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**| RESEARCH ARTICLE**

## **A Model for Alleviating Work Pressures and Enhancing Teachers' Resilience**

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**| ABSTRACT**

Teaching is a complex task that requires knowledge of what to teach, how to teach it, and how to cope with educational challenges. To perform their duties effectively, teachers' mental well-being and inner states are essential. This study aims to define teacher resilience, give examples of the stressors and challenges that EFL/ESL college instructors face and the factors that lead to attrition and burnout. It also aims to propose strategies for coping with negative stressors. Results of a survey with a sample of EFL/ESL college instructors at five higher education institutions in Saudi Arabia who teach language, linguistics, translation and interpreting courses to undergraduate students showed that they face intellectual, emotional, and service-related stressors and challenges that impact their well-being and effectiveness such as high workload, limited support, meeting deadlines, managing their time effectively, students' behavior and attitudes, classroom management and health concerns, financial and economic issues, balancing their work and personal, and lack of support and recognition. In addition, some instructors complained of lack of motivation and enthusiasm, fatigue, headaches, irritability, anxiety, depression, and difficulty concentrating. To combat stress, mental and emotional challenges that some instructors face, this study proposes some coping strategies based on the principles of positive psychology to help foster teacher resilience, maintain a strong and effective teaching workforce, and empower educators to thrive in their profession. These coping strategies cover psychological, pedagogical, interpersonal, and pragmatic aspects such as identifying the signs of stress, prioritizing self-care and well-being, setting achievable goals, time management and organization, embracing flexibility and adaptability, adopting a positive mindset, classroom management techniques, advocating for resources and support, attending professional development workshops, building/joining a strong support network, collaborating with other colleagues to share ideas and strategies, reflecting on and assessing their teaching practices, practicing mindfulness, quick relaxation techniques, visualization, progressive muscle relaxation, deep breathing, listening to music, regulating emotional responses, and celebrating small wins. The coping strategies posed herein are described in detail.

**| KEYWORDS**

Teacher resilience, stressors, coping strategies, coping skills, lack of resilience, stress factors

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### **1. Introduction**

Resilience<sup>1</sup> is the ability to successfully adapt to stressors, maintaining psychological well-being in the face of adversity, through mental, emotional, and behavioral flexibility and adjustment to external and internal demands. It is the ability to "bounce back" from difficult and/or challenging experiences. Resilient people still feel sad, angry, or frustrated when faced with a setback, but they find ways to bounce back from the ups and downs of life, move forward, adapt to stress, crises, and trauma. Resilience<sup>2</sup> is not a personal trait that people either have or do not have. It is about being flexible and adaptable. It involves thoughts, behaviors, and actions that can be learned and developed in everyone. A number of factors contribute to how well people adapt to adversities

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<sup>1</sup> [APA Dictionary of Psychology](#)

<sup>2</sup> [What is Resilience? \(state.gov\)](#)

and challenges, such as how individuals view and interact with their surroundings, their coping strategies and the availability and quality of social resources. The skills and resources associated with resilience can be practiced and cultivated. To develop resilience, some people-need to acquire certain skills.

Teachers' mental well-being and inner states, in particular, are essential to perform their duties effectively because teaching is a complex task, requiring knowledge of what to teach, how to teach it, and how to cope with educational challenges. The ability to adapt to change, deal with what comes along, cope with stress, stay focused and think clearly, not get discouraged in the face of failure, handle unpleasant feelings such as anger, pain, or sadness (Rezazadeh, Janebi Enayat & Poorebrahim, 2023).

The topic of teacher resilience has received a lot of attention from researchers in all countries and all disciplines. Their first group of studies reviewed studies that conducted a theoretical review of EFL/ESL teacher's resilience, academic buoyancy, care, and their impact on student engagement and the effect of teacher resilience and wellbeing on foreign language teaching enjoyment (Zhang, 2023; Zhang, 2021).

A second group of studies in the literature designed a scale or instrument for assessing teachers' resilience such as the design of a measurement scale of academic resilience for preservice science teachers (Dalimunthe, Djatmika, Pratikto, Handayati Dewi & Mustakim, 2021); an integrated instrument for assessing protective factors of teachers' resilience (Daniilidou, & Platsidou, 2018); the development of an occupational resilience beliefs scale for teacher candidates (Tagay & Demir, 2016); the development and validation of a four-factor model of a teacher resilience instrument (Abubakar, Ariffin & Jaafar, 2022); the development and validation of a five-by-five resilience scale (DeSimone, Harms, Vanhove & Herian, 2017); validation of a multidimensional resilience scale for Portuguese teachers (Peixoto, Silva, Pipa, Wosnitza & Mansfield, 2020); the development and validation of an EFL teacher resilience instrument (Shirazizadeh & Abbaszadeh, 2023); the development and validation of a Vietnamese teacher resilience scale based on a four-factor model (Trang & Thang, 2023) and others.

A third group of studies explored the factors that impact EFL teachers' resilience such as having a self-regulatory trait (Partovi & Tafazoli, 2016); emotional intelligence and teacher immunity (Rezapoor & Mohammadzadeh, 2024); teachers' emotions and enjoyment (Gan, Gao, & Wu, 2022); teachers' emotion regulation (Khammat, 2022); teachers' self-compassion, emotion regulation and emotional labor strategies (Hu, 2023); personal enjoyment, social enjoyment, student appreciation of foreign language teaching enjoyment, teachers' social enjoyment, and prosocial situational characteristics (Zhang, 2023); job satisfaction (Han, 2022); reflection and support from students, colleagues, and the teaching community (Kim & Kim, 2024); perceived person-focused factors (Wang, Derakhshan & Rahimpour, 2022); self-efficacy (Moradkhani, Raygan & Moein, 2017); efficacy for student engagement and for instructional strategies (Razmjoo & Ayoobiyan, 2019); cognitive reappraisal and resilience and cognitive reappraisal and work engagement (Xie, 2021); reflective teaching (Ayoobiyan & Rashidi, 2021) teacher support (Hu, 2022) and others.

Further studies mentioned personal, professional, organizational, social, and economic aspects (Ghaslani, Yazdani, Ahmadian & Dowlatabadi, 2023); personal factors (previous experience, belief, motivation, teachers' emotional control and self-efficacy), interpersonal factors (students' behavior in the classroom and negative relationships with colleagues) and contextual factors (students, family and colleagues) (Duan, Chu & Liu, 2023; Anselma & Mbato, 2023). In addition, Wang, Derakhshan and Rahimpour (2022) indicated that system-focused, context-focused, and process-focused factors were less problematic for teacher resilience. Stavraki and Karagianni, (2020) found that teachers' resilience is not affected by demographic, occupational and school/class characteristics.

Few more studies highlighted five reflection subscales (cognitive, meta-cognitive, affective, critical and moral) that have significant positive relationships with teachers' self-efficacy through one of the four main sources (mastery experience, vicarious experience, verbal persuasion, and physiological/emotional arousal). Metacognitive reflection was the only predictor of teachers' self-efficacy, whereas metacognitive and critical reflection were significant predictors of role ambiguity. Only critical reflection could predict role conflict (Ayoobiyan & Rashidi, 2021; Moradkhani, Raygan & Moein, 2017; Shirazizadeh, Tajik & Amanzadeh, 2019).

Regarding the effect of experience on teacher resilience, some studies found significant differences between Chinese and Iranian novice and experienced teachers. Experienced teachers were more resilient than novice teachers. In comparison with novice teachers, experienced teachers possess a complicated repertoire of strategies at their disposal to bounce back from unfavorable teaching conditions, whereas novice teachers experience stress for personal, interpersonal, and organization factors (Entesari, Yousefi & Eslami, 2020; Diasti, 2021; Xue, 2021). Teachers' attitude toward stressors, their autonomy, agency, and perseverance in tackling challenges play significant roles in fostering their resilience. Resilient novice teachers were found to have highly selective and dynamic interactions with risk and protective factors. Their individual agency appeared to be an important factor in their resilience development. Novice college foreign language teachers hold an optimistic attitude and view stressors as facilitators

rather than inhibitors of their development. They actively integrate internal and external resources in responding to life challenges, which would promote their resilience and speed up their transition from novice to competent teachers (Fan, Ma, Liu, Liu, Guo & Wang, 2021).

Moreover, emotion regulation, resilience, and success are related. Teachers' self-efficacy and resilience exhibited direct and negative associations with teacher burnout (Li, 2023; Li & Lv, 2022). Iranian teachers' sense of efficacy and their resilience predicted their burnout. Teacher self-efficacy represented 20.1% of the variance in teacher burnout as opposed to teacher resilience which represented 11.7% only. This means that teacher self-efficacy is a more powerful predictor of burnout than teacher resilience (Fathi & Saeedian, 2020). A study by Ding, Liu and Peng (2023) reported three types of EFL secondary teachers in terms of their experience with burnout and resilience: (i) teachers who have person-environment equilibrium and a sense of accomplishment, (ii) goal-oriented teachers with tenacity and signs of burnout, and (iii) emotional sensitivity and burned-out teachers with a small likelihood to bounce back. Other sources of burnout are curriculum changes that contribute to teachers' stress, institutional support and social relationships (Rizqi, 2017).

Despite the importance of teacher resilience and burnout, especially in the language, linguistics and translation teaching field, there is a lack of studies in Saudi Arabia that investigate the factors that affect EFL, linguistics and translation college instructors' resilience and burnout. Therefore, the current study aims to define teacher resilience, give examples of the stressors and challenges that EFL, linguistics and translation college instructors' face, the factors that lead to attrition and burnout in colleges of languages and translation, and propose strategies for coping with negative stressors based on the principles of positive psychology.

This study will improve EFL, linguistics and translation instructors' understanding of the multi-dimensional, dynamic and context-dependent structural attributes of teacher resilience and teacher well-being, as well as the relationship between them and the foreign language, linguistics and translation teaching enjoyment because EFL/ESL teacher resilience, academic buoyancy and care have a significant impact on students' engagement in the learning process. ESL/EFL teachers who suffer from low resilience and immunity will benefit from the various strategies proposed in the current study for improving and increasing their emotional intelligence and other aspects of resilience. Promoting key features of resilience will reduce the negative effects of stress in the teaching profession (Rezapoor & Mohammadzadeh, 2024; Rizqi, 2017).

## **2. Definitions**

### **2.2 Positive Psychology**

Positive psychology is a branch of psychology that focuses on the character strengths and behaviors that allow individuals to build a life of meaning and purpose to move beyond surviving to flourishing (Al-Jarf, 2022g; Al-Jarf, 2022f).

## **3. Methodology**

### **3.1 Sample of Instructors**

A total of 65 EFL/ESL, linguistics and translation instructors from five Saudi universities: King Saud University, Princess Noura University, Imam University, King Abdul-Aziz University, and King Khalid University participated in the study. The instructors have a Ph.D. or M.A. degree in TESOL, translation, applied linguistics or linguistics and teach different English language, linguistics, and translation courses. Their teaching experience ranges between 1 and 22 years.

### **3.2 Data Collection and Analysis**

Instructors in the sample answered a survey with open-ended questions that asked them to give examples of the problems, anxieties and stressors that they have in their teaching, with their students, their colleagues, and the administration, time management, their workload, any health issues that they have, and personal and family life, financial and economic problems that they have. Instructors' responses to the survey were compiled and categorized and are reported qualitatively.

## **4. Results of Surveys**

### **4.1 Instructors' Difficulties**

Analysis of instructors' responses to the surveys revealed that EFL, Linguistics, and translation instructors at Language and translation departments at the sample of Saudi universities herein face intellectual, emotional, & service-related stressors & challenges that impact their well-being and effectiveness. These include high workload, limited support, meeting deadlines, managing their time effectively, students' behavior and attitudes, classroom management, health concerns, financial and economic issues, inability to balance their work and personal life, lack of support and recognition from the administration, lack of motivation and enthusiasm, fatigue, headaches, irritability, anxiety, depression, and difficulty concentrating. Participants' responses reflect high anxiety, lack of enjoyment, motivation, autonomy, and low self-efficacy.

In addition, instructors in the current study have time management problems including lack of objectives, priorities and deadlines, poor planning, forgetting to do important things or missing an important appointment, having too much work (overloaded), management by crisis (spending more than half of their time dealing with crisis after crisis), drifting into trivia (routinely working on unimportant things), always saying yes, interruptions caused by random incoming telephone calls, meetings, drop-in visitors, processing email, attempting too much, having trouble finishing projects or reports, and running out of time before completing an important project. Having to work late nights and weekends just to keep up, getting sidetracked, becoming uninterested, avoiding dirty work, trouble with details, etc., over-scheduling and over-organization and others.

## **5. Proposed Model of Coping Strategies**

To combat stress and mental and emotional challenges that some EFL, linguistics and translation college instructors face, to help build their resilience, self-efficacy, and well-being, develop positive thinking and positive attitudes, cope with and manage challenging educational situations, maintain a strong and effective teaching workforce, and empower instructors to thrive in their profession, this study proposes some coping strategies based on the principles of positive psychology, the literature review and the author's own research. These coping strategies focus on four areas: (i) personal (psychological) coping strategies; (ii) instructors' pedagogical skills; (iii) interpersonal relationships; and (iv) pragmatic skills.

### **5.1 Personal (psychological) Coping Strategies**

First, EFL/ESL college instructors need to identify signs of stress and physical symptoms like fatigue, headaches, insomnia, irritability, anxiety, depression, forgetfulness and difficulty concentrating, seek professional help if stress becomes overwhelming, prioritize self-care and well-being, get quality sleep, maintain a healthy diet, make major changes in life to align actions with values, say no to energy-draining activities, adopt a positive mindset and practice mindfulness to reduce stress and enhance focus. They can practice stress management and relaxation techniques such as exercising regularly, visualization (imagining a serene environment as a beach, forest, or garden), practicing deep breathing, progressive muscle relaxation, yoga, meditation, listening to music and celebrating small achievements. They are advised to develop skills to recognize and regulate emotional responses and manage emotions effectively. Novice EFL/ESL and translation college instructors need to hold an optimistic attitude and view stressors as facilitators rather than inhibitors for their development. They can actively integrate internal and external resources to respond to life challenges, which would promote their resilience and speed up transition from a novice to a competent, experienced teacher. Novice as well as experienced instructors need to view challenges as opportunities for learning and reframing setbacks as learning experiences that help alleviate pressures and challenges.

### **5.2 Pedagogical Skills**

Acquiring and improving pedagogical skills will help EFL/ESL and translation college instructors reduce stress and become more efficient and effective in teaching. To do so, they are advised to set achievable goals by answering questions about what they want to accomplish, why they are doing this, when this goal will be accomplished, who is involved, and/or where this is going to take place. They are advised to plan ahead, embrace flexibility and adaptability and adjust lesson plans and strategies.

In teaching language, linguistics and translation courses, college instructors can use engaging, enjoyable and effective teaching activities such as searching for linguistic and translation key terms and concepts, debates, summarization, attending thesis defenses, inviting a guest speaker to the class session, giving problem-solving questions, project-based and task-based assignments, collecting. The students can analyze translation errors, translate Wikipedia articles, participate in interpreting contests, conduct a linguistic analysis of family speech and videos, student-created podcasts and digital stories (Al-Jarf, 2021b; Al-Jarf, 2021c).

In addition, instructors can promote interactivity and engagement by focusing on student-centered learning activities as task-based and opinion-sharing tasks, using a mix of instructor-led and student-led teaching strategies such as collaborative, team-based, and problem-based learning, connecting students' personal interests to the course content, integrating work-related learning and real-world experiences that impact students' translation careers. Use telecollaboration with translation students taking similar courses. They can blend cognitive engagement prompts with emotional engagement and motivation and use interactive student presentations and demonstrations, video-based and text-based discussions, chatting off-topic, and making communication personal (Al-Jarf, 2021e; Al-Jarf, 2020b; Al-Jarf, 2020b Al-Jarf, 2009a; Al-Jarf, 2008).

A wide array of technologies can be integrated in lesson planning, grading, assignments, discussions, communication and interaction as well as developing the students' listening, pronunciation, speaking, reading, writing, vocabulary, grammar, spelling, translation, and interpreting skills as mobile audiobooks, mobile fiction apps, specialized dictionary mobile apps, standardized test preparation with mobile flashcard and specific skill development apps (Al-Jarf, 2022c; Al-Jarf, 2022d; Al-Jarf, 2022f; Al-Jarf, 2022h; Al-Jarf, 2021a; 2021g; Al-Jarf, 2021h; Al-Jarf, 2020d; Al-Jarf, 2012c; Al-Jarf, 2012e; Al-Jarf, Al-Jarf, R. (2011c); YouTube videos (Al-Jarf, 2022i; Al-Jarf, 2017b; Al-Jarf, 2011b; Al-Jarf, 2012d); online tasks (Al-Jarf, 2022e; Al-Jarf, 2017c; Al-Jarf, 2014f; Al-Jarf, 2012b);

blogs (Al-Jarf, 2022a; Al-Jarf, 2022b); text-to-speech software (Al-Jarf, 2022j; Al-Jarf, 2022k); podcasts (Al-Jarf, 2023a); online dictionaries (Al-Jarf, 2014c; Al-Jarf, 2014d); and mind-mapping software (Al-Jarf, 2021i; Al-Jarf, 2015a; Al-Jarf, 2011d; Al-Jarf, 2010b; Al-Jarf, 2009b). They can also integrate Slido, Padlet, Periscope, X platform, Chatboxes, online SMS and online discussion forums for discussions, interaction, feedback and communication (Al-Jarf, 2022i; Al-Jarf, 2020c; Al-Jarf, 2021b ; Al-Jarf, 2021c; Al-Jarf, 2020a; Al-Jarf, 2017a; Al-Jarf, 2015b; Al-Jarf, 2011a; Al-Jarf, 2012a; Al-Jarf, 2009a). Twitter, Periscope and videoconferences can be used for live academic lectures and discussions (Al-Jarf, 2022a; Al-Jarf, 2021f; Al-Jarf, 2020c; Al-Jarf, 2014b; Al-Jarf, 2013b; Al-Jarf, 2013c); Al-Jarf, 2005b); irubrics (al-Jarf, 2020; Al-Jarf, 2011). All of these technologies were found to be effective in developing college students' English language, translating and interpreting skills and enhancing their achievement level.

Instructors can advocate for resources, training and support by communicating their needs to the department and college administration. They can use some free platforms and technologies, practice using the technology or platform, and supplement the platform with one or more technologies as mentioned above.

Instructors may select online course material and resources, integrate global topics and participation goals in the learning material, practice a variety of language skills with mobile apps, blogs, online videos, and others, use effective teaching techniques, assignments, and activities, give feedback, motivate and engage the students, encourage online communication and interaction, nurture the online classroom community, prepare and follow effective and reliable testing procedures, evaluate the students experience, and provide feedback and support (Al-Jarf, 2022i).

Furthermore, EFL/ESL instructors can receive training and practice designing valid and reliable language, translation and interpreting tests and in conducting online tests (Al-Jarf, 2023b; Al-Jarf, 2022; Al-Jarf, 2021).

It is necessary for EFL-ESL college instructors to regularly assess and reflect on teaching practices, identify areas for improvement, seek professional development when needed, celebrate small wins, and learn from both successes and challenges.

### ***5.3 Interpersonal Relationships***

Building resilience and efficacy requires building positive relationships with students by helping students to become happy and relaxed learners, overcome stress and anxiety, develop positive attitudes, positive affirmations, emotional resilience, and positive thinking and make more achievements and improvements. Instructors may focus on student-instructor communication, giving moral support and feedback, reading simplified self-help books, watching motivational videos, and helping students in setting their own goals, developing their time management, study skills, presentation, and note-taking skills. Give the students opportunities to make choices in how they want to share their learning, choose the texts they like to translate, how they want to translate different genres, and how to showcase what they have learnt about translation. Help the students to internalize self-efficacy by associating their belief in their ability to succeed with their level of effort and ability to persist when facing problems and by sharing experiences of people who have overcome difficulties. Give the students clear rules and expectations and tell them about online and face-to-face class logistics. Use positive reinforcement and praise. Disruptive behavior can be addressed promptly and consistently. Encourage class lecture attendance by informing students of attendance requirements (Al-Jarf, 2020b; Al-Jarf, 2014e).

Likewise, building resilience and self-efficacy requires building interpersonal relationships with colleagues through collaboration with colleagues and educators, joining professional networks and associations, and attending professional workshops, meetings and conferences and sharing ideas and strategies.

### ***5.4 Pragmatic Skills***

According to Al-Jarf (2005a), Al-Jarf (2010a), and Al-Jarf (2022g), pragmatic skills include time management and planning skills as using a time log to analyze the instructor's current use of time and identify time wasters and inefficiencies as they occur, tracing patterns of procrastination, taking notice of the time it takes to start the next task after completing a task, planning, organizing, prioritizing assignments and commitments, setting deadlines, following through, and thinking, delegating responsibilities, and organizing files and information; control paperwork, visitors, meetings, telephone calls and social media usage.

Good time management requires preparing a realistic to-do list, prioritizing tasks and classifying activities according to importance and urgency (important and urgent, important and not urgent, not important and urgent, not important and not urgent. Spend more time on projects and tasks that are important and valuable, and less time on the ones that are not as important or valuable. Focus on the tasks that will give you the greatest rewards. say *no* to tasks that are not important and urgent, and those that are not important and not urgent. Make more time for tasks that are important and urgent, important and not urgent. Ignore unimportant tasks. Break tasks down into sequentially and temporally ordered activities (Al-Jarf, 2005a; Al-Jarf, 2022b; Al-Jarf, 2014d; Al-Jarf, 2010a).

Since one cannot possibly do everything there is to do, to be effective, the instructor has to consciously choose what to do now, what to do later, what not to do at all, and what to stop doing. If the instructor has more than ten items at any given level, you don't have to assign rank numbers to all of them. Just rank the top five to ten items and leave the others with their general labels (A, B, etc.). When all your ranked tasks are completed, the instructor can choose the next five to ten most important items and rank them appropriately.

A common problem that some instructors face is having too much urgency in their schedule, i.e., trying to resolve one crisis after another, always feeling rushed and under time-pressure to get things done, and the deadlines just keep piling on. Too much urgency reflects poor time-management. This condition leads to burnout, high stress, and poor quality work. They sacrifice important long-term projects because they are too busy dealing with urgent ones.

Priorities and tasks are constantly changing. A project that was once a top A may need to be readjusted if you discover it is not as important as you once thought, if the circumstances surrounding it change, or if the deadline is postponed. You may also find other more important things that you should be doing instead. Reshuffle priorities as needed based on your day-to-day realities. As each day passes, some of the instructor's projects will become more important and others less important. Remember that the goal is for your priorities to accurately reflect the "first things" in your life.

Stay flexible and avoid over-scheduling. Leave anywhere from 10% to 50% of your time unscheduled to allow for the unexpected. Schedule your work at the project level instead of the task level and scheduling blocks of time for your important projects is much more effective than jumping from one unrelated task to another.

Take time to plan and organize. Every minute spent in effective planning saves 3 to 4 minutes in execution. Weekly planning is the best practice as it provides a practical way to incorporate planning into a teacher's routine. Use a time management system such as a planner or computer program, use a calendar, a mobile app, a wristwatch or clock. Writing things down. Using a system that allows you to find the information that you need when you need it, and that reminds you of any actions you need to take before they become overdue. Manage your inflows. It provides a systematic way of processing any new information or work items that are added to your plate. Practice punctuality. Scheduling uninterrupted time to engage in important tasks.

Find a valid reason to excuse yourself from a meeting or a reason to avoid calling the meeting in the first place. Some meetings one cannot just avoid. This does not mean that you have to waste the entire meeting time. Make use of your time at obligatory meetings.

Control classwork, evaluation/grading homework, working on special projects, test development, writing department reports and correspondence. Maintain an organized work environment (organize desk, office, briefcase, and computer files). Organize your piles using effective filing. Reduce excess handlings, i.e., handling an object a number of times when one single handling would have completed a task...

Undertake energizing activities. Avoid overcommitting. Say no when necessary. Say no to energy-draining activities. Adopt the attitude of "*Do it now!*" Teachers should always remember that what you postpone for tomorrow, you will not do tomorrow.

At the end of the week, evaluate the week's work in order to make improvements. Ask yourself what she has accomplished in the past week?

## 6. Conclusion

This study proposed a model for developing EFL/ESL, linguistics and translation college instructors' resilience and attenuating work pressures. To building resilience, the model focused on developing personal/psychological, pedagogical, interpersonal and pragmatic aspects that include, but not limited to, getting adequate rest, maintaining a healthy diet, and engaging in physical activity, practicing relaxation techniques, seeking professional help if stress becomes overwhelming, setting achievable goals, planning ahead, avoiding overcommitting and saying no when necessary, using technology for lesson planning, instruction, assignments, grading, discussions, engagement, interaction, communication, reflecting on and assessing their teaching practices, enhancing time management and organization skills, embracing flexibility and adaptability, improving their classroom management techniques, advocating for resources and support, attending professional development workshops, and collaborate with other colleagues to share ideas, and experiences,.

Moreover, pre- and in-service professional development programs should offer effective classroom management skills and coping strategies to manage emotional labour and support teachers' professional growth. These teacher education programs will enhance

instructors' success through training in resilience strategies and emotion regulation. Such teacher training programs should shift from focusing on content to developing characteristics as self-regulation (Partovi & Tafazoli, 2016; Li & Lv, 2022; Kim & Kim, 2024).

Furthermore, college instructors can establish communities of practice and build/join a strong support network on social media as WhatsApp, Telegram, Facebook or Platform X to support their professional development in challenging contexts, in particular. Instructor-student and instructor-administration-student communication and interaction can be enhanced via social media such as Platform X. Live meetings can be held using video- and web-conferences, Periscope, Zoom, WebEx, Skype or Google Meet (Motteram & Dawson, 2019; Al-Jarf, 2021a; Al-Jarf, 2021c; Al-Jarf, 2021d; Al-Jarf, 2020a; Al-Jarf, 2016; Al-Jarf, 2014a; Al-Jarf, 2013a; Al-Jarf, 2013b; Al-Jarf, 2006a; Al-Jarf, 2006b; Al-Jarf, 2005b).

To enhance teachers' self-efficacy and combat issues related to teachers' emotional control, interpersonal issues related to students' behavior in the classroom, and organizational issues related to relationships with colleagues, instructors need to construct their professional identity through critical incident techniques (Anselma & Mbato, 2023).

Finally other issues such as social-emotional learning, culturally responsive teaching, digital citizenship, strategies for effective differentiated instruction, strategies for promoting emotional intelligence among the students, how social-emotional learning contributes to academic success, personalized learning experiences, adapting teaching methods to diverse needs, culturally responsive teaching, creating an inclusive learning environment, eco-friendly and sustainable teaching practices and promoting eco-consciousness are still open for further investigating by future researchers.

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