

Immunity As A Booster of Iraqi EFL Teachers' Energy: A Correlational Study

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ABSTRACT

Teachers have the power to change their students' lives for the better; therefore, teachers should be armed with some skills to become more effective and successful ones. However, Teachers' Immunity (TI) is defined as a robust armoring system one with high-intensity threats and allows teachers to maintain professional equilibrium and instructional effectiveness. Thus, the present study aimed at examining the probable association between EFL teachers' immunity as a booster for Iraqi EFL teacher's energy. To this end, two scales of Teacher Immunity Questionnaire (TIQ) and Teacher Energy Questionnaire (TEQ) administered among 100 Iraqi EFL teachers comprising of 28 females and 72 males. Besides, SPSS program 26 and Pearson Correlation was utilized to analyze data. It sounds that concerning the provided definitions of both scales plus the findings, the more immune the EFL teachers are, the more energized they are in handling their job satisfactorily. Moreover, the significant role of language teacher immunity as predictor of EFL teachers was discovered throughout this study and significant and meaningful relationship between EFL teachers' immunity as a booster of energy was found using Pearson correlation (Sig=0.000). The implications of the present study may shed new light on the significance of incorporating teacher immunity approach into teacher development programs as a core subject as well as teacher energizer.

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KEYWORDS

Energy-Booster; EFL Learners; EFL Teachers; Teacher Immunity.

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1. Introduction

Teachers often face different kinds of problems, challenges, and disruptions both in their classrooms and in the larger school environment and society. These problems can happen for a few reasons, such as rules from schools or other organizations, limits on what teachers can do, set goals they must meet, pressure to always improve their knowledge and skills without enough support, and demands from students. Whatever the reason is, these issues directly affect how motivated teachers feel and how they see themselves in their jobs. This, in turn, impacts their ability to keep working in this field (Hiver, 2015; Rahman, 2018; Yaumi et al. 2023; Hasnia et al., 2022).

However, concerning the needs of the teachers to keep their motivation, their interest, their desires to teach and to boost their teaching quality as well as their practicality and not suffering burnout, the EFL teachers are acquired to become energized to handle their profession as perfect as they wish. Therefore, to achieve the goal, first of all, a clear definition of the energy is needed. According to Pishghadam et al., (2003) "teacher energy", is considered the link between students' emotional experiences, the teacher's behavior, and the level of his/her success.

However, the concept of teachers' energy is defined as the amount of energy, sensory and emotional involvement, and time the teacher invests in the classroom, the lessons, and the students' success as a whole and shows his/her concern for the students. Accordingly, energy definition is proposed by Pishghadam et al., (2003) and teachers are characterized as energy creators which are teachers at high level of emotions. These teachers are passionately caring about the students and make a great effort to show up in class with as much energy as is necessary for teaching while also keeping in mind the students' future and potential for change. Besides, energy boosters genuinely care about their students. As a result, they make an effort to motivate students in various ways, get them involved in class activities, and place a high value on student empathy.

Therefore, teachers' energy is the concept of the teachers' immunity since the teachers' energy might influenced by their job immunity, for example, when a teacher is highly paid, works in a stress-free environment, their immunity might be sustained. However, the concept of teachers' immunity. This means a strong safety system that comes into play when there are serious threats, helping teachers stay calm and do their job well (Hiver, 2017; Prihandoko et al., 2021; Rahman & Widyastuti, 2023; Radjuni et al., 2025). Feeling motivated is very important for language teachers to build their identity and grow in their careers (Hiver & Dörnyei, 2017).

Research on language teacher immunity is still new and needs more study to be better understood. This research aims to identify which type of immunity, good or bad, is common among English teachers in Iran (Hiver, 2016). It also looks at how English teachers in Iran stay strong and healthy, and it adds to what we already know about teacher psychology and language teacher immunity. Researchers don't know much about language teacher immunity yet, so they haven't done any research to find out what type of immunity is most common among English teachers in Iran and how it develops. (Hiver, 2016; Amalia et al., 2022; Sachiya et al., 2025).

The diagnosed problem in the current study is to scrutinize the possible link between the immunity of Iraqi EFL educators and their energy. However, concerning the clear definition of the immunity provided above, lack of teachers' immunity might cause some problems to the EFL teachers like their stress, their lack of concentration, lack of self-efficacy and so on. On the other side of the coin, regarding the aforementioned concepts keeping the teachers' immunity might results in effective and successful teaching. On the other hand, as the next variables of the study, teachers' immunity was elaborated as the extent to which teachers have seven factors of self-efficacy burnout, resilience, attitudes toward teaching openness to change, classroom affectivity and coping.

However, pinpointing to above definition of the major variables of the study, the Iraqi EFL teachers might feel less energy which it gets back to the students lack of interest in learning the language, lower payment, extra teaching classes and so on which might affect their effective teaching and they might suffer burnout and the existing gap is that the current research intends to fill the gap and finds out if finding the relationship between teachers' energy and their immunity is significant and helpful or not?

Accordingly, the findings of the present study are valuable and significance for EFL, teachers, educators, students, syllabus designers and administrators since knowing about teachers' energy and Immunity helps them to find the problems related to the teachers and make them successful teachers. The findings of the present study intended to fill the gap by finding the relationship between immunity and energy levels and the constructs of the teacher immunity which are self-efficacy burnout, resilience, attitudes toward teaching openness to change, classroom affectivity and coping and sub-scales of immunity

So far numerous studies have been done on teacher immunity and also teacher energy with different variables that its crucial to have a glance at them. However, in a related study Ordem (2017), in a case study, dwelled upon the teacher's ideas and attitudes toward adaptive skill, self, and motivation. The findings revealed that through reflection on their previous experiences, teachers presented maladaptive behaviors. In his study, it was illustrated that LTI was found to be affected by RT. In education, the search for personal characteristics has been addressed However, in another study by Ordem (2017), they looked at a teacher's thoughts and feelings about being able to adjust to change, their own selves, and what makes them want to do things. The study showed that teachers behaved in ways that were not helpful when they thought about their past experiences. In his research, they showed that the long-term impact was influenced by real-time events. In education, many researchers have studied personal traits (Sadeghi et al., 2012; Threeton & Walter, 2009; Latief et al., 2024; Junaid & Andini, 2025).

2. Methodology

The present study employs a quantitative research design to examine the perspectives and experiences of English as a Foreign Language (EFL) teachers in Iraq, specifically in Diyala. A total of 100 EFL teachers, comprising 72 males and 28 females, were selected as participants for this study. The participants' ages ranged from 20 to 60 years, and all had a minimum of two years of teaching experience. The academic qualifications of the participants varied, with 60% holding a Bachelor's degree (BA) and 40% possessing a Master's degree (MA) in Teaching English as a Foreign Language (TEFL).

3. Result and Discussion

3.1 Results of the Research Question One

To answer the first research question, the following hypothesis is proposed.

NH01: There is no significant relationship between Iraqi EFL teacher's energy and immunity.

NH11: There is a significant relationship between Iraqi EFL teacher's energy and immunity.

Considering the normality of the data distribution, Pearson's parametric test is used to check the relationship and correlation of teacher's energy and immunity. In this test, rejecting the null hypothesis (H_0) means that there is a

significant relationship between teacher's energy and immunity, and accepting the null hypothesis means that there is no correlation between the variables. The results of the correlation test are shown in the table below.

Table 1. Pearson Correlation between TIQ and TEQ Scales

		Ave. TIQ	Ave. TEQ
Ave. TIQ	Pearson Correlation	1	.585**
	Sig. (2-tailed)		.000
	N	100	100
Ave. TEQ	Pearson Correlation	.585**	1
	Sig. (2-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the above table, the significance level of the test is equal to sig=0.000, which is smaller than 0.05, and the null hypothesis (H_0) is not accepted at the 95% confidence level. In other words, it can be said that there is a significant relationship between teacher's energy and immunity. According to the Pearson correlation coefficient of 0.585, it can be said that the correlation between them is positive and relatively strong. Their correlation table is shown below.

Table 2. ANOVA Test

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.761	7	.966	7.606	.000 ^b
	Residual	11.682	92	.127		
	Total	18.443	99			

a. Dependent Variable: Ave. TEQ

b. Predictors: (Constant), Coping , Openness to change, Attitudes toward teaching, Teaching self-efficacy , Classroom affectivity , Burnout , Resilience

Based on the above table and with sig=0.000, which is smaller than 0.05, as well as the F statistic, it can be said that the estimated regression is significant.

Table 3. Regression Representation

		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	-.228	.476		-.479	.633
	Teaching self-efficacy	.227	.056	.343	4.047	.000
	Burnout	.082	.049	.143	1.670	.098
	Resilience	.126	.050	.217	2.534	.013
	Attitudes toward teaching	.087	.050	.146	1.740	.085
	Openness to change	.171	.044	.324	3.856	.000
	Classroom affectivity	.149	.050	.250	2.955	.004

Coping	.077	.046	.141	1.653	.102
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a. Dependent Variable: Ave. TEQ

Based on the above table, the coefficients of each of the variables and their significance can be checked. In general, teaching self-efficacy, Resilience, Openness to change and Classroom affectivity have a significant p-value (sig is greater than 0.05) and can predict Teacher's Energy. Teaching self-efficacy has a coefficient of 0.227, which means that each unit increase in Teaching self-efficacy can increase Teachers' Energy by 0.227 units. Resilience has a coefficient of 0.126, which means that each unit increase in Resilience can increase Teachers' Energy by 0.126 units. Openness to change has a coefficient of 0.171, which means that each unit increase in Openness to change can increase Teachers' Energy by 0.171 units. Classroom affectivity has a coefficient of 0.149, which means that each unit increase in Classroom affectivity can increase Teachers' Energy by 0.149.

Based on the collected data through the questionnaires to answer the first research question of the study which is "is there any significant relationship between Iraqi EFL teacher's energy and their immunity", the researcher distributed two scales of Teacher immunity Scale adopted from Hiver (2017) plus its sub-scales and, Teacher Energy Scale was developed by Pishghadam, Ebrahimi, and Abdwani (2022). However, in order to get the exact results, the researcher analyzed the Teacher Immunity (TI) Scale into seven sub-scales: Teaching self-efficacy, Resilience, Coping, Burnout, Attitudes toward teaching, Openness to change and Classroom affectivity and Teacher Energy Scale (TES) and calculated the co-relation between them. Besides, based on the findings reported in Table (4.2), the significance level of the test is equal to Sig=0.000, which is smaller than 0.05, and the null hypothesis (H_0) is not accepted at the 95% confidence level. However, a significant relationship between teacher's energy and immunity was found. Accordingly, Pearson correlation coefficient was obtained (0.585) which indicated a positive and relatively strong correlation. Moreover, to more scrutinize the results, the correlation between the teacher's energy and immunity and other sub-scales of the TIQ Scales was calculated and significant and positive results were found between the subscales of teacher's energy and self-efficacy, teacher's energy and burnout teacher's energy and resilience, teacher's energy and attitude toward teaching, teacher's energy and openness to chang, teacher's energy and classroom affectivity and teacher's energy and coping. The current study agreed with what Khazaenezhad and Davoudinasab (2022) found about how teachers can deal with different stressful situations while teaching English, depending on their personality and coping style.

3.2 Results of Research Question Two

To answer this question, age groups are divided into four groups: 20-30 (group 1), 31-40 (group 2), 41-50 (group 3), and 51-60 (group 4). The average score of Teacher Energy in the first age group is equal to 3.1, for the second group is equal to 3.07, the third group is equal to 2.93 and the fourth group is equal to 2.88. One of the presuppositions of the test is the equality of variances, for which Levin's test was used.

Table 4. Tests of Variance Homogeneity

		Levene Statistic	df1	df2	Sig.
Ave. TEQ	Based on Mean	.750	3	96	.525
	Based on Median	.618	3	96	.605
	Based on Median and with adjusted df	.618	3	89.399	.605
	Based on trimmed mean	.724	3	96	.540

Using the results of the table above, the significance level of Levin's test is greater than 0.05 in all cases. As a result, the assumption of equality of variances in different age groups is confirmed.

Table 5. Tests of Variance Homogeneity

Ave. TEQ					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.769	3	.256	1.392	.250

Within Groups	17.675	96	.184
Total	18.443	99	

The above table shows the results of the analysis of variance test. According to $\text{sig}=0.250$, which is greater than 0.05, it can be said that there is no significant relationship between different age groups and their energy.

Table 6. Descriptives Statistics on TEQ Scale

Ave. TEQ

		95% Confidence Interval for Mean						
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
1.00	20	3.1000	.44640	.09982	2.8911	3.3089	2.33	4.00
2.00	29	3.0718	.45574	.08463	2.8985	3.2452	2.08	3.83
3.00	30	2.9361	.44403	.08107	2.7703	3.1019	2.17	3.92
4.00	21	2.8810	.34316	.07488	2.7247	3.0372	2.33	3.50
Total	100	2.9967	.43162	.04316	2.9110	3.0823	2.08	4.00

In this study, the participants ranged into four groups: 20-30 (group 1), 31-40 (group 2), 41-50 (group 3), and 51-60 (group 4). The mean score of Teacher Energy in the first age group is equal to 3.1, for the second group is equal to 3.07, the third group is equal to 2.93 and the fourth group is equal to 2.88. One of the presuppositions of the test is the equality of variances, for which Levin's test is used.

Table 7. Tests of Homogeneity of Variances

		Levene	df1	df2	Sig.
Ave. TEQ	Based on Mean	.750	3	96	.525
	Based on Median	.618	3	96	.605
	Based on Median and with adjusted df	.618	3	89.399	.605
	Based on trimmed mean	.724	3	96	.540

To answer the third research question of the study which titled "Is there any significant relationship between Iraqi EFL teachers' energy and their immunity in terms of age and gender?" the tabulated data on tables (4.16,4.17,4.18) indicated that the mean for TEQ scores for male and female teachers are 2.96 and 3.08, respectively. Therefore, Independent T-Test was utilized $\text{Sig}=0.056 \geq 0.05$, and $\text{P-value}=0.197$ which is more than 0.05 which portrays NO relationship was found between male and female in terms of their age and gender.

Table 8. Group Statistics on TEQ based on Gender

	sex	N	Mean	Std. Deviation	Std. Error Mean
Ave. TEQ	male	72	2.9618	.39607	.04668

female	28	3.0863	.50891	.09618
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Based on the information in the above table, the mean for TEQ scores for male and female teachers are 2.96 and 3.08, respectively. One of the assumptions of Independent T-Test is equality of variances, Levene's Test was used for this purpose.

Table 9. Group Statistics on TEQ based on Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differenc e	Std. Error Differenc e	95% Confidence Interval of the Difference	
Ave. TEQ	Equal variances assumed	3.752	.056	-1.300	98	.197	-.12450	.09580	-.31461	.06560
	Equal variances not assumed			-1.165	40.366	.251	-.12450	.10690	-.34050	.09150

The test results show that the confidence level is 0.056, which is higher than 0.05. This means we can agree that the variances of the two groups are equal. So, we will use the first row of the table. The first row of the table shows a p-value of 0.197, which is greater than 0.05. This means that there is no difference between male and female lecturers.

In a similar study to ours, Dobakhti et al. (2022) found the same results. In it was found that teachers' emotional intelligence, ability to handle stress, willingness to try new things, and carefulness helped to explain their ability to cope with challenges in teaching. The results showed a strong connection between feelings and teacher confidence.

Similarly, in another related study in line with our findings, Haji Jalili, et al. (2023) probed the teachers' immunity between emotional intelligence, self-efficacy. Nevertheless, a significant correlation between the teachers' scores obtained from three questionnaires was reported.

Also, in a similar study that matches our results, Beltman and others found the same thing. In 2011, it was noted that while many descriptions of teacher immunity have been created, there has been little research on teachers' own views about what teacher immunity means.

Also, Razmjoo and Ayoobiyan (2018) looked at how the energy of EFL teachers is related to their self-confidence, which is part of what they call Teacher Immunity. So, the findings showed that different aspects of a teacher's energy have a helpful impact on resilience. All parts of self-confidence were strongly connected to how energetic the teachers felt. The results also showed that, besides managing the classroom, two other important parts of teacher effectiveness—how well teachers get students involved and how good their lesson plans are—play a significant role in a teacher's energy and effectiveness.

Lastly, in a mixed-method study by Ghaslani et al. (2023), there was a partial agreement. In 2023, the immune system of Iraqi English teachers was studied. We also used scales, one-on-one interviews that were not fully structured, keeping journals, and watching classes. The results showed how personal, work, company, community, and money-related aspects are all connected.

4. Conclusion

The study shows that helping language teachers build their confidence involves motivating them through certain activities. Making immunity isn't a straightforward task. Instead, it is a complicated process that changes throughout a teacher's career. So, just telling the teachers something positive and motivating to help them understand how immunity develops doesn't really work. Education officials need to think about the ways that can motivate and energize teachers, and these changes can't happen all at once. Besides, while most people agree that a teacher's immunity is linked to their energy, we don't know much about how it works with two other important factors: a language teacher's immunity and what

motivates teachers' energy. Also, the impact of immunity on energy in learning English as a foreign language has not been explored. Overall, these results show that a teacher's energy is very important for encouraging positive learning and behavior. This study doesn't fully explore the thoughts and opinions of teachers and educators. However, Future research should use a mix of methods to look more closely at the relationship being studied. Secondly, the study did not look at factors like the teachers' cultural and economic backgrounds, their college majors, their experience, and their teaching training.

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