**THE INFLUENCE OF PSYCHOLOGICAL CAPTIAL AND
CLASSROOM MANAGEMENT ON TEACHERS WELL-BEING: A
CASE STUDY AMONG ENGLISH UNIVERSITY TEACHER IN
ZHEJIANG PROVINCE, CHINA**

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**FACULTY OF EDUCATION
UNIVERSITI MALAYA
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2020**

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THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

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ORIGINAL LITERARY WORK DECLARATION

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ABSTRACT

This study aims to investigate the associations among EFL teachers' psychological capital, well-being (PERMA), and their College English classroom management in Chinese universities of Zhejiang province. This study is a non-experimental quantitative research which used a questionnaire to collect data. comprised four sections: teachers' demographics, psychological capital, well-being (PERMA) and EFL classroom management. A total of 486 EFL teachers from 19 universities in Zhejiang province, China, were randomly selected. Following the filtering of data which involved the missing data, normality, outliers and multicollinearity issues, only 478 samples were found suitable for analysis. The descriptive statistics analysis derived from this study showed the levels of the EFL teachers' psychological capital, well-being (PERMA), and their College English classroom management in terms of means and standard deviation. The findings indicated that the Chinese university College English EFL teachers in Zhejiang province had perceived that they have a high level of psychological capital, a high level of well-being (PERMA), and a high level of EFL classroom management. Inferential statistics such as the Person Product-Moment analysis was used to identify the correlations between the variables. The results showed that there were statistically significant positive correlations between psychological capital, well-being (PERMA) and EFL classroom management.Additionally, the multiple regression analysis showed that the *Hope* dimension of psychological capital was statistically significant predictor of College English classroom management while the *Optimism* dimension of

psychological capital was a significant predictor of well-being (PERMA).This study also used structural equation modelling (SEM) procedures with AMOS to examine the mediation, and the moderation model proposed. The results revealed that there was a partial positive mediating effect of the EFL teachers' well-being (PERMA) on the relationship between the EFL teachers' psychological capital, and their EFL classroom management. The moderating effect test indicated that the EFL teachers' working experience was a significant moderator on the relationship between the EFL teachers' psychological capital, and their classroom management. This study makes significant contributions to the general body of knowledge in foreign language education, second language acquisition, teachers' development as well as the psychology field. It had successfully integrated positive psychology into the field of second language teaching.

PENGARUH KEMAMPUAN PSIKOLOGI DAN PENGURUSAN BILIK DARJAH TERHADAP KESEJAHTERAAN GURU: SATU KAJIAN KES DALAM KALANGAN PENSYARAH BAHASA INGGERIS DI DAERAH ZHEJIANG, CHINA

ABSTRAK

Kajian ini bertujuan mengkaji hubungan antara EFL, psikologi kapital, kesejahteraan (PERMA) dan pengurusan kelas EFL dalam kalangan guru pengkhususan Pengajaran Bahasa Inggeris sebagai Bahasa Asing (EFL) di universiti China Wilayah Zhejiang. Penyelidikan kuantitatif bukan eksperimen dijalankan dengan kaedah soal selidik. Soal selidik terdiri daripada empat bahagian iaitu demografi, psikologi kapital, kesejahteraan (PERMA) dan pengurusan kelas EFL.Seramai 486 orang guru EFL dari 19 universiti di wilayah Zhejiang dipilih secara rawak analisis statistik deskriptif, menunjukkan bahawa guru-guru EFL di wilayah Zhejiang mencapai tahap min psikologi kapital yang sederhana manakala kesejahteraan (PERMA) dan dalam pengurusan kelas EFL berada pada tahap min sederhana. Seterusnya analisis statistik inferensi seperti analisis *Person Product- Moment* menunjukkan korelasi positif yang signifikan antara pengurusan kelas, psikologi kapital, kesejahteraan(PERMA) dan pengurusan kelas EFL. Selain itu, analisis regresi berganda menunjukkan bahawa dimensi *Harapan* dalam psikologi kapital peramal signifikan terhadap pengurusan kelas EFL. Manakala dimensi *Optimisme* dalam psikologi kapital adalah peramal signifikan terhadap kesejahteraan (PERMA).Tambahan *Structural Equation Modelling* (SEM) dianalisis dengan perisian

AMOS untuk menganalisis peranan perantara dan penyederdahana Hasilnya menunjukkan bahawa terdapat kesan perantara yang positif separa bagi kesejahteraan guru EFL (PERMA) antara hubungan psikologi kapital guru EFL dengan pengurusan kelas Analisis penyederhana menunjukkan pengalaman kerja guru EFL memberi kesan sederhana di antara hubungan antara psikologi kapital guru EFL dengan pengurusan kelas.Hasil kajian ini memberi sumbang kepada dalam bidang pendidikan bahasa Inggeris sebagai bahasa asing untuk memartabatkan bahasa kedua dan pembangunan guru khususnya dalam bidang psikologi pendidikan. Kajian ini berjaya menunjukkan psikologi berkesan secara positif diintegrasikan ke dalam bidang pemerolehan bahasa kedua. Perbincangan, implikasi dan cadangan penyelidikan berbincang dan berbanding dengan kajian-kajian lepas dalam dan luar negara.

ACKNOWLEDGEMENTS

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AGFI:	Adjusted Goodness of Fit
AMOS:	Analysis of Moment structures
AVE:	Average Variance Extracted
CFA:	Confirmatory Factor Analysis
CFI:	Comparative Fit Index
Chisq:	Discrepency Chi Sequare
Chisq/df:	Chi Square/ Degree of Freedom
CBT:	Cognitive Behavioural Theory
C.R.:	Critical Ratio
CR:	Composite Reliability
ECM:	College English classroom management
EFL:	English as a Foreign Language
GFI:	Goodness of Fit Index
IFI:	Incremental Fit Index
M:	Mean
MI:	Modification Indices
p:	Probability
PC:	Psychological capital
POB:	Positive Organizational Behavior
RFI:	Relative Fit Index
S.D.:	Standard Deviation
S.E.:	Standard Error
SEM:	Structural Equation Modeling
SPSS:	Statistical Package for Social Science
TLI:	Tucker Lewis Index

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CHAPTER 1

INTRODUCTION

1.1   INTRODUCTION

This chapter begins by presenting the background to the study so as to outline the background of the study. Following this, the problem statement is described and the research purpose and objectives are then explained. To fulfil the objectives of this study, five relevant research questions were proposed. To obtain the answers to these research questions, four hypotheses were also formulated. The limitations and significance of this study were also deliberated. This is followed by the definition of concepts and terms used in the context of this study and the chapter ends by stating how the entire thesis is organised.

1.2   Background of the Study

Teaching has been found to be one of the most stressful professions (Borg, 2006; Kieschke & Scharschmidt, 2008). Lovewell (2012) reported that teaching is among the top-five occupations affected by work-related stress, with 70% of teachers and lecturers saying their health suffered because of their job (p. 46). Due to occupational stress, teachers reported worse than average levels of job satisfaction, physical health and psychological well-being (Johnson et al., 2005). This situation appears to be becoming worse. Higher education is no exception to this trend. In a 2019 UK report, the stress levels of university teachers leading Dr. Mary Bousted, joint general

secretary of the National Education Union, are rising, as 75% of survey respondents find their work stressful (Battersby, 2019). In Austria, one of the contexts of this study, 94% of senior lecturers and 87% of junior lecturers feel this pressure and have a sense of uncertainty regarding the future of their profession (Drennan et al., 2013). In the United States, 70% of teachers in higher education feel significant pressure in their workplace (Curtis & Thornton, 2013).

Increased stress levels for teachers are higher rates of burnout consequently. Teachers are currently facing record rates of burnout and attrition (Borman & Dowling, 2008; Lovewell, 2012). In Asia, high rates of teacher burnout have been found in teachers in Japan and China (Maslach, Schaufeli & Leiter, 2001). In existing literature on burnout in university teachers, Watts and Robertson (2011) found that the rates are rising, suggesting an urgent need for research to well understand teachers' perspectives and psychological responses towards their work, which, in turn, can help counteract these worrying trends.

As the largest group of foreign language teachers, English as Foreign Language (EFL) teachers always attract much attention from researchers. However, most researchers mainly focus on ESL teachers' language skills training and academic knowledge, which are closely connected with occupational development. By contrast, little attention is paid to EFL teachers and their psychology, considering how investigating this topic can help them not only to "survive" but also to "thrive" in their jobs (Castle & Buckler, 2009). Teachers' well-being plays a central role in

the quality of language teaching and student achievement (Day & Gu, 2009; Klusmann et al., 2008). Research that shows the importance of teacher psychology should be conducted not only for teachers themselves but also for their learners. Through the process of contagion and given the centrality of teachers in the classroom dynamics, teachers can influence the psychology of learners as individuals and as a collective group. In turn, positive dynamics and engaged learners are known to be beneficial for teachers' well-being and positive emotions.

However, language teachers' stress is mainly linked to poor in-class management (Wiley, 2000; Eisenman, Edwards & Cushman, 2015). Difficulty in establishing and maintaining effective language classroom management is one of the main reasons why teachers leave the profession and is a significant factor in student disengagement (Beaman & Wheldall, 2000). Compared with teachers from other disciplines, foreign language teachers must face more stress in classrooms. They always have some stress from using foreign languages, which require skill-based competence. Some non-native language teachers can suffer from low self-confidence in their language skills whilst being confident about their pedagogical and didactic skills. Horwitz (1996, p.365) found that many foreign language teachers can experience foreign language anxiety, which can have negative consequences for language teaching. This language anxiety may be nourished by the fact that "whilst mathematics or history teachers can prepare the material necessary to a specific lesson, language teachers must always be ready to speak the language in front of the

class"(p.367). Consequently, whilst teachers of other subjects can compensate for gaps in their knowledge through preparation, doing so is difficult for language teachers who may not be able to predict the path of a classroom conversation. In addition, bearing in mind that language belongs to a person's whole social being (Williams & Burden, 1997, p.115), not being able to express oneself fully in the foreign language may challenge language teachers' self-efficacy and professional identity. This condition can be a particular risk for teachers who find themselves teaching their content subject(s) through a foreign language. As a result, these teachers' professional confidence and well-being can be challenged by potential language problems and/or extra preparation time (Gierlinger, 2007).

Moreover, language teaching is an emotionally demanding subject to teach, language teaching may require increased emotional understanding on the part of language teachers compared with teachers of other subjects (Hargreaves, 1998). Technology has changed the face of language learning and teaching. 'Internet, technology, media, as well as English used in face-to-face and virtual social networks, offer more opportunities than meaningful and real language usage that is available in the classroom' (Richards, 2015, p.5). With the growth of and accessibility to the Internet, students often have already gained specific knowledge and will frequently be more technically savvy than their teachers. For some language teachers, this situation may feel like a threat to their status and authority, and they often no longer find themselves the sole source of knowledge and information in classrooms. Once

the enthusiasm of language teachers is affected, frustration sets in, disinterest abounds and teachers lose hope; they lose their self-esteem and consequently, they experience burnouts, which affect their performance in classrooms (Brouwers & Tomic, 2000).

Furthermore, student misbehaviours can cause high levels of professional and personal distress in teachers (Miller, 1995). Recent graduate teachers and experienced teachers find that managing classroom behaviour problems is a major cause of stress (Giallo & Little, 2003; Little, 2003). Learners' misbehaviours are the most serious challenges in EFL classroom management (Yazdanmehr & Akbari, 2015). Particular behaviour problems, which occur inside EFL classrooms, such as using the native language of learners to teach a target language, learners refusing to speak in English, learners making mistakes and being laughed at by others and lacking motivation to learn, can be serious issues if unaddressed (Alnofaie, 2010; Al-Shammari, 2011). Other forms of difficulties that emerge as challenges of classroom management include EFL learners' unfavourable attitudes towards English as a foreign culture (Al-Awadh, 2000). These behaviour problems can influence learners' responses to EFL teachers that then counter-react on learners. In this regard, EFL teachers should suffer additional stress, which can cause their burnout.

Since China's economic reform and opening in 1978, the past four decades in Chinese higher education have witnessed overwhelming reforms (Cai, 2019). With growing concerns over the prevailing College English reforms at Chinese

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universities and the increasing importance of English as a lingua franca in the globalised era, greater emphasis has been placed on College English teachers (Bai, Millwater & Hudson, 2015). However, university EFL teachers in China often feel themselves being treated like 'pawns' within the education system (Guo, 2018), consistently moved by outside forces. Due to the continuous change occurring in the College English teaching reforms and the different requirements of students in English learning, the traditional teaching method is no longer effective or practical. A 4,987-study conducted by Mycos in 2016 serves as one of the most authoritative surveys for China. The report indicated that 70% of EFL teachers had reported of disruptive classroom behaviours in their College English classrooms, an increase from five years earlier. Approximately 85% of university EFL teachers stated that they had seriously considered leaving their teaching profession due to bad classroom management, whereas 65% of EFL teachers reported being verbally abused by their students in classrooms; 43% of them mentioned having physical conflicts whilst attempting to ensure effective language teaching. All these emotional stress and workload experienced by EFL teachers in China have affected their teaching and inevitably, their students' learning. Under these conditions, conflicts, confusion, stress, dissatisfaction and other negative emotions follow inevitably. When teachers feel stressed, ill-being occurs, which can create a negative impact on students' academic and behavioural outcomes (Wentzel et al., 2010).

Given that realising problems involving classroom management have

negatively affected EFL teachers' ability to teach, well-being and their intention to continue working in the field of education (Ellis, 2018), many measurement have been considered. In 2016, the Ministry of Education of China proposed the guidance 'Recommendations for Strengthening Classroom Management' as a step towards supporting teachers' teaching ability and improving College English classroom management. However, this guidance still focused on EFL teachers' language skills training and academic knowledge or professional development (Richard, 2017) and failed to see the social values of EFL teachers' positive psychology (Gabryś-Barker & Gałajda, 2016).

Considerable research has long recognised that what teachers think, believe and feel about themselves and their professional lives affect their positive psychology and ability to cope with stress and thus avoid burnout (Brackett et al., 2010; Schwarzer & Hallum, 2008; Vandenberghe & Huberman, 1999). A report of American Psychological Association in 2015 revealed the 'top 20 principles of psychology for teaching and learning' where teachers' positive psychology is suggested as an integral part for the successful operation of classes because it affects academic performance and learning. Therefore, teachers' positive psychology plays a central role not only for teachers themselves but also for their students and the society at large (MacIntyre, Gregersen & Mercer, 2016).

Although positive psychology is a relatively new subfield of psychology and new concept for second language studies and teaching, its primary aim is to help

foreign teachers live happier, more fulfilling lives by focusing on what goes well in life (Peterson, 2006). Under the positive psychology movement, psychological capital and well-being are gaining increasing intention. Psychological capital plays a predictive role in teachers' job satisfaction and well-being (Avey et al., 2011). Some empirical studies find that psychological capital can influence teachers to adapt to their performance in classrooms, cope with stress and find their own means to overcome difficulties, thereby pursuing productive lives (Çimen & Özgan, 2018; Collie, Shaplca & Perry, 2012). Meanwhile, teachers' well-being is critical to attend to for the whole classroom group (Mercer, 2016). Within the classroom dynamics, teachers serve as the anchoring point of interaction and communication and inevitably, their well-being plays a key role in the quality of classroom atmosphere and in-class group dynamics (DeVries & Zan, 1995). Mercer and Kostoulas (2018) also called for putting language teachers' first focus on their well-being.

To explore the underdeveloped areas of research and some clear gaps, taking a practical view of teachers' positive psychology and considering how to use positive psychology to support and help teachers cope with their stresses to ensure they in fact 'flourish' in their professional roles are necessary. Based on this suggestion, an essential urgency to address this issue by conducting a study of EFL teachers teaching College English within China exists to understand how their foreign language classroom management can be improved and accelerated by their positive psychology, for the sake of the EFL teaching and learning context in China.

1.3   Statement of the Problem

Organisations, which can cope with these circumstances in the future, need a new kind of capital, that is, positive psychological capital (Luthans, Youssef, & Avolio, 2015). Psychological capital takes its scientific bases from positive psychology and positive organisational theory (Bakker & Schaufeli, 2008; Youssef & Luthans, 2013) and examines positivity at the individual level (Luthans, Youssef & Avolio, 2007a). From this perspective, a paradigm shift in human resources management and development may be offered (Luthans et al., 2007a). By enhancing psychological capital, organisations can develop their ability to cope with hardships and crises. Psychological capital, which represents individuals' psychological resources as a whole, is made of human strengths and positive capacities, which meet the criteria such as being measurable, malleable and impactful on performance and manageable for competitive advantage (Gooty et al., 2009; Luthans et al., 2007), as previously presented.

Due to cultural differences between western and eastern countries under the cross-context, psychological capital may not be applicable to the Asian context because both cultures differ vastly from each other in many ways (Wang & Ren, 2018). Current research about psychological capital is mainly conducted in western countries, and eastern countries are still ignored (Chen et al., 2017). Therefore, Luthans et al. (2007) suggested that compared with western countries, research in eastern countries is needed to address the deficiencies in psychological capital

research. Such a field mainly concentrates on the business setting (Avey, Luthans, & Youssef, 2011). Most studies are mainly focused on workers, nurses, managers and soldiers. The concept of psychological capital is integrating within the education field, whereas this area of research has not been well attempted yet. Among the studies that have attempted to focus on elementary, high school and special education teachers' psychological capital (Lee et al., 2017; Fu, 2014; Chen et al., 2017). By checking the largest academic database in China, that is, China National Knowledge Infrastructure (CNKI), no research on Chinese university College English teachers' psychological capital has been conducted from 2003 to present. Hence, the level of the psychological capital of EFL teachers in the Chinese higher education context is always ignored.

Language researchers have agreed that teachers are not merely one of the many factors of the educational setup but are one of the single most important ones (Mercer, 2018). However, compared with learners' well-being, language teachers' well-being is seemly neglected (Mercer, Oberdorfer & Saleem, 2016). The importance of language teachers' well-being has been proven by researchers. Although subjective well-being has been mainly used in research to explore teachers' well-being, it covers only one perspective on what well-being encompasses (MacIntyre et al., 2019). A leading proponent of positive psychology, Seligman (2011) proposed the PERMA model and defined it as a framework that contains all the complex elements of well-being, including positive emotions (P), engagements

(E), positive relationships (R), meanings (M) and accomplishments (A). His theoretical framework proposes five positive psychological attributes by which individuals can pursue happiness. Possessing the great levels of these five key elements can lead to well-being and happiness, which, in turn, can lead one to flourish. In this regard, some scholars (Kimberly, 2017; Butler & Kern, 2016) were able to verify that this model is valid, reliable and practical. However, PERMA research has only confined its applicability to athletes, old adults, service workers and students (Lee et al., 2017; Olmos, 2018); not much has been revealed about the PERMA profile being applied to EFL teachers. The current study thus aims to apply the PERMA profile to local EFL teachers in China as a way of identifying their level of well-being.

In addition, research on classroom management in foreign language education appears to be noticeably missing from considerable literature (Wright, 2005), and classroom management is noted as something that local EFL teachers in China seem to be lacking. With the continuous deepening of College English teaching reforms, scholars still focus on the reforms of College English language teaching methods and strategies and rarely pay attention to classroom management. Nevertheless, classroom management concerns teachers' efforts to oversee classroom activities, including student behaviour, student interaction and learning (Burden, 1995; Martin & Sass, 2010). Doing so is critical for the success of College English reforms. Hence, the current study aims to address the level of College English

classroom management among EFL teachers in Chinese universities.

Ample studies have confirmed that teachers' negative psychology not only has a powerful influence on their own behaviours in class but also on their students and the entire society (Spilt, Koomen & Thijs, 2011). Realising the impact that negative psychology has on others surrounding us, Luthans, Avolio, Avey and Norman (2007) began to promote the use of positive psychology within organisational environments to enhance work performance. Over the years, studies have proposed the concept of psychological capital (Luthans, Avolio, Avey & Norman, 2007). Psychological capital is a fundamental capacity which is of critical importance for human motivation, cognitive functioning and thriving for success and performance at work; this new capital directs employees' behaviour and cognitive functioning and is difficult to imitate (Peterson et al., 2011). Luthans et al. (2015) argued that psychological capital may offer a new paradigm for enhancing and managing human resources to improve performance and obtain competitive advantage. Luthans et al. (2007) and many other scholars (Seligman, 1998a; Yildiz, 2017) were able to show that these positive factors are positively correlated with organisational commitment, job satisfaction and organisational citizenship behaviour. Avey, Reichard, Luthans and Mhatr (2011) stated that psychological capital influences outcome variables. This statement implies that psychological capital can elevate positive work attitude and performance. Given that College English classroom management is precisely one of the performance variables, it should also

be impacted by psychological capital to some degree. However, research on psychological capital as a high-order influence on College English classroom management in the Chinese context is scant.

According to Peterson et al. (2011), psychological capital is critical for motivation, cognitive functioning, striving for success and performance; it also covers four malleable and manageable constructs: hope, optimism, resilience and self-efficacy (Luthans & Youssef, 2004). These constructs can make a unique theoretical and measurable contribution to the high-order core construct of psychological capital (Luthans, Avolio, Avey & Norman, 2007). Research on positive psychology has published considerable outcomes, which suggest that each component is desirable in improving teaching performance and classroom management. Hope has considerable face validity and intuitive appeal when studies examined the relationship among hope, academic teaching and classroom management (Snyder, 2000; 2002). Teachers' high efficacy capacity can positively affect their performance in classrooms (Bandura, 1986; Armor et al., 1976; Delale-O'Connor, Alvarez, Murray & Milner, 2017). Empirical studies have shown that resilient teachers fulfil benefits such as becoming better in handling power, achieving goals and making better decisions in the context of classroom management (Agolla & Ongori, 2009; Zautra et al., 2010; Murthy, 2017). Optimism is positively associated with a wide range of outcomes, including student academic achievement, military leadership capability and work performance outcomes, and transformational

leadership behaviours (Wunderley, Reddy & Dember, 1998; Youssef & Luthans, 2007).

Based on the above descriptions, certain associations between hope, efficacy, resilience and optimism can be deduced, and each of them is connected to classroom management distinctively. Nonetheless, as a high-order construct, psychological capital and the four constructs it possesses, namely, hope, efficacy, resilience and optimism can be combined for optimum benefits. Luthans et al. (2007) mentioned that the effect of high-order psychological capital combined with its four constructs is more powerful than that of each of the four elements. However, empirical studies to prove this claim remain scarce. Research promoting the four psychology resources of hope, efficacy, resilience and optimism being combined together as an investigation towards College English classroom management under the Chinese context is also limited. Based on this research gap, conducting a comprehensive study, which can yield quantitative results depicting the impact of psychology capital on the College English classroom management of EFL teachers, is essential.

Well-being has been recognised as a critical and essential construct in mental health and human development (Huppert et al., 2009; Seligman, 2011). Positive psychology researchers have developed various theories to explain the constructs of well-being (Butler & Kern, 2016). Researchers have found that psychological capital has a positive influence on well-being (Avey, et al., 2010;

Youssef & Luthans, 2015). However, due to methodological limitations, measurement inconsistencies and cross-cultural and sample problems, conflicting views exist; answers about the relationship between psychology capital and well-being gathered from researchers have also been inconsistent and varied (Werner, 2012; Bullough & Hall-Kenyon, 2011; Beckley, 2011; Hefferon & Boniwell, 2011).

Meanwhile, based on positive psychology, Seligman (2011) proposed well-being theory. Although the PERMA model and instrument is developed precisely to measure the elements that make up well-being (Seligman, 2011), PERMA is in its infancy, and whether a correlation exists between psychological capital and any of the variables identified in PERMA or combinations must be determined. Although researchers (Avey et al., 2011; Luthans, Avolio, Avey & Norman, 2007) have shown that psychological capital can predict job performance, job satisfaction, organisational commitment and employees' well-being, no study has investigated the relationship between EFL teachers' psychological capital and PERMA in the Chinese higher education domain by checking the CNKI database. Due to this research gap, the relationship between teachers' psychological capital and their well-being cannot be concluded. The current study thus addresses this gap by focusing on the relationship between psychological capital and well-being of Chinese university EFL teachers teaching College English in Zhejiang Province, China.

In addition, Seligman (2011) believed that well-being can help people reach a life of fulfilment, happiness and meaning. Seligman (2011) helped teachers

learn how to use and integrate well-being into the education field, so that it can lead to positive education, which enhances teachers' teaching and classroom management. The viewpoints of teachers, who are functioning well and have improved, have been acknowledged (Tang, 2010; Robertson & Cooper, 2011). Due to the fact that the concept of PERMA is new and in its infancy, some studies have only confirmed that each element of PERMA is related to classroom management (Avey, Reichard, Luthans & Mhatre, 2011; Seligman, 2011; Youssef & Luthans, 2015; Poormahmood, Moayedi & Alizadeh, 2017). For instance, positive emotions lead to resource development, which, in turn, enables people to cope effectively over time. EFL teachers' positive emotions are important in classroom management (Sutton & Wheatley, 2003; MacIntyre & Vincze, 2016). Engaged and impassioned teachers affect classroom management efficiently (Csikszentmihalyi, 2008; Munns & Martin, 2005). Good teacher–student relationships are also fundamental to students' success and happiness gained from effective teaching and learning (Hamre & Pianta, 2006; Brackett et al., 2011). Similarly, teachers who find their work meaningful are well equipped and motivated in being teachers. This condition stems from a sense of meaning that is derived from their classroom management (Steskal, 2015). Teachers' sense of achievement is also positively related to their behaviours in class (Ruth, 2007).

Although past studies supported the idea that positive emotions, engagements, relationships, meanings and achievements can affect teachers'

classroom management positively, empirical evidence is lacking to highlight how this idea influences the research focusing on teachers' PERMA as a whole with their performance in classrooms (Claessens et al., 2017) and to prove the real relationship between EFL teachers' PERMA and their classroom management. Thus, further understanding the relationship between EFL teachers' PERMA and their classroom management in the Chinese higher education context is essential.

Based on the empirical results derived from past studies, psychological capital, well-being and EFL classroom management have been linked in various contexts (Cropanzano & Wright, 1999; Lyubomirsky, 2010). Thus, well-being can mediate the relationship between psychological capital and EFL classroom management. However, no study has addressed this potential relationship in the Chinese higher education context. Thus far, no study can demonstrate the real relationships among EFL teachers' psychological capital, well-being and EFL classroom management in the Chinese higher education context. Hence, this study aims to examine the relationships among Chinese university EFL teachers' psychological capital, well-being and their College English classroom management in Zhejiang Province, China.

Furthermore, in empirical studies focusing on organisational behaviours or organisational psychology, scholars have considered that demographic differences can affect outcome variables, such as teaching experience (Tsui, Egan & O' Reilly, 1992; Tsui & Gutek, 1999). EFL classroom management is a major concern for

teachers (Tal, 2010). Some researchers (Sternberg & Horvath, 1999; Harmer, 2007) perceive that the problem of classroom management only exists among novice teachers, whereas experienced teachers can handle them well. The reason is that experienced teachers are expected to possess more positive attitudes with more positive experiences when dealing with their learners than novice teachers (Walk, Ramsey & Gresham, 2004). However, other scholars (Evertson, 2001; Ritter & Hancock, 2007; Rosas & West, 2009) apply the issue to novice and experienced teachers. Bondy et al. (2007), Beltman et al. (2011) and Hoy (2012) considered that experienced teachers need further psychological capital because they are easily burned out, which affects their classroom management, indicating that the results are inconsistent. In this regard, examining whether teaching experience is a moderator on the relationship between Chinese university EFL teachers' psychological capital and College English classroom management is necessary.

1.4   Purpose of the Study

The purpose of this study is firstly to investigate the level of positive psychology, well-being, and College English classroom management among Chinese university EFL teachers in Zhejiang province. This study also seeks to understand the relationship that exists among psychological capital, well-being, and College English classroom management among Chinese university EFL teachers in Zhejiang province. It further seeks to understand whether the well-being acted as a mediating variable on the relationship between psychological capital and College English classroom

management, and whether teaching experience acted as a moderating variable on the relationship between psychological capital and College English classroom management in this study.

1.5   Objectives of the Study

Based on the above purpose that aims to investigate the associations among Chinese university EFL teachers' psychological capital, well-being and College English classroom management, the objectives are stated as:

1. To analyze the levels of Chinese university EFL teachers' psychological capital, well-being and College English classroom management in Zhejiang province.

2. To investigate the relationship between Chinese university EFL teachers' psychological capital and their College English classroom management in Zhejiang province.

3. To examine the relationship between Chinese university EFL teachers' psychological capital and their well-being in Zhejiang province.

4. To determine the mediating effects of Chinese university EFL teachers' well-being in the relationship between psychological capital and College English classroom management in Zhejiang province.

5. To assess the moderating effect of the teaching experience on the relationship between Chinese university EFL teachers' psychological capital and College English classroom management in Zhejiang province.

1.6   Research Questions

The research questions formulated in relation to the objectives are as follows:

1. What are the levels of Chinese university EFL teachers' psychological capital, well-being and College English classroom management in Zhejiang province?

2. Does a relationship exist between psychological capital and College English classroom management among Chinese university EFL teachers in Zhejiang province?

3. Does a relationship exist between Chinese university EFL teachers' psychological capital and their well-being among Chinese university EFL teachers in Zhejiang province?

4. Does well-being play a mediating role in the relationship between psychological capital and College English classroom management among Chinese university EFL teachers in Zhejiang province?

5. What is the moderating effect of teaching experience on the relationship between Chinese university EFL teachers' psychological capital and College English classroom management in Zhejiang province?

1.7   Research Hypothesis

The following hypotheses were developed for statistical purposes:

H01: Chinese university EFL teachers' psychological capital has a significant effect on College English classroom management in Zhejiang province.

Ha1: Chinese university EFL teachers' psychological capital does not have a

significant effect on College English classroom management in Zhejiang province.

H02: Chinese university EFL teachers' psychological capital has a significant effect on their well-being in Zhejiang province.

Ha2: Chinese university EFL teachers' psychological capital does not have a significant effect on their well-being in Zhejiang province.

H03: Chinese university EFL teachers' well-being is a significant mediator in the relationship between their psychological capital and EFL classroom management.

Ha3: Chinese university EFL teachers' well-being is not a significant mediator in the relationship between their psychological capital and EFL classroom management.

H04: Chinese university EFL teachers' teaching experience is a significant moderator on the relationship between their psychological capital and College English classroom management.

Ha4: Chinese university EFL teachers' teaching experience is not a significant moderator on the relationship between their psychological capital and College English classroom management.

1.8 Significance of the Study

This area of study is an emerging, and relatively new research field which integrates positive psychology into foreign language teaching in the context of China.

Specifically, research focusing on foreign language classroom management has not raised much attention (Borg, 2006). Meanwhile, Chinese research focusing on psychological capital is rarely related to the foreign language education field. PERMA is a relatively new research concept in positive psychology research, and few researchers have devoted themselves to conducting research in this field, even though positive education has been proposed for many years. Therefore, this study can present a new view in exploring the complex construct within a foreign language teaching domain by looking at it from the angle of positive psychology.

The concept can also be applied to explore the relationship between some theories which include the positive organisational behaviour theory, the well-being theory and cognitive-behavioural theory. In this regard, the outcome of this study would enrich these theories even further, adding to the general body of knowledge looking at the relationship between positive psychology, foreign language teaching and second language acquisition.

The present study is an attempt to evaluate the Chinese university of EFL teachers' psychological capital, well-being and College English classroom management. Compared with previous studies (Luthans et al., 2007; Poormahood, Moayedi & Alizadeh, 2017), the current study is more comprehensive as it attempts to measure the relationship among Chinese University EFL teachers' psychological capital, well-being, and College English classroom management in the Zhejiang province. The results of this study also contribute a significant value to the body of

knowledge, research, literature review and data.

Through the empirical study highlighting the relationships between these variables, the outcome is also beneficial to the administrators of universities by raising their awareness about the importance of teachers' positive psychological capital and well-being, particularly for foreign language classroom management. This information will help the country to find ways to improve the quality of foreign language teaching, besides alerting positive psychology researchers and service providers on how to help EFL teachers to project a more successful performance in the classroom, develop good relationships with students and colleagues, thereby leading to higher level of life satisfaction and well-being. In other words, the results of this study can provide valuable information for administrators and higher education departments in Zhejiang province to promote the development of college or university EFL teachers, hence serve as a foundation to improve EFL teachers' professional development. There is a vast research space or gap that needs to be exploring by examining the relationships among Chinese university EFL teachers' psychological capital, well-being and their College English classroom management.

The empirical evidence of this study can be used by policymakers to promote Chinese College English reforms. Although the Chinese government has invested a lot of money and energy into College English reforms, the effect is still not up to the government's expectation. In this regard, the outcome generated from this study would be able to reveal the general situation of the EFL teachers'

psychological capital, their well-being, and their College EFL classroom management so that solutions can be developed to address these deep problems. This can help policymakers and educators to take into account ways of focusing on students and EFL teachers. Policymakers and educators may also use the outcome derived from this study to adopt a series of useful strategies and policies to reduce EFL teachers' job burnout and job dissatisfactions. By enhancing EFL teachers' positive psychology and their well-being, College English classrooms could be managed efficiently, so that it gives a positive influence on foreign languages learners. Meanwhile, this study can also be used to understand the process of classroom management phenomenon in English language teaching for teachers, the Chinese government and university administrators.

In terms of practice and policy improvement, this study can help to improve students' achievements. University EFL teachers' psychology can directly determine their attitude towards teaching and students' achievement. Only EFL teachers with high levels of psychological capital and well-being are more likely to teach creatively, challengingly and effectively; they are also better equipped to deal with job stress, job burnout, and life dissatisfactions. This study does not only focus on the EFL teachers' psychological capital, it also has a further influence on the students' English language learning through the teachers' positive psychological capital and well-being and efficient classroom management. Multiple studies have suggested that teachers' positive mentality is not only good for the teachers, but also

the students, school, and society (Day & Gu, 2009; Bajorek, Gulliford, & Taskila, 2014).

1.9   Limitations of the Study

Every study is set to have its limitations and likewise, the current study also bears a few shortcomings.

The first limitation refers to the generalisability of the findings. Because only the Chinese university EFL teachers in Zhejiang province were included as participants in the study, it is uncertain how well these results may be generalizable to other groups of Chinese EFL teachers in other provinces in China, or even other universities in the whole country.

Another limitation is that the current Chinese universities EFL teachers' psychological capital, well-being, and College English classroom management of the Zhejiang province were assessed based on self-ratings. No triangulation method such as interviews or direct observations of their teaching was conducted. This study had only relied on the questionnaire as a research instrument to collect a more comprehensive datasets; hence feedback received from the respondents would very much depend on their sincerity and honesty.

Apart from this, the current study is non-experimental and cross-sectional research. The data were collected from Zhejiang province only at a single point in time. Therefore, other causal associations cannot be identified. Moreover, this research is only focus on the EFL teachers' perspectives, some aspect

of language learning from students have not investigated deeply. These limitations

present opportunities for future research.

1.10   Operational Definitions

In this section, all the variables used in this study are conceptually and operationally

defined in the section below so as to provide a clear understanding of the concepts

used.

Psychological Capital

Psychological capital is defined based on the positive psychology movement and the

theory of positive organisational behaviour. Luthans et al. (2007) had indicated that

psychological capital integrates the four positive psychological resources of hope,

efficacy, resilience, and optimism. These four higher-order core constructs are

combined to form their own unique characteristics. Each of these constructs is

further defined.

Hope

It is defined as the "positive motivational state based on an interactively derived

sense of successful (a) agency (goal-directed energy), and (b) pathways (planning to

meet goals)" (Snyder, 2002, p. 287). Snyder (2002) definition of hope has two

critical dimensions which are agency and pathways. Agency is the willpower or

determination to pursue goals and pathways is the ability to generate alternative

paths so as to achieve goals when hindered by obstacles. Thus, hope is a positive

psychological state in which goals are pursued through agency thinking and

pathways.

In this study, teachers with hope are those who perceived themselves as effective problem-solvers, and developers of multiple strategies for achieving their goals despite barriers or goal blockages (Snyder et al., 2000).

Efficacy

It refers to the individual's conviction or confidence about his/her abilities to mobilize his/her motivation, cognitive resources or courses of action needed to successfully execute a specific task within a given context (Stajkovic & Luthans, 1998). Efficacy is the faith the individual has, in a certain situation, which boosts his/her motivation to deploy cognitive resources, and to take required actions to complete a certain task.

In this study, teachers with efficacy are described as those who believe in their ability to perform and are more likely to view challenging tasks as opportunities to attain mastery rather than a problem to avoid.

Resilience

There are different definitions of resilience. Masten (2001) viewed resilience as an individual's adaptive behavior when faced with a major threat followed by the ability to recover from frustrations rapidly. Luthans (2002) defined resilience as the capacity to rebound or bounce back from adversity, conflict, failure and increased responsibility (p.702). Hence, resilience is a kind of ability related to getting back on the feet after failures and frustrations, as a strategy of adapting to negative pressure.

In this study, teachers with resilience are defined as teachers who have the positive psychological capacity to adjust to varied situations, rebound from adversity, uncertainty, conflict, failure to increase their competence in the face of adverse conditions.

Optimism

It is a psychological state of believing that "good things are going to happen soon" (Scheier & Carver, 1985). In other words, people with optimism are those who expect good things to happen. Thus, optimism is to be a positive attitude towards life (Seligman, 2002). It was noted that when individuals held positive expectations, they also seemed to possess positive work attitudes, and they also displayed good work behaviours. With individuals striving to make the effort to achieve such solid expectations according to their respective dreams, it is inevitable that their work satisfaction would also increase with less inclination to quit their jobs.

In this study, teachers with optimism are defined as those teachers who make internal, stable, and global attributions regarding positive events (task accomplishment), and those who attribute external, unstable and specific reasons for negative events.

PERMA

Well-being is considered as a multidimensional construct (Seligman, 2011). This study proposed that PERMA falls under the generic umbrella of the well-being theory.

Positive emotions

Fredrickson (2003) explained that positive emotions can build physical, intellectual and social abilities. By broadening the individual's awareness, and one's thought-act repertoire, the ways of thinking and acting for creativeness, and flexibility, can be found. In other words, positive emotions can help people to perform better and to strengthen their relationships in work and study. It was further stressed that positivity or positive effects can be defined, and expressed by emotions such as joy, excitement, hope, contentment, and serenity (Forgas & Baumeister, 2018). Strong relationships have been identified between individuals who possess an optimal level of positive and flourishing emotions (Fredrickson & Losada, 2013).

In this study the teachers with positive emotions are deemed to be able to can stimulate their curiosity, thereby enabling them to creatively explore their classroom management so broaden their teaching horizons (Mercer, 2016)

Engagement

According to Reschly and Christenson (2012), engagement is a concept derived from a variety of cognitive interactions as well as emotional and behavioural components. Csikszentmihalyi (2014) defined the element of engagement as flow, a state in which people are so involved in an activity that nothing else seems to matter. Flow is an experience of optimal psychological functioning, where the individual is completely absorbed in a task that slightly exceeds their skill level. Schaufeli et al. (2002) described engagement as "a positive, fulfilling, work-related state of mind that is

characterised by vigour, dedication, and absorption" (p. 74).

In this study, the teachers with engagement need a sense of purpose to feel valued feel vigorous, involved, and happy at the workplace. They may experience positive perceptions about their work characteristics and service climate, hence become engaged with their work.

Relationships

Interpersonal relationships satisfy some of basic human needs, such as the need to belong, to feel loved and be understood, and to be supported in society (Lyubomirsky, 2010; Seligman, 2011) with Peterson (2006) summing the definition as relatedness involving other people matter. Relationships are characterized by high levels of trust and supportive relatedness. It has long been considered as an essential element for one's positive well-being (Ryan & Deci, 2000).

In this study, relationship refers to the teacher and students' relationship in the classroom. Numerous studies (Frisby & Martin, 2010) have shown that one of the key factors for reducing discipline problems, and promoting positive engagements and learning is the positive relationship between teachers and students.

Meaning

Seligman (2011) believes that the level of well-being which an individual experienced may be affected by his/her choices, attitudes, and behaviours. This implies that a sense of belonging to something believed to be greater than the self (Seligman, 2011). According to Compton and Hoffman (2015), meaning refers to the

people's belief that their lives are significant. When people are investing their energies in something which is of value, and is perceived to be bigger than themselves, they would feel that their lives are meaningful. When an individual constantly chases pleasure for his/her own sake, and yet fails to use his/her strength for something meaningful, his/her potential is thus squandered away. However, when that strength is applied to develop a unique strength or virtue towards something bigger than himself / herself, the individual will experience a deeper sense of satisfaction.

In this study, meaning makes this facet one of the strengths teachers can build on, consciously reflecting on and reminding ourselves of what drew teachers to the profession and what rewards well-being can offer in terms of our meaningful contribution to society and others (Mercer, 2016).

Accomplishment

Accomplishment also occasionally referred to as achievement. Accomplishment is defined by Seligman (2011) as something people do for its own sake, even when the achievement brings no other positive emotion, meaning or improved relationship.

Achievement is including setting goals, having future visions and a sense of self-efficacy that you can achieve them. Accomplishment could be a driving force for teacher commitment and help individuals to maintain high levels of motivation and satisfaction.

Studies have consistently showed that people, who feel personally involved

in achieving their goals, indicate higher well-being and are in better health than people who lack a sense of direction in their lives.

In this study, a sense of accomplishment may be the motivation driving the teachers' commitment, and which helps them to maintain high motivation and satisfaction. However, accomplishment is not given, but what individuals need to actively seek to develop themselves (Mercer, 2016).

College English

College English is referred to as an ordinary but compulsory course which all non-English majors attending Chinese universities or colleges must take. This course is based on the English as a foreign language as the guidance.

The teaching goal of College English is to cultivate students' comprehensive English application ability, especially listening and speaking ability, so that they can effectively communicate in English in future study, work and social activities. Meanwhile, it needs to enhance students' autonomous learning abilities and comprehensive cultural literacy so that meet the needs of China's social development and international exchanges.

EFL Classroom Management

There are many definitions of classroom management. For instance, Eisenman et al. (2015) described classroom management as a set of teachers' activities for the purpose of creating and maintaining excellent interpersonal relationships, and a positive socio-emotional climate within the class. Cooper and Jacobs (2011a)

described classroom management as the whole of teachers' activity for the purpose of improving the positive behaviour of students, and for reducing the negative behaviour of students. This is related to the behavioural modification of the students, and the success of the students' learning which is determined mainly by the learning strategies conducted by the teacher.

EFL classroom management is used in this context where English is used as both the medium and the content of teaching (Fowler & Sarapli, 2010). In the context of this study, EFL classroom management consists of three dimensions, and each of these three dimensions is operationally defined below.

Language Management

The term, language management has been identified broadly but rather imprecisely. For instance, Mullok (2006) said that language management subsumes all aspects of language input, output, and attempts. The teachers' language management in the EFL classroom refers to the language used for teaching English to learners. Kazt (2017) stated language management in EFL classroom is of three functions: language used for managing the classroom, for understanding and communicating lesson contents, and for assessing students and in giving feedback.

In this study, EFL teachers need to serve as good language models for their learners so that they can be used as the reference by students to maintain the fluent use of the target language in the classroom, to provide examples of words and grammatical structures, to give accurate explanations, to be the illustrator of

appropriate classroom language, to select target-language resources, to monitor students' speech and writing for accuracy, to give correct feedback on learners' language, to provide input at an appropriate level of difficulty, and to provide language-enrichment experiences for learners in order to teach more effectively (Richards, 2017).

Instructional Management

Instructional management is the notion which addresses the "instructional aims and methodologies" used by the teacher (Martian & Sass, 2010). Foreign language teaching is referred to as the subject where the EFL teacher needs to have effective instructions so as to be able to use the foreign language, English, as the medium of instruction to teach the students who have not yet understood its usage. Effective foreign language instruction thus requires various interaction patterns such as group work or pair-work to illustrate a lesson. This may be a desirable classroom technique but it is not necessarily the most effective instruction for other subjects/disciplines. The methodology of language teaching is more diverse because it is aimed at creating situations to demonstrate communications which maximize student involvement. To establish a conductive environment for learning, instructional management considers teachers' concerns with the learner's needs, interests and backgrounds, and the use of effective instructional techniques.

In this study, the good instructional management means EFL teachers have abilities to explain English languege matter to students, to question them about what

they know, and respond to students' questions and answers.Their flexible instruction could match students' needs resulting in a meaningful understanding of what is being taught, higher motivations, task persistence, and a more positive attitude towards learning.

Behaviour Management

According to Martin and Sass (2010), behaviour management includes pre-planned efforts to prevent misbehaviours as well as teacher's response to this occurrence. It is different from discipline because it is about being mindful of the students' behaviour, and responding to these misbehaviours appropriately, thus it also includes the teachers' comments on the students' physical behaviour (Gatbonton, 1999).

In this study, behaviour management mainly focus on the need for teachers to prevent misbehaviour, be involved in the classroom organisation, reward systems, and classroom rules.

Teaching experience

Many occupations recognized employees' years of working experience as a relevant factor in human resources (Rice, 2010). In education field, teachers experience is thought as the key factor in personnel policies that affect current employees. Years of teaching experience has been shown related to their classroom management practices (Berger et al., 2018).

According to Wolff, van den Bogert, Jarodzka, and Boshuizen (2014), they separated experienced teachers from novice teachers by comparing their

working hours in the classroom management. Novice teachers are those who having less than 40 hours of classroom management, while, experience and expert teachers with at least 10 years of teaching experience and whose classroom management expertise was recognized by peers and/or school administrators. As it is difficult to accurately calculate the teacher's management time in the classroom, Hick (2012) concerned five-year is the significant point for teachers attrition or not. Heather (2013) also mentioned under five-years novice teacher require more opportunities to be able to find their way while under close supervision, to implement their classroom management strategies successfully. The recommendation of Drent and Meelissen (2008) indicated that novice teachers are under five-year classroom management and experienced teachers are above five years.

In the current study, the researcher separates the experienced teachers from the novice teachers according to their teaching years, following the suggestions from Drent and Meelissen (2008) so as to investigate the moderating effect of the EFL teachers' teaching experience on the relationship between psychological capital and EFL classroom management.

1.11   Summary

This chapter has provided the background of the current study by first focusing on the challenging of EFL classroom management and some issues happened on College English classroom management in China, and how the teachers dealing with foreign language teaching had to cope with various challenges in relation to positive

psychology which plays an important role in the EFL teachers' teaching. The concept of the EFL teachers' psychological capital and their well-being as an issue in the context of China was also emphasised.

This chapter then outlined the problem statement which touched on how the Chinese government had begun to pay more attention towards teachers' positive psychology, but there has been scant research done on it. The gap between the high levels of expectations of EFL classroom management and teaching quality, and the neglect of the EFL teachers' psychological capital and well-being had led to the materialisation of this study. The aim of this study was to investigate whether EFL teachers' psychological capital has a direct relationship with College English classroom management, whether it is mediated by their well-being and whether teaching experience is moderator on the relationship between psychological capital and College English classroom management.

Five research objectives were stated leading to the formulation of five research questions. The significance of this study was also emphasised and the variables used in this study were conceptually and operationally defined. The limitations of the current study in term of the variables, instrument and methodology used were also mentioned. The remainder of this thesis is structured as follows. Chapter 2 focuses on the literature review, Chapter 3 focuses on the methodology used, Chapter 4 focuses on the analysis and findings, and Chapter 5 focuses on discussion, conclusion and implications for future studies.

CHAPTER 2

REVIEW OF LITERATURE

2.1 Introduction

This chapter presents a review of the empirical studies related to the variables used in this study. The relevant theories are discussed prior to the variables which include the Chinese university EFL teachers' psychological capital as the independent variable, and the College English classroom management as the dependent variable. The Chinese university EFL teachers' well-being as the mediating variable with the teaching experience serves as the moderating variable. Empirical studies focussing on the relationship between psychological capital, well-being and EFL classroom management are also discussed in detail. Following that, previous findings which led to the theoretical framework and conceptual framework of this study are then critically reviewed.

2.1 Related Theories and Models

This section begins with a detailed discussion on the theory of positive organisational behaviour as an overview before the theory of well-being is elaborated. A review of the cognitive behavioural theory on EFL classroom management is then explained.

2.2.1 Positive Organisational Behaviour Theory

Following the initial conceptualisation of positive psychology (Seligman & Csikszentmihalyi, 2000), Roberts and Cooper (2011) proposed studying positivity

in organisational behaviours. Positive organisational behaviour (POB) bears its foundations in the frameworks of cognitive, behavioural and social cognition (Luthans, Youssef, & Avolio, 2015).

POB is not just about the positively oriented approach to organisational studies that have been stimulated and supported by positive psychology. It is also about identifying certain unique characteristics of employees who are assets to the organisation. The concept of POB also looks at the development and management of performance improvement. Therefore, it differs from other positive approaches that focus on positive traits. POB actually emphasises the micro- and individual-level constructs that separate it from other positive perspectives that address positive organisations and their related macro-level variables and measures. It is open to the individual's development because it is related to the individual's desired attitudinal, behavioural and performance outcomes at the workplace (Luthans, 2002a; Luthans, Youssef, & Avolio, 2015; Luthans & Youssef, 2017).

POB is based on the psychological resources of an individual. It is a concept first defined by Luthans (2002b) as 'the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today's workplace' (p. 59). Some criteria were included into the constructs, including (a) grounded in theory and research; (b) valid measurement; (c) relatively unique to the field of organisational behaviour; (d) state-like, and hence open to development and

change as opposed to a fixed trait; and (e) has a positive impact on work-related individual-level performance and satisfaction (Luthans, 2002a, 2002b; Luthans et al., 2007). With these criteria, the positive psychological constructs that have thus far been determined to meet the inclusion criteria include hope, resilience, optimism and self-efficacy; when combined, these constructs represent what has been termed as psychological capital or PsyCap (Luthans & Youssef, 2004; Luthans et al., 2007). This composite construct is defined as an individual's positive psychological state of development and is characterized by (1) having confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive attribution (optimism) about succeeding now and in the future; (3) persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed; and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success (Luthans et al., 2007). PsyCap is about the state of the components of your inner life. The significance of studies involving POB has recently been recognised (Youssef & Luthans, 2007). However, POB research is generally performed on a micro level because it seeks to understand the individual's state of mind and explore how this condition can be further enhanced for optimal performance (Luthans & Youssef, 2004).

POB has been linked to organisational outcomes and been correlated with increased job satisfaction, employee happiness and employee commitment. On the basis of these findings, some scholars (Avey, Youssef, & Luthans, 2010; Luthans,

Youssef, Sweetman, & Harms, 2013; Youssef & Luthans, 2013) also offered different models of positive PsyCap and their respective outcomes. In the book 'Oxford Handbook of Positive Psychology and Work', the first model proposed was one based on the integrated model of PsyCap in the workplace (Figure 2.1). This model offers the 'big picture' approach of PsyCap used at the workplace.
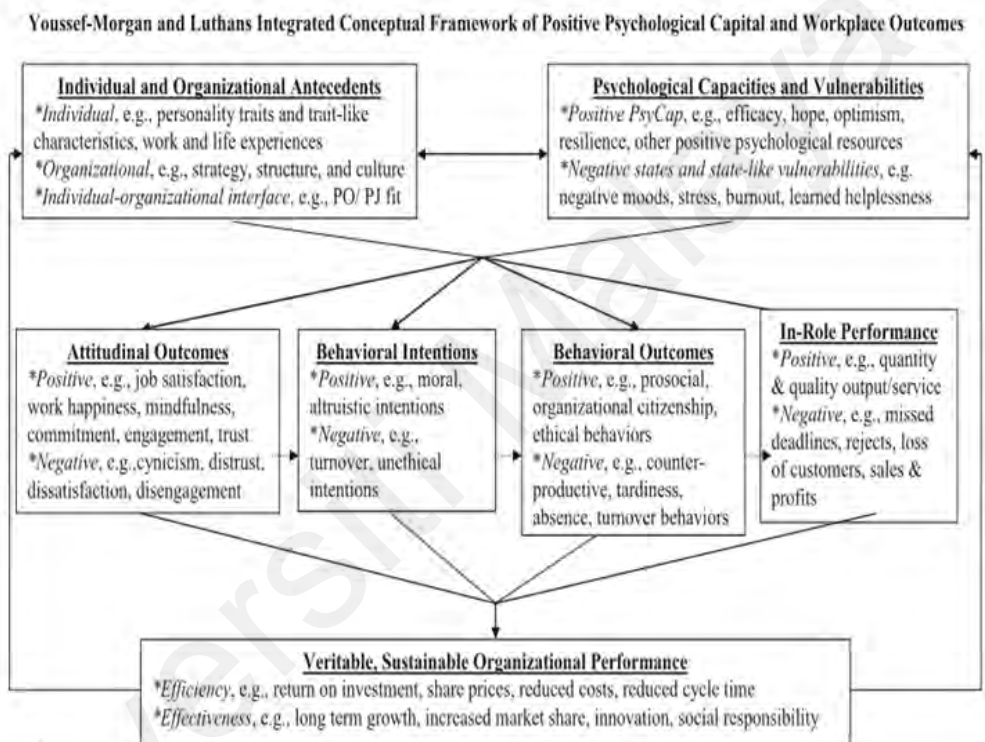
Figure 2.1. An integrated model of psychological capital at the workplace
Source: (Youssef & Luthans, 2010, pp.277-288)

In the figure, positive PsyCap (hope, efficacy, resilience and optimism) correlates with individual and organisational antecedents. Both have an impact on organisational performance. An analysis of the model reveals that PsyCap affects 'attitudinal outcomes', 'behaviour intentions', 'behaviour outcomes' and 'in-role performance', four aspects which then influence organisational performance. Although negative states have been mentioned in psychological capacities and

vulnerabilities, negative constructs and processes were neglected in this model. This shortcoming was highlighted by Cameron (2008), who noted the roles of positivity and negativity in promoting positive changes in organisations.

In the 'Oxford Handbook of Happiness' (David, Boniwell, & Ayers, 2013), Youssef and Luthans (2013) offered a model (Figure 2.2) that emphasised the specific mechanisms linking PsyCap to happiness and well-being.
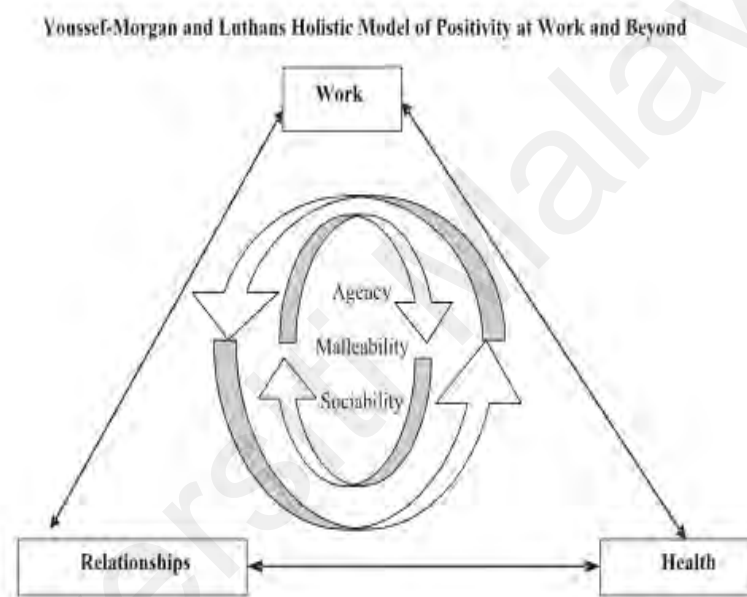
Figure 2.2. Psychological capital theory: Towards a positive holistic model
Source: (Youssef & Luthans, 2003, pp.145-166)

The model proposed that PsyCap can trigger cognitive, affective and social mechanisms, all of which lead to happiness and well-being (Youssef & Luthans, 2013). The active device occurs through the full range of positive states generated by PsyCap, which can be instrumental in broadening one's thought-action repertoires and building their physical, psychological and social resources (Fredrickson, 2009). This function was noticed by Bandura (2001, 2008), who stated that the cognitive

mechanism leads to intentional actions and a sense of control. Social mechanisms

can increase attractions, improve relationships and enrich networks and connections

such that they generate positivity (Dutton & Ragins, 2006).
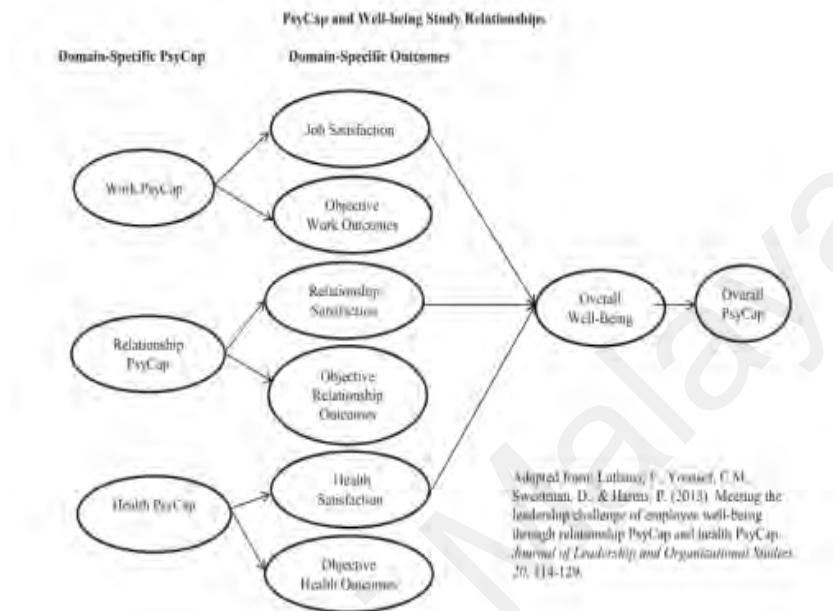
Figure 2.3.   Psychological Capital and well-being study relationships
                Source: (Luthans, Youssef, Sweetman, & Harms, 2013, pp.114-129)

This model also emphasises the relationship amongst well-being, work

performance and health and their influence on one another. As the mechanism

suggests, improving the PsyCap of employees can lead to and enhance their

happiness and well-being, which can impact their work performance. Youssef and

Luthans (2013) also recommended another model in 'Advances in Positive

Organizational Psychology'. The PsyCap model they developed (Figure 2.3) was

based on the previous two models. This model expands the role of PsyCap beyond

the workplace to include the domains of health and relationships, especially in the

well-being aspect. According to Youssef and Luthans (2015), agency, malleability

and social mechanisms are the underlying PsyCap and satisfaction within important life domains, such as work, relationships and health. All of these are instrumental to the individual's overall well-being (Youssef & Luthans, 2015). They further added that domain-specific satisfaction leads to higher overall well-being and, therefore, higher total PsyCap (Youssef & Luthans, 2013).

From these three models, it can be understood that PsyCap based on POB theory is an important aspect in the well-being, behaviour and work performance of individuals. When hope, efficacy, resilience and optimism are integrated into the core construct of PsyCap at the workplace, they offer a viable set of resources and mechanisms that promote well-being (Youssef & Luthans, 2015). Individuals higher in PsyCap appear to be more energised; they put in greater efforts to accomplish higher work performance and they acquire better well-being. Hence, there is a growing demand to develop PsyCap in employees in order to ensure better work-related outcomes and improve their well-being while preventing the negative consequences resulting from the challenges and workload they face in the workplace. Developing PsyCap has been strongly linked to positive results.

Although empirical research on PsyCap is still emerging, studies are linking POB with employees' job satisfaction, performance, commitment and management (Avey, Youssef, & Luthans, 2010; Luthans, Youssef, Sweetman, & Harms, 2013; Youssef & Luthans, 2013). Prior studies have emphasised the role that PsyCap plays in management, though little attention has been given to it in education.

To date, more and more researchers (e.g. Grover, 2010; Hamid, Rahman, & Nori, 2012) are starting to explore the connection between POBs in the language education domain. For instance, Gholam, Hossein and Samaneh (2019) applied the role of PsyCap in second/foreign language (L2) learners' willingness to communicate (WTC), motivational self-system and achievement to the realm of language education.

2.2.2   Well-being Theory

Postive psychology can be said to have a short history but a long past (Pertson, 2006). It was first used by the eminent humanistic psychologist Abraham Maslow. It was not until 1998 when Martin Seligman was elected as president of the American Psychology Association and began to push the positive psychology movement did the field start to flourish tremendously. Positive psychology is the empirical study of how people thrive and flourish and of the ordinary human strengths and virtues that make life good (Lopez & Snyder, 2009; Peterson, 2006; Nakamura & Csikszentmihalyi, 2014; Seligman & Csikszentmihalyi, 2000). Accroding to Seligman and Csikszentmihalyi (2000), positive psychology was founded on three pillars which are positive experience, positive character traits, and positive institutions. Reseach in positive psychology mainly focus on issues such as positive emotions and character strengths. The theory of positive psychology has evolved greatly and significant contributions to an ever growing body of research. Especially, over the past 20 years, there have been a uncovering the building blocks

of happiness and well-being into eduation and second language acquisition (SLA) field.

A potentially useful suggestion for studying well-being is through the lens of positive psychology (MacIntyre, Gregersen, & Mercer, 2016). Positive psychology researchers have developed various theories to explain the constructs of well-being (Butler & Kern, 2016; Huppert & So, 2013; Keyes, 2002; Rusk & Waters, 2015; Ryan & Deci, 2000; Ryff & Keyes, 1995; Seligman, 2011).

Positive psychology was traditionally conceptualised as authentic happiness with a mix of hedonic and eudaimonic well-being (Seligman & Csikszentmihalyi, 2000). The hedonic approach to well-being focuses on pleasure and happiness (Ryan & Deci, 2000). The most prominent hedonic model focuses on subjective well-being (SWB); it is a tripartite model consisting of satisfaction with life, the absence of negative affect and the presence of positive affects (Diener, Emmons, Larsen, & Griffin, 1985). SWB is comprised of 'positive affect, lack of negative affect, and life satisfaction', each of which shows degrees of independence and can therefore be studied individually or as a whole (Diener, Oishi, & Lucas, 2003, p. 411). It reflects the balance of positive to negative emotions for an individual and their satisfaction with a situation. SWB is indicated to be a key to good physical health, positive social relationships and work satisfaction and has the capability to counter the risk of burnout (Lyubomirsky, King, & Diener, 2005) and mitigate stress (Folkman, 2008). However, the hedonic approach is not varied when

compared to the multidimensional measurement tools of the quality of life. It means the hedonic perspective does not specify a single formula for well-being, placing centrality instead on the subjective construction by the individual.

In opposition to the focus given to the effect of life satisfaction as provided in the hedonic model, the eudaimonic model tends to focus on a larger number of life domains, even though these vary significantly in the fundamental elements that determine well-being. In other words, the eudaimonic approach is centred on virtuous action and self-realisation. Well-being is regarded as the degree to which a person is fully functioning and actualising one's potential (Ryan & Deci, 2000; Waterman, 1993). The eudaimonic perspective adopts a more theory-guided approach. One of the more prominent eudaimonic models seen so far is the psychological well-being model (Ryff, 1989; Ryff & Keyes, 1995). This model proposes that well-being consists of six elements: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life and personal growth. Related to this model is the one by Ryan and Deci (2000), who proposed that well-being is found in the fulfilment of three basic psychological needs: autonomy, competence and relatedness. These models encompass similar yet different components. However, some research argued that the eudaimonic approach's focus on life satisfaction alone neglects important aspects of functioning and that the experience of well-being cannot be represented exclusively by the individual's evaluative perceptions (Samman, 2007). In recent years, research has highlighted the

relevance of re-equating well-being as a combination of hedonic and eudaimonic components, bringing the two approaches steadily towards convergence (Samman, 2007).

Seligman (2011) noticed that positive psychology is concerned with the topic of 'well-being' and that the goal of well-being is to accelerate 'flourishing', which is also viewed as an expression of well-being. The concept of well-being comprises a series of positive states, traits and ways of being that lead an individual to thrive and flourish in an environment. Thus, well-being was explained as a multi-componential concept with several measurable elements. In his book 'Authentic Happiness', Seligman (2002) proposed three kinds of happy life, namely positive emotions, engagement and meaning. He suggested that sensations, such as pleasure, excitement, ecstasy and comfort can be found in this model of positive emotion. Engagement is related to a position of loss of self, whereby the person has little awareness of his/her true sensations, only feelings of greater pleasure and being in a position of constant openness. Seligman (2004) claimed that all people can develop engagement in relation to an activity by learning to identify what those activities are and what features may favour the takeover of this position. The third element is meaning, which is related to the search for a purpose in life. A meaningful life consists of a sense of belonging and a sense of serving society, something which most people believe is greater than the self (Seligman, 2004).

A sense of purpose is combined into the original framework of authentic

happiness proposed by Seligman (2002). It is believed that a 'full life' is lived when all three domains are concurrently pursued. These domains provide the route for individuals to achieve happiness. The theory of authentic happiness continues to hold quantitative validity and has been well accepted in the field (Norrish & Vella-Brodrick, 2009).

Seligman (2011) attempted to reconcile hedonic and eudaimonic traditions in his well-being theory or PERMA model, where he redefined the concept of well-being with five pillars: positive emotion, engagement, relationships, meaning and accomplishment (i.e. PERMA). This change in nomenclature arose from several factors that emphasised happiness as a complex concept to operationalise in terms of psychological constructs. The PERMA model (Seligman, 2011) most closely follows the law of parsimony, providing a definition of flourishing that encompasses elements of other models and has a mix of hedonic and eudaimonic elements. Positive emotion is a hedonic element encompassing pleasure, ecstasy, comfort and warmth (Seligman, 2011); it is also found in the models of Huppert and So (2013) and Rusk and Waters (2015). Engagement focuses largely on flow, that is, the complete absorption in an activity where individuals are fully involved in the moment (Nakamura & Csikszentmihalyi, 2014; Seligman, 2011), also found in Diener et al.'s (2010) and Huppert and So's (2013) models. Relationships is an element found in many models (e.g. Diener et al., 2010; Huppert & So, 2013; Rusk & Waters, 2015; Ryff, 1989) and refers to positive relationships with other people

and the belief that the absence of them is detrimental to well-being (Seligman, 2011). Meaning is a eudaimonic element best explained as belonging to and serving something bigger than oneself (Seligman, 2011); it also found in the models of Diener et al. (2010), Huppert and So (2013) and Ryff (1989). Finally, accomplishment is found in multiple models (e.g. Diener et al., 2010; Huppert & So, 2013; Rusk & Waters, 2015; Ryff, 1989) and refers to people pursuing success and working towards goals for their own sake (Seligman, 2011; Butler & Kern, 2016). These five unique elements of well-being are measurable, and well-being can be assessed with multidimensional understanding under an integrative framework as proclaimed by the model.

Seligman (2011) considered the PERMA model as better mainly because (1) it can focus on the strength of an individual or groups, (2) is a reliable model validated by some research and (3) it focuses on multidimensional domains to give extra information on the well-being of respondents. Well-being attained by optimal functioning is both holistic and multidimensional (Norrish, 2015). Individuals have the potentials to attain and experience well-being through various pathways, which connote the multidimensional nature of well-being. However, the state of well-being one experiences would be a complete whole different from all its related elements. A multidimensional understanding of well-being provides theoretical and practical insights into the application of positive psychology at different levels of human organisations (Huppert & So, 2013; Kern et al., 2015). Although common core

elements of well-being were evidenced across theories, countries, cultures and individuals (Dodge et al., 2012; Peterson & Seligman, 2004; Ryan & Deci, 2001), there are also variations in focus, level and pattern of relationships amongst the elements of well-being (Ryff & Keyes, 1995). A profiler approach to assess well-being and its application on the policies and programs (Huppert & So, 2013), interventions, trainings and individual students in school (Butler & Kern, 2016; Dodge et al., 2012; Kern et al., 2015) could benefit from such variations. More empirical studies have proven that an individual's awareness of PERMA can help them increase their well-being by focusing on combinations of feeling good, living meaningfully, establishing supportive and friendly relationships, accomplishing goals and being fully engaged with life. Further nurturing these experiences in people can help them go beyond 'surviving' to really 'thriving' in life.

As time progresses, more and more studies on well-being began to shift from looking at individual psychology to the workplace (Kern, Waters, Adler, & White, 2014). It appears that applying well-being studies to the workplace contributed positively to the employees' well-being. For instance, it brought a wide range of benefits to the individuals and the organisations and, consequently, to the broader society. To elucidate more clearly the relationship between well-being and workplace, Robertson and Cooper (2011) utilised the ASSET model (Figure 2.4) to measure and analyse the role of well-being according to the psychological well-being of the individual at the workplace. The ASSET model can show how a set of specific

workplace factors can play a crucial role in determining the employees' level of well-being. The model also shows how well-being can influence the individuals' outcomes.
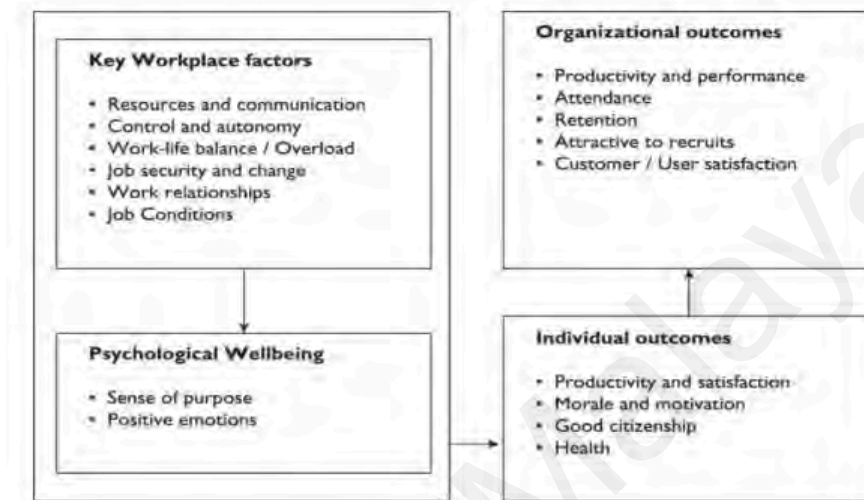
Figure 2.4. The ASSET (2011) Model.

From the model, sufficient information can be gathered to understand that the individual's well-being will contribute to their satisfaction and motivation, thereby leading to their enhanced actual behaviour and performance. This influence on the individual's well-being and behaviour leads to happiness and achievements. In this regard, it can be deduced that when individuals possess well-being at the workplace, they will develop a feeling of satisfaction in the work involved，as a result, generate positive organisational outcomes (Robertson & Cooper, 2011).

The PERMA model was introduced into the domain of education as an attempt to enable teachers and students to be happy and flourish (Seligman, 2011). As a result, PERMA is rapidly expanding into the subfields of psychology, with

important implications for those involved in second language acquisition (SLA) and foreign language teaching. In relation to this, Falecki (2015) pointed out some teaching strategies based on the integration of PERMA into the classroom to help teachers improve their well-being. MacIntyre, Gregersen and Mercer (2016) also proposed bringing the concept of happiness into the ESL or English as a foreign language (EFL) classroom by offering some strategies to improve well-being of ESL or EFL teachers. Teachers with high well-being also tend to be more effective teachers. For example, high levels of teacher well-being were found to have positive implications for in-class teaching (Barber & Mourshed, 2007) and student achievements (Briner & Dewberry, 2007).

2.2.3 Cognitive Behavioural Theory

Traditionally, teaching was only regarded as a cognitive process (Clark & Peterson, 1986). Research on teachers' cognitions has developed and expanded since the early 1970s, stimulated in large part by the rapid growth of research in cognitive psychology (Calderhead, 1996). In Borg's (2006) synthesis of research on language teacher cognition, language teacher cognition was defined as "what language teachers think, know, believe, and do" (p. 81). Noticeably absent from this definition is what teachers feel about what they think, know, believe and do. However, teaching is a relational activity that demands teachers' knowledge about their own emotions (Hargreaves, 1998).

Unlike behaviourist theory, which is concerned with how behaviour is

developed, sustained or eliminated through its external reinforcement, cognitive behavioural theory (CBT) combines cognition, emotions and behaviours and emphasises the role of emotions in the process from cognition to behaviours (Figure 2.5).

Figure 2.5.   The model of cognitive-behaviour Theory

CBT is applied into a classroom management popularised by Kaplan and Carter (1995). Lyons, Ford and Arthur-Kelly (2014) noted that CBT supports the thoughtful, proactive involvement of individuals in negotiating improved behaviours. It often incorporates cognitive, emotional and behavioural techniques and cognition, emotions and behaviours with bi-directional, dynamic interaction amongst them; in other words, how teachers think and how their feelings impact their behaviours. The cognition process also influences the individuals' emotions because it determines how people think, understand and know. Emotions, including positive and negative emotions, can affect behaviours, which can, in turn, also influence the cognition leading to positive and negative emotions and start a new cycle.

In this process, along with cognition and behaviour challenges, emotions

are seen as key elements for teacher development (Golombek & Johnson, 2004). Lemeris and Arsenio (2000) expressed the relationship of cognition, emotion and behaviour and explained that the function of emotion is alerting the attention of individuals to important features of the environment and providing direction for cognitive processes and behaviour. In this view, emotion fuels the selectivity of attention and channels the investment of cognitive resources (Izard, 2009). Hagenauer and Volet (2014) also revealed that emotions are recognised as better captured in the three-part (cognition, emotions and behaviours) dynamic framework in CBT theory and showed that emotions could reciprocally affect behaviors in multiple ways (Storbeck & Clore, 2007). Linnenbrink and Pintrich (2002) acknowledged that negative teacher emotions contribute to negative behaviours, leading to negative student emotions and lessening the probability students will use cognitive strategies for deeper, more elaborate processing of information. Hence, emotions serve as a powerful vehicle for enhancing or inhibiting learning and teaching (Greenleaf, 2002).

In applied linguistics (AL), although the study on multilinguals' emotions dates back to the first decade of the 2000s (Dewaele, 2010), research focusing specifically on the emotions of language teachers in their contexts started in the mid-2010s (Golombek & Doran, 2014). The number of studies on emotions has increased lately, due probably to the positive psychology movement (McIntyre & Gregersen, 2012). As L2 teaching requires more emotional understanding on the part

of the teacher in assisting students' psychological adjustment, it necessarily demands a connection between emotions and teaching, together with the obvious inter-relationship between student and teacher emotions, further illustrating the need to study teacher emotion.

Golombek and Doran (2014) provided a theoretical perspective on L2 teacher emotions and proposed the scheme for a complete orienting basis of an action (SCOBA) model, which acknowledges and unifies bi-directional influences amongst language teachers' emotion, cognition and activity. The model provides a more complete picture of the dynamic interactions inherent within teaching.

Emotions could influence teachers, teaching and students. Empirical and theoretical reasons exist for believing that positive emotions are an ingredient of well-being (Hobfoll, 2011). Day and Gu (2009) mentioned that the objective of teacher emotion research is to foster the psychological well-being of teachers and enhance their teaching effectiveness. Lyons, Ford and Slee (2014) highlighted the positive effects of CBT on teachers' mental health and well-being, given that it provides tools for teachers to control their emotions, thereby reducing the stress that they may experience in class or in a social setting so they can help students improve their achievements. Hence, teachers' well-being play an important role in the link between teachers' cognition and behaivors in the classroom area (Mercer, Oberdorfer, & Saleem, 2016; Ruohotie-Lyhty, Korppi, Moate, & Nyman, 2017).

2.3 Related Literature and Previous Research

This study investigates the PsyCap (independent variable) of Chinese university EFL teachers towards their College English classroom management (dependent variable), with their well-being acting as the mediating variable and teaching experience as the moderating variable. These four variables are reviewed critically for the purpose of giving readers a very clear picture of these dimensions, all of which should be included in each of the latent variables before the construction of the measurement models.

2.3.1 Independent Variable: Psychological Capital of Teachers

Positive psychology was introduced at the end of the 1990s with the help of research conducted by Prof. Seligman and his colleagues in the field of organisational behaviour. The term 'positive psychology' led to the POB approach, which sought to measure, develop and manage people's strengths and psychological core meanings rather than focusing on their weaknesses (Luthans & Youssef, 2017). PsyCap can be defined as examining the processes by which positive attitudes, feedback and criticism contribute to the functioning and development of an individual, group or corporation.

The four fundamental characteristics of PsyCap (self-efficacy, hope, optimism and resiliency) are the key factors needed to form a PsyCap structure. Hope is related to the mental attitude or way of thinking, which plays a directive role in work performance. Efficacy is a perception or belief regarding one's personal

abilities. Optimism is a positive expectation and is therefore less related or connected to the actual ability of an individual. Resiliency concerns positive adaptation and the ability to bounce back from adversity. Each of the four positive constructs above has been shown to have conceptual independence (Bandura, 1997; Luthans & Jensen, 2002; Luthans et al., 2007; Snyder, 2000, 2002) and empirically based discriminant validity (Bryant & Cvengros, 2004; Carifio & Rhodes, 2002). However, PsyCap is being proposed as a higher-order construct that can be differentiated from other constructs in positive psychology (Peterson, 2006; Peterson & Seligman, 2004; Snyder & Lopez, 2002).

As indicated in the definition of PsyCap, this commonality or underlying link is a mechanism shared across each of the facets that contribute to a motivational propensity to accomplish tasks and goals. Law et al. (1998) described how multidimensional constructs may have components relating to a core underlying factor, whereby the shared variance or commonality between each facet comprises the higher-order factor. Therefore, the higher-order factor of PsyCap may represent the common source of variance (i.e. common mechanistic processes) connecting the four constructs of hope, optimism, resilience and self-efficacy, and the combination of these four facets, indicating the shared mechanisms between them, have a higher relationship with rated performance than any one of them individually (Luthans et al., 2004).

On the other hand, although each component has demonstrated

discriminant validity across multiple samples when compared with one another (Bryant & Cvengros, 2004; Carifio & Rhodes, 2002), there is also some beginning evidence to support an overall core construct (Luthans et al., 2008). A higher-order core construct of PsyCap would represent one's positive appraisal of circumstances and probability for success based on motivated effort and perseverance. When self-efficacy, hope, optimism and resilience are considered as important facets of PsyCap rather than focusing on any one individual facet in particular, the combined motivational effects would be broader and more impactful than any one of the constructs individually. In other words, each facet includes both unique and common cognitive and motivational processes that enable performance Nevertheless, when these facets are combined with one another, the cognitive and motivational processes are expected to be enhanced. Therefore, PsyCap is a significant and positive construct in POB (Avey, Reichard, Luthans, & Mhatre, 2011).

As explained by Keleş (2011), PsyCap contains measurable, developable and effectively controllable applications related to the potential and psychological capacity of human resources, which result in performance increases in organisations. In line with this, Luthans, Avolio, Avey and Norman (2007) asserted that PsyCap can be used to assess the respective individuals and their work performance. Over the last two decades, PsyCap has gained prominence in the literature on POB. Anglin et al. (2015) likewise explored the role of positive PsyCap language in crowdfunding performance. It was found that a higher level of positive PsyCap leads to higher rates

of funding and an increased probability of meeting funding goals. As a result, a growing number of researchers have started to introduce PsyCap into the field of education. For instance, Liran and Miller (2018) found that teachers' level of PsyCap is a positive resource because it plays a central role in the academic adjustments of students. This finding was derived from their investigation of 250 BA students. Efilti and Çoklar (2019) also found that teachers with a high level of PsyCap can reduce their level of stress.

Although more and more scholars are applying PsyCap into the education field, PsyCap integrated into education is still a new and emerging topic. Moreover, the majority of research is mainly focused on workers, nurse, managers and soldiers. Many types of research could be conducted on strengthening leaders and followers to make the entire organisation more successful. However, few studies on the subject of teachers' PsyCap are being carried out, and the limited research that is being conducted is still focused on elementary teachers, high school teachers and special education teachers (Lee et al., 2017). EFL teachers in the high education context are always ignored.

A comparison of countries indicated that investigations into the PsyCap of EFL teachers in the education domain in the context of China are still rare. This situation is due to fact that the concept of teachers' PsyCap is still a new topic in China. Amongst the few studies that have been conducted, Mao and Mo (2014) noted that Chinese secondary teachers in the capital of Hunan province in China possessed

a moderate level of PsyCap. Wang and Liu (2017) also reported that the elementary teachers in Xi'an city had a moderate level of PsyCap and a low level of work engagement. Using SEM analysis, Wang (2015) examined vocational teachers and found that their high level of PsyCap was negatively correlated with their job burnout. Their optimism and hope level also appeared to have a negative correlation with their job burnout. By contrast, these two factors had a positive relationship with their job satisfaction and well-being. Wei (2012) conducted a statistical analysis of 765 physical education teachers in eight provinces and municipalities of China. The results indicated that differences in the teachers' PsyCap were due to differences in their gender and education level. The teachers' PsyCap appeared to have a significant and positive effect on their job satisfaction and job performance but was negatively associated with their job burnout.

Luthans et al. (2007) argued that PsyCap should be studied in non-Western cultures. Furthermore, Gelfand et al. (2006) were of the view that Western-developed constructs can be influenced by culture-specific dimensions and must therefore be examined in a non-Western cultural context with reference to specific cultural dimensions. Although Chinese researchers (Mao & Mo, 2014; Wang, 2015; Wang, 2018) have started showing an interest in teachers' PsyCap, current research on PsyCap is mainly conducted in Western countries, and Eastern countries are still ignored (Chen et al., 2017). Given that China is considered a collectivist society (Datu, 2014), the results of the present study could provide some evidence on the

adaptive role of PsyCap even in collective academic contexts. The findings of this

research can also offer notable insights regarding the applicability of

Western-derived positive psychological constructs like PsyCap in non-Western

sociocultural societies. Owing to the cultural difference between Western and Eastern

countries under a cross-context, the result of PsyCap will be different. Meanwhile,

little research has been carried out on specific groups of Chinese university EFL

teachers.

A review of literature also showed that researchers tended to focus on the

four first-order constructs of PsyCap when investigating teachers' PsyCap because

these are assumed to be the foundations of PsyCap (Luthans et al., 2007), but the

truth is, this is not so. Hence, these four constructs are further elaborated in the

following sections.

2.3.1.1 Hope

The construct of hope was derived from Snyder's (2002) hope

theory. Hope is defined as a positive motivational state that is based on an

interactively derived sense of successful agency (goal-directed energy) and pathways

(planning to meet goals). Individuals with high hopes are those who will make good

use of their pathway thinking (waypower) to find different ways of achieving their

goals and make good use of their agency thinking (willpower) to assist their search

for the ends in achieving their goals. Their sense of achievement is generated by

carrying out those goals, enabling them to conduct positive work behaviours

continuously with positive work attitudes. Constantly practising these would further raise their work satisfaction while reducing any inclination of quitting their jobs (Çetin & Basim, 2011). On the basis of this finding, it can be deduced that hope theory equally emphasises all of one's goals, the pursuit components, pathways and agency. Goals are the targets of the individual's mental action sequences and provide the cognitive component that anchors hope theory (Snyder, 1994; Snyder, Cheavens, & Sympson, 1997).

Some researchers found that people with high hopes perform better than their low-hope counterparts in areas such as athletics (Curry, Snyder, Cook, Ruby, & Rehm, 1997), psychological adjustments and psychotherapy (Kwon, 2002) and other performances (Reichard, Avey, Lopez, & Dollwet, 2013). As a result, an increasing number of scholars are also beginning to apply hope theory into the education domain (Snyder et al., 1997; Gallegher, Marques, & Lopez, 2017). Snyder, Irving and Anderson (1991) were the first to indicate that the level of teachers' hope is connected to some constructs with classroom management. This finding was based on their examination of a sample of 278 teachers in Alabama, Georgia and California. They noted that teachers with high hopes were better able to cope with their goal blockages than do teachers with low hopes. Apparently, the former relied on their high levels of 'willpower' and 'waypower' (Gurung & Burns, 2011; Snyder, 1994, 2000a, 2000b) to help them deal with their challenges. Eren (2014a) also stated that hope, with personal responsibility, is important for teachers to uncover potential

elements that can affect their commitment to teaching. Gurung and Burns (2011) believed that teachers with high levels of hope may be less bothered by student discipline problems; hence, they are more successful as classroom managers than teachers with low levels of hope. Snyder, Feldman, Taylor, Schroeder and Adams (2000) also indicated that some teachers who have hope seemed to cope with the demands and stresses of teaching despite having limited classroom management skills, particularly when the misbehaviours of their students in class escalated.

The results from these studies seemed to suggest that teachers with high levels of hope tend to view students' misbehaviours as opportunities for them to try different classroom management techniques. However, evidence obtained from scientific research that can support or negate these specific hypothetical relationships is still lacking (Oliver & Reschly, 2007). Additionally, most of the research focused on the hope of teachers based in Western countries; very few studies focused on EFL teachers based in Asian countries like China.

2.3.1.2 Efficacy

Most of the research that investigated self-efficacy stemmed from other studies that focused on social cognition (Bandura, 1977). While self-efficacy has been adopted by positive psychologists (Maddux, 2011) as an approach to understand the individual's personal efficacy, it cannot be denied that the concept of self-efficacy is related to a person's level of confidence. When an individual believes that he/she has the ability to perform an action successfully so as

to achieve a specific goal, within a particular setting under certain conditions (Bandura, 1977; Zimmerman, 2000), there tend to be higher rates of success. The term efficacy has been defined as 'the individual's conviction or confidence about his/her abilities to mobilise motivation, cognitive resources or courses of action that are needed to execute a specific task within a given context successfully' (Stajkovic & Luthans, 1998, p.66). This definition has been reiterated by Bandura (1986, 1999), whose works also mentioned that efficacy is about the individual's ability to believe in his/her competence to perform. Efficacy is mostly viewed by people as an ability to address a challengi task because it offers individuals the opportunity to attain mastery once the challenge is resolved instead of just avoiding the problem. Bandura (1986, 1999) further indicated that when the self-efficacy of an individual is high, he/she also possesses high levels of confidence and has the ability to deal with the problem at large. When the problem is resolved, he/she has a level of self-satisfaction that enables the individual to further exhibit better work behaviours.

In the teaching context, the above description means that teachers with high levels of self-efficacy are more likely to motivate and encourage their students even if challenges are ahead. Such individuals are also more likely to introduce new teaching methods and form more positive relationships with their students (Mojave & Tami, 2012). In the foreign language education field, Kelm and McIntosh (2012) indicated that teachers' high level of self-efficacy is vital for successful language teaching and learning. The self-efficacy of teachers can be used to evaluate how they

consider their teaching and how they engage and help students learn effectively (Klassen et al., 2011). In one study, Kweon and Spolsky (2018) found that teachers with high levels of efficacy were able to lead their students to develop positive self-efficacy while mitigating their own negative self-efficacy.

In China, He and Zhao (2019) investigated 476 vocational teachers in seven schools and found that Chinese vocational teachers have moderate levels of self-efficacy, which in turn affected their teaching and professional development. Meanwhile, Zhang and Li (2019) examined 275 preschool teachers in Shandong province and found that the teachers had low levels of self-efficacy, which led to a high level of burnout.

Although there are some studies on teachers' self-efficacy, research looking into the self-efficacy of foreign language teachers is relatively scarce compared with academic disciplines such as science and mathematics. More focus seems to be accorded to the efficacy of pre-service teachers. Thompson and Woodman (2018) explored the efficacy of Japanese high school EFL teachers and found that teachers with a high level of efficacy could help students achieve entrance examination success. To bridge the gap between teachers' self-efficacy research in other academic disciplines such as EFL education, teachers in elementary, high and middle school and universities in the context of China should be examined.

2.3.1.3 Resilience

The beginning of resilience research can be traced back to

developmental psychology in the 1970s and 1980s, when the origins of mental illness and behaviour problems were studied (Garmezy et al., 1984; Werner, 2012). The very first operational definitions interpreted quality (Masten et al., 1990). From this perspective, resilience is a trait-like resource that exists within an individual and functions to protect that individual from adversity. Resilience is the individual's ability to recover from adversities and emerge stronger. This ability has an empowering effect on the individuals (Luthans et al., 2007) because they are armed with the capacity to move towards their own psychological, social, cultural and physical resources that would be used to serve their own well-being (Luthans & Youssef, 2004).

The resiliency of teachers refers to their ability to adjust to varied situations and increase their competence in the face of adverse conditions (Gordon & Coscarelli, 1996). Some researchers (Gu & Day, 2007; Kitching, Morgan & O'Leary, 2009) focused on what factors help sustain teachers and enable them to thrive rather than just survive in the profession. Witt (1991) noted that teachers with high resilience are more likely to commit to their organisations, help their colleagues with problems, promote a favourable work climate, tolerate inconveniences without complaints and manage their classrooms better with increased job satisfaction. Salgado (2005) also pointed out that a teacher with high resilience is more likely to be socially competent, thereby satisfying the need for affection, respect and optimal social life. Such satisfaction, in turn, enables them to manage power better, achieve

goals, make better decisions as well as procure a happy, productive and healthy life easily.

There is very little existing research on language teacher resilience, Hiver and Dornyei (2015) defined foreign language teacher resilience as using all the resources available in a productive way to achieve learning success with the students in the face of adversity and detrimental conditions. They also suggested resilient teachers are able to engage in perpetual struggle throughout their career. Hiver (2015) proposed the "teacher immunity" which borrows from psychology's resilience construct as a means to explain how language teachers, and teachers in general, are able to survive within the profession beyond the first few years. In the research, he found that the majority of teachers with resilience do survive which suggests that a form of psychological invulnerability exists amongst teachers in order to deal with various pressures and disruptions that threaten motivation levels and professional identities. Thus, it could be deduced that resilience is a necessary component to foreign language teacher immunity that allows for teachers to have the determination to consistently and persistently struggle with and overcome challenges through their career.

Teacher resilience is most meaningful if it is located within the discourse of the 21st century educational environments that provide context. Recent studies (Ainur, 2017; Peng, 2015; Spohrer & Bailey, 2018) have started to focus on the resilience of language teachers. For instance, Ainur (2017) observed that EFL

teachers with high resilience were able to reduce occupational stress, hence showing a reduction in work burnout. In their study, Spohrer and Bailey (2018) noted that resilience was important for the education setting involving teachers teaching English. Likewise, Peng (2015) revealed that Chinese English teachers who possessed a high level of resilience tended to thrive and flourish in their work, thereby sustaining their teaching effectiveness.

Nevertheless, research looking at the resilience of EFL teachers is still in the infancy stage (Goddard & Foster, 2011) and the results obtained are inconsistent. For instance, Malcom (2007) found that San Diego teachers had medium levels of resilience. This outcome was supported by Qu (2019), who found that the moderate level of resilience of 320 Chinese preschool teachers in Liaoning province was related to their positive coping. Meanwhile, empirical research that focused on the level of resilience amongst EFL teachers is still scant.

2.3.1.4 Optimism

The concept of optimism was developed by Scheier and Carver (1985) on the basis of outcome expectancies. When individuals held positive expectations, they seemed to possess positive work attitudes and displayed good work behaviours. With individuals striving to make the effort to achieve such solid expectations according to their respective dreams, their work satisfaction would inevitably increase and they would be less inclined to quit their jobs (Peterson, Luthans, Avolio, Walumbwa, & Zhang, 2011).

Duckworth, Quinn and Seligman (2009) examined the role that optimism plays in the teaching profession and in teaching performance. They found that optimistic teachers showed higher levels of teaching effectiveness by taking more risks. The teachers also carried a positive attitude towards their students (even problematic students) and perceived obstacles as challenges that can be conquered. Salem and Mohammadzadeh (2018) noticed that teachers with high optimism had a positive relationship with their students and high-level integration of ICT in EFL teaching. This finding was echoed by Fejová and Uhláriková (2018), who investigated 145 high school EFL teachers in Slovakia and indicated that the level of EFL teachers' optimism influenced the achievements of their students. Donovan (2014) interviewed four elementary and middle school teachers in the US and found that optimistic teachers are mostly humanistic and student-centred. Likewise, Gliebe (2018) maintained that as the level of optimism increases, teachers' perceived stress also decreases.

Although these studies revealed the importance of high-level optimism amongst teachers, they did not reveal how to promote optimism beyond its protective features against stress so as to empower teachers in developing themselves and improving students' achievements. Lee and Seligman (1997) and Chang (1996, 2002a) likewise found that Asians or Asian American teachers were more pessimistic than their European-American counterparts, with the difference reaching a significant level. Many of the factors causing this incidence were due to the

difference between Eastern and Western cultures and, therefore, the different comprehensions of optimistic concepts. As stated earlier, the majority of past studies tended to focus on the Western context (Bennett, 2011; Joshi & Carter, 2013). Hence, there is a need to examine the Eastern or Asian context so as to alleviate any gaps that may exist.

Despite the scarcity of the literature review about teachers' optimism, Mao and Wen (2009) managed to examine 325 elementary and high school teachers in China. They discovered that teachers with high-level optimism also had better teaching performance than do teachers with low-level optimism. Ren (2012) investigated 427 college teachers in Heilongjiang province in China through random cluster sampling. He found that teachers with higher optimism had lower work stress and higher locus of control and sleep quality. Although these factors highlighted the importance of high-level optimism, most of the studies mainly focused on the optimistic dimension that influence teachers' stress and students outcomes. With studies focused on the level of optimism amongst EFL teachers in university lacking, the samples of these studies were thus not large enough for generalisations to be determined.

Earlier studies (Chacon, 2005; Mousavi, 2007) tended to break down the psychological processes into their constituent components and discretely examine the specific variables of PsyCap, for instance, hope, efficacy, resilience and optimism. Few ventured into looking at the PsyCap (four constructions combined) of EFL

teachers. This situation leaves a research gap that needs to be filled with the view of studying the impact of the four constructions on EFL teaching (Chacon, 2005; Mousavi, 2007) because English has become an important language to be acquired in China.

2.3.2   Mediator Variable: Well-being of Teachers

There is no system in the world or any school in the country that is better than its teachers who are the lifeblood of the success of schools (Smithers & Robinson, 2003). Teachers are at the centre of classroom life, and their feelings, thought, goals and resulting behaviours dictate to a large extent the atmosphere for the whole group and for individual learners (Ryes et al., 2012). Essentially, teachers who are in a positive and enabling state of mind when they teach will not only enjoy their jobs more but will do their job better with more creativity and enhanced pedagogical skills (Furrer et al., 2014). As Bajorek et al. (2014) explained, a teacher who is healthy and has high job satisfaction and positive morale should be more likely to teach lessons that are creative, challenging and effective. If teachers are happy and motivated, then it is more likely that their learners will be too. Learners who are motivated and engaged likewise motivate teachers and ensure an upward spiral of positivity, which benefits both teachers and learners (Fredrickson & Losada, 2013). As Mercer et al. (2016) concluded successful language learning depends to a large degree on teachers; accordingly, for all concerned, we must make the professional well-being of teachers a priority.

With respect to psychology in language learning, teachers have been somewhat neglected (Mercer, 2018). Considering how teachers' psychology can help them not just 'survive' but likewise 'thrive' in their jobs, very little attention has been paid to this concern (Castle & Buckler, 2009). One of the problems with the historical approach in language teaching is the focus on eradicating negative emotions without considering how the whole array of positive emotions of EFL teachers might be strategically used. Applied linguists have spent considerable time and energy attempting to find remediation for negative emotions, yet their endeavours have been unable to solve the aforementioned problems.

Seligman (2011) pushed towards looking at human behaviour from a positive perspective rather from a dysfunctional one and made a call to researchers to 'broaden the scope of positive psychology well beyond the smiley face'. As we all know, emotions play a critical role in high-level cognition and 'rather than' being a luxury, emotions are a very intelligent way of driving an organism towards certain outcomes (Damasio et al., 2013). The prominent role of emotions in cognition behooves language acquisition practitioner to take a good, hard look at how to capitalise target language teaching and learning more effectively. Hence, positive psychology sets up efforts to tap strategically into positive emotion in language learning and teaching.

Teacher psychology is important for both teachers and their learners. Some studies have found that a high level of well-being have positive implications for

teachers' teaching (Barber & Mourshed, 2007) and students' achievement (Briner & Dewberry, 2007). Teachers with high well-being also tend to be more effective teachers. When teachers experience a high level of well-being, there are also positive consequences for students in terms of their emotions, motivation and achievement (Pekrun et al., 2011). The lack of attention to this issue may be wrong in light of the central role language teachers' play in the dynamics of classroom ecology and in learners' engagement within that instructional setting. Ensuring the welfare and well-being of teachers is a worthy goal in and of itself (Holmes et al., 2005). As Maslach and Leiter (1999) stated, 'the most valuable and costly part of an education system are the people who teach. Maintaining their well-being and their contribution to student education should be a primary objective of educational leaders' (p.303). Indeed, despite the fact that 'teaching is the core profession in our global knowledge society, it is also clearly a profession in crisis, and language education is no exception to this trend' (Hiver & Dörnyei, 2015, p.2). Hence, given what is already known about teacher psychology in the SLA field, the perception is that some gaps still exist in this area.

Given the importance of language teachers' well-being in their professional roles, it is important to understand how to esteem, protect and support those working in this rewarding but demanding profession. In this respect, recent work introducing positive psychology to SLA could offer valuable ideas on the possible approaches to take (MacIntyre, Gregersen, & Mercer, 2016). Seligman (2011) considered positive

psychology as being concerned with the topic of well-being, with the goal being to increase 'flourishing', which is an expression of well-being. Essentially, well-being is not just the absence of stress (Holmes et al., 2005) but a series of positive states, traits and ways of being that lead to a person thriving and flourishing in their environment. Seligman explained that well-being has multiple components and several measurable elements. He employed the mnemonic 'PERMA' to help remember these elements: positive emotion, engagement, positive relationships, meaning and accomplishment (Figure 2.6).
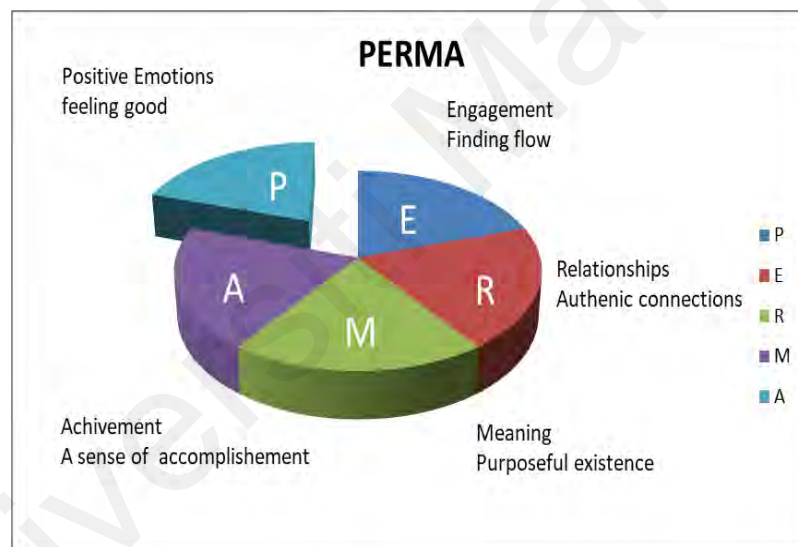
Figure 2.6. PERMA Frameworks.

In contrast to traditional psychology, which tended to focus on dysfunction and disease, positive psychology concentrates on positives and strengths. This means looking not only at how to combat stress and overcome challenges in our daily teaching lives but also at how to build on, promote and nurture our personal and social strengths.

Note that the ideal approach to helping teachers flourish involves

adaptation and interventions at the institutional and national level to support and nurture teachers in their professional roles. It also means we need to reflect continually on the interaction between teachers and their contexts, given that their professional well-being emerges from the interaction between the individual and their perception of their contexts (Mercer, 2016). Relatively few empirical studies investigate the PERMA model in teachers. Kern, Adler, Waters and White (2015) used the PERMA profile to examine 143 staff and teachers based at St. Peter's College in Australia. From the data they gathered, they found that their respondents possessed high levels of PERMA.

In contrast to the studies on well-being conducted in developed countries, very few studies on teachers' well-being have been conducted in developing countries (Zembylas & Papanastasiou, 2004). In China, research on teachers' well-being is still at an early stage (Liu & Onwuegbuzie, 2012). Wang (2013) published the first article and briefly introduced the PERMA model from a macro point of view. Later, PERMA was introduced into the education field. Lin and Qin (2016) introduced the elements of PERMA theory and related research results and expounded the enlightenment to the psychological health education of higher vocational students. Lee, Davidson, and Krause (2016) pointed out the necessity of cultivating PERMA for high school senior students to help them reduce stress, reshape the significance of learning and examination, enhance their experience of achievement and establish a social support system. However, PERMA research in

China is mainly analysis via qualitative research and focuses on students; research on teachers is still ignored. Research conducted on the PERMA instrument to perform quantitative analysis remains limited.

Although the PERMA model covers a wide range of essential determinants and expressions of well-being, there are still underlying factors, that is, different cultural backgrounds affect well-being. Hefferon, Ashfield, Waters and Synard (2017) recommended the importance of such contextual analysis to extend current well-being research. However, studies on well-being have mainly focused on Western-individual countries, and relatively little is known about it in Eastern countries. Therefore, whether or not the well-established concept of well-being in Western societies could be accepted or applied in Eastern societies must be explored. Despite significant studies on the PERMA model across Western cultural contexts (Chamberlin & Green, 2010); scant research has been carried out to examine and investigate the similarities or differences of PERMA in Eastern countries owing to cross-cultural characteristics. Meanwhile, no efforts have ascertained whether similarities across research sites are due to the equivalence of the measurement of PERMA or if these are a function of country-specific differences. Many past studies did not focus on EFL teachers, and so evidence supporting PERMA in the China context is still weak. Nonetheless, Gabryś-Barker and Gałajda (2016) and Mercer (2018) maintained that putting language teachers' well-being first is vital to their profession. In this regard, it is possible that the PERMA instrument may develop

different results in different contexts (Lambert, Passmore, & Holder, 2015).

2.3.2.1   Positive Emotions

It is true that in applied linguistics researchers have begun to show an increased interest in the role that learners' emotions play in the second language acquisition (SLA) process, teacher emotions remain decidedly scant (Mercer, 2006, 2018). Given the emotion-laden nature of teaching and learning, it was a tremendous surprise to use the research on emotion in education had remained dormant until two decades ago when Nias (1996) initiated a discussion on the emotional nature of teaching in the *Cambridge Journal of Education.*

With a history of research in the cognitive and motivational aspects of teaching as the backdrop, educational researchers have only just begun to conceptualize how emotions could influence or enhance one's access to knowledge and skills repertoire but also concerned with how affective states are shaped by social, cultural, political and historical forces (Nias, 1996). Draw mainly from social psychology, to date, the bulk of teachers emotion studies have focus on two themes: investigating the types of emotions teachers have and the conditions under which they occur (Hagenauer & Volet, 2014), with many of them conducted as an attempt to understand teachers' conceptual development (Galman, 2009), teacher burnout (Zhang & Zhu, 2008), and impact of education reforms (Hargreaves, 2005). As we all know, teachers' emotions in these areas are under pensive, dynamic, multidirectional sociocultural influences at not only intra and inter-individual levels

but also across individuals, institutions, and society. On the macro, community level, the relationships within an organization or society could affect teachers' emotional responses to teaching (Schutz et al., 2006).

Although all emtions serve to help person adapt to their surroundings, Fredrickson (2003) made the valuable point there is a qualitative, functional difference between positive and negative emotions. The role of negative emotion is to focus behaviour and produce a specific thought-action tendency, while, the role of positive emotions is to broaden and build. Studies on positive emotions (Cohn & Frederickson, 2011; Frederickson, 2001, 2003, 2004) have led to the development of Frederickson's 'broaden-and-build' theory. According to the broaden-and-build theory of positive emotions as prescribed by Fredrickson (2001), positivity can build the individual's psychological resources, which can be tapped into when needed. The theory proposes that the sub-sets of positivity, such as joy, interest, contentment and love, are very beneficial to the individual at work. When applied by the individual, these positive emotions can 'broaden the individual's momentary thought-action repertoire' (Fredrickson, 2004, p. 1367). For instance, the positive emotions of joy can inspire the individual to play, the positive emotions of interest can inspire the individual to explore, those of contentment can inspire the individual to experience and share and those of love can inspire the individual to do good deeds within a close relationship. These broadened mindsets can even trigger the individual to build on his/her personal resources, which can be tapped into for various survival needs in the

future, thereby optimising the individual's well-being. This theory asserts that positive emotions broaden people's momentary thought-action repertoires, in turn enabling these people to develop an enduring personal resource that can help them surpass adversities (Fredrickson, 2004). It was further pointed out that positive emotions are the positive spiral of 'upward spirals', which can significantly contribute to the personal and professional well-being of teachers (Fredrickson, 2009).

In relation to this, Hargreaves (1998) also mentioned that good teaching experiences are full of pleasant emotions. Teachers with high levels of positive emotions can stimulate students' curiosity while simultaneously enabling them to explore their life satisfaction, thereby broadening the students' horizons (Mercer, 2016). The level of the teachers' positive emotion would likewise have a direct impact on the students' learning and the whole atmosphere of the classroom (Débora, 2016). This notion was then extended by Miller and Gkonou (2018), who observed that teachers with high positive emotions tend to engage themselves with their students' achievements. All these studies seemed to support the notion that positive emotions are important for teachers. When teachers are filled with positive emotions, they are also being equipped with intellectual resources that help them, for instance, manage their teaching performance and achieve job satisfaction.

In China, 312 preschool teachers in Xi'an city, northwest of China, were found to have low levels of positive emotions (Guo, 2019). Low levels of positive

emotions were also detected in 240 urban teachers in Shijiazhuang city (Ding, 2016) and 390 primary school teachers in Yanbian city (Piao, 2015). Studies have been conducted to examine the level of teachers' positive emotions (Keller et al., 2014; Taxer & Frenzel, 2015), but thus far, very few had focused on teachers who are L2 or even foreign language teachers (Mercer, Oberdorfer, & Saleem, 2006). Additionally, existing results are inconsistent. It appears that with positive emotions being so essential, there is a crucial need to examine this topic amongst EFL teachers.

2.3.2.2 Engagement

Engagement, the second facet of PERMA, refers to an action-oriented concept that emerges from the interaction of various cognitive, affective and behavioural elements (Reschly & Christenson, 2012). Engagement stems from teachers feeling competent and sufficiently supported and prepared for their roles as well as having goals to focus on and work towards that they feel they are able to achieve. Csikszentmihalyi's (1990) flow theory describes a state of positive well-being that ideally balances the degree of challenge with the skillof a person. Flow occurs when people are working at the edge of their abilities, and is a sweet spot where challenges and abilities come together harmoniously, creating a sense that one is fully enmeshed with the activity at hand, not self-focused or otherwise preoccupied, and often participants often lose track of time (MacIntyre, 2016).

Research focusing on flow has thrived in the business setting (Bakker,

Albrecht, & Leiter, 2011), but thus far, flow has not been widely studied in education, but has been a major topic in Postive psychology. Building an understanding of the teachers' engagement at work is vital because teaching involves diverse demands. Cognitive engagement refers to teachers feeling sufficiently challenged, mentally focused on their teaching moment and willing and able to invest effort in their teaching.Teachers are affectively engaged when they are interested, enjoying their work and feel positively towards their teaching and students. They will behaviourally engaged when they are actively and effectively focused on their teaching and working positively with their pupils and colleagues (Fredericks, Blumenfeld, & Paris, 2004; Mercer, 2015).

Research (Bermejo-Toro, Prieto-Ursua, & Hernadez, 2016; Huberman, 1999) has shown that teachers with high-level flow or engagement may contribute more when they are interested in and enjoy their work. As a result, they are also more active in teaching and contribute to their students' achievements and life satisfaction (Huberman, 1999; Rogers, 2012). In the same way, Bermejo-Toro et al. (2016) also examined 413 teachers from 47 elementary, primary and secondary schools in Spain. They detected that high levels of engagement can considerably reduce teachers' burnout. In the context of China, the study conducted by Wang (2018) revealed that the level of engagement amongst Chinese middle school teachers was low.

Studies of flow in SLA, Egbert (2003) found that elements of language task design contributed significantly to the likelihood of entering a flow state by

examining 13 learners of Spanish in a fieldwork study conducted over several weeks of language lab experiences. Dewaele and MacIntyre (2014) measured both flow (including feeling absorbed, fulfilled, happy) and anti-flow (including feeling distracted, frustrated, disengaged) in language learning and found more instances of flow than anti-flow. Czimmermann and Piniel (2016) studied 85 Hungarian first-year university-level students in a Bachelor of Arts English language (English) and found that advanced learners experienced moderate to high levels of classroom flow. However, compared with Western and Eastern studies, flow is still a new concept in Chinese SLA filed. Cross-cultural differences must be considered, it is necessary to explore the level of engagement of Chinese EFL teachers.

2.3.2.3 Relationship

Relationship refers to the inter-connection one has with another. The concept of relationship in education has been found to be connected to a range of positive outcomes that are beneficial to both learners and teachers (Furrer & Skinner, 2003; Jennings & Greenberg, 2009).

Numerous studies (Frisby & Martin, 2010; Wentzel, 2015) have shown that one of the critical factors in reducing discipline problems and promoting positive engagement and learning is the positive relationship that exists between teachers and students (Frisby & Martin, 2010). A good teacher–student relationship is emotionally close, safe and trusting and offers learners the access to obtain instrumental help as well as foster a more general ethos of community and caring in classrooms. Such a

relationship is especially effective in promoting positive student outcomes. Thus, Hattie (2009) proposed that the teacher–student relationship is vital for effective teaching and learning. The result was derived from a meta-analysis of 138 influential factors on learning. Engels et al. (2016) also indicated that a high positive relationship between teachers and students is associated with more behaviour engagements. Chang and Cho (2003) examined students' poor level in foreign language learning and discovered that their performance could be attributed to a 'bad teacher–student relationship' (p. 260).

Owing to the influence of the Confucian culture, the relationship between teachers and students in China has always come under scrutiny. Pang et al. (2019) examined 472 primary school teachers in the urban area of Guangdong and found that the level of relationship in the classroom was low. However, in the case of Shaanxi, the 387 teachers and their students had medium-level relationship (Su, 2018). Thus far, research has mainly concentred on teachers in other disciplines and little research has been carried out on EFL teachers. Hence, the true level of the teacher–student relationship within the EFL setting is not well understood.

2.3.2.4 Meaning

Seligman (2011) defines 'meaning' as the subjective feeling of 'belonging to and serving something you think is bigger than the self' (p. 680). In other words, meaning refers to the people's belief that their lives are significant. When people are investing their energies in something which is of value and

perceived to be bigger than them, they will feel that their lives are meaningful (Compton & Hoffman, 2015). Meaning is important because people are usually happier when they believe that their life has meaning or purpose. They also tend to have greater well-being and life satisfaction; be more engaged in their work; experience less depression, anxiety and suicidal thoughts; and refrain from being workaholics and substance abuse.

In the classroom setting, the meaning which teachers make and have in their lives, particularly in their jobs, is important because it contributes to their well-being (Diener & Chan, 2011). When these teachers have a sense of purpose in the work they do, their attitude towards their work, particularly in the care and attention they give to their daily tasks, also improves (Nias, 2006).

Hence, teachers who find their work meaningful are better motivated to work harder. Some researchers (Mercer, 2016; Holmquest, 2018) observed that one of the strengths which teachers could build on is to consciously remind themselves about their profession and what drew them towards the profession. By doing so, the teachers can reflect on the meanings and purpose of being a teacher in the first place (Mercer, 2016). Holmquest (2018) also mentioned that the high level of meaning noted in the PERMA profile can contribute to the positive behaviours exhibited by individuals and result in less absenteeism from work and enhanced work performance (Olmos, 2018). These teachers also tend to develop high levels of work commitment (Mercer, Oberdorfer, & Saleem, 2016). However, Wang and Liu (2017)

identified a low level of meaning amongst elementary school teachers in Southwest China. Wang, Xiao and Li (2017) found that the meaning sustained by young college teachers in Jiangxi province was of medium level.

Given the inconsistent results and the insufficient research on EFL teachers in China, determining how EFL teachers deal with the importance of meaning and its impact on the classroom setting is essential.

2.3.2.5   Achievement

Achievement refers to one's achievement in doing something (Seligman, 2011). A sense of accomplishment may be the motivational factor pushing teachers to become more committed in their work, thereby sustaining their motivation and satisfaction in their work performance.

Wingate (2006) proposed that by setting goals within the classroom through an activity called 'future dreams', students can be invited to think about their dreams. Following this, the students can then identify the problems or challenges they would face in achieving their goals. Through this stimulation, the students are thus motivated to find ways to overcome their problems. Most importantly, this activity can enable them to break down their challenges into small, doable and solvable steps, thereby encouraging them to be motivated towards accomplishments. Levasseur, Desrosiers and Whiteneck (2010) noted that a high level of achievement in the social roles of 200 K-12 teachers in the American Midwest was associated with several positive outcomes. Similarly, Shim, Cho and Cassady (2013) discovered

that teachers' high levels of achievement have some relationship with competiveness and ability to focus on their classrooms. However, Song (2010) and Liao (2015) found that the achievement level of Chinese elementary teachers was low.

Despite the rising number of studies that have noted the importance of teachers' achievement, the idea of accomplishment has not been well exploited, particularly in the context of China. Clearly, teachers' well-being is not something that is made up; it exists within the social network because teachers deal with many dimensions of their work. Hence, the acquisition of their well-being may also be multidimensional. PERMA theory asserted that teachers' positive emotions can encourage them to display positive performance in their work and engages the teachers, who then manifest more work commitment and better work performance. Relationship is equally important, and a good teacher–student relationship can make the teaching and learning process more conducive for both teachers and learners. Meaningfulness is also important because when teachers perceive their profession and work to carry meaning for them, they would also have more work commitment, thereby leading to more accomplishments, higher work motivation and better job satisfaction. However, the use of PERMA theory in the context of education is still at its infancy stage and so little is being mentioned with regard to EFL teachers. When studies between Western and Asian contexts are compared, distinctions may very well arise due to the differences in values, culture, tradition and practice. Therefore, there is a need to conduct a study that may be able to demonstrate why

inconsistencies occur.

2.3.3 Dependent Variable: College English Classroom Management

The first book on classroom management was possibly written in 1907 by William Chandler Bagley. However, systematic research on classroom management appears to have materialised only in the 1950s (Brophy, 2006). Early research on classroom management addressed the attitudes and concerns of teachers about classroom control. Although classroom management is the central element of every teacher's daily professional experience, with classroom management appearing to be one of their most recurring concerns, a vast amount of research on classroom management has only focused on the general education perspective (Macías, 2018). Thus far, the particular concern regarding foreign language instruction in classroom management problems has not been explored (Macías, 2018; Wright, 2005).

While classroom management in foreign language classrooms has been under-researched, some rich findings have been obtained from research done on general education. This information is often taken for granted and assumed to be similar for foreign language education, which may not be so in reality. Additionally, few studies (Incecay & Dollar, 2012) have explored classroom management in foreign language education, with findings tending to show that general education and foreign language education differ in several aspects. Consequently, it was difficult to derive the typical characteristics of EFL teachers and their classroom management strategies.

2.3.3.1 Differences between EFL Classroom Management and General Education Classroom Management

All teachers are empowered, to some extent, by their presumed expertise. However, the situation for foreign language teachers is slightly different. To them, not only is content important, but their ability to communicate in the target language of teaching is also of the essence. This difference alone makes a foreign language class different from others because it requires a different input. Such requirement is significantly different from other disciplines because students need to be empowered in their ability to acquire the foreign language (Wright, 2005).

An earlier work (Bellon, Bellon, & Blank, 1992) on general education suggested that 'classroom management' and 'classroom discipline' are interchangeable. On the contrary, Doyle (1986, p.14) argued that 'classroom management is certainly concerned with behaviour, but it can also be defined more broadly as involving the planning, organisation and control of learners, the learning process and the classroom environment which helps to create and maintain an effective learning experience'. Nonetheless, the ability of teachers to cope with student misbehaviours and establish classroom discipline seems to be the key element for defining classroom management (Emmer & Stough, 2001). In a more comprehensive work, Sowell (2013) suggested dividing the concept of classroom management into two distinct categories: behaviour management and instructional management. Sowell (2013) stated that instructional management comprises

planning and the factors that affect a teachers' ability to educate students with certain materials. By contrast, behaviour management is made up of the teachers' expectations of the students' behaviour, such as their level of interaction in the classroom, proper behaviour and several other factors. Therefore, general classroom management consists of behaviour management and instructional management and is defined as the establishment of effective procedures, antecedent strategies and appropriate reinforcements. It helps create a learning environment that encourages individuality and builds self-confidence whilst also setting parameters to maintain a continuous flow of order and respect in the classroom (Christofferson & Sullivan, 2015; Good & Brophy, 2006). The significance of effective management becomes more pronounced in the EFL classroom where English is used as both the medium and the content of teaching (Fowler & Sarapli, 2010). This has been noted by teacher educators in foreign language programmes and foreign language teachers themselves. They noted that particular features of foreign language instruction, such as target language use, interaction patterns and communicative competence, can influence the process of classroom management. Given the limited knowledge on how EFL teachers perform in classroom management, there is a need to learn more about the issue, particularly about the factors that may hinder or facilitate the development of classroom management skills amongst EFL teachers.

Drawing from the experience of the Western context, Borg (2006) detected three characteristics that specifically distinguish language classroom management

from general classroom management.

a. Language - Foreign language teaching is the only course where effective instruction requires the teachers to use the target language as the medium of instruction.

b. Interaction patterns - Effective foreign language instruction requires teachers to have diverse interaction patterns, such as group work, pair work or individual presentations. This is a desirable expectation but not necessary for effective instruction in other subjects.

c. Methodology - The methodology of language teaching is more diverse than that of other disciplines because language teaching is aimed at creating contexts for communication and maximising student involvement.

Reagan and Osborn (2002) revealed a sharp discrepancy between foreign language education and other educational areas because foreign language education focuses on the issue of 'communicative proficiency'. Inevitably, the methods and tasks employed within the foreign language classroom for students to achieve communicative proficiency are unlike those of other disciplines, as described below.

Using the theories of classroom management and the foreign language teaching issues mentioned earlier, Akbari and Bolouri (2015) proposed that foreign language classroom management should include language management, instructional management and behaviour management. This proposal was strongly supported by

Tasci and Atar (2016). In the current study, the researcher mainly aims to examine EFL classroom management based on the language management, instructional management and behaviour management of EFL teachers as proposed.

2.3.3.2   Language Management

The concept of language management is not something that is commonly investigated, though studies have looked at general education management (Debrali & Ishanova, 2017). According to Ellis (1985), interest in the language used in the classroom has grown steadily, an interest motivated by the recognition that successful outcomes may depend on the language used by the teacher and the type of interactions occurring in the classroom.

The situation is more complicated in the EFL classroom because the EFL teacher is supposed to use the target language as the content language as well as the medium of his/her instruction in support of the foreign language acquisition process, especially at the beginning stages. In this regard, EFL teachers are expected to pay attention to the linguistic forms produced by the students while simultaneously processing the contents of the students' utterances (Tarone & Allwright, 2005) during class interactions.

Borg (2006) stated that foreign language teaching is the only course where effective instruction requires the teachers to use a medium (language) that the learners do not yet understand fully. Meng and Wang (2011) also stated that the language of EFL teachers is the most important part of the learners' input and plays a

critical role in language acquisition. Mercer (2001) likewise emphasised that foreign language teachers need to ensure their language use is within acceptable measures because language is their principal tool. Kaneko (1992) mentioned that the teacher's language use has diverse purposes.

The language is used to explicitly convey the pedagogic purpose of the lesson (e.g. teacher's explanation of the specifics of the L2, teacher's model reading). The language is used for the organisation requirements of the lesson (e.g. teacher's instruction, students' questions on the organisation requirements of the lesson). The language is used for social goals, such as to deliver private information (e.g. greetings, to talk about a personal experience unrelated to the pedagogic purpose of the lesson). In the EFL framework, the language knowledge required by the EFL teachers is embedded in the specific situation of the classroom. Thus, teachers must be able to use the language that would allow them to interact with their students, such as engaging them in specific tasks. The teachers must also be able to access and deliver the contents represented in the curriculum via their lessons. Moreover, they must be able to use the foreign language to present the student materials.

In the EFL classroom, the language requirements for EFL teachers are not confined to just having proficiency; they also need to possess specialised language knowledge and skills that can be used for classroom teaching and management. Katz (2017) divided this language function of the EFL teachers into three domains (Figure 2.7): for managing the classroom, for understanding and communicating lesson

contents and for monitoring students' progress and giving them feedback.
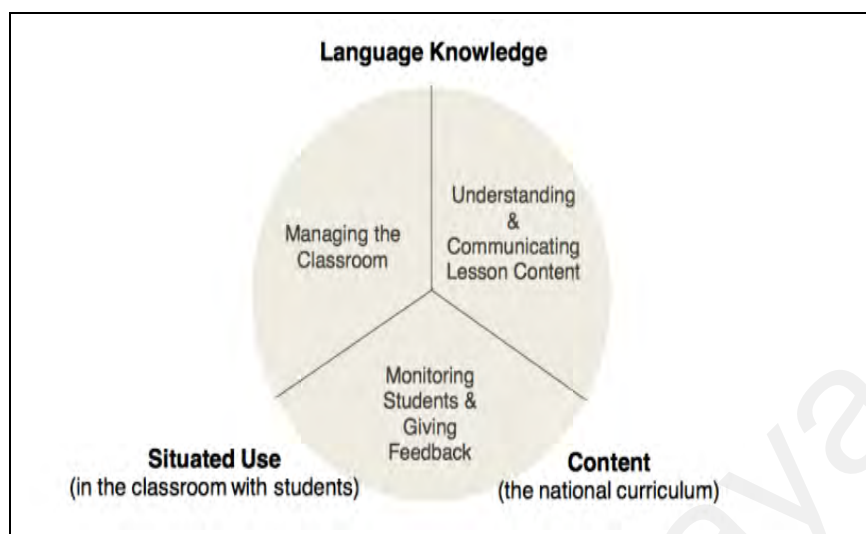
Figure 2.7.   Foreign Language domains of classroom language use

Likewise, Kaneko (1992) stated that the function of language in EFL teachers' classroom is for the language to be used for the explicit pedagogic purpose of the lesson (e.g. teacher's explanation of the specifics of the L2, teacher's model reading, students' repetition and students' reading text). The language may also be used to fulfil the framework goals or organisation requirements of the lessons (e.g. teacher's instruction, managing pupil's behaviour and students' questions on organisation requirements of the lesson). Furthermore, the language may be used to accomplish private information (e.g. greetings, to talk about a personal experience unrelated to the pedagogic purpose of the lesson). Ellis (1985) also highlighted the importance of using the target language in classroom management. He asserted that EFL teachers sometimes prefer to use the students' L1 to explain and organise a task and manage behaviour in the classroom. The belief was that this strategy would facilitate the medium-centred [language-related] goals of the lesson; however, it

actually deprives the learners of obtaining valuable input in the L2.

Akbari and Bolouri (2015) proposed that through language management, EFL teachers are better able to comprehend texts accurately, serve as good language models to the learners so as to maintain fluency of the target language in the classroom, give explanations and instructions in the target language, provide examples of words and grammatical structures and accurate explanations, use appropriate classroom language, select target-language resources, monitor his/her own speech and writing for accuracy, give correct feedback on learner language, provide input at appropriate levels of difficulty to learners and offer language-enrichment experiences for learners. Previous studies (Tsui, 1985; Brown, 2007) looking at the language management of EFL teachers in the classroom noted that the English teachers' high level of language management was suitable for the students' activities. Likewise, Wu (1991) analysed the language management of four English teachers in Hong Kong and found that the English teachers' level of language management had some impact on the students' classroom anxiety. Brown (2007) also mentioned that EFL teachers with strong language management skills can dramatically influence the amount and quality of language learning opportunities for their students. Parker and Karaağaç (2015) revealed that EFL teachers with high levels of language management skills can help improve their students' desire to learn and use the target language meaningfully.

In the context of China, the expansion of the country towards the outside

world since 1978 had placed more focus on the need for enabling students to acquire English competence. Consequently, the quality of the EFL teachers' language management competencies needed to be enhanced as well. Unfortunately, little has been done to accelerate closing this gap. Watkins and Biggs (2001) noted that Chinese EFL teachers may need to be retrained after observing that most Chinese EFL teachers focused on direct teaching and questioning with minimal classroom interaction with their students. Chen and Goh (2011) revealed that the majority (208/331) of EFL teachers from 22 cities in China had expressed a low level of language management competence and inadequate pedagogical knowledge of teaching. This finding is a critical issue that needs to be investigated.

2.3.3.3 Instructional Management

Instructional management may refer to the competence in teaching. However, Tosti and Harmon (1972) defined instructional management as events and procedures that are involved in the decision to initiate a specific activity for an individual student. Instructional management is a process that includes monitoring the progress of learners, making decisions about the pace of instruction, grouping the learners, sequencing the lessons and personalising instructions to suit learners' needs (Geddes & Kooi, p.1969). Figure 2.8 outlines the definition of instructional management more clearly.
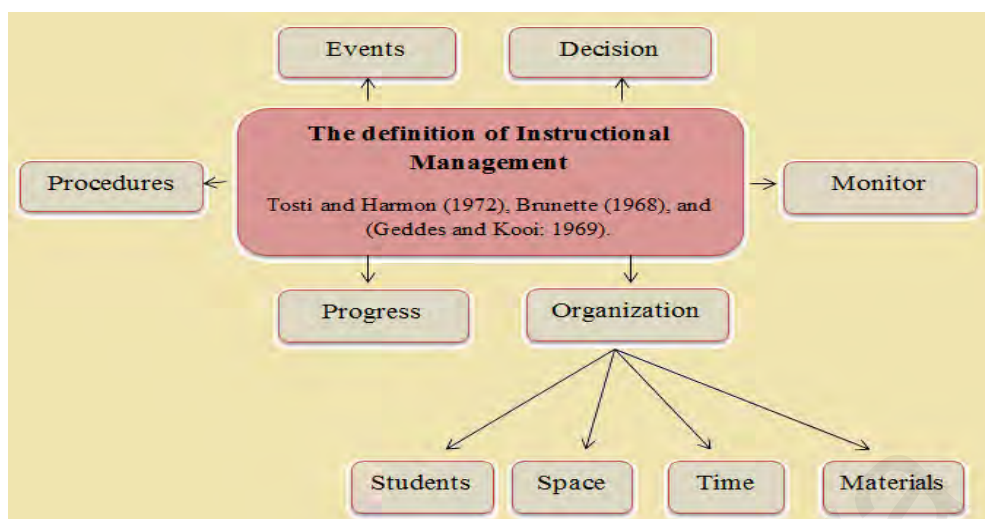
Figure 2.8. The Definition of Instructional Management

More details about instructional management was provided by Rosenshine and Stevens (1986), who included the effective structuring of lessons, such as purposeful beginning, understandable material presentations, clear and detailed instructions and explanations, systematic feedback and corrections, timely monitoring and explicit instructions. Extending on this, Martin and Sass (2010) added that instructional aims and methodologies include responsibilities such as monitoring students' seatwork, designing and implementing daily routines and varying teaching strategies such as the use of lecture instruction or interactive engagement and participation. Based on these definitions, instructional management can clearly help EFL teachers observe the development of their students and then address their concerns via interventions to optimise learning (Richards, 2015).

This capability is important because instructional management in the EFL classroom entails every aspect of language teaching (Akbari & Bolouri, 2015; Wong-Fillmore, 1985). Zulfah et al. (2015) added that instructional management

skills pertain to the respective EFL teachers' ability to explain the subject matter to their students, question them about what they know and use this ability to respond to students' questions and answers. However, some scholars (Daly, Martens, Kilmer, & Massie, 1996b) pointed out that the flexible instructional management of teachers should match students' needs so that such management can be individualised, thereby resulting in a meaningful understanding of what is being taught, higher motivations, task persistence and a more positive attitude towards learning. If not, some mismatch will occur between teaching methods and EFL teachers' management (Aydin & Bahçe, 2001; Korukcu, 1996).

Today, there is more interest amongst researchers to focus on teachers' instructional management because it is believed that high levels of student involvement and responses reflect the frequency of teacher-student interaction. This outcome is linked to the teachers' ability to utilise high levels of instructional management skills, such as active responding, group problem solving, peer-assisted learning and teacher-directed questioning and answering (Gettinger, 1995). A high level instructional management can enable teachers to monitor their students' progress better (Eslami & Fatahi, 2008). This is particularly true amongst EFL teachers working in the private language learning centres of Iran, where language management had been found to be low (Kazemi & Soleimani, 2016). By contrast, in the case of Puerto Rico (Ronald, 2016), the level was medium.

In the context of China, Li (2018) found that the level of instructional

management amongst 60 elementary EFL teachers was low, which affected their students' language learning and achievements. Yu and Li (2015) noted that the elementary EFL teachers' high level of instructional management enhanced the students' learning. Nonetheless, the case of Chinese university EFL teachers has hardly been explored.

2.3.3.4   Behaviour Management

Behaviour management of the teachers and their expectations of their students' behaviour, such as their level of interactions in the classroom, proper behaviour and several other factors, need to be elaborated. Doyle (1986) maintained that classroom management is very much concerned with behaviour. In general education, the concept of behaviour management includes the need for teachers to prevent misbehaviour and be involved in the classroom organisation, reward systems and classroom rules and procedures (Martin & Sass, 2010). Teachers, inevitably need to have more ideas for dealing with various misbehaviours (Charles, 2007), particularly within the EFL and general education domain (Elias & Schwab, 2006).

In the EFL classroom, behaviour management should also be related to the giving of adequate directions and the ability to monitor student discipline and behaviour through reward and punishment (Zulfah et al, 2015). Particularly in a foreign language classroom, Cains and Brown (1996) mentioned that poor behaviour management costs time and affects the language learning of students negatively. This notion was endorsed by Rahimi and Karkami (2015), who noticed that low behaviour

management caused students to lose interest in learning the target language, leading

the students to develop even more unfavourable attitudes towards the teachers. Other

studies supporting this view can be traced to Khasinah (2017) and Guo (2019). They

observed that poor behaviour management caused students to lose their motivation

and interest in learning and have poor achievements. Harmer (2007) expressed that

teachers themselves can be the significant factor affecting the behaviour of students

in collaboration with the students and the institutions. Therefore, EFL teachers in

particular need to acquire the right strategy to enhance their behaviour management

in the classroom. Thus far, we do not have much information on this concern.

Sakirudeen (2017) investigated 200 Nigerian students via Chi-square analysis and

proved that teachers who are skilled in classroom management can influence their

students' academic performance positively.

Regardless of whether the teacher is an early career teacher or a more

experienced teacher, behaviour management is a significant challenge (Arthur-Kelly

et al., 2007). Some researchers (Geving, 2007; Giallo & Little, 2003) have reported

that novice and experienced teachers noted student behaviour as a major cause of

stress and fear (Kaufman & Moss, 2010). Student behaviour is also one for the

reasons for leaving the teaching profession (Ingersoll & Smith, 2003). Behaviour

management is an essential variable in student achievement and engagement

(Marzano, Marzano, & Pickering, 2003). This idea was reiterated by Pishghadam and

Navari (2009), who noted that most teachers also agreed that good teacher classroom

management requires student cooperation to minimise disruptive behaviours. In other words, teachers need the cooperation of their students to manifest good behaviour management.

In summary, classroom management is a process which intergrating teachers' congition, emotions and behaivors. From a positive psychology perspective, classroom management plays a role in fostering not only foreign language learning but also the personal development and well-being of teachers and learners. Classroom management refers both to the behaviour dimension as well as the cognitive and emotion dimensions of teachers. On the cognitive level, the effects of positive classroom management are seen in the visible progress and active participation of learners in classes. On the emotional level, such effects are manifested in the learners' motivation to learn and participate actively in classes as well as the teacher's motivation to always be well prepared for but also satisfied in the job. This strongly expressed affectivity the emphasis put on the role of attitudes of both teachers' and learners', the willingness to learn on the part of learners and openness and friendliness on the part of the teacher so that appropriate interactions are created between the teacher and learners and between the learners themselves.

2.3.4 Moderating Variable: Teaching Experience

The classroom management practices teachers adopt have been shown to relate to their years of teaching experience (Berger et al., 2018). Jalali (2014) investigated 105 EFL teachers in Iran from four English language schools via

multiple regression analysis. The analysis results showed that as the age and teaching experience of the EFL teachers increased their attitudes towards classroom management also improved. Stough et al. (2001) also showed that teachers' teaching experience may be an influence factor on classroom management. These studies described novice teachers as those with zero to five years of teaching experience, while those with six to more years were termed as experienced teachers.

Comparing novice and experienced teachers' representations of classroom management issues, Wolff et al. (2014) showed that experienced teachers were significantly more effective at predicting classroom management events than novice teachers. This outcome suggests that with years of experience, teachers develop a better understanding of classroom management, enabling them to anticipate issues and adapt their classroom management practices accordingly. Along the same line, Morris-Rothschild and Brassard (2006) reported that years of teaching experience were positively associated with compromising and integrating two positive conflict strategies within classrooms that are conceptually close to autonomy support and negatively associated with obliging, which is conceptually close to control. Yazdanmehr and Akbari (2015) interviewed 20 ELT experienced teachers in Iran and stated that the behaviour and language use of experienced teachers have a direct and indirect influence on their classroom management. Experienced teachers have amassed years of service and a repertoire of classroom skills and strategies. They typically have the ability to prioritise tasks and selectively attend to a number of key

classroom matters (Hagger & McIntyre, 2000). Moreover, they are generally able to manage the dynamic nature of a classroom setting and deal effectively with the most salient aspects of classroom unpredictability (Doyle, 1986).

Unlike experienced teachers, novice teachers are in their first or second year of teaching. Compared to experienced teachers, novice teachers tend to be more hesitant (Carter et al., 1988) and less flexible and adaptable (Kerrins & Cushing, 2000). In addition, they are sometimes less able to work with speed, fluidity and flexibility or have mental models that permit large amounts of information to be accessed and handled effectively (Sabers, Cushing, & Berlinder, 1991). Classroom management appears to be the most challenging aspect of the teaching profession for novice teachers (Carr, 2013). This is a growing concern as it is a significant cause of teacher attrition within the first five years (Hicks, 2012).

Nonetheless, novice teachers were found to be significantly more interventionist than their experienced counterparts, especially in the aspect of behaviour management (Martin & Baldwin, 1994). Findings derived from Baker (2005) also showed that novice teachers could teach, but they require more opportunities to be able to find their own way while under close supervision to implement their classroom management strategies successfully. Weinstein's (1989) study on pre-service teachers revealed that compared with experienced teachers, novice teachers being able to motivate students, which is one of the aims of classroom management, is part of the pre-service teachers' image of what a good

teacher is. Unal and Unal (2012) also found some significant differences between novice and experienced teachers in terms of their classroom management style.

On the other hand, some researches stated that classroom management has consistently been identified as a common concern of teachers, whether they were novice or experienced (Evertson, 2001; Stoughton, 2007). It was implied that there may not be much disparity between how novice and experienced teachers view students during their classroom management (Martin & Baldwin, 1994). Ritter and Hancock (2007) discovered that teachers' experience is not necessarily related to their classroom management ability.

Owing to the inconsistency that exists in literature, there is an urgent need to explore and investigate whether Chinese university EFL teachers and their teaching experience have any influence on their EFL classroom management.

2.4 Literature on Relationship between Variables

The following section focuses on the related literature review and empirical studies so as to better understand the relationship that exists between each of the latent variables utilised in this study. As was previously highlighted, this study focused on the Chinese university EFL teachers' psychological capital, as the independent variable, on their College English classroom management, which served as the dependent variable. The Chinese university EFL teachers' well-being was then used as the mediating variable to observe any difference while the teachers' demographic characteristic involving their teaching experience, was used as the moderating

variable. Thus, related studies involving these variables were reviewed.

2.4.1 Relationship between Teachers' Psychological Capital and EFL Classroom Management

Research (Luthans, Avolio, Avey, & Norman, 2007; Luthans, Norman, Avolio, & Avey, 2008) has shown that positive PsyCap has a strong relationship with employees' performance, behaviours, job satisfaction, commitment and management. This outcome was derived from the business setting. However, more studies are being conducted in the education setting. Fu (2014) noted that teachers' PsyCap has an influence on their classroom management, thereby benefiting the teachers' emotional labours. Lee et al. (2017) found that teachers with an increasing level of PsyCap tend to show more professional commitment in their work, thereby conducting better classroom management. Wang, Chen and Hsu (2014) also found a highly positive association between teachers' PsyCap and their teaching effectiveness and performance by using a qualitative method to investigate public elementary school teachers in Chiayi city. All these cases involved teachers from Taiwan.

In a foreign language classroom, Zhang (2010) focused on the relationship between the PsyCap of primary and middle school English teachers and their performance in the classroom and turnover rate. The findings showed that the teachers' PsyCap positively influenced their classroom management. However, in the statistics process, random sampling was not performed and so the results may need to be further validated in this study. Another study by Wu (2011) examined the PsyCap

of primary and secondary school English teachers in Guangzhou. The results indicated that the teachers' PsyCap had a significant positive effect on their teaching performance, engagement and job satisfaction. Nevertheless, the samples involved in this study were small (153 subjects) and from the same school; hence, no generalisations could be deduced.

Although many of these past studies uncovered a positive relationship between PsyCap and classroom management to some degree, there were limitations. For instance, the research subjects were mainly preschool and secondary teachers. In comparison, the more current studies mainly focus on the relationship between PsyCap and teachers' job burnout, job satisfaction, work commitment and teaching performance, but not EFL classroom management. This is a critical issue for China because EFL classroom management is regarded as a specific task in teaching. It is a variable that can impact students' behaviours and future accomplishments.

Additionally, previous studies focused on the first-order construct of PsyCap on work attitudes and work (Luthans et al., 2017). The components of PsyCap, such as hope, efficacy, resilience and optimism, are unique and possibly related with classroom management. However, these components were seldom examined concurrently. Therefore, they remained unexplored, particularly when involving EFL teachers' PsyCap and their classroom management.

2.4.1.1 Relationship Between Teachers' Hope and EFL Classroom Management

Previous studies (Snyder, Feldman, Taylor, Schroeder, & Adams, 2000; Snyder, McDermott, Cook, & Rapoff, 1997) related to hope mainly focused on the relationship between hope and teachers' stress, job satisfaction and teacher burnout. Few had looked at hope and classroom management. According to Snyder (1994, 2000a, 2000b), the model of hope can be applied to teachers who tend to perceive themselves as effective problem-solvers and developers of multiple strategies for achieving their goals. In relation to this, Culver (1992) mentioned that teachers' hope is likely to influence their instructional management in the classroom because hope in teachers can enable them to establish alternative work goals even when confronted with obstacles like classroom management difficulties (Snyder, 1994, 2000a, 2000b; Snyder, Cheavem, & Sympson, 1997). Some of these researchers (Snyder, 1994, 2000a, 2000b; Snyder et al., 2000) mentioned that teachers must be able to physically and mentally activate themselves so as to reach their work goals, and hope is one aspect enabling these teachers to fulfil this requirement. The claim was verified by Kumarakulasingam (2002), who emphasised a high level of hope, low burnout and high-class management. In addition, Zhang, Zhao and Zhao (2018) found that the high level of hope of Chinese kindergarten teachers served as an important predictor of their ability to deal with classroom management and of their personal professional development. However, Bullough and

Hall-Kenyon (2012) found less linkage between teachers' hope and their teaching.

Given that the analyses reported inconsistent results and most of the past studies focused on primary school and kindergarten teachers, it is necessary to explore the relationship between EFL teachers' hope and their classroom management in the Chinese high education setting.

2.4.1.2   Relationship Between Teachers' Efficacy and EFL Classroom Management

Bandura's social cognitive theory stated that teachers' efficacy can positively affect their work performance in the classroom. Numerous studies (Armor et al., 1976; Woolfolk, 2007) have also cited teacher efficacy as a component positively correlated with effective instruction and positive classroom management. Martin, Yin and Mayall (2007) noted this and so did Delale-O'Connor et al. (2017) as well as Poulou, Reddy and Dudek (2019). These researchers examined the relationship between teachers' self-efficacy and their actual instructional and behaviour management in the classroom. All of them concluded that teachers' efficacy can positively and significantly influence classroom management. These studies, however, utilised the qualitative approach, with few venturing into the experimental and quantitative approach in analysis. Similar findings were noted of teachers in other countries, such as Venezuela (Chacon, 2005), Indonesia (Madya, 2010), Australia (Ma & Cavanagh, 2018) and Turkey (Tilfarlioglu & Ulusoy, 2012). However, Gonzales, Nelson and Shwery (2004) reported that an increase in the

number of emotional, behavioural and academic challenges faced by teachers involves many factors, not just self-efficacy. This result was reiterated by Hansen (2009), who pointed out that low-level self-efficacy has no relationship with the teachers' teaching and the students' achievements. These conflicting findings suggest the existence of other possible factors at stake, for instance, different social backgrounds, target populations and research methods, possibly even geographical locations, particularly between Western and Asian teachers' values and beliefs.

2.4.1.3 Relationship Between Teachers' Resilience and EFL Classroom Management

Resilience is considered a 'successful adaptation' to stressful events. If teachers can continually respond resiliently over time, then they are more likely to stay in the teaching profession and even thrive in their classroom management (Zautra, Hall, & Murray, 2010). However, compared to other constructs, teacher resilience is a relatively new field of research (Goddard & Foster, 2011; Murthy, 2017).

Salgado (2005) emphasised that a resilient teacher can handle power better, fulfil teaching goals and make better decisions in the classroom setting. Nonetheless, present day teaching is very demanding, and so resilience would enable current teachers to cope better with their work demands (Agolla & Ongori, 2009). This is especially true for pre-service teachers (Mansfield et al., 2018). By interviewing 12 elementary school teachers in the USA, Ferrin (2013) found that the resilience of

elementary teachers could influence their classroom management and that they need to build their capacity for resilience. In general, most of these results were derived from the qualitative method (Murthy, 2017), which curtailed the number of participants involved and thereby restricted the generalisation of results. This outcome was also observed in India (Murthy, 2017), where a quantitative method was used to conduct a study on 325 secondary school teachers. The study observed that teachers' resilience was significantly correlated with their classroom management practices. As before, the focus was on preschool and secondary school teachers only. Meneghel, Borgogni and Miraglia (2016) found no direct relationship between resilience and work performance.

As discussed in an earlier section 2.3.1.3, resiliency is multidimensional and socially constructed. Thus far, little information can be gathered about resiliency across cultures (Beltman, Mansfield, & Price, 2011), with most studies having focused on Western samples. Hence, no comparison can be made at the moment between the West and China.

2.4.1.4   Relationship Between Teachers' Optimism and EFL Classroom Management

As previously mentioned, little research has been carried out on optimism and classroom management, with most literature focusing on teachers' optimism and its relationship with student achievements. As likewise noted, most of these studies focused consistently on all levels of schooling, including secondary

school or high school (Hoy, Hannum, & Tschannen-Moran, 1998), middle school (Hoy & Hannum, 1997; Hoy, Hannum, & Tschannen-Moran, 1998) and elementary school (Goddard, Sweetland, & Hoy, 2000), but research in the context of higher education in China has rarely been conducted.

Amongst the literature, Hoy, Hoy and Kurz (2008) established the association between teachers' humanistic classroom behaviours, student-centred teaching beliefs, citizenship behaviours and dispositional optimism. Ngidi (2012) also found a significant association between teachers' and students' behaviour, dispositional optimism and teachers' experience. Moghtadaie and Hoveid (2015) investigated 384 teachers in Iran and conducted Pearson's correlation analysis. They found a significant association between the classroom management style of teachers and their optimism and the correlation coefficient. In Puerto Rico, a mixed-method research was conducted by Rornald (2016) who found that teachers' optimism had a positive influence on students' behaviours and on their classroom management. This outcome was also supported by Jin and Dewaele (2017), who revealed that optimism in teachers support foreign language students in reducing language anxiety in the classroom.

Although research on teacher optimism is still in its infancy, it appears to be a significant construct in PsyCap. Past studies paid little attention to the optimism of teachers and their classroom performance, and research that examines the relationship between teachers' optimism and their classroom management via a

quantitative approach involving bigger samples is still scarce.

As a way of drawing a conclusion from all that had been discussed above, it can therefore be said that most studies focused on teachers' hope, efficacy, resilience and optimism in the teaching context, but very few studies explored how these factors affect EFL teachers and the way they manage their students within the classroom setting. According to the literature reviewed thus far, the four constructs (dimension) of the teachers' positive PsyCap have some effect on classroom management. However, these findings were also contradictory to some extent.

Overall, little had been done to combine the studies on hope, efficacy, resilience and optimism as a whole for the purpose of examining each construct and its relationship with EFL classroom management. The review of past studies also highlighted the lack of studies exploring the direct relationship between EFL teachers' positive PsyCap and their classroom management in an explicit manner. Little research also seemed to focus on tertiary education, particularly university EFL teachers and College English classroom management in the context of China. Owing to all these gaps and inadequacies, it is hoped that the current study would be able to shed some light and thereby contribute to the literature.

2.4.2 Relationship between Teachers' Psychological Capital and Their Well-being

POB theory has been applied to attribute how PsyCap relates to employee well-being because individuals cognitively appraise stressful situations and adapt

positively by maintaining resources (Avey et al., 2010). Past literature showed that PsyCap is associated with desirable psychological outcomes in various organisations. PsyCap is positively correlated with positive affect (Murray et al., 2010) and well-being (Avey et al., 2011, 2010; Culbertson et al., 2010). The contribution of the PsyCap field to well-being has been widely recognised within a broad range of domains, including relationships, education, health, sports, work and life in general (Luthans & Youssef, 2017).

In Avey, Luthans, Smith, and Palmer (2010) research, it provides preliminary evidence that PsyCap may be a positive resource used to enhance employee well-being by using Regression Analyses among 381 particiapants and indicated that individuals have the opportunity to learn ways to enhance their well-being through psycholgocial capital training-based interventions. Youssef and Luthans (2013) noticed that several important characteristics of PsyCap make it particularly relevant for well-being. For instance, Gupta and Bakhshi (2016) found that PsyCap was associated with the well-being of 574 employees in India by correlation in SPSS. As for teachers, Kurt and Demirbolat (2019) found a significant and positive relationship between PsyCap and well-being amongst 12,714 teachers working in official secondary schools teachers in Turkey through a linear structural relations (LISREL) model analysis. Kun and Gadanecz (2019) investigated the relationship between teachers' psychological resources through the concept of PsyCap, PERAM and perceived workplace happiness amongst 297 participants in

Hungary by using qualitative (open-ended question) and quantitative (test battery) methods. The results of the quantitative study suggest that the main pillars of teachers' workplace happiness were realisation of goals, feedback, finding meaning in work and social relationships in the qualitative research and PERMA correlated with inner psychological resources, hope and optimism.

Although previous studies (Bentea, 2017; Kokores, Johnstone, King, & Jones, 2017; Snyder, 2002; Tov & Diener, 2007) examined the constituents of PsyCap, including efficacy, optimism, hope and resiliency, little was done to link these with PERMA. Hence, there is an urgent need to focus on this aspect because it is crucial to the EFL teachers' themselves and their profession development.

On the other hand, with regard to the potential benefits of PsyCap in the organisational setting, little is known about the valuable effects of PsyCap on teachers' well-being, especially in non-Western academic contexts. Amongst the exceptions are the studies of Wang et al. (2020) and Ye (2020), which assessed the psychological benefits of PsyCap on well-being amongst high school Chinese teacher populations. Clearly, exploring the relations of PsyCap with well-being in teachers could potentially expand the literature on positive education (Seligman et al., 2009), which emphasises the significance of positive psychological states and traits (i.e. PsyCap) to facilitate adaptive teaching outcomes.

2.4.2.1 Relationship between Teachers' hope and Their Well-being

Hope is a motivational factor that helps initiate and sustain action towards long-term goals. As Snyder, Rand, and Sigmon, (2002) hope is perceived as the capability of an individual to plan in such a manner so that they are closer to the goal or are able to achieve the target and it motivates the person through goal directed energy used to achieve the target. It is evident that hope is a positive motivational state. Some researchers have proposed that well-being is an outcome of hope and that hope contributes to well-being (Bernardo, 2015; Ojala, 2005; Snyder, 2002).

Ciarrochi, Heaven and Davies (2007) tested hope, self-esteem and attributional style for their effects on academic achievement and well-being. They found that hope had the strongest effect in predicting school grades in high school and was the only variable to have better predictive ability across all outcome measures. Sweetman and Luthans (2010) have reported that the hope sets in employee the energy to work and fills him with an enthusiasm or vigor. It reflects the motivational property of PsyCap. Hope certainly is instrumental in building up higher levels of motivation. Schmid et al. (2011) similarly found that hope was the best predictor for entering a trajectory of positive youth development. The influence of hope on psychological well-being is not limited to the young. In Wrobleski and Snyder (2005), older adults with higher levels of hope were found to have better

perceived well-being. Although the researchers concluded that hope indeed has some

connections with health outcome, life satisfaction and well-being, in the current

research, most of the researchers mainly focus on children, students, patients and

service workers, ignoring the teacher as a research subject. Nonetheless, many

scholars pointed out the need to focus on this overlooked are because it is important

to deal with the teachers' health problems such as stress, depression may eventually

lead to burnout' (Abel & Sewell, 1999). Hence, high rate of mental health problems

from which teachers suffered has been widely accepted among not only among

teachers themselves, but also the general public (Pithers & Soden, 1998).

On the other hand, Lazarus (1999) once provided a helpful point,

describing hope as involving and following from an appraisal of a situation; it is

about 'our well-being and the well-being of those whom we care for' (p. 658).

Enforcing this, Bullough (2011) explored hope and happiness in the context of

teaching and learning, arguing for the importance of the teachers' and students'

well-being. However, not all scholars agreed on this conclusion. Werner (2012)

explored the relationship between hope and well-being amongst 430 participants in

South Africa through a cross-sectional quantitative survey design. Results revealed

that hope was not related to any of the well-being variables. Although most

researchers concluded that hope has some connections with well-being, very few

studies looked at EFL teachers' hope and well-being (Bullough & Hall-Kenyon,

2011). In China, seldom do studies focused on the relationship between university

EFL teachers' hope and their PERMA.

2.4.2.2 Relationship Between Teachers' Efficacy and Their Well-being

Prior research (Skaalvik & Skaalvik, 2009) indicated that teachers' efficacy plays an important role in predicting the well-being of teachers. The previous studies opened new lines of inquiry on factors associated with the psychological well-being of teachers (Skaalvik & Skaalvik, 2009). In relation to this, Mehdinezhad (2012) added that there was a relatively high positive correlation between teachers' efficacy and their well-being. By investigating 184 teachers across 40 elementary schools and applying quantitative multilevel regression analysis, Ross et al. (2012) found that elementary teachers with high efficacy have low burnout and high well-being. Bentea (2017) investigated 217 school teachers in Romania and found that teachers with low and high levels of efficacy significantly differ in their psychological well-being and burnout components. This result was also noted by Wang and Zou (2014), who found that 526 Canadian teachers with higher self-efficacy enabled them to be engaged with their students and keep them on-task. Salimirad and Srimathi (2016) examined 600 teachers from both government and private schools in India. Their results indicated that high self-efficacy and high psychological well-being were positively related. In Romania, Bentea (2017) observed the differences between teachers with low and high levels of psychological well-being and noted significant differences in their perceived self-efficacy and

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burnout components.

As previously noted, the relationship between teachers' efficacy and well-being is inconsistent. Several findings indicated that teachers' efficacy had a significant influence on teachers' well-being in Canada (Wang & Zou, 2014), India (Salimirad & Srimathi, 2016) and China (Liang, Zhang, & Liang, 2019), in which teachers with high efficacy tended to carry higher well-being. In the case of New Zealand, however, Beckley (2011) found that 131 teachers' efficacy did not influence their stress, mental health levels and well-being. This inconsistency would be better verified if a quantitative study can be conducted and the findings compared.

2.4.2.3 Relationship Between Teachers' Resilience and Their Well-being

Resilience research has become multidisciplinary and is moving rapidly into fields across all social and human sciences. Evidence is also growing for the importance of building resilience in educational settings (Martin, 2013). The potential impact of resilience on well-being and quality of life has received increasing interest from those involved with policy and practice over the last decade, and this has brought insights and agendas from this positively oriented psychology literature to education research.

Resilience is also related to well-being; it enhances and contributes to well-being (Edward, 2005; Haase, 2004; Masten, Best, & Garmezy, 1990). Huppert and So (2013) reported that resilience is positively correlated with

positive emotion, engagement, relationship, meaning and competence with small to moderate effect sizes. Similarly, Mehrotra, Tripathi and Banu (2013) found that mental resilience is a significant predictor of well-being (Windle & Woods, 2004). According to Gurung and Burns (2011), resilience is positively correlated with positive effect along with the focus of control and negatively correlated with anxiety, depression and negative affect.

From the survey they conducted with 170 teachers, Pretsch, Flunger and Schmitt (2012) revealed that resilience may be particularly important for teachers' well-being. Resilience seems to have a positive correlation with psychological well-being (Sagone & DeCaroli, 2013). Linked to this, Souri and Hasanirad (2011) asserted that resilience can be used as a positive and significant predictor for teachers' psychological well-being. As explained by Beltman, Mansfield and Harris (2015), teachers' resilience can impact their students' positive outcomes and plays an important role in teachers' retention and well-being. Resilience is of utmost essence when teachers come under increasing pressures to perform both inside and outside of the classroom (Kokores et al., 2017). Gibbs and Miller (2014) also reported that the loss of resilience in EFL teachers may affect their psychological well-being negatively.

In China, few studies have been conducted on the relationship between teachers' resilience and well-being. Zhang (2019) combined the survey method and interview and found that resilience has a predetermined predictive value for

well-being; by enhancing the level of psychological resilience can enhance the well-being of elementary teachers. This research also found that resilience has a protective effect on depressive symptoms and occupational stress.

However, Mguni, Bacon and Brown (2012) found low resilience and high well-being when they investigated groups who were in the midst of divorce or separated. Richardson and Chew-Graham (2016) also obtained similar results when they examined older people. Hefferon and Boniwell (2011) pointed out that resilience is also linked with internal and external environments, and there is a high probability that life situations will change according to the change in environment.

Most studies focused on resilience derived similar results, but there is no doubt that inconsistent results exist. Meanwhile, more research is inclined towards teachers' professional development and the relationship between teachers' resilience and students' achievements. Rarely has research attempted to look at resilience in tune with PERMA amongst EFL teachers in the Chinese education context.

2.4.2.4 Relationship Between Teachers' Optimism and Their Well-being

Optimism is also validated by physical and psychosocial well-being (Aspinwall & Taylor, 1992; Dougall, Hyman, Hayward, McFeeley, & Baun, 2001). The relationships between optimism and psychological well-being have been observed in case studies and longitudinal studies (Wrosch & Freund, 2011).

The results also showed that optimism has positive effects on health and the individuals' psychological well-being (Peterson & Bossio, 1991). Some researchers also suggested that optimism provides advantages, serving as a resource that promotes social engagement (Aspinwall & Taylor, 1997; Segerstrom et al., 1998). Meanwhile, some researchers also analysed how optimists' extensive and supportive social networks accounted for their well-being (Brissette, Scheier & Carver, 2002; MacLeod & Conway, 2005). Optimism is likewise validated by corporeal and psychosocial well-being, with positive health outcomes (Aspinwall & Taylor, 1992; Dougall, 2001). Carver, Scheier and Segerstrom (2010) stated that whereas optimists tend to use approach coping methods, pessimists tend to use avoidance methods that focus on reducing their distress level while withdrawing from the situation.

Damasio, Melo and Silva (2013) noted that teachers' level of optimism well-being is related to their quality of life and well-being. This finding was derived from their evaluation of 517 teachers from 57 public and private schools in Brazil. Poormahmood, Moayedi and Alizadeh (2017) established the relationship between psychological well-being, happiness and perceived occupational stress amongst 330 primary school teachers in Iran. Findings showed that teachers' level of joy and optimism had a positive effect on their psychological well-being by alleviating their stress level.

Even though many of the evidence for the associations between optimism and psychological well-being comes from samples encountering serious adversity,

studies in the recent decade have highlighted that optimism is the active coping strategy, thereby partly explaining the relationships between optimism and well-being. However, psychologist Shelley Tayor (1989), who extensively researched the concept of 'positive illusion' on well-being, argued that motivational and discouraged apathy and inaction could cause an optimistic bias that makes it difficult to identify reality accurately, thereby obstructing the balance between optimism and pessimism. Peterson and DeAvila (2001) found that unrealistic optimism or wishful thinking can have negative consequences on individuals. Therefore, an individual who is engaged in blind optimism may be unhealthy. In the long-term, this kind of optimism may affect the physical and psychological well-being of the individual. In other words, optimism has no relationship with well-being under certain contexts. This discrepancy suggests that there is a need to conduct a study, particularly in the context of China.

2.4.3 Relationship Between Teachers' Well-being and EFL Classroom Management

The issue of teachers' well-being has received considerable attention over the past century (e.g. Borg & Riding, 1991; Skaalvik & Skaalvik, 2011). A large body of literature has examined well-being amongst teachers in the general sense. There is some evidence highlighting the importance of teachers' well-being on their work performance (Steinhardt, Jaggers, Faulk, & Gloria, 2011; Tov & Diener, 2007). This implies that teachers who function well at their workplace make better teachers.

Tang (2010) noted that teachers' well-being can improve and perfect their teaching. This is because teachers with good well-being are generally those who also understand what it means to be teaching. Similarly, Day and Gu (2009) argued that teachers' well-being is crucial because teaching is a very demanding profession. With good well-being, teachers are more content in their job satisfaction but also have the motivation to execute their work with efficiency. Naturally, such attitudes bring about good outcomes at the workplace. Through observation and narrative method conducted amongst 22 males and 58 female teachers in Australia, McCallum and Price (2010) supported that the well-being of beginning teachers not only influences their classroom management but also their students' behaviours. In the research of Medhdinezhad (2012), there is a relatively high positive association between teachers' well-being and classroom management and students' achievement. This research applied into correlation analysis and 290 high school teachers' involved in Iran. It indicated that once teachers with well-being and good teaching outcomes come. Guz and Tetiurka (2016) using video recording 45 polish pre-service teachers and found well-being is one of the most important factors made them engaged in their classroom management. Once they felt ill-being, they would be emotionally and lost the abilities to control class.

However, PERMA is a new concept in the Chinese education field, most PERMA research mainly focuses on the students' psychology and achievement (Lin & Qin, 2016; Song & Song, 2016). There is a dearth of research on the relationship

of teachers' well-being and their classroom management. Through qualitative research and checking the China National Knowledge Infrastructure database (CNKI), only one article is found to explain how EFL vocational teachers improve their foreign language teaching with the help of PERMA (Lin & Dai, 2020). In this research, Lin and Dai (2020) found by strengthenging well-being training in the teachers' professional development, it is benefit for vocational teachers to enhance the abilities in classroom management.

Seligman's (2011) well-being theory, as mentioned above, consists of five dimensions: positive emotions, engagement, relationships, meaning and accomplishment. Subsequently, Seligman (2011) began to apply PERMA within the education setting as a means to understand how teachers work. It was emphasised that the five PERMA dimensions are independent of one another. Owing to its infancy in research, literature focusing on PERMA is currently limited in EFL classroom management, especially in the Chinese high education context. To investigate in depth the relationship between PERMA and EFL classroom management, the relationship between the first order of PERMA and EFL classroom management is explored.

2.4.3.1 Relationships Between Teachers' Positive Emotion and EFL Classroom Management

Hargreaves (1998) stated that in Canada (Wang et al., 2014),

India (Salimirad & Srimathi, 2016) and China (Zhang, 2019), emotional issues are the most important for teachers. Gabryś-Barker and Gałajda (2016) pointed out that teachers' positive emotions play a role in fostering foreign language learning and teaching as well as in the personal development of teachers and learners by mixed method amongst 55 pre-service EFL teachers in Poland. By observing and interviewing 13 Austrian teachers, Sieben (2013) indicated that the teachers' positive and negative emotions affect their classroom management behaviours and suggested improving teachers' positive emotions and reducing negative emotions. There is extensive literature on psychological emotions since the early 1980s (Lewis & Haviland, 1993), but there has been very little input on the role of teachers' emotions in teaching, how teachers' emotional experiences may relate to their teaching practices and how the sociocultural context of teaching interacts with teachers' emotions (Sutto & Wheatley, 2003).

The broaden and build theory previously mentioned stated that positive emotions lead to an accumulation of resources, which in turn, enable people to cope more effectively over time. Several studies support Fredrickson's theory, for instance, Pekrun, Goetz, Titz and Perry (2002) and Sutton (2004). These researchers found that teaching is an emotional endeavour that manifests itself as the teachers adjust themselves to the various happenings of the classroom, whether positive or negative. Frenzel, Götz, Stephens and Jacob (2009) investigated the relationship between teachers' emotions and students' behaviours in the classroom. They concluded that

teachers whose emotions were affected by their students' behaviours influenced their instruction in turn and, subsequently, the students' behaviour. Similarly, Ghanizadeh and Moafian (2010) found that when EFL teachers accommodated themselves with positive emotions, they became more effective in management, especially in discipline management, and in dealing with their students. These teachers were more confident about reducing their negative emotions, and they used a variety of emotion regulation strategies, including preventive and reactive methods, to help them cope.

Débora (2016) argued that the positive emotions of teachers provoked positive effects, whereas negative emotions provoked negative effects. She found empirical evidence to prove that teachers' emotions influenced the emotions, emotional competence, motivation, academic performance, classroom discipline and behaviours of Spanish students. Likewise, Toraby and Modarresi (2018) focused on EFL teachers' emotions and their influence in the classroom in Iran. They pointed out that the teachers' positive emotions were more effective in their teaching. Negative emotions, by contrast, made the teachers lose control, shout and become careless when talking. This finding showed that teachers' negative emotions made the learners feel humiliated, and scared. Ultimately, they withdrew from talking during the learning process.

In the case of Chinese English classrooms, Shan (2008) noted that the English language classroom was like a place where there was an emotional exchange and communication between the work, teachers and students. Teachers with positive

emotions created sympathetic responses when aiding their students' communication process. They also improved their language teaching quality through the positive emotions they conveyed through their work. In line with this and on the basis of his observations in class, Peng (2015) recommended that the positive emotions of Chinese EFL teachers be inculcated because these could improve the process of College English teaching and learning. This result was reiterated by MacIntyre and Vincze (2016), who also stressed that teachers' positive emotions key to the motivational quality of SLA; the foreign language teachers' positive emotions could broaden their perspectives and open up the learners' attitude into absorbing the language learnt.

Although many studies supported the idea that positive emotions could help teachers have better classroom management (Isen, 2008), the majority of these works were mainly qualitative in nature. Data were gathered through observations and interviews, with little reference given to a bigger sample consisting of quantitative reports. In addition, many of these studies focused on looking at the influence between teachers' positive emotions and students' behaviours in the classroom and students' academic achievements only. Little was done to explore the effects between teachers' positive emotions and behaviours in the EFL classroom management.

2.4.3.2 Relationship Between Teachers' Engagement and EFL Classroom Management

In the PERMA model, engagement is a motivational idea that refers to the individual's full involvement in a particular task or situation (Seligman, 2011). To encourage engagement, Seligman suggested the creation of 'flow', which is the experience of complete absorption in the present moment (Nakamura & Csikszentmihalyi, 2009). Csikszentmihalyi (1990, 2008) explained that engaged and impassioned teachers, who understand the state of flow, as explained by the psychological state, are most likely to be engaged with most activities happening at the workplace.

Munns and Martin (2005) proposed that engagement is connected to motivation (hence classroom engagement or school engagement) by providing a basis for conceptualising engagement. In their findings, they noted that students' engagement worked as an essential indicator of the success of teacher engagement in the classroom. Cardwell (2011) revealed that high levels of teacher engagement had a positive effect on their teaching efficiency in the classroom. On the other hand, Bayar (2014) clarified that effective classroom teachers create motivating learning environments that engage their students, thereby ensuring the learning of the curriculum, academic achievement and active participation. By interviewing 45 Polish pre-service teachers, Guz and Tetiurka (2016) supported and found that a positively oriented, cognitively and emotionally engaged teacher elicits learners'

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engagement and positive emotion in the classroom. In China, Huang (2018) stated that primary and secondary school teachers with higher levels of engagement are more self-disciplined in their work and more willing to pay extra time to pursue students' achievement.

Current studies (Bundick, Quaglia, Corso, & Haywood, 2014; Errey & Wood, 2011) deal with engagement and its role in the academic success of students. However, these studies tend to overlook the engagement of teachers. Most past studies also focused on the relationship between engaged teachers or engaged classroom management with students' academic achievement, with little attention given to engage teachers and their classroom management, especially in dealing with language management, and instructional management and behaviour management.

2.4.3.3 Relationship of Teachers' Relationship and EFL Classroom Management

The teacher-student relationship is the most important relationship in the classroom, and the nature of this relationship could be highly affective, democratic or supportive (Chhuon & Wallace, 2014). Thus, the most powerful weapon the teacher has is his/her positive relationship with the students (Boynton & Boynton, 2005). A good teacher–student relationship is fundamental to the students' success and happiness as well as to effective teaching and learning (Brackett, Reyes, Rivers, Elbertson, & Salovey, 2011). In addition, the students' sense of well-being and their satisfaction with the relationship within the class are

vital for their development, particularly the development of their positive identities. If students feel comfortable with the teacher and the environment in the school, then they can construct more positive relations, such as friendships, and develop better ways of behaving in the social context, thereby improving their social skills (Larson, 2011). Nugent (2009) added that through the healthy relationship with students, teachers can motivate their learners to do better deeds during the learning process. This serves as one of the main objectives in a teacher's practice. Talebi, Davodi and Khoshroo (2015) investigated 410 university students in Iran through SEM analysis and indicated that the relationship between teachers and students is a critical factor in classroom management. A good teacher–student relationship can improve students' academic achievement. By interviewing Canadian teachers, Soo (2016) found that the teacher-student relationship influences classroom management and gave suggestions for building such a relationship within the classroom and extracurricular settings. Sánchez, González and Martínez (2013) also mentioned that positive relationships between teachers and students become easier when teachers are aware of the students' emotional and academic needs. Students need to experience emotional involvement from their teachers--to know that their teachers care and can provide structure and support (Varga, 2017). This outcome, however, was disputed by the findings of Scherzinger and Wettstein (2018), who noted a weak correspondence between teacher-student relationship and its association with classroom management in Switzerland. Meanwhile, Shen (2019) investigated the

vocational school in Jiangsu province and mentioned that a poor teacher–student

relationship caused inefficient classroom management. Yao (2012) pointed out that

establishing a harmonious teacher-student relationship is the heart of both teaching

and learning. An English teacher should fully develop such a relationship.

In terms of language education, it appears that most scholars

agree it is critical to establish a good relationship between teachers and students

through good communication. English is a course based on language, and language

carries thoughts and ideas. This idea implies that the language use itself can be the

motivation to create the relationship. Claessens et al. (2017) indicated that there may

be some differences, however, depending on context. The teachers' perception of

positive and problematic relationships varies due to the context of the encounters, the

place and the topic of the conversation.

Although an extensive amount of literature exists regarding

teacher–student relations and classroom management, it is still unclear how exactly

these relationships are produced in the interactions between teachers and students

(Emmer & Sabornie, 2015).

2.4.3.4 Relationship of Teachers' Meaning and EFL Classroom Management

The dimension of 'meaning' was defined by Seligman (2011, p.

17) as a subjective feeling of 'belonging to, and serving something that you believe

is bigger than the self'. Linking this idea to the teachers, it was explained that teachers who find their work meaningful are often those whose initial motivation to become teachers stems from a sense of meaning (Steskal, 2015). According to Mercer, Oberdorfer and Saleem (2016), 'meaning' is one of the facets that teachers can build on because it can consciously reflect and remind the teachers what drew them to the teaching profession and what rewards they reap in terms of their contribution as teachers to society.

On the basis of Seligman's definition, Kaur and Ranu (2017) investigated 500 secondary school teachers and found that teachers with 'meaning' had significant influences on their own teaching. Their results showed that the greater the level of the teachers' commitment, the higher the level of the students' achievements. However, Zheng (2012) pointed out that the low level of meaning of young English teachers in higher vocational colleges reduced their teaching efficient and increased burnout.

Given that PERMA theory is new and the 'meaning' dimension is too abstract to explain, little research has been carried out to explore teachers' 'meaning'. As a result, a vast research space or gap needs to be explored.

2.4.3.5 Relationship Between Teachers' Achievement and EFL Classroom Management

The final dimension of PERMA is accomplishment, also referred

to as achievement. According to Seligman's definition, accomplishment or achievement involves setting goals and having future visions and a sense of self-efficacy. Mercer, Oberdorfer and Saleem (2016), however, mentioned that achievement should be a driving force for teacher commitment; it should help teachers maintain high levels of motivation and job satisfaction. In other words, achievement is something that individuals need to seek and develop rather than be given. Ruth (2007) investigated 212 teachers' achievements, and the results opened new directions for research on teacher cognition and behaviour. It appears that the achievement goal orientation of teachers has an influence on students, which in turn, influences the teachers. This finding was also supported by Papaioannou and Christodoulidis (2007), whose results of 430 Greek teachers showed that teachers' achievements were positively related to their behaviours in class.

Another research that examined the relationship between teachers' achievement and their outcomes was noted in Butler (2007), who found that class performance emerged as a distinct dimension in teachers' achievements. Turner et al. (2014), by contrast, examined the relationship between elementary teachers' achievement, self-efficacy and teaching. He found that teachers' teaching had a positive influence on their achievement and self-efficacy. Li (2019) found that 130 Chinese senior high school English teachers from four high schools have a moderate level of achievement and that a sense of achievement could influence their teaching and burnout.

In short, even though many researchers insist that teachers should improve their well-being level to ensure that their classroom management is effective, on the basis of the literature review, evidence is insufficient to prove the existence of a real relationship between teachers' well-being and EFL classroom management. As mentioned, research using PERMA theory is still in its infancy, particularly on aspects involving 'meaning' and 'achievement'. Additionally, it is still unclear which dimension of the PERMA model is the most critical for classroom management because PERMA theory itself is slightly vague. In other words, to enhance College English classroom management, there is an urgent need to inculcate positive emotion into teachers' well-being and the teacher–student relationship as well as to enhance teachers' engagement, meaning and achievements. Despite the knowledge that teachers' well-being is crucial for teachers and students, several gaps still need to be filled in.

2.4.4 Effect of Teaching Experience on the Relationship between Psychological Capital and EFL Classroom Management

Empirical studies on organisational behaviours noted that demographic differences affect outcome variables like attitude, behaviour and so on (Tsui & Gutek, 1999; Tsui, Egan, & O'Reilly, 1992). However, the amount of research looking at the prosed moderator (teaching experience) on the relationship between PsyCap and EFL classroom management has been limited.

Current research (Kizlik, 2014; Lee et al., 2017) seems to be using

teaching experience as a moderator affecting PsyCap and classroom management. For instance, Lee et al. (2017) surveyed 400 Taiwan preschool teachers by using the LISREL software analysis of structural equation modelling. The result showed the moderation effect of teachers' working years on the critical relationship between PsyCap and their teaching. However, some studies are still using the four psychological resources of PsyCap on a separate basis when examining classroom management and teaching experience as the moderator. As an illustration, Kizlik (2016) pointed out that many beginning teachers with a low hope level have difficulty in effectively managing their classrooms, whereas teachers with a high hope level and with many years of experience contribute to the understanding of the contents of their work, such as what works and what do not work in managing classrooms and the behaviours of students.

In their investigation of 255 novices and experienced teachers' efficacy towards their classroom management, Tschannen-Moran and Hoy (2001) found differences between the self-efficacy levels of novice and experienced teachers. It appears that amongst experienced teachers, contextual factors played a less important role in their self-efficacy. Yilmaz (2014) looked at 10 novice and 10 experienced English teachers. His result also showed that these teachers differed in their efficacy level in classroom management. Likewise, Bondy, Ross, Gallingane and Hambacher (2007) found that novice teachers with high levels of resilience focused on developing relationships and were culturally responsive in their classroom

management. Beltman, Mansfield and Price (2011) found that the resilience of novice teachers matched their classroom management. Hoy (2012) reported that the optimism of beginning teachers about teaching influenced their classroom management. Thus far, little is reported about the effects of teaching experience as the moderator in the relationship between teachers' PsyCap and classroom management.

Some some parts of Literature Review are list as following:

Title	Author (Year)	Country	Respondents/ Sample Size	Design	Method/ Analysis	Instrument	Findings
The Positive Broadening Power of a Focus on Well-being in the language Classroom	MacIntyre, Gregersen, and Mercer (2016)	USA	Three Brazilian and two Japanese females	Mixed Method (Survey and Interview)	Not mentioned	Adopted from previous studies	Teachers' positive emotions provide teaches good teaching in the classroom and promote language learners language learning.
Tachers well-being and Learner Engagement: Insights from an Early FL Classroom	Guz & Tetiurka (2016)	Poland	45 Polish pre-service teachers (37 females, eight male)	Qualitative	Interview and Video recording		Well-being is one of the most important factors made them engaged in their classroom management. Once they felt ill-being, they would be emotionally and lost the abilities to control class.
Positive psychology perspectives on foreign language learning and teaching	Gabryś-Barke& Gałajda (2016)	Poland	55 pre-service teachers of EFL	Mixed Method	Narration	Adopted from previous studies	Teachers' well-being play a role not only in fostering foreign language learning but also in personal development
The effect of the psychological Capital and Personality Characteristics of employees on their organizational Commitment and Contribution to the work	Yildiz (2017)	Turkey	217 employees and five manages	Qualitative Research	Interview	Not mentioned	The psychological capital and personality characteristics of employees contribute significantly to the task and management
Teacher's Perspectives on Student-Teacher Relations and Classroom Management: Strategies for Intertwining Positive Relations and Effective Management in the Classroom	Soo (2016)	Canada	Three teachers	face-to-face semi-structured interviews	interview	Four themes	It gives the suggestions that building teacher-student relationship within the classroom setting and extra-curricular. And teacher-student relationship influences on classroom management

Title	Author (Year)	Country	Respondents/ Sample Size	Design	Method/ Analysis	Instrument	Findings
Psychological capital and well-being	Youssef and Luthans (2014)	USA	Not mentioned	Qualitative Research	Not mentioned	Not mentioned	Positive psychological capital offer a viable set of resources and mechanisms that can promote well-being
An exploration of the relationship between psychological capital and the emotional labor of Taiwanese Preschool teachers	Fu (2014)	Taiwan	390 Taiwan preschool teachers	Quantitative Survey	Regression	POC scale and emotional labor scale	Teachers' positive psychological capital will benefit for the classroom management. High level of psychological capital teachers can improve their relationship with students.
The relationship between class management, teacher burnout, and teachers' level hope	Kumarakul (2002)	USA	329 female teachers	Quantitative research	Regression analysis	Adopted from previous studies	The findings show that a high level of hope, low burnout, and high-class management
Teacher self-efficacy, optimism, resiliency and students behavior management in the high school classroom in Puerto Rico	Brown, Ronald (2016)	Porto Rico	190 high school attend the survey, and 58 teachers attend the interview	Mixed Method (survey and interview)	Regression analysis	Adopted from previous studies	High level of Teacher self-efficacy, 1 optimism, resiliency have a high level of teachers' classroom management which influence on students' behavior and achievements
The relationship between psychological capital and professional commitment of preschool teachers: the moderating role of work years	Lee, et al., (2017)	Taiwan	400 preschool teachers	Quantitative Research SEM		Adopted from previous studies	psychological capital of preschool teachers has a significantly positive influence on profession commitment. The working year's increases, the influence of preschool teachers' psychological capital will be better
Teacher well-being and the implementation of school-wide positive behavior interventions and supports	Ross et al., (2012)	USA	184 teachers across 40 elementary school	Quantitative Research (Survey)	Multilevel regression	SWPBIS	Teachers in schools high efficacy have low burnout, and high well-being.
Resilience and classroom management	Murthy (2017)	India	325 secondary schools' teachers	quantitative research	Correlation Coefficient	CD-RISC BIMS	The results of the study suggest that resilience is significantly correlated with classroom management practices of teachers.

Title	Author (Year)	Country	Respondents/ Sample Size	Design	Method/ Analysis	Instrument	Findings
An evaluation of the behavior and instructional management scale's psychometric properties using Portuguese teachers	Martin & Sass (2016)	USA	1520 Portuguese teachers	Quantitative Research (Survey)	SEM	BIMS	It found out that there are associations with perceived student engagement, perceived instructional strategies and perceived classroom management
Teachers' sense of self-efficacy, English proficiency, and instructional strategies: a study of Non-native EFL teachers in Iran	Eslami & Fatahi (2008)	Iran	40 Iran teachers with five years' experience of teaching English	Quantitative Research (Survey)	Descriptive and inferential statistics	The sense of efficacy scale, self-reported	The higher the EFL teachers' efficacy they felt and better instructional strategies in classroom management
Well teachers, well students	McCallum and Price (2010)	Australia	22 males and 58 females	Qualitative Research	Observation and narrative	Not mentioned	The beginning teachers' well-being influences teachers teaching in the classroom and the students' behavior in the classroom
On the relationship between EFL teachers' efficacy and classroom management approaches: A mixed method study	Kazemi & Soleimani (2016)	Iran	103 EFL teachers	Mixed research (questionnaire and interview)	Pearson moment correlation analysis, regression analysis, and theme analysis	BIMS &TSI	Iran EFL teachers control classroom management at dimensions of behavior and instructional management and predominantly use their efficacy.
The relationship between high school teachers' wellbeing and teachers' efficacy	Mehdinezhad (2012)	Iran	290 Iran high school teachers	Quantitative Research (Survey)	Pearson product moment, t-test	The Oxford Happiness Questionnaire and teachers' sense of efficacy scale	There was a positive relationship between teachers' their efficacy, well-being and instructional activities.

Title	Author (Year)	Country	Respondents/ Sample Size	Design	Method/ Analysis	Instrument	Findings
Predicting language teachers' classroom management and demographic characteristics	Jalali and Firouzmand (2014)	Iran	105 EFL teachers from 4 English language school	Quantitative Research (Survey)	Multiple regression	BIMS	The results showed that as the age and teaching experience of the EFL teachers increased their positive attitudes towards their classroom management
Classroom management and the well-being in secondary school teacher	Kaur & Ranu (2017)	India	500 secondary school teachers	quantitative research	Not mentioned	Neerja Gautam (2011) Dr. Sarabjit Kaur Ranu (2013)	Results of the study revealed a positive and significant relationship between teachers' well-being, classroom management and professional commitment.
Investigating the effective component of classroom management in predicting academic achievement among English language students	Talebi, Davodi & Khoshroo (2015)	Iran	410 students from Payamenoor university	Quantitative Research (Survey)	SEM	Adopted from previous studies	The result showed that the relationship between teachers and students is a critical factor in classroom management. The good teacher-student relationship can improve teachers mangament and students' academic achievement
Effective classroom management and positive teaching	Sieberer (2016)	Austria	13 teachers	Mixed research	Observation and interview	Not mentioned	Teachers' positive and negative emotions effect on classroom management behaviors and classroom climate
Challenges of classroom management to effective teacher socialization: a study of Beginning English teachers	Tahir (2012)	Pakistan	295 teachers	Quantitative Research (Survey)	Linear regression	Adopted from previous studies	The results showed the beginning teachers' ineffective socialization with the increase in dissatisfaction and poor performance in classroom management
Teachers' self-efficacy and classroom management skills in EFL classrooms	Tilfarlioglu & Ulusoy (2012)		120 secondary and high English language teachers four teachers attend the interviews	Mixed research	Questionnaire and interview	Adopted from previous studies	The finding is high school English language teachers' self-efficacy and low misbehavior in the classroom management

Title	Author (Year)	Country	Respondents/ Sample Size	Design	Method/ Analysis	Instrument	Findings
The relationship between Optimism and Classroom Management Styles of Teachers—Case Study: Elementary School Teachers in Isfahan	Moghtadaie & Hoveid(2015)	Iran	384 teachers	quantitative research	Pearson's correlation coefficient	Adopted from previous studies	The results indicated that there is a significant association between teachers' optimism and classroom management.
Learning from optimistic teachers	Donovan (2014)	USA	Four elementary and middle school teachers	qualitative research	Interview	Not mentioned	optimistic teachers are mostly optimistic, humanistic, and have good relationship with students
Teacher self-efficacy, teacher burnout, and psychological well-being	Bentea (2017)	Romania	217 school teachers, 197 females and 20 males	quantitative research	Not mentioned	(TSES) (PWB) (MBI-ES)	Teachers with a low and high level of self-efficacy significantly differ in their psychological well-being and burnout components.
Effects of Self-Efficacy and Attributions on Teachers' Well-Being	Wang et al. (2014)	Canada	536 teachers	quantitative research	Regression analyses	Adopted from previous studies	The higher a teachers' self-efficacy for the lower the possibility of burnout, the higher their job satisfaction, and well-being.
The Relationship between, Psychological Well-Being and Occupational Self-Efficacy among Teachers in the City of Mysore, India	Salimirad & Srimathi(2016)	India	600 teachers, from both public and Private Schools	quantitative research	Spearman's Correlation MannWhitney's U test	Adopted from previous studies	The study has also found that high self-efficacy and high psychological well-being are positively related

2.5 Conceptual Framework

From the relationship discussed of each of the main variables under examination for the purpose of exploring teachers' PsyCap, well-being and classroom management, a conceptual framework that is used for the current study was thus developed. This framework serves as the basis for conducting the present study. Figure 2.11 illustrates the four main variables: (1) EFL teachers' PsyCap, (2) College English classroom management, (3) EFL teachers' well-being and (4) EFL teachers' teaching experience.
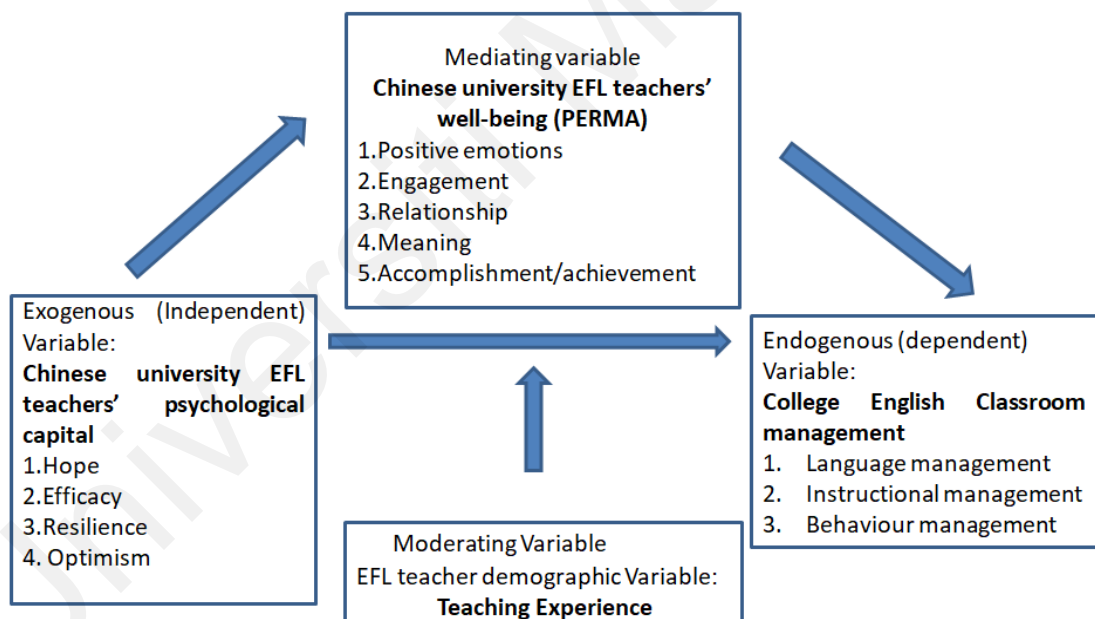
Figure 2.9. Conceptual Framework

As indicated, the EFL teachers' positive PsyCap is derived from POB theory. Four dimensions are noted in the EFL teachers' positive PsyCap: (1) hope, (2) efficacy, (3) resilience and (4) optimism. Meanwhile, College English classroom management comprised language management, instructional management and

behaviour management. The well-being of EFL teachers was composed of five dimensions derived from the PERMA model: (1) positive emotions, (2) engagement, (3) relationship, (4) meaning and (5) achievement.

This framework was used to enable the researcher to investigate the moderating effect of EFL teachers' teaching experience on the relationship between their PsyCap and College English classroom management.

As mentioned earlier, PsyCap is made up of four constructs, namely hope, efficacy, resilience and optimism (Luthans, Youssef, & Avolio, 2007a). These are then used to explore the individuals' work performance, behaviours and well-being. Studies also showed that PsyCap is beneficial for teachers' work performance in the education field (Çimen & Özgan, 2018). As a concept, PsyCap comprises four positive domains that can be utilised to examine the education domain, such as teachers' PsyCap and classroom management. In this regard, it is assumed that EFL teachers' PsyCap would have a direct effect on their classroom management.

Previous research showed that the relationship between PsyCap and well-being work well together (Avey, Reichard, Luthans, & Mhatre, 2011; Youssef & Luthans, 2015). This relationship is highlighted in Figures 2.2 and 2.3, which show that the relationship between PsyCap and well-being supports the view that the individual's PsyCap would have a direct influence on the individual's well-being. On the other hand, the PERMA model, as the core of well-being, was developed by the positive psychologist Martin Seligman (2011), who asserted that the PERMA model

consists of five dimensions: positive emotions, engagement, relationship, meaning and achievement. The only distinction in this model is that Seligman (2011) did not restrict well-being to within the field of positive psychology only. He further extended well-being to the education field. For instance, by introducing the PERMA model into the field of language education, MacIntyre, Gregersen, and Mercer (2016) was able to venture into a new perspective of understanding how well-being is linked to language acquisition and teaching. Based on this, the current study integrated well-being theory into foreign language teaching. Past studies showed that many of these investigations which focused on teachers' well-being and classroom management were either of quantitative, qualitative or mixed research method (MacIntyre, Gregersen, & Mercer, 2016; Mercer, 2018). Hence, the current study also takes on the assumption that the EFL teachers' well-being has a direct effect on their classroom management.

According to CBT, langage teaching is comprised teachers' cognition, emotions and behaviours. In this regard, language teaching can be seen as a process that is defined by the dynamic interactions involving cognition, emotions and actions. Thus, it can be deduced that various behaviours in different teachers may be underpinned by very different cognitions and emotions, and various cognitions may be translated into different emotions leading to a range of behaviourally distinct practices. A focus on the CBT model (Figure 2.5) indicates that foreign language teachers' cognition undoubtedly has a direct influence on their emotions, which can

directly affect their behaviours within the EFL classroom and hence their management. This, in turn, affects the students' behaviours and then the teachers' cognition. It seems reasonable to assume that when the teachers' thoughts or expectations are positive, then the teachers' emotions will also be positive. When they get their well-being, they will have positive behaviours which, in turn, lead to the students' positive behaviours that ultimately motivate their cognition. In other words, teachers' psotive psychology also can be affected by learners' psychology. For example, teachers' levels of well-being can be adversely affected by motived, engaged, respectful and attentive learners. This phenome is just like as much as leaners can be affected by well-being teachers. By combining POB theory, well-being theory and CBT, the current study also takes on the assumption those EFL teachers' well-being acts as a mediator of the relationship between EFL teachers' PsyCap, and their classroom management. These assumptions would be used to assess whether or not teachers' PsyCap has a direct influence on their EFL classroom management, whether their PsyCap has an influence on the EFL classroom when mediated by their well-being and whether teaching experience as a moderator influences the relationship between PsyCap and EFL classroom management.

2.6   Summary

This chapter has provided an overview of the literature that is relevant to the present study. The flow of this chapter has touched on the theories and models related to the POB theory, well-being theory, CBT theory. This chapter has also attempted to

outline previous studies that had focused on psychological capital, well-being and EFL classroom management. Each of these four main variables is reviewed critically to present a clear picture about the related constructs or dimensions used and also to highlight what had not been given the attention in past studies. The findings of several studies across different countries were also mentioned and linked to the current study. It was further highlighted that although there were studies focusing on the variables utilized in the present study to examine College English classroom management. It is hoped that the current study can address some of the gaps highlighted. The subsequent chapter focuses on methodology.

CHAPTER 3

METHODOLOGY

3.1   Introduction

This chapter presents the methodological procedures used while investigating the relationships between the Chinese University EFL teachers' psychological capital, well-being, and College English classroom management. The procedures will be discussed under sections: (1) Research design, (2) Population of the study, (3) Sample of the study, (4) Sampling method, (5) Instruments, (6) Validity and reliability of instruments (Pilot study), (7) Research procedures, (8) Ethical concerns, (9) Data management and analysis.

3.2   Research Design

According to Creswell (2014), the research design is the action plan containing the steps necessary for conducting a scientific study. It is a guide which enables researchers to formulate their aim before venturing out to collect, analyse and interpret data. A research design enables the researcher to infer from the variables being examined. A research design is also regarded as a form of check and balance that matches a research procedure with its data and results (Salter & Mutlu, 2013). The current study is a quantitative attempt to examine three variables to see if they were applicable in the context of EFL (English as a Foreign Language) teachers. Specifically, this study examines the relationship of the Chinese university EFL

teachers' psychological capital (the independent variable), and their College English classroom management (the dependent variable) with the Chinese university EFL teachers' well-being as mediating variable with teachers' teaching experience as the moderating variable.

Punch (1998) had stated that each approach has its strengths and weaknesses, and a research task is to understand the strengths and weaknesses based on the analysis. It is also meant to select an approach or the combination of approaches to fulfil the research aim. In some social science research, there is no single method that can be regarded as the most suitable or applicable without first scrutinising the various strategies available.

3.2.1 Quantitative Research

To being, the definition of quantitative research is explored. A quantitative research is defined as a research strategy that emphasises on quantifications in data collection and analysis (Bryman, 2012). This research method attempts to investigate the answers to the research questions by focusing on the aspects of: how many, how much, and to what extent (Rasinger, 2013). In other words, the quantitative method emphasises on the measurement of the existence of things or variables in the social world. Payne and Payne (2004) also pointed out that the quantitative method reveals the regularities of human life by dividing it into empirical components which are called variables. These variables can be expressed numerically as frequencies or rate. Their associations or relationships with each other are then explored by statistical

techniques. Simulations and systematic measurements can be introduced for this purpose. Therefore, a quantitative research focuses on social behaviours that can be quantified and modelled, and not just to identify them, and explain what their behaviours mean.

According to Creswell (2014), a quantitative research method is applied to show how one variable affects another; it also employs strategies of inquiry such as surveys in an unbiased and objective manner. The quantitative method is based on the post-positivism epistemology, where numerical data are used by the researcher to connect empirical observations with mathematical expressions of relations (McMillan & Schumacher, 2010; Hoy, 2010).

The current study is predominantly quantitative in approach. It aims to explain the relationship between and among the variables used. This study is non-experimental where a non-experimental study is described as a systematic study of the absence of direct control of the independent variable because the change in the independent variables had already occurred (Hoy, 2010).

3.2.2   Cross Sectional Study

This study uses a cross-sectional research approach to collect data. The cross-sectional study design is a type of observational study design and is the most popular form of survey design used in the context of education because it encompasses a range of participants. The cross-sectional design and data were collected at a certain point in time (Fraenkel, Wallen, & Hyan, 2012; Gay, Mills, &

Airasisan, 2012; Babbie, 2016) before they were examined for their related/associated patterns (Bryman, 2008a). In other words, in a cross-sectional study, the investigator measures the outcome and the exposures in the study participants at the same time. The participants in a cross-sectional study are just selected based on the inclusion and exclusion criteria set for the study. Once the participants have been selected for the study, the investigator follows the study to assess the exposure and the outcomes. Therefore, cross-sectional designs are used for population-based surveys and to assess some samples.

Cross sectional study can usually be conducted relatively faster and are inexpensive. Meanwhile, it will give some information about the prevalence of outcomes or exposures. Based on these advantages, the cross-sectional measurement is completely suitable for being carried out in this research. Hence, the current study involves collecting data which were composed of four variables (psychology capital, College English classroom management, well-being, and teaching experience). On the other hand, due to cross sectional study collected data at one point and may not be sufficient to understand trends in the situation, this shortage is included into the limitation part of this research.

3.2.3 Survey Method

Chua (2012) stated that the survey research method is one of the most popular among non-experimental research methods performed by studies from various disciplines, and especially in social sciences and education research

(Creswell, 2008). There are many advantages in using the survey method, as pointed out by Babbie (2016) and Flick (2015), who mentioned that the survey method is an excellent vehicle to measure attitudes and orientations under the condition of large populations within a short duration. The findings are usually of high generalisability. The survey method helps the researcher to identify issues such as beliefs and attitudes of the individuals (Creswell, 2008), whilst also trying to measure the conditions in the environment (Gall, Gall, & Borg, 1999). The survey is beneficial for collecting huge amounts of data because these data are retrieved for the purpose of showing a certain societal phenomenon, an issue which cannot be acquired simply through direct observations. The survey method also provides the researcher with an opportunity to interact with larger and more widely distributed samples of the EFL teachers from Zhejiang province in China. The survey method thus allows the researcher to address the problems of generalisability of findings (Punch, 1998; Creswell, 2014) as well as the relevant and most appropriate participants representing the study (Siegel & Castellan, 1998).

This study uses the survey method of inquiry to collect the data of Chinese university EFL teachers' psychological capital, well-being, and College English classroom management in Zhejiang province. As recommended, it was the most economical way to respond to the inquiry of the aim of this study which encompassed a large population, with a diversified background from different locations. The survey method was found to be effective for collecting large amounts

of information within a relatively short period of time (Mitchell & Joley, 2010). A quantitative method using survey questionnaires can provide a degree of freedom to respondents to freely respond to the questions asked (Mathers, Fox, & Hunn, 2009). Due to surveys collect data at a single point in time, it is difficult to measure changes in the population. Meanwhile, insecurity limiting access to the population and the lack of time to carry out a survey are all the shortages of survey methods. Hence, before the researcher conducted the survey, it is necessary to provide with necessary information about this study and give participants enough time to consider and finish the questionnaire.

3.2.4 Causal relationship

Correlational designs involve the systematic investigation of the nature of relationships, or associations between and among variables, rather than direct cause-effect relationships. These designs are used to examine if changes in one or more variable are related to changes in another variable(s). Three of the most common correlational designs include descriptive, predictive, and model testing correlational design (Walker, 2005).

According to Cronbach (1982), causal relationships in real-world setting are complex and statistical interactions of variables are assumed to be pervasive. The predict variables in the study are pre-existing characteristics of the participants and when the study varables are pre-existing, a correctional research design is the most appropriate to exame the extent of predict relationship (Mitchell & Jolley, 2010).

Meanwhile, the strength of a causal relationship is assumed to vary with the population, setting, or time represented within any given study, and with the researcher's choices about treatments and measurement of outcomes (Cook, 1993).

A correlation design was considered the most appropriate than a true experiment in this study because correlations analyze is mainly about direction, degree, magnitude, and strength of the relationships or associations. Therefore, this research conducted the causal relationship to analysis the relationship among variables.

3.3 Population of the Study

The report provided by the Department of Education, China (2016) stated that a total of 35, 390, 000 students were enrolled in 2914 universities, and colleges across the country of China, with more than 100,000 College English teachers. Despite the fact that this study aims to focus only on EFL teachers, it is not possible to recruit all these EFL teachers without some criteria. First and foremost, it would not be economical to gather the whole population of the EFL teachers from all the universities and colleges, thus, this study focused on the Zhejiang province.

Zhejiang province is situated in the south-eastern part of China. It has 11 cities with a total of 57, 370, 000 citizens living in the province (Zhejiang Provincial Government, 2018). Figure 3.1 demonstrates.

Figure 3.1. Map of Zhejiang Province (Ye & Wang, 2013, p.12)

In 2017, Zhejiang Province was ranked third in China in terms of economic status, with internationally renowned enterprises such as Alibaba.com (Chinese Ministry of Commerce, 2018). There are about 45,000 international students studying in the Zhejiang province (Zhejiang Provincial Department of Education, 2018), and 8.015 million foreign tourists had visited Zhejiang for tourism in 2017 (Zhejiang Provincial Tourism Bureau, 2018). More than 100,000 permanent foreigners from more than 300 countries are doing international businesses here (Zhejiang Provincial Department of Commerce, 2018). The province of Zhejiang also has the capability of holding a series of well-known international conferences every year, such as G20 (The Group for the World's 20 Leading Industrialized and Emerging Economies Countries). Based on this information, Zhejiang can be considered as an open and nationalized province with an open international perspective. Thus, it has a higher need for better levels of English than it currently has so as to promote more international communications. Hence, Zhejiang province

has a very high degree of internationalization and it made this study very applicable and useful.

Besides its location, Zhejiang province is also well known for its education industry. In 2018, the education competitiveness of Zhejiang province was ranked fourth based on the Chinese University Evaluation Research Report (Zhao et al., 2019). In 2018, the Zhejiang Provincial Department of Education also stated that more than 288,000 students were enrolled in 115 higher education institutions. Among these, 37 universities had employed a total of 2931 EFL teachers to teach College English. Hence, the province has a total of 37 universities scattered around Zhejiang province with 2931 which made it quite representative for EFL teachers in high education of Zhejiang province.

3.4 Sample Size

According to Welkowitz, Cohen and Lea (1992), an appropriate sample size is the indispensable part of the measurement used for hypothesis testing. Creswell and Plano (2011) also mentioned that a probability sampling produces a representative sample of the population which can aid generalisation population while Gay and Airasisan (2000) stated that the sample size must be sufficient enough to represent the population when determining the sample size of the descriptive studies, and 10 % of the population samples is adequate for addressing this representation.

In this research, the total number of EFL teachers was 2931 taken from a total of 37 institutions located in 11 cities. This figure was based on the statistics of

year 2017/2018. Based on the total number of teachers in Zhejiang province, the minimum number of respondents needed for this study should be at the significant level of P=0.05 which is 341, as suggested by Krejcie and Morgan (1970) (Appendix A). The table proposed by Krejcie and Morgan (1970) was thus applied in this study because it was the simplest and most reliable way to determine sample sizes. The size determined from this application was calculated with a 95% confidence level, and a 5% margin of error, which represent confidence in the statistical test, and sampling error. However, consider about the response rate, missing data, outlier some problems, this study should have a desired sample size of 486 university EFL teachers from the Zhejiang province based on the 70% expected response rate (Appendix B).

On the other hand, Structural Equation Modelling was used as the study's main statistical analysis tool. According to Hair et al. (2017) the minimum sample size need to be considered in SEM because an insufficient sample size may not reveal a significant effect that exists in the underling population (which results in committing a Type II error). Hence, the minimum sample size should ensure that the results of the statistical method are robust and the model is generalizable in SEM.

Although some researchers stated that the sample size should meet the criteria set for structural equation modelling (SEM) analysis, and any sample size of above 300 is sufficient and can be obtained for a feasibility analysis (Hair et al., 2010; Tabachnick & Fidell, 2007). However, the other researchers (Hair, et al., 2017)

required researchers to consider the sample size against the background of the model and data characteristics and indicated the sample size based on the criteria of parameter sample (minimum 1:5 to maximum 1:10).

Referred to 'the number of distinct parameters to be estimated' in the output of the Estimate table of AMOS, the distinct parameters in this study is 69. Hence, the minimum sample size is 5*69= 345 (larger than 341), and maximum sample size is 10*69=690. Considering about the population size and response rate issues, the actual sample size is 486 for this study.

3.5   Sampling Method

Sampling is an essential aspect of research because the wrong use of the sampling method can diminish the validity and reliability of the study (Chua, 2012). Since probability sampling is frequently used in non-experimental survey research (Johnson & Christensen, 2008), the selection of samples for this research was conducted in the multi-stage sampling method.

In the first stage, the proportional stratified random sampling procedure was employed to select the number of Chinese university EFL teachers needed from each district in Zhejiang province. Table 3.1 and Table 3.2 highlight the distribution of the EFL teachers and the universities throughout Zhejiang province.

Table 3.1
Population of the study

NO.	Name of Universities EFL Teachers	Number of University
1	Zhejiang University	104
2	Ningbo University	150
3	Zhejiang University of Technology	131
4	Hangzhou Dianzi University	140
5	Zhejiang Sci-Tech University	123
6	Zhejiang Chinese Medical University	29
7	Zhejiang Normal University	110
8	Hangzhou Normal University	123
9	Zhejiang Gongshang University	123
10	The University of Nottingham Ningbo China	250
11	Wenzhou University	78
12	Zhejiang A&F University	69
13	Ningbo Daohongying University	75
14	Zhejiang Yuexiu university for foreign languages	166
15	Jiaxing University	70
16	China Jiliang University	67
17	Zhejiang University of Science and Technology	85
18	Ningbo University of Technology	60
19	Zhejiang Ocean University	54
20	Wenzhou Medical University	67
21	Huzhou University	40
22	Shaoxing University	70
23	Taizhou University	90
24	Zhejiang University of media and communications	42
25	Zhejiang University of Finance & Economics	74

Table 3.1 (Continued)

NO.	Name of Universities EFL Teachers	Number of University
26	China Academy of Art	16
27	Zhejiang Shuren University	52
28	Zhejiang Wanli University	60
29	China Maritime Police Academy	20
30	Lishui University	48
31	Quzhou University	45
32	Zhejiang International Studies University	81
33	Zhejiang University of water resources and electric power	32
34	Hangzhou Medical University	12
35	Zhejiang Conservatory of Music	10
36	Wenzhou-Kean University	150
	Total	**2931**

The total number of EFL teachers was 2931 taken from a total of 37 institutions located in 11 cities. This figure was based on the statistics of year 2017/2018. The breakdown of these institutions is presented in Table 3.2.

Table 3.2

Number of Universities and EFL Teachers in Each of the District, Zhejiang Province

District	Number of Universities	Number of University EFL Teachers
Hangzhou	19	1328
Ningbo	6	615
Shaoxing	2	236
Huzhou	1	40

Table 3.2 (Continued)

District	Number of Universities	Number of University EFL Teachers
Jiaxing	1	70
Wenzhou	3	295
Lishui	1	48
Quzhou	1	45
Taizhou	1	90
Jinhua	1	110
Zhoushan	1	54
Total of 11	**37**	**2931**

Proportional stratified random sampling is a process where specific subgroups, or strata, are selected as samples in the same proportion as they exist in the population (Fraenkel, Wallen & Hyun, 2012). Proportional stratified sampling may be used when the researcher aims to ensure that the samples can represent the subgroups of the population proportionally (Mertler & Charles, 2008). Thus, the 11 cities in the state of Zhejiang province were subdivided into five districts which are Capital city, North district, South district, East district, and West district. They were applied as the strata for this study.

All the university EFL teachers in Zhejiang province were subdivided into five groups according to the 11 cities. Table 3.3 illustrates.

Table 3.3

The Distribution of Universities and University EFL Teachers

District	City	University Number	University Teachers Number	EFL Total EFL Number	University Teachers'
Capital City	Hangzhou	19	1328	1328	
North	Huzhou	1	40	346	
	Jiaxing	1	70		
	Shaoxing	2	236		
East	Ningbo	6	615		
	Taizhou	1	90		
West	Quzhou	1	45	155	
	Jinhua	1	110		
South	Lishui	1	48	343	
	Wenzhou	3	295		

Based on the sample calculation, the research needs to have a desired sample size of 486 university EFL teachers in the Zhejiang province. The minimum number of Chinese university EFL teachers needed from the five districts was calculated based on the proportion of the number of Chinese university EFL teachers in the district to the total number of teachers, then multiplied by the number of samples needed. *Equation 3.1.*shows the mathematical expression used to determine the samples required for each region while *Equation 3.2.*shows the example of sample calculation for the North district.

$$\text{Number of teachers required from each unversity} = \frac{number\ of\ teachers\ in\ such\ district}{Total\ number\ of\ teachers} X\ number\ of\ Samples\ (486)$$

Equation 3.1. Mathematical Expression to Determine the Samples Needed

The above equation displays the mathematical calculation used to determine the samples required for each region. Equation 3.2 takes an example of Calculation for the North District

$$\text{Number of teachers needed from North District} =$$

$$\frac{346}{2931} X \, 486 = 57 \ teachers$$

Equation 3.2. Example of Calculation for the North District

As can be noted from the calculation provided, the minimum number of Chinese University EFL teachers needed from each district is henceforth determined in Table 3.4.

Table 3.4

The Minimum Number of Teachers Needed as Samples from Each of the District

District	City	University Number	University EFL Teachers' Number	Total EFL Teachers' Number	The Needed University EFL Teachers' Number
Capital	Hangzhou	19	1328	1328	220
North	Huzhou	1	40		
	Jiaxing	1	70	346	57
	Shaoxing	2	236		
East	Zhoushan	1	54		
	Ningbo	6	615	759	126
	Taizhou	1	90		
West	Quzhou	1	45	155	26
	Jinhua	1	110		
South	Lishui	1	48	343	57
	Wenzhou	3	295		
	Total	37	2931	2931	486

In the next stage, a simple random sampling technique was used to select

the number of universities required from five districts. The researcher chose 50% of

all the universities as the sampling of the universities. Therefore, 19 universities were

needed. Table 3.5 shows the details.

Table 3.5

The Needed Number of Universities

District	City	University Number	Total of Universities	50% of Universities Needed
Capital	Hangzhou	19	19	10
North	Huzhou	1		
	Jiaxing	1	4	2
	Shaoxing	2		
	Zhoushan	1		
East	Ningbo	6	8	4
	Taizhou	1		
West	Quzhou	1		
	Jinhua	1	2	1
South	Lishui	1		
	Wenzhou	3	4	2
	Total	37	37	19

Then, the number of EFL teacher from each university in each district was

determined by the equation of, "actual number of teachers selected, divided by the

number of universities required". For example, each university in the Hangzhou

district is equal to 220 divided by 10, and the result is 22. This means that 22

university EFL teachers from 10 universities in Capital district are needed.

Finally, this study also used the random sampling method as the selection

tool ("select case" tool) in the SPSS to select each sample university from each

district. The average number of teachers selected from each district followed the

Equation 3.3 which shows the mathematical expressions to determine the samples required. Equation 3.4 presented an example of the average number of EFL teachers needed from north district.

Average Number of teachers needed from each District=

$$\frac{Minimum\ number\ of\ teachers\ needed}{number\ of\ unversities\ of\ each\ distrcit}$$

Equation 3.3. Mathematical Expression to Determine the Samples Needed

Hence, Average Number of teachers needed from North District $=\frac{58}{2} = 29$

Equation 3.4. Example of Calculation for the Average Number of EFL teachers in North District

As can be noted from the calculation provided, the average number of Chinese University EFL teachers needed from each district is henceforth determined in Table 3.6.

Table 3.6

Number of Universities Required from Each District and the Actual Number of EFL Teachers Selected as Sample

District	Number of Universities	Number of Teachers	Minimum Number of Teachers Needed	Number of Universities Required	Average Number of Teachers Selected
Capital	19	1328	220	10	22 (220/10)
North	6	615	58	2	29 (58/2)
East	2	236	126	4	32(126/4)
West	1	40	26	1	26 (26/1)
South	1	70	56	2	28(56/2)
Total	37	2931	486	19	

3.6　　　Instruments of the Study

Creswell (2014) had pointed out that an instrument is a tool for measuring, observing or documenting quantitative data which contain specific questions and response possibilities that are established by the researcher. Therefore, the research instrument is any device used to acquire research data.

In this study, the instrument used for data collection was a questionnaire which was specially adapted and then modified for the purpose of this study based on the conceptual framework. According to Mangkau (2012), the questionnaire is an applicable instrument to be applied on EFL teachers because they would not face any pressure when answering the questions in the questionnaire as they are literate, and accustomed to research instruments like the questionnaire.

The questionnaire displayed for this study is provided in Appendix C. It retrieved from Luthans et al. (2007), Bulter and Kern (2016), Akbari and Bolouri (2015) and comprised the EFL teachers' teaching experience (retrieved from their demographic data), psychological capital, well-being (PERMA) and college English on the Likert scale with positive and negative statements. The four parts of the questionnaire are classified in Table 3.7 with a total of 67 items which were based on the Likert scale with positive and negative statements.

Table 3.7

Instrument for Variables

Part	Instrument (Variable)	Developer	Number of Items
1	Teacher demographic Variable		5
2	PCQ-24(PsyCap questionnaire)	Luthans et al. (2007)	24
3	PERMA Profile	Butler and Kern (2016)	16
4	ELT-CMS	Akbari and Bolouri (2015)	22
		Total	**67**

3.6.1   EFL Teachers' Demographic Variable

Demographics are characteristics of a population (DeFranzo, 2012). They are stated as information outlining the subjects' background. They are often collected in the form of nominal data with two or more unordered categories (Morgan, Leech, Gloeckner, & Barrett, 2004). The demographics of the respondents are collected so as to provide a profile of the respondents which may include variables that are used for a certain research aim. The personal characteristics of the respondents would help the study to determine if there were any associations between the demographic variables and other variables (Wyse, 2012).

In the context of this study, the demographics of the respondents contained their age, gender, education background, English level, and teaching experience. According to Drent and Meelissen (2008), teaching experience is regarded as one important standard to separate the experienced and novice teachers. Experienced teachers are defined as those who have taught for more than 5 years and novice

teachers are below 5 years. Based on the literature review, the researcher hypothesised that the demographic variable of teaching experience would affect the Chinese university EFL teachers' psychological capital towards their College English classroom management.

3.6.2 PCQ-24 (PsyCap questionnaire)

The Psychological Capital construct listed in the questionnaire consists of 24 items. This PCQ-24(PsyCap questionnaire) (Appendix C) was designed for evaluating the four dimensions of: Hope, Self-efficacy, Optimism, and Resilience. Each of these dimensions was tested with six items. The systematically selected items used in the PCQ-24 have all been adapted according to the established measure of hope, efficacy, resilience, and optimism. The PCQ-24 is an evidence-based track record which have been used previously (Luthans & Youssef, 2017) to investigate other contexts beyond current employment such as job satisfaction (Chen & Lim, 2012), self-development and performance (Avey, Luthans, & Youssef, 2010; Luthans, Youssef, & Avolio, 2015). This evaluation was based on the theory of positive organizational behavior (Luthans, 2002a). Although there is a Chinese version of PCQ-24, the Chinese translation version is mainly used in the business environment and research participants are mainly workers, managers, salesman, and scant involved in EFL teacher as the research subjects (Bergheim et al., 2015; Huang, 2010).On the other hand, although Lee et al. (2016) developed the Chinese version of Psychological Capital Questionnaire (20 items), however, the Lee et al.'s instrument

is only measured pre-school teachers which only 400 participants involved into this research. Hence, it does not have enough empirical data to prove reliablilty and validity. Compared with the quality test results and the quantity of Samples, PCQ-24 retrived from Luthans et al. (2007) is better than Lee et al's. After consulting with developer of PCQ-24, the researcher adapted the PCQ-24 related to the EFL teachers and their teaching. Table 3.8 illustrates the details.

Table 3.8

The Number of Items and Corresponding Dimensions of Psychological Capital

Dimensions	Items	No of Items
Hope	B1-B6	6
Self-Efficacy	B7-B12	6
Resilience	B13-B18	6
Optimism	B19-B24	6
Total of		**24**

One sample each of the items used to measure each of the four dimensions is presented as illustrations. A sample item for assessing the Hope dimension is: 'I can think of many ways to reach my current English teaching goals'. A sample item used to measure the efficacy dimension is: 'I feel confident in presenting my teaching performance in EFL classroom'. A sample item used to measure the resilience dimension is: 'I can get through difficult times in English teaching because I have experienced difficulty before'. Finally, a sample item used to measure the optimism dimension is: 'I always look on the bright side of things regarding my English teaching process'. The PCQ-24 instrument uses the 6-point Likert-type scale (1=strongly disagree, 2=disagree, 3=somewhat disagree, 4=somewhat agree, 5=agree, 6=strongly agree) for responses. According to Luthans et al. (2007), the research

results generated from the assessment of the overall psychological capital construct for the four dimensions should yield the following Cronbach's alphas: 0.88, 0.89, 0.89, and 0.89, respectively. Therefore, the PCQ-24 has a high reliability and validity, and was applicable for this study.

3.**6.3** **PERMA-Profiler**

The PERMA- Profiler which measures the five pillars of well-being (Butler & Kern, 2016) is a general measure of the well-being construct across five domains: Positive emotions, Engagement, Relationship, Meaning, and Accomplishment. The profiler contains 16 PERMA items, including three items for per domain, and one overall item. Table 3.9 displays the information.

Table 3.9
The Number of Items and Corresponding Dimensions of Well-being

Dimensions	Items	No of Items
Positive Emotion	C1-C3	3
Engagement	C4-C6	3
Relationship	C7-C9	3
Meaning	C10-C12	3
Accomplishment	C13-C15	4
Single overall	C16	1
Total		**16**

As illustrations, a sample each is provided for each domain. A sample item used to measure Positive emotions is: 'In general, how often do you feel positive?' A sample item used to measure Engagement is: 'How often do you become absorbed in what you are English teaching?' A sample item used to measure Relationship is: 'To what extent do you receive help and support from others when you need it?' A

sample item used to measure Meaning is: 'In general, to what extent do you lead a purposeful and meaning life?' Finally, a sample item used to measure Accomplishment is: 'How much of the time do you feel you are making progress toward accomplishing your goals?' The PERMA profiler uses an 11-point scale ranging from 0 to 10 (0=never, 10=always or completely) for responses.

Despite PERMA-Profiler youth, it has demonstrated internal and cross-time consistency, convergent and divergent validity, and internal consistency of 0.70 to 0.88 across the subscales (Butler & Kern, 2016; Iasiello, Bartholomaeus, Jarden & Kelly, 2017), indicating it is a reliable measure (Field, 2013). Moreover, Goodman et al. (2018) found a latent correlation of .98 between the PERMA-Profiler and subjective wellbeing, suggesting that the PERMA elements are an exceptional indicator of subjective wellbeing and that the PERMA model (Seligman, 2011) is not a distinct type of well-being, rather a synonymous measure of it. The Chinese version of the PERMA instrument (18 items) has only been used in College students in Taiwan with 1185 participants involved (Li & Yu, 2016). Therefore, the invariance of the instrument still needs to be considered (Li & Yu, 2016). Meanwhile, considering the difference between participants and geography, the researcher accepted the suggestions from the developer of PERMA-Profiler (16 items), PERMA-Profiler (16 items) is applied to this research.

3.6.4   ELT-CMS

The questionnaire of ELT-CMS was used to measure College English

Classroom Management which applied across three dimensions: language management, instructional management, and behaviour management. The ELT-CMS consists of 22 items to investigate EFL classroom management which were separated accordingly for each of the dimensions. Five items were used for language management. A sample item used is: 'I correct students' error effectively at the best time'. Five items were used to measure behaviour management. A sample used is: 'I find it difficult to maintain students' discipline (taking turn, neighbours' chatting, play with cell phone etc)'. Twelve items were used to measure instructional management. A sample used is: 'I use different grouping strategies (pairs, small groups, large groups, whole class) based on the activity'. Table 3.10 shows the number of items and their corresponding dimensions for College English Classroom Management.

Table 3.10
The Number of Items and Dimensions of College English Classroom Management

Dimensions	Items	Number of Items
Language management	D1-D5	5
Behaviour management	D6-D10	5
Instructional management	D11-D22	12
Total of		**22**

The ELT-CMS instrument uses a 7-point Likert-type scale (1=strongly disagree, 2=disagree, 3=somewhat disagree; 4=either disagree or agree, 5=somewhat agree, 6=agree, 7=strongly agree) for responses.

Akbari and Bolouri (2015) evaluated the ELT-CMS instrument construct

and they acquired the Cronbach alpha of 0.89. Based on their study, it was recommended that each subscale assessment be as follows: language management is 0.95, behaviour management is 0.87, and instructional management is 0.85. This recommendation was also applied in the current study for the purpose of investigating the EFL teacher's College English Classroom management in Chinese high education context.

3.7 Validity and Reliability of the Instrument

The questionnaire utilised in this study consists of the following: (1) a cover letter, (2) the demographic items (5 items), (3) Measurement for psychological capital (24 items), (4) Measurement for well-being (16 items), and (5) College English Classroom management (22 items). According to the construction of the instrument, the researcher is permitted to adapt the scale (Appendix D).

Drost (2011) had stated that validity and reliability are often considered as two most critical criteria for assuring the quality of the data collection instruments in social science studies. In other words, validity and reliability increase transparency, and decrease opportunities to insert researcher bias. Validity refers to the suitability or meaningfulness of data collection instruments, and reliability refers to consistency or stability of data collection instrument. In general sense validity of an instrument refers to the question whether the scale is measuring what it is intended to measure. Reliability of an instrument indicates that the measuring instrument provides consistent scores when similar objects, events, and circumstances are under study. In

summary, validity and reliability determined the quality of measurement instruments.

3.7.1 Validity

In research, it is necessary for researchers to consider the validity when preparing or selecting the instrument. Validity is defined as the correlation value between measurement and the real value of a variable. Validity refers to the capability of a measurement or a research instrument to measure the true value of a concept in a hypothesis. Thus, validity is said to be high if the instrument can indeed measure the concept mentioned in the hypothesis (Chua, 2016). Validity has two distinct aspects: content validity and constructs validity. In this study, the instrument needs to be ensured that the content and construct validity of the questionnaire is valid. The content and construct validity of the survey questionnaires were gauged through the following procedures.

3.7.1.1 Content Validity

Content validity of an instrument refers to the extent the measure represents all dimensions of a construct (Churchill & Gilbert, 1979). In other words, Content validity is assessed purely based on logic and theoretical rationale. It is not assessed by statistical analysis (Rozilah, Muhammad & Kamaluddin, 2013). To determine content validity, it is important to ensure that the constructs of the instrument used is clear and understandable (Creswell, 2014). Sekaran (2003) also mentioned that content validity must ensure that the measures include an adequate and representative set of items that measure the concept. It also looks at how well the

dimension of a concept has been delineated. Gay, Mills and Airasisan (2012) stated that content validity is the extent to which the items in the instrument and the scores from these questions are representative of the entire possible question that the research could ask about the content or skills. Creswell (2014) and Blunch (2013) suggested that the research instruments are checked and judged by experts to test the contents of the instrument to see whether the questions asked are valid.

The content validity of the research instrument used in this study was validated by a panel of experts. Five experts who are from different fields were invited to participate. They were each provided with a set of the questionnaire designed and they were then asked to provide feedback, views or criticisms about the language, constructions and contents listed in the questionnaire. Table 3.11 highlights their brief profile.

Table 3.11
Background Information about Experts

Experts	Education background	Job title	Teaching year	Working Institution	Research filed
1	Doctor	Professor	>15 years	university	TESL
2	Doctor	Professor	>15 years	university	Translation
3	Doctor	Professor	>10 years	university	Translation
4	Doctor	Professor	>15 years	university	Translation
5	Doctor	Professor	>10 years	university	Psychology

The items in the questionnaire were first constructed in the English language using simple, clear, and comprehensible language. Then it was translated to Mandarin, thus it served as a bilingual questionnaire. Consistency of the original questionnaire was ensured by back translating the Chinese version of the

questionnaire (Zikmund, Babin, Carr, & Griffin, 2010). Three bilingual experts were involved in checking the translation to validate whether the questionnaire items are clarify, appropriateness as well as improving the layout of the questionnaire with back-translated method. Finally, the experts from TESL and Psychology field to determine whether the questionnaire items were relevant to the measurement of the intended content area. Their views, opinions, and suggestions were collated, consolidated and taken into in improvement of the questionnaire (Appendix E). The ratio of the content validity of the questionnaire extracted from the five experts' feedback was 91.05%. Most of the items were rated above 90% for content validity, as shown in Appendix F. The feedback of the panel of experts was further applied to the instrument so as to ensure that the contents under investigation are culturally, and technically appropriate. By revising the questionnaire, ambiguities in the wording of a few statements were reduced.

3.7.1.2   Construct Validity

Construct validity refers to a kind of validity that examines the characteristics of the construct (Malhotra & Dash, 2007). Construct validity is explained by Brown (1992) as the degree to which a test measures what it claims to be measuring. Construct validity testifies how well the results obtained from the use of the measurement fit with the theories around which the test is designed (Sekaran, 2003). According to Muijis (2011), construct validity is related to the internal structure of an instrument, and the concept it is measuring. The confirmatory factor

analysis (CFA) in Structural Equation Modeling (SEM) in AMOS software can be used to assess the validity of the construct (Kline, 2011).

Awang (2014) stated that the CFA must always be carried out for verifying the construct validity of the instrument developed. By using CFA, some unsatisfactory items can be revised based on the comments and suggestions of the expert panel and the comments of the respondents at the pre-testing stage. The outcome generated from the construct validity of the instrument is then applied in the revised questionnaire.

3.7.2 Reliability

Reliability is defined as the scores of the instrument used being stable and consistent (Creswell, 2008), and the research can get the same values when measurements are repeated (Chua, 2012; Rubin & Babbie, 2016). In other words, the reliability of a measure is an indication of the stability and consistency with which the instrument measures the concept, and assesses the "goodness" of measure (Sekaran, 2003; Johnson & Christensen, 2008). When the subsequent measurements give the same results, the instrument is said to have high reliability. Gay (1992) thus mentioned that the Cronbach's alpha will serve as the most appropriate way of establishing reliability. Cronbach's alpha determines the correlation between items on a specific instrument. The higher the internal consistency of the instrument, the Cronbach's alpha would be higher and the instrument has high internal consistency. When items with a low correlation value will have low reliability, hence they will be

removed from the test. Sekaran and Boughie (2010) supported this viewpoint Cronbach's alpha of >0.70. However, Chua (2013) maintained that the Cronbach's alpha coefficient for an instrument in the range of 0.65 to 0.95 is sufficient.

3.7.3 Pilot Study

To test the validity of the instrument, the questionnaire need to be pre-tested on a group of participants who were not parts of the research population, but who have similar characteristics of the EFL teacher (Chua, 2016). A total of 253 Chinese university EFL teachers in Zhejiang province were recruited from the other remaining 18 universities for the pilot study. The "select case" of the Statistical Product and Service Solutions (SPSS 22.0) was used to conduct the random sampling in order to avoid contamination.

Table 3.12 below highlights the analysis of the pilot study data (N=253). Results showed that the reliability value of some scales had exceeded the desired standard of 0.70 (Psychological Capital α=0.832), (PERMA α=0.882), (College English classroom management α=0.770). Moreover, the psychological capital's sub-construct reliability was also found to range from 0.720 to 0.813. The well-being's five domains were from 0.792 to 0.895, and the College English EFL classroom management construct had ranged from 0.755 to 0.787.

Based on the results of the pilot study which tested a total of 67 items, it was thus concluded that the instrument had good internal consistency and could be used for the practical research.

Table 3.12

The Cronbach's alpha Coefficient of the Pilot Study (N=253)

Construct	Sub-Construct	Whole Cronbach's Alpha	Sub-Construct's Cronbach's alpha
Psychological Capital	Hope		0.720
	Efficacy	0.832	0.801
	Resilience		0.808
	Optimism		0.813
Well-being PERMA	Positive Emotion		0.895
	Engagement	0.882	0.793
	Relationship		0.792
	Meaning		0.890
	Achievement		0.817
College English Classroom management	Language management		0.787
	Instructional management	0.770	0. 769
	Behavior management		0. 755

3.8 Procedures of the Study

Following the pilot study and the acquisition of the validity and reliability of the instrument, the first step was to get approval for an institutional review board (Creswell, 2014). Thus, this study was approved firstly by the Faculty of Education, University of Malaya. With this approval, further permission was obtained, which is the introduction letter from the University of Malaya (Appendix G). This was used to seek permission and help to conduct the study from the Zhejiang Provincial Department of Education. The letter explains the purpose, significance, content, and methodology of this study to the relevant stakeholders. This approval or permission is important to enable the researcher to get the authorization from the Zhejiang

Provincial Department of Education before entering the universities for data collection.

According to the sample size and the target universities, the researcher should visit 19 universities. There is also a need to communicate with the leaders of admonitions from each university, respectively so as to elaborate the purpose and significance of this study. This procedure will enable the researcher to get the understanding and support from the respective university faculties or boards. It was also necessary to submit the Approval Letter from the Zhejiang Provincial Department of Education to the respective universities (Appendix H), and to and wait for their consent. Once permission is granted by the universities, the questionnaires will be sent to the respective universities in advance for the administrator of those universities to review the questionnaire for appropriate contents which is based on the universities' policies. Because of the permission letter from the Education department of Zhejiang province, selected universities made great cooperation with researcher and no one refuse this study. Once get the permission from the selected universities, the head of department of teachers' development of each university helped to recruit specific number of volunteers from EFL teachers according to Table 3.6.

Due to large sample size, the researcher administered survey to participating universities ranging from one to three month timescale.Participants were given an information sheet and consent form detailing the nature of the study,

what was expected of them, and how the data would be used. Confidentiality was assured to each of the participants, and the intention to publish subsequent findings was made clear. Paper-and-pencil was administrated during the class and took 20 to 30 minutes to answer all questions. Researcher would check all items before participants submitting their questionnaire. Hence, the respondent rate is 100%. Participants from the study were given a small gift (a notebook) as a token of reciprocity.

3.9   Ethical Concerns

Prior to carrying out this study, the instrument developer should be asked for permission to use the respective instruments for the current study. In this study, permission seeking consent to use the instrument was applied via email as shown in Appendix D. Following the necessary formalities related to the request for approval from the Department of Language and Literacy, Faculty of Education, University of Malaya and the Department of High Education of Zhejiang province, the research process then proceeded (Appendix H). In view of the need to address research ethics which encompass confidentiality and privacy of data, the respondents were also informed of the objectives and scope of this study. Prior to the administration of the questionnaire, the respondents were informed of these ethical issues. Thus, a cover letter which explained the purpose and the confidentiality of this study was also attached to the questionnaire.

3.10   Data Management and Analysis

The numerical data collected were analyzed using the Solutions Statistical Package for the Social Sciences (SPSS) version 22.0 and Analysis of Moment Structures (AMOS) version 21.0. This study also employed the descriptive and inferential statistical methods to analyze data which can answer the five research questions proposed.

Descriptive statistical analysis was used to summarize and describe the characteristics of the respondents obtained from the data collection in the study (Johnson & Christensen, 2008; Chua, 2013). The statistics obtained were next displayed in percentages, for example, the respondents' demographic information such as their age, gender, education level, English level and teaching experience.

Inferential statistical analysis was performed to identify and to describe the relationship between the variables (Chua, 2013). This study also went beyond the description of the specific observations so as to make inferences about the large population from which the sample observations were extracted (Babbie, 2016). Hence, Person product-moment correlation coefficient and multiple regressions were employed in this research.

3.10.1   Descriptive Statistics

According to Cohen, Manion, and Morrison (2011), descriptive statistics include frequencies, measures of central tendency (means, modes, and medians), measures of dispersal (range, interquartile range, and standard deviations),

cross-tabulations and standardized scores. Therefore, the first research question can apply the mean and standard deviation to describe the statistics. The summated scale is a standard procedure for measuring abstract constructions. The questionnaire used in this study contained multiple items which were designed to measure the same construct (Hair et al., 2010). It has been stated that multiple items can be used to measure a single concept, and this is likely to represent all the different aspects of the concept (Hair et al., 2014). Likewise, DeVellis (2012) also stated that multiple items might capture the essence of an unobservable construct with a higher degree of precision than a single item. Hence, in order to increase the reliability and validity of the instrument, multiple items were used to measure a construct. This may help to reduce the effect of measurement error, thereby increasing the accuracy of the results (Kline, 2011).

In this study, the summated scale was reported in terms of the mean and standard deviation of each of the dimensions being measured for the EFL teachers: psychological capital, well-being and College English classroom management. The composite mean obtained from the summated scale was used to assess the level of these dimensions. The interpretations for the levels were also made according to the mean which was divided into low, medium and high with an equal interval, as presented in Tables 3.13, 3.14 and 3.15.

Table 3.13

Interpretation of Level According to Mean of 11 Points

Mean	Interpretations (Level)
0.00-3.33	Low
3.34-6.67	Medium
6.68-10.00	High

Source: (Leong, 2017, p.228)

Table 3.14

Interpretation of Level According to Mean of 6 Points

Mean	Interpretations (level)
1-2.49	Low
2.5-4.49	Medium
4.5-6.0	High

Source: (Pimdee & Paksanondha, 2013, p.83)

Table 3.15

Interpretation of Level According to Mean of 7 Points

Mean	Interpretations (level)
1-2.99	Low
3-4.99	Medium
5-7.00	High

Source: (Mohamad, Don, & Ismail, 2016, p.6)

3.10.2 Pearson Product-Moment (Inferential Statistics)

According to Chua (2016), the Person Product-Moment correlation test is a parametric test. This means that the relationship between the variables uses intervals and ratio scale. The Person Product-Moment correlation test is used to analyze data which are correlated linearly. In the Pearson correlation, r estimates the degree if the linear association is between two continuous variables. Thus, Person Product-Moment correlation coefficient was computed to investigate the relationship

between the EFL teachers' positive psychological capital, and their well-being; to examine the relationship between the EFL teachers' psychological capital and their College English classroom management. McMillan (2012) had stated that the coefficient r is a critical value for measuring the direction and strength of the relationship between the two variables. Additionally, the range of the r value is from +1.00 to -1.00. The strength of the correlation is shown in Table 3.16 (Chua, 2013)

Table 3.16

The Strength of Correlation Coefficient Values

Correlation Coefficient (r)	Strength of Correlation
0.91 to 1.00 or -0.91 to -1.00	Very Strong
0.71 to .90 or -0.71 to -0.90	Strong
0.51 to 0.70 or -0.51 to -0.70	Average/ Moderate
0.31 to 0.50 or -0.30 to -0.50	Weak
0.01 to 0.30 or -0.01 to -0.30	Very Weak
0.00	No Correlation

Source: (Chua, 2013, p.258)

3.10.3   Multiple Regression Analysis (Inferential Statistics)

Multiple regression tests are used to analyse the relationship between the dependent variable and the independent variables (Hair et al., 2010). In a regression analysis, the "independent variable is known as the predictor variable while the dependent variable is known as the criterion variable" (Chua, 2014, p.51). Through this analysis, the study hopes to identify the particular predictive variable that contributed the most to the standard variable. In this study, the Chinese university EFL teachers' psychological capital is predictor X, and the Chinese university EFL teachers' well-being and College English classroom management is criterion Y.

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This study also uses the multiple regression analysis to determine whether changes in two or more factors (independent variables) contribute to changes in the dependent variables (Chua, 2013). Hence, the multiple regression analysis was conducted so as to identify which dimensions of the Chinese university EFL teachers' psychological capital contributed to the changes in their College English classroom management. Overall, the use of multiple regressions can help to answer Research Questions 2 and 3. Additionally, there are four kinds of multiple regression. They are: backward solution procedure, forward solution procedure, the stepwise procedure, and blockwise procedure. Compared to the other three procedures, the stepwise solution procedure is more economical. Only the significant predictor variable is entered the regress (Chua, 2016). The stepwise solution procedure can avoid multicollinearity problem which exists as a result of the strong correlations existing between the variables (Chua, 2016). Thus, the current study also utilised the stepwise procedure to determine the significant predictors among the EFL teachers' psychological capital dimensions in explaining their College English classroom management (Research Question 2). The same procedure was also utilised to highlight the significant predictors among the EFL teachers' psychological capital dimensions in explaining their well-being (Research Question 3).

The coefficient of determination (R^2) also indicates how much the variance is for each variable. This can be determined from its relationship with the other variables (Hair et al., 2010). When the coefficient varies between 0 and 1, it indicates

a larger R^2 value, hence a stronger influence. In other words, the overall effect size of the model is based on the R^2 value. Table 3.17 displays the interpretation of the model's effect size based on Cohen's (1988) bench mark.

Table 3.17

The Value of R^2

R^2	The strength of Effect Size
<0.13	Small
0.13-0.26	Medium
>0.26	Large

Source: (Cohen, 1988, p.44)

The effect size of the individual predictor is given by the beta weighting (Cohen & Frederickson, 2011). The standardised regression coefficient of the predictor variables in the analysis is traced to the Bata (β) value. Both β and R^2 values correspond to the acceptable effect size. This is then modified by the convention effect size of Cohen (1988), as shown in Table 3.18 below.

Table 3.18

The Beta Value and Strength of Effect

Beta (β)	The strength of Effect Size
0 to 0.10	Weak Effect
0.11 to 0.30	Modest Effect
0.31 to 0.50	Moderate Effect
> 0.51	Strong Effect

Source: (Muijs, 2011, p.126)

3.10.4 Structural Equation Modeling (SEM)

The Structural Equation Modelling (SEM) method is one which can consider multiple variables simultaneously. It has no measurement error associated

with each variable (Awang, Asyraf, & Mustafa, 2016). The SEM procedure together with the Analysis of Moment Structure (AMOS) version 21.0, were conducted to answer Research Questions 4 and 5.

Structural Equation Modelling (SEM）is an analysis used for determining the relationship among multiple variables (Hair et al., 2010; Hoyle, 2014). The path diagrams represent these variables (Awang, 2015). They are also known as latent variable modelling since models might contain unobserved or latent variables. Therefore, the SEM could be regarded as a combination and integration of analysis for the factors and paths (Chua, 2014). There are at least three advantages of using the SEM (Hoyle, 1995; Byrne, 2010). Firstly, unlike ANOVA and other analyses, the SEM does not provide a default model. Instead, SEM is undertaken to confirm a hypothesized model based on empirical or theoretical literature. In other words, the researcher specifies the relations in the model, based on the literature review of the topic being investigated. Hoyle (1995) asserted that the most compelling advantage of the SEM is its characteristic of estimating and testing relationships between latent variables. These SEM characteristics fulfil the need of the present study in addressing the research questions. Another reason for using the SEM is for examining the direct and indirect effects of the variables, and factors on the degree of the implementation. Byrne (2016) stated that the structural relations of the SEM could be modelled to enable a more precise conceptualisation of the theory under study. The SEM analysis also enables researchers to 'appropriately interpret results

and guide them in making the right decisions' (Awang, Asyraf, & Asri, 2015, p.58). The SEM also explains why results occur when the misleading results are reduced (De Carvalho & Chima, 2014). By using the factor patterns, correlation patterns, covariance patterns, and the residual values within a data matrix, the SEM is allowed to standardise the paths between the multiple levels or the paths, more strictly (Hoyle, 1995).

This study utilised the AMOS (Analysis of Moments Structures) software because it is suitable for use at all stages of data analysis (Byrne, 2010). AMOS is one of the latest software that can enable the researcher to model, and analyse the inter-relationship among constructs with effective, accurate and efficient multiple indicators (Awang, 2015). The AMOS is henceforth powerful software that enables the researcher to support the theory by exploring regressions, factor analysis, correlations and the analysis of variance.

In SEM, the model fit is used to determine whether the overall model is acceptable. It has been explicitly pointed out that in measuring the goodness-of-fit index models, it is not necessary to report the advantages of all the fit indices "because they are usually redundant" (Hair et al., 2010, p.645). However, in the literature, there are seven commonly used indices for studying model correspondence (Majeed, Darmawan, & Lynch, 2013). They include: The Chi-square test ($\chi 2$), $\chi 2$ / df (the test of the square Chi statistic divided by degree of freedom), the SRMR (the standardized root mean square residual), the GFI (goodness-of-fit index), the CFI

(comparative fit index), and the RMSEA (root mean square error of approximation),

IFI (the incremental fit index).

According to Crowley and Fan (1997), there are no golden rules for

assessment of model fit because different indices can reflect a different aspect of

model fit. Therefore, it is not necessary or realistic to report every index. Boomsma

(2000) has made recommendations that it is sensible to include the Chi-Square

statistic, its degrees of freedom and p value, the GFI, the RMSEA and the

incremental fit CFI. These indices have been chosen over other indices as they have

been found to be the most insensitive to sample size, model misspecification and

parameter estimates. There are some discrepancies exist in the criteria used for the

goodness of fit index. Table 3.19 reveals the acceptable levels recommended for each

appropriate index.

Table 3.19

The Index and Acceptance Phase of SEM

Category	Index	Acceptance Phase
	Chisq	P > 0.05
Absolute fit	RMSEA	RMSEA $\leq$ 0.08
	GFI	GFI$\geq$0.90
Incremental fit	CFI	CFI$\geq$0.90
Parsimonious fit	Chisq/df	Chi square/df < 5.0

Source: (Hair, Black, Babin, & Anderson, 2010, p.584)

The model's re-specification is the procedure which can help the researcher

to improve the hypothesized model which has poor fit index results. Some ways to

make the model's re-specification has been forwarded by some scholars. Awang

(2015), for instance, suggested that if researchers found any path that did not fit with the hypothesized model, they could either modify the path to improve the fitness of the model or completely remove that particular path from the hypothesized model. It is an essential step for the model's re-specification to improve the hypothesized model. The non-significant structure coefficient is deleted so as to trim the model, or to add the coefficients between the factors, and indicators so as to develop the model. In other words, the researcher can denote, and add the coefficients between the factors and indicators so as to modify the model based on the modification indices (MI)' information. Model modification is oftentimes conducted after discovering a badly fitting structural equation model. Additionally, the misfit hypothesized model should be limited by deleting one item per time in the re-specification process. This is because every deletion may affect the other part of the model simultaneously. Consequently, the model's re-specification process should be reported until the hypothesized model has attained the benchmark of the acceptable fit indexes. Just like Hoyle (1995) had emphasised, the SEM is a sophisticated correlation technique that ought to be used only in the context of a meaningful set of proposed relationships.

There are many different methods to test the statistical significance of indirect effects (Hayes, 2013). The Sobel test and the generation of bootstrap confidence intervals are two of the most common ways. It is beneficial to use the Sobel test as it can calculate directly from the regression coefficients, and the

standard errors (Hayes, 2013). However, its power is often low, and the generated confidence interval is usually lower power and less accurate than that of the bootstrap confidence interval (Hayes, 2013). Based on this, the current study also uses bootstrapping to identify the indirect effects.

The types of statistical analysis used for this study were based on the five research questions adapted. Table 3.20 illustrates the types of statistical analysis used for the different research questions.

3.11   Summary

This chapter has provided an overview of research design and the research procedures applied throughout the study. The chapter outlined the quantitative research method, the selection of samples, followed by the measurement of the validity and reliability of the questionnaire used. Justifications were applied at each stage of the explanation and Tables were provided as support of the methods used. Details outlining the use of the SPSS 22.0 and the AMOS 21.0 for data analysis were also provided. Specifically, a table was especially designed to show how the research questions and the variables involved were analysed. It is envisaged that this study can lead to the establishment of the relationship between Chinese university EFL teachers' psychological capital, their well-being, and College English classroom management. The next chapter discusses the analysis of data, the results and findings.

Table 3.20

Types of Statistical Analysis Used to Analyze Each of the Research Questions

Research Questions	Variables	Type of Analysis
What are the levels of Chinese university EFL teachers' psychological capital, well-being and College English classroom management in Zhejiang province?	IV: Chinese university EFL teachers' psychological capital DV: College English classroom management in Chinese universities Mediator variable: Chinese university EFL teachers' well-being	Descriptive Statistic: Mean Score and Standard Deviation
Does a relationship exist between psychological capital and College English classroom management among Chinese university EFL teachers in Zhejiang province?	IV: Chinese university EFL teachers' psychological capital DV: College English classroom management in Chinese universities	Inferential Statistic: Pearson r correlation Multiple Regression (Stepwise)
Does a relationship exist between Chinese university EFL teachers' psychological capital and their well-being among Chinese university EFL teachers in Zhejiang province?	IV: Chinese university EFL teachers' psychological capital DV: Chinese university EFL teachers' well-being	Inferential Statistic: Pearson r correlation Multiple Regression (Stepwise)
Does well-being play a mediating role in the relationship between psychological capital and College English classroom management among Chinese university EFL teachers in Zhejiang province?	IV: Chinese university EFL psychological capital DV: College English classroom management in Chinese universities Meditator Variable: Chinese university EFL teachers' well-being	Inferential Statistic: SEM with AMOS
What is a moderating effect of teaching experience on the relationship between Chinese university EFL teachers' psychological capital and College English classroom management in Zhejiang province?	IV: Chinese university EFL teachers' positive psychological capital DV: College English classroom management in Chinese universities Moderator Variable: Chinese university EFL teachers' teaching experience	Inferential Statistic: SEM with AMOS

CHAPTER 4

FINDINGS

4.1 Introduction

This chapter presents the findings of the study obtained from the research which was conducted in 19 universities with 486 respondents in Zhejiang province. The research mainly applies in the form of descriptive statistics and inferential statistics. An overview of the respondents' demographic variable profiles by Chinese university EFL teachers is discussed. And the data preparation before the analysis primarily refers to the description of sample size, data screening and cleaning, and missing data. Initial analysis is involved: (1) Normality test for three variables normality test, (2) Outlier, (3) Linearity, (4) Linearity of homoscedasticity, (5) Multicollinearity. Also, the validation and reliability of the adapted instrument, measurement models, pooled measurement model and structural model through CFA are conducted. Finally, the findings related to the five research questions proposed are presented.

By managing the statistical methods of this quantitative research, data were obtained from questionnaires and were analysed to identify and determine the associations among the variables by using the SPSS version 22 software and SEM with AMOS 21.

4.2   Demographic Background

Once the data were cleaned and ensured for quality, descriptive statistics were performed by using SPSS to identify the general characteristics of the 486 respondents.

The profiles of respondents' demographic variables are displayed in Table 4.1 in term of gender, age, education background, English proficiency, and teaching experience. Meanwhile, the researcher used the descriptive statistic which is mainly frequency and percentage to analysis the respondents' profiles.

Table 4.1

Demographic Profile of Respondents

Demographic	Level	Frequency	Percentage (%)
Age	Below 30 years	121	24.9%
	31-40 years	209	43 %
	41-50 years	121	24.9 %
	Above 50 years	35	7.2 %
Gender	Male	131	27 %
	Female	355	73%
Education Level	Master's Degree	272	60 %
	Doctorate Degree	214	40 %
English proficiency	Excellent	136	28 %
	Good	180	37 %
	Average	146	30 %
	Poor	24	5 %
Teaching experience	1-5 years	230	47.3 %
	More than five years	256	52.7 %

As shown in Table 4.1, the distribution of respondents by age group which refered to Sivasakthi and Muthumanickam (2012) and divided into 4 groups (below 30 years, 31-40 years, 41-50 years and above 50 years). The result indicated that

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most of the respondents were of age between 31 to 40 years (43%) followed by age 41 to 50 years' age group (24.9%). EFL teachers who are below 30 years old and above 50 years only constituted to 24.9% and 7.2 % respectively.

The results revealed that the total number of female respondents (N=355) are more than the male respondents (N=131) with a percentage of 73% female respondents compared to 27% male respondents. This finding reflects that there are more female Chinese EFL teachers in universities in Zhejiang province, compared to male teachers.

In term of highest education level, there are 272 (60%) teachers that completed their master's degree, whereas 214 (40%) hold a doctorate. According to these results it was found that majority of Chinese EFL teachers hold a high academic qualification in Zhejiang province in line with the society and universities requirements.

Table 4.1 classifies the demographics of respondents' English proficiency which refered to Test for English Majors-Band 8. According to Table 4.1 for respondent's English proficiency, "excellent English" teachers who responded to scale are 28% (138) and 37% (180) are teachers considered their English level as "good". While around 146 (30%) of teachers thought of their English proficiency level as "average English level". Only 24 (5%) teachers have thought of themselves as "poor English level". From these results, it reflects that most of the Chinese university EFL teachers have high English proficiency level.

Table 4.1 also shows that a total of 256 (52.7%) of respondents have been teaching for more than five years, while 230 (47.3%) of respondents had a teaching experience less than five years. It can be found that the number of the expereniced Chinese university EFL teachers in Zhejiang province seem to be equal to the novice EFL teachers.

4.3 Data preparation Before Analysis

This section mainly introduces several data presentation procedures before the preliminary and main data analysis. According to Cohen, Manion and Morrison (2011), to ensure to eliminate error made by respondents and to validate the completeness and accuracy of the primary data screening step, some data preparation procedures before the preliminary data analysis were conducted in this research. Hence, this section includes information regarding the sample size, data screening, and missing data.

4.3.1 Sample Size

Although the application of Structural Equation Modelling has been growing in the social sciences since it provides researchers with ample means for assessing and modifying relationships among examined constructs and offers excellent potential for furthering the development of theory (Anderson & Gerbing, 1988; Baumgartner & Homburg, 1996), however, the sample size is an essential issue in the Structural Equation Modelling because SEM is sensitive to sample size (Tabachnick & Fidell, 2012). Velicer and Fave (1998) also emphasized that the

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sample size is an essential factor in order to obtain a good and fitted factor model. In fact, the number of observed variables can decide the sample size.

All parameter estimation and model testing in Structural Equation Modelling are based on asymptotic theory. If the parameter estimates and test statistic need to be valid, the sample size should be "large" enough. Bentler and Chou (1987) provide the rule of thumb that under normal distribution theory the ratio of sample size to number of free parameters should be at least 5:1 to get trustworthy parameter estimates and they further suggest that these ratios should be higher (at least 10:1) to obtain appropriate significance tests. Additionally, Tabachnick and Fidell (2007) recommended that at least 300 cases were collected for an accurate analysis when structural equation modelling (SEM) is employed as the major statistical analysis tool. Meanwhile, according to Hair et al., (2010) stated that sample size should meet the criteria set by for Structural Equation Modelling (SEM) analysis, which the sample size of above 300 is sufficient.

In this research, 486 Chinese university EFL teachers from 19 universities in Zhejiang province were selected as a respondent to the survey questionnaires and the data of 486 respondents were screened via studying the distribution of respondents. This sample size has arrived at the requirement of structural equation modelling (SEM).

4.3.2   Data Screening

According to Kline (2013), data screening is to pay little or no attention so that it becomes one of the most common mistakes in applying SEM. Therefore, it is important to check the coding errors and also missing values (Kaplan, 2000). Kline (2011) emphasized that before either a raw data file or a matrix summary of the data is created for any SEM, the original data should be carefully screened for the probable problems. The data preparation procedures which involved the basic data screening and cleaning steps, will ensures the accuracy of the data and its conversion from raw data form (Pallant, 2013). In other words, the accuracy with which data have been entered into the data file and the consideration of factors that could produce distorted correlations (Tabachnick & Fidell, 2012). Therefore, data screening was carried out to ensure the consistency and completeness of the data. According to Sekaran (2003), human errors could occur during this procedure and need to check at least 10% of the coded questionnaires to ensure coding accuracy. However, a data entry file in SPSS was established for the data entry procedure by the error rate of transmission of 0.05% was allowed (Zikmund et al., 2010).

Based on these suggestions, the coding procedure was carried out. The researcher examined the data through SPSS, where the minimum and maximum values, means, and standard deviations of each of the survey items were inspected for plausibility (Tabachnick & Fidell, 2012). Meanwhile, out-of-range observations

in the data file were corrected in the SPSS data entry file by referring to the original

questionnaire until all values were deemed reasonable.

4.3.3 Missing Data

Missing data is always occurred and become one of the most pervasive

problems in data analysis (Tabachnick & Fidell, 2012). Generally, missing data

happens when respondents failed to answer one or more items in the survey.

According to Tabachnick and Fidell (2012), if the missing data present less than 5%

of the total data and it is missing in a random pattern from a large data set, the

missing data is considered acceptable. Based on this recommendation, the researcher

decided that cases with over 5% obvious errors and illegible responses and were

excluded for further analysis. In the SPSS, missing values analysis procedure was

performed to estimate the missing values and to detect the patterns within these

missing data (Pallant, 2013; Tabachnick & Fidell, 2012).

To ensure that the data were free from missing values, frequency and

missing value analyse were conducted for each instrument item in this research by

SPSS. The Figure 4.1 showed the result of overall summary of missing data.
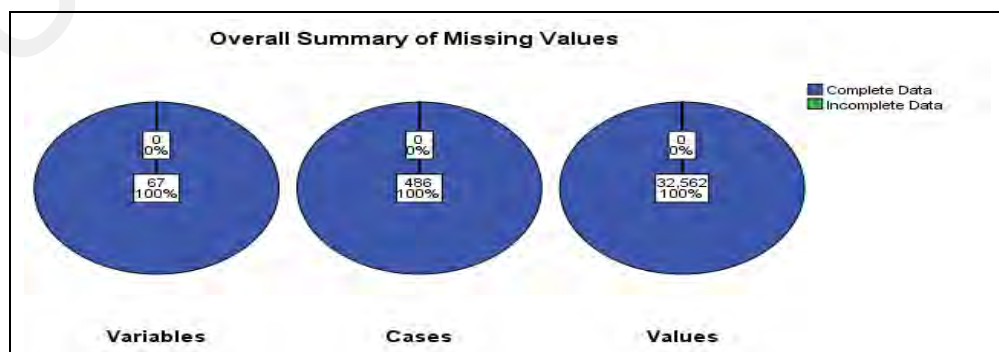
Figure 4.1. Overall Summary of Missing Data

4.4   Normality

Normality test for the data distribution was performed to ensure that there was no violation of the assumption of normality which is one of the basic conditions for inferential statistics (Chua, 2013). Moreover, Hair et al. (2010) stated that the normality tests are done to ensure that the most fundamental assumption in the inferential analysis is needed. The assumptions are that the data collected are normally distributed (Hair et al., 2010). Since the data for this research is analysed using the SPSS software for parametric tests. Before conducting parametric tests such as correlation, regression, and analysis of variance, the data should be tested for its normality (Ghasemi & Zahediasl, 2012).

Normality test can be divided into multivariate normality and univariate normality, which are the most widely used estimation methods in SEM assume. Multivariate normality, which means all the univariate distributions are normal, and the joint distribution of any pair of the variables is bivariate normal. Also all bivariate scatterplots are linear and homoscedastic (Kline, 2005). For the validation of univariate normality of observations, both skewness and kurtosis values were calculated, and normality of the data can be assessed through the skewness and kurtosis statistics using SPSS (Pallant, 2013).

Skewness refers to the symmetry of distribution while kurtosis refers to the peakedness of a distribution. Positive skew indicates that most of the scores are below the mean and negative kurtosis suggests just the opposite. Moreover, positive

Kurtosis indicates more massive tails and a higher peak and negative kurtosis indicates heavier tails and a higher peak and negative kurtosis shows just the opposite, both relative to a normal distribution with the same variance (DeCarlo, 1997). As has mentioned in chapter 3, the skewness and kurtosis for normal distribution should be in the range of -1.96 to +1.96.

In this research, the researcher conducted normality test to analyse the data distribution which included normality test for each of the items and normality test for each of the dimensions' mean scores in measuring each of the main variables (EFL teachers' psychological capital, teachers' well-being and College EFL classroom management) under this research.

4.4.1 EFL Teachers' Psychological Capital

Chinese university EFL teachers' psychological capital is the independent variable in this research, and this latent concept is measured by four dimensions which are hope, efficacy, resilience, and optimism. Each of these dimensions is measured by six items as the observed (indicator) variables, and the total number of items in the item pool for EFL teachers' psychological capital was 24 items. The researcher uses univariate normality test to check whether each of these items was normally distributed and the also normality test was carried out to identify the normality of the four dimensions' mean scores in measuring EFL teachers' psychological capital. The skewness and kurtosis for the mean scores for EFL teachers' psychology capital are presented in Table 4.2.

Table 4.2

The Skewness and Kurtosis for Each item of the EFL teachers' psychological capital

Dimension	Item	N	Skewness	S.E.	Kurtosis	S.E.
	B1	486	-0.189	0.112	-0.021	0.223
	B2	486	-0.255	0.112	-0.018	0.223
	B3	486	-0.182	0.112	-0.149	0.223
Hope	B4	486	0.042	0.112	0.085	0.223
	B5	486	-0.067	0.112	0.011	0.223
	B6	486	-0.187	0.112	0.126	0.223
	B7	486	-0.367	0.112	0.068	0.223
	B8	486	-0.228	0.112	-0.292	0.223
	B9	486	-0.271	0.112	0.021	0.223
Efficacy	B10	486	-0.353	0.112	0.142	0.223
	B11	486	-0.175	0.112	-0.347	0.223
	B12	486	-0.187	0.112	-0.498	0.223
	B13	486	-0.286	0.112	-0.156	0.223
	B14	486	-0.166	0.112	-0.414	0.223
Resilience	B15	486	-0.410	0.112	0.179	0.223
	B16	486	-0.184	0.112	-0.199	0.223
	B17	486	-0.228	0.112	-0.141	0.223
	B18	486	-0.187	0.112	-0.129	0.223
	B19	486	-0.289	0.112	-0.125	0.223
	B20	486	-0.173	0.112	-0.760	0.223
Optimism	B21	486	-0.201	0.112	-0.600	0.223
	B22	486	-0.278	0.112	-0.354	0.223
	B23	486	-0.231	0.112	-0.735	0.223
	B24	486	-0.222	0.112	-0.535	0.223

Based on Table 4.2, it was found that the values of skewness range from -0.410 to 0.042 and the kurtosis range from -0.760 to 0.179. Hence, this can be concluded that the data is normally distributed because both the skewness and kurtosis values of all the 24 items presented are within the normal distribution range according to Hoyle (1995) and Kline (1998). The researcher could strongly emphasize that the data collected from each of the items in measuring EFL teachers' psychological capital are normally distributed because the frequency distribution

displayed a high distribution in the middle and a low distribution on both the left and right of the histogram.

To further examine the normality of psychology capital, the normality test for overall mean score also was carried out. The skewness and kurtosis for the mean scores for EFL teachers' psychological capital dimensions are displayed in Table 4.3.

Table 4.3

The Skewness and Kurtosis for Each of the Dimensions' Mean Scores in Measuring EFL Teachers' Psychological Capital (Independent variable)

Dimension	N	Skewness	S.E.	Kurtosis	S.E.
Hope	486	-0.234	0.112	0.710	0.223
Efficacy	486	-0.081	0.112	-0.299	0.223
Resilience	486	-0.004	0.112	-0.359	0.223
Optimism	486	-0.103	0.112	-0.391	0.223

According to the Table 4.3, it showed the skewness of four dimensions ranges from -0.234 to -0.004 and the kurtosis of these four dimensions of EFL teachers' psychological capital ranges from -0.391 to 0.710. Hence, these four dimensions of EFL teachers' psychological capital are considered as normally distributed.

4.4.2 College English Classroom Management

College English classroom management is the dependent variable in this research. This latent variable is measured by three dimensions which are language management, instructional management, and behaviour management. Especially the language management has 5 items, the behaviour management has 5 items, and

instructional management has 12 items. Hence, the total number of items in the item

pool for College English classroom management was 22 items.

Similar to the EFL teachers' psychological capital, the researcher uses

univariate normality test to check whether each of these items was normally

distributed and the normality test was carried out to identify the normality of the

three dimensions' mean scores in measuring College English classroom management.

Table 4.4 presents the skewness and kurtosis for each of the dimensions.

Table 4.4

The Skewness and Kurtosis for Each of the Dimensions' Mean Scores in Measuring
EFL Classroom Management (Dependent variable)

Dimension	Item	N	Skewness	S.E.	Kurtosis	S.E.
Language management	D1	486	-0.610	0.112	1.170	0.223
	D2	486	-0.537	0.112	0.622	0.223
	D3	486	-0.900	0.112	1.656	0.223
	D4	486	-0.913	0.112	1.333	0.223
	D5	486	-0.779	0.112	1.249	0.223
Behavior management	D6	486	-0.235	0.112	-0.764	0.223
	D7	486	-0.181	0.112	-.0.810	0.223
	D8	486	-0.303	0.112	-0.586	0.223
	D9	486	-0.066	0.112	-0.961	0.223
	D10	486	-0.267	0.112	-0.686	0.223
Instructional management	D11	486	-0.700	0.112	0.912	0.223
	D12	486	-0.749	0.112	0.511	0.223
	D13	486	-0.904	0.112	0.973	0.223
	D14	486	-0.923	0.112	1.245	0.223
	D15	486	-0.770	0.112	1.171	0.223
	D16	486	-0.700	0.112	0.332	0.223
	D17	486	-1.108	0.112	1.640	0.223
	D18	486	-0.975	0.112	1.937	0.223
	D19	486	-0.833	0.112	1.318	0.223
	D20	486	-1.093	0.112	1.818	0.223
	D21	486	-0.784	0.112	0.726	0.223
	D22	486	-0.796	0.112	0.776	0.223

Table 4.4 indicated that the skewness of four dimensions ranges from -1.108 to -0.181 and the kurtosis of these four dimensions of College EFL teachers' psychological capital differs from -0.961 to 1.937. Hence, these three dimensions of College English classroom management data are considered as normally distributed.

To further examine the normality of EFL classroom management dimensions, the normality test for overall mean score also was carried out and the skewness and kurtosis for the mean scores for EFL classroom management dimensions are presented in Table 4.5.

Table 4.5

The Skewness and Kurtosis for Each of the Dimensions' Mean Scores in Measuring EFL Classroom Management (Dependent variable)

Dimension	N	Skewness	S.E.	Kurtosis	S.E.
Language management	486	-0.397	0.112	0.402	0.223
Instructional management	486	-0.479	0.112	0.177	0.223
Behaviour management	486	-0.126	0.112	-0.209	0.223

From Table 4.5, it reflects the skewness and kurtosis for three dimensions of College English classroom management are the normal distribution. Notably, the skewness and kurtosis of language management are -0.397 and 0.402 respectively, and the skewness and kurtosis of Instructional management are -0.479 and 0.177 respectively, while the skewness and kurtosis of behaviour management are -0.126 and -0.209.

4.4.3 EFL teachers' well-being

EFL teachers' well-being is the mediating variable in this research. This latent concept is measured by five dimensions, namely, positive emotions, engagement, relationship, meaning, and achievement. Each of well-being dimensions is measured by three items and a single overall item. Concerning the items, C16 is the overall item. Thus, the total number of items in the item pooled for EFL teachers' well-being was 15 items. The researcher still uses univariate normality test to check whether each of these items was normally distributed and the normality test was carried out to identify the normality of the five dimensions' mean scores in measuring EFL teachers' well-being. The skewness and kurtosis for the mean scores are shown in Table 4.6

Table 4.6

The Skewness and Kurtosis for Measuring EFL Teachers' well-being

Dimension	Item	N	Skewness	S.E.	Kurtosis	S.E.
Positive	C1	486	-0.550	0.112	0.066	0.223
Emotion	C2	486	-0.595	0.112	-0.012	0.223
	C3	486	-0.443	0.112	-0.093	0.223
Engagement	C4	486	-0.407	0.112	-0.350	0.223
	C5	486	-0.797	0.112	0.248	0.223
	C6	486	-0.766	0.112	0.015	0.223
Relationship	C7	486	-0.445	0.112	-0.248	0.223
	C8	486	-0.621	0.112	-0.067	0.223
	C9	486	-0.669	0.112	0.174	0.223
Meaning	C10	486	-0.694	0.112	-0.041	0.223
	C11	486	-0.645	0.112	0.013	0.223
	C12	486	-0.731	0.112	0.132	0.223
Achievement	C13	486	-0.360	0.112	-0.284	0.223
	C14	486	-0.514	0.112	-0.132	0.223
	C15	486	-0.912	0.112	0.398	0.223

According to Table 4.6, it showed that the skewness of five dimensions ranges from -0.912 to -0.360 and the kurtosis of these four dimensions of EFL teachers' well-being ranges from -0.350 to 0.398. Hence, these five dimensions of EFL teachers' well-being data are considered normally distributed.

To further examine the normality of EFL teachers' well-being dimensions, the normality test for overall mean score also was carried out and the skewness and kurtosis for the mean scores for EFL teachers' well-being dimensions are presented in Table 4.7.

Table 4.7

The Skewness and Kurtosis for Each of the Dimensions' Mean Scores in Measuring EFL Teachers' Well-being (Mediator variable)

Dimension	N	Skewness	S.E.	Kurtosis	S.E.
Positive Emotion	486	-0.436	0.112	-0.046	0.223
Engagement	486	-0.720	0.112	0.562	0.223
Relationship	486	-0.512	0.112	0.170	0.223
Meaning	486	-0.703	0.112	0.145	0.223
Achievement	486	-0.531	0.112	0.421	0.223

According to Table 4.7, it indicated the skewness and kurtosis for five dimensions of EFL teachers' well-being are the normal distribution. The skewness and kurtosis of positive emotion dimension are -0.436 and -0.046, and the skewness and kurtosis of engagement dimension are -0.720 and 0.562, while, the skewness and kurtosis of relationship dimension are -0.512 and 0.170. The skewness and kurtosis of meaning dimension are -0.703 and 0.145. Finally, the skewness and kurtosis of achievement dimension are -0.531 and 0.421.

Table 4.8 displays the skewness and kurtosis results for three variables. The mean of skewness and kurtosis of EFL teachers' psychologyical capital are 0.039 and -0.386 respectively. Moreover, the mean of EFL teachers' well-being is 7.11 with the skewness (-0.553) and kurtosis (0.475). While the mean score of College English classroom management is 5.3632 with the skewness (-0.029) and kurtosis (-0.494). The results from Table 4.8 indicated that the values of skewness and kurtosis are within the range accepted according to Hoyle (1995) and Kline (1998). Therefore, the data is considered normally distributed.

Table 4.8

The Skewness and Kurtosis Indexes for All Three Variables

	N	Mean	S.D.	Skewness	S.E.	Kurtosis	S.E.
EFL teachers' psychological capital	486	4.50	0.61	0.039	0.112	-0.386	0.223
EFL teachers' well-being	486	7.11	1.49	-0.553	0.112	0.475	0.223
College EFL classroom management	486	5.36	0.71	-0.029	0.112	-0.494	0.223

The normality for each of the items and dimensions would be reported using skewness and kurtosis statistics together with the histograms. At the same time, a normal curve is superimposed on the histogram to assess the correspondence of the actual distribution (Hair et al., 2010). Figure 4.2 represented the Histograms and normal curves for the mean scores for three main variables.
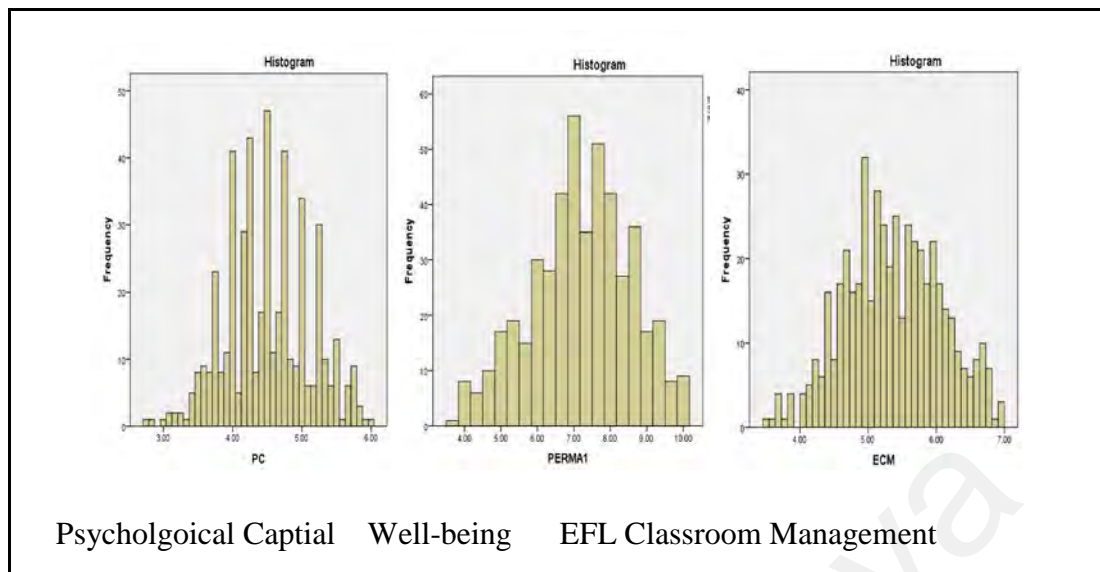
Figure 4.2. Histograms and Normal Curves for the Mean Scores for Three Main Variables

The univariate normality test for the data distribution of the three main variables (EFL teachers' psychological capital, EFL teachers' well-being and College English classroom management) have been carried out. According to the results, the researcher concluded that the data are normally distributed for all the items and dimensions which are suitable to use to measure Chinese university EFL teachers' psychological capital, Chinese university EFL teachers' well-being and College English classroom management in AMOS.

4.5 Outlier

An outlier may influence the analysis of a dataset (Draper & Herzberg, 1976). An outlier is an observation that lies an abnormal distance from other values in a random sample from a population. In a sense, this definition leaves it up to the analysis (or a consensus process) to decide what will be considered abnormal. If the standardized z-score in more than the value ± 3.29 this implies the presence of an outlier which

should be deleted from the data (Tabachnick & Fidell, 2001). In other words, any

Z-score greater than 3.29 or less than 3.29 is considered an outlier. To determine

whether there are the extent and shape of non-normally distributed data, the variables

for outliers always be measured by box plots.

According to Figure 4.3, box plots show that data for Chinese university

EFL teachers' psychology capital is a normal distribution where there are no outliers

(extra extras or extreme values) on both sides.
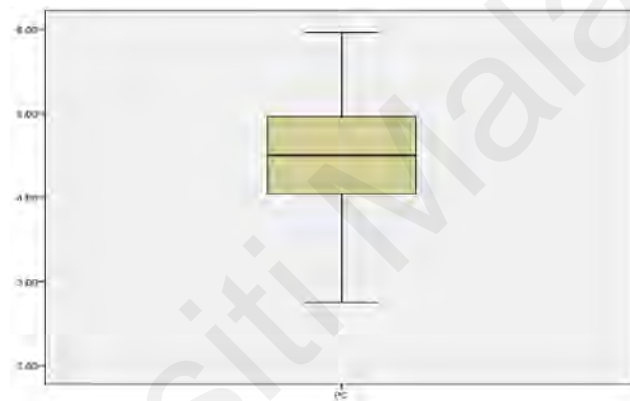
Figure 4.3.   Plot box for Chinese university EFL teachers' psychology capital

Similarly, there are no outliers for EFL teachers' PERMA based on the

Figure 4.4 when deleted these ten items 216, 334, 66, 358, 43, 27, 371, 30, 373, 219.
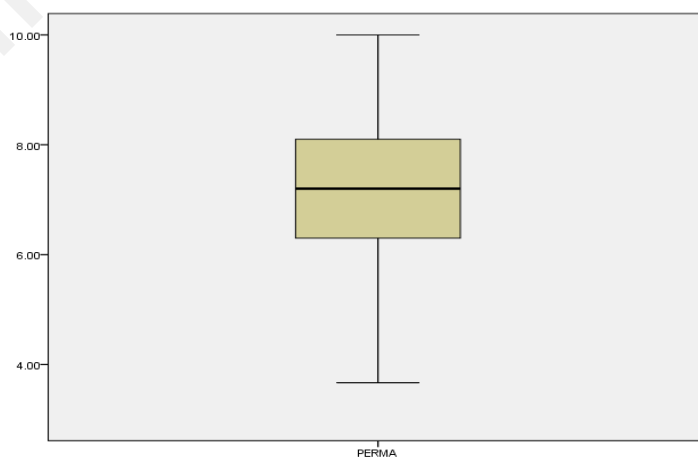
Figure 4.4.   Plot box for EFL teachers' well-being

As to the EFL classroom management, box plots also show that data is a normal distribution and no outliers (extra extras or extreme values) on both sides according to Figure 4.5. Therefore, it can be concluded that College English classroom management is no outliers.
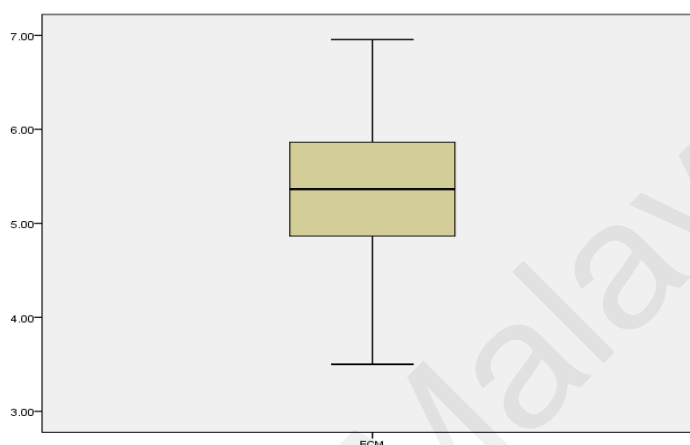
Figure 4.5. Plot box for EFL classroom management

4.6 Linearity

Linearity is a strong assumption that when violated, will result in erroneous findings. Only linear relationships among variables can be examined in SEM techniques. Linearity among latent variables is difficult to assess; however, linear relationships among pairs of measured variables can be assessed through inspection of scatterplots.From Figure 4.6, the data of EFL teachers' psychology capital, EFL teachers' well-being and EFL classroom management are all linear.

| Psychological capital | Well-being | EFL Classroom Management |
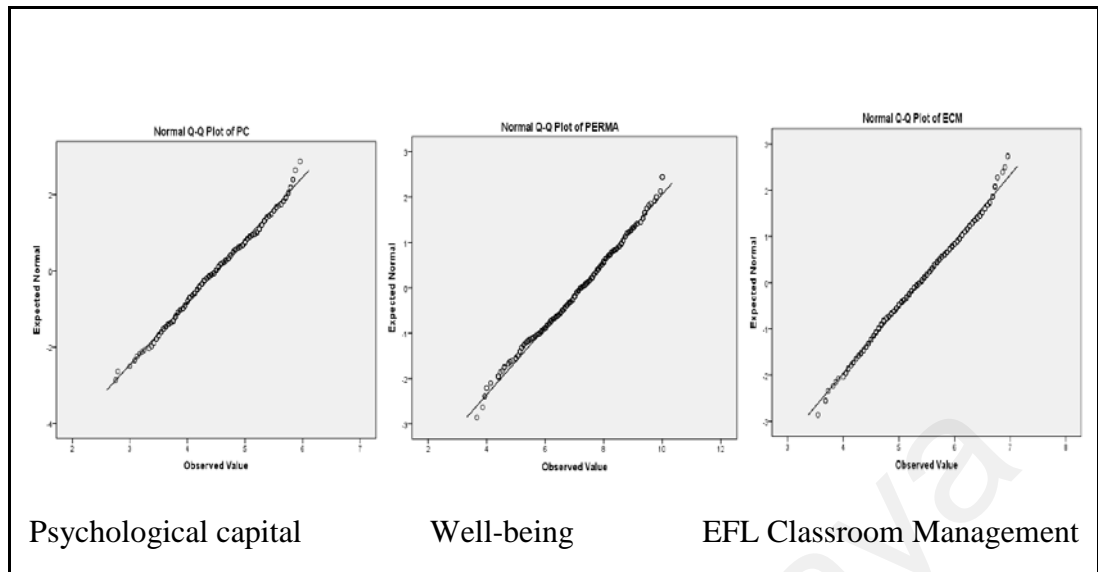
Figure 4.6.   The linearity of College EFL teachers' psychological capital, well-being (PERMA) and EFLClassroom Management

4.7   Linearity of Homoscedasticity

Linearity is on of important assumption of multivariate statistical techniques. Homoscedasticity (i.e. uniform distributions) among residuals is another aspect of multivariate normality to be considered (Kline, 2011). Non-normal distribution of variables, more random error at some levels of some variables than at others or outliers may cause heteroscedasticity (i.e. nonuniform distributions) among residuals (Kline, 2011). For evaluating of multivariate normality, linearity and homoscedasticity, graphing the normal probability plot (normality) and the residual plots (linearity and homoscedasticity) is a common method as suggested by Hair, et al. (2010); and then, compare them to the straight diagonal line (normality) or the null plot (linearity and homoscedasticity). In this study homoscedasticity was evaluated using SPSS ver 22 and the results showed that this assumption was met.

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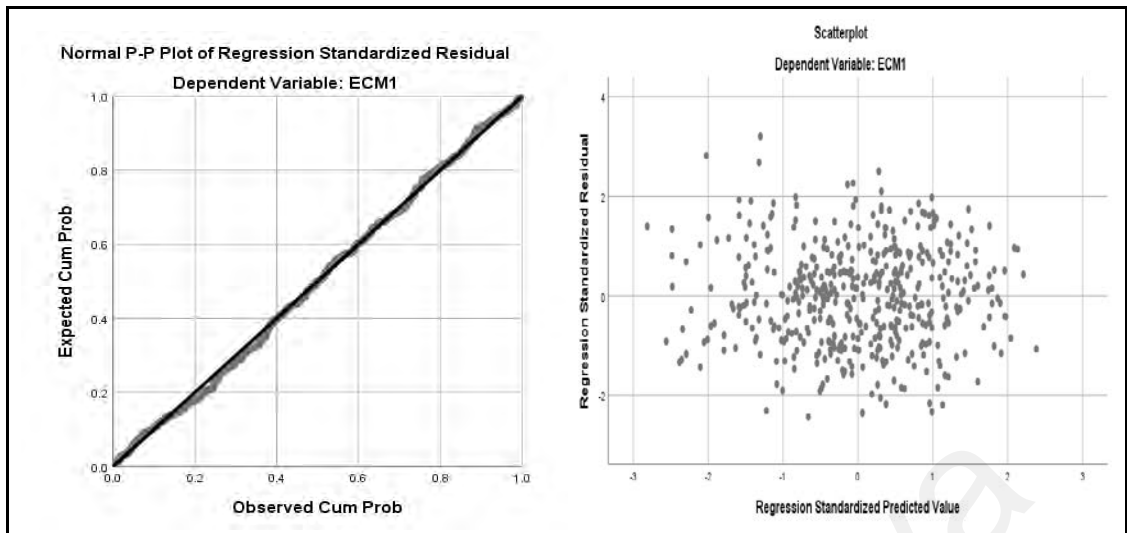
Figure 4.7. Normality of standardised residuals and homoscedasticity

4.8 Multicollinearity

Due to extremely strong correlations $(r \geq 0.90)$ between items in the model, Multi-collinearity always causes overlapping of concepts among the items of the variables in a model (Byrne, 2000). In other words, when variables are a perfect linear combination of one another or are extremely highly correlated, an extremely small determinant may indicate a problem with multicollinearity or singularity.

Multicollinearity can occur because what appear to be separate variables measure the same thing. If there is a high correlation between any two independent variables, the problem of multicollinearity arises. Multicollinearity problem makes a significant variable insignificant by increasing its standard error. Hence, Multicollinearity is also a problem that should not be ignored.

To check the multicollinearity among the variables, the collinearity tolerance and variance inflation factor (VIF) were also observed. Generally, when

the collinearity tolerance value is less than 2.0 (Chua, 2014) and the VIF value is less

than 10.00 (Hair et al., 2010), there are no multicollinearity issues happened.

Table 4.9 showed the multicollinearity of three variables. It indicated that

the collinearity tolerance value is 0.992 which is less than 2.0 and the VIF value is

1.008 which is less than 10.00. Thus, the results indicate that there were no

multicollinearity issues between the predictor variables in this research.

Table 4.9

The Multicollinearity of Three Variables

Independent Variables	Collinearity Statistics	
	Tolerance	VIF
PERMA	0.992	1.008
PC	0.992	1.008

Note. PC=Psychological capital

PERMA= Well-being

4.9 Structural Equation Modeling (SEM)

The main statistical process for evaluating the research hypothesis was structural

equation modelling (SEM) using AMOS ver 21 which comprised on two steps:

validating the measurement model and evaluating the structural model. The first part

is done primarily through confirmatory factor analysis, while the second step is

accomplished primarily through path analysis with latent variables. In this research

first the measurement models and second order model for each scales and integrated

measurement model was evaluated using CFA and in the next step the path model

was applied to test the research hypothesis.

4.9.1   Measurement model (Confirmatory Factor Analysis)

The measurement model is related to the rules governing how the latent variables are measured in terms of the observed variables, and it defines the measurement properties of the observed variables. That is, measurement models are concerned with the relations between observed and latent variables. Such models postulate hypotheses about the relations between a set of observed variables (items), and the unobserved variables or constructs they were designed to measure.

The measurement model is important as it provides a test for the validity of the observed variables employed to measure the latent variables. A measurement model with a poor fit to the data indicates that at least some of the observed indicator variables are unreliable and precludes the researcher from moving to the analysis of the structural model.

Individual item reliability can be measured by assessing the individual item loadings with values greater than 0.7, which indicates adequate indicator reliability or correlation with each construct (Götz, Liehr, & Kraff, 2010). However, Hair et al. (2010) further suggest the acceptable factor loading (outer loading) of 0.4 if the sample size is 200 or more. Early, the researcher has recommended using the new developed scales which is 0.50 or higher should be retain in the measurement model.

4.9.2 Validation and Reliability of Variables

The validity (construct validity and discriminant validity) and reliability (Internal consistency reliability) of the variables needed to be examined to ensure that items validity and reliability represented in the model.

In SEM analysis, the construct validity of a variable is achieved when the items of each variable are (1) significant (2) the factor loadings of each item being greater than 0.50. (3) The average variance extracted (AVE) of the variable being greater than 0.50 (Byrne, 2010; Kline, 2016). The discriminant validity of a construct is obtained when the inter-correlations among the items in the model are < 0.90. The implication is that the variables are independent of one another and no overlapping of the items of the variables is found.

In Model fit testing aspect, it was conducted to examine whether the entire model is valid for generalization to the population of the study. The output of the SEM would suggest model modification if the model does not fit the data, which is modifying (adding or removing) relationships between some of the variables in the model to achieve a better fit of the model with the data. The Chi-square (χ^2), the Root Mean Square Error of Approximation (RMSEA), The Goodness of –fit index (GFI), the Comparative fit index (CFI) and χ^2 / df ration (Ratio) are applied into this study according to Boomsma (2000). However, there is a limitation to the Chi-square, which is highly sensitive to sample size, especially when the sample size is above 200, and the p-value tends to be 0.000 (Jöreskog & Sörbom, 1993). Therefore, Chi-square

is ignored in this research. On the other hand, due to the three measures can determine how well and a priori or proposed model fits the sample data (Byrne, 2010; Hu & Bentleer, 1999; Kline, 2016), hence, the researcher applied four reliable indexes, which are Ratio Chisq/df, GFI, CFI (the comparative fit index), and RMSEA (the root mean square of error approximation).

According to the Schumacker and Lomax (2010), the model fit indexes are Ratio Chisq/df is smaller than 3.0, the value of CFI and GFI is equal or large than 0.900, and RMSEA is equal or smaller than 0.08. Further analyses of the validity and reliability of the three variables are presented.

4.9.3 Construct Validity

According to Anderson and Gerbing (1988) two-step approach, a confirmatory factor analysis (CFA) is conducted first to establish confidence in the measurement model, which specifies the posited relations of the observed variables to the underlying constructs. While, the measurement model possesses a unidimensional measurement of constructs such that each observed variable is related to a single latent variable (Anderson & Gerbing, 1988).

Although Bentler and Chou (1987) noted that having two measures per factor might be problematic, covariances among the elements in analysis enable the identification of a viable system of equations (Baumgartner & Homburg, 1996). Concerning this situation, the model also needs to be tested for convergent and discriminant validity (Anderson & Gerbing, 1988).

4.9.3.1 Individual Model of Chinese University EFL Teachers' Psychological Capital

Chinese university EFL teachers' psychological capital is the independent variable in this study. This latent concept is measured by four dimensions which are (1) hope, (2) efficacy (3) resilience (4) optimism. Each of these dimensions is measured by six items as the observed (indicator) variables. Based on these four dimensions of EFL teachers' psychological capital, four individual models followed by second order model were run to assess the convergent and discriminant validity of the construct measured.

a. Dimension 1: Hope

This dimension consisted of six items as the observed indicators. The CFA model for this dimension is shown in Figure 4.8.

Based on Figure 4.8, the fitness indexes of this model do not achieve the level of fitness required for RMSEA=0.109, and Ratio Chisq/ df = 6.664, even if the six items displayed factor loading all above 0.50. Although no item needs to be dropped from the uni-dimensionality of Hope construct. However, under the suggestion of the modification indices' guidance, few of the measurement error need to be set as "free parameter" to improve the fitness of the model.
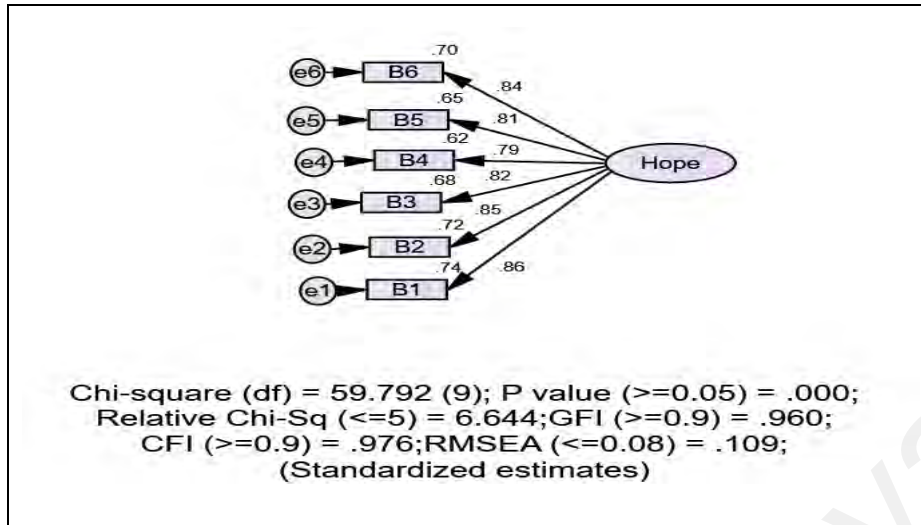
Figure 4.8. The CFA Model for Hope Dimension

By linking the variables, the probability of the Chi-square test of significance will diminish, and directly improve the congruence model with data collected (Chua, 2014). The measurement errors that need to be correlated are e4 and e5 with (Modification Indices =18.896, Par Change= 0.062), e5 and e6 with (Modification Indices =11.591, Par Change=0.045). When these measurement errors have been set as 'free parameter', the researcher runs the re-specified model to check on the fitness indexes. The re-specified measurement model is showed in Figure 4.9.
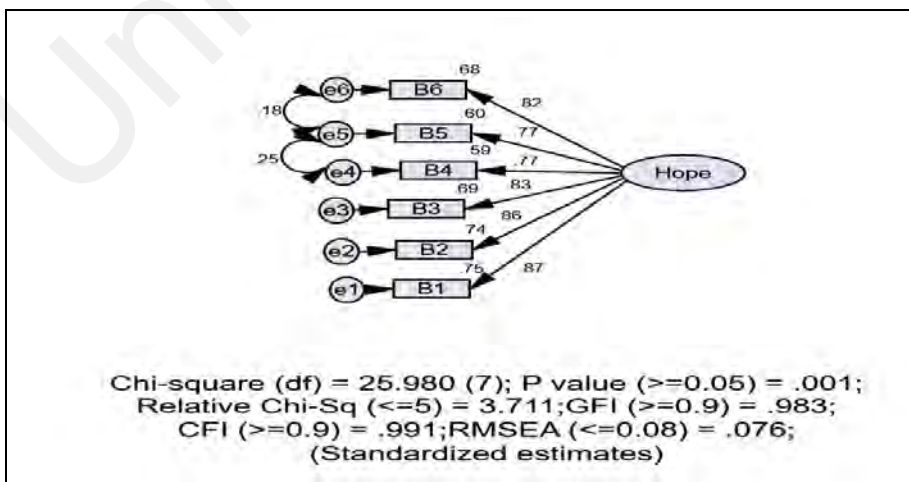
Figure 4.9. Re-specified CFA Model for Hope Dimension

Based on this re-specified model (Figure 4.9), all fitness indexes RMSEA=0.076 (just meeting the recommended value of < 0.08), GFI=0.983 (higher than the recommended value >= 0.900); CFI=0.991 (higher than the recommended value >=0.900) and Chisq/df=3.711 (lower than the recommended value <=5). These model fit indexes have achieved the threshold values (Refer to Table 3.19 in Chapter 3). This index indicated that the re-specified model for hope dimension achieved construct validity. The CFA yield results as shown in Table 4.10.

Table 4.10

CFA Result of the Re-specified Model for Hope Dimension

	Path		Estimate	S.E.	C.R.	P	Factor loading	R^2
B1	<---	Hope	1.000		Reference point		0.865	0.748
B2	<---	Hope	1.008	0.041	24.538	<0.001	0.863	0.745
B3	<---	Hope	0.985	0.043	22.978	<0.001	0.830	0.690
B4	<---	Hope	0.859	0.043	20.119	<0.001	0.767	0.588
B5	<---	Hope	0.834	0.041	20.221	<0.001	0.773	0.598
B6	<---	Hope	0.945	0.042	22.545	<0.001	0.823	0.677

The result in Table 4.10, it indicated that the convergent validity of this re-specified model for Hope dimension is acceptable because all items are significant and the factor loading between 0.767 and 0.865. Also, the factor loading is higher than the recommended index (more than 0.50).

b. Dimension 2: Efficacy

The second dimension is efficacy which is also six items as the observed indicators. The CFA for this dimension is presented in Figure 4.10.
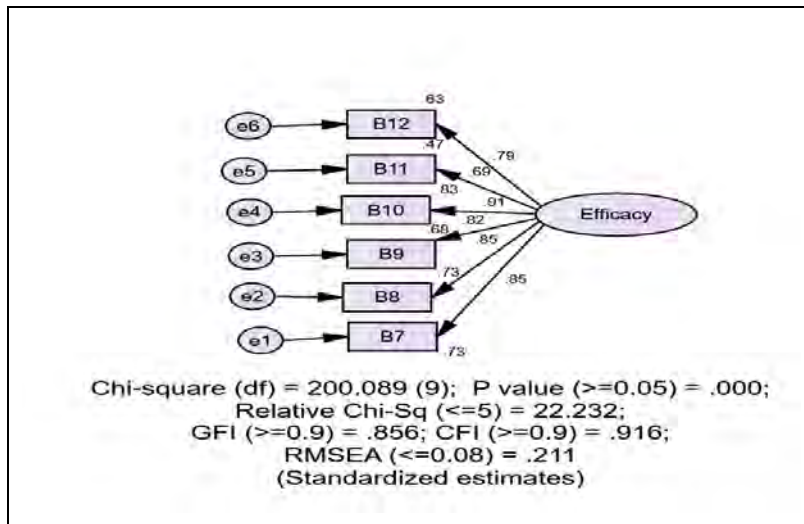
Figure 4.10. The CFA Model for Efficacy Dimension

The fitness indexes of this model do not achieve the level of fitness required because of RMSEA=0.211, GFI=0.856 and Ratio Chisq/df=22.232 accroding to Figure 4.10. The factor loading of all the six items is above 0.50, which meant that the six items in uni-dimensionality of Efficacy construct do not need to be dropped from this model. Based on the suggestion of the modification indices, few of the measurement error need to be set as "free parameter" to improve the fitness of the model. The output of the modification indices of AMOS suggested that the measurement errors that need to be correlated are e3 and e6 with (modification indices=110.192, Par Change=0.150); e5 and e 6 with (modification indices=13.002, Par Change=0.061) and e3 and e5 with (modification indices=28.993, Par Change=0.088). Therefore, by connecting the e1 and e4, the model fit is confirmed with indexes RMSEA=0.062 (meeting the recommended value of <=0.08), GFI=0.988 (higher than the recommended value >=0.900); CFI=0.995 (higher than

the recommended value >=0.900) and Chisq/df=2.828 (lower than the recommended

value <=5) according to Figure 4.11.
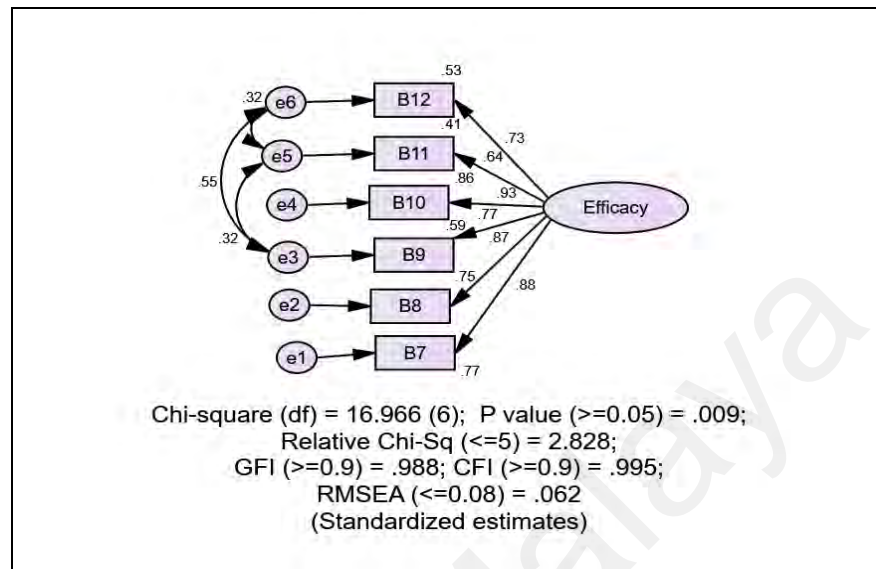
Figure 4.11. Re-specified CFA model for Efficacy Dimension

This result indicated that the re-specified model for efficacy dimension

achieved construct validity. The CFA yield results as shown in Table 4.11.

Table 4.11

CFA Result of the Re-specified Model for Efficacy

	Path		Estimate	S.E.	C.R.	P	Factor Loading	R^2
B7	<---	Efficacy	1.000	Reference point			0.879	0.772
B8	<---	Efficacy	0.997	0.038	25.974	<0.001	0.867	0.752
B9	<---	Efficacy	0.814	0.039	20.805	<0.001	0.767	0.588
B10	<---	Efficacy	1.019	0.035	29.294	<0.001	0.926	0.858
B11	<---	Efficacy	0.705	0.045	15.698	<0.001	0.637	0.405
B12	<---	Efficacy	0.752	0.039	19.223	<0.001	0.731	0.534

According to the CFA result of the Re-specified Model for Efficacy, the

convergent validity of this re-specified model could be accepted because all items are

significant and the factor loading between 0.637 and -0.926. C.R is from 15.698 to

25.974 which are higher than the recommended index.

c. Dimension 3: Resilience

Resilience dimension comprises six items as the observed indicators. Figure 4.12 showed the CFA for this dimension.
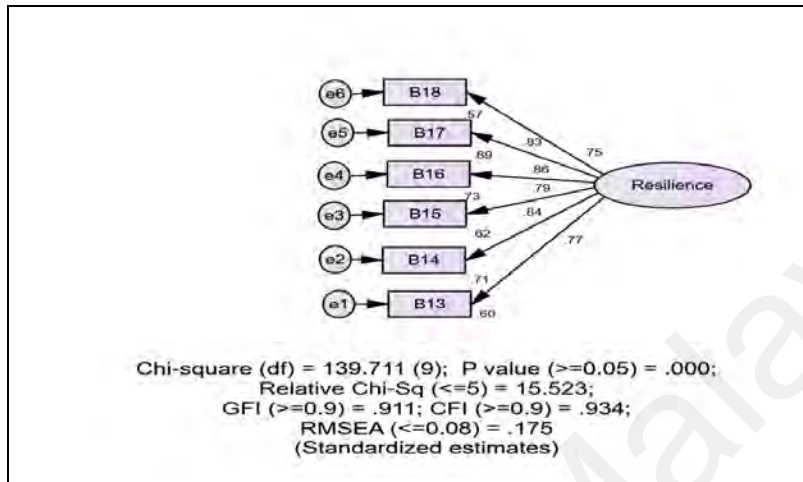
Figure 4.12. The CFA Model for Resilience Dimension

From Figure 4.12, the fitness indexes of this model do not achieve the level of fitness required due to RMSEA=0.175, and Ratio Chisq/ df =15.523. All the six items displayed factor loading above 0.50. It meant that the uni-dimensionality of Resilience construct did not need to be dropped from one item in this model. When the researcher combined the e1 and e3 by modification indices (MI=79.036, Par charge =0.158), e1 and e5 with MI=29.986, Par Charge=0.088. The model fit is confirmed with RMSEA=0.061 (lower than the recommended value of <=0.08), GFI=0.987 (higher than the recommended value >=0.900); CFI=0.994 (higher than the recommended value >=0.900) and Chisq/df=2.761 (lower than the recommended value <=5). Figure 4.13 indicated that the re-specified model for resilience

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dimension achieved construct validity. The CFA yield results as shown in Table

4.12.
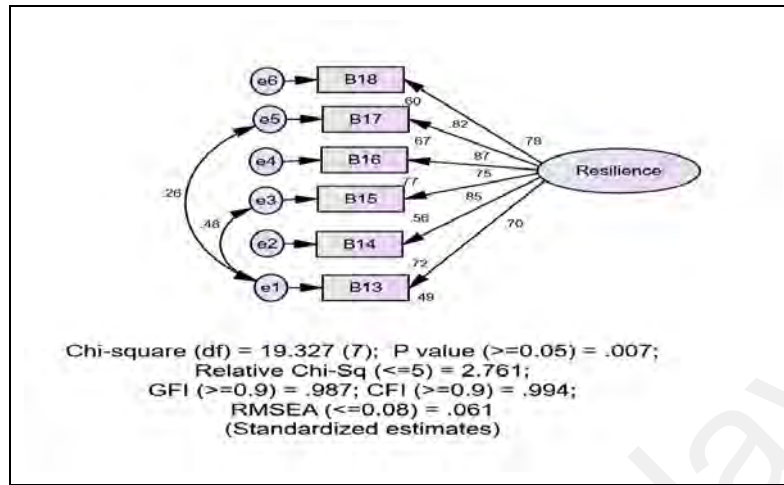
Figure 4.13.   Re-specified CFA Model for Resilience Dimension

Table 4.12 showed the results of re-specified model for resilience

dimension. The researcher can accept the convergent validity of this re-specified

model for Resilience dimension because all items are significant and the factor

loading between 0.698 and 0.875. C.R is from 15.626 to 20.926 which are higher

than the recommended index.

Table 4.12

CFA Result of the Re-specified Model for Resilience Demension

	Path		Estimate	S.E.	C.R.	P	Factor Loading	R^2
B13	<---	Resilience	1.000		Reference point		0.698	0.487
B14	<---	Resilience	1.188	0.070	16.929	< 0.001	0.847	0.718
B15	<---	Resilience	1.037	0.050	20.926	< 0.001	0.750	0.563
B16	<---	Resilience	1.329	0.076	17.382	<0 .001	0.875	0.765
B17	<---	Resilience	1.197	0.063	18.953	< 0.001	0.821	0.675
B18	<---	Resilience	1.168	0.075	15.626	< 0.001	0.775	0.601

d. Dimension 4: Optimism

The fourth dimension is optimism which consisted of six items as the observed indicators. The CFA for this dimension is displayed in Figure 4.14.
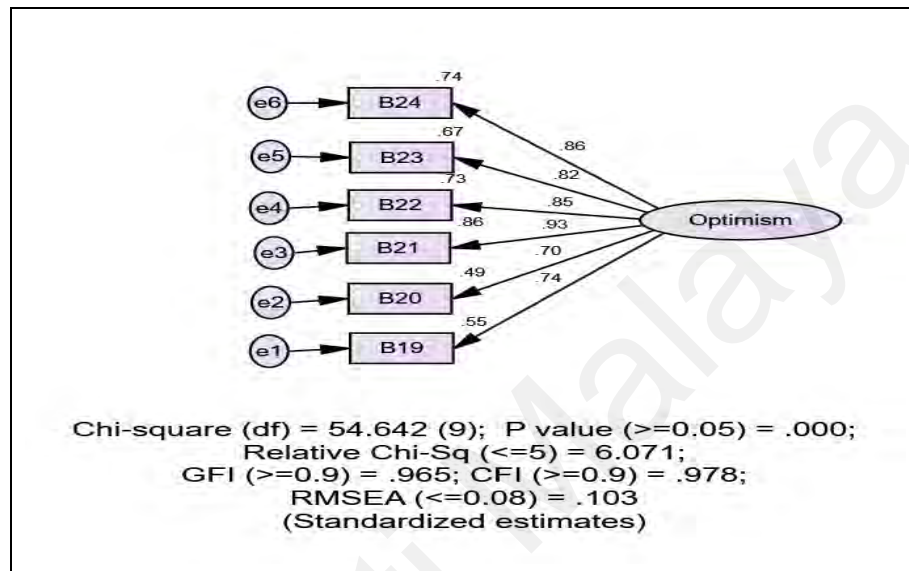
Figure 4.14. The CFA model for Optimism Dimension

Figure 4.14 showed that the fitness indexes of this model do not achieve the level of fitness requirement since RMSEA=0.103 and Ratio Chisq/df=6.071. Both fitness indexes are higher than the requirement. By correlating the measurement error under the guidance of modification indices, the researcher combined with the e2 and e5 because of (Modification indices=20.911, Par Change=0.106) and the model fit is confirmed which is RMSEA=0.080 (just meeting the recommended value of <=0.08), GFI=0.978 (higher than the recommended value >=0.900); CFI=0.988 (higher than the recommended value >=0.900) and Chisq/df=4.098 (just meeting the recommended value of <=5). Hence, Figure 4.15 indicated that the

re-specified model for optimism dimension achieved construct validity. The CFA

yield results as shown in Table 4.13.
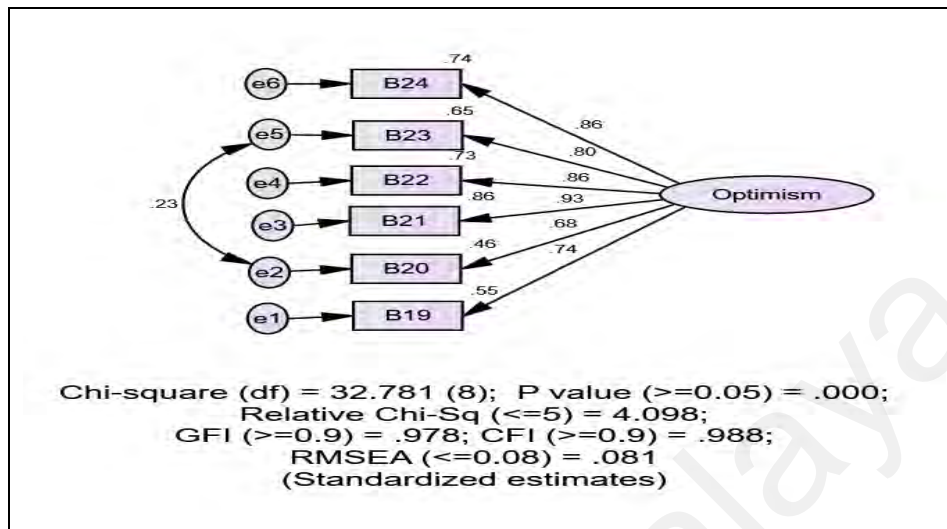
Figure 4.15.   Re-specified CFA model for Optimism Dimension

Table 4.13 of CFA results of the Re-specified Model reflected in this

model is acceptable because all items are significant and the factor loading between

0.681 and 0.929. C.R. is from 14.938 to 21.024 which are higher than the

recommended index. R^2 is also acceptable according to its index is from 0.464 to

0.864.

Table 4.13

CFA Result of the Re-specified Model for Optimism

	Path		Estimate	S.E.	C.R.	P	Factor Loading	R^2
B19	<---	Optimism	1.000		Reference point		0.742	0.551
B20	<---	Optimism	1.078	0.072	14.938	<0.001	0.681	0.464
B21	<---	Optimism	1.255	0.060	21.024	<0.001	0.929	0.864
B22	<---	Optimism	1.154	0.060	19.274	<0.001	0.857	0.734
B23	<---	Optimism	1.146	0.064	17.959	<0.001	0.804	0.647
B24	<---	Optimism	1.147	0.059	19.430	<0.001	0.863	0.744

4.9.3.2 Individual Model of College English ClassroomManagement

College English classroom management is the dependent variable in this study. The latent concept is measured by three dimensions (Constructs) which are (1) language management (2) instructional management (3) behavior management. Language management consists of 5 items, and instructional management has 12 items, while behavior management consisted of 5 items. Language management, instructional management, and behavior management are observed (indicator) variables. By these three dimensions of College English classroom management, three models were run to assess the convergent and discriminant validity of the construct management.

a. Dimension 1: Language Management

This dimension consisted of five items as the observed indicators. The CFA model for this dimension is displayed in Figure 4.16.
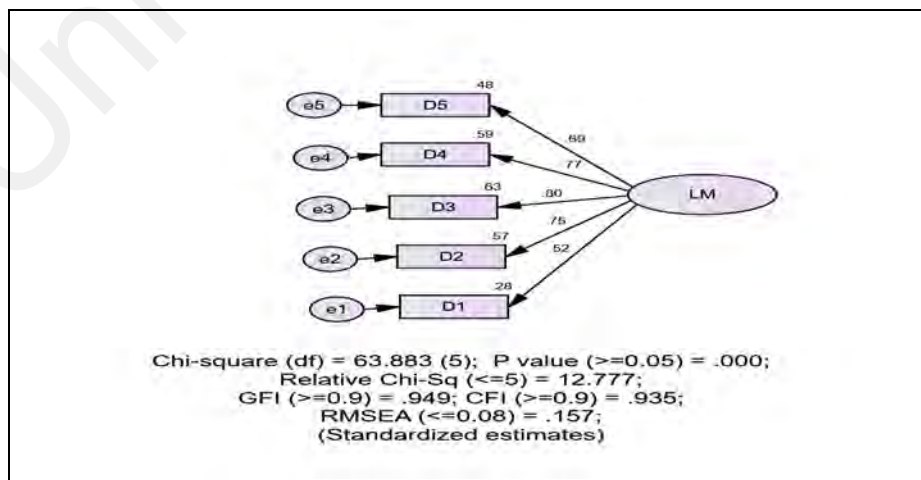
Figure 4.16. The CFA model for Language management Dimension

In Figure 4.16, it reflects that this model cannot be acceptable because the fitness indexes of this model did not achieve the level of fitness requirement (RMSEA=0.157, and Ratio Chisq/df=12.777). Under the guidance of modification indices, the research combined the e4 and e5 with (Modification indices=17.596, Par Change=0.120) and e4 and e3 with (Modification indices=17.161, Par Change=0.102) so that the model fit is confirmed which is RMSEA=0.047 (lower than the recommended value of <=0.08), GFI=0.995 (higher than the recommended value >=0.900); CFI=0.997 (higher than the recommended value >=0.900) and Chisq/df=2.041 (lower than the recommended value of <=5).
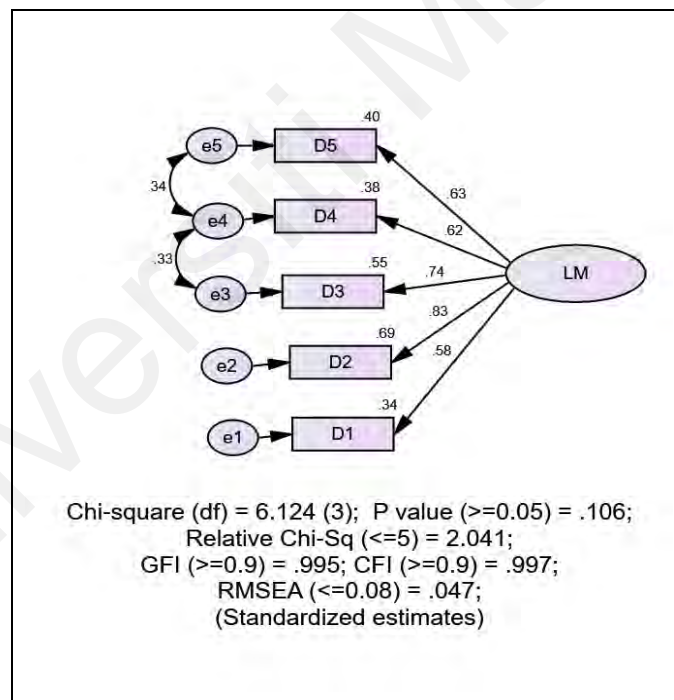
Figure 4.17. Re-specified CFA model for Language management Dimension

Therefore, Figure 4.17 indicated that the re-specified model for Language management dimension achieved construct validity and the CFA yield results as shown in Table 4.14.

Table 4.14

CFA Result of the Re-specified Model for Language management

	Path		Estimate	S.E.	C.R.	P	Factor Loading	R^2
D2	<---	LM	1.000	Reference point			0.829	0.688
D3	<---	LM	0.996	0.070	14.307	<0.001	0.742	0.551
D4	<---	LM	0.907	0.076	11.865	<0.001	0.619	0.383
D5	<---	LM	0.863	0.068	12.662	<0.001	0.634	0.401
D1	<---	LM	0.732	0.063	11.653	<0.001	0.581	0.337

The result shows this model is acceptable from Table 4.14 because all items are significant and the factor loading between 0.581 and 0.829. Meanwhile, C.R. is from 11.635 to 14.307 which are higher than the recommended index. Also, R^2 is also acceptable according to its index is from 0.337 to 0.688.

b. Dimension 2: Instructional Management
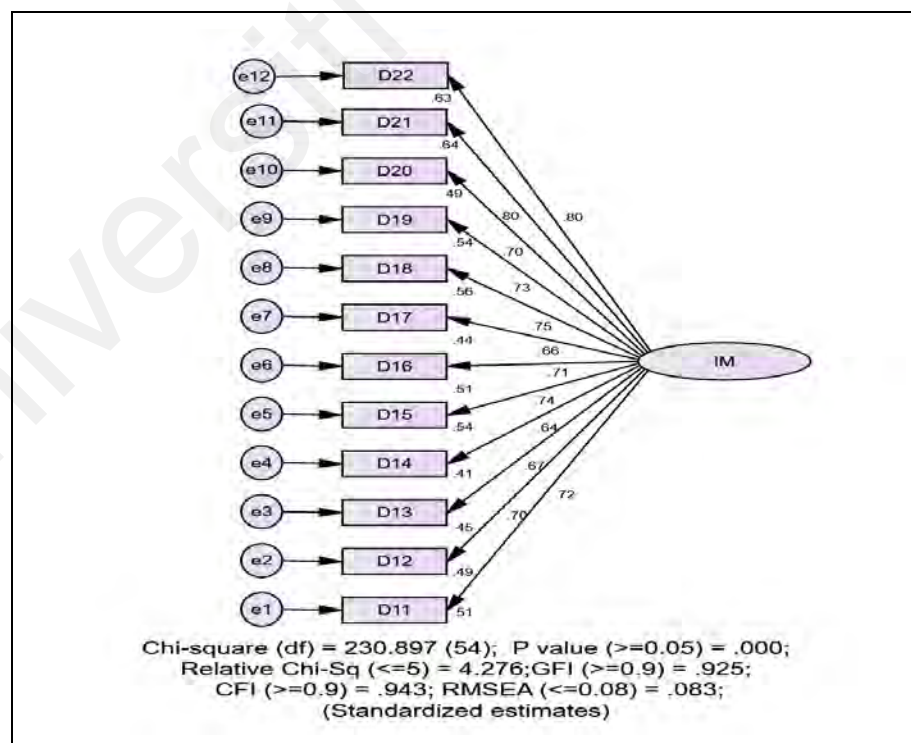
Figure 4.18. The CFA Model for Instructional Management Dimension

Instructional management comprised 12 items as the observed indicators. The CFA for this dimension is presented in Figure 4.18.

Figure 4.18 shows that this model cannot be acceptable because the fitness indexes of this model did not achieve the level of fitness requirement (RMSEA=0.083, higher than the recommended value of <=0.08) even other fitness indexes have fit the requirement. Therefore, the measurement errors that need to be correlated are e2 and e3 with (Modification Indices =45.598, Par Change=0.192) and the model fit is confirmed which is RMSEA=0 .072 (just meet the recommended value of <0.08), GFI=0.938 (higher than the recommended value >=0.900); CFI=0.958 (higher than the recommended value >=0.900) and Chisq/df=3.462 (lower than the recommended value of <=5).

Chi-square (df) = 183.484 (53); P value (>=0.05) = .000;
Relative Chi-Sq (<=5) = 3.462; GFI (>=0.9) = .938;
CFI (>=0.9) = .958; RMSEA (<=0.08) = .072;
(Standardized estimates)
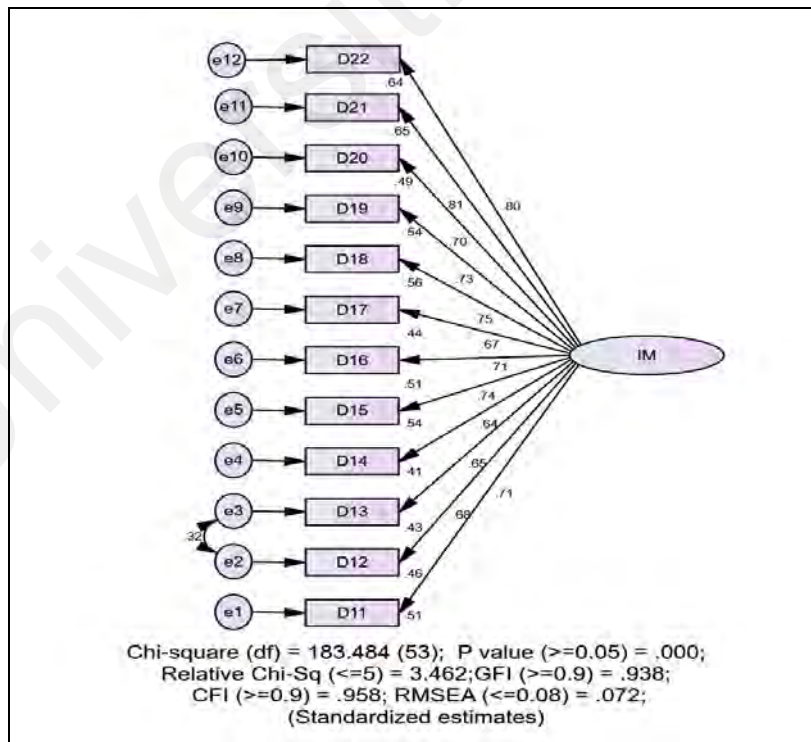
Figure 4.19.   Re-specified CFA model for Instructional Management Dimension

According to Figure 4.19, it indicated that the re-specified model for Instructional Management dimension achieved construct validity. The CFA yield results as shown in Table 4.15.

From Table 4.15, it also indicted this model is acceptable because all items are significant and the factor loading between 0.640 and 0.807. Moreover, C.R. is from 13.480 to 17.034 which are higher than the recommended index. R^2 is also acceptable according to its index is from 0.409 to 0.652.

Table 4.15

CFA result of the Re-specified Model for Instructional management

	Path		Estimate	S.E.	C.R.	P	Factor Loading	R^2
D11	<---	IM	1.000		Reference point		0.715	0.511
D12	<---	IM	1.070	0.075	14.311	<0.001	0.679	0.461
D13	<---	IM	0.936	0.068	13.763	<0.001	0.654	0.427
D14	<---	IM	1.091	0.081	13.480	<0.001	0.640	0.409
D15	<---	IM	0.989	0.064	15.516	<0.001	0.735	0.541
D16	<---	IM	1.133	0.075	15.081	<0.001	0.715	0.511
D17	<---	IM	1.039	0.074	14.044	<0.001	0.666	0.444
D18	<---	IM	1.083	0.068	15.836	<0.001	0.751	0.563
D19	<---	IM	1.119	0.072	15.500	<0.001	0.735	0.540
D20	<---	IM	1.023	0.069	14.808	<0.001	0.702	0.493
D21	<---	IM	1.185	0.070	17.034	<0.001	0.807	0.652
D22	<---	IM	1.143	0.068	16.870	<0.001	0.799	0.639

c. Dimension 3: Behaviour Management

The third dimension of EFL classroom management is behaviour management which comprised five items as the observed indicators. The CFA for this dimension is displayed in Figure 4.20.

Chi-square (df) = 42.746 (5); P value (>=0.05) = .000;
Relative Chi-Sq (<=5) = 8.549;GFI (>=0.9) = .964;
CFI (>=0.9) = .960; RMSEA (<=0.08) = .126;
(Standardized estimates)
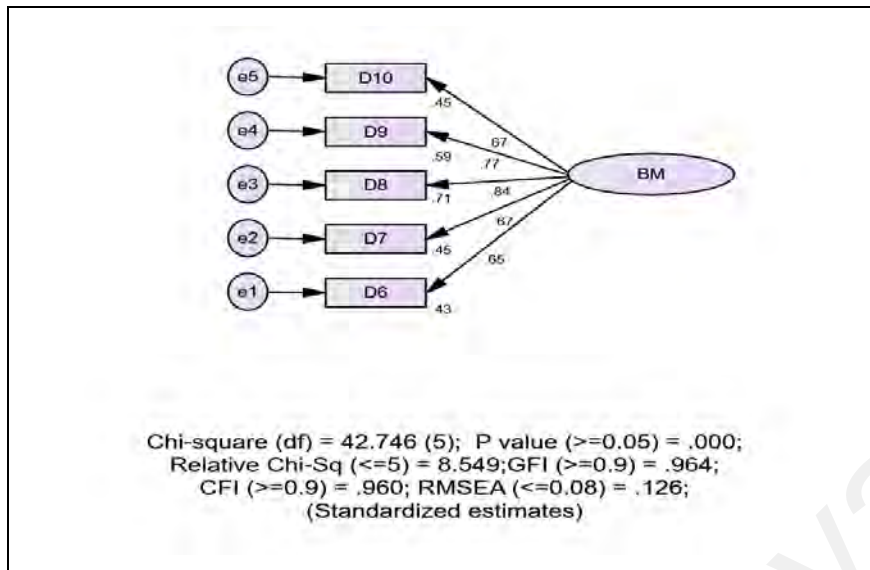
Figure 4.20.   The CFA model for Behaviour Management Dimension

Figure 4.20 indicated this model cannot be acceptable because the fitness indexes of this model did not achieve the level of fitness requirement RMSEA=0.126 (higher than the recommended value of <=0.08), Chisq/df=8.549, (higher than the recommended value of <=5). Under the guidance of the measurement errors with (Modification Indices =23.457, Par Change= 0.366), e2 and e1 are combined. Hence, the model fit is confirmed which is RMSEA=0.080 (just meet the recommended value of <=0.08), GFI=0.987 (higher than the recommended value >=0.900); CFI=0.987 (higher than the recommended value >=0.900) and Chisq/df=4.098 (just meet the recommended value of <=5). Figure 4.21 reflected that the re-specified model for behaviour management dimension achieved construct validity. The CFA yield results as shown in Table 4.16.

Chi-square (df) = 16.390 (4); P value (>=0.05) = .003;
Relative Chi-Sq (<=5) = 4.098;GFI (>=0.9) = .987;
CFI (>=0.9) = .987; RMSEA (<=0.08) = 0.08;
(Standardized estimates)
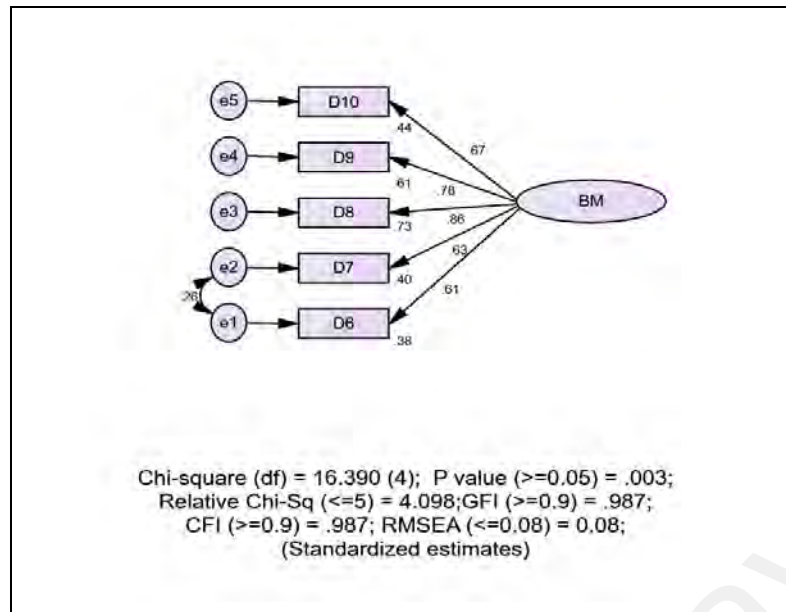
Figure 4.21.   Re-specified CFA Model for Behavior Management Dimension

Table 4.16 shows this model is acceptable because all items are significant,

and the factor loading is between 0.615 and 0.857. And C.R is from 11.572 to 13.352

which are higher than the recommended index. In addition, R^2 is also acceptable

according to its index is from 0.378 to 0.735. Although Awang (2013) stated when

R^2 is less than 0.40 need to be deleted, however, the item D6's factor loading is

above 0.50 (0.615) and the whole model is fit for the all requirement indexes even if

R^2 =0.378 (less the 0.40), the researcher kept the item D6 finally.

Table 4.16

CFA Result of the Re-specified Model for Behavior Management

			Estimate	S.E.	C.R.	P	Factor Loading	R^2
D6	<---	BM	1.000				0.615	0.378
D7	<---	BM	1.042	0.079	13.129	0.001	0.635	0.403
D8	<---	BM	1.273	0.095	13.352	0.001	0.857	0.735
D9	<---	BM	1.333	0.103	12.888	0.001	0.782	0.611
D10	<---	BM	1.064	0.092	11.572	0.001	0.665	0.443

4.9.3.3. Indiviudal Model of Chinese university EFL Teachers' Well-being

Chinese university EFL teachers' well-being is the mediating variable in this study. This latent concept is measured by five dimensions (Constructs) which are (1) positive emotions (2) engagement (3) relationship (4) meaning (5) achievement. Each of five dimensions is measured by three items as the observed (indicator) variables. Based on these five dimensions of EFL teachers' well-being, five measurement models are only three items respectively.

Awang (2014) recommended that in the case where three items left in a model, the degrees of freedom df =0 and the probability cannot be computed since the model in 'just-identified' and all values obtained are not meaningful. Due to this situation, the researcher accepted Awang's suggestion and did not check every dimension of EFL teachers' well-being, but the pooled CFA model of EFL teachers' well-being still will be measured because have enough items to assess its convergent and discriminant validity of the construct measured.

4.9.4 Second Order Measurement Models

The validation of the first order measurement models for each of the dimensions for all the variables used in this research has been conducted in the previous section. According to Ho (2006), the measurement models are concerned with the relations between observed and latent variables. Hence, the confirmatory

factor analysis (CFA) is used to assess the convergent validity of the measurement models.

In this section, the researcher firstly carried out the validation of the second-order models (Chinese university EFL teachers' psychological capital, Chinese university EFL teachers' PERMA and College English classroom management) and then examined the measurement models which involved the relationship between each of the dimensions in measuring the three latent concepts in this research.

By computing the Average Variance Extracted (AVE) for every construct, the convergent validity can be found out. The internal reliability is achieved when the Cronbach's Alpha coefficient is more significant than 0.70 (Johnson & Christensen, 2008; Muijis, 2011) and Hair et al. (2006) suggested that the retained items are considered reliable when the Composite Reliability (CR) exceeds the minimum threshold of 0.70 while the Average Variance Extracted (AVE) satisfies the minimum threshold of 0.50. In this study, the convergent validity was verified by computing the Average Variance Extracted (AVE) for every construct as suggested by Awang (2014). The discriminant validity is assessed through the correlation between the two collapsed items under the same construct and if the correlation coefficient is less than 0.85 this shows that the collapsed items do not have significant multicollinearity problem (Hair et al., 2010; Pallant, 2013). Finally, the

overall construct validity is achieved when the Fitness Indexes for a construct achieved the required level according to Table 3.19 (Hair et al., 2010).

4.9.4.1 Second Order Model of EFL Teachers' Psychological Capital (Independent Variable)

There are four components in the psychological capital model which was developed in 2007 by Luthans and his team for the population in Western countries. This research is trying to re-examine the robustness of the model to see whether the structure of the components is still intact or individual items are meaningful in measuring their respective elements. Hence, in this study, the researcher intended to validate the central construct namely EFL teachers' psychological capital.

This study employed the second-order confirmatory factor analysis (CFA) to achieve the above objective of the construct consists of four sub-constructs which are hope, efficacy, resilience, and optimism. The researcher firstly executed CFA for the second-order constructs to ensure that the model Fitness Indexes achieve the required level. If not, then examine the factor loading for every item measuring the component. Delete one item at a time with lowest factor loading (Less than 0.60) to be deleted and rerun the model until the Fitness Indexes achieved the required level. If it is still not completed, Modification Indices (MI) is obtained. Moreover, then The

CFA for EFL teachers' psychological capital was run to assess the convergent and discriminant validity of this second-order construct.
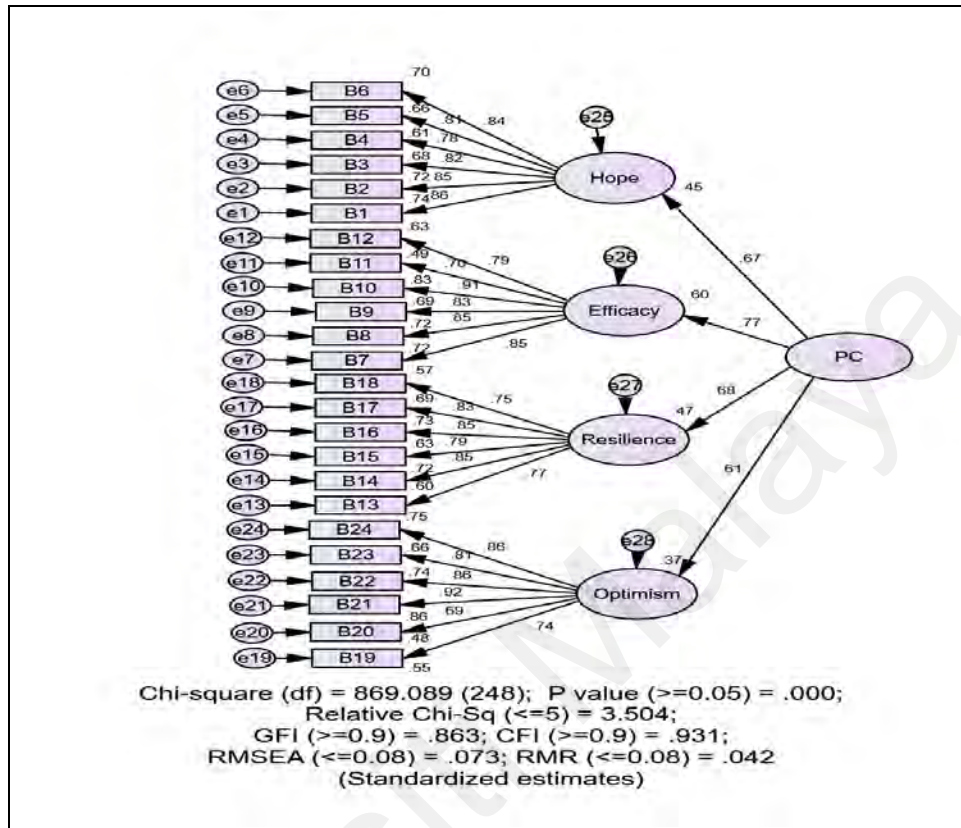
Figure 4.22.   CFA Model for the Psychological Capital Model

As shown in Figure 4.22, the CFA of second-order results showing the factor loading for every item together with is $\mathbf{R}^2$ and the correlation between the constructs are presented. In Figure 4.20, the entire factor loading is above 0.50; therefore, no more item deletion is required for this measurement model. However, the model is still needed to re-specify because of the GFI =0.863 (lower than the requirement value of GFI>=0.9). The modification indices =104.917 and par charge=0.144 are considered high which indicate that item 9 and item 12 are redundant and as a result, the measurement error namely e9 and e12 is highly correlated. In addition, e15 and e13 with (Modification indices=78.564, Par

Change=0.157); e20 and e23 with (Modification indices=23.398, Par Change=0.113) and e4 and e5 with (Modification indices=18.761, Par Change=0.062).

And then the model fit is confirmed (Figure 4.23) with is RMSEA=0.057 (just meet the recommended value of <=0.08), GFI=0.901 (higher than the recommended value >=0.900); CFI=0.959 (higher than the recommended value >=0.900) and Chi-sq/df=2.540 (just meet the recommended value of <=5). When the fitness indexes achieved the required level after the modification is made; hence, it can be concluded that the re-specified model for Chinese university EFL teachers' psychology capital achieved construct validity.
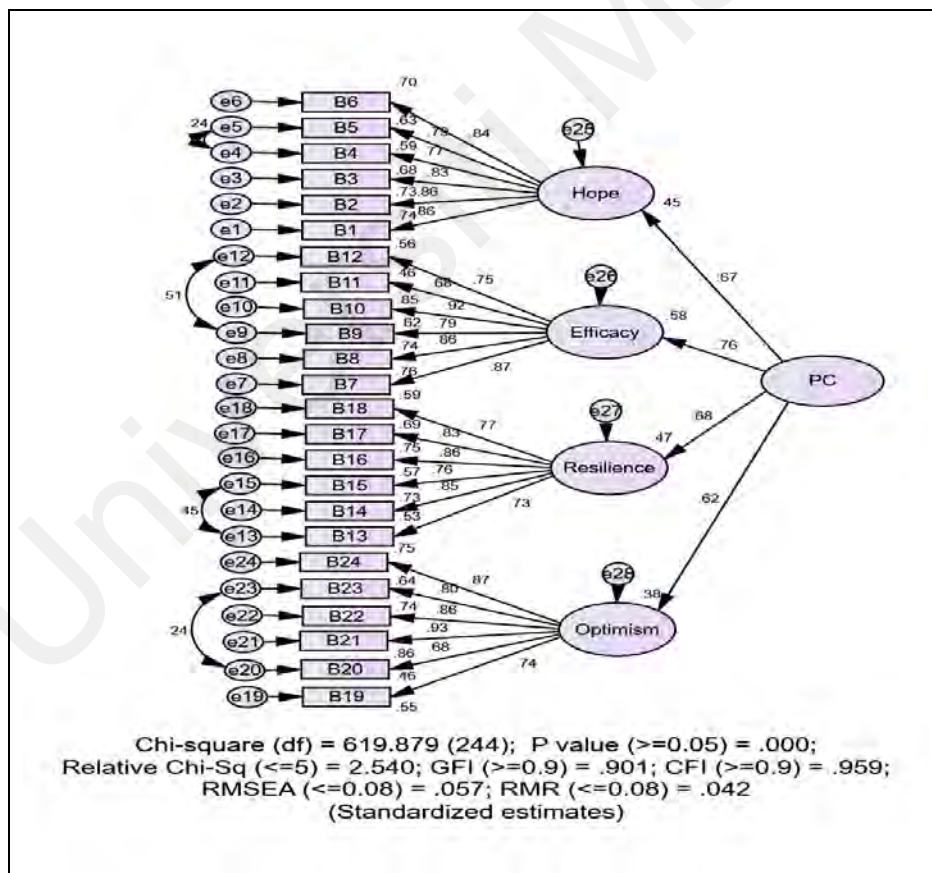
Figure 4.23. The Re-specified CFA for Psychological Capital Model

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Once the fitness indexes have been achieved, this research needs to compute the value of CR and AVE for every construct as well as every component of the construct as shown in Table 4.17. Moreover, the values in the Table 4.17 also have further explained the validity and reliability of Chinese university EFL teachers' psychological capital model.

According to Table 4.17, the reliability analysis and convergent validity analysis is obtained. This various research aspects of internal consistency reliability Cronbach's alpha values range between 0.910 and 0.926, and the Cronbach's alpha for the whole of EFL teachers' psychological capital is 0.738. Therefore, all of this is higher than the reliability standard 0.70. To aid consistency reliability of the dimensions reach significance level that the four dimensions of this second-order of EFL teachers' psychology capital has some reliability. In convergent validity, each dimension composite reliability (CR) is between 0.915 and 0.927, higher than the standard 0.70. Average Variance Extracted (AVE) in each dimension is between 0.643 and 0.679, higher than the standard 0.50. For the whole Chinese university EFL teachers' psychological capital, the CR and AVE are 0.781 and 0.500 respectively. Comply with the convergent validity of each dimension inspection standards before mentioned, the whole second-order model the various aspects are convergent validity.

Table 4.17

The Validity and Reliability Indexes for EFL teachers' Psychological Capital Model

Construct	Items	Factor Loading	CR	AVE	Cronbach's alpha
Psychologica l Capital	Hope	0.673			
	Efficacy	0.761			
	Resilience	0.683	0.781	0.500	0.738
	Optimism	0.620			
Hope	B1	0.860			
	B2	0.856			
	B3	0.826	0.927	0.679	0.926
	B4	0.766			
	B5	0.794			
	B6	0.837			
Efficacy	B7	0.870			
	B8	0.860			
	B9	0.790	0.922	0.666	0.920
	B10	0.921			
	B11	0.680			
	B12	0.751			
Resilience	B13	0.731			
	B14	0.852			
	B15	0.756	0.915	0.643	0.910
	B16	0.864			
	B17	0.831			
	B18	0.768			
Optimism	B19	0.739			
	B20	0.677			
	B21	0.927	0.922	0.666	0.921
	B22	0.862			
	B23	0.801			
	B24	0.865			

In Table 4.18, it indicates that all components in the EFL teachers' psychological capital model are highly significant since their respective p-value is lower than 0.000. Thus, this EFL teachers' psychological capital model is still intact and acceptable.

Table 4.18

The Regression Path Coefficient and its Significance for Psychological Capital Model

Component	Path	Construct	Estimate	S.E.	C.R.	P	Results
Hope	<---	PC	1.223	0.136	8.962	<0.001	Significant
Efficacy	<---	PC	1.486	0.159	9.351	<0.001	Significant
Resilience	<---	PC	1.275	0.143	8.923	<0.001	Significant
Optimism	<---	PC	1.000	Reference Point			

When the construct validity and convergent validity for EFL teachers'

psychological capital have been established, the researcher performed the inter-item

correlation analysis to check on the discriminant validity for EFL teachers'

psychological capital construct. In Figure 4.24, it reflects that this model cannot be

accepted because the fitness indexes of this model did not achived the level of fitness

requirement (GFI=0.863). Under the guidance of modifaction indices, the model fit

is comfirmed (Figure 4.25) with GFI=0.902, CFI=0.959, RMSEA=0.057,

Chi-sq/df=2.547.

Chi-square (df) = 865.832 (246); P value (>=0.05) = .000;
Relative Chi-Sq (<=5) = 3.520;
GFI (>=0.9) = .863; CFI (>=0.9) = .932;
RMSEA (<=0.08) = .073;
(Standardized estimates)
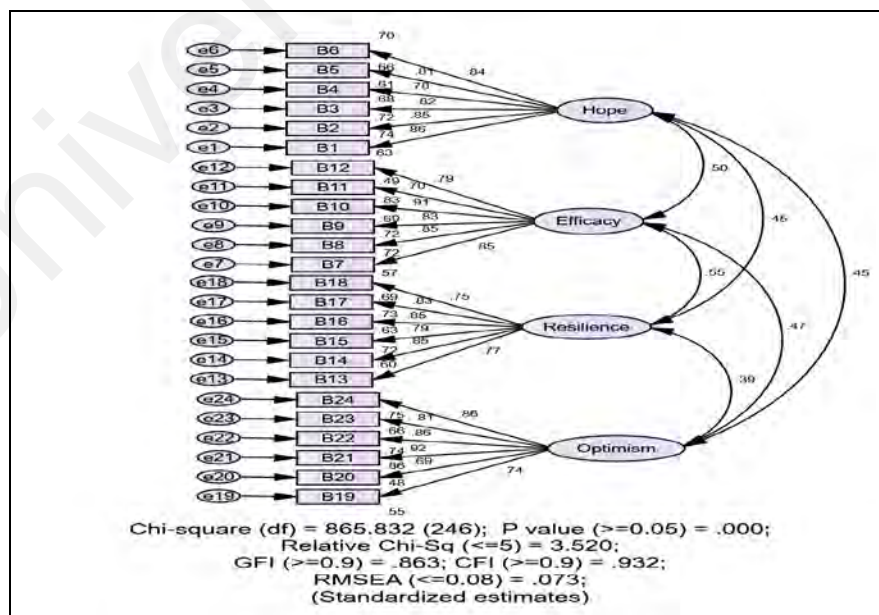
Figure 4.24. The Covariance Measurement Model for Psychological Capital
Components
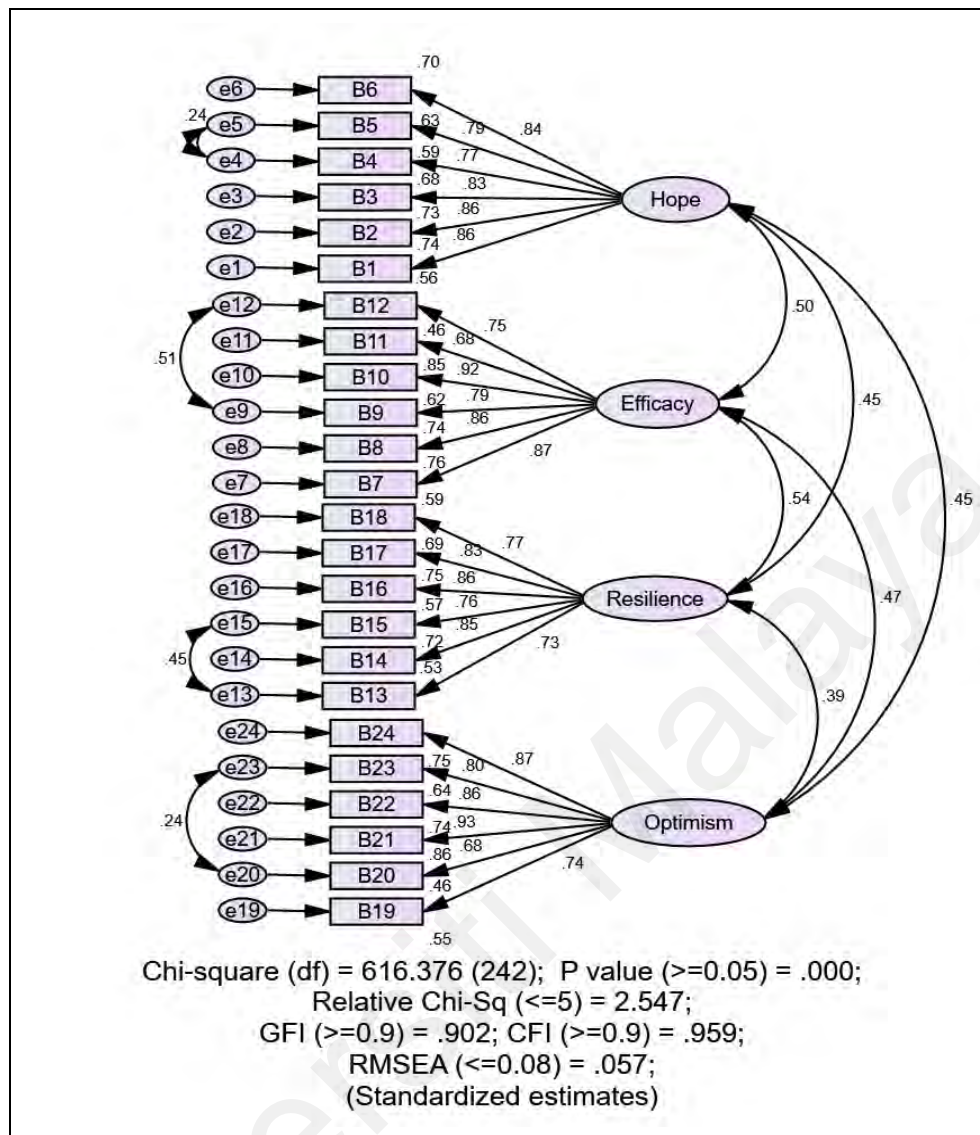
Figure 4.25. The Re-specified Covariance Measurement Model for Psychological Capital Components

Figure 4.25 presented the result of the inter-item correlation analysis and it shows that all four dimensions in the measuring Chinese university EFL teachers' psychosocial capital are statistically significant and have an acceptable correlation among each of their respective dimensions with the range of the correlation between components between 0.39 and 0.54, which is below the threshold of 0.85. It reflects that there is non-existence of redundancy among the components measuring the Chinese university EFL teachers' psychological capital construct.

Referring to Table 4.19 and Figure 4.25, the AVE value for each construct is above the required level. The fitness indexes model has also met the required level. Table 4.19 showed the results of discriminant validity.

Table 4.19

The Discriminate Validity Index Summary for psychological capital Construct

Component	Resilience	Hope	Efficacy	Optimism
Resilience	**0.802**			
Hope	0.454	**0.824**		
Efficacy	0.540	0.495	**0.816**	
Optimism	0.395	0.454	0.467	**0.816**

Based on the data displayed in Table 4.19, the diagonal values (in bold) is the square root of AVE of the construct while other values are the correlation between the respective constructs. The discriminant validity for all constructs is achieved when a diagonal value (in bold) is higher than the values in its row and column (Awang, 2014). Therefore, the study can conclude that the discriminant validity for all constructs is achieved.

4.9.4.2 Second Order Model of College English Classroom Management

College English classroom management is a latent construct measured by three dimensions which are (1) language management (2) instructional management (3) behaviour management. The CFA for college English classroom management was run to assess the convergent and discriminant validity of this latent construct. Moreover, the CFA model for this construct is displayed in Figure 4.26.
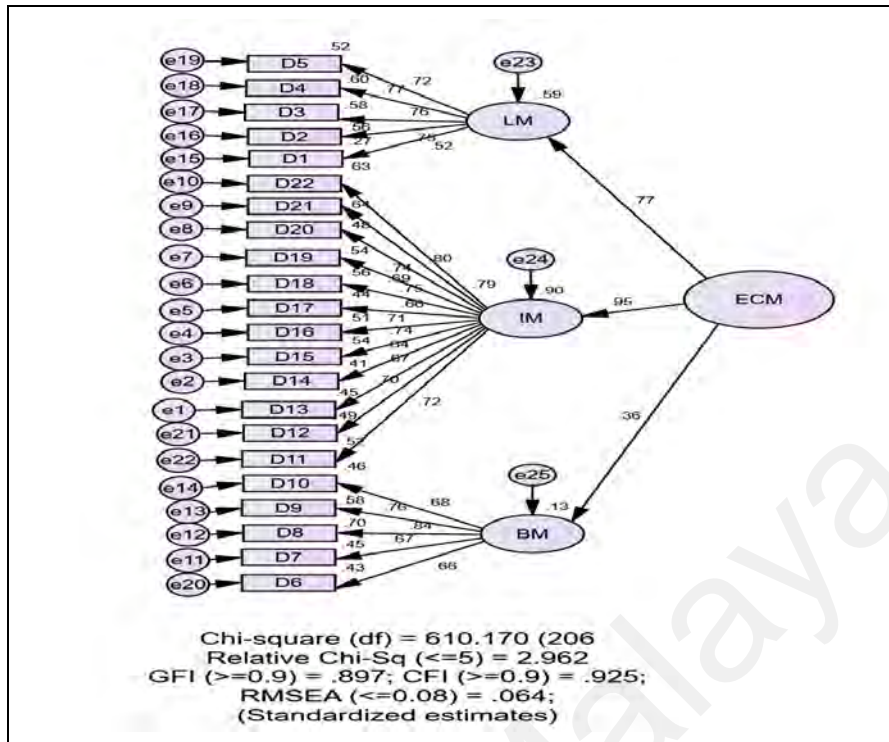
Figure 4.26. CFA for the College English Classroom Management Model

According to the Figure 4.26, it shows that for the College English classroom management measurement model, the comparative fit index (CFI) was 0.925 which is higher values indicate a better fit but the (GFI) was 0.897 which is not satisfied the recommended criterion of 0.900. The observed value for the root means square error of approximation (RMSEA) was 0.064, which was lower than the recommended criterion of 0.08 (with the RMSEA, lower values indicate a better fit). Chisq/df=2.962 (lower than the recommended value of <=5).

The modification indices=44.094 and par charge=0.187 are considered high which indicate that e1 and e 21 are highly correlated. And then all the model fit indices satisfied the criteria recommended by Hu and Bentler (1999) and Mueller and Hancock (2010). There are RMSEA=0.061 (lower the recommended value of

<=0.08), GFI=0.904 (higher than the recommended value >=0.900); CFI=0.933 (higher than the recommended value >=0.900) and Chi-sq/df=2.753 (just meet the recommended value of <=5).
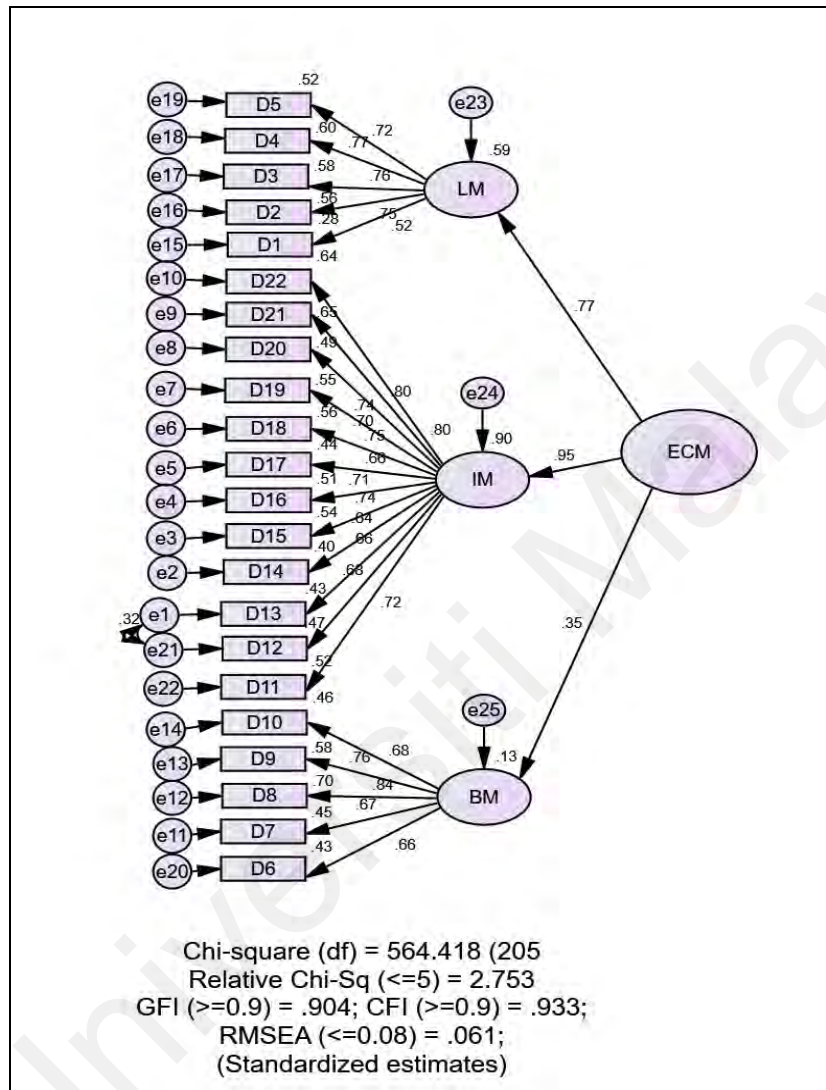
Figure 4.27.   Re-specified CFA model for College English Classroom Management

Meanwhile, according to Table 4.20, the reliability analysis and convergent validity analysis is obtained. This various research aspects of internal consistency reliability Cronbach's alpha values range between 0.830 and 0.920, and the Cronbach's alpha for the whole of EFL classroom management is 0.710. Therefore, all of this is higher than the reliability standard 0.70. To aid consistency reliability of

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the dimensions reach significance level that the four dimensions of this second-order of College English classroom management has some reliability. In convergent validity, each dimension composite reliability (CR) is between 0.839 and 0.922, higher than the standard 0.70. Each dimension Average Variance Extracted (AVE) is between 0.518 and 0.567, higher than the standard 0.50. For the whole EFL classroom management, the CR and AVE are 0.752 and 0.525 respectively. Comply with the convergent validity of each dimension inspection standards and the whole second-order model which had been mentioned before, the various aspects are convergent validity.

Table 4.20

The Validity and Reliability Indexes for the College English Classroom Management Model

Constructs	Items	Factor Loading	CR	AVE	Cronbach's alpha
EFL Classroom Management	Language management	0.779	0.752	0.525	0.710
	Behaviour management	0.346			
	Instructional management	0.940			
Language Management	D2	0.736	0.839	0.567	0.830
	D3	0.758			
	D4	0.793			
	D5	0.743			
Behaviour Management	D6	0.664	0.846	0.526	0.843
	D7	0.675			
	D8	0.834			
	D9	0.765			
	D10	0.682			

Table 4.20 (Continued)

Constructs	Items	Factor Loading	CR	AVE	Cronbach's alpha
	D11	0.701			
	D12	0.685			
	D13	0.651			
	D14	0.753			
	D15	0.724			
Instructional Management	D16	0.673	0.922	0.518	0.920
	D17	0.764			
	D18	0.734			
	D19	0.701			
	D20	0.802			
	D21	0.797			
	D22	0.723			

Table 4.21 is presented in order to identify the coefficient of the College EFL classroom management model. In Table 4.21, it indicates that all components in the College EFL classroom management model are highly significant since their respective p-value is lower than 0.000. Thus, this College English classroom mangement model is still intact and acceptable.

Table 4.21

The Regression Path Coefficient and its Significance for College EFL Classroom Management Model

Component	Path	Construct	Estimate	S.E.	C.R.	P	Results
LM	<---	ECM	1.411	0.239	5.912	<0.001	Significant
IM	<---	ECM	1.958	0.395	4.957	<0.001	Significant
BM	<---	ECM	1.000		Reference point		Significant

Note. LM=Language Management

IM= Instructional Management

BM=behaviour Management

ECM=College English Classroom Management

After the construct validity and convergent validity for College English classroom management have been established, the researcher carried out the inter-item correlation analysis to determine the discriminant validity for this latent construct.

The results of the inter-item correlation analysis are displayed in Figure 4.28. In Figure 4.28, it reflects that this model cannot be accepted because the fitness indexes of this model did not achived the level of fitness requirement (GFI=0.897).
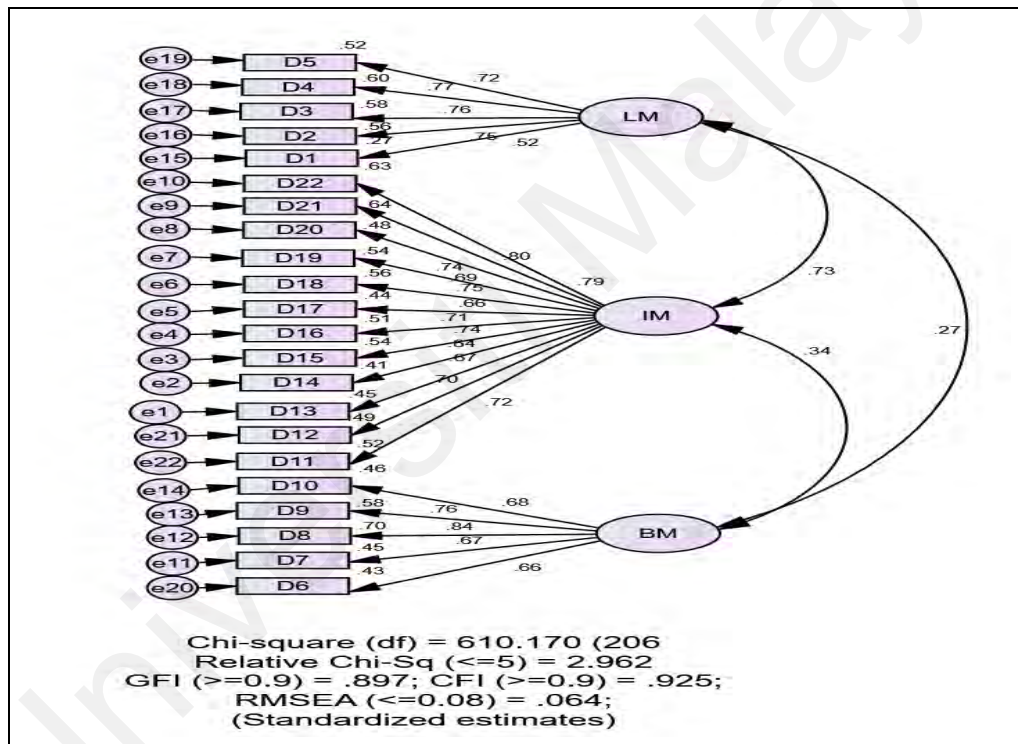
Figure 4.28. The Covariance Measurement Model for College English Classroom Management Components

Under the guidance of modifaction indices, the model fit is comfirmed (Figure 4.29) with GFI=0.904, CFI=0.933, RMSEA=0.061, Chi-sq/df=2.753. In addition, Figure 4.29 shows the correlation between components is below the

threshold of 0.85 reflecting the non-existence of redundancy among the components

measuring the EFL classroom management construct.
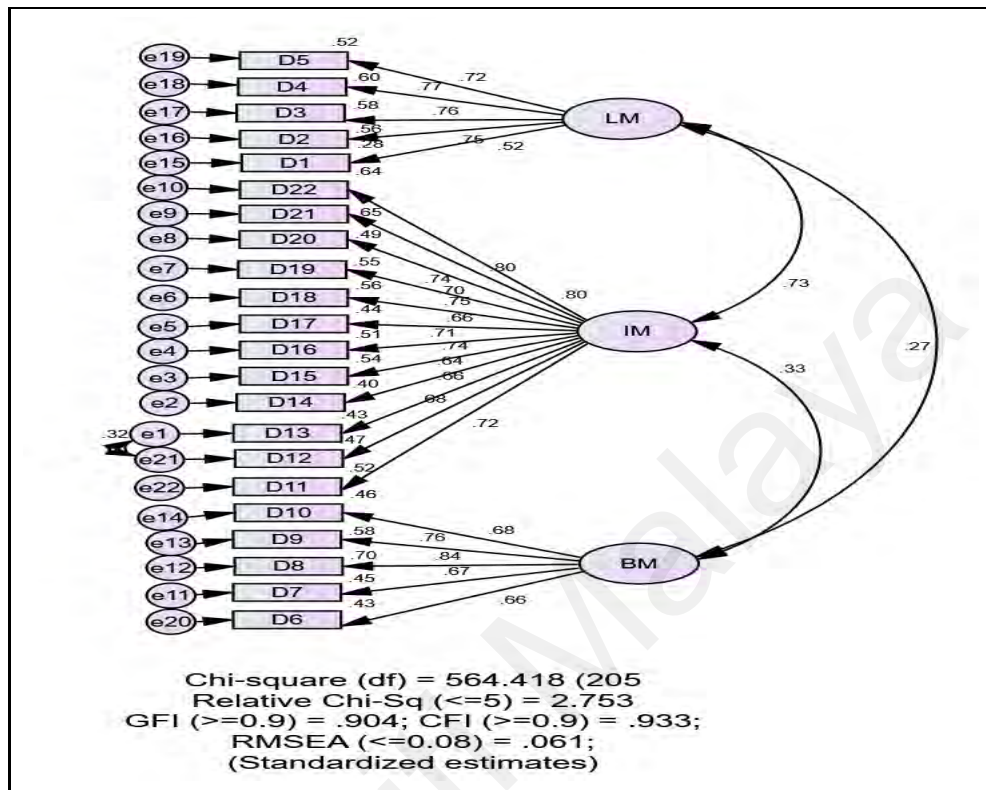
Figure 4.29. The Re-specified Covariance measurement Model for College English Classroom Management

Meanwhile, the output in Table 4.22 shows all diagonal values (In Bold) are higher than the values in their respective rows and columns indicating discriminate validity among the EFL classroom management components.

Table 4.22

The Discriminate Validity Index Summary for College EFL Classroom Management

Component	BM	LM	IM
BM	**0.725**		
LM	0.275	**0.753**	
IM	0.341	0.718	**0.720**

Note. LM=Language Management; IM= Instructional Management; BM=Behaviour Management

Chinese university EFL teachers' well-being is a latent construct measured by five sub-constructs which are (1) positive emotions (2) engagement (3) relationship (4) meaning and (5) achievement. The CFA for EFL teachers' well-being was run to assess to the construct, convergent and discriminant validity of this latent construct. The CFA model for this construct is displayed in Figure 4.30.
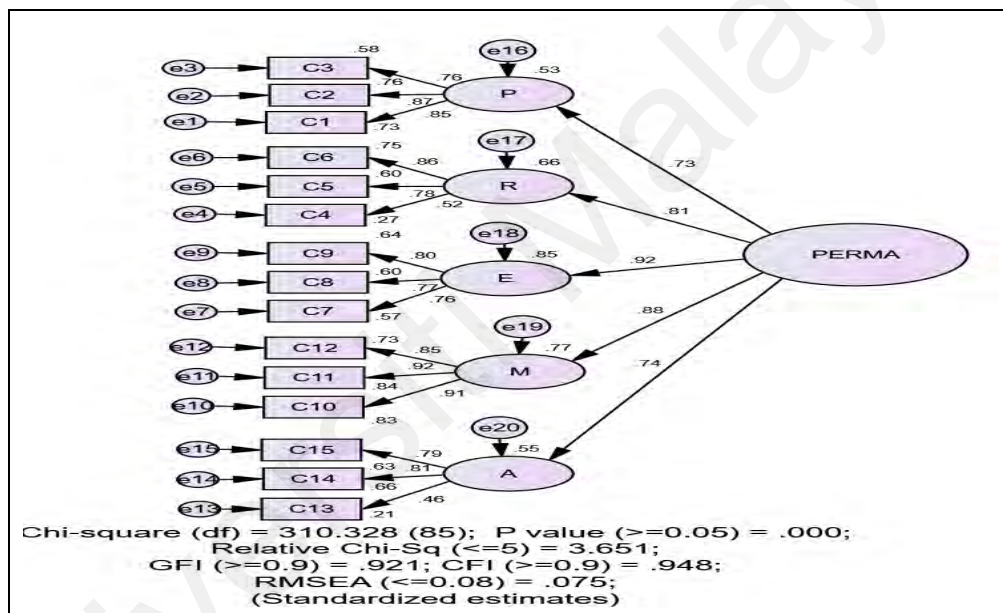
Figure 4.30.   The CFA Model for PERMA

Figure 4.30 reflected that for the Chinese university EFL teachers' well-being, the comparative fit index (CFI) was 0.948 and the (GFI) was 0.921. Both values satisfied the recommended criterion of 0.900 (with the CFI and GFI, higher values indicate a better fit). The observed value for the root means square error of approximation (RMSEA) was 0.075, which was lower than the recommended criterion of 0.08 (with the RMSEA, lower values indicate a better fit). Chi-sq/df

=3.651 (lower than the recommended value of <=5). Therefore, according to the model fit indices satisfied the criteria recommended by Hu and Bentler (1999) and Mueller and Hancock (2010), the global fit indices in Figure 4.28 indicated that the EFL teachers' well-being model provided an acceptable fit to the data.

Table 4.23

The Validity and Reliability Indexes for EFL Teachers' well-being Model

Constructs	Items	Factor Loading	CR	AVE	Cronbach's alpha
Well-being (PERMA)	Positive emotion	0.763	0.905	0.658	0.819
	Engagement	0.840			
	Relationship	0.935			
	Meaning	0.894			
	Achievement	0.778			
Positive emotion	C1	0.863	0.868	0.687	0.863
	C2	0.879			
	C3	0.783			
Engagement	C4	0.571	0.807	0.678	0.758
	C5	0.814			
	C6	0.871			
Relationship	C7	0.781	0.769	0.625	0.792
	C8	0.805			
	C9	0.822			
Meaning	C10	0.924	0.924	0.802	0.922
	C11	0.926			
	C12	0.877			
Achievement	C13	0.471	0.777	0.635	0.722
	C14	0.825			
	C15	0.818			

Furthermore, Table 4.23 obtained the reliability analysis and convergent validity analysis is of EFL teachers' well-being. This various research aspects of internal consistency reliability Cronbach's alpha values range between 0.722 and 0.922, and the Cronbach alpha for the whole of EFL teachers' well-being is 0.819.

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Therefore, all of this is higher than the reliability standard 0.70. To aid consistency reliability of the dimensions reach significance level that the four dimensions of this second-order of EFL teachers' well-being has some reliability. In convergent validity, each dimension composite reliability (CR) is between 0.777 and 0.924, higher than the standard 0.70. Each dimension Average Variance Extracted (AVE) is between 0.625 and 0.802, higher than the standard 0.50. For the whole EFL teachers' psychological capital, the CR and AVE are 0.905 and 0.658 respectively. Comply with the convergent validity of each dimension inspection standards and the whole second-order model and the various aspects are convergent validity.

Additionally, Table 4.24 presented the coefficient of the Chinese university EFL teachers' well-being model. Table 4.24, it indicates that all components in the PERMA model are highly significant since their respective p-value is lower than 0.000. Thus, this EFL teachers' well-being model is still intact and acceptable.

Table 4.24

The Regression Path Coefficient and its Significance for EFL Teachers' well-being Model

Path			Estimate	S.E.	CR	P	Results
Positive-emotion	<---	PERMA	1.773	0.205	8.638	< 0.001	Significant
Engagement	<---	PERMA	1.437	0.186	7.710	<0.001	Significant
Relationship	<---	PERMA	1.909	0.215	8.896	< 0.001	Significant
Meaning	<---	PERMA	2.148	0.233	9.233	< 0.001	Significant
Achievement	<---	PERMA	1.000	Reference point			Significant

After the construct validity and convergent validity for EFL teachers' well-being model has been established, the researcher carried out the inter-item

correlation analysis to determine the discriminant validity for this latent construct.

Hence, Figure 4.31 displays the results of the inter-item correlation analysis.
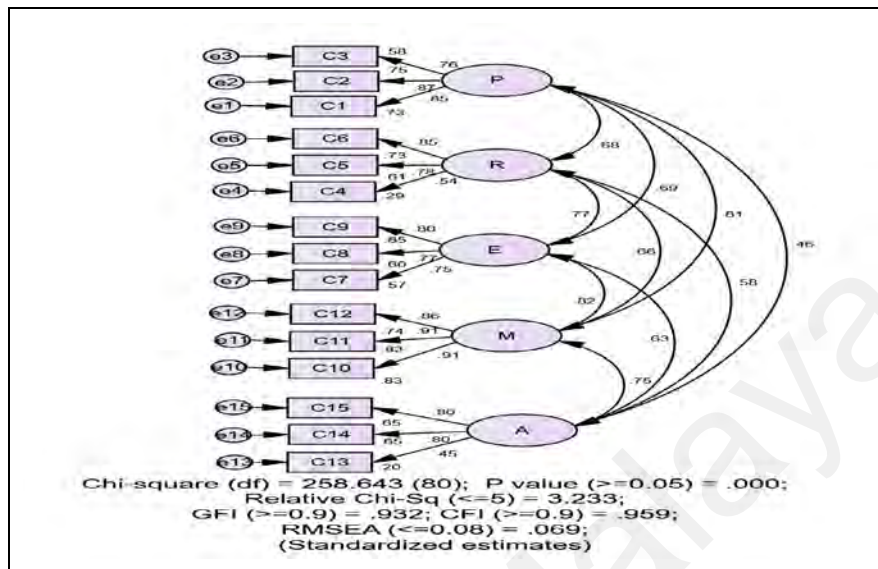
Figure 4.31. Covariance measurement model for PERMA components

Moreover, Figure 4.31 shows the correlation between components is below

the threshold of 0.85 reflecting the non-existence of redundancy among the

components measuring the EFL teachers' well-being construct.

Meanwhile, the output in Table 4.25 shows all diagonal values (In Bold)

are higher than the values in their respective rows and columns indicating

discriminate validity among the EFL teachers' well-being components.

Table 4.25

The Discriminate Validity Index Summary EFL Teachers' well-being Model

Components	Meaning	Positive Emotions	Engagement	Relationship	Achievement
Meaning	**0.895**				
Positive emotion	0.605	**0.829**			
Engagement	0.668	0.651	**0.823**		
Relationship	0.762	0.633	0.752	**0.791**	
Achievement	0.763	0.467	0.596	0.628	**0.797**

4.9.5   Pooled measurement model

After fitting the second measurements models for all the three main variables used in this study and since all variables were validated, and the reliability of the measurement models is determined. The researcher intends to estimate the correlational relationship between the three main variables (constructs) which are EFL teachers' psychological capital, EFL teachers' well-being, and EFL classroom management to make sure that there is no significant multicollinearity problems exist among these latent variables under this research. Hence, the pooled measurement model is carried out (Figure 4.32).

Chi-square (df) = 3347.949 (1754); P value (>=0.05) = .000
;Relative Chi-Sq (<=5) = 1.909; GFI (>=0.9) = .816
;CFI (>=0.9) = .917; RMSEA (<=0.08) = .044
(Standardized estimates)
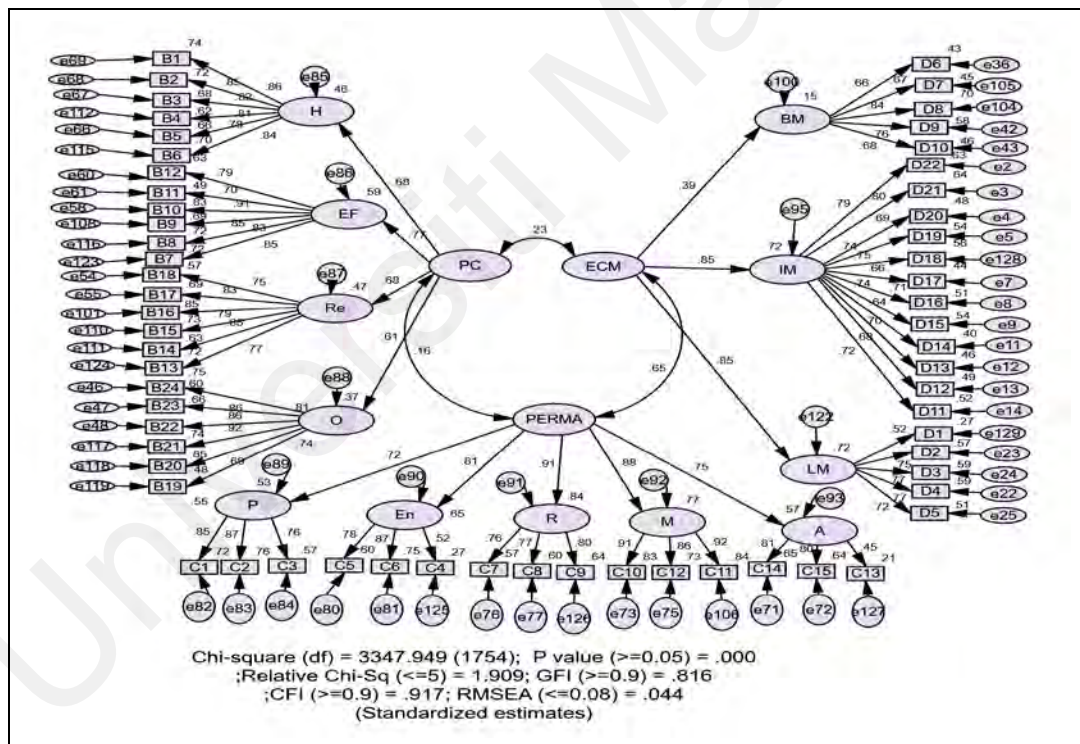
Figure 4.32. The Variances and Covariance Estimate for Latent Constructs in the Model

According to Figure 4.32, the researcher found that all the covariance (correlation) among variables proposed in the model was significant. However, the model did not fit the data since GFI values being slightly beyond the acceptable

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model fit benchmarks (GFI=0.816). The item C4, C13，C9，D1, and D19 were deleted because factor loading is not satisfied with the requirement.

Then, the outputs of the modification indices of AMOS suggested that model modification need to be performed by combing e60 and e108 (Modification indices=104.897, Par change=0.144), e110 and e124 need to be combined (Modification indices=78.453, Par change=0.156), e12 and e13 with (Modification indices 39.685, Par change=0.175), e55 and e124 with (Modification indices =31.218, Par change=0.090), e47 and e118 with (Modification indices=23.267, Par change=0.113), e36 and e105 with (Modification indices=22.138, Par change=0.353) and e2 and e3 with (Modification indices =21.620, Par change=0.092). E112 and e 66 with (Modification indices=18.689, Par change=0.061), e2 and e7 with (Modification indices =13.249, Par change=0.088), e 13 and e 14 with (Modification indices 12.302, Par change=0.088).

By these errors combing, the model fit is confirmed (Figure 4.33). The comparative fit index (CFI) was 0.946, and the (GFI) was 0.900. Both values satisfied the recommended criterion of 0.900 (with the CFI and GFI, higher values indicate a better fit). The observed value for the root means square error of approximation (RMSEA) was 0.037, which was lower than the recommended criterion of 0.08 (with the RMSEA, lower values indicate a better fit). Chisq/df=1.665 (lower than the recommended value of <=5). Therefore, the global

fit indices in Figure 4.33 indicated that this pooled measurement model provided an

acceptable fit to the data.

Chi-square (df) = 2426.576 (1459); P value (>=0.05) = ,000
;Relative Chi-Sq (<=5) = 1.663; GFI (>=0.9) = .900
;CFI (>=0.9) = .946; RMSEA (<=0.08) = .037
(Standardized estimates)
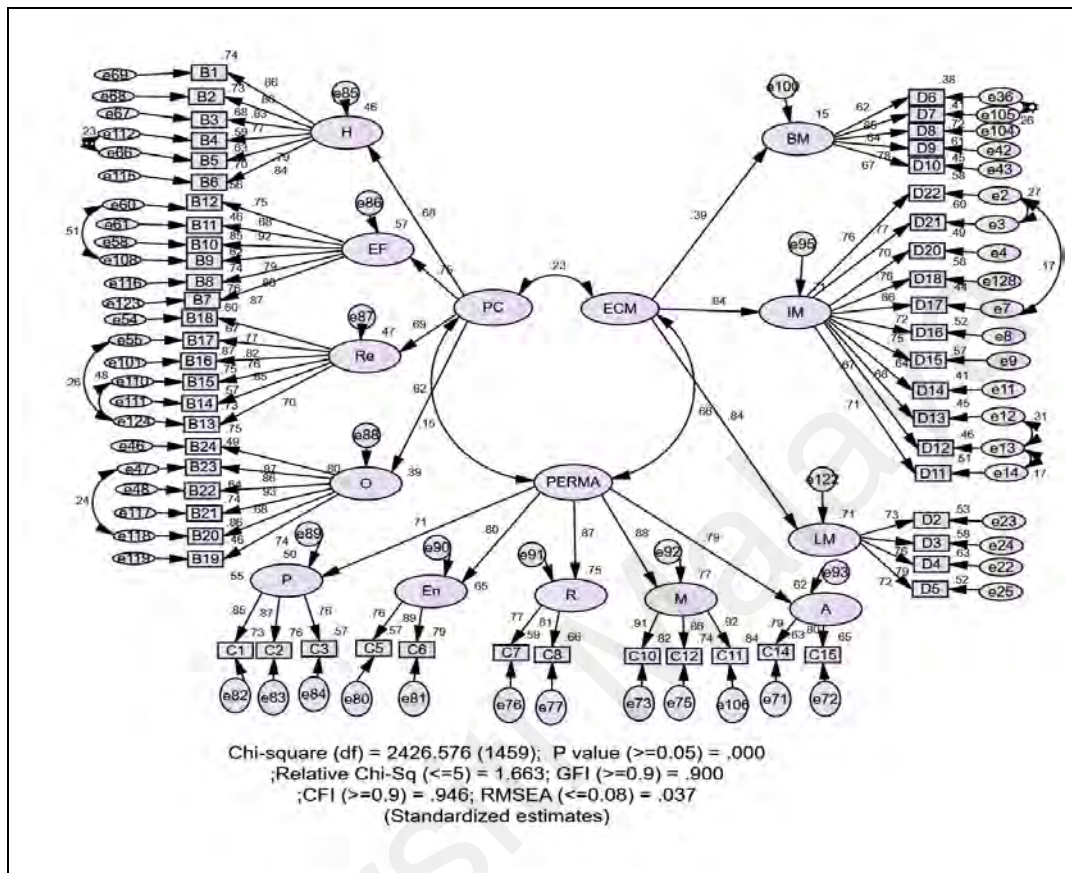
Figure 4.33. Re-specified the Variances and Covariance Estimate for Latent Constructs in the Model

Table 4.26 is the results of validity and reliability of the pooled

measurement model. In the initial model, the factor loading of EFL teachers'

psychological capital ranges from 0.694 to 0.925. The factor loadings of EFL

teachers' psychological capital are from 0.677 to 0.927 in the re-specified model. As

to the EFL teachers' well-being, the factor loading is from 0.454 to 0.916 in the

initial model, however, deleting the item C4 and C13 and C9, the factor loading of

EFL teachers' well-being ranges from 0.755 to 0.918. In the College English

classroom management, the factor loading is from 0.523 to 0.839 in the initial model,

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and in the re-specified model, when deleted the item D1 and D19, the factor loading

changed from 0.620 to 0.851. Additionally, the values regarding the validity and

reliability for EFL teachers' psychological capital [AVE=0.500, CR=0.781], EFL

teachers' well-being [AVE=0.658, CR=0.905], and College English classroom

management [AVE=0.525, CR=0.752].

Table 4.26
The Validity and Reliability of the Three Measurement Models (Construct)

Constructs	Items	Initial model	Modified model	CR	AVE	Cronbach's alpha
		Factor Loading	Factor Loading			
Chinese university EFL teachers' psychological capital (PC)	B1	0.858	0.861			
	B2	0.847	0.855			
	B3	0.822	0.826			
	B4	0.784	0.766			
	B5	0.811	0.794			
	B6	0.838	0.837			
	B7	0.851	0.870			
	B8	0.849	0.860			
	B9	0.828	0.790			
	B10	0.909	0.921			
	B11	0.700	0.680			
	B12	0.795	0.752	0.781	0.500	0.738
	B13	0.772	0.700			
	B14	0.847	0.854			
	B15	0.793	0.756			
	B16	0.852	0.868			
	B17	0.829	0.820			
	B18	0.752	0.773			
	B19	0.739	0.738			
	B20	0.694	0.677			
	B21	0.925	0.927			
	B22	0.859	0.862			
	B23	0.812	0.801			
	B24	0.865	0.865			

Table 4.26 (Continued)

Constructs	Items	Initial model Factor Loading	Modified model Factor Loading	CR	AVE	Cronbach's alpha
Chinese university EFL teachers' well-being (PERMA)	C1	0.851	0.852	0.905	0.658	0.889
	C2	0.872	0.873			
	C3	0.758	0.755			
	C4	0.521	deleted			
	C5	0.777	0.758			
	C6	0.865	0.886			
	C7	0.756	0.766			
	C8	0.773	0.814			
	C9	0.801	Deleted			
	C10	0.912	0.908			
	C11	0.916	0.918			
	C12	0.857	0.860			
	C13	0.454	Deleted			
	C14	0.807	0.791			
	C15	0.798	0.804			
College English classroom management (ECM)	D1	0.523	deleted	0.752	0.525	0.703
	D2	0.755	0.731			
	D3	0.765	0.762			
	D4	0.771	0.794			
	D5	0.717	0.722			
	D6	0.673	0.620			
	D7	0.657	0.638			
	D8	0.839	0.851			
	D9	0.763	0.779			
	D10	0.676	0.674			
	D11	0.750	0.739			
	D12	0.703	0.685			
	D13	0.677	0.675			
	D14	0.635	0.636			
	D15	0.739	0.755			
	D16	0.714	0.723			
	D17	0.663	0.664			
	D18	0.751	0.761			
	D19	0.735	deleted			
	D20	0.692	0.699			
	D21	0.775	0.752			
	D22	0.793	0.753			

Also, the estimated covariance, its standard error, critical region, and probability value are shown in Table 4.27. The results show that the covariance among variables is all significant for this pooled measurement model.

Table 4.27

The Covariance among Variables

Path			Estimate	S.E.	C.R.	P	Results
PC	<-->	ECM	0.046	0.014	3.231	0.001	Signifcant
PERMA	<-->	ECM	0.333	0.061	5.463	0.001	Signifcant
PERMA	<-->	PC	0.102	0.039	2.648	0.008	Signifcant

Note. PC= psychological capital
ECM=College EFL classroom management
PERMA=well-being

Based on Figure 4.33, the correlation coefficient between psychological capital and EFL classroom management is 0.23, between EFL teachers' psychological capital and EFL teachers' well-being is 0.15, and between EFL teachers' well-being and EFL, classroom management is 0.66. These indicate that all of these three main variables (Construct) used in this study do not have significant multicollinearity problems because their correlation coefficients are less than 0.90.

Table 4.28

The Discriminate Validity Index Summary Pooled Measurement Model

Components	PERMA	PC	ECM
PERMA	**0.811**		
PC	0.155	**0.687**	
ECM	0.665	0.228	**0.724**

Note. Bolded numbers are the square root of AVE

Discriminant validity checks the extent to which a construct is genuinely distinct from another construct. Looking into Table 4.28 above, the AVEs> R-squares which has confirmed Discriminant validity for the three constructs.

Therefore, suitable for the instrument for data collection was established. Thus, the researcher could conclude that the validity and reliability of all the three measurement models (Constructs) used in this research were confirmed. In the next section, the researcher carried out the validation of the structural model in term of discriminant validity as the prerequisite for the model testing.

4.9.5 Structural Model

The structural equation model is the second main step of SEM analysis after fitting the measurement model. The structural model can be applied by specifying the relationships among the variables. The structural model provides details on the links between the variables. It shows the specific information of the association between the independent or exogenous variables and dependent or endogenous variables (Hair et al., 2010; Ho, 2006). Evaluation of the structural model emphases firstly on the overall model fit, followed by the size, direction and significance of the hypothesized parameter estimates, (Hair, et al., 2010). The final part involved the confirmation of proposed relationship of the study based on the research hypothesizes.

After the issues of unidimensionality, validity and reliability of the constructs have been addressed; the constructs were analyzed in one full structural model using Structural Equation Modelling (SEM). The structural model is the model that demonstrated the correlational or causal dependencies among the measurement models in the study, and these latent constructs are assembled into the

structural model based on the hypothesized inter-relationships among them (Awang, 2013). In SEM, the multiple relationships among the constructs are analyzed simultaneously. The standardized estimate for the model is presented in the following Figures, while the corresponding fitness indexes and assessment are shown in Tables.

Figure 4.34 displayed that for the initial structure model, the comparative fit index (CFI) was 0.917 which value is satisfied the recommended criterion of 0.900 (with the CFI and GFI, higher values indicate a better fit). The observed value for the RMSEA was 0.044, which was lower than the recommended criterion of 0.08 (with the RMSEA, lower values indicate a better fit). However, the GFI was 0.816 which is lower than the recommended criterion of 0.900. Therefore, the initial structure model is not acceptable.
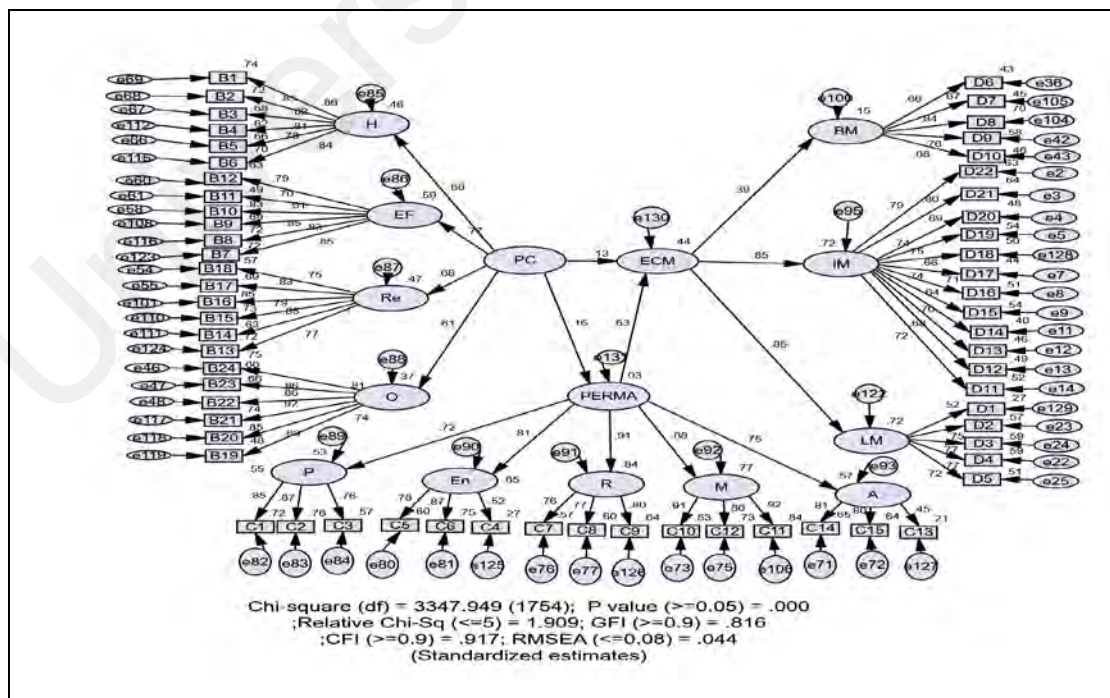
Figure 4.34. The Initial Structure Model

By checking, the factor loading, the researcher deleted the item C4, C13, C9, D1, and D19. Moreover, under the guidance of the outputs of the modification indices, some modifications were carried out on the initial structural model, guided by the modification indices (MI) as shown in Table 4.29 after deleted five items.

Table 4.29

Modifications Based on Modification Indices

ModicationNumber	Parameter	MI	Par Change
1	e 60 - e 108	104.897	0.144
2	e 110- e 124	78.453	0.156
3	e 12- e 13	39.685	0.175
4	e 55- e 124	31.218	0.090
5	e 47-e 118	23.267	0.113
6	e 36-e 105	22.138	0.353
7	e 2- e 3	21.620	0.092
8	e 112-e 66	18.689	0.061
9	e 2- e 7	13.249	0.088
10	e 13- e 14	12.302	0.088

This final model is portrayed in Figure 4.35 and shows that the relationships between variables are significant (Table 4.30).
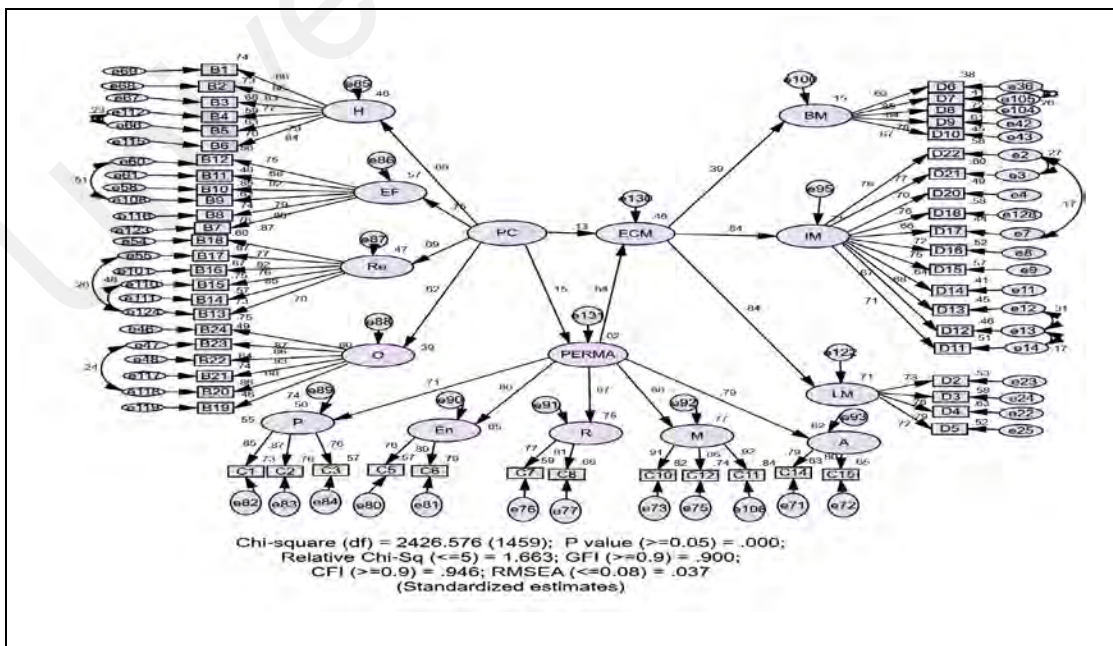
Figure 4.35. Re-specified Structure Model

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Table 4.30

Model Fit Indexes and the Results of Model Fit Testing

Model fit Index	Benchmark for model fit	Model testing result	Conclusion
Chi-sq	<5.0	Chi-sq=1.663	Model fit confirmed
GFI	>=0.900	GFI=0.900	Model fit confirmed
CFI	>=.900	CFI=0.946	Model fit confirmed
RMSEA	<0.08	RMSEA=0.037	Model fit confirmed

The structural model's assessment comprises the evaluation of the path coefficients between the model's latent variables. According to Huang et al. (2013), path coefficients represent the strength and direction of the relationship between the variables. When the path coefficient is positive, it means a positive influence, while, the path coefficient is negative has a negative impact. Hence, the empirical structural equation model will be established to examine whether the path has a significant, whether the assumption results are established, and whether the hypothesized theoretical model is consistent with the collected data.

The results presented in Table 4.31 indicate that all constructs have a significant effect on each other. The researcher found that the causal effect of EFL teachers' psychological capital on EFL classroom management, the probability of getting a t-value is 2.350 in p value significant (0.019). In other words, the regression weight for EFL teachers' psychological capital in the prediction of EFL classroom management is significantly different from zero at the .01 level (two-tailed test). Hence, the EFL teachers' psychological capital has a significant direct effect on EFL

classroom management. The analysis shows that the path coefficient between EFL

teachers' psychological capital and EFL classroom management is statistically

significant with the regression coefficient of 0.128.

Table 4.31

The AMOS Output showing Regression Coefficient between Variables

Path			B	ß	S.E.	t value	P value	Results
PERMA	**<---**	**PC**	0.155	0.382	0.142	2.684	0.007	significant
ECM	**<---**	**PC**	0.128	0.097	0.041	2.350	0.019	significant
ECM	**<---**	**PERMA**	0.645	0.198	0.034	5.795	<0.001	significant

Note. PC= Psychological capital; ECM=College EFL classroom management

Moreover, the probability of getting a t value is as large as 2.684 in p value

is significant (0.007). In other words, the regression weight for EFL teachers'

psychological capital in the prediction of EFL teachers' well-being is significantly

different from zero at the 0.01 level (two-tailed test). The EFL teachers'

psychological capital has a significant direct effect on EFL teachers' well-being. The

path coefficient between EFL teachers' psychological capital and EFL teachers'

well-being is statistically significant with the regression coefficient of 0.155.

What' more, the probability of getting value is 5.795 in p value at the

0.001 level. In other words, the regression weight for EFL teachers' well-being in the

prediction of EFL classroom management is significantly different from zero at the

0.01 level (two-tailed test). Therefore, the EFL teachers' well-being has a significant

direct effect on EFL classroom management. The path coefficient between effort

EFL teachers' well-being and EFL classroom management is statistically significant with the regression coefficient of 0.645.

In conclusion, the result of Table 4.31 indicates that the direct effect of EFL teachers' psychological capital on EFL classroom management and EFL teachers' well-being is significant at 0.05. Meanwhile, the EFL teachers' well-being has a significant and direct effect on EFL classroom management. When the validity of the developed instruments are conducted, and the validation of the measurement models for each construct (variable) and a structural model for this study have been carried out and confirmed, the researcher explained the results of the present study in the next section.

4.10   Results of the Study

This section presents the results of this research according to each of the research questions proposed. The descriptive and inferential statistical analyses were employed to answer these research questions.

The descriptive statistics in term of mean and standard deviation are used to answer the first research question. According to Creswell (2014), he pointed out 'descriptive statistics indicates the general tendencies in the data such as the mean, mode, median and the spread of scores-variance, standard deviation, and range'(p.182). 'Mean is one way to measure the central tendency of values. It is the average computed by summing the values of the observations and dividing that value by the total number of observations' (Babbie, 2016, p.429). A high mean value

indicates the strong influence of the variable. Meanwhile, 'standard deviation is a measure of dispersion around the mean. The smaller the value of the standard deviation is, the more tightly the values which are clustered around the mean and vice-versa' (Babbie, 2016, p.432). In this study, the researcher answered the first question related to the levels of Chinese university EFL teachers' psychological capital, well-being, and their College English classroom management by focusing on the mean and standard deviation.

Then, the inferential statistics are used to describe the 'characteristics of the research subjects and is done by identifying the relationship between the dependent and interdependent variables' (Chua, 2013, p.246). The inferential statistic in term of Pearson Product- Moment correlation test and Multiple regression analysis were carried out to identify the relationship between variables are used to answer research question 2 and 3. The correlation coefficient value (r) describes the strength and direction of the relationship. The strength of the correlation is based on Cohen (1988). A larger coefficient value means a strong relationship exists (Chua, 2012). The stepwise method of multiple regression adds the predictor variables to the regression that best correlate with the criterion variable. It dismisses the ones that least correlates (Perry, McMurray, and Brownlow, 2014). By using the stepwise method, the researcher can use the significant predictor variables to generate a regression equation.

Finally, structural equation modeling (SEM) procedures with Analysis of Moment Structures (AMOS) version 22.0 were carried out answer research question 4 and 5. Structural Equation Modeling (SEM) with AMOS was used to analyze the model fit of the data collected by checking the model fitness indices. The re-specified proposed model showed that all the fitness indices had achieved the threshold values. The bootstrapping was conducted to test the statistical significance of the indirect effect (Hayes, 2013). Moreover, the multi-group way is used to analyze the moderator (Teaching experience) for EFL teachers' psychological capital on EFL classroom management.

4.10.1 Research Question 1

What are the levels of Chinese university EFL teachers' psychological capital, well-being and College English classroom management in Zhejiang province?

The data from 486 Chinese university EFL teachers in Zhejiang province were collected and use the descriptive statistical analysis to investigate. Based on the checking of outliers (Section 4.5), 10 items has been reduced because of outliers and 476 samples are used into analysis.

4.10.1.1 The Level of Chinese university EFL Teachers' Psychological Capital

The EFL teachers' psychological capital was asked based on four dimensions. It comprised of 24 items and was related based on a numerical rating

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scale of 1 to 6 which anchored endpoints, whereby one represents "strongly disagree," and six represents "strongly agree." The researcher used SPSS to calculate the overall mean and standard deviation of EFL teachers' psychological capital together with the means and standard deviation for each of EFL teachers' psychological capital dimensions. Figure 4.36 displayed the Mean and Standard deviation of EFL teachers' psychological capital.
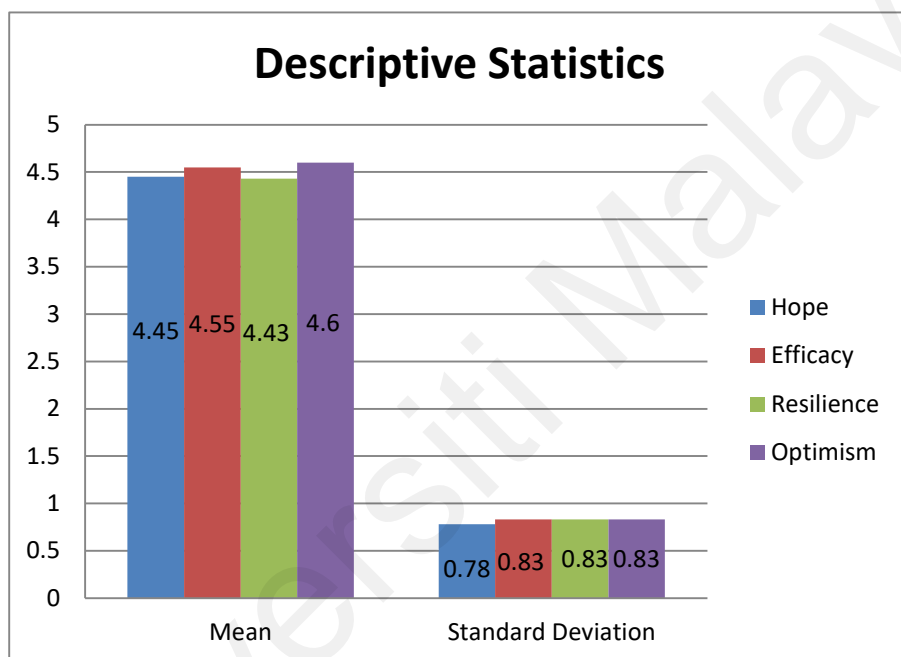
Figure 4.36. Mean and Standard deviation of EFL Teachers' psychological capital

From Table 4.32 and Table 3.14, the overall mean value of teachers' psychological capital is high (M=4.50, S.D=.61), which imply that there is a high level of psychological capital among Chinese university EFL teachers in Zhejiang province. The mean value for the four dimensions, hope and resilience belong to the moderator level. However, the dimension of efficacy and optimism are high levels. Among the four dimensions, optimism dimension which reflects the highest mean of

EFL teachers attach to EFL psychological capital (M=4.60, S.D=0.83), followed by

efficacy dimension, which reflects the EFL teachers' efficacy is high level (M=4.55,

S.D=0.83). Moreover, then, the hope dimension followed (M=4.45, S.D= 0.78).

Finally, it is resilience (M=4.43, S.D=0.83) which is at a moderate level.

Table 4.32

Descriptive Analysis for EFL teachers' psychological capital

Dimension	N	Mean	S.D.	Level
Hope	476	4.45	0.78	Moderate
Efficacy	476	4.55	0.83	High
Resilience	476	4.43	0.83	Moderate
Optimism	476	4.60	0.83	High
Overall Mean	476	4.50	0.61	High

*Note.*Mean- Low level=1.00-2.49; Moderate level= 2.5 -4.49; High level=4.5-6

Additionally, the researcher displayed the mean and standard deviation for

each of the items according to each of EFL teachers' psychological capital

dimensions in the following Tables. There are 24 items in section B of the

questionnaire to assess the EFL teachers' psychological capital. The explanation in

this section is based on which particular item demonstrated higher or lower mean

than the mean of each EFL teachers' psychological capital dimension.

a.Dimension 1: Hope

The Hope dimension has six items. The means and

standard deviations for all the six items are shown in Table 4.33.

Table 4.33

Mean and Standard Deviation for Each of the Items in Hope dimension

Item	Description	Mean	S.D.	Level
B1	If I should find myself in a jam, I could think of many ways to get out of it.	4.50	0.91	high
B2	At present, I am energetically pursuing my EFL teaching goals.	4.50	0.93	high
B3	There are lots of ways around any EFL teaching problem.	4.55	0.94	high
B4	Right now I see myself as being pretty successful in English teaching.	4.23	0.89	Moderator
B5	I can think of many ways to reach my current English teaching goals.	4.45	0.86	Moderate
B6	At this time, I am meeting the goals that I have set for myself.	4.46	0.91	Moderate
Overall Mean		4.45	0.78	Moderate

Note. Mean-Low level=1.00-2.49; Moderate level= 2.5 -4.49; High level=4.5-6

The results of the descriptive analysis for each of the items shown in Table 4.33, four items have a higher mean than the overall mean of hope dimension (M=4.45, S.D.=0.78). These three items are item B1 (M=4.50, S.D. =0.91), B2 (M=4.50, S.D. =0.93), B3 (M=4.55, S.D. =0.94). However, B4 is lowest (M=4.23, S.D. =0.89). These indicated that the EFL teachers involved in this study felt they are some problems in teaching; however, most Chinese university EFL teachers still hold hope in their teaching. Moreover, the other three items are moderate level B4, B5, B6, and the overall mean level of hope dimension is moderate level.

b. Dimension 2: Efficacy

The efficacy dimension comprised of six items. The mean and standard deviations for all of the six items are shown in Table 4.34.

As can be seen in Table 4.34, three items have a higher mean than the overall mean of efficacy dimension (M=4.53, S.D. =0.81). These three items are item B9 (M=4.58, S.D.=0.91), B10 (M=4.56, S.D.=0.94), B12 (M=4.66, S.D.=0.88). Meanwhile, three items are of high level, and the other three items are mediator level. In these six items, B7 is lowest (M=4.43, S.D. =0.98).

These indicated that the Chinese university EFL teachers involved in this study have no confidence in analyzing a long-term problem. Furthermore, the mean of the level of the overall mean is high level.

Table 4.34

Mean and Standard Deviation for Each of the Items in Efficacy Dimension

Item	Description	Mean	S.D.	Level
B7	I feel confident analyzing a long-term problem to find a solution.	4.43	0.80	Moderate
B8	I feel confident in representing teaching performance in EFL classroom.	4.49	0.97	Moderate
B9	I feel confident contributing to discussions during EFL class instruction.	4.58	0.91	High
B10	I feel confident helping to set targets/goals for myself.	4.56	0.94	High
B11	I feel confident contacting people outside the EFL class	4.45	0.95	Moderate
B12	I feel confident presenting information to language learners.	4.66	0.88	High
Overall Mean		4.53	0.81	High

*Note.*Mean- Low level=1.00-2.49; Moderate level= 2.5 -4.49; High level=4.5-6

c. Dimension 3: Resilience

The resilience dimension comprised of six items. The mean and standard deviations for all of the six items are shown in Table 4.35. From

Table 4.35, three items have a higher mean than the overall mean of resilience dimension (M=4.44, S.D. =0.81). These three items are item B13 (M=4.53, S.D. =0.95), B14 (M=4.49, S.D. =0.93), and B15 (M=4.65, S.D.=0.92). Moreover, four items have a moderate level. However, B18 is lowest (M=4.26, S.D. =0.10), which is low level in resilience dimension.

These indicated that the Chinese university EFL teachers involved in this study are difficult to handle many things at a time during work. What is more, the levels of two items in resilience dimension are high levels which are item B13 and B15. The level of the overall mean is also moderate level.

Table 4.35

Mean and Standard Deviation for Each of the Items in Resilience dimension

Item	Description	Mean	S.D.	Level
B13	When I have a setback in work, I have trouble recovering from it, moving on.	4.53	0.95	High
B14	I usually manage difficulties one way or another during EFL teaching.	4.49	0.93	Moderate
B15	If I have to, I can be "on my own," so to speak, when English teaching.	4.65	0.92	High
B16	I usually take stressful flight situations in stride.	4.35	1.0	Moderate
B17	I can get through difficult times in EFL teaching because I have experienced difficulty before.	4.40	0.97	Moderate
B18	I feel I can handle many things at a time during EFL teaching.	4.26	1.0	Moderate
Overall Mean		4.44	0.81	Moderate

*Note.*Mean-Low level=1.00-2.49; Moderate level= 2.5 -4.49; High level=4.5-6

d.Dimension 4: Optimism

The optimism dimension comprised of six items. The mean and standard deviations for all of the six items are shown in Table 4.36. According to Table 4.36, four items have a higher mean than the overall mean of optimism dimension (M=4.61, S.D. =0.87). These four items are item B21 (M=4.63, S.D. =0.95), B22 (M=4.65, S.D =0.94), B23 (M=4.62, S.D. =1.00), and B24 (M=4.70, S.D. =0.93). However, the lowest item is item B19 (M=4.33, S.D. =1.1), which indicated that when things are uncertain for Chinese university EFL teachers in EFL teaching, the majority of them felt depression. Furthermore, five items except for item B19 and the level of the overall mean are high level.

Table 4.36

Mean and Standard Deviation for Each of the Items in Optimism Dimension

Item	Description	Mean	S.D.	Level
B19	When things are uncertain for me in EFL teaching, I usually expect the best.	4.33	1.1	Moderate
B20	If something can go wrong for me work-wise, it will.	4.59	0.95	High
B21	I always look on the bright side of things regarding my EFL teaching process.	4.63	0.95	High
B22	I am optimistic about what will happen to me in the future as it pertains to EFL teaching.	4.65	0.94	High
B23	As an EFL teacher, things never work out the way I want them to.	4.62	1.00	High
B24	I approach work as if 'every cloud has a silver lining'	4.70	0.93	High
Overall Mean		4.61	0.87	High

Note. Low level=1.00-2.49; Moderate level= 2.5 -4.49; High level=4.5-6

In conclusion, the data of this study indicated that Chinese university EFL

showed a high level of psychological capital in general which reflects Chinese university EFL teachers in Zhejiang province involved in the research has a high level of hope, efficacy, resilience, and optimism.

4.10.1.2 The Level of Chinese EFL Teachers' Well-being

In this research, the mediator is EFL teachers' well-being and measured by five dimensions (1) positive emotions (2) engagement (3) relationship (4) meaning (5) achievement. It comprised of 15 items, and one over-all item was related based on a numerical rating scale of 0 to 10 which anchored endpoints in Section C. Similar to the EFL teachers' psychological capital, these means would be interpreted as the level of EFL teachers' well-being which shown in Figure 4.37. Table 4.37 refered to Table 3.13 which is the interpretation of level of mean of 11 poins.

Table 4.37

Mean and Standard Deviation and the level of EFL teachers' well-being

Dimension	N	Mean	S.D.	Level
Positive emotions	476	6.90	1.83	high
Engagement	476	7.06	1.84	high
Relationship	476	7.10	1.78	high
Meaning	476	7.42	1.87	high
Achievement	476	7.70	1.70	High
Overall Mean	476	7.11	1.49	High

*Note.*Mean–low level=0.00-3.33; Moderate level= 3.34 -6.67; High level=6.68-10.00

According to the Table 4.37 and Table 3.13 in Chapter 3, the overall mean value of Chinese university EFL teachers' well-being is high (M=7.11, S.D.=1.49)

which indicated that there is a high level of well-being among EFL teachers who are involved in this research. The mean value for the five dimensions is between 6.90 and 7.70. Among the five dimensions, achievement dimension which reflects the highest mean of EFL teachers' well-being (M=7.70, S.D. =1.70), followed by meaning dimension, which reflects the EFL teachers' meaning on the EFL teachers' well-being (M=7.42, S.D. =1.87). And then, the relationship dimension (M=7.10, S.D. =1.78) and engagement dimension (M=7.06, S.D. =1.78) followed. Finally, it is a positive emotion (M=6.90, S.D. =1.83) shows the lowest mean in the EFL teachers' well-being. Generally speaking, the five dimensions of EFL teachers' well-being are at a high level which is a positive emotion, engagement, relationship, meaning, and the achievement dimension reflects the highest level.
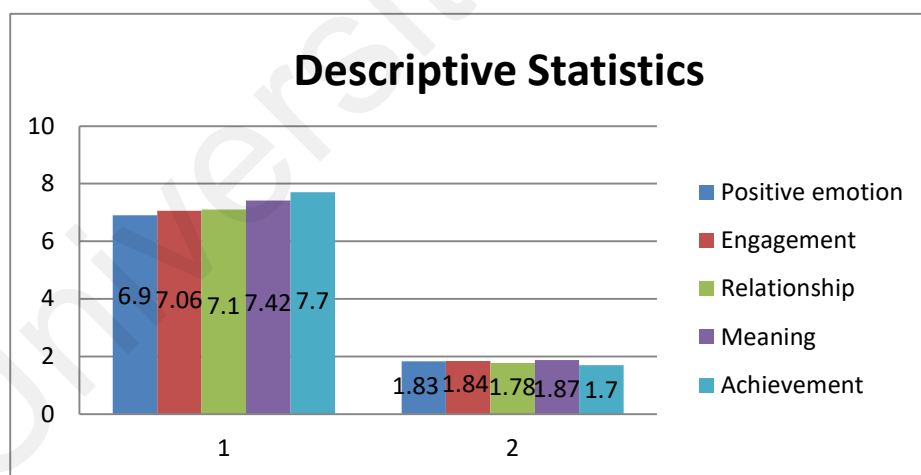
Figure 4.37. Mean and Standard deviation of EFL Teachers' well-being

a.Dimension 1: Postive Emotions

The findings illustrated all the items for the positive emotion dimension are high level according to Table 3.13 and Table 4.38. The item

C1 (M=6.95, S.D. =2.05) is the highest mean in the positive emotion dimension.

However, Item C3 shows the lowest (M= 6.83, S.D. =1.92). Hence, it reflects most

of the EFL teachers are not content their current life and work.

Table 4.38

Mean and Standard Deviation for Each of the Items in Positive Emotion Dimension

Item	Description	Mean	S.D.	Level
C1	In general, how often do you feel joyful?	6.95	2.05	High
C2	In general, how often do you feel positive?	6.91	2.17	High
C3	In general, to what extent do you feel contented?	6.83	1.92	High
	Overall Mean	6.89	1.83	High

*Note.*Mean–low level=0.00-3.33; Moderate level= 3.34 -6.67; High level=6.68-10.00

b. Dimension 2: Engagement

Table 4.39 reflects the overall mean of engagement is

7.06, and standard deviation is 1.84. Item C5 (M=7.39, S.D.=2.14) and Item C6

(M=7.40, S.D.=2.17) are higher than overall Mean (M=7.06. S.D.=1.84).

Table 4.39

Mean and Standard Deviation for Each of the Items in the Engagement Dimension

Item	Description	Mean	S.D.	Level
C4	How often do you become absorbed in what you are English teaching?	6.39	2.30	Moderate
C5	In general, to what extent do you feel excited and interested in things?	7.39	2.14	High
C6	How often do you lose track of time while doing something you enjoy?	7.40	2.17	High
	Overall Mean	7.06	1.84	High

*Note.*Mean–low level=0.00-3.33; Moderate level= 3.34 -6.67; High level=6.68-10.00

c. Dimension 3: Relationship

Table 4.40 indicates the overall mean of the

relationship dimension is 7.10, and standard deviation is 1.78. Item C8 (M=7.20, S.D. =2.12) is higher than the overall mean (M=7.20, S.D.=2.12). It reflects that the respondents feel being loved. The level of relationship dimension is high.

Table 4.40

Mean and Standard Deviation for Each of the Items in Relationship Dimension

Item	Description	Mean	S.D.	Level
C7	To what extent do you receive help and support from others when you need it?	7.05	1.98	High
C8	To what extent have you been feeling loved?	7.20	2.12	High
C9	How satisfied are you with your relationships?	7.03	2.02	High
Overall Mean		7.10	1.78	High

Note. Mean–low level=0.00-3.33; Moderate level= 3.34 -6.67; High level=6.68-10.00

d. Dimension 4: Meaning

Table 4.41 shows that the overall mean is 7.42, and standard deviation is 1.87 and the level of meaning dimension is high. Item C10 (M=7.45, S.D.=1.97) and C12 (M=7.43, S.D.=2.00) are higher than the overall mean, but item C11 is lower compared with the other two items (Mean=7.38, S.D.=2.00), which reflects the respondents hold moderate attitude toward their life.

Table 4.41

Mean and Standard Deviation for Each of the Items in Meaning Dimension

Item	Description	Mean	S.D.	Level
C10	In general, to what extent do you lead a purposeful and meaning life?	7.45	1.97	High
C11	In general, to what extent do you feel that what you do in your life is valuable and worthwhile?	7.38	2.00	High
C12	To what extent do you generally feel you have a sense of direction in your life?	7.43	2.00	High
Overall Mean		7.42	1.87	High

e.Dimension 5: Achivement

The last dimension of EFL teachers' well-being is called 'achievement.' Table 4.42 shows the overall mean is 7.07, and standard deviation is 1.70. It is moderate level. Although there are three items are moderate level. However, only C15 (M=7.68, S.D.=2.05) is higher than the overall mean. From item C15, it indicated that the majority of EFL teachers could handle their responsibilities.

Table 4.42

Mean and Standard Deviation for Each of the Items in Achievement Dimension

Item	Description	Mean	SD	Level
C13	How much of the time do you feel you are making progress toward accomplishing your goals?	6.68	2.07	High
C14	How often do you achieve the important goals you have set for yourself?	6.85	2.14	High
C15	How often are you able to handle your responsibilities?	7.68	2.05	High
	Overall Mean	7.07	1.70	High

*Note.*Mean–low level=0.00-3.33; Moderate level= 3.34 -6.67; High level=6.68-10.00

Generally speaking, the data of this study reflected that Chinese university EFL showed a high level of well-being. It also indicates Chinese university EFL teachers in Zhejiang province involved in the research has a high level of positive emotion, engagement, relationship, meaning, and achievement.

4.10.1.3 The Level of Chinese Unversity EFL Teachers' College English Classroom Mangagement

In this research, the dependent variable College English classroom management was measured based on the three dimensions which are language management, instructional management, and behavior management. There are 22 items in section D of the questionnaire to regulate the EFL teachers' classroom management. The means and standard deviation would be interpreted as the level of College English classroom management based on the interpretation shown in Table 4.43 based on the interpretation of Mean of 7 points in Table 3.15.

Table 4.43

Mean and Standard Deviation and the level of EFL Classroom Management

Dimension	N	Mean	S.D.	Level
Language management	476	5.51	0.78	High
Instructional management	476	5.67	0.80	High
Behavior management	476	4.48	1.26	Moderate
Overall	476	5.36	0.71	High

Note. Mean–low level=1.00-2.99; Moderate level= 3 -4.99; High level=5-7

By referring to the Table 4.43 and Table 3.15 in Chapter 3, the overall mean value of College English classroom management is high level (M=5.36, S.D.=0.71) which indicated that there is a high level of College English classroom management among Chinese university EFL teachers who are involved in this research. The mean value for the three dimensions is between 4.48 and 5.67. Among the three dimensions, instructional management dimension which reflects the highest

mean of College English classroom management (M=5.67, S.D.=0.80), followed by language management dimension, which reveals EFL teachers' language management in the College EFL classroom (M=5.51, S.D.=0.78). Finally, it is behavior management (M=4.48, S.D. =1.26) shows the moderator level which is also the lowest mean in College English classroom management. Above all, the overall mean value of College English classroom management has a high level. Three dimensions of EFL classroom management are further analyzed on the basis of Table 4.43 and Figure 4.38.
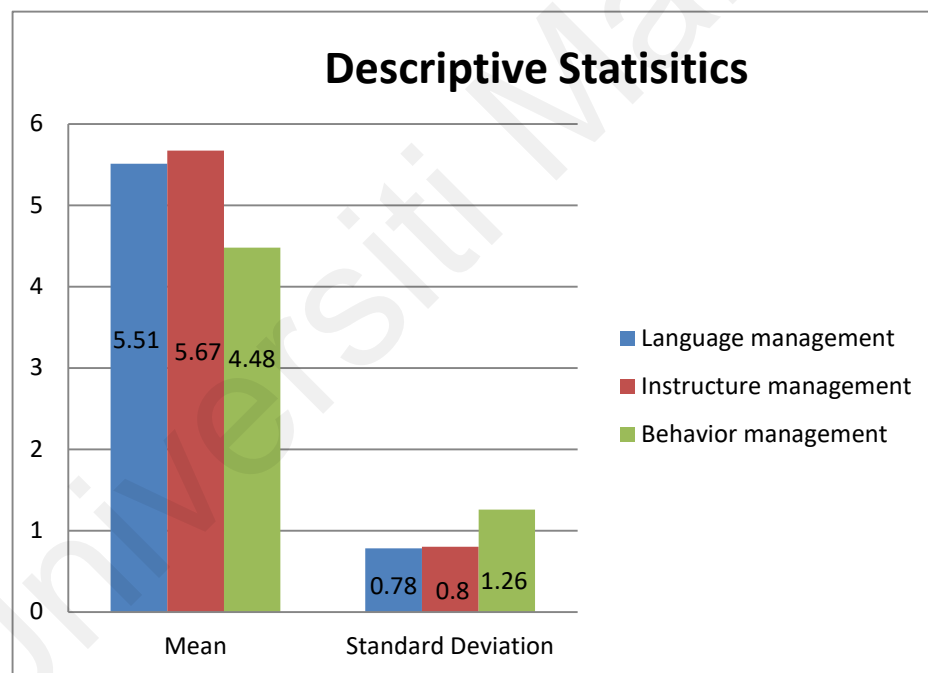
Figure 4.38. Mean and Standard deviation of EFL Classroom Management

a.Dimension 1: Language Management

According to Table 4.44 and Table 3.15 in Chapter 3, the results show that the overall mean is 5.51, and standard deviation is 0.78 which indicated that the level of language dimension is high.

Table 4.44

Mean and Standard Deviation for Language Management Dimension

Item	Description	Mean	S.D.	Level
D1	I adapt the proficiency level of my talk to students' level easily.	5.48	0.96	High
D2	I determine students' difficulty in language related issues (e.g. pronunciation, grammatical mistakes...).	5.62	0.92	High
D3	I strictly monitor students' use of English.	5.60	1.01	High
D4	I correct students' errors effectively at the best time.	5.39	1.13	High
D5	I use L1 (Chinese language) to make the lesson understandable.	5.45	1.04	High
	Overall Mean	5.51	0.78	High

Note. Mean–low level=1.00-2.99; Moderate level= 3-4.99; High level=5-7

Item D2 (M=5.62, S.D. =0.92) and D3 (M=5.60, S.D. =1.01) are higher than the overall mean, but item D4 (Mean=5.39, S.D.=1.13) is lower compared with the other items. It showed that Chinese unversity EFL teachers have difficulty in correcting students' errors effectively at the best time.

b. Dimension 2: Behavor Management

Based on the following Table 4.45, the results show that the overall mean of behavior management is 4.48, and standard deviation is 1.26 and the level of behavior dimension is moderate. Item D6 (Mean=4.57, S.D.=1.62), D8 (Mean=4.51, S.D.=1.47) and D10 (Mean=4.54, S.D.=1.59) are higher than the overall mean, but item D9 (Mean=4.37, S.D.=1.700) is lower compared with the other items. According to item D9, it shows that the majority of respondents felt difficult in keeping a balance between serious and friendliness in class.

Table 4.45

Mean and Standard Deviation for Behavior Management Dimension

Item	Description	Mean	S.D	Level
D6	I enforce rules and standard discipline during the first session of the class.	4.57	1.62	Moderate
D7	I find it difficult to manage and mitigate students' apathy towards the lesson and content of the course book.	4.41	1.64	Moderate
D8	I manage students' digression while doing the activities and direct them.	4.51	1.47	Moderate
D9	I strike a balance between seriousness and friendliness in class.	4.37	1.70	Moderate
D10	I find it difficult to maintain students' discipline (taking turn, neighbour's chatting, play with cell phone, etc).	4.54	1.59	Moderate
	Overall Mean	4.48	1.26	Moderate

Note. Mean–low level=1.00-2.99; Moderate level= 3 -4.99; High level=5-7

c.Dimension 3: Instructional Managment

Table 4.46 shown below, the results tell the overall mean 5.67, and standard deviation is 0.80. Moreover, the level of instructional dimension is high. Item D13 (M=5.81, S.D.=1.08) and D15 (M=5.77, S.D.=0.97), D17 (M=5.83, S.D.=1.10), D20 (M=5.87, S.D.=1.02), D21 (M=5.71, S.D.=1.04), D22 (M=5.73, S.D.=1.01) are higher than the overall mean and the item D18 (M=5.67,S.D.=1.03) is equal to overall mean. The lowest mean is item D14 (M=5.48, S.D.=1.21), which indicated the respondents hardly set the pace of the lesson by students' learning abilities in their instructional management. It can make the conclusion that the level of Chinese university EFL teachers of instructional management in the classroom is high.

Table 4.46

Mean and Standard Deviation for Instructional Management Dimension

Item	Description	Mean	S.D.	Level
D11	I use a variety of procedures to make my monitoring effective.	5.52	1.00	High
D12	I get students to repeat language issues in order to maximize the possibility of language learning.	5.58	1.11	High
D13	I handle new technology and equipment easily in different classes/institutes.	5.81	1.08	High
D14	I set the pace of the lesson in accordance with students' learning abilities.	5.48	1.21	High
D15	I elicit students' prior language-related knowledge before presenting a new lesson (Vocabulary, grammar, pronunciation, etc.)	5.77	0.97	High
D16	I use different grouping strategies (pairs, small groups, large groups, whole class) based on the activity.	5.56	1.12	High
D17	I elicit students' general knowledge of the world before teaching reading, listening, writing, and speaking.	5.83	1.10	High
D18	I try to highlight the language points I have taught during the class whenever possible.	5.67	1.03	High
D19	I anticipate students' problems prior to teaching a new lesson accompanying the likely solutions.	5.52	1.07	High
D20	I identify students' weaknesses and strengths to involve all students.	5.87	1.02	High
D21	I have an alternative lesson plan in case of contingencies.	5.71	1.04	High
D22	I find it difficult to monitor and assess students' progress at the same time.	5.73	1.01	High
	Overall Mean	5.67	0.80	High

Note. Mean–low level=1.00-2.99; Moderate level= 3 -4.99; High level=5-7

4.10.2 Research Question 2

Does a relationship exist between psychological capital and College English classroom management among Chinese university EFL teachers in Zhejiang province?

The hypothesis statements:

H01: Chinese university EFL teachers' psychological capital does not have a significant effect on College English classroom management in Zhejiang province.

Ha1: Chinese university EFL teachers' psychological capital has a significant effect on College English classroom management in Zhejiang province.

For null hypothesis 1, the study aimed to investigate the effect of Chinese EFL teachers' psychological capital on College English classroom management by the inferential statistic. The Pearson product-moment correlation test was carried out to investigate the relationship between Chinese university EFL teachers' positive psychological capital and College English classroom management.

Before analyzing, the researcher needs to compute the mean for Chinese university EFL teachers' psychological capital and the mean for their College English classroom management. Then, the correlation analysis was employed by comparing the mean of these two variables. The results showed in Table 4.47.

Table 4.47

Pearson Product –Moment Correlation Analysis between Chinese university EFL teachers' positive psychological capital and College English classroom management

Variable		College English classroom management	Results
Chinese university EFL teachers' psychological capital	Pearson Correlation	0.152**	Significant
	p value	0.001	H01 is rejected
	N	476	

The results of inter-correlation analysis between each of the Chinese university EFL teachers' psychological capital dimensions with the College English classroom management are displayed in Table 4.47. Table 4.47 showed that there is a statistically significant positive correlation (r=0.152, p<0.05) between Chinese university EFL teachers psychological capital and College English classroom management for the sample of this study (N=476), indicating that H01 is rejected.

Based on the correlation coefficient, r=0.152, the correlation strength between Chinese university EFL teachers psychological capital and College English classroom management are interpreted as very weak (Table 3.16).

Furthermore, the researcher analyzes the relationship between each of the means of Chinese university EFL teachers' psychological capital dimensions with the means of EFL classroom management. The results are shown in Table 4.48. According to the Table 4.48, the results of inter-correlation analysis between each of dimension of the EFL teachers' psychological with the mean of teachers' hope, efficacy, resilience, and optimism were significant and positively correlated with EFL classroom management. All of the four dimensions showed a weak correlation

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with EFL teachers' psychological capital at a significant level of $p < 0.01$. The correlation coefficient for each of the dimensions is: hope ($r = 0.139$, $p = 0.000$), efficacy ($r = 0.100$, $p = 0.000$), resilience ($r = 0.100$, $p = 0.000$), optimism ($r = 0.104$, $p = 0.000$).

Table 4.48

Inter- correlation Analysis between each of the Chinese university EFL teachers' psychological capital and College English classroom management

| Psychological capital | College English classroom management | | |
	Pearson Correlation (r)	p value	Strength
Hope	0.139	<0.001	Very weak
Efficacy	0.100	<0.001	Very weak
Resilience	0.100	<0.001	Very weak
Optimism	0.104	<0.001	Very weak

In conclusion, the results showed that there is a positive correlation which is very weak strength between Chinese university EFL teachers' psychological capital and College English classroom management. Additionally, all four dimensions were significant positive correlated with College English classroom management.

After the relationship between Chinese university EFL teachers' psychological capital and College English classroom management have been identified, the researcher determined to find out which dimension has most significantly influent on Chinese university EFL teachers' psychological capital in explaining College English classroom management in Zhejiang province.

Hence, the stepwise multiple regression method was used to examine which dimension of the Chinese university EFL teachers' psychological capital have

the most contribution to the College EFL classroom management. In this analysis, the mean score for Chinese university teachers' psychological capital and College EFL classroom management is the criterion variable. Table 4.49 showed the output of the multiple regression analysis.

Table 4.49

Multiple Regression (Stepwise) on Chinese university EFL Teachers' psychological capital to College English Classroom Management

Variable	B	(β)	t value	p value	R^2	Contribution (%)
Hope	0.129	0.139	3.092	0.002	0.019	1.9 %
Constant	4.783		25.319	0.000		
R=0.139, R^2=0.019, Adjusted R^2=0.017						

The result of multiple regression analysis showed in Table 4.49 indicated that the prediction model contained one out of the four predictors. The dominant predictor for College English classroom management is hope dimension (β=0.139; t=3.092, p=0.002). The t-test result was significant at the significant level of p <0.05 with the R^2=0.019, which indicated that hope dimension contributes 1.9% of the variance in College English classroom management. According to the standardized Beta value, when the hope dimension of Chinese university EFL teachers' psychological capital increase by one unit of standard deviation, College English classroom management will increase by 0.129 unit of standard deviation. This beta value was interpreted as modest effect size based on Table 3.18. Hence, it could be concluded that hope dimension has a modest effect size on College English

classroom management and it contributed to the College English classroom management most.

Therefore, Hypothesis H01 which hypothesis statement is that Chinese university EFL teachers' psychological capital does not have a significant effect on College English classroom management in Zhejiang province should be rejected.

4.10.3 Research Question 3

Does a relationship exist between Chinese university EFL teachers' psychological capital and their well-being among Chinese university EFL teachers in Zhejiang province?

The hypothesis statements:

H02: Chinese university EFL teachers' psychological capital does not have a significant effect on EFL teachers' well-being in Zhejiang province.

Ha2: Chinese university EFL teachers' psychological capital has a significant effect on EFL teachers' well-being in Zhejiang province.

For null hypothesis 2, the study aimed to investigate the effect of EFL teachers' psychological capital on EFL teachers' well-being by the inferential statistic. Hence, the Pearson Product-Moment correlation test was employed to identify the relationship between EFL teachers' psychological capital and their well-being based on the data collection from 476 Chinese university EFL teachers in Zhejiang province.

Table 4.50

Pearson Product –Moment Correlation Analysis between Chinese university EFL teachers' psychological capital and Chinese university EFL teachers' well-being

Variable		Chinese university EFL teachers' well-being	Results
Chinese university EFL teachers' psychological capital	Pearson Correlation	0.499[*]	Significant
	p value	<0.001	H02 is rejected
	N	476	

According to the results of inter-correlation analysis between each of the Chinese university EFL teachers' psychological capital dimensions with their well-being displayed in Table 4.50. Table 4.50 showed that there is a significant positive correlation (r=0.499, p<0.05) between EFL teachers psychological capital and their well-being, indicating that H02 is rejected.

Based on the correlation coefficient, r=0.499, the correlation strength between Chinese university EFL teachers psychological capital and their well-being are interpreted as weak according to Table 3.16.

Next, the researcher analyzes the relationship between each of the means of Chinese university EFL teachers' psychological capital dimensions with the means of their well-being. The results are shown in Table 4.51.

According to the Table 4.51, the results of inter-correlation analysis between each of dimension of the EFL teachers' psychological capital with the mean of teachers' hope, efficacy, resilience, and optimism were significant and positively correlated with their well-being. All of the four dimensions showed a very weak correlation with EFL teachers' psychological capital at a significant level of p<0.01.

The correlation coefficient for each of the dimensions is: hope (r =0.085, p=0.000), efficacy (r =0.071, p=0.000), resilience (r =0.089, p=0.000), optimism (r =0.102, p=0.000).

Table 4.51

Inter-correlation Analysis between each of the Chinese university EFL teachers' psychological capital and Chinese university EFL teachers' well-being

Psychological capital	Chinese university EFL teachers' well-being		Strength
	Pearson Correlation (r)	p value	
Hope	0.085	<0.001	Very weak
Efficacy	0.071	<0.001	Very weak
Resilience	0.089	<0.001	Very weak
Optimism	0.102	<0.001	Very weak

These results indicated that there is a weak positive correlation between Chinese university EFL teachers' psychological capital and their well-being. Moreover, all four dimensions were significant positive correlated with their well-being. After the relationship between Chinese university EFL teachers' psychological capital and well-being has been identified, the researcher determined to find out which dimension has most significantly influent on EFL teachers' well-being in Zhejiang province.

Hence, the stepwise multiple regression method was used to examine which of the Chinese university EFL teachers' psychological capital dimensions contribute to the EFL teachers' well-being. Table 4.52 showed the output of the multiple regression analysis.

Table 4.52

Multiple Regression (Stepwise) on Chinese university EFL teachers' psychological capital to Chinese university EFL teachers' well-being

Variable	B	β	t value	p value	R^2	Contribution (%)
Optimism	0.177	0.102	2.256	0.000	0.010	1%
Constant	5.815		15.923	0.000		
R=0.102, R^2=0.010, Adjusted R^2=0.008						

The result of multiple regression analysis showed in Table 4.52 indicated that the prediction model contained one out of the four predictors. The predictor is Optimism (β=0.102, p=0.010).

The dominant predictor for EFL classroom management is optimism dimension (β=0.102, t=2.256, p=0.010). The t-test result was significant at the significant level of p<0.05 with the R^2=0.010. This indicated that optimism dimension contributes 1% of the variance in EFL teachers' well-being. When the optimism dimension of Chinese university EFL teachers' psychological capital increase by one unit of standard deviation, it means the value College English classroom management will increase by 0.177 unit of standard deviation from the standardized Beta value index. This beta value was interpreted as modest effect size based on the Table 3.18, and it could be concluded that optimism dimension has a small effect size on EFL teachers' well-being.

Therefore, Hypothesis H02 which hypothesis statement is that Chinese university EFL teachers' psychological capital does not have a significant effect on EFL teachers' well-being in Zhejiang province should be rejected.

4.10.4   Research Question 4

Does well-being play a mediating role in the relationship between

psychological capital and College English classroom management

among

Chinese university EFL teachers in Zhejiang province?

The hypothesis statements:

H03: Chinese university EFL teachers' well-being is not a significant

mediator for the relationship between their positive psychological capital and

College English classroom management.

Ha3: Chinese university EFL teachers' well-being is a significant mediator

for the relationship between their positive psychological capital and College English

classroom management.

The analysis for mediation begins by showing the total effect of EFL

teachers' psychological capital on College English classroom management is

significant or not. The total effect is measured by beta confident. Hence, the

researcher needs to identify the total effect initial pathway model of EFL teachers'

psychological capital and College English classroom management.

Figure 4.39 shows that the model of EFL teachers' psychological capital

effect on the classroom management.
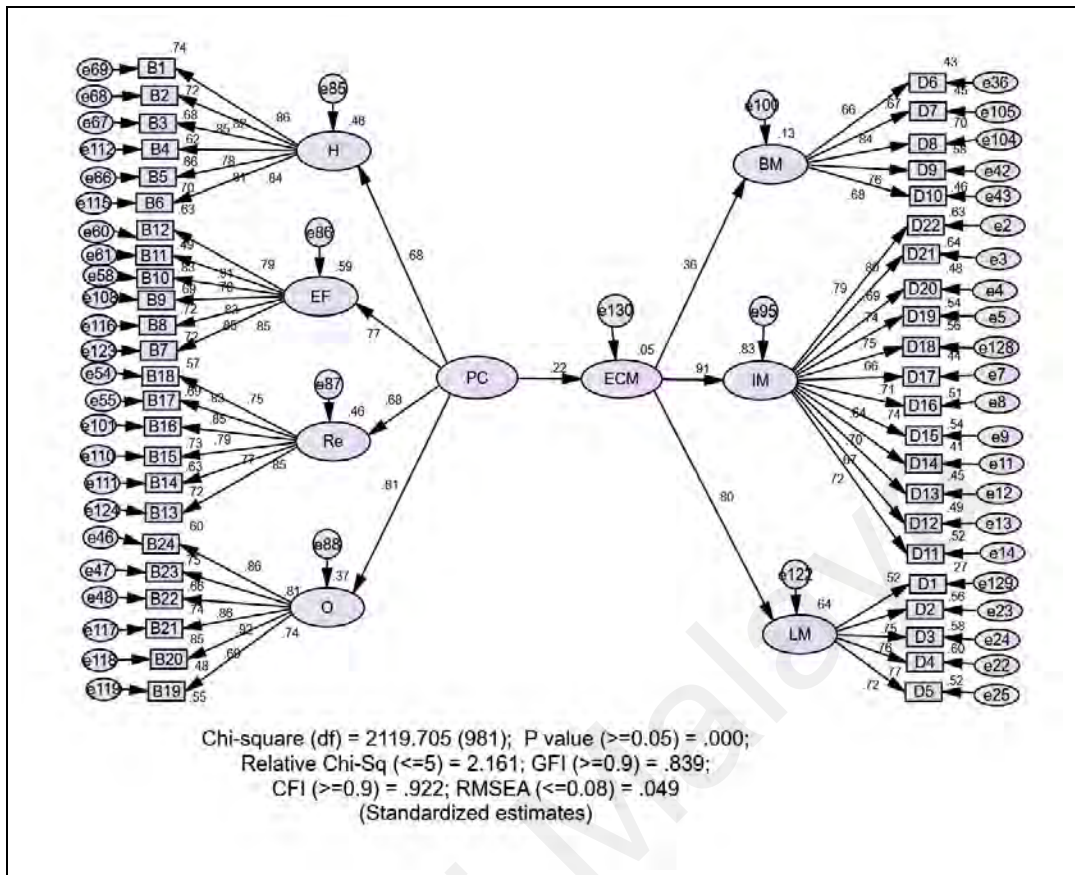
Figure 4.39. The Initial Structure Model shows the total Effect of EFL teachers'
Psychological Capital on Collge Englsih Classroom Management

Figure 4.39 indicated the comparative fit index (CFI) was 0.922 which is

higher values indicate a better fit but the (GFI) was 0.839 which is not satisfied the

recommended criterion of 0.900. The observed value for the root means square error

of approximation (RMSEA) was 0.050, which was lower than the recommended

criterion of 0.08 (with the RMSEA, lower values indicate a better fit).

Chisq/df=2.166 (lower than the recommended value of <=5).

In Figure 4.40, the modification index is 105.303 and par charge is 0.144 is

considered high which indicate that e60 and e108 are highly correlated. Moreover,

e110 and e124 are combined with the modification index is 78.195, par charge is

0.156. Moreover, all of the model fit indices satisfied the criteria recommended by

Hu and Bentler (1999) and Mueller and Hancock (2010). RMSEA is 0.045 (lower

the recommended value of <=0.08), GFI is 0.900 (higher than the recommended

value >=0.900); CFI is 0.935 (higher than the recommended value >=0.900) and

Chi-sq/df is 1.961 (lower than the recommended value of <=5).
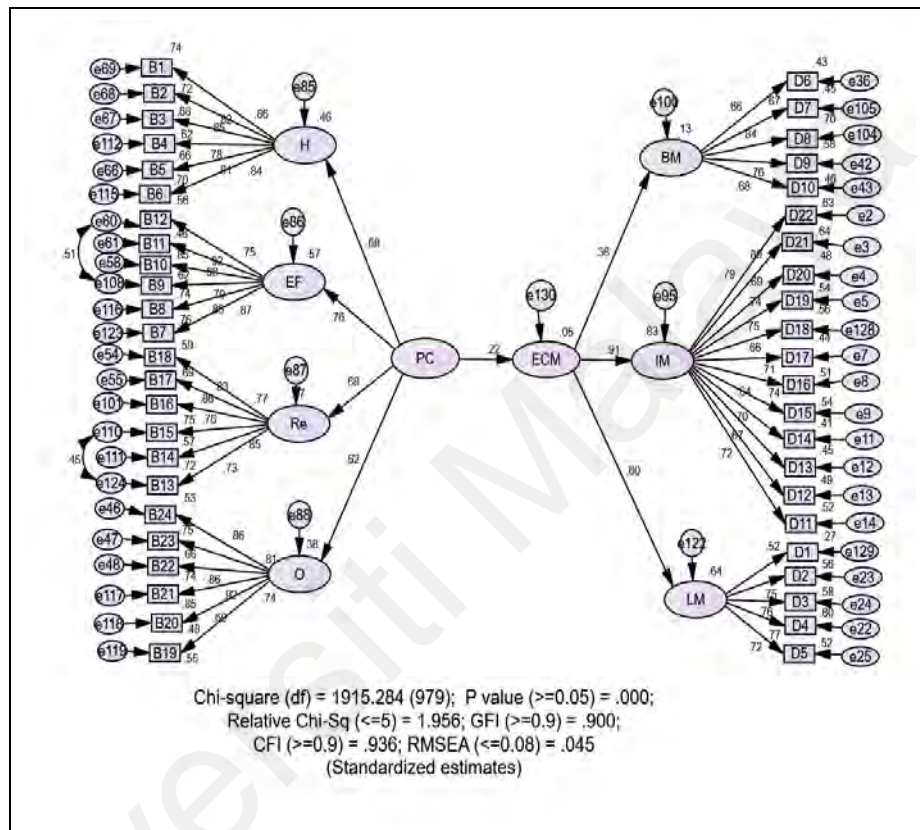
Figure 4.40. The Re-specific Structure Model Shows the Direct Effect of EFL
Teachers' psychological capital on EFL Classroom Management

By Table 4.53, it reflects the β estimate is 0.223 and probability of gettin a

critcal ratio as large as 3.229 in absolut value is 0.001. In other words, the regression

weight for EFL techers' psychological capital in the prediction of College English

classroom is signifcant different from zero at the 0.01 level(two tailed test).

Therefore, EFL teachers' psychological capital has significant effect on College

English classroom management.

Table 4.53

The Direct effect of EFL teachers' psychological capital effect on EFL classroom management

Path			β	B	S.E.	CR	P	Results
ECM	<---	PC	0.223	0.183	0.057	3.229	0.001	Significant

Note: ECM=College English classroom management
PC= psychological captial

After the standardized regression weights and the probability values which indicate the significance for the respective path were obtained, the procedures for testing mediation effect were conducted. Chinese university EFL teachers' well-being was examined as a potential mediator in the relationship between Chinese university teachers' psychological capital and their College English classroom management. This study used the method proposed by Awang (2015) in testing the mediation and confirming the results through bootstrapping. This study employed mediation analysis based on 5000 bootstrapped samples using bias-corrected and accelerated 95% confidence intervals.
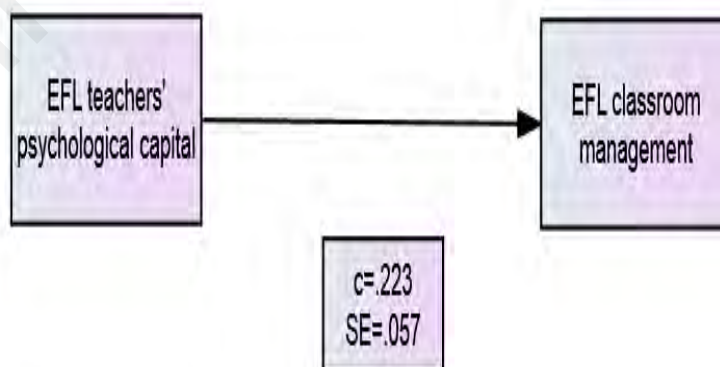
Figure 4.41. The Result of total Effect of EFL teachers' psychological capital effect on EFL classroom management

Figure 4.41 indicated that Chinese university EFL teachers' psychological capital was regressed on their College English classroom management yielding the coefficient corresponding to path 'C'. Moreover, the unstandardized regression coefficient for this total effect was: B=0.223, SE=0.057, p<0.05.

According to the results of Figure 4.41 and Table 4.53, the following section presents the concept of a triangle which indicates the direct and indirect effect for each of the hypothesis was used when analyzing the mediator. The results were then confirmed using bootstrapping. The results are shown in Figure 4.42.

Figure 4.42 showed that Chinese university EFL teachers' psychological capital is a significant predictor of their well-being as a mediator (path a), which the unstandardized regression coefficient is (B) =0.155, and SE=0.142, p<0.05 This results also indicated that EFL teachers' well-being is a significant predictor of their EFL classroom management (path b), which unstandardized regression coefficient is (B) =0.645, and SE=0.034, p <0.05. Meanwhile, the direct effect of Chinese university EFL teachers' psychological capital on their EFL classroom management via Chinese university EFL teachers' well-being (path c') was statistically significant, (B) =0.128, and S.E.=0.041, p < 0.05.
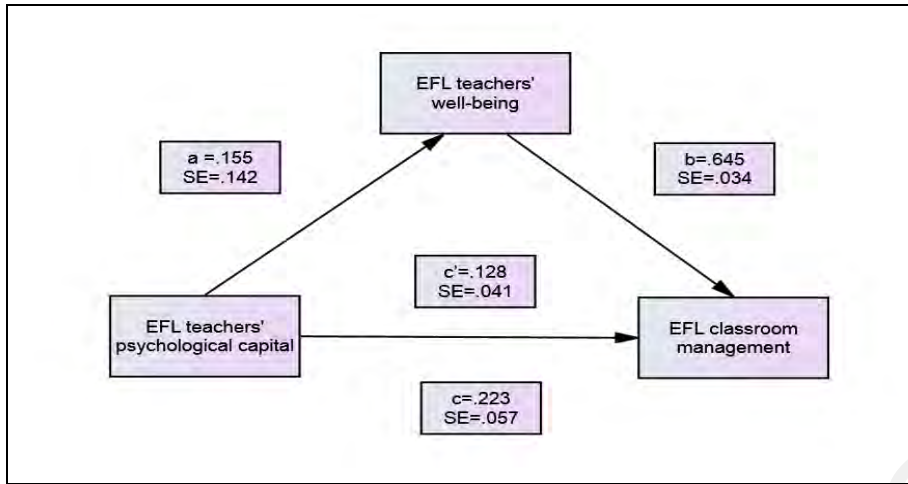
Figure 4.42. Moderling the Mediating effects for well-being

The bootstrapping result in Table 4.54 indicates that both direct effect and indirect effect were statistically significant which revealed the partial Mediation effcte. Therefore, based on the results, the null hypothesis was rejected. It is proven that EFL teachers' well-being does mediating role on the relationship between EFL teachers' psychological capital and College English management. In the adaptaion, the data suggested that there is a positive and partial mediating effect of Chinese university EFL teachers' well-being on the relationship between Chinese university EFL teachers' psychological capital and their College English classroom management.

Table 4.54

The Bootstrap Results of the Total, Direct and Indirect Effect of the Mediation Analysis (N=476; 5000 bootstrap samples)

Path	Total effect	Direct effect	Indirect effect	Results
PC--PERMA--ECM	$\beta=0.228$ (P=0.001)	$\beta=0.128$ (P=0.011)	$\beta=0.100$ (P=0.016)	Partial meditaion

Note: PC=EFL teachers' psychological capital
PERMA=EFL teachers' well-being;
ECM= EFL classroom management

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Therefore, Hypothesis H03 which hypothesis statement is that Chinese university EFL teachers' well-being is not a significant mediator for the relationship between their positive psychological capital and College English classroom management should be rejected.

4.10.5 Research Question 5

What is the moderating effect of teaching experience on the relationship between Chinese university EFL teachers' psychological capital and College English classroom management in Zhejiang province?

The hypothesis statements:

H04: Teaching experience is not a significant moderator for the relationship between their psychological capital and College English classroom management.

Ha4: Teaching experience is a significant moderator for the relationship between their positive psychological capital and College English classroom management.

According to the definition of a moderator variable, it is a third variable that can strengthen or weaken the influence of a variable or sets of variables on other influent variables (Frazier, Baron, & Tix, 2004). In other words, the moderating variable is the variables that "moderates the effects" of an independent variable on its dependent variable. In addition, when a moderator enters the model, the causal effect

would change due to some "interaction effect" between the independent variable and the moderating variable so that the effect could either increase or decrease (Awang, 2014). Due to the moderating effect of the latent constructs is very complicated and the multi-group path analysis (Ho, 2014), this study would estimate two models separately, which are constrained model and the unconstrained model (Awang, 2014). The researchers assumed that in the constrained model, all the groups have the same effects on the tested causal path, while in the unconstrained model, the inequality exists between groups. Comparison between these two models would be carried out. From the Nested Model Comparison statistic, if the result showed a significant change in the chi-square value between the constrained and unconstrained models, it signified that the moderating variable demonstrated difference effect on the tested causal path. Therefore, the moderating effect exists and that variable could be confirmed as a moderator.

In this research, the researcher aims to investigate the moderating effect of Chinese university EFL teachers' teaching experience on the relationship between psychological capital and their EFL classroom management. And teaching experience as the teacher demographic variable would be analyzed as follow: respondents' teaching experience was categorized into two groups. These two groups are experienced teachers who are above five years and novice teachers who are under five years.

To analyze the effect of teaching experience as a moderator in the relationship between EFL teachers' psychological capital and College English classroom management, data were split into two groups which are experienced teachers and novice teachers. The path of interest was selected one at a time to test the moderator. The differences in Chi-square values between constrained model and the unconstrained model for each path were obtained. If the value for each testing differs by more than 3.84, then the moderation occurs in the path (Awang, 2015). The following sections presented the results.

The re-specified model of Chinese university EFL teachers' psychological capital and their College English classroom management (Figure 4.40) was performed the moderating effect of teaching experience on the relationship between Chinese university EFL teachers' psychological capital and their College English classroom management.

For testing the moderation effect of teaching experience in the relationship between EFL teachers' psychological capital and College English classroom management, both constrained and unconstrained models were obtained, and Table 4.55 shown the results.

Referring to Table 4.55, the Chi-square value for the constrained model for the experienced group is 2761.944 while for the unconstrained model is 2674.284. The moderation test for the experienced group was conducted by obtaining the difference between both values. The results are presented in Table 4.56.

Table 4.55

The Chi-Square Value and DF for the Constrained and Unconstrained Model for Experienced Teachers Group

			Chi-Square Value and DF			
Constrained	**Model**	**NPAR**	**CMIN**	**DF**	**P**	**CMIN/DF**
	Default Model	157	2761.944	1649	0.000	1.675
	Saturated Model	1806	0.000	0		
	Independence Model	84	16344.968	1722	0.000	9.492
Unconstrained	Model	**NPAR**	**CMIN**	**DF**	**P**	**CMIN/DF**
	Default Model	198	2674.284	1608	0.000	1.663
	Saturated Model	1806	0.000	0		
	Independence Model	84	16344.968	1722	0.000	9.492

Based on Table 4.56, the difference in Chi-square value is 87.66 (2761.944 -2674.284), while the difference in Degree of Freedom is 1649-1608 = 41. For the test to be significant, the difference in Chi-square value must be higher than the value of Chi-square with 1 Degree of Freedom, which is 3.84 (Awang, 2015). The results show that the moderation test for experienced teachers group is significant. Therefore, the null hypothesis is rejected. The procedure for EFL teachers' psychological capital the test of moderation for EFL classroom management using another data set (unexperienced/novice teachers) was then carried out. The results are presented in Table 4.56.

Table 4.56

The Moderation Test for Experienced Teacher Group Data

	Constrained Model	Unconstrained Model	Chi-Square Difference	P value	Result on Moderation	Result on Hypothesis
Chi-Square	2761.944	2674.284	87.66	.000	Significant	
DF	1649	1608	41			

The hypothesis statements:

H04: Teaching experience is not a significant moderator on the relationship between their psychological capital and College English classroom management.　Rejected

Ha4: Teaching experience is a significant moderator on the relationship between their psychological capital and College English classroom management.　Fail to reject

Note. The moderation test is significant since the difference in Chi-Square value between the constrained and unconstrained model is more than 3.84.

4.10.5.1　Path model for EFL novice teacher

The structural model among novice teachers is presented in figure 4.43.

Chi-square (df) = 1911.175 (979); P value (>=0.05) = .000 ;Relative Chi-Sq (<=5) = 1.952; GFI (>=0.9) =.900 ;CFI (>=0.9) =.900 ; RMSEA (<=0.08) = .065 (Standardized estimates)
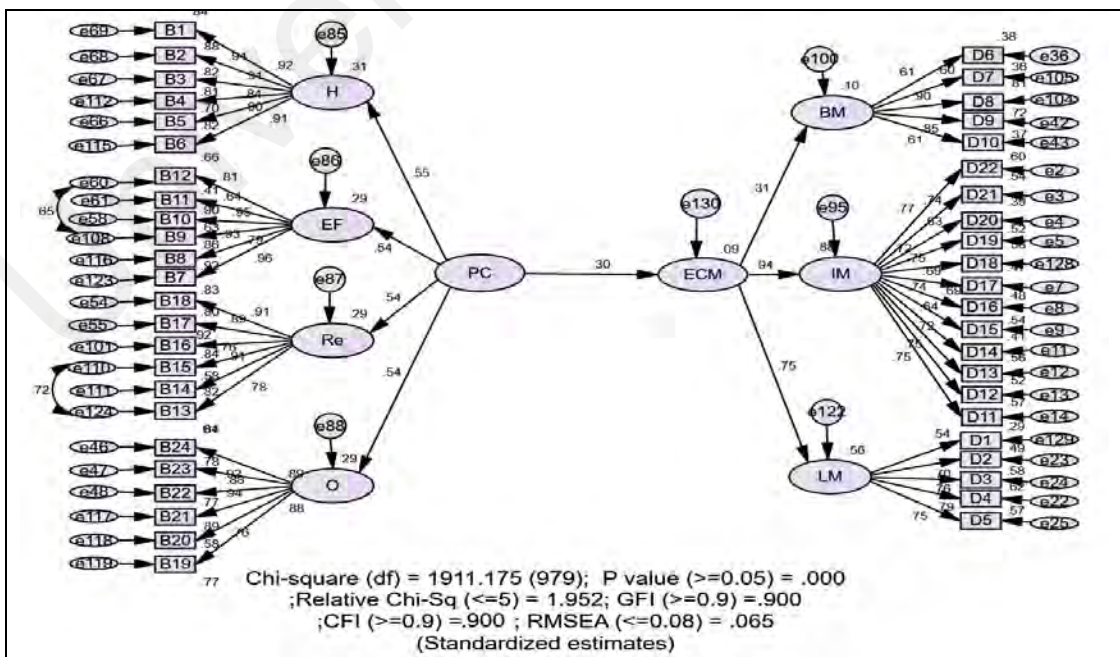
Figure 4.43.　The effect of EFL teachers' psychological capital on EFL classroom management among novice teachers

The fit indices of this model were computed based on Maximum likelihood method (ML). The chi-square was significant ($\chi2$= 1911.175, df = 979, p<0.001). The GFI was 0.900, more than the cut-off 0.8. The RMSEA was 0.065, less than the threshold 0.08 and $\chi2$/df was 1.952, below the threshold of 5, CFI=0.9. According to the results (Table 4.57) the independent variable (psychological capital) showed a significant positive effect on College English classroom management (β=0.303, p= 0.009) among novice teachers.

Table 4.57

The effect of novice EFL teachers' psychological capital on EFL classroom management

Path	B	beta	S.E.	C.R.	P value
ECM<---PC	0.439	0.303	0.167	2.624	0.009

Note. ECM= College English classroom management
    PC=Psychological capital

4.10.5.2   Path model for EFL experienced teacher

The structural model among experienced teacher is presented in figure 4.44. The fit indices of this model were computed based on Maximum likelihood method (ML). The chi-square was significant ($\chi2$= 1911.175, df = 979, p<0.001). The GFI was 0.900, more than the cut-off 0.8. The RMSEA was 0.054, less than the threshold 0.08 and $\chi2$/df was 1.741, below the threshold of 5, CFI=0.911.
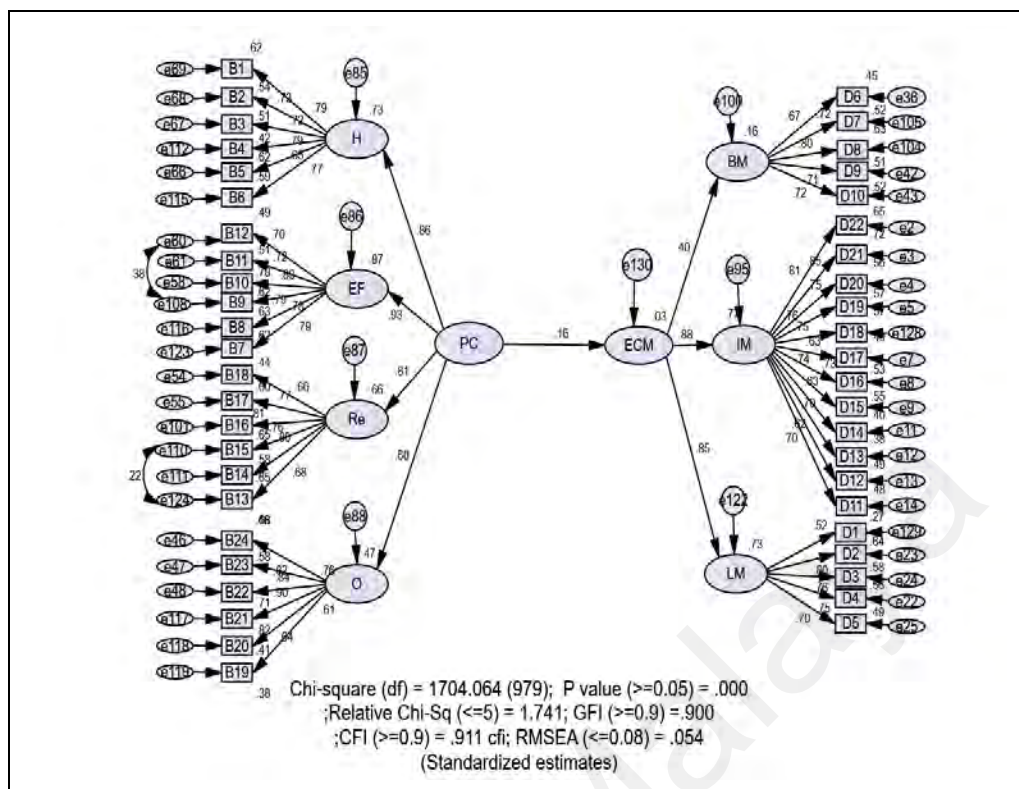
Figure 4.44   The effect of EFL teachers' psychological capital on EFL classroom
management among experienced teachers

According to the results (Table 4.58) the independent variable

(psychological capital) showed a significant and positive effect on College English

classroom management (**β**=0.159, p=0.038) among experienced teachers.

Table 4.58

*The effect of experienced EFL teachers' psychological capital on EFL classroom
management*

Path	B	beta	S.E.	C.R.	P value
ECM<---PC	0.183	0.159	0.088	2.078	0.038

Note. ECM= College English classroom management; PC=psychological capital

To identify which group is more pronounced, the standardized parameter

estimates and its significance for both groups were obtained. The results are

presented in Table 4.59.

Table 4.59

The effect of EFL teachers' psychological capital on EFL classroom management is for experienced and novice teachers group

Path	Group	β	P value	Result
ECM<-- PC	experienced	0.159	0.038	is significantly different from zero at the 0.05 level (two-tailed)
	novice	0.303	0.009	

Note. PC= psychological capital;
ECM=College EFL classroom management

Based on Table 4.59, no matter what experienced teachers group and novice teachers group, both groups affect significantly on the relationship between EFL teachers' psychological capital and College English classroom management. It means teaching experience is the moderator on the relationship between Chinese university EFL teachers' psychological capital and their College English classroom management the standardized parameter estimate for "experienced" is 0.159 while the same estimate for "novice" is 0.303. Thus, it can be concluded that the effect of EFL teachers' psychological capital on College English classroom management is more pronounced in the "novice" group compared with the "experienced" group. In other words, novice teachers group is stronger in the relationship between two variables and in two groups.

4.11 Summary

This chapter presented the analysis and finding of the five research questions. It began by describing the data preparation before the investigation. Then, some assumptions are also involved, such as normality, outlier, linearity, and linearity of Homoscedasticity and multicollinearity. An overview of the respondents'

demographic variable profiles by Chinese university EFL teachers is discussed following. The validation and reliability of instruments, measurement models, pooled measurement model and structural model through CFA are confirmed.

Meanwhile, the Structural Equation Modeling (SEM) technique is used to analyze the model fit by checking the model fitness indices. The re-specified proposed model showed that all the fitness indices had achieved the threshold values. Table 4.60 summarized the findings for each of the research questions.The next chapter presents the discussions and implications of the study. Limitation faced by the researcher will also be presented, followed by discussions on the recommendations for future researches.

Table 4.60

Summary of the Research Findings

NO	Research Questions	Findings	Hypothesis
1	What are the levels of Chinese university EFL teachers' psychological capital, well-being and College English classroom management in Zhejiang province?	Chinese university EFL teachers' psychological capital showed a high level (M=4.50, S.D.=0.61) The level of Chinese university EFL teachers' well-being is high (M=7.11, S.D.=1.49), and their College English classroom management level indicated the high level(M=5.36, S.D.=0.71)	
2	Does a relationship exist between psychological capital and College English classroom management among Chinese university EFL teachers in Zhejiang province?	There is a statistically significant positive correlation which is weak (r=0.152, p<0.05) between EFL teachers' psychological capital and College English classroom management	H01 rejected
3	Does a relationship exist between Chinese university EFL teachers' psychological capital and their well-being among Chinese university EFL teachers in Zhejiang province?	There is a statistically significant positive correlation which is very weak (r=0.499, p<.05) between EFL teachers' psychological capital and their well-being.	H02 rejected
4	Does well-being play a mediating role in the relationship between psychological capital and College English classroom management among Chinese university EFL teachers in Zhejiang province?	There is a positive and partial mediating effect of EFL teachers' well-being on the relationship between EFL teachers' psychological capital and College English classroom management	H03 rejected
5	What is the moderating effect of teaching experience on the relationship between Chinese university EFL teachers' psychological capital and College English classroom management in Zhejiang province?	Teaching experience is the moderator on the relationship between EFL teachers' psychological capital and their College English classroom management	H04 rejected

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1   Introduction

This chapter begins with the conclusion of the findings that were derived from the investigation of the relationship involving psychological capital, well-being and College English classroom management among Chinese university EFL teachers in Zhejiang province. A discussion of the results is made by conducting comparisons with previous studies. The implications and contributions of the study are also drawn. This chapter ends with recommendations for future research.

5.2   Summary of the Findings

The main aim of this study was to investigate the levels of psychological capital, well-being and College English classroom management among Chinese university EFL teachers in Zhejiang province. The study further sought to examine whether Chinese university EFL teachers' psychological capital had a direct relationship with College English classroom management, whether well-being influenced the relationship between psychological capital and College English classroom management and whether teaching experience is a moderator on the relationship between psychological capital and College English classroom management among the Chinese university EFL teachers in Zhejiang province. This study was conducted based on the theory of positive organisational behaviour, well-being theory and

cognitive-behavioural theory.

This study is non-experimental but quantitative in design. The questionnaire was self-reported involving 19 universities spread across Zhejiang province. Thus, data were considered cross-sectional. Following the filtering of data which involved some missing data, normality, outliers and multicollinearity issues, only 476 samples were found to be suitable for analysis. The analyses of data were targeted for five research questions already expressed in Chapter 1.

1. What are the levels of Chinese university EFL teachers' psychological capital, well-being and College English classroom management?

2. Does a relationship exist between psychological capital and college English classroom management among Chinese university EFL teachers in Zhejiang province?

3. Does a relationship exist between Chinese university EFL teachers' positive psychological capital (PsyCap) and their well-being in Zhejiang province?

4. Does well-being play a mediating role in the relationship between psychological capital and College English classroom management among Chinese university EFL teachers in Zhejiang province?

5. What is the moderating effect of teaching experience on the relationship between Chinese university EFL teachers' psychological capital and College English classroom management in Zhejiang province?

The first research question was answered based on descriptive statistics

which were portrayed mainly in mean scores and standard deviations.The second and third research questions were answered through the inferential statistics which identified the relationship between the variables, using Pearson product-moment correlation tests. The stepwise multiple regression analysis was used to determine the significant predictors among the variables. The fourth and fifth research questions were answered through confirmatory factor analysis which allowed for the removal of items that did not meet the factor loadings. By removing some items and combining the modification indices, this study was able to fulfil its validity and reliability requirements. The effectiveness of the discriminant and convergent validities suggested no potential problems with the variables.

The factor analysis revealed the structure of the latent variable, and a solution of the factor that matched the hypothesised structure in the research model was then accomplished. When the validity and reliability of the constructs were solved, the structural equation modelling (SEM) constructs then be used to normalise the constructs to a complete structural model. The bootstrapping method of SEM was then used to test the mediator effect of the well-being in the relationship between the Chinese university EFL teachers' psychological capital and their College English classroom management. Finally, the multiple group method comprising the SEM procedures was performed with AMOS 21.0 to answer research question five.

In this study, the descriptive analysis indicated that the Chinese university EFL teachers in Zhejiang province have a high level of psychological capital, a high

level of College English classroom management and a high level of well-being.

The results showed that the level of psychological capital among the Chinese university EFL teachers in Zhejiang province was high. Of the dimensions involved in psychological capital, the results indicated that the hope and resilience dimensions of the EFL teachers were at a moderate level, but their efficacy and optimism dimensions were at a high level. Of the four dimensions, resilience was the lowest and optimism was the highest.

As regards the Chinese university EFL teachers' well-being, results showed that they had a high level of well-being. Of the five dimensions contained in well-being, the results showed that the 'achievement' of PERMA dimension was at the highest level, followed by the 'meaning' dimension and the 'positive emotions' dimension.

Following the Chinese university EFL teachers' level of College English classroom management, the instructional management dimension was at the highest mean. The language management dimension placed second and the behavioural management dimension being the lowest.

The Pearson product–moment correlation analysis further showed a statistically significant positive correlation between the Chinese university EFL teachers' psychological capital with their College English classroom management. This finding means that the Chinese university EFL teachers' psychological capital served as a significant predictor of their College English classroom management.

When their level of psychological capital increased, the level of College English classroom management also increased. Multiple regression analysis also revealed that the hope dimension was one of the most significant predictors of their psychological capital influencing their College English classroom management. This finding means that when the hope dimension was strengthened at the maximum degree, the effect of psychological capital would be more significant, thereby improving the influence on the College English classroom management.

The Pearson product correlation analysis also indicated a significant and positive correlation between the Chinese university EFL teachers' psychological capital with their well-being. The analysis showed that all four dimensions of the Chinese university EFL teachers' psychological capital were significantly and positively correlated with their well-being. This finding means that the Chinese university EFL teachers' psychological capital was a significant predictor that affected their well-being. When the level of their psychological capital increases, the teachers' well-being is also enhanced. Multiple regression analysis emphasised that the optimism dimension of psychological capital was one of the most significant predictors of the EFL teachers' well-being. When the optimism dimension was strengthened in the most substantial degree, the effect of the teacher's psychological capital would also become more significant, thereby influencing their well-being even more significantly and positively.

The mediation analysis further showed a positive and partially mediating

effect of the EFL teachers' well-being in the relationship between their psychological capital and their College English classroom management. The results indicated that the indirect effect of the mediation was significant and positive based on 5,000 bootstrapped samples. Well-being could influence the relationship between psychological capital and College English classroom management. Strengthened well-being would further influence the relationship between EFL teachers' psychological capital and their College English classroom management.

Eventually, multi-group path analysis indicated that the Chinese university EFL teachers' teaching experience played a moderating role in the relationship between their psychological capital and their College English classroom management. Novice teachers have a more pronounced relationship between psychological capital and College English classroom management compared with experienced teachers.

5.3 Discussion

An elaborate discussion of the results is provided based on comparisons made with previous studies.

5.3.1 Level of Chinese University EFL Teachers' Psychological Capital

The descriptive analysis of the data generated from 476 teachers from 19 universities in Zhejiang province showed that the Chinese university EFL teachers had a high level of psychological capital. These EFL teachers who played essential

roles in the classrooms perceived themselves to possess an excellent level of psychological capital. This finding also implied that, in general, the Chinese university EFL teachers were psychologically better equipped in terms of hope, efficacy, resilience and optimism.

PsyCap is an important concept of organisational behaviour theory, and it is considered a positive resource to combat destructive emotions, stress, burnout and work–family conflict (Shen, 2015). The findings of this study proved that PsyCap is a positive resource according to POB theory. PsyCap is a core construct in which organisations can invest and develop in their workforce to achieve veritable, sustained growth and performance (Luthans et al., 2008). Thus, teachers with higher levels of PsyCap might preserve the will to accomplish a teaching task or goal (hope), have more confidence and exert greater effort in the pursuit of success (self-efficacy), bounce back from adversity or failure with positive psychological capacity (resilience) and have positive expectations and attributes regarding outcomes (optimism).

These findings are also consistent with the outcome of previous studies, such as Anglin et al. (2015), Liran and Miller (2018), Wang (2015) and Efilti and Lokcat (2019). They noted that individuals with a high level of psychological capital would have a positive attitude towards their organisations, thereby resulting in improved performance. Teachers' high psychological capital has been noted to reduce stress, burnout and unhealthy behaviours in the classroom (Luthans et al.,

2015). Fu (2014) and Lee et al. (2017) also mentioned that teachers with high psychological capital were more devoted to their work. In this regard, psychological capital can be viewed as a human resource and a positive teacher quality. Thus, strengthening teachers' psychological capital could accelerate their performance because these positive aspects of the individuals have other outstanding benefits (Luthans et al., 2007a; Youssef & Luthans, 2007; Hefferon & Boniwell, 2011). Although similarities were found between the outcomes of the current study with previous works, they were contradictory to the findings of Kurt and Demirbolat (2019) and Çakmak and Arabacı (2017) who noted that the psychological capital of teachers in Turkey was only at the moderate level. These findings are also inconsistent with the research from Mao and Mao (2014) and Wang et al. (2017) which indicated that teachers in China have moderate levels of psychological capital.

Psychological capital might be influenced by factors such as leadership behaviour, supportive organisational environment, negative work life and experiences, ethnic identity and gender, perceived external prestige, leadership style, job characteristics and individual differences (Avey, 2014; Newman et al., 2014). The research target of Kurt and Demirbolat is the official secondary schools in seven central districts in Ankara Province in Turkey. The transformation of the education system and the strict management system of different countries might place immense pressure on different types of teachers. Compared with other teachers, official secondary teachers have their own job characteristics and working requirements.

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Çakmak and Arabacı (2017) noted that teachers' psychological capital was affected by the supportive organisational environment surrounding them.

Some reasons might explain the high level of psychological capital of Chinese university EFL teachers in Zhejiang province. The teachers' psychological capital was related with their professional and personal development. Thus, the government of Zhejiang province established relevant laws and regulations to guarantee the increase in capital investment and provide improved protection for the professional development of university teachers. Especially, the government of Zhejiang province are increasing special funding to ensure the smooth implementation of university English teachers' professional development including positive psychology to achieve the desired objectives gradually. Since 2018, the government has implemented 'Several opinions on strengthening teachers' mental health in Zhejiang Province'. The purpose is to allow teachers to reply to specialise agencies to provide guidance and assistance for their professional development under the protections of related laws and regulations. Each university requires specifically the establishment of psychological counselling centres for university teachers to ease the pressure and depression on their work and life. University administrators are also building up a network resource platform to improve university teachers' professional development. The platform targets providing resources such as resource support, research assistance, incentive fund and advanced experience. Hence, all of these measurements could support university teachers' positive psychology from

organization aspect to some degree.

5.3.1.1 Level of Hope

In examining the dimension of hope, we found that the EFL teachers involved showed a medium level of agreement, as noted by the descriptive analysis of the data. This finding could be interpreted as the Chinese university EFL teachers in Zhejiang province demonstrating moderate hope in their teaching. The findings generated from this dimension was found to be consistent with Lee et al. (2016), who noted that teachers in Pakistan indicated that their school principals need to improve the teachers' level of hope so that these teachers can be more devoted to teaching. The result is consistent with that of Zhang and Zhao (2018), who found kindergarten teachers' overall sense of hope is at the medium level in eight kindergartens in Henan Province, China.

The findings of the current study contradicted the findings of other studies, such as Eren (2014a), Curry et al. (1997) and Atik and Atik (2017). These studies noted that teachers with high levels of hope were likely to yield positive results.

Teachers with high hope levels tend to work harder to solve problems in the classroom (Eren, 2014a). Atik and Atik (2017) also indicated that higher hope scores were significantly associated with effective problem solving. Many reasons affect EFL teachers' hope, but administrators in Chinese universities overemphasise language test results, especially for College English which requires Test Bands 4 and 6. They tend to ignore the status of the teachers as the subject of the teaching. Some

teachers led students to learn College English under this pressure. Meanwhile, in Chinese university EFL classrooms, teachers would also face various problems, such as students' language anxiety, unwillingness to communicate, culture shock and conflict. Once the EFL teachers are short of the abilities in problem-solving, their hope in English teaching also diminishes.

The hope theory views hope as a concrete and measurable cognitive process that can be taught and learned through environmental influences (Snyder et al., 2000; Webb, 2010). Hope is a powerful force that could help to generate teachers' motivations in language teaching (Breznitz, 1986). Students' hope can be cultivated in a classroom, and teachers play an important role in this cultivation. Given that students have some motivations to learn and attend school activities and teachers' hope would be able to influence students' hope. Therefore, EFL teachers with high levels of hope were obviously more independent in their thinking, and they have a strong desire for their teaching and helping students to get their achievements.

Individuals can be taught to be hopeful, supporting their academic growth (Snyder et al., 2000; Webb, 2010). Therefore, Chinese university EFL teachers should be positive in using the foreign language in which they are teaching to accomplish their teaching goals and be better able to stimulate their students towards accomplishing their own language learning goals by stretching their limits. This finding tends to support their students' language learning goals.

5.3.1.2 Level of Efficacy

In the dimension of self-efficacy, the respondents showed a high level of agreement on the statement about self-efficacy. This finding was endorsed by Bandura (1977) who mentioned that high levels of self-efficacy were important for teachers because their self-concept of their ability to teach has a direct effect on how they deliver instructions to their students. Teachers' high level of self-efficacy is an indication of the teachers' feeling of professional effectiveness and their preparation to meet the challenges of their classrooms.

This result is consistent with Mojave and Tami (2012). This claim was also supported by Kweon and Spolsky (2018), who stated that teachers with high levels of efficacy were less critical of their students' mistakes. They were more willing to devote their time to work with students who encountered learning problems. These EFL teachers also showed more involvement in their students' English learning experiences (Tschannen-Moran & Hoy, 1998). Teachers with high levels of efficacy enabled to outperform others in the complex process of navigating classroom life. Thus, they were more likely to stay in the teaching career, spend more time teaching make more considerable efforts in foreign language planning and organisation and showing greater enthusiasm for teaching (Cheung, 2008).

The results of this study are inconsistent with those of He and Zhao (2019) who found that the Chinese vocational teachers have moderate levels of self-efficacy. By contrast, Zhang and Li (2019) found that preschool teachers had low levels of

self-efficacy. According to Luthans, Youssef, and Avolio (2015), teachers have high self-efficacy because they have motivation; they also tend to set high goals for themselves, choose challenging tasks for themselves, invest the necessary efforts to achieve goals, thrive on challenges and persevere in the face of obstacles. However, Ishii, Shibata and Oka (2010) mentioned that some environmental factors could influence the teachers' self-efficacy. Given that vocational schools and kindergarten schools have heavy workloads and expectations from parents and students are high, teachers could be affected by their confidence, self-doubt, negative feedback, obstacles or setbacks, hindering their success (Bandura & Locke, 2003). Once teachers have lower levels of efficacy, they might impose strict restrictions on their classrooms. These attempts to control their classes would discourage and inhibit learning and advancement (Bandura, 1977). The teachers might also be less likely to believe that teaching and learning goals were achievable (Tschannen-Moran & Hoy, 1998).

Therefore, it is necessary to encourage EFL teachers to have high level of efficacy. Once these teachers feel confident in their own language proficiency and teaching abilities, they would devote their efforts towards their students' language learning success. They would be more persistent with their students who faced language learning obstacles, and they would design activities that would challenge their students.

5.3.1.3 Level of Resilience

Looking at the dimension of resilience, we found that the Chinese university EFL teachers stated having medium levels of resilience. The finding of this study is consistent with that of Malcom (2007) who found that San Diego teachers also had medium levels of resilience. This outcome was also supported by Qu (2019) who found that the level of resilience of Chinese preschool teachers in Liaoning province was at the moderate level. Nevertheless, resilience can be influenced by numerous variables. It can fluctuate depending on the teacher's personal and professional relations, own biography, educational values and specific socio-cultural and policy contexts of the workplace (Gu & Day, 2013). Vogt, Rizvi, Shipherd, and Resick (2008a) emphasised that stress is a predicting factor influencing the individual's resilience. Teaching is a stressful occupation (Hargreaves, 1998; Mahoney, Menter & Hetall, 2003), and all types of stress in the profession can affect the well-being of the teacher. This stress can ultimately lead to mental health issues, physical ailments and an increase in absenteeism (Frenzel et al., 2009). Language teaching and learning could be very stressful and more demanding than other disciplines. Teachers can thus become dysfunctional and the students confused. University EFL teachers in China are highly pressured by the latest reforms made to the teaching of College English in China followed by society's high expectations of their performance. As a result of such pressures, Chinese university EFL teachers would require more resilience when they are in completely hopeless situations.

This finding is not in agreement with that of Brunetti (2006), who found that Greek teachers have a higher level of resilience. Resilience is especially crucial for the teachers' continuous ability to be productive in their teaching, particularly when working in a challenging school setting. Similarly, Ainur (2017) and Spohrer and Bailey (2018) also noted that English teachers who had high levels of resilience are important to themselves involving their English teaching. Pang et al. (2015) and Su (2018) noted that the teachers' high resilience was able to enhance the teachers' ability to thrive, flourish and sustain their effectiveness in the teaching profession.

On the basis of this finding, teachers with high levels of resilience were found to better able to cope with stress and to ward off emotional exhaustion or burnouts (Chang, 2009). Thus, EFL teachers with high levels of resilience can also control the negative emotions of the self and others. They also tend to have a high focus on teaching by avoiding mistakes so that their classes are well managed and their goals accomplished.

5.3.1.4 Level of Optimism

In the dimension of optimism, the respondents of this study had also indicated that they had high levels of optimism. The optimism dimension was one of the four dimensions with the highest rating scale. Thus, the Chinese university EFL teachers have an optimistic attitude in their classroom management.

The findings of the present study are also consistent with those of Wang (2018) who noted that preschool teachers with high levels of optimism were more

positive, increasing teaching efficiency motivation. This means that a teacher with high optimism would believe that he/she can teach the contents well, facilitating student learning. Salem and Mohammadzaden (2018) affirmed that individuals with high levels of optimism can motivate others. EFL teachers' optimism is a form of positive thinking which empowered optimistic teachers and students who would watch their teachers as the class model. When EFL teachers believed that they can make affect their students' language learning, these teachers would then set high expectations, exert significant efforts and become resilient in the face of difficulties. Students also believed that they can address complex problems effectively with the feeling that their teachers can make them successful (Bandura, 1977; Hoy, Hoy & Kurz, 2008).

However, the result of this study is not in line with that of Lee and Seligman (1997) and Chang (1996, 2002a) who observed that Asians or Asian-American teachers tended to possess low levels of optimism and high levels of pessimism. Li, He and Hou (2018) also found that Chinese preschool teachers in Yunnan province had medium levels of optimism. According to Alloy and Abramson (1979), non-depressed people experience a 'cognitive illusionary rosy glow' compared with those who are depressed. Thus, people with high optimism carry a more positive outlook when viewing themselves and their environment. Therefore, teachers' optimism could be affected by their own and others' sociocultural conditions or even cross-cultural factors.

In conclusion, as the leading player in the classroom, teachers need to improve their level of psychological capital so that teaching and learning can be more productive. As regards the Chinese university EFL teachers' efficiency in teaching and managing their College English classroom management, the Ministry of Education and the various administrators of the universities in Zhejiang province need to be more innovative in searching for ways that can be used to strengthen the four dimensions of psychological capital of the Chinese university EFL teachers.

5.3.2 Level of Chinese University EFL Teachers' Well-being

In the current study, the dimension of well-being was measured through the PERMA profile which comprised five dimensions: positive emotions, engagement, relationships, meaning and accomplishments. The analysis of data which focused on the EFL teachers' perceptions of their well-being showed that the Chinese university EFL teachers in Zhejiang province possessed a high level of well-being. The scale ranged from the upper to the lowest denominations for achievements, meaning, relationship, engagement and positive emotions.

According to the well-being theory, teachers' well-being refers to their optimal psychological functioning and experience at work has been described by the presence of positive aspects (Ryan & Deci, 2001). Teachers with high levels of well-being attend well to their personal development through building strengths and resources, and they lead satisfying lives. Some empirical evidence has shown that these teachers, who usually have higher levels of well-being, are more likely to stay

in schools and are more effective in improving students' development, such as academic performance (Spilt et al., 2011; Jimerson & Haddock, 2015). Importantly, the EFL teachers' well-being is vital, not just for themselves but also for their students. Teachers with high well-being, in turn, are able to help students in whole-person development and the pursuit of good and satisfying lives.

The result derived from the present study is consistent with Mahoney and Schiffers (2012), who proposed that high levels of well-being might be thought of as the individual's ability to 'function well, have positive feelings from day to day, and they generally, think that their lives are going well' (p.8). This result is verified by Kern, Adler, Watters and White (2015), who found that their respondents possessed high levels of PERMA based on the five dimensions of PERMA, ranging from highest to lowest which are achievement, meaning, relationship, engagement and positive emotions. The range shown in Umucu's (2017) result was also similar: achievement, meaning, relationship, engagement and positive emotions among U.S. student veterans. Oskrochi, Bani-Mustafa and Oskrochi (2018) noted that financial status could be an important determinant of psychological well-being. Flannery (2018) found that economic pressure could affect teaches' well-being. Australia and the U.S. both belong to developed countries and people enjoy high levels of welfare. Linking this to the current study, this finding is possible because Zhejiang province has a high economic status in China.

Recently, the Chinese government has increasingly realised the importance

of high education. The total expenditure of China's higher education budget in 2020 is 1346.4 billion U.S. dollars, an increase of 11.99% over 2019. Since 2018, the government of Zhejiang province began to implement the 'Comprehensive Implementation of the Strategy for a Strong Province by Higher Education' and invested additional capital into universities in Zhejiang province. For example, Zhejiang province invested Zhejiang University with 2.162 billion RMB education funds in 2020. Universities only have enough capital to employ enough teachers to complete their teaching and reduce the workload for each teacher. Thus, teachers have enough funding to make researches, and they do not need to worry about how to obtain money to support their research projects. Since 2019, the government of Zhejiang province started to issue the 'Implementation Opinions on Comprehensively Deepening the Reform of Teacher Team Building in the New Era'. According to this regulation, the government will financially support every university teacher to improve their training and professional development within 5 years.

Meanwhile, work bonuses and hardship allowances have also been proven to be effective strategies to increase well-being not only in developed countries but also in developing countries (Pugatch & Schroeder, 2014). In 2012, the Zhejiang Provincial Government initiated the process of reform of work bonuses and hardship allowances in colleges and universities. This policy is conducive to mobilising the enthusiasm and creativity of college and university teachers and is conducive to the

full use of colleges and universities in cultivating talents, scientific research and serving society. Once university teachers' salaries are improved, the guarantee mechanism will be more complete, and the well-being of teachers will be obvious.

Additionally, teachers play a crucial role in developing an 'emotionally healthy classroom' (Frenzel & Stephens, 2013, p.35). Therefore, the Chinese government in Zhejiang province needs to consider the benefits of using well-being as the driving force to enhance the Chinese university. Some successful efforts have been made to develop teachers' well-being. One example is a strength-based intervention using the count-your-blessings format with self-reflection questions for meditation for teachers (Chan, 2010). By these measurements, such a positive approach based on well-being in some forms as a part of Confucian teachings and Chinese cultural practice is believed to be a well-suited treatment option for Chinese teachers in helping them cope with the experience of stress and burnout in relation to working with others.

5.3.2.1 Level of Positive Emotions

The first dimension of the PERMA profile is positive emotions. The respondents of this study specified that they possessed a high level of positive emotions.

The outcome derived from this study is consistent with that of Seligman (2011) who stated that individuals who focused more on positive emotions could be maintaining the gratitude emotion. On a daily basis, they were likely reflecting on

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the things they felt positive about and were grateful for in their workplace. MacIntyre and Gregersen (2012) also proposed that teachers should understand high level of positive emotions play in promoting and facilitating language development with the introduction of positive psychology into second language acquisition (SLA). Hargreaves (1998) had also emphasised that positive emotions should be considered the heart of teaching because teachers' high level of positive emotions enabled them to manage their emotions well when negative events involving students occur within the classroom confines. Thus, positive emotions are essential in teaching practice (Mercer, 2018).

Some aspects of the results derived from the current study were not consistent with that of previous studies, such as Guo (2018), Ding (2016) and Piao (2014). To date, little research has focused on teachers' positive emotions in the context of China. Thus, the differences revealed in the comparisons could not be confirmed except that the differences could be attributed to the diverse geographical location, different research targets and the research approaches. Concerning the importance of positive emotions, the Chinese university EFL teachers in Zhejiang province worked hard to minimise their negative emotions

5.3.2.2   Level of Engagement

The second dimension of the PERMA profile is the engagement dimension. The respondents also stated that they possessed high levels of engagement, meaning that the Chinese university EFL teachers' engagement level

reflected their attitude towards their language teaching. High levels of engagement might be essential for effective teaching, as noted by previous studies (Cardwell, 2011; Huang, 2018).

The findings of this study are consistent with the outcomes generated by Rogers (2012). Teachers with high levels of engagement would bring high energy because they tend to be enthusiastic in their jobs by involving themselves deeply in their work (Macey & Schnieder, 2008; May, Gilson & Harter, 2004). The outcomes are also consistent with those of Bermejo-Toro et al. (2016) who noted that high levels of engagement had a considerable effect on burnout of elementary, primary and secondary school teachers in Spain.

The findings were different from those of Wang (2018), in which the level of Chinese middle school teachers' engagement was low. The results were also different from those of Liu (2019), who found a low level of engagement among rural kindergarten teachers in the northwestern part of China. Organisational support, work resources and other work characteristics were considered antecedent variables that affected work engagement (Hawkes, Biggs & Hegerty, 2017). Middle school and preschool teachers in rural China, as noted in the studies of Wang (2018) and Liu (2019), faced a wide range of challenges. These challenges included poor living and working conditions, high workloads, low salaries, unsupportive home environments associated with students' absenteeism, motivational and behavioural problems and few opportunities for professional learning (Sargent & Hannum, 2009). Compared

with other teachers, rural teachers tend to feel less satisfied with their profession and desire to change work sites or career fields more frequently (Liu, 2012).

High levels of engagement are particularly crucial to inspiring teachers to teach and learners to learn, rather than to just being receptacles for information transfer. Because of well aware of the benefits of teachers' engagement, Chinese government and administrators in Zhejiang province are encouraging to improve university teachers' engagement.

5.3.2.3   Level of Relationships

The third dimension of the PERMA profile is relationships. In this study, the respondents also indicated that they possessed high levels of relationships while functioning in the EFL classroom. In this regard, a good teacher-student relationship in the classroom was implied.

Relationships are at the centre of teachers' work (Day & Gu, 2010), and teachers' professional worlds are organised around critical role relationships, namely, those of teachers with learners in the classroom. The positive outcome derived from the present study is parallel with the outcome of Frisby and Martin (2010) who stated that the high level of relationship between teachers and students is the most important part of an educational system. This relationship could affect students' behaviour, achievements and the properties of the EFL classroom management as a whole. Hamre and Pianta (2006) also pointed out that a good teacher-student relationship is fundamental to student success in school. The outcome of this study is

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also consistent with the findings of Engels et al. (2016) who indicated that positive high levels of teacher-student relationship were associated with high behavioural engagements.

However, this finding was not consistent with that of Pang's research (2019) who found the relationship level among 472 primary school teachers in the urban area of Guangdong province low. A possible reason for this level is the traditional Chinese culture being practised in China, in which teachers expect students to respect them unwaveringly. Therefore, when these teachers did not receive the respect they had anticipated, they felt disrespected and uncomfortable, in turn, becoming disinterested in teaching (Pang et al., 2019). Conventional teaching tends to have teachers who constantly expect their students to follow what they say didactically instead of giving the learners high autonomy in contributing to their own learning. Even though the teachers of these studies might all come from China, different outcomes were found.

Chang and Cho (2003) also reiterated the presence of 'bad teacher-student relationship' (p. 260) when they examined the students 'poor level in foreign language learning. The students experienced 'a negative relationship' (p. 26) which caused the students to dislike their teachers, thereby reducing students' desire to enter their EFL classrooms for learning the target language. Therefore, a positive teacher-student relationship at the academic and personal level needs to be the significant determinant of motivation within the class (Morganette, 1991). Without a

good relationship, EFL teachers can hardly influence their students to want to learn through the target language. Students who are withdrawing from listening to teachers will result in a complete void for both teachers and student. Thus, EFL teachers need to develop a good relationship with their students to maintain intense and positive interactions with them, encouraging the students to contribute to the creative learning climate through voluntary participation and interactions.

5.3.2.4   Level of Meaning

In the present study, the analysis of the dimension of meaning in the PERMA profile among the respondents was also noted to be high. This finding is consistent with that of Holmquest (2018) who mentioned that the high levels of meaning noted in the PERMA profile can contribute to the behaviours exhibited by the individuals. Olmos (2018) also supported this viewpoint, pointing out that teachers with high levels of meaning could reduce absenteeism, thereby increasing their performance. Steskal's (2015) study stated that teachers derive their sense of meaning from their jobs, with many of these teachers having high levels of commitment (Mercer, Oberdorfer & Saleem, 2016). Meaning is important for teachers because it gives them a meaning or purpose in their lives, thereby making them happy and resulting in high well-being and life satisfaction. Teachers who are engaged in their work experience low depression, anxiety, workaholic tendencies and substance abuse (Steger et al., 2011). Successful language teachers are those who have found meaning in teaching. In the case of the EFL teachers who participated in

this study, the result showed that they would like to stay and continue with their job only if they were able to find meaning in their EFL teaching profession. This result showed that the EFL teachers concerned had managed to deal with the demands placed on them. Thus, they were able to accept many responsibilities.

The concept of meaning in language education is increasingly becoming recognised as crucial because meaning is made 'inside and between the people in the classroom' (Stevick, 1980, p, 4). These interactions in teachers' classroom life and their individual psychologies and their capacities to value and participate in making a positive difference in the world around them relate to an entire range of goals, needs, processes and desires. Therefore, meaning in the language classroom is derived from and invested into creating social harmony, as attested by the turn of interest in applied linguistics towards classroom atmosphere, group dynamics, community, learner voices, embodied and extended learning, agency and trust (Arnold & Murphey, 2013).

Meaning-making in language education can signify making sense of, explaining or attaching values to experience. Teachers and learners make sense of their experiences co-constructively. Learners make sense of their learning from the small experiences to the trajectories of their language development, including the challenges, suffering and ecstasy listeners of such learner narratives, notably teachers, also make meaning from the learners' experiences (Oxford, 2016).

By contrast, the results of this study are different from those Wang and Liu

(2017), which showed that Chinese elementary school teachers have a low level of meaning in southwest China. The results of Wang, Xiao and Li (2017) reveal that young college teachers have a medium level of meaning in Jiangxi province. The job satisfaction sustained by a person has a positive effect on the person's total work situation, thereby influencing meaning (Aydintan & Koç, 2016). In China, elementary school teachers experienced pressure from teaching and research, students and school management. When their occupational stress and career development pressure increased, their meaning levels decreased (Liu, 2012). Based on previous studies, suggestions from Lyubomirsky should be followed, namely, 'learn to deal with problems and stresses and take care of your health and body to take care of your body and soul' (Lyubomirsky, 2007, p. 337).

5.2.3.5   Level of Achievement

The final dimension of the PERMA profile is achievement. Occasionally, achievement is also referred to as accomplishment or the driving force for teacher commitment that helps teachers to maintain high levels of motivation and job satisfaction (Mercer, Oberdorfer & Saleem, 2016). The finding generated from this study showed that the EFL teachers had the highest level in the achievement dimension when compared to the other four dimensions. This finding implied that the Chinese university EFL teachers who possessed high levels of motivation also carried the intention of setting goals to fulfil their achievement dimension.

This result is in line with the outcome derived from Levasseur, Desrosiers

and Whiteneck (2010) and Shim, Cho and Cassady (2013). Both these studies had suggested that when teachers have high levels of achievement, they were more likely to create performance-oriented classrooms.

However, our results were different from those of Zhang (2019) and Liao (2015). In China, many elementary teachers, especially male ones, were forced to become primary school educators rather than be allowed to choose an occupation for themselves (Liu, 2012). Society and their parents also have high expectations of elementary school teachers. Despite the implementation of quality education in China, test scores of students continue to be centred on whether the teachers were good or not. Other aspects of the teachers were ignored, putting immense pressure on the teachers. Their teaching was thus affected because the teachers' personality and teaching abilities also affected their sense of accomplishments (Liao, 2015).

Overall, some conclusions can be derived from the data analysis of the Chinese university EFL teachers' well-being. The results revealed that these EFL teachers had a high level of well-being. Although the well-being theory recognised and supported the PERMA model as an empirical model, PERMA has rarely been validated in the Chinese education context. Nevertheless, by referring to the findings of this study, understanding of the level of the EFL teachers' well-being among the Chinese university EFL teachers in Zhejiang province can be improved. The well-being of the respondents was revealed through the activities that were adapted from the PERMA model applied. Based on these findings, the relevant authorities

need to seriously consider some of these outcomes, particularly the EFL teachers'

five dimensions of well-being when considering policies. The well-being of the EFL

teachers needs to be valued highly because successful language teaching mainly

depends on the contributions of the teachers.

5.3.3   Level of College English Classroom Management

As mentioned previously, the demands placed on foreign language

classroom management can be different from other general classroom management.

In this study, the EFL teachers' College English classroom management was

measured by three dimensions, namely, language, instructional and behavioural

management. The results were derived from the descriptive analysis of the data that

showed that the EFL teachers' level of College English classroom management was

recognised to be high. This result is interpreted as Chinese university EFL teachers

having perceived themselves highly in terms of their instructional management and

language management, but less in behavioural management. This finding implied

that the EFL teachers were partially satisfied with their College English classroom

management although their behaviour dimension needed improvement.

This result is supported by CBT. Foreign language classroom management

is a progress incorporated cognitive, emotional and behavioural techniques. How

teachers think and how their feelings impact their behaviour. In the CBT, emotions are

recognised as better captured in the relationship between cognition, emotions and behaviours and

emotion could reciprocally affect behaviours significantly. Teachers with negative

emotions contribute to negative behaviours, leading to negative student emotions and while teachers with positive emotions have positive effect on their teaching and classroom management so that stimulate students' learning motivation and promote students' academic achievement.

This result is also consistent with that of La Paro and Pianta (2003) who noted that well-managed and optimally performing classrooms were characterised by low-level conflicts and disruptive behaviour, smooth transitions from one type of activity to another, appropriate expression of emotions, respectful communication and problem solving, strong interest and focus on tasks and supportiveness and responsiveness to individual differences and students' needs. Well-managed classrooms can be distinguished by the teachers' ability to monitor student attention and performance and teachers' ability in establishing expected behaviours. Such classrooms are also defined by how the teachers consistently implement rules and procedures that can prevent problems from occurring (Brophy, 2006; Reinke, Lewis-Palmer & Merrell, 2008).

However, the result drawn from this study differed from that of He (2019), who found that the level of EFL primary classroom management was low among EFL teachers in the Guangdong province. The EFL teachers could hardly manage their classrooms while the teacher's instructional management seemed immature with many difficulties in managing the discipline. Guo (2018) had also revealed that the classroom management of the EFL teachers in a secondary school in Zhaoqing

city, Guangdong province in China, was low. The teachers and students seemed to lack communication while the EFL teachers lacked optimisation instructional strategies for classroom use.

Some reasons might reveal the high level of university EFL teachers' classroom management in Zhejiang province. According to CBT, cognition and emotions could influence on teachers' behaviours. The results have found that the level of psychological capital and well-being are high among Chinese university EFL teachers in Zhejiang province. In other words, they are satisfied with current teaching situations, and would devote themselves to teaching professions. With these positive cognition and emotions, their EFL classroom management should be positive and fully development.

As we all known, technology in language learning can increase the variety and the diversity of learning environments and opportunities and enhance the quality of the learning experience by making class content more varied and accessible to almost every individual learner, ensuring high participation and engagement among learners (Azmi, 2017). The government of Zhejiang province has realized the importance of technology in education information field, the 'Thirteenth Five-Year' Development Plan for Zhejiang Education Information' was promulgated in 2017. By building online open curriculum platforms for higher education in Zhejiang province, the government wants to develop a batch of high-quality online open courses and educational resources databases to promote e-learning and blended

learning to enhance university students' practical abilities and innovations and entrepreneurship.

ICT professional development process was found to be valuable in developing teachers' technological pedagogical content knowledge for 21st-century learning. To adhere to these changes and developments, the professional development with relation to ICT usages in the classroom is required.Universities that organise effective ICT professional training have also linked with context-specific questions, given teachers opportunities for 'hands-on' work and are consistent with teachers' needs. These initiatives enable teachers to assess their current ICT lessons; design goals; redesign, implement and evaluate student learning outcomes and reflect on their pedagogical practices. By using instructional technology and ICT, in particular, in the English language classroom, EFL teachers can improve and optimise students' language acquisition and substantially motivate them to continue their learning and stimulate their creativity and passion.

By contrast, highly motivated learners have been found to have higher achievement in learning English as a second language compared with those with lower motivation (Kitjaroonchai, 2012). In EFL contexts, motivation to learn English is driven not only from internal sources but also exposure to English outside the classroom (Hayes, 2013). Zhejiang province is the one of the provinces with the highest internationalisation levels. The society and the market have very high expectations and demands for students who are good at English. Thus, university

students have a high motivation to learn English well. Owing to teachers' behaviours and instructional practices playing important roles in the classroom management to enhance learners' motivation (Loima & Vibulphol, 2014), learners' positive emotions affect teachers' emotions and behaviors. Based on these, there is high level of classroom management among Chinese university EFL teachers in Zhejiang province.

5.3.3.1 Level of Language Management

In the current study, the Chinese university EFL teachers showed a high level in their language management, which is a fundamental and essential element for a language teacher who needs to provide language learners with opportunities to be engaged in the target language communicatively.

The result derived from this study is consistent with what Parker and Karagaaç (2016) had identified in their subjects. They noted that EFL teachers with high levels of language management had the skills to improve their students' desire to learn and to use the target language meaningfully. Furthermore, EFL teachers with high levels of language management were language experts who could didactically share their knowledge with students. They were able to disseminate information to their students through various techniques such as recitations, lectures, group activities and discussions (Lyle, 2008).

This viewpoint was also confirmed by Werbinska (2009) who insisted that foreign language teachers need to have high linguistic skills so that they can

effectively teach the target language and be highly equipped to understand their students. These varied skills of the EFL teachers would benefit them in terms of enabling them to adjust their teaching skills to accommodate the diverse groups of learners, resulting in the ability to address the different learner characteristics and learning styles. Thus, any language learning anxieties in the classroom can be resolved.

Nevertheless, the outcome derived from this study was different from that of Akbari and Bolouri (2015), who observed that the Iranian EFL teachers' level of language management was at the medium level. Many of these EFL Iranian teachers were limited in their language-specific competencies. This finding was one of the reasons why EFL teachers' limited knowledge would affect their communication skills and classroom management (Kathryn, Hanreddy & Ogletree, 2018). In other words, the EFL teachers' command of the target language would not suffice in providing high-quality learning opportunities to students, unless they also enhanced their personal attitudes and personalities.

Related to the Zhejiang provincial context, the government requires all university English teachers in Zhejiang province to pass the TEM-8 (Test for English Majors-Band 8) exam, preferably with a master's degree from native countries. The regulation also mandated that every university EFL teacher need to study abroad at least three months to improve their English if they graduated from a non-native language country. These bases might explain why university EFL teachers can

conquer language anxiety in the classroom and have a better language management. It means that teachers with high level of language management might not be experiencing much of the pressure experienced by other EFL teachers. The high level of language management suggested that the teachers were confident and well assured in the classroom. This confidence of the EFL teachers is a good sign because it implied that they would be good language teachers who have the skills to impart their knowledge and expose their learners to many language practices. This strategy would ensure that their language learners are successful in learning the target language, allowing them to improve their proficiency (Jones, 2013). In other words, university EFL teachers with high levels of language management can dramatically influence the amount and quality of language learning students (Brown, 2007).

5.3.3.2   Level of Instructional Management

Statistics from the Chinese university EFL teachers' survey indicated that they were rated highest in the dimension of their College English classroom management, namely, instructional management as compared to language or behavioural management. This outcome indicated that the respondents of the study were confident in this aspect.

The result was consistent with Eslami and Fatahi (2008), who mentioned that a high level of instructional management could help teachers monitor their students' progress well. This element could also assist the EFL teachers in obtaining the information they need from their students as they know their learners better.

Eslami and Fatahi (2008) also stated that regardless of where such teachers might be, they tend to be competent in controlling their approaches towards classroom management, adding to their competitiveness as efficient EFL teachers. Pishghadam and Navari (2009) also supported this. They considered teachers who possessed high levels of instructional management as having the ability to maintain dominance over the students to ensure that their classes function well.

However, this finding was contrary to the outcome of Kazemi and Soleimani (2016) who found that the instructional management level among EFL teachers working in the private language learning centres of Iran was low. This outcome was also reiterated by Ronald (2016) who stated that the instructional management of teachers in Puerto Rico was only at the medium level. The same was true for Yeliz (2016), who maintained that the level of instructional management among secondary science teachers in Turkey was only at the medium level. The inconsistent outcomes might be attributed to the difference in culture, geography, characteristic differences and other factors such as the teachers' knowledge which could also affect their instructional management (Ames, Akpomi & Amadi, 2014).

Classroom procedures based on the EFL teachers' practical expertise and their knowledge of their students' needs; help to make EFL settings more conducive for learners. The reason for this finding is that such well-versed teachers have effective strategies which, when applied, will only provide adequate instructions that strive to reach all learners in the class. Apart from teaching grammar and vocabulary,

EFL teachers need to address other aspects of language, such as the culture, the four language skills (listening, speaking, reading and writing), learner differences and syllabi which are necessary to help learners to become proficient users of the foreign language (Harmer, 2003). To achieve this, the EFL teachers need to be equipped with strong teaching skills, competence in utilising appropriate teaching aids which can accommodate today's technology and multimedia platforms such as authentic materials, blended learning and games. Students' attention needs to be maintained so that learning can be sustained. EFL teachers also need to have excellent lesson planning skills (Komorowska, 2001).

Another reason for this result might be attributed to the different teaching methods used by EFL teachers. Although in the language teaching and learning process, many teaching methods are used, such as the grammar-translation method, direct method, audiolingual method, humanistic approach and the communicative approach, not all methods can be applied at the same time and neither can only one method be used all of the time. All these methods are dependent on the setting, time, place, environment and learners (Brumfit & Roberts, 1983). Therefore, EFL teachers should not tie themselves too tightly to theories, whether from the linguistic perspective or the psychological perspective. Chang (2010) noted that for teachers to promote effective and relevant teaching methods in the case of the EFL setting, they need to consider variations and not just the stereotypical methods of foreign language teaching which have been developed over time. Thus, traditional EFL teachers who

resort to traditional teaching methods might deter the current generation of learners from learning the target language effectively. EFL teachers should consider innovative methods which can accommodate their learners learning capacities and inspire them to learn the target language. Teachers' teaching methods can be filled with fun and laughter when the teacher takes time to understand their learners through a strong rapport. When teachers have a strong rapport with their learners, teaching also becomes much easier on both parties because the learners become more cooperative. All good teachers teach by responding to the needs of their learners who are of different backgrounds, characteristics, differences, values, beliefs, attitudes, aptitude, age, gender and economic status.

In China, the College English curriculum offers conversational English contents for university and college students, and not many EFL teachers have been successful in making their teaching fun and interesting. Thus, Chinese university EFL teachers in Zhejiang province are trying to transform themselves by shifting their instructional management from teacher-centeredness to student-centeredness. University EFL teachers in Zhejiang province start to learn about organising their instructions in ways that can develop a community of learners who can communicate meaningfully and appropriately. Such activities could inculcate discussions which are particularly important when teachers are expanding on their learners' critical thinking skills. These strategies would allow the teachers to better evaluate their learners' levels of learning and to use the feedback to find better techniques to facilitate their

learners' cognitive skills for comprehensive analysis and critique. University EFL teachers in Zhejiang province also begin to conduct action research, which involves doing research on their own teaching and their own learners' learning and expect to learn about a deeper level of learning and teaching. Both of these strategies could enhance university EFL teachers' teaching skills.

5.3.3.3 Level of Behavioural Management

The last dimension of the EFL classroom management is behavioural management. Based on the analysis of data, it appears that participants had rated themselves at the medium level for behavioural management. In other words, the Chinese university EFL teachers possessed a moderate level of behavioural management, especially in dealing with student discipline.

This finding is consistent with those of Pishghadam and Navari (2009), Yeliz (2016) and Ronald (2016), all of which had observed that their teachers' behavioural management ranking was at the medium level. Given that teachers' behaviour has a strong influence on students' behaviour, teachers involved with student activities need to have the skill to handle their questions and to manage classroom activities to avoid misbehaviours (Burden, 1995). When teachers are unable to match the students' cognitive development level, misbehaviours can result (Levin & Nolan, 1996).

The reason that the level of the respondents' behavioural management was at the moderate level might be because the Chinese university EFL teachers were

dealing with curriculum activities which were beyond their student's ability. The difficulty of these activities would impede the students from being involved, thereby leading to disruptive behaviours. This occurrence can create stress for the EFL teachers, particularly those with less confidence and competence in dealing with such events, thereby leading to tension and complications for the EFL teacher and the learners.

Given that learners' discipline and their good behaviours are the core issue of classroom management, it can be deduced the level of the teachers' behavioural management is vital. This finding has been reiterated by Rahimi and Karkami (2015) who examined the role of EFL teachers in the classroom and how they implement disciplinary strategies to improve teaching effectiveness and to motivate learners. They noted that good behavioural management by teachers might cause students to increase interest in learning the target language and develop favourable attitudes toward the teacher, lowering absenteeism. The findings also revealed that EFL teachers with high levels of behavioural management spent low time on discipline, thereby enabling them to devote high efforts to the academic instructions and activities which can influence students' achievements (Cains & Brown, 1996).

Overall, the mean score and standard deviation derived from the analysis of this study showed that the Chinese university EFL teachers carried high levels of College English classroom management. The results further indicated that their instructional management was better than their language management and

behavioural management levels. Given that many of the EFL teachers were also involved in developing teaching strategies for their classes, the same teachers were less adequate in their language and behavioural management due to the lack of exposure. To ensure the improvement of the EFL teachers' College English classroom management, the related authorities must examine the issue and provide training programmes that can upgrade their competence. Exposing teachers to professional development schemes can enhance their skills in coping with the diverse issues arising from the teaching and learning processes involved in the EFL classroom setting.

5.3.4 Relationship between Chinese University EFL Teachers' Psychological Capital and College English Classroom Management

The analysis yielded from the Pearson product–moment correlation test showed a statistically significant and positive correlation between the Chinese university EFL teachers' psychological capital and their College English classroom management. This correlation implied that when the Chinese university EFL teachers carried a high psychological capital, their College English classroom management was likely to be high. This outcome confirmed that EFL teachers' psychological capital could be one of the factors influencing their College English classroom management.

This finding reinforces the positive organisational behaviour theory, which

emphasises that a teacher's psychological capital is a core construct of the state-like qualities of hope, efficacy, resilience and optimism. Psychological capital has been shown to have a strong correlation with the organisation's positive organisational behaviour. When the EFL teachers raised their psychological capital, they were more likely to put their teaching missions into practice mentally and physically (Luthans, Youssef & Avolio, 2007). Although classrooms are different from the business setting, they also aim to enhance human resources. The only difference is that it carries the aim of developing student achievements rather than a product or service. Some studies (Snyder et al., 1991; Bandura, 1986; Luthans et al., 2007) had confirmed that psychological capital has the ability of elevating positive work attitude and performance such as classroom management. Psychological capital is also considered the trigger for teachers' cognitive, affective, conative and social mechanisms, leading to improved happiness and performance at the workplace (Youssef & Luthans, 2013; Culbertson et al., 2010; Luthans & Youssef, 2017; Youssef & Luthans, 2013; Gupta & Bakhshi, 2018).

Although it has been prove that psychological capital's sub-components comprising hope, efficacy, resilience and optimism respectively contributed towards the EFL teachers' psychological capital, thereby affecting their classroom management competence (Snyder et al., 1991; Bandura, 1986; Luthans et al., 2007; Seligman, 2002). Research focusing on psychological capital remains new, with little evidence emphasising results derived from the combination of the four sub-elements

of psychological capital in relation to EFL classroom management. Addressing that gap, this study was able to generate the empirical evidence which showed that when considered together, the combined hope, efficacy, resilience and optimism can be used to predict the EFL teachers' classroom management. This research has confirmed the research of Ltuhans (2007) which found that when the four psychological resources are combined, they form a higher-order core construct that is a stronger predictor of attitudes and performance than any one of the four components by itself. It also was confirmed that psychological capital as a second-order construct could predict to employees' job satisfaction, psychological well-being, performance, positive organisational behaviours, stress and anxiety (Avey et al., 2010; Luthans, et al., 2007). It also been supported that the construct of psychological capital could be used significantly in the education field.

This finding is consistent with the outcomes of previous studies such as Walumbwa, Luthans, Avey and Oke (2011); Fu (2014) and Lee et al. (2017). They had noted that teachers with a high level of psychological capital would have a more positive and optimistic attitude towards their teaching and performance in the classroom. Fu (2014) and Lee et al. (2017) also mentioned that teachers with higher efficacy, hope, resilience and optimism were more devoted to their work. Teachers who have important roles in educational organisations have a good psychological capital perception. They find themselves in a good position in terms of hope, efficacy, resilience and optimism. This finding is validated by Sweetman and Luthans (2010);

Falecki (2015) as well as De Beuckelaer, Lievens and Bücker (2012), who emphasised that psychological capital is a personal resource that increases teachers' ability to handle difficult situations and improve well-being and work performance. This finding indicates that psychological capital can elevate positive work attitude and performance (Avey, Luthans, & Youssef, 2010; Avey, Reichard, Luthans, & Mhatre, 2011). The findings derived from the current study have clearly emphasised that the individual's strengths should be enhanced in all ways possible. These strengths are of great benefits to the language teachers, especially, for them to improve all facets of their lives and their work performance (Seligman & Csikszentmihalyi, 2000). This study had shown that EFL teachers need to improve in the dimensions of hope, efficacy, resilience and optimism to be able to accomplish their professional goals and to perform well in their work. Thus, teachers with strength tended to influence themselves into developing positive language behaviours which equipped them with the skills to manage their foreign language classrooms well. In other words, EFL teachers could be trained to develop their personal and individual sense of strengths because such traits can lead to their actual behaviours of positivity, thereby enhancing their language teaching performance.

Additionally, the aim of POB and positive psychology is not so much the complete absence of negative traits but rather the harnessing of the power of strength to create a balance. Hope, efficacy, resilience and optimism allow teachers to learn better as they enhance their ability to notice things in the classroom environment and

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strengthen their awareness of language management. Being in a positive emotional state allows students to absorb the foreign language better and to erase the after-effects of negative emotions. Positive psychology perspectives encourage a view of language learners and teachers that embraces their strengths, capitalises on opportunities and optimises what is present, rather than merely focusing on problems and identifying what is missing or lacking. These perspectives acknowledge that everyone inherently has available resources and competencies which everyone can tap into and build upon. Emphasising capitalising on characteristics such as strengths, hope, optimism, efficacy and resilience has implications for teaching practices and professional development.

The analysis indicated that the correlation strength between the Chinese university EFL teachers' psychological capital and their College English classroom management was interpreted as being weak. Every organisation has its internal dynamics and interaction with its surroundings. These interactions influence the management of organisations. As in other organisations, the quality of classroom management manifests itself in each unit of education. Classroom management is a highly important element for a variety of activities, such as providing motivation for students, effective education and increasing permanence in learning. The effective management of classrooms, the focal point of educational activities, is directly linked to the management ability of the teacher. However, good-quality foreign language classroom management is far from sufficient to address the teachers' PsyCap. The

traits, characteristics, competencies and mood of a teacher are critical to effective classroom management (Kyalar & Kayalar, 2018). In other words, effective classroom management covers a wide range of knowledge and skills, such as the determination and development of rules, teacher leadership, learning styles and characteristics of the students, communication in class, motivation management, effective use of time in the classroom, organising the classroom and setting up the learning environment. Thus, although teachers' psychological capital could influence their language classroom management, the correlation between psychological capital and EFL classroom is weak due to other factors effect on it.

Psychological capital is an internal attitude and affection. Thus, enlightening the promise and energy of the teachers is highly necessary to arouse their professional passion and lead them to share their experience to enhance their psychological capital and teaching effectiveness. By taking advantage of teachers' psychological capital, teachers could be encouraged to enhance their positive psychology of the organisations in the classroom to develop excellent effectiveness in the classroom. Thus, high levels of psychological capital are necessary for teachers to promote classroom management. When teachers become transformative intellectuals, positively cultivating the attitude of the teachers' hope, self-efficacy, optimism, resilience and optimism, they will improve classroom management. Through co-workers cultivating good interpersonal relationships to maintain their psychological capital, teachers with high levels of hope, efficacy, resilience and

optimism can solve the different of challenges in the classroom management positively. Hence, the educational government in Zhejiang province needs to know the effect of psychological capital to the classroom management and their teaching effectiveness. The teachers need to be cultivated to become accustomed to psychological capital and positive psychology to deepen their positive attitude and their passion on language education.

The results derived from the multiple regression analysis of this study emphasised that the dimension of hope was a statistically significant predictor of the Chinese university EFL teachers' psychological capital. This finding revealed that the EFL teachers' level of College English classroom management would increase when the EFL teachers perceived themselves to be intrinsically driven towards their goal achievements (Snyder, 1994; 2005). The process of teaching a foreign language is different from the process of teaching other disciplines. Foreign language teachers need to have various teaching techniques and the patience to motivate their learners to learn and use the target language for practical reasons. Given that Zhejiang province is a strong economic province in China, the government was able to invest considerable amounts of money every year to develop EFL teachers' training. Some EFL teachers from Chinese universities are sent to native speaker countries as visiting scholars every year as a step towards enhancing these EFL teachers' knowledge and skills in teaching English as a foreign language. With continuous exposure to the development of modern teaching technology, these EFL teachers are

expected to be better equipped to use these new technologies to improve their teaching methods. This training would help EFL teachers to clearly and vividly visualise their teaching goals and consider solutions rather than problems (Snyder, 2000). Meanwhile, hopeful thoughts have the agency and pathway components, both of which have been termed as 'wills and ways' toward goal accomplishments (Snyder et al., 1991, p. 570). Pathway-thinking involves developing specific strategies to accomplish goals, whereas agency-thinking reflects one's ability to initiate and sustain the motivation for using those strategies. Even though Chinese university EFL teachers have goal accomplishment, they still need to be trained with the competency in problem solving, goal attainment and classroom management issues to increase their sense of accomplishment, satisfaction and happiness in their profession.

5.3.4.1 Effect of Teachers' Hope on EFL Classroom Management

In the dimension of hope, the analysis indicated a significant positive relationship between hope and the teachers' College English classroom management.

As discussed in Chapter 2, a positive relationship between hope and workplace performance has been established through some studies (Luthans & Jensen, 2002). In this regard, the current finding is consistent with Snyder's Hope theory (1994, 2000a, 2000b). Snyder et al. (1999) emphasised that teachers with high

levels of hope tend to view students' misbehaviours as opportunities for them to try different classroom management techniques. Teachers with low levels of hope tend to view student discipline problems as a burden. According to Tolbert (2007), teachers' hope is one of the dimensions that influenced their classroom management. Meanwhile, hope can shield teachers from the negative effects of teaching as noted in previous studies (Snyder et al., 1999, 2000; Luthans, 2002a; Luthans & Youssef, 2004; Qian, 2018).

In the second language education field, EFL teachers should be hopeful, especially when modern challenges leave many of them feeling hopeless. Fullan (1997) had suggested that on most occasions, teachers' experience was profoundly negative, leaving behind a 'sense of hopelessness, either because they were on the defensive from external attacks or because they were part of the small groups of reformers who had exhausted and burnt themselves out' (pp. 229-230). Fullan (1997) had urged that teachers 'stay hopeful under negative conditions' (p. 230). In this regard, the EFL teachers who perceived themselves as being able to prevent or intervene when students cause some problems during class time had also reported higher levels of hope and felt more personal accomplishments than did other teachers. Hopeful teachers would view themselves as adequate classroom managers. Thus, they were more successful in preventing classroom problems. This outcome has been verified by past studies (Snyder, 1994, 2000a, 2000b; Snyder, Cheavem & Sympson, 1997).

However, the current finding was different from that of Bullough and Hall-Kenyon (2011) who found low linkages between teachers' hope and their teaching. One possible reason for this difference is that they used a different methodology and only explored some parts of hope. Hope is a mixture of emotions including fear, anxiety and happiness (Lazarus, 1999, p. 655). Hope cannot be equated fully to successful agency or positive expectations (Bullough, 2011, p.18).

5.3.4.2 Effect of Teachers' Efficacy on EFL Classroom Management

Pearson product–moment correlation analysis showed a statistically significant positive correlation between Chinese university EFL teachers' efficacy and their classroom management, but this correlation was on the weak side. This positive correlation revealed that EFL teachers' efficacy was one of the positive factors that could influence their classroom management. If EFL teachers' efficacy increased, then their classroom management competency will also increase.

Bandura's theory of efficacy (1994) affirmed that teachers with high self-efficacy can approach challenging tasks and recover from disappointment and setbacks quickly. By contrast, teachers with low self-efficacy tend to avoid challenging situations because they believe that those difficult tasks were beyond their capabilities. Bandura (1994) noted that teachers with high efficacy were willing to take responsibilities for meeting the needs of their students in their classroom. This outcome was also endorsed by other studies (Martin, Yin & Mayall, 2008;

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Delale-O'Connor, et al., 2017), and such teachers also have higher instructional quality in the classroom (Tschannen-Moran, Woolfolk & Hoy, 2001; Holzberger, Philipp & Kunter, 2013). They use more differentiated instructions and constructivism (Suprayogi, Valcke & Godwin, 2017). They develop challenging lessons (Deemer, 2004). They use instructional methods in the classroom to encourage student autonomy and to keep students on task (Chao et al., 2015). According to Mitchell (2019), teachers' self-efficacy could be the major factor affecting teachers' participation in the change process of implementing strategies that assist with classroom management styles. In the foreign language teaching field, Ware and Kitsantas (2007) confirmed that EFL teachers with high self-efficacy were likely to plan appropriate language lessons, maintain instructions with difficult students, meet challenges with more persistence, search for resources and materials, exude optimism and also take personal responsibility for their students' success and failure.

Czerniak (1990) maintained that teachers with a high sense of efficacy were more likely to use student-centred teaching strategies, whereas teachers with low efficacy tend to use teacher-directed strategies, such as didactic lectures and reading from textbooks. Teachers who were skilled at incorporating different types of strategies into their lessons were more effective than those with limited instructional approaches (Wiseman & Hunt, 2001). To improve the level of their classroom management, they tend to use varying instructional approaches. They were more

likely to increase student interest, pique student curiosity to learn and create unique stimuli in the classroom, all of which would increase the cognitive ability of the students (Wiseman & Hun, 2001). Instructional strategies refer to those behaviours associated with the mechanics of teaching (Roberts et al., 2007). Thus, teachers must focus on effective instructional strategies to prevent various academic and behavioural difficulties and such a practice would enhance student achievement, especially among poor and minority students.

By contrast, Polulou, Reddy and Dudek (2019) did not find any difference between teachers' self-efficacy and classroom management based on the CSAS discrepancy scores' observation. Their study was solely based on the teachers' self-report. It did not include any measurement of the teachers' actual skills and knowledge. Similarly, Gonzales et al. (2004) found no relationship between efficacy and College English classroom management. Thus, they deduced that efficacy should not be seen as the only predictor of classroom management. According to Deemer (2004), teachers' social desirability could influence the teachers' self-reported efficacy and their actions regarding classroom management practices. The teachers' responses to the survey questions were might have been based on their preferences which might not actually be implemented in their daily flow of instruction.

The weak correlation between efficacy and College English classroom management might have been caused by a variety of variables such as teachers' goals, students' needs, teacher-student relationships, school culture and learning materials.

All of these variables might constrain the teachers' ability to implement their strategies (Fang, 1996). However, self-efficacy is the teachers' own belief or confidence on what they are capable of doing; thus, self-efficacy can be developed through positive feedback (Bandura, 1999, 2000; Luthans & Youssef, 2004). Feedback, as a general construct, has been studied extensively in language education (Hattie & Timperley, 2007). EFL teachers need to be observant and they also need the ability to recognise their students' attitude towards using the target language within the classroom. When students receive positive feedback from their teachers, their perception of their own ability also increases, motivating students further into using the target language. Thus, the findings of the present study provide educators with substantial information to integrate different skills into teacher education programmes to help teachers work effectively with their students.

5.3.4.3 Effect of Teachers' Resilience on EFL Classroom Management

Pearson product–moment correlation analysis derived from the current study also showed a positive and significant relationship between the dimension of resilience and College English classroom management. Although the study of language teachers' resilience and its relation to classroom management is relatively scant (Hiver, 2018), the current finding is supported by resilience theory (Higgins, 1994; Wolin & Wolin, 1993; Werner & Smith, 2001). The results noted were in accordance with the limited evidence of Agolla and Ongori (2009), Zautra et

al., (2010) and Murthy (2017). They maintained that EFL teachers' resilience was significantly related to their classroom management practices. Undoubtedly, higher levels of EFL teachers' resilience were associated with a range of positive work outcomes, such as improved classroom performance. EFL teachers' resilience is a manifestation of their outstanding quality in effectively managing their classrooms. Once EFL teachers with resilience face hopeless situations, they can better deal with seemingly intractable problems by transforming themselves through a good attitude and a sense of dignity. From the findings derived from this study, we thus deduce that EFL teachers need to apply their educational practices and appropriate strategies which they had learnt. These EFL teachers need to be enabled to have more competence in developing their own resilience, which is highly necessary for them to cope with the various stress, issues and challenges of teaching EFL learners. Therefore, this outcome fills in the research gap and contributes to the existing literature that had mainly focused on Western countries.

The current findings, however, contradicted the findings of Meneghel, Borgogni and Miraglia (2016) who found no direct relationship between resilience and work performance. According to Murthy (2017), resilience is tremendously influenced by a person's environment, as also verified by Luthans et al. (2008), who stated that supportive environments might create the necessary positive conditions for developing resilience. However, the research targets of Meneghel, Borgogni and Miraglia (2016), were white-collar employees, resulting in a difference in the result

drawn from the current study which focused on Chinese teachers comparatively.

On these bases, teachers with strong support from the administration and other teachers would acquire more educational resilience and would be thus better at coping with the daily struggles of their profession. They also have more endurance to continue striving when challenges occur. In this regard, educational administrators should assess the resilience of teachers to include it as one of the programmes during the development of the teachers' profession.

5.3.4.4 Effect of Teachers' Optimism on EFL Classroom Management

In the dimension of optimism, the findings also revealed a positively significant relationship between the EFL teachers' optimism and College English classroom management. According to Peterson (2000), optimism is a beneficial psychological characteristic that is linked to good mood, preservice, achievement and performance as supported by the theory of optimism (Scheier & Carver, 1985). The finding of this study is consistent with other studies (Avey, Reichard, Luthans & Mhatre, 2011; Ngidi, 2012; Rornald, 2016) which revealed that optimism is related to positive events and outcomes, including classroom management. These studies indicated that once teachers with optimism face classroom problems, they would use other strategies to overcome such problems. In the language classroom, language learners should be helped to deal with these issues optimistically and effectively. The result of this study is also supported by Tripathi

and Chaturvedi (2014) who revealed that EFL teachers with higher levels of optimism were more effective in their decision-making. They were also better at delivering their lessons by inspiring students to achieve their goals. Furthermore, EFL teachers with high optimism were better at embracing changes because they were better at evaluating potentials for the future. They could be calculated risk-takers who were capable of handling difficulties with more success. The evidence drawn from this study fills the gap in previous studies (Goddard, Sweetland & Hoy, 2000; Ngidi, 2012; Rornald, 2016; Jin & Dewaele, 2017). The evidence showed that teachers with high optimism think positively, were more effective in terms of their decision-making, performed better at their work and could abilities to motivate others (Luthans et al., 2015). Thus, their performance could serve as a role model for their learners, thereby enhancing classroom management effectiveness.

Other researchers found no relationship between employee optimism and work performance ((Luthans, et al., 2007). One explanation for this variation is the possibility that optimism improves performance up to a certain point, and it becomes impractical when the goal attainment becomes unrealistic (Hmieleski & Baron, 2009).

In conclusion, the findings of this study show a statistically significant correlation between the Chinese university EFL teachers' psychological capital and their College English classroom management. The higher the EFL teachers' psychological capital is, the better their classroom management.

5.3.5 Relationship between Chinese University EFL Teachers' Psychological Capital and their Well-Being

Pearson product–moment correlation analysis showed a statistically significant positive correlation between psychological capital and well-being. This study revealed that PsyCap were associated with well-being.

Positive organizational behaviour has recognized well-being as an important outcome. PsyCap is a positive state-like psychological capacity. Its focus is on people's strength and how they grow and thrive. Drawing from positive psychology and positive organisational behaviour theory, PsyCap is an individual's positive psychological state of development characterised by persevering toward goals and, when necessary, redirecting paths to goals (hope); having confidence (efficacy); bouncing back from adversity (resilience) and making positive attributions and having positive future expectations (optimism) (Luthans, Youssef, et al., 2007, p.3). The POB theory and previous studies have showed that psychological capital is a construct that contributes to well-being, and high psychological capital affects the teachers' psychological well-being positively (Avey, et al., 2010; Luthans &Youssef, 2017, Kurt & Demirbolat, 2019). Culbertson et al. (2010) reported that employee PPC showed a positive relationship with well-being and Avey et al. (2010) found a reliability impact on the employee's well-being over time. The psychological resources in PsyCap have been found to have developmental properties (Luthans, Youssef & Avolio, 2007). When teachers are satisfied with their lives and work, they

are more likely to draw on the internal positive psychological resources inherent in PsyCap and lead to well-being. This finding is also confirmed the research of Hobfoll (2011) which predicted that positive emotions would be more common among individuals with more resources or those who experienced minimal resource loss. PsyCap resources could lead to positive emotions which are an ingredient of well-being.

The findings of this study empirically support the notion that enabling individuals to experience positive functioning at work leads to positive emotional states. These findings also fill the research gap to some degree, as noted in previous studies (Beckley, 2011; Hefferon & Boniwell, 2011). The current study shows that psychological capital and well-being have a relationship, and both of them have important functions in the education and organisational setting.

The multiple regression analysis of the current study also revealed that the dimension of optimism was a statistically significant predictor of the EFL teachers' well-being. Thus, the level of the EFL teachers' well-being would increase when they perceived 'good things to happen'. In other words, the optimism dimension of psychological capital plays a critical role in improving well-being.

Panchal, Mukherjee and Kumar (2016) stated that perceived stress might be one of the factors that contributed to optimism. However, some recent studies in different countries (Montgomery & Rupp, 2005; Stoeber & Rennert, 2008) showed that teaching is a particularly stressful occupation. The outcome of the current study

showed that the Chinese university EFL teachers tend to take credit for positive events. They also believed that they had, in some ways controlled the causes of the positive event, expecting the causes to continue and be applicable to future events. Nonetheless, optimism is derived from people's expectations (Scheier & Carver, 1985). Optimism is built on the notion that human behaviour is dependent on the pursuit of goals. With the College English reform being conducted with depth, the Chinese university EFL teachers believed that this goal was achievable. Thus, they tend to experience a positive effect that caused them to continue to strive to meet these goals rather than give up. Therefore, EFL teachers' optimism has a crucial role in psychological capital because it affects their well-being. In this regard, enhancing teachers' optimism is necessary as a measure to ensure that they can be actively engaged with their learners in worthwhile and appropriate learning activities.

Luthans et al. (2007) had emphasised that participants' psychological capital could be enhanced through training. For this enhancement, the Chinese university EFL teachers' well-being needs to be maximised so that they can handle the work stress.

5.3.5.1   Effect of Teachers' hope on their Well-being

Pearson product–moment correlation analysis showed that the dimension of hope had a weak but positive significant correlation with well-being. Previous studies (Bailey & Snyder, 2007; Ciarrochi et al., 2015) have established a positive relationship between hope and well-being. This finding is supported by

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Snyder's hope theory, and it is also in accordance with Bernardo (2015), who insisted that hope is an important predictor of well-being. They also detected that teachers with a high level of hope were able to address more challenges in their work and achieve their well-being.

However, the outcome of the current study was contrary to that of Werner's (2012) study. He noted no significant relationship between hope and well-being among his 1,409 Czech respondents in South Africa. Although he examined a large sample, his respondents' age ranged from age 15 to 79. According to Snyder (2000), psychological recession might occur with age. The elderly might become more concerned with health problems and the availability of resources for retirement. Therefore, their goal-directed thinking might fade. Meanwhile, marital status, such as being married, living as married and being single (never married) might also affect the individuals' hope (Snyder, 1994). These reasons are the possible reasons affecting the variation in the result.

5.3.5.2   Effect of Teachers' efficacy on their Well-being

The finding of this study also revealed that the dimension of efficacy was significantly and positively correlated with well-being. This finding is consistent with the social cognitive theory proposed by Bandura (1977). Teacher efficacy might have a positive relationship with teachers' well-being. The current findings were similar to the previous results noted in the literature (Bandura, 1977; Kuijer & de Ridder, 2003). These findings revealed that high self-efficacy was

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related to positive well-being, stress regulation, high self-esteem, improved physical

condition and improved adaptation to and recovery from diseases. This outcome is in

tandem with Skaalvik and Skaalvik (2011) and Bentea (2017).

However, the current finding was in contrast to Beckley (2011) who found

no significant relationship between efficacy and well-being among New Zealand

teachers. Mehdinezhad (2012) noted that the relationship between teachers'

well-being and teachers' efficacy differed with teachers' demographic characteristics,

such as gender, age, marital status and job experiences. Therefore, the differences

noted in the outcomes could be attributed to the different participants, context and

culture.

5.3.5.3   Effect of Teachers' resilience on their Well-being

The analysis derived from the present study showed that the

dimension of resilience had a statistically significant and weak but positive

correlation with well-being.

The relationship between teachers' resilience and well-being has not been

studied comprehensively (Brouskeli, Kaltsi &Loumakou, 2018). Among the limited

literature available, resilience has been recognised as a critical personal characteristic

that can be benefit teachers as they cope with stressful situations during their

teaching practicum and the tenure of their educational programmes (Bonanno, 2012).

This finding implies that resilience is essential in influencing the well-being of

teachers.

The current finding was supported by Kokores et al. (2017), Pretsch et al. (2012), Huppert and So (2013) and Brouskeli, Kaltsi and Loumakou (2018). Likewise, Gibbs and Miller (2014) also reported that the loss of resilience in EFL teachers might affect their psychological well-being negatively.

Nevertheless, the findings derived from the current study were different from the result noted by Mguni, Bacon and Brown (2012) and Richardson and Chew-Graham (2016). They noted that individuals and communities for whom well-being is high had low resilience. According to Mguni, Bacon and Brown (2012), social networks and support are a key variable in determining resilience. They observed that people who were single, separated or divorced, unemployed or were sick long term or disabled, tend to have lower well-being and are less capable of making decisions.

However, Hefferon and Boniwell (2011) pointed out that resilience is also linked with internal and external environments. Life situations would be changed according to environment. Thus, when the environment changed, resilience will also change. In general, resilience is a positive emotion. Resilience is in tandem with good engagement, stronger relationships and positive meanings followed by the competence to deal with problems (Huppert & So, 2013).

The outcome generated addresses the research gap that has been emphasised in previous studies. Many studies were conducted predominantly in Western countries, and consensus on the relationship between teachers' resilience

and well-being is lacking.

5.3.5.4   Effect of Teachers' optimism on their Well-being

The analysis of this study revealed that the dimension of optimism had a significant and positive correlation on well-being. This finding is supported by the theory of optimism (Carver, Scheier & Segerstrom, 2010) and is consistent with that of Damasio (2013) and Poormahmood et al. (2017) who observed that optimism in teachers had a positive effect on their well-being.

Nevertheless, this finding was different from that of Peterson and De Avila (1995), who noted that optimism, had no relationship with well-being. Likewise, Scheier and Carver (1985) suggested that engaging in blind optimism might not be good for health and well-being. A possible reason for this inconsistent result is that the influence of optimism on the respondents' well-being was measured from their perceptions. Thus, different respondents held different perceptions of themselves due to their different cultural contexts.

Overall, this study found a statistically significant correlation between Chinese university EFL teachers' psychological capital and their well-being in Zhejiang province. This outcome was also based on Pearson product–moment correction analysis and the finding disclosed that the level of well-being would be higher when teachers had a high level of psychological capital. In other words, increasing the Chinese university EFL teachers' level of psychological capital is needed to improve their well-being. In this regard, educators and the authorities

should increase their focus on their university teachers' psychological capital by providing in-service training or seminars to promote positive psychology understanding among their EFL teachers, thereby increasing their individual well-being.

5.3.6 Mediating Effect of the EFL Teachers' Well-being Relationship between their Psychological Capital and their College English Classroom Management

This research revealed that the indirect impact of psychological capital on College English classroom management through PERMA is positively significant. PERMA partially and independently mediates the link between psychological capital and college English classroom management. This positive relationship also indicates that Chinese university EFL teachers with high psychological capital are likely to exhibit great PERMA and manage their classroom positively. That is, psychological capital is associated with college English classroom management via PERMA. This result indicates that PERMA has a crucial role in the link between psychological capital and College English classroom management.

The current finding is supported by cognitive-behavioural theory (CBT) which emphasises cognition and emotions are inseparable. Teachers' cognition effect on their emotions and emotions will influence their behaviours. Languages are taught and learned by human beings with hopes and fears, strengths and limitations, goals and frustrations (Hosotani & Imai-Matsumura, 2011). But emotions are at the heart

of teaching (Hargreaves, 1998). Classrooms are complex emotional arenas in which teachers constantly experience emotional demands from students (Cross & Hong, 2012; Sachs & Blackmore, 1998). Teachers are more likely to experience emotions with their students at the classroom level (Cross & Hong, 2012).

This finding is line with Pyhältö et al. (2011), which emphasised that emotions are immersed in all aspects that constitute the teaching-learning process. Teachers reported that they felt joyful when their students enjoyed their teaching, made progress and showed care to them (Becker, Goetz, Morger & Ranellucci, 2014; Hagenauer & Volet, 2014). By contrast, teachers experienced unpleasant emotions when students fired up at them or did not take responsibility for their study. This finding is consistent with the research of Schutz and Lanehart (2002), which indicated that 'emotions are intimately involved in virtually every aspect of the teaching and learning process and therefore an understanding of the nature of emotions within the school context is essential' (p.67).

When we trace this phenomenon to the context of SLA studies, foreign language teaching and language cognition, we find that the link between the teachers' cognition and emotion is a crucial and critical factor for their professional success and personal enhancement (Golombek & Doran, 2014). Foreign language teachers experienced pleasant emotions regarding the growth of students. They talk about joy they experienced in their relationships with students, especially when students are responsive and motivated (Sutton & Wheatley, 2003). MacIntyre and Gregersen

(2012) also emphasised that foreign teachers have the potential to influence students' emotions by appealing to their imagination and to help them notice the gap between their current and future selves. In the context of the language teachers, teachers with positive emotions are not only enhanced their performance in the classroom but also the learners' positive attitude towards learning the target language itself as well as students towards their respective community.

On the other hand, positive emotions are an ingredient of well-being (Hobfoll, 2011). This finding is also supported by well-being theory. The findings derived from this study clearly emphasise that each component of PERMA, namely, positive emotions, engagement, relationship, meaning and achievement, should be clearly enhanced. These strengths can greatly help language teachers improve all facets of their work performance (Seligman & Csikszentmihalyi, 2000).

In SLA field, teacher's well-being has been shown to play a central role in the quality of teaching and student achievement (Day & Gu, 2009; Klusmann, Kunter, Trautwein, Ludtke & Baumert, 2008). Well-being is not only the absence of stress (Holmes et al., 2005) but is a series of positive states, traits and ways of being that lead to a person thriving and flourishing in their environment. Language teaching requires long progress, occurs in a diversity of contexts and implicates deeply rooted psychological processes such as motivation, communication, self and identity. Taking well-being theory and its implications for language learning and teaching, EFL teachers are more likely to play an even greater role in language

teaching than those teachers without PERMA.

This study is consistent with MacIntyre and Mercer (2014), which that well-being enabled language teachers to overcome their helplessness, pessimism and depression and keep the efficacious feeling in their teaching. As MacIntyre, Gregersen and Mercer (2014) noted if foreign language educators felt efficacious about their teaching, they tend to give a thorough focus in assisting their learners to successfully communicate in the target language and to learn about the culture associated with the target language. A good language teacher needs to acknowledge how to generate well-being to create engaging lessons, interest in the language per se and learners' beliefs in their potential to learn. Hence, EFL teachers who are proponents of PERMA experience their jobs as appropriately stressful but ultimately enjoyable and rewarding. EFL teachers with PERMA tend to be highly effective. EFL teachers are active-thinking decision-makers who play a central role in shaping foreign language events. EFL teachers with PERMA contribute to their creative teaching in the classroom and influence them into developing positive language behaviours. Such behaviours would equip teachers with skills in managing their foreign language classroom well.

Empirical studies of positive psychology have noted that PERMA enables language teachers to assist their learners to communicate successfully in a foreign language and learn about the culture associated with their target language.This finding has been validated by Falecki (2015) and De Beuckelaer, Lievens and Bücker

(2012), who noted that the foreign teachers' well-being had a direct effect on their teaching and their students' evaluation of their teaching quality. This finding is also supported by Day and Gu (2010), which indicated that teacher well-being is central to their ability to affect their students' learning and lives and suggested that supporting teachers in their emotional and personal competencies should become a key part of teacher training and professional development. Hence, ignoring the contributions of foreign language teachers' sense of emotional well-being to their capacities to teach to their best is foolish.

Furthermore, relevant SLA research in cross-cultural context influences the functioning, expression and evaluation of strengths in diverse groups (Pedrotti, Edwards & Lopez, 2009). Although language learning and teaching are by their very nature intercultural experiences (Peterson, 2006), Confucian traditions are important in Chinese ways of learning and teaching (Watkins, 2000). In Confucian traditions, praise and punishment in the classroom are necessary means to facilitate students' growth. While punishment in the classroom is more important because ''to teach without severity is the teacher's laziness'' and ''the way will be respected when the teacher is strict with students'' (Watkins, 2000, p.12). Influenced by these traditions, a responsible teacher in China has to make good use of seemingly negative methods, such as punishment and reprimand, alongside positive methods like praise and care ''knife-like mouth and tofu-like heart''. When ''tough love'' is aligned with the characteristics of high power distance in the Chinese cultural context, teachers have

more space to make use of their negative emotions and ill-beings. In contrast to the warm demanders who emphasise establishing a caring relationship, Chinese EFL teachers appear to be very much concerned about keeping a hierarchical, professional distance from their students to maintain their safety and be more effective in teaching. Though Chinese EFL teachers tried to build a close, familial relationship with their students by releasing their positive emotions in the classroom, they also kept a professional distance from students by pretending certain unfelt emotions (e.g. coolness or anger), to make themselves look ''mysterious'' or even threatening. Therefore, unsurprisingly it is importance to creating an atmosphere in EFL classroom that integrated love and sternness. The strict behaviour of EFL teachers is not a mean-spirited attempt to harm, but to care, authoritatively, for their students. Chinese EFL teachers should learn from ''warm demander pedagogy'' defined in western literature (Ware 2006) and integrated with warm demanders communicated personal warmth to their students, making students believe that EFL teachers did not lower their standards of teaching and were willing to help them.

Overall, this study has revealed that the well-being of the Chinese university EFL teachers in Zhejiang province had a positive and partial mediating effect on the relationship between psychological capital and College English classroom management. Well-being not only had a direct influence but also an indirect influence on the Chinese university EFL teachers' psychological capital, enabling them to improve their College English classroom management.

5.3.7   Moderating Effect of EFL Teachers' Teaching Experience

on   the Relationship between their Psychological Capital

and their College English Classroom Management

The moderating effect analysis derived from the current study was performed statistically. The result revealed that EFL teachers' teaching experience is a significant moderator on the relationship between psychological capital and College English classroom management. This finding shows that the Chinese university EFL teachers' College English classroom management was affected by their teaching experience when their psychological capital increased.

Classroom management is a skill that can be gained through training and many years of experience in the field (Bosch, 2006) and is one of the primary areas of concern expressed by beginning and experienced educators (Weinstein, 1996; Weinstein & Mignano, 1993). This finding was supported by some studies (Tsui, Egan & O'Reilly, 1992; Tsui & Gutek, 1999; Çimen& Özgan, 2018) which have reported on teaching experience as an influence on the relationship between psychological capital and their classroom management. Lee et al. (2017) and Yilmaz (2014), who stated that teachers' working experience affected the relationship between psychological capital and their teaching in the classroom. This finding implied that EFL teachers' teaching experience has the ability to emphasise their psychological capital which affects their classroom management. Likewise, Newman et al. (2014) reported that teaching experiences can contribute to psychological

capital. In this regard, the teaching experiences of teachers in terms of their respect for their students were most crucial. Çimen and Özgan (2018) noted that teachers' teaching experience could enlighten teachers' teaching and students' learning of the target language, alleviating the difficult situations and challenges in the classroom.

This study also found that the effect of the EFL teachers' psychological capital on College English classroom management was pronounced among the novice teachers' group as compared with the experienced teachers' group. This finding thus suggested that compared with the experienced teachers, the novice teachers group is stronger in the relationship between psychological capital and College English classroom management.

This finding was confirmed by Bondy et al. (2007), Beltman et al. (2011) and Hoy (2012). Novice university EFL teachers in Zhejiang province might favour shared responsibility for classroom control and shared work on developing classroom rules. They might also focus on not only behaviours but also feelings and paid attention to what the individual does to alter the external milieu and what the environment does to shape the individual (Cakiroglu Cakiroglu, & Boone, 2005; Martin & Baldwin, 1992). By building such comfortable EFL classroom environments, teachers command high respect and recognition from students and parents which enhance their psychological capital. In this regard, they can set achievement goals to inspire student learning and address all sorts of problems in the classroom. Meanwhile, the government of Zhejiang province pays more attention to

improving novice teachers' training than do other districts. These training programmes encouraged more university EFL teachers to equip themselves with the professional competencies, thereby reducing their language anxiety to a certain extent. In Zhejiang province, novice teachers need to receive teacher development training for at least 350 hours each year. Through the teachers' development training, novice teachers have improved their ability to innovate and they have also gained more knowledge about teaching with new technologies, such as flipped classrooms, blended learning, MOOCs, micro-courses and artificial intelligence courses. The Zhejiang government also annually organises teachers' professional skill competitions for novice teachers to improve their classroom management skills and teaching efficiency. Novice teachers tend to integrate these technologies into their English language teaching so that they would be efficient in creating an environment where students feel comfortable and confident with the interactive activities. In the same vein, teachers must also acquire professional development skills and psychological knowledge, such as ways to resist stress, avoid burnout and develop well-being. All these benefits would transform the traditional classroom teacher who is teacher-centred to become more advanced and to improve interaction with their students, minimising any issues involved with classroom management.

This result contradicts the research of Kizlik (2018), which insisted that experienced teachers contributed highly to the understanding of the relationship between psychological capital and their teaching. Experienced teachers allowing

placements in their classrooms often expect their student teachers/interns to largely follow classroom norms and practices already in place (Lawson 2002). They usually choose to believe in maximum teacher responsibility, focus on more on the behaviour to quickly redirect it to positive and choose traditional behavioural management (Swanson, O'Connor & Cooney, 1990). Thus, as teachers became more experienced, they become more controlling in both behavioural and instructional management. This scenario easily results in conflict with students, ruining good relationships with students because teachers attempted to pursue goals and maintain authority in the classroom. These attempts introduced stress to novice teachers and reduced their psychological capital, lowering their engagement in their classroom activities and discouraging them in developing interactive communications.

On the other hand, experienced teachers tend to face an existing culture that simply dictates, in no uncertain terms, 'the way we do things around here'. They are always adjusting to the existing culture rather than trying out their newly learned strategies (Johnson & Kardos, 2002). Thus, they lose the courage to make change without hope, efficacy, resilience and optimism. This situation results in automatic work and an everyday routine. Such teachers lack self-reflection and think about who is 'teaching the ropes' and what they are teaching.

This discussion has emphasised the findings generated from the current study. It has also explained what was significant and what was not significant and to what extent were the outcomes similar to or different from past studies. Furthermore,

this part has that the necessity for the administrators of Zhejiang province to consider psychological capital and well-being as crucial components which are necessary for enhancing the skills of the novice and experienced teachers who are involved with EFL teaching. Universities also need to consistently evaluate their teachers, particularly experienced teachers and their performance in classroom management. Doing so would help such teachers to be better equipped in their teaching resources, thereby alleviating any major concerns. Given that this chapter has also noted that novice teachers tend to have the competence in sharing innovative information and advanced and technological teaching strategies, training and seminars need to be organised to cultivate high confidence among experienced teachers in managing their classroom and in teaching more effectively.

5.4   Implications of the Study

The implications of this study concern the theoretical and practical aspects of EFL teaching, in particular, the EFL teachers' psychological capital, well-being and College English classroom management.

5.4.1   Theoretical Implications

The main theoretical implication of this study is the establishment of an empirical-based framework that combined positive organisational behaviour theory, well-being theory and cognitive-behavioural theory used to conduct the current study. Literature reviews had developed some associations between psychological capital, well-being and EFL classroom management, respectively (Luthans, Avolio, Avey &

Norman, 2007; Schaufeli & Bakker, 2004; Tov & Diener, 2013; Collie, Shapka &Perry, 2012). However, none had examined the linkage as outlined by the framework developed for this study within the Chinese context.

The current study thus contributes to theory by introducing positive psychology into the context of foreign language teaching. This study might be the first to examine the relationship between psychological capital, well-being and the College English classroom management among the university EFL teachers within a Chinese higher education context. This study also proved that positive psychology could be used in foreign language education.

Throughout the past decades, applied linguists and foreign language educators have spent considerable time and energy attempting to find techniques to remedy negative effects, such as high anxiety, low motivation and stress about the EFL teaching and learning context. The current study was developed with the advent of using psychological capital and well-being as measures to increase the efforts of the EFL teaching and learning context in China. In this regard, this study could be considered to provide the empirical evidence which can emphasise the Chinese university EFL teachers' positive psychology and its influence on the cognition and behaviours of the EFL teachers. The evidence derived will thus prove that positive psychology can be introduced into SLA and foreign language teaching.

Previous research (Luthans, Youssef & Avolio, 2007; Luthans et al., 2008) had shown the four components of psychological capital, namely, hope, efficacy,

resilience and optimism. These components were modelled for the investigation of the EFL teachers' College English classroom management in the current study. As a result, sufficient evidence was drawn to testify to the positive effect of psychological capital on the EFL teachers' classroom management. The result also strengthens psychological capital theory in which the four dimensions of psychological capital were separated or combined. They could significantly predict employees' work performance and satisfaction from quantitative research.

The PERMA construct encompassing well-being is also a relatively new research area. Like the above, this construct has never before been applied in the context of the EFL field. Therefore, the results derived from the current study also testified that this component of PERMA theory is suitable to be applied in the Chinese university EFL teaching context.

Furthermore, the current study deepens and strengthens the cognitive-behavioural theory. The study proved the EFL teachers' cognition processes and the component of their cognition processes that had affected their behaviours. By integrating PERMA into cognitive-behavioural theory, the derived findings enrich the theoretical framework. Furthermore, the establishment of an empirical-based framework which was then used for investigating the EFL teachers' psychological capital, well-being and their College English classroom management was noted to be relatively high in terms of consistency with existing theories and models.

The current study uses some of the less commonly used components in the context of the education setting. Thus, the results offer several contributions to the body of research. First, this study showed that PERMA has a mediating role in the relationship between psychological capital and College English classroom management. This finding is evidence showing the indirect effect of well-being and its influence on the relationship between psychological capital and College English classroom management. Although some studies (Lee et al., 2017; Youssef & Luthans, 2015; Skaalvik & Skaalvik, 2011; Steinhardt, Jaggers, Faulk & Gloria, 2011) had examined the relationship involving psychological capital, well-being and EFL classroom management respectively, they only focused on the direct effect rather than the indirect effect. Past studies (Seligman, 2011; Butler & Kern, 2016) also shown a shortage of investigations using PERMA due to its infancy.

From the methodological perspective, this study offers a shift in the methodology used for researching EFL classroom management. To date, most previous studies used a qualitative research methodology to observe and analyse the factors influencing EFL classroom management. By contrast, the current study is quantitative research based on the large sample size and advanced analysis technology. Compared with qualitative research, it has fewer factors disturbed by subjectiveness and is more persuasive. The current study used factors involved in EFL classroom management that had been rarely considered before. Therefore, this methodological perspective can shed light on the potential for future research.

5.4.2 Practical Implications

5.4.2.1 Implications for Teachers

For language researchers, the teacher is not merely one of the many factors of the educational set up but is one of the most important factors in classroom management. However, little attention is paid to the teachers themselves in language learning psychology research, especially compared to the depth and breadth of work on learners (Mercer et al. 2016; Mercer 2016; Mercer & Kostoulas, 2018). Under pressure from the new reforms of College English teaching, Chinese university EFL teachers were observed to be more stressed than others (Guo, 2019). EFL teachers in Chinese universities are also struggling to develop and implement various English teaching components such as listening, speaking, reading and writing. Many are worried about these requirements that involve vocabulary, grammar and language functions. The more worried they are, the worse their well-being. Their heavy workload and the diversity of the learners in the tertiary context are challenges. Furthermore, the considerable enrolment numbers also need to be addressed. All of these factors challenge EFL teachers, affecting their positive psychology.

This study has shown that psychological capital acts as the predictor factor that affects the EFL teachers' classroom management. Hope, efficacy, resilience and optimism have been noted to have a direct influence on the EFL teachers' classroom management. Therefore, College English teachers need to maintain a high level of psychological capital to be effective EFL teachers. They need to have an optimistic

attitude towards life, a scientific and healthy lifestyle, and they need to maintain a peaceful and happy state of mind. All or a combination of these qualities improve the EFL teachers problem-solving strategies and their ability to manage their EFL classes. Seligman et al.'s (2011) results showed that the EFL teachers' positive mood can broaden their attention and enhance their creativity, analytical skills and critical thinking abilities. Day and Gu (2010) argued that teacher professional well-being is central to their ability to affect their students' learning and lives. They propose that supporting teachers in their emotional and personal competencies should become a key part of teacher training and professional development, concluding that 'experience and research. However, most teacher education programmers primarily focus on developing a teacher's arsenal of instructional strategies and pedagogical skills, but these skills do not seem to help teachers emotionally handle the stresses of the profession' (Durr, Chang & Carson, 2014). Therefore, training provided to EFL teachers is recommended to include components of psychological capital and well-being to enhance the EFL teachers' qualities.

Pre-service and in-service teacher training programmes should equip teachers with the self-regulatory and socio-emotional skills needed to manage their levels of stress, emotions, motivation and general professional well-being. To do so, positive psychology can provide some useful directions and interventions, which could support teacher professional well-being such as through activities centred on the PERMA model. Teachers themselves and teacher trainers should be encouraged

to think seriously about how teachers are trained and equipped to cope with the social and emotional demands of their jobs. Furthermore, language teachers' professional training should combine academic goals with the promotion of well-being. The notable project of the Geelong Grammar School Community project, in which the whole school has placed well-being at its heart for learners as well as teachers, presents several lessons (Norrish, 2015). Another institution that seeks to promote both academic and well-being goals is the International Positive Education Network (IPEN). IPEN emphasises that the 'character plus academics' combination is complementary and mutually reinforcing, with character strengths and well-being contributing positively to academic achievement and vice versa. Content and Integrated Language Learning also could offer a useful lens for reflecting on how to work through the language with a content focus on well-being. In other words, well-being is the aim, outcome and contributor to the language teaching and learning process. Well-being is itself an empowering product for all teachers and can facilitate not only personal transformations but also societal transformations. Incorporating well-being resonates with many contemporary perspectives on teachers' development skills that aim to promote greater equality through personal growth and self-actualisation. By contrast, a teacher without an appropriate protective shield might be prone to developing a condition of general dysfunction and succumbing to exhaustion, inefficacy and cynicism. Thus, developing some form of immunity is a necessity for L2 teachers to maintain a form of professional equilibrium. Language

teacher immunity is a useful defence mechanism that allows L2 teachers to function in a hopeful and constructive way. Maladaptive immunity might be a leading factor which inhibits teacher change and growth and contributes to the pervasive conservatism and rigidity in the language teaching profession.

The result generated by the current study also indicated that novice teachers have a stronger relationship between psychological capital and College English classroom management compared with experienced teachers. On this basis, experienced teachers need to be immersed more in training which involves positive psychology combined with training which involves second language teaching skills. In the long run, such exposure would help teachers to maintain a high level of positive psychology which improves their classroom management skills positively and reduces burnout. Many opportunities should be given to novice EFL teachers to further their education as a process of long-life learning. These opportunities would effectively promote professional development that can enhance their happiness index in EFL classrooms. Provide preservice and new in-service teachers should be provided the opportunity to learn about research-based classroom management strategies by including adequate conceptualisation of the positive psychology content, not as discrete skills, but as a complete approach to management with positive psychology to form a strong foundation.

5.4.2.2   Implications for Pedagogy

In the language teaching and learning literature (Helgesen, 2006;

Mercer et al., 2016), initiatives to integrate positive psychology and happiness have been into the language classroom have been developed. For many years, foreign language teaching and learning have also been linked in psychological studies, with depression, anxiety, distress and mental disorders (Cornette, Strauman, Abramson & Busch, 2009; Higgins, Strauma & Klein, 1986). Positive psychology that can be identified as applicable to SLA is the model of character strength, including Seligman's specific concept of signature strengths (2011). In China, many university and college students regard the College English class as one of the most threatening courses. Their minds usually experience what is termed as frozen and blocked cognitive processes (Guo, 2019) because they are not familiar with how the teachers deal with such classes, often to their disadvantage. The unfamiliarity of the foreign language forms and rules, fear of negative feedback from peers and teachers, and their low self-esteem also contribute to their discomfort and unease in the classroom. These feelings cause increases in language anxiety. The higher their anxieties are, the lower their performance. Students who are learning a foreign language tend to have negative emotions and experiences in foreign language learning, leading to a demand on the EFL anxiety, negative emotions, stress and ill-being (MacIntyre, Gregersen & Mercer, 2016). However, psychological capital represents the individual's resource for overcoming such obstacles and for achieving success (Frederickson, 2001). These useful elements are beneficial for the EFL teachers' classroom performance, but they are seldom explored in the context of the Chinese university EFL teachers. All these

inadequacies of the EFL teachers can be enhanced through several specific elements, such as increasing their hope, efficacy, optimism and resilience because the findings of this study had shown that these components are crucial to the EFL teachers' well-being. These positive traits can help the EFL teachers to enhance their personal values, purposes, goals, interests and passion (Kashdan, 2004). An elevation of these elements in the EFL teachers would lead to even more authentic self and higher levels of the teachers' well-being (Luthans, Avolio, Avey & Norman, 2007). Developing the importance of the EFL teachers' sense of psychological capital and well-being is an essential part of foreign language education, and enhancing these elements would further strengthen the EFL classroom management. The reason for this recommendation is that the most central duty of EFL teachers is to develop a strong sense of willingness for the learners to communicate positively with the target language, which is only possible if the EFL teachers are themselves well equipped with the skills and the competence. Given that no teacher is born to have these skills, the authorities' concerned need to guide and train these EFL teachers into maximising their communicative confidence whilst minimising their anxieties. Foreign language teachers need to be encouraged to absorb knowledge from psychology, sociology and anthropology because learning from these disciplines adds to their knowledge, skills and strategies in the need to accommodate their students. Knowledge gained from these disciplines also exposes them to a variety of cultural, social, political and linguistic circumstances that can enrich their

professional development, thereby augmenting the EFL teachers' performance within the classroom in various ways (Tedick & Walker, 1994). A favourable foreign language teacher is not only knowledgeable and well-rounded but also inspiring. He or she can encourage, motivate, stimulate and enhance the foreign language learning experiences of their learners in the target language in ways that are even unknown to themselves. Thus, novice and experienced teachers would need to be given more exposure to equip them with positive psychology that is incorporated with positive attitudes towards the teaching of English. This exposure can accelerate their hopefulness and optimism in their profession whilst increasing their self-confidence in dealing with teaching and strategic problem-solving.

5.4.2.3   Implications for University Administrators

Positive psychology is very important in organisations (Luthans et al., 2007). Hence，college administrators need to support the development of positive psychology to reduce occupational stress and improve quality of life among university teachers. The findings of this study suggest that university administrators need to update their management concept, uphold the people-oriented concept, respect the legitimate rights and interests of teachers, respect the personality and mental health of teachers and enhance teachers' sense of identity with the university. Meanwhile, university administrators need to understand the emotional state of teachers' work, such as teachers' job satisfaction, adaptability and work pressure. They should listen carefully to teachers' voices, understand teachers' emotions and

understand teachers' emotional adjustment, guidance and training so that teachers can feel the care and warmth of the organisation. Furthermore, university administrators need to create a good working environment for teachers. Building a trustful school environment is important for fulfilling teachers' needs and protecting their well-being. Thus, administrators need to develop trusting relationships among colleagues and cultivating a climate of authenticity in universities. University administrators should provide opportunities for facilitating collaboration among colleagues because a sense of trust derives from intense, long-term interpersonal interactions and should strive to ensure the openness and transparency of policy making and implementation. Furthermore, school policies must demonstrate an expectation of trustworthy behaviour. By these measurements, the goals are to actively guide teachers to establish correct values and outlook on life encourage teachers to love this profession and enable teachers to closely link their personal development with the development of the school, thereby inspiring teachers' work enthusiasm to improve their efficiency. Furthermore, university administrators need to improve their training systems and provide relevant course training. Experts in emotional management can be hired to regularly conduct relevant lectures and reports in schools to increase teachers' awareness and understanding of emotional management. Meanwhile, they also might consider positive psychology training programs such as PsyCap can be developed using web-based training interventions (Luthans et al., 2008). By setting up a psychological counselling platform

specifically for teachers, some experts are invited to analyse individual teachers'

confusion in emotional management and help teachers guide and resolve the

confusion in emotional management based on expert opinions and suggestions so

that teachers can maintain their education and teaching work positive psychology.

These good counselling skills might be improvised to help these EFL teachers to

develop their confidence. Alternately, they should be mentored by experienced and

effective teachers in the EFL setting.

5.4.2.4   Implications for Educators and Policymakers

On these bases, the Ministry of Education of China needs to take

some appropriate steps to ease this phenomenon among the EFL teachers. The

Ministry needs to increase its initiatives in addressing these issues of EFL teachers.

The results generated by this study can be used by educators to explore the

various opportunities opened to developing and strengthening EFL teachers'

psychological capital as well as increasing their well-being. As Hargreaves (1998)

noted, good teachers are not just well-oiled machines but are emotional and

passionate beings who can connect with their students and fill their work and classes

with pleasure, creativity, challenges and joys (p.835). Therefore, one way to

overcome the issue of EFL teachers' weakness or incompetence in classroom

management is to increase their level of psychological capital and well-being. When

armed with these qualities, the EFL teachers would develop more positive

behaviours, which can then be of benefit to their teaching, managing and coping with

their classroom management.

The outcome of this study suggests that EFL teachers need constant professional training to help them overcome their inadequacies which can occur periodically. Professional training can also give these EFL teachers the confidence to improve their teaching strategies. Observing how others do and with the guidance provided by professionals through meaningful and successful pedagogical demonstrations enable these EFL teachers to become more confident, competent and motivated. With meaningful training, EFL teachers could be encouraged to implement creative activities and to involve their learners in creating dynamic and interesting teaching materials, thereby promoting genuine interactions and alleviating classroom anxiety. Effective classroom management requires the cooperation of the students involved.

To summarise, the failure or success of EFL teachers in managing their College English classroom does not solely depend on the EFL teaching skills alone. Their success in managing their College English classrooms is dependent on a wide range of factors, such as their psychological capital and well-being. This initiative, therefore, calls for the cooperation of many parties such as educators, policymakers, leaders of universities, teachers and students.

5.5   Contributions

This study has contributed significantly to the integration of positive psychology and language education. This study added a body of knowledge to existing theories (POB,

well-being and CBT) and literature review by providing empirical evidence to research on the relationships between psychological capital, well-being and College English classroom management under the Chinese context. For many years, a cognitive perspective had dominated research in applied linguistics. Around the turn of the millennium, researchers became increasingly interested in the role of emotions in foreign language learning and teaching, beyond established concepts like positive psychology and constructs like well-being and attitudes toward the foreign language. Owing to the limited nature of global empirical work, exploring the relationship between psychological capital and well-being are necessary. These two constructs are essential to the field and are both established constructs and theories from outside SLA (Mercer, & Gregersen, 2020). This study represents a significant piece of interdisciplinary work that crosses boundaries. Thus, the study is challenging but innovative, creative and fresh. In China, positive psychology remains new, as is the integration of positive psychology into the field of English education. More attention is paid to the effect of negative emotions on English teaching and learning. A search of the CNKI database (China's largest academic retrieval database) from 2003 to 2020 shows that only 15 articles have been discussing Chinese English education related to positive psychology. The main research participants of these articles are teachers in elementary and middle schools and rarely involve the Chinese university of EFL teaches in the Chinese higher education context. Therefore, this study opens up a new perspective for positive psychology in China's English education and SLA

fields. Through the psychological capital and well-being of Chinese university English teachers, we can understand the current situation of English classroom management and how to effectively promote College English teaching to help to fill in certain gaps. The methodology indicates that research on EFL classroom management mainly focuses on using qualitative research, such as case study, observation and interview, based on the literature review. Foreign language classroom management is always ignored in English education. Data collection and SEM analysis in this research have extended that EFL classroom management studies and helped in identifying truthfully, accurately and intuitively the factors affecting the foreign language classrooms in higher education in China.

Work in the field of SLA in relation to language teacher psychology is relatively rare. Although studies on cognition and identities have been conducted, other aspects of the teacher psychology remain under-examined and some very recent calls for research in this area have been made (Mercer, 2018; Mercer & Kostoulas, 2018). Although positive psychology is contributing to the growing interest in teacher psychology, this study foregrounds teachers and why or how their psychologies are important for themselves as individuals and their teaching practice. This study helps EFL teachers realise the importance of positive psychology and enhance their psychological capital and well-being into their foreign language teaching. At present, continuous educational reforms are being implemented in China (Cheng, 2009). Universality teachers in Zhejiang province are experiencing a

paradigm shift into learner-oriented teaching and high teacher accountability (Cheng & Mok, 2008). However, some teachers might become burned out, unable to cope with so much pressure and so fall into a state of depression in their classroom. This study could provide a new perspective for researchers to integrate the positive psychological resources of self-efficacy, hope, optimism and resilience to relieve depressive symptoms. This study also introduces Chinese university EFL teachers to valuing their own development. They are crucially responsible to impart moral and intellectual knowledge and are required to continuously absorb positive psychology. Observing how others do and with the guidance provided by professionals through meaningful and successful pedagogical demonstrations enable these EFL teachers to increase their confidence, competency and motivation. By meaningful training, EFL teachers could be encouraged to implement creative activities to involve their learners in creating dynamic and interesting teaching materials, thereby promoting genuine interactions and alleviating classroom anxiety.

In the 'Internet+ era', the role of Chinese university EFL teachers is required to shift from the 'transmission of language knowledge' to 'facilitator of students' language learning'. The teachers should also advocate opening interactive classrooms, in which teachers and students have an equal and fair relationship. However, educational changes often trigger teacher's emotional responses, senses of loss and frustration. This research incorporates psychological capital and PERMA into ESL/EFL classes in ways that incorporate positive psychology strategies and

clear language teaching/learning goals. Teachers need to establish a belief in openness and renewal of teaching methods and technique information. EFL teachers will be aided by expanding their cognition and knowledge structure by improving self-efficacy and actively investing in the updating and improvement of student language learning and their pedagogy. In the students' learning process, EFL teachers and students could communicate on an equal and harmonious environment to promote the teacher–student relationship. The improvement of the teacher–student relationship is the foundation of active and efficient classrooms.

By contrast, Chinese society is a deeply-rooted Confucian collectivistic culture. In the classroom, the teacher-student relationship is characterised by hierarchical roles and responsibilities under this culture. Teachers are authority figures and students are expected to show obedience and respect to their teachers. Teacher-centred pedagogy dominates classroom teaching in which students are expected to be quiet and attentive when a teacher is teaching but are expected to be involved in the lessons and self-disciplined when joining in classroom activities. In the collectivistic classroom, discipline, order and conformity are highly valued. Teachers commonly adopted punitive and authoritarian discipline approaches to ensure student compliance and teacher control (Cheung & Lau, 1985). In light of Confucian values, teachers also act as role models to earn student respect and shape student behaviour. Hence, this study helps to improve the relationship between teachers and students positively, possibly aiding the shift from 'teacher-centred' to

'student-catered'. Once the classroom activities organised by the teacher satisfy the students and earn the students' affirmation, the teacher's sense of teaching achievement will be improved. This study also provides suggestions to Chinese university English teachers to maintain their positive psychology to reflect their teaching and overcoming some challenges in classroom management.

The results generated by this study can be used by educators to explore the various opportunities opened to developing and strengthening the EFL teachers' psychological capital and increasing their well-being. As Hargreaves (1998) noted, good teachers are not just well-oiled machines; they are emotional and passionate beings who can connect with their students and fill their work and classes with pleasure, creativity, challenges and joys (p.835). Therefore, one way to overcome the issue of EFL teachers' weakness or incompetence in classroom management is to increase their level of psychological capital and well-being. When armed with these qualities, the EFL teachers would develop positive behaviours which can then be of benefit to their teaching, managing and coping with their classroom management. Hence, this study could be a reference for university administrators to take appropriate steps to ease this phenomenon among EFL teachers and enhance their positive psychology.

5.6 Recommendations for Future Study

On the basis of our implications and suggestions, we propose some recommendations for future consideration about language education. This recommendation for future

research is mainly based on the limitation of this research.

Although the current study was able to generate evidence that fulfils the aim and objective of this study, future research might consider deeply investigating the relationship between one or more of these variables and some aspects of language learning and teaching. However, the results might differ from various types' participants such as elementary school teachers, pre-service teachers, high school teachers. By contrast, PERMA could be applied to language teaching and learning fields (Seligman, 2011; Mercer, 2016). Thus, exploring a relationship to language learning and teaching beyond that shown here might be fruitful. Therefore, in future studies, more types of participants would be considered and research might follow the specificity pattern in this study to test additional models.

Additionally, the data collected in this study were collected through a questionnaire using a self-reported scale to identify the relationship between psychological capital, well-being and College English classroom management. However, this method relied on respondents' goodwill to provide a genuine response to the questions posed. A potential risk of bias might also affect the analysis generated from this study. SLA research might be at an advantage over the discipline of psychology, having progressed much further in recognising the genuine value in research that allows a variety and mixture of epistemological and methodological stances (Mercer, 2018). SLA research has developed openness to different understandings of empirical studies such as those employing systematic and rigorous

qualitative research (MacIntyre & Mercer, p.161). Mixed methods are especially useful in understanding contradictions between quantitative results and qualitative findings. Therefore, the outcome generated the quantitative datasets of this study is only grounded in the participants' experiences. Future research might consider performing a mixed method as another alternative to gaining new insights about EFL classroom management among EFL teachers, such as interviews, direct observations and reflections.

Furthermore, in this study, data were collected from 19 universities of Zhejiang province only at a single point in time. However, the perceptions of the respondents towards psychology capital, well-being and College English classroom management will change over time when they have gained more experience. In other words, the interpretation of the results derived from mediational analyses of cross-sectional data must be preceded with caution. Future research will follow MacIntyre and Mercer's (2014) suggestions to consider about the 'ambivalence' in SLA research and focus on emotions over different time scales, from the short term in seconds to the long term in years. Therefore, future research might consider longitudinal or experimental studies to facilitate causal evaluations.

5.7   Conclusion

This chapter has provided the findings which answer the five research questions formulated for this study. The findings were discussed based on the headings in relevance to the research aims and objectives and then discussed in line with

previous studies.

As a summary, the Chinese university EFL teachers in Zhejiang province perceived themselves to have a high level of psychological capital, a high level of well-being and a high level of EFL classroom management. The findings of this study also confirmed a statistically significant and positive relationship existing between the Chinese university EFL teachers' psychological capital, well-being and their College English classroom management.

Among the elements examined, hope seemed the essential dominant predictor of the Chinese university EFL teachers' psychological capital towards their College English classroom management. In addition, optimism was the dominant predictor of the Chinese university EFL teachers' psychological capital to their well-being.

This study found a positive and partial mediating effect of the Chinese university EFL teachers' psychological capital and their College English classroom management. Furthermore, their teaching experience was observed to be a significant moderator on the relationship between their psychological capital and their College English classroom management. This study also developed a new model for testing the variables. The model consisted of the elements of psychological capital, well-being, College English classroom management and teaching experience.This study integrated the element of positive psychology into foreign language teaching. Based on the outcomes derived from this study, some implications were noted and

some contributions for the academics as well as EFL practitioners were proposed.

The findings of this study offer several contributions to the general body of knowledge in foreign language teaching and SLA. In this regard, EFL teachers need to reflect on their psychological capital, well-being and College English classroom management competencies to improve their achievement in foreign language teaching. These EFL teachers who are based in a non-English speaking country would especially need to be trained in language proficiency and pedagogy in terms of SLA. They also need to be given exposure to current teaching and learning environments, overseas exposure, professional development and exposure to various events related to EFL. All of these initiatives are beneficial for the EFL teachers' professional well-being and their ability of improving their teacher–student relationship which has many benefits. These EFL teachers are also likely to need a training programme for developing their own psychological issues such as grasping the need to understand practices such as effective listening, questioning techniques, empathy and helpfulness because such a training programme is certainly beneficial for the educators. Leaders in universities are seeking to improve their understanding of the complexity of the EFL teachers' personality. Thus, they might need to adopt the EFL teachers' psychological capital and their well-being into their College English classroom management when reflecting on how best to enhance the situation of the College English classroom management in their universities.

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