaning and purpose" was added to the model. Seligman's fourth idea is having a purpose beyond oneself. Part of PERMA's success is a desire to achieve individual goals which link to the ability to face challenges and maintain interest in goals despite disappointment. Their success has been linked to poise and determination. The following aspect of PERMA, namely, meaningfulness plays an essential role in the direction of life and keeps individuals to track their purposeful goals to be achieved on day ([Seligman, 2011](#)). Once teachers have an awareness that teaching is meaningful, they will be motivated as well as pour their life into it. Meaningfulness is one the benefits that EFL teachers intentionally reinforce and remind themselves of what drew them to teachers and the meaningfulness of their contribution to students and society ([Yong, et., al, 2020](#)).

The final element that fulfills the PERMA conceptual framework is accomplishment. It figures the achievement of goals accomplishment that EFL teachers may earn during their teaching practices. [Seligman \(2011\)](#) states that this accomplishment keeps an individual to maintain high level of motivation and satisfaction in achieving a meaningful goal. Additionally, he contends that the quest for achievement frequently is its own prize, regularly stretching out past collecting abundance or assets to all the more for the most part mean being (excellent) at one's picked

exercises. EFL teachers are no longer waiting to fulfill life satisfaction, but they need to seek and develop positively ([Yong, et., al, 2020](#)).

### Well-being

Research and teaching applications of positive psychology in English language teaching and learning are expanding rapidly, with a wide range of topics and disciplines already being studied. During the period from 2011 to 2017, there has been a developing literature regarding positive psychology and its application in ELT ([Mercer et al., 2016](#)). PERMA-profiler is consistently used by researchers in the context of language training, to cite a specific finding from a prior study. In accordance with [Seligman & Csikszentmihaly's \(2011\)](#) methodology, which employs both qualitative and quantitative methodologies, it advocates for a stronger focus on context and culture. A comparison study between Chinese and Indonesian EFL teachers has been conducted by [Yong et. al \(2020\)](#). Discovering a satisfactory result which shows that PERMA-profiler is recommended and valid to use in both contexts. A big number of participants used in the study showed that the generalization of the result is accepted. Meanwhile, [Maulana, et al \(2018\)](#) have conducted research scrutinizing 30 Indonesians' perspective towards their well-being. They focused on elaborating participants' responses, and resulted in several key themes that were consistent with the previous studies in this field.

Moreover, prosperity is another key feature of brain science. [Oxford \(2016\)](#) said, "positive brain research is about human prosperity" (p. 21). According to [Seligman's \(2011\)](#) PERMA model, prosperity results from communicating energy, achieving pleasant sentiments, and committing to finding meaning in daily life ([Mercer and Gregersen, 2020](#)). Understanding and promoting teachers' and students' well-being, whether emotional or mental, is fundamental to L2 education. Prosperity can achieve positive eager and scholarly encounters for educators and students ([Dewaele, 2021](#)) and instructors' greater work commitment and better feeling guideline. Well-being is the prosperity a person can achieve by optimizing their life, including their job.

Furthermore, this study will use the PERMA-profiler model by [Butler and Kern \(2016\)](#) as a guide. Additionally, over the past two decades, PP has positioned itself to be a worthwhile concept on language learning and acquisition ([MacIntyre, 2016](#); [Oxford, 2016](#); [Samieh & Mohsen, 2018](#)). There is a growing body of empirical work that is aiding the understanding of language teachers' psychological conditions and what can be done to support teachers. Additionally, by regulating and maintaining their emotion, it is also helps EFL teachers to overcome burnout ([Bing et al., 2022](#)). Moreover, when a teacher is future-oriented and optimistic in teaching, it will help to direct the learners' mindsets and positive growth of their language skills as they approach the language with a sense of optimism for the future and a developing sense of competence ([Dornyei, 2005](#)).

The gap as mentioned; a.) Only limited research in Indonesian (non-western country) context has been investigated, b.) Previous research only focuses on the factors associated with well-being rather than investigate specific perspectives towards well-being in Indonesian context, c.) Most research only talks about motivation where there are others' internal aspects that can be investigated and maximized in English Language Teaching context, d.) Most empirical research is based on close-ended questionnaires. Furthermore, it is essential for a teacher to be able to foster and conserve their positive psychology to equip their professional well-being because we cannot deny that a teacher is one of the successors of students' academic achievement. This study, based on the PERMA conceptual framework of [Seligman \(2011\)](#), aims to fill up the research gap identified. When doing this research, it is important to keep in mind the goals of the current study, as stated earlier:

1. How are Indonesian English language teachers' positive psychology and their professional well-being?
2. What perception do the teachers have in the influence of Positive Psychology on their teaching practices?

## METHODS

The current study uses a thematic qualitative approach to investigate participants' experience of well-being. Thematic analysis was chosen because it is the foundation of the constructivist paradigm, in which social reality is founded on the standpoint of the individual. Furthermore, it is based on the premise that people's attitudes and behaviors are inextricably linked to their cultural environment and how they understand the world around them ([Creswell & Creswell, 2017](#)). Thus, the researcher is able to actively participate in the identification and interpretation of themes, led by the research questions. Participants were asked to complete a PERMA interview, which was constructed using Seligman's 2011 conceptual framework. Due to the Covid 19 pandemic situation, the most appropriate procedure used in doing the interview was Computer Assisted Telephone Interviewing (CATI) which was done through phone call and zoom meeting.

### Participants

The participants who consented to take part in this study English teachers with different teaching settings. To date, this research included 2 participants from elementary school and 2 participants from secondary high school. The participants came from various learning environments and institutions, but they were all teaching English as a foreign language (EFL). Two teachers teach English at a private primary school which utilize Cambridge Curriculum while the other two teach at a public secondary school with national curriculum. Additionally, they have varied years of teaching expertise in this sector. The participants were recruited through personal contacts. Due to the personal and emotional character of this study, this convenience sample

was deemed convenient and acceptable, since it enabled the researchers to establish rapport with the interviews and fostered an atmosphere of trust. Additional demographic information about the participants can be seen in [table 1](#).

**TABLE 1** | The participants' demographic information

Participants Pseudonyms	Gender	Age	L1	Teaching Setting	Years of Teaching
P1	F	26	Indonesian	Urban area	3.5 years
P2	F	24	Javanese	Rural area	2 months
P3	F	25	Javanese	Urban area	2 years
P4	F	23	Indonesian	Urban area	1.5 years

### Interviews

Data for this study was gathered through structured interviews with Indonesian teachers from a variety of educational settings. The PERMA conceptual framework was incorporated into a five-part interview design ([Seligman, 2011](#)). The questions included the interviewees' positive and negative emotion towards their profession (e.g., "How do you feel positive in your profession?"), their engagement in accomplishing something (e.g., "How do you become absorbed in what you are doing?"), their relationship in general (e.g., "How big do you receive help and support from others when you need it?"), their sense of purposeful and meaningful life (e.g., "How do you lead your life to be a purposeful and meaningful life?"), their process in accomplishing the achievements (e.g., "How much of the time do you feel you are making progress towards accomplishing your goals?"), and their perception toward the intervention of positive psychology in their teaching practices (e.g., "Related to your profession as a language teacher, how do you think that your positive psychology can affect your teaching practices?"). Additionally, the structured-interview was done by the researcher through phone call and zoom meeting.

### Data Analysis

The result of the structured interview was transcript into written form before conducting the data analysis process. After repeatedly reading the transcript, the researcher got familiar with the data and took memos of each response that influenced the coding process. Later the researcher identified the following categories of five pillars in PERMA conceptual framework, namely, positive emotion, engagement, relationship, meaning, and accomplishment as the guidance in this process. After establishing conceptual categories in line with the research questions, a coding process followed to identify sub components in the conceptual model as well as the uniqueness and similarities in the data. At last, the thematic analysis was done to examine participants' responses.

## RESULTS AND DISCUSSION

### Indonesian English Teachers' Positive Psychology and Professional Well-being

This study encounters five PERMA components (positive emotion, engagement, relationship, meaningfulness, and accomplishment). The participants expressed these five elements about positive psychology's impact on their professional well-being. They used the structured interview to express their well-being as English teachers. This section covered positive emotion, engagement, relationships, meaningfulness, and accomplishment.

#### Positive and negative emotion

All participants stated they derived joy from interacting and talking with their students during the lecture. According to ten representatives of positive emotions (Fredrickson, 2013), participants' delight during teaching practices may arise unexpectedly each meeting because of student replies, but it had a big influence on their practices, which help them to flourish. Participant 3 said that when the class was under control and in a pleasant situation, it boosted her mood and made teaching easier. Their classroom management skills helped moderate and prevent disruptive student conduct. Additionally, the accomplishment of the students or their final score was also mentioned as the source of their positive emotion. It became one indicator where they could measure their teaching practices. Participant 4 even mentioned that it gave her happiness when students enjoy her teaching. The happiness arousal leads to a mindfulness which reap more positive well-being to participants because when they become mindful, they would be more sensitive to context and perspective toward the present situation they encountered (Langer, 2002).

The first overarching component of PERMA was expressed in the interview participants' emotions. Positive and negative feelings about becoming an English instructor differed across individuals. In line with Fredrickson's (2001) broaden and build theory of positive and negative emotions, she made a functional difference between them. Positive emotion contributes to an individual's flourishing (Seligman & Csikszentmihalyi, 2000), while negative emotion produces certain thought and action inclinations, such as worry, fear of making mistakes, rage, etc (Fredrickson, 2013). So both functions are different yet mutually beneficial. Positive emotions gather resources that assist individuals deal with bad events or feelings they encounter due of their presence (MacIntyre, 2016).

To support Hargreave's (2000) theory that teaching is an emotional profession that affects teaching practice, this study showed the importance of instructors' positive emotions in their daily work. All participants rated the joy of teaching and students' surprising responses as positive emotional experiences. This supports prior study on instructors' positive moods (Frenzel, 2014; Sutton & Wheatley, 2003). Positive attitudes may be influenced by teachers who love teaching, students who appreciate their efforts, and engaged and successful students (Hagenauer & Volet, 2014; Postareff & Lindblom-Ylänne, 2011).

Teachers feel happy, pleased, and satisfied when their students succeed (Xu, 2013). When students' activities and interactions match teachers' expectations, teachers feel good about themselves and have better classroom control (Frenzel, 2014). Participants were able to perform better and help students more effectively because they could read the scenario depending on how interested their pupils were.

The second element under the key theme of emotion was focused on their negative emotion that appears in the participants' teaching practices. From the varied period of teaching career, all participants noticed that the administration process and the matters related to the teaching activities (i.e., lesson plan, yearly plan, instructional design, preparation of choosing the teaching methods used, and etc.) were demanding and stressful. Even the most experienced participant who has had 3.5 years of teaching experiences worried and concerned about the administration matters.

While, participant 2 also mentioned negative emotions from coworkers because they discredited her work. Fortunately, P2 was unaffected because she values her job. Yet, P4 also stated that bad student behavior contributed to negative feelings. Furthermore, disruptive students and coworkers made participants feel disempowered, which led to anger, depression, and stress (Alzaanin, 2021). Additionally, the government keeps developing educational policy, including curriculum, instructional design, and other administrative matters that require instructors to be current and flexible. Thus, these negative emotions resulted in different outcomes among the participants toward their teaching practices.

In this study, exhaustion, tension and worry were found to be instructors' most common negative emotions, which is consistent with Chang (2013), Cowie (2011) and King (2016). When students misbehave in the classroom, these negative feelings arise and vary, which directly and indirectly impair the teacher-student connection and inhibit teachers' excitement and maximum potential in their instructional activity (Hagenauer, Hascher, & Volet, 2015; Kunter et al., 2011). Because the source of negative emotions has been discovered, teachers should find a means to decrease or even eliminate those causes, unless such stressors are related to the relationship between students and colleagues.

#### Engagement

The next element to emerge from the data was the engagement which refers to being absorbed, lingered, and entailed in an activity such as teaching, also known as 'flow' (Oxford, 2016). The fulfillment of the engagement key theme was indicated from participants' responses in the interview which related to how they become absorbed in what they were doing and how they lose track of time while doing something they enjoyed. It was evidenced by the following comments as:

"..... I really keep myself focused on my work. So, I am really careful in doing what I enjoy to not disturb the job that I did." (Participant 1)

*"I extremely absorbed on what I am doing even I forget to have meal because I over-enjoy my work."* (Participant 2)

*"I get absorbed in my work almost every day, but not too often losing sense of time."* (Participant 3)

*"When I am in a mood and enjoy my activities, but I am too easy too get distracted."* (Participant 4)

Most of the participants inferred that they could focus and keep on track in working, but not much mentioned that they lost the sense of time. Only participant 2 who overworked because she enjoyed her work even skipped her meal. Unfortunately, the flow of a teacher's instructional activities is not the only concern. In addition to maintaining concentration during teaching activities and focusing on the teaching objective, the ability to select an appropriate teaching style and method is deemed crucial. Numerous prior studies have demonstrated that a teacher may foster academic engagement in a second/foreign language classroom through the implementation of appropriate activities ([Sun & Zhang, 2020](#); [Zhang & Zhang, 2020](#); [Jiang & Zhang, 2021](#)). Moreover, appropriate implies that it corresponds to the students' needs and abilities. This can result in high levels of academic engagement, which are reliable predictors of students' learning satisfaction, favorable academic outcomes, perseverance, and rate of education completion ([Ucar & Sungur, 2017](#)).

### Relationship

This aspect of well-being is linked to the experience of being loved, backed up, and appreciated by those around you (i.e., family, friends, colleagues, and etc.). As a result, having a positive relationship with others and one's environment is critical to one's well-being and success in life. It depicted their reactions, which were influenced by their relationships with their families, friends, and the rest of their environment. It was clear from the comments of all participants that they had received support and love from family and friends. Relationships that have to do with professional job, rather than just personal feelings, should also be considered because they might have a significant impact on participants' overall well-being. Social cohesion among professional workers could also be maintained by incorporating it into their personal lives. This finding supported the previous study conducted by [Yong, et al \(2020\)](#) which asserted for Indonesian EFL teachers, relationship element plays significant role in maintaining their professional well-being. Moreover, this result also encouraged by the fact that people from non-western country are more aware of more social severe factors than personal factors while they are experiencing their well-being ([Lun & Bond, 2013](#)). Furthermore, the participants reflected their social relationship with students, co-workers and principles on a point that positively enhance their well-being.

### Meaningfulness

Participants spoke about their meaningfulness and purposefulness in a sense of goals in life, direction where to go, worth living life, or connection with something beyond

themselves which related to their surroundings. This section captured participants' personally meaningful goals in life that included how they lead their life to be a purposeful and meaningful life, how they feel toward what they were doing, whether it is valuable or not, and how they sensed their direction in life. Participant 3 and 4 referred to a meaningful life to a state where they could benefit people around them in their personal and professional life (e.g students, colleagues, family and friends). Whereas participants 3 and 4 mentioned that their lives were valuable because they could help people sincerely and patiently, participants 1 and 2 listed that aiming to fulfill their basic needs and starting with what they enjoy and fond of were worth their living. Moreover, as a language instructor, one of her obligations was to help others, especially her students, by offering encouragement, support, and growth chances. Aside from the obvious (various findings and answers), she was thrilled to be able to control unforeseen circumstances. This person didn't want instant happiness or a joyful existence, either (e.g enough sleep, proper time to eat, and not stressful life). Others used it to avoid losing their life's purpose.

The strong endorsement of meaningfulness plays essential roles to flourish participants' well-being since it provides a sense that life matters, helps participants to stick on the things they believe valuable in their life, and keeps their life going forward. Moreover, considering on how meaningfulness portrayed from the participants' responses, this fourth facet of PERMA encouraged them to start and stay in their career as a teacher because they find it meaningful as well as initiate their motivation to become EFL teachers ([Steskal, 2015](#)). Furthermore, this is one of the strengths teachers can build on by thinking on what brought them to the profession and what it can offer in terms of meaningful contribution to society and others ([Seligman, 2011](#)).

### Accomplishment

The last element mentioned by Seligman in his PERMA conceptual framework would be the last key theme that is being elaborated. Accomplishment discussed in this section became one theme that could also be seen objectively, marked by honors or awards earned by participants, but it also involved subjectivity, including their feeling of obtaining those personally. It was not only the results that they had got, but also covered the process of working toward or/ and reaching goals, and feeling able to complete tasks and responsibilities. For examples:

*"About progressing, for directing to my purposes, it's not that much. What keeping me not progressive is that because I am always afraid or anxious that I perform bad in my work, so I keep prioritizing my work than my personal life."* (Participant 1)

*"I have a belief that this occupation is safe, what I mean is the job in education field is a stable career..... I am a highly responsible individual toward my job."* (Participant 4)

As mentioned by participants 2 and 4, it was indicated that the accomplishments that they wanted to achieve were

also the form of responsibility that they had to fulfill. Those accomplishments were the source of goals that they set and worked on to earn both in present or future time. Perception towards its influence of PP on their professional well being

### Indonesian English language teachers' perspective on positive psychology and their professional well-being

This section captured participants' perspective on how positive psychology affects their teaching practices in the classroom. All four participants agreed that positive psychology contributes positively to their teaching practices. Despite the difference in teaching length, all participants stated the same opinion. These perceptions were mentioned as followed:

*"I think it is affecting how I teach because in the class we have to support the students with motivation and appreciation (for example, you did a good job). so, if I don't feel like appreciated like or if I don't, I am have a positive thought of everything about that I think I will not be able to do that. So it is pretty affecting."* (Participant 1)

*"When I am happy of course I can take over my class better and might be funnier. I can be more talkative in the classroom. I can interact with my students very well, yup...my positive psychology affects my teaching practices in the classroom."* (Participant 2)

*"Of course, it affects my mood and my teaching experience"* (Participant 3)

*"Yes, since the positive psychology can support my works in teaching. If I feel happy and really enjoy, the energy that I bring will affect my performance through my students."* (Participant 4)

While positive psychology helps inspire and respect language learners, a constructive relationship between teacher and students, well-guided and facilitated learning setting may encourage learners to reduce the feeling of being pressured and anxious, which together, in turn, may nurture their confidence by promoting positive attitudes to the learning process (Henry, 2021). Participant delight affected their ability to transfer knowledge. Moreover, participant 2 said she could involve her students more if she was happy and all participants agreed that positive psychology influenced their teaching practices. Positive psychology is vital to Indonesian teachers' professional well-being, according to previous studies (Oxford, 2018; Muttaqin, 2021; Yong et al., 2020).

## CONCLUSION

The study discovered the five pillars of positive psychology, namely positive emotion, engagement, relationship, meaningfulness, and accomplishment, defined by Seligman (2011) which appropriately articulated by the participants according to the qualitative data collected and processed. Despite the fact that some parts (e.g., elements of accomplishments and meaningfulness) may have been less expanded by the participants, it was determined that this was

due to the fact that they are still in the process of achieving their most significant goals, and so are unable to express it in detail. Nevertheless, it indicated that the other three elements of positive psychology namely positive emotion, relationship and engagement significantly influence the participants' flourishing in their teaching experiences.

Despite the various research setting, years of teaching, institutional regulations, and environment circumstances (rural and urban area), this study provides a complete thematic analysis of the well-being of Indonesian English instructors. Even though this study provided useful insight into the professional well-being of Indonesian English instructors, the findings were based on a small sample size (N=4) and should therefore be replicated in larger regions across the country. Overall, it is hoped that this research will strengthen the contribution of well-being studies in Indonesia and provide valuable insight into why this topic should be investigated further in the Indonesian setting.

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