Research Article

An Exploration into the Role of IELTS Teachers' Self-Efficacy and Resilience through a Self-efficacy Teacher Training Workshop

Maryam Talebi1, Nacim Shangarffam2*, Behdokht Mall Amiri3
1,2,3Department of English, Central Tehran Branch, Islamic Azad University, Tehran, Iran
*Corresponding author: Nassim.Shangarffam@iauctb.ac.ir
(Received: 2023/07/09; Accepted: 2023/09/19)

Abstract

The resilience of teachers has arisen as a crucial issue in education and it is imperative to foster it, which entails the capacity to overcome challenges encountered during the teaching process. Additionally, research has demonstrated that the self-efficacy of instructors is also pivotal. So, this research aimed to inspect the role of International English Language Testing System (IELTS) teachers' resilience and self-efficacy. Therefore, a total of 60 IELTS teachers were chosen from Oxford Language Center, Tehran, Iran thanks to the convenient sampling and they completed two related scales and were assigned to experimental and control groups that the former were trained through self-efficacy workshop training course. The results through running an Analysis of Covariance (ANCOVA) indicated a constructive effect of self-efficacy on IELTS teachers' resilience after treatment. Correspondingly, it was revealed through Pearson Product-Moment Correlation that there is a positive and significant correlation between IELTS teachers' self-efficacy and resilience.This study helps IELTS teachers improve their resilience. Accordingly, some implications were presented to language stakeholders to consider the role of teacher self-efficacy.

Keywords: IELTS teachers, resilience, self-efficacy, teacher training workshop.

Introduction

The central power of teachers in all academic institutions is inevitable, as instructors are one of the valuable assets of quality education (Pishghadam, Daneshvarfard, & Shayesteh, 2021). Thus, the teacher's role in the development process and educational success in the realm of education cannot be disregarded (Choi & Lee, 2016). In the IELTS context, teachers have a very central function in preparing the applicants who seek to immigrate to other countries for education or work (Khan, 2009). Indeed, today, IELTS teaching constitutes an important part of the massive industry of English teaching across the world, especially in Iran as it has one of the highest candidatures in the test. An increase in demands and the overwhelming onus on IELTS teachers can influence their resilience negatively. This is because they need to continuously adjust to syllabus modifications and modified strategies. Moreover, they should help students from different backgrounds in their classes. This can result in multiple challenges, especially for older teachers as the latter lack training in "remedial work or special education (Greyling, 2009 as cited in Pather, 2011, p.1106).

Resilience is an important issue related to language learning and teaching including the ability to withstand challenges and recover, as well as the ability to remain intact and resilient in the face of various stressors. This especially seems to be critical for teachers who are often overworked (Ayoobiyan & Rashidi, 2021). Additionally, it is a concept of Positive Psychology (PP) in the literature that appears as an affective practice in educational discourse and is a multidimensional, socially raised construct that is relative, active, and changing in nature (Cooke, Cooper, Bartram, Wang, & Mei, 2016). The capacity for resilience goes beyond mere recovery from particular obstacles; instead, it is a skill or rather a trait that enables educators to effectively handle routine emotional and cognitive hurdles throughout their occupation development (Mansfield, Beltman, Broadley, & Weatherby-Fell, 2016). Resilience pertains to the integration of protective and vulnerable factors in a person that impacts their capacity to manage and control alterations and unfavorable circumstances, which could upset their equilibrium (Brewer et al., 2019, Wang, Derakhshan, & Azari Noughabi, 2022). The concept of resilience among teachers, which is considered a crucial characteristic, is recognized as a multifaceted and evolving notion that has gained attention from researchers and experts, particularly over the past twenty years (Derakhshan, 2022; MacIntyre, Gregersen, & Mercer, 2019). According to Southwick, Bonanno, Masten, Panter-Brick, and Yehuda (2014), resilience can be defined not only as the capacity to cope with difficult situations but also as the ability to adapt to alterations in one's circumstances. Consistent

with Greenier, Derakhshan, and Fathi (2021), resilience plays a crucial role in comprehending the educational processes within the educational setting. It is an indispensable part that empowers individuals to merge their resources with subject-specific knowledge, adopt efficient strategies and techniques to tackle obstacles, and safeguard their well-being. Likewise, As stated by Fredrickson (2001), resilience pertains to the capacity to competently and proficiently manage difficulties and obstacles. This ability has been discovered to be inversely correlated with negative emotions like sadness and anxiety, while positively correlated with emotions of joy and general well-being. Concentrating on resilience can contribute to teachers' lives and flourish in thought-provoking environments (Beltman, Mansfield & Price, 2011). To succeed in the IELTS context, instructors may require greater levels of creativity and patience, necessitating the implementation of unique approaches. Developing resilience among IELTS teachers is significant since they have more stress due to the difficulty of the exam and they require the mastery of specific skills and strategies, as it is not solely an individual capability, but rather a multifaceted concept that results from the interplay of various risk and caring aspects (Beltman et al., 2011).

Personal assets such as self-efficacy, social and emotional capabilities, and enthusiasm are the final source of resilience for achievement and persistence (Beltman et al., 2011). Among them, the most significant personal resource is self-efficacy, which alludes to an individual's perception of his or her abilities (Fathi, Derakhshan, & Saharkhiz Arabani, 2020). Self-efficacy is characterized as the level to which an individual can proficiently handle and execute particular sorts of tasks (Young, Park, & Lim, 2018). As per the social cognitive theory, the efficacy of educators is depicted as the educators' assessment of their ability to generate desired outcomes in student engagement and learning, even among learners who might be difficult or uninterested (Tschannen-Moran & Hoy, 2007). According to this concept, self-efficacy impacts a person's thoughts, emotions, and actions. For instance, research conducted on teachers has revealed that self-efficacy is related to job contentment and engagement, while it is negatively connected to burnout and the desire to quit the teaching profession (Skaalvik & Skaalvik 2017). A person possessing strong self-efficacy proactively pursues challenging assignments, devotes additional time and energy to achieve success, and perseveres even in the face of setbacks (Burić & Macuka, 2018). The efficacy of an educator pertains to their perception of their effectiveness in facilitating learners' achievements, and it influences their learning outcomes (Tschannen-Moran & Hoy, 2001). The importance of self-efficacy in the field of psychoeducation cannot be overstated, as it is closely tied to an extensive

array of educational factors, comprising student motivation and academic performance across different stages, modes, and subject areas within the academic framework (Duffin, French, & Patrick, 2012).

It can be assumed that self-efficacy has an impression on an individual's capacity to adjust and flexibly handle challenging circumstances. Additionally, self-efficacy affects a person's aspirations, critical thinking, and determination when faced with setbacks (Bandura, 2010). Self-efficacy in an individual's ability to complete a task is a powerful predictor of accomplishment in various academic settings (Schunk & DiBenedetto, 2016). Self-efficacy among teachers refers to their belief in their capacity to fulfill their responsibilities in the classes (Usher, 2015). According to Chu (2011), it has the potential to improve education by enabling educators to create educational strategies that foster cognitive, social, and emotional growth in their students. Individuals who possess elevated degrees of self-efficacy are convinced that they possess the necessary strategic competencies, skills, and knowledge to accomplish educational tasks. Consequently, instructors who exhibit a considerable amount of self-efficacy have a higher likelihood of achieving success (Chesnut & Cullen, 2014). Earlier investigations have furnished factual proof in endorsing the efficacy of teacher self-efficacy in academic settings (Fathi & Savadi Rostami, 2018; Sarıçam & Sakız, 2014; Ventura, Salanova, & Llorens, 2015).

Razmjoo and Ayoobiyan (2019) investigated the correlation between the resilience of teachers and their perception of effectiveness among EFL educators in Iran. In total, 92 teachers participated in the survey, completing the assessments for both factors. The results of their study confirmed that distinct fundamental aspects of efficacy perception were able to predict teacher resilience to a significant degree. Specifically, it was disclosed that the concepts of learner engagement, organization of class, and pedagogical approaches had a favorable connection with educator resilience. In their study, Fathi and Saeedian (2020) investigated the relationship between the efficacy and resilience of Iranian EFL educators in predicting burnout. The researchers administered relevant scales to 213 participants and found that while both variables had an impact on burnout, teacher self-efficacy was a better predictor compared to teacher resilience. Kavgaci (2022), investigated the correlation among the resilience of educators, their self-efficacy beliefs, and their perspectives towards the teaching career. A group of 247 educators took part in the online data collection process, and the findings indicated that there existed favorable and notable connections among all the research variables. The findings revealed that the mental resilience of educators has a direct impact on their perspectives on the teaching career and their self-

efficacy. Moreover, the mental resilience of teachers also enhances their positive outlook on the teaching profession by utilizing their self-efficacy beliefs. Moreover, Mehrabian, Salehi, Tabatabaei, and Vahid-Dastjerdi (2022) investigated how the resilience of EFL instructors is associated with their academic self-efficacy, ability to solve problems, and metacognitive abilities. The research was performed on a group of 100 teachers who teach English. Upon completion of the three surveys, the findings demonstrated a substantial and favorable connection between the resilience of EFL teachers and their abilities to solve problems and think metacognitively. Zhou, Chen, Deng, Wang, and Shi (2023) examined the mediating role of teachers' professional identity and work passion in the association between self-efficacy and job resilience. To this end 662 teachers in China completed the scales and the results of their study through Structural Equation Modelling (SEM) designated that teacher self-efficacy positively predicted resilience. Both professional identity and work passion mediated the relationship between self-efficacy and resilience.

Despite the considerable impact of factors related to educators on their effectiveness, there is a scarcity of research on the role of teacher self-efficacy and resilience in an English as a Foreign Language (EFL) setting (Shirazizadeh, Tajik, & Amanzadeh, 2019; Razmjoo & Ayoobiyan, 2019; Tschannen-Moran & Hoy, 2001). Nevertheless, based on the current researchers' understanding, most inquiries on the role of teacher resilience and self-efficacy have been done in the general education realm. However, such research is scarce in the EFL setting and no studies have been done among IELTS instructors. Thus, the current research offers a thorough practical application of these factors and employs a combination of techniques to enhance our understanding of their interrelationships. Considering the above-mentioned review and the objectives of this research, the researchers have formulated the subsequent research questions:

RQ1. Does IELTS teachers' efficacy training workshop have any significant effect on their resilience?

RQ2. Is there any significant relationship between IELTS teachers' efficacy and resilience?

Method

Participants

A group of 60 EFL teachers, teaching IELTS to adults and teenagers in the Oxford IELTS center, in Tehran, Iran were selected through convenience sampling as the researcher was their teacher. Their qualification ranged from B. A to M.A. and their work experience ranged from five to 28 years and their age fluctuated between 25 to 45 years (Table 1). Every participant was made aware of the objective of the research and provided written authorization to ensure the ethical aspect of this investigation.

Table 1
Demographic Information

Background Information	No.
Age Range	
21-24	8
25-30	17
31-34	11
35-40	18
41-45	6
Gender	
Male	24
Female	36
Teaching Experience	
1-5	13
6-10	25
11-15	16
16-20	6
Above 20	0
Total: 60	

Instruments

To answer the research questions of the study, a demographic questionnaire for IELTS teachers, a Self-Efficacy Scale, and a Resilience Scale were utilized.

Resilience Scale

The Nicholson McBride Resilience Questionnaire (NMRQ) developed by Clarke and Nicholson (2010) was utilized to obtain IELTS teachers' resilience as it is one of the valid most used scales. The inventory includes 12 items with a five-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). The internal consistency of the questionnaire was .873 as indicated in table 2.

Self-efficacy Questionnaire

The scale is a 24-item scale developed and revised by Bandura (2006) which measured teachers' certainty in their capabilities to perform teaching responsibilities and it is one of the valid questionnaires used for measuring efficacy. It used a 5-point Likert scale (ranging from 1(Nothing) to 5(A great deal)), to rank the teachers' level of self-efficacy. The reliability coefficient of the questionnaire was. 715 as indicated in Table 2.

Table 2
Reliability Estimation for Resilience and Efficacy Questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Resilience .873	.869	12
Efficacy 715	.708	25

Teacher Self-efficacy Training Workshop

A 7-day self-efficacy workshop training program encompassed the complete process of inventive issue resolution, starting from identifying problems, specifying the factors, and generating possible concepts, to presenting remedies regarding the primary concerns of educators' self-efficacy. Attendees discussed the obstacles they encountered in IELTS centers and institutions and collaborated to devise educational advancements in a productive trial session. The seminar was held by a group of 30 teachers. The IELTS instructors originated from EFL backgrounds and they unanimously acknowledged that self-efficacy can have a noteworthy role in the endeavor to achieve teaching and educational brilliance. The nature of the workshop activities could have easily enhanced the participants' self-efficacy through the inactive sources of developing self-efficacy beliefs, as suggested by Bandura (1997). The activities in the workshop sessions provided many opportunities for the teachers to work with the curriculum, to see their peers having success, and to receive positive feedback about their work and ideas. The training sessions comprised a diverse range of educational and informative resources. Each resource commenced with an opening and summary, clarification of its aims, together with recommendations for their particular implementation. The sessions culminated with instructions for personal and collective analysis and contemplation. It is worth mentioning that each session took about 90 minutes.

Procedure

Sixty male and female IELTS teachers were chosen from the Oxford Language Center, Tehran, Iran. The teachers were approached individually,

and after being briefed about the objectives of the study, they signed their consent form, and they were handed questionnaires namely Teacher Efficacy and a Resilience Scale. After the successful pretest, cognizant consent of the participants was pursued and gained before running the self-efficacy workshop. In the next step, teachers were randomly assigned to a control and an experimental group with those in the experimental group receiving the self-efficacy workshop. During the training which lasted for 7 sessions and each session took about 90 minutes, all types of self-efficacy procedures were taught. For example, some activities that were applied in the workshop that helped enhance efficacy based on the literature review included: setting goals, doing things that they like to do, trying new things and facing challenges, accepting failures and criticisms positively, approaching the goals slowly and not over-stressing about results, effective communication and setting goals according to individual abilities (Bandura, 2010). This workshop aimed to provide IELTS teachers with strategies to enhance their self-efficacy, which refers to their belief in their ability to teach effectively and achieve desired outcomes. The workshop was interactive and participatory, with a mix of individual reflection, small group discussion, and whole group activities. The researcher used a variety of instructional strategies, including presentation of content, case studies, role-play, and experiential learning activities.

As for the control group, they participated in a 7-day teacher training course, with a focus on what strategies teachers should use concerning four language skills. Also, they were instructed on how to prepare the students for IELTS, as well as assessment and the importance of feedback. At the end of the instructional workshop period, the questionnaires were given to both groups again to measure any significant variance in teachers' self-efficacy and resilience after the use of the workshop technique.

Design

The present study followed a quasi-experimental ex post facto descriptive design where the quantitative data were collected before and after starting the treatment through questionnaires. Each strand was given equal priority and kept independent during analysis. Then the results obtained separately from the two data sets were merged, compared, and interpreted together. The data were collected through questionnaires. The IELTS instructors' scores, along with the pre-test and post-test scores of the groups, were scrutinized using analysis of covariance (ANCOVA) to compare the gain scores of both groups on the questionnaires. For the second research question, the correlation was employed to evaluate the connection between the teachers' resilience in IELTS classrooms and their English language self-efficacy.

Results

Prior to the treatment, the teachers' resilience was captured through the administration of a questionnaire to them. Table 3 shows the outcomes obtained from the administration of this questionnaire at the outset.

Table 3
Descriptive Statistics of the Scores on the Resilience Pretest

Group		N	Min	Max	Mean	SD	Skewness		
							Statistic	Std. Error	Ratio
Experimental	Self-Regulation	30	10.00	20.00	13.466	2.687	.685	.427	1.604
	Persistence	30	10.00	23.00	14.333	2.892	.772	.427	1.807
	Sociability	30	11.00	22.00	14.733	2.947	.540	.427	1.264
	Empathy	30	11.00	22.00	14.800	2.734	.528	.427	1.236
	Happiness	30	9.00	20.00	13.966	2.619	.372	.427	0.871
	Total	30	57.00	95.00	71.300	8.103	.762	.427	1.784
Control	Self-Regulation	30	7.00	22.00	14.633	3.326	.224	.427	0.524
	Persistence	30	7.00	25.00	15.633	4.286	.279	.427	0.653
	Sociability	30	7.00	25.00	15.933	4.176	-.026	.427	-0.06
	Empathy	30	10.00	25.00	16.733	3.999	.456	.427	1.067
	Happiness	30	12.00	22.00	16.466	2.459	.028	.427	0.065
	Total	30	54.00	101.00	79.400	13.296	.167	.427	0.391
Valid N (listwise)		30							

As reported in Table 3, the two groups' resilience scores differed prior to the treatment. Moreover, the inspection of the skewness ratios showed that all distributions of scores enjoyed normalcy as the ratios fell within the legitimate array of ±1.96 (Tabachnick & Fidell, 2013). To see if the difference

is significant an independent samples t-test was run on the total scores obtained from the questionnaire. As also reported in Table 1, the skewness ratio value acknowledged the normality of distributions of scores, legitimizing running this parametric test that is reported in Table 4.

Table 4
Independent Samples T-Test: Teachers' Resilience at the Outset

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Total	Equal variances assumed	6.125	.016	2.849	58	.006	8.100	2.842	2.409	13.790
	Equal variances not assumed			2.849	47.930	.006	8.100	2.842	2.383	13.816

The results reported in Table 4 demonstrate that the variances of the two groups can not be assumed equal as the outcomes for Levene's test were significant, F = 6.125, p =. 016 < .05. Therefore, the *t*-test results are reported here with equal variances not presumed (the second row in the table). As reported the t-value of the adjusted degree of freedom of 47.93 was significant, t = 2.846, p = .006 < .05. Therefore, the two groups could not be considered homogenous in terms of resilience at the outset. This difference had to be taken into account in analyzing resilience post-test scores. After the instructional period, the resilience questionnaire was given to the two groups of teachers again. The descriptive statistics of the posttest are demonstrated in Table 5.

Table 5
Descriptive Statistics of the Scores on the Resilience Posttest

Group		N	Min	Max	Mean	SD	Skewness Statistic	Std. Error	Ratio
Experimental	Self-Regulation	30	12.00	24.00	17.300	2.451	.394	.427	0.922
	Persistence	30	14.00	22.00	17.766	2.062	.386	.427	0.904
	Sociability	30	10.00	22.00	17.100	2.564	-.434	.427	-1.016
	Empathy	30	11.00	23.00	17.766	3.349	-.302	.427	-0.707
	Happiness	30	10.00	23.00	16.833	3.184	.101	.427	0.2365
	Total	30	71.00	98.00	86.766	7.726	-.129	.427	-0.302
Control	Self-Regulation	30	7.00	22.00	15.000	3.581	-.135	.427	-0.316
	Persistence	30	10.00	24.00	16.233	3.720	.350	.427	0.819
	Sociability	30	9.00	25.00	16.333	3.889	.261	.427	0.611
	Empathy	30	10.00	25.00	17.066	3.8857	.475	.427	1.112
	Happiness	30	15.00	22.00	17.366	1.973	.660	.427	1.545
	Total	30	58.00	105.00	82.000	13.141	.276	.427	0.646
Valid N (listwise)		30							

As reported in Table 5, the two groups' resilience scores after the treatment were different, with the experimental group having higher mean scores. Moreover, the inspection of the skewness ratios showed that all distributions of scores enjoyed normalcy as the ratios fell within the legitimate array of ±1.96 (Tabachnick & Fidell, 2013).

To answer the first question, the resilience post-test scores of the two groups of teachers (those who attended vs. did not attend the workshop) had to be compared. As the two groups did show significant differences in the pretest, the initial difference had to be taken into consideration. That is why, ANCOVA was run. Before running this test, however, some preliminary assumptions had to be checked. After examining the initial assumptions, the ANCOVA test was done. The results of the test are accessible in Table 6. This

test will specify whether the two groups are meaningfully diverse regarding resilience posttest scores.

Table 6
ANCOVA: Test of Between-Subjects Effect

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	5389.378[a]	2	2694.689	90.843	.000	.761
Intercept	511.727	1	511.727	17.251	.000	.232
Pretest	5048.561	1	5048.561	170.196	.000	.749
Group	1779.801	1	1779.801	60.000	.000	.513
Error	1690.806	57	29.663			
Total	434313.000	60				
Corrected Total	7080.183	59				

a. R Squared = .761 (Adjusted R Squared = .753)

As reported in Table 6, after regulating the posttest scores for the probable effects of the pretest, there was an alternation between the two groups, $F_{(1,57)}$ = 60.00, p = .000 < .01, partial eta squared = .513, demonstrating a large effect size. As a final point, table 7 shows the outcomes of LSD pairwise comparisons.

Table 7
LSD Pairwise Comparisons of Resilience Scores

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
Experimental	Control	11.630	1.501	.000	8.624	14.637
Control	Experimental	-11.630	1.501	.000	-14.637	-8.624

As reported in Table 7, the difference between both groups' resilience posttest scores (after adjusting for the difference in the pretest) was significant (MD = 11.63, SE = 1.501, p = .000 < .01). Therefore, the first null hypothesis " teachers' efficacy training workshop does not have any significant effect on IELTS teachers' resilience" was **rejected**. For the second research question, a correlational analysis was run. Before employing the correlational test, the normality of the data was also tested through inspection of P-P normal plots, as normality is an essential element in correlational studies. Figure 1 below present the Q-Q plots for the two distribution of scores.
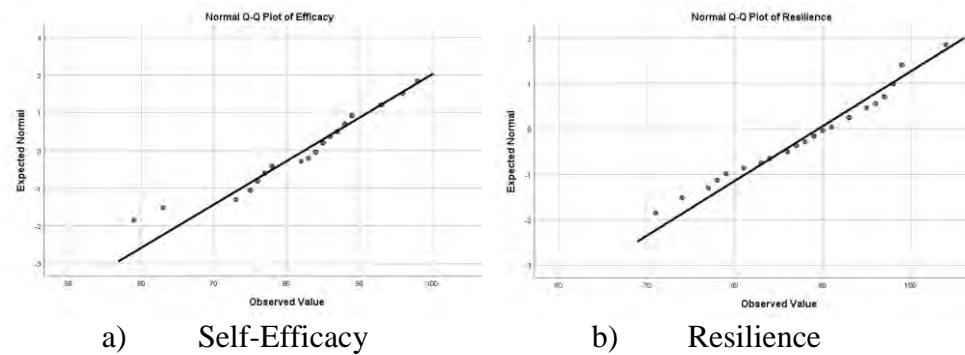
a)   Self-Efficacy   b)   Resilience

Figure 1. Normal Q-Q Plots for Self-Efficacy and
Resilience Scores of the Experimental Group

As it is apparent in Figure 1, there was a slight deviation from the diagonal at the left end of it for self-efficacy scores. This is an indication of a violation of normality. To further make sure, the researcher referred to the Kolmogrov-Smirnov test of normality (Table 6).

Table 6
Tests of Normality for Self-Efficacy and Resilience Scores

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Efficacy	.138	30	.149	.949	30	.161
Resilience	.128	30	.200	.960	30	.306

As the findings in Table 6 indicate, the two sets of scores were considered normal since the observed p-values were safely above the cut-off value of 0.05. Taking into account the results of three procedures for checking the normality, the researcher was assured that the data was fit for running parametric correlational analysis (Table 7).

Table 7
Pearson Product-Moment Correlation Between Self-Efficacy and Resilience Scores

		Efficacy	Resilience
Efficacy	Pearson Correlation	1	.462[*]
	Sig. (2-tailed)		.010
	N	30	30
Resilience	Pearson Correlation	.462	1
	Sig. (2-tailed)	.010	
	N	30	30

The results reported in Table 7 show a positive and significant relationship, between self-efficacy and resilience scores, r = .462, p = .01 < .05. Consequently, the second null hypothesis " there is not any significant association between IELTS teachers' efficacy and resilience" was also rejected.

Discussion

The results confirmed that the self-efficacy of IELTS instructors plays a crucial role in their resilience. Indeed, the efficacy of a teacher in their abilities has a crucial role in proving their effectiveness in the classroom (Burić & Macuka, 2018). Educators who possess a strong sense of teacher self-efficacy have been proven to be more tenacious in their teaching methods and dedicated to ensuring that all learners can accomplish their full potential (Ventura et al., 2015). Tschannen-Moran and Hoy (2001) argue that fostering the growth of teacher self-efficacy is a vital step in producing educators who are committed, effective, and passionate about their work. The study's outcome upholds Bandura's (2010) concept, which suggests that a teacher's self-efficacy is related to their effort, objectives, and their resilience in the case of challenges IELTS teachers and learners face as IELTS is commonly supposed to be a problematic test, requiring teachers to be effective. The results emphasize that self-efficacy is a crucial factor in fostering teacher resilience (Gu & Day, 2007; Henderson & Milstein, 2003). In the meantime, educators need to possess a robust intellect of self-efficacy to exhibit resilience and competence (Day, 2008). Tschannen-Moran and Hoy (2007) reported that teachers with high levels of self-efficacy also had higher levels of resilience. Teachers with high degrees of self-efficacy are more resilient and willing to experiment with novel teaching methods with their students because they firmly believe in their ability to enhance their students' achievements (Malanson et al., 2014). The study conducted by Razmjoo and Ayoobian (2019) aimed to investigate the link between EFL teachers' self-efficacy and resilience. The findings indicated a positive impact of various dimensions of self-efficacy on resilience. Correlational analysis revealed that all three self-efficacy subscales had a significant positive correlation with teachers' resilience. The results of multiple regression analysis suggested that, except for classroom management, the other two subscales of efficacy, namely efficacy for student engagement and efficacy for instructional strategies, were strong predictors of teacher resilience. The study conducted by Yada et al. (2021) also yielded that same result of this study. They investigated the self-efficacy and resilience of pre-service teachers in Finland concerning implementing inclusive education. The results of the study reveal a three-factor structure for self-efficacy

in implementing inclusive practices and indicate that pre-service teachers' self-efficacy is strongly related to their resilience. The results support those of Helms-Lorenz and Maulana (2016) who proved that educators' efficacy assists them to overcome everyday tension, apprehension, and frustration. Likewise, in terms of the association between these two concepts, some studies have found a positive association between these two variables as Gu and Day (2013) found that teacher resilience mediated the association between self-efficacy and engagement. The results of this study concerning the effects of teachers' self-efficacy on their resilience, as well as on their learners were also echoed by Xue (2022) who in his review study came to the following conclusion: to clarify how various educator-related factors interact in the context of teaching English as a foreign language (EFL), it is important to note that educator self-efficacy plays a crucial role in both the professional and personal lives of educators, as well as in the learning outcomes of their students. As an essential component of successful education and instruction, teacher self-efficacy is known to have a significant impact on the teaching practices and attitudes of educators, which in turn affect the academic achievement and motivation of EFL learners.

 To conclude, the present study revealed a positive association between EFL teachers' efficacy and their resilience. The current research has the potential to benefit all parties involved in IELTS, including individuals preparing to take the test, organizations offering IELTS preparation courses, educators interested in teaching such courses, and IELTS exam overseers. Additional research is recommended to explore topics related to IELTS both within Iran and on a global scale. Educators and managers are urged to familiarize instructors with self-efficacy techniques to overcome the various challenges associated with their professions. For example, training sessions should be arranged where teachers can collaborate in a positive way, which has been suggested to be an effective approach for enhancing their effectiveness, and eventually enhancing their resilience.

   A workshop aimed at enhancing self-efficacy and resilience can have significant implications for IELTS teachers. By improving self-efficacy, educators can develop a stronger belief in their ability to manage challenging situations, such as dealing with difficult students, adapting to new teaching methods, or coping with stress and burnout. This can bring about increased motivation, job satisfaction, and commitment to the profession (Schunk & DiBenedetto, 2016). The evaluation of these workshops aimed at facilitating the effective adoption of self-efficacy techniques typically involves several steps. Before the workshop, it is important to assess the participant's current level of knowledge and understanding of self-efficacy and related concepts. This can be done through surveys, interviews, or other assessment tools. The

workshop should be designed to meet the specific needs of the participants. It should include a mix of instructional methods, such as lectures, group discussions, and hands-on activities. The workshop should also include opportunities for participants to practice self-efficacy techniques and receive feedback from the facilitators and/or other participants. Also, the workshop should be delivered by experienced facilitators who are knowledgeable about self-efficacy and related concepts. The facilitators should be able to create a supportive and engaging learning environment and should be able to adapt the workshop content to meet the needs of the participants.

While a workshop focused on enhancing self-efficacy and resilience is primarily aimed at EFL teachers, there can be implications for IELTS learners as well. One of the main ways in which a workshop on self-efficacy can benefit IELST learners is through the impact it has on teacher performance. When teachers feel more confident and capable in their abilities, they are more inclined to be effective in their teaching practice, which can lead to improved learning outcomes for students (Ventura et al., 2015). This, in turn, can help validate and reinforce the effectiveness of the curriculum developed by the curriculum developers. In addition, a workshop on self-efficacy and resilience can provide curriculum developers with insights into the challenges and stressors that IELTS teachers face in their work. This can help to inform the development of curriculum materials that are more supportive and inclusive of teachers' needs, as well as strategies for promoting teacher resilience. Curriculum developers can incorporate insights from self-efficacy and resilience workshops into their practices in some ways. For example, they can incorporate self-efficacy and resilience-building activities into the curriculum. They can include activities that help students develop their self-efficacy and resilience. For example, they can design activities that allow students to set achievable goals, reflect on their progress, and celebrate their successes. Moreover, they can also create activities that help students develop coping skills and strategies for dealing with setbacks and challenges. Moreover, teacher trainers should have knowledge about these concepts, specifically self-efficacy, and resilience. Ultimately, exploring additional individual factors that may anticipate the endurance of teachers will make a noteworthy impact on the associated related literature.

The sample consisted mainly of IELTS participants, making it difficult to apply the results of this study to a broader population of EFL teachers. Additionally, this study did not address the long-term impacts of self-efficacy training workshops on the resilience of IELTS teachers or the performance of IELTS learners. It is imperative to conduct prolonged investigations to examine the aftermaths of being resilient or non-resilient over a period.

Furthermore, even though this research emphasized the significance of the self-efficacy of IELTS educators as a probable crucial feature for resilient teachers, numerous other attributes could lead to favorable results and necessitate further exploration. These protective factors may comprise self-confidence, abilities, and spiritual beliefs, to gain a comprehensive understanding of resilience. Self-efficacy has been identified as a critical component of resilience in teaching, but it is important to recognize that there may be other attributes and factors that also contribute to favorable outcomes. While self-efficacy refers to an individual's belief in their ability to perform a specific task or achieve a particular goal, self-confidence is a broader concept that encompasses an individual's overall belief in their abilities. Self-confidence can play a significant role in resilience, as it enables individuals to approach challenges with a sense of optimism and belief in their capabilities. Therefore, it may be valuable to consider other factors that contribute to resilience, such as an individual's abilities and spiritual beliefs. Abilities refer to an individual's innate or learned talents, skills, and knowledge, which can enhance their resilience by enabling them to effectively navigate challenges and capitalize on opportunities. Spiritual beliefs can also contribute to resilience by providing individuals with a sense of purpose, meaning, and connection to something greater than themselves.

Declaration of interest: none

References

Ayoobiyan, H., & Rashidi, N. (2021). Can reflective teaching promote resilience among Iranian EFL teachers? A mixed-method design. *Reflective Practice*, *22*(3), 293-305. doi: 10.1080/14623943. 2021. 1873 758 .

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W.H. Freeman and Company.

Bandura, A. (2006). Guide for constructing self-efficacy. In F. Pajares & T. Urdan (Eds.), *Self-efficacy beliefs of adolescents* (pp. 307–337). Greenwich, CT: Information Age Publishing.

Bandura, A. (2010). Self-efficacy. In. B. Weiner, & W. E. Craighead (Ed.), *The corsini encyclopedia of psychology* (pp.1534-1536). New York: Wiley. doi:10, 97804704 792 16.

Beltman, S., Mans field, C., & Price, A. (2011). Thriving not just surviving: A review of research on resilience. *Educational Research Review*, *6*(3), 185–207. doi: 10.1016/j.edurev.2011.09.001

Brewer, M. L., Van Kessel, G., Sanderson, B., Naumann, F., Lane, M., Reubenson, A., & Carter, A. (2019). Resilience in higher education students: A scoping review. *Higher Education Research & Development*, *38*(6), 1105-1120. doi: 10.1080/07294360.2019. 1626810.

Burić, I., & Macuka, I. (2018). Self-efficacy, emotions and work engagement among teachers: A two wave cross-lagged analysis. *Journal of Happiness Studies, 19*(7), 1917-1933. doi:10.1007/s10902-017-9903-9.

Chesnut, S. R., & Cullen, T. A. (2014). Effects of self-efficacy, emotional intelligence, and perceptions of future work environment on preservice teacher commitment. *The Teacher Educator, 49*(2), 116-132. doi:10.1080/08878730.2014.887168.

Choi, E., & Lee, J. (2016). Investigating the relationship of target language proficiency and self-efficacy among nonnative EFL teachers. *System, 58*(2), 49-63. doi:10.1016/j. system.2016.02.010.

Chu, S. C. (2011). Viral advertising in social media: Participation in Facebook groups and responses among college-aged users. *Journal of interactive advertising, 12*(1), 30-43. doi:10.1080/15252019.2011.10722189.

Clarke, J., & Nicholson, J. (2010). *Resilience: bounce back from whatever life throws at you*. Hachette UK.

Cooke, F. L., Cooper, B., Bartram, T., Wang, J., & Mei, H. (2016). *Mapping the relationships between high-performance work systems, employee resilience and engagement: a study of the banking industry in China. The International Journal of Human Resource Management, 1-22.* doi:10.1080/09585192. 2015.113761.

Day, C. (2008). Committed for life? Variations in teachers' work, lives and effectiveness. *Journal of Educational Change, 9* (3), 243-260. doi:10.1007/ s10833-007-9054-6.

Derakhshan, A. (2022). Revisiting research on positive psychology in second and foreign language education: Trends and directions. *Language Related Research*, *13*(5), 1–43. https:// doi.org/10.52547/LRR.13.5.1.

Duffin, L.C., French, B.F., & Patrick, H. (2012). The teachers' sense of efficacy scale: Confirming the factor structure with beginning pre-service teachers.*Teaching and Teacher Education, 28*(2), 827-834.

Fathi, J., & Saeedian, A. (2020). A structural model of teacher self-efficacy, resilience, and burnout among Iranian EFL teachers. *Iranian Journal of English for Academic Purposes*, *9*(2), 14-28.

Fathi, J., & Savadi Rostami, E. (2018). Collective teacher efficacy, teacher self-efficacy, and job satisfaction among Iranian EFL Teachers: The

mediating role of teaching commitment. *Journal of Teaching Language Skills*, *37*(2), 33-64.

Fathi, J., Derakhshan, A., & Saharkhiz Arabani, A. (2020). Investigating a structural model of self-efficacy, collective efficacy, and psychological well-being among Iranian EFL teachers. *Iranian Journal of Applied Linguistics Studies, 12*(1), 61-80. doi: 10. 22111/IJALS.2020. 5725.

Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist, 56*(3), 218-226. doi:10.1037/0003-066X.56.3.218.

Greenier, V., Derakhshan, A., & Fathi, J. (2021). Emotion regulation and psychological wellbeing in teacher work engagement: A case of British and Iranian English language teachers. *System, 99*, article 102446. doi: 10.1016/j.system.2020.102446.

Gu, Q., & Day, C. (2007). Teachers' resilience: A necessary condition for effectiveness. *Teaching and Teacher Education, 23*(8), 1302-1316. doi:1016/j.tate.2006.06.006.

Gu, Q., & Day, C. (2013). Challenges to teacher resilience: Conditions count. British *Educational Research Journal, 39*(1), 22-44.

Helms-Lorenz, M., & Maulana, R. (2016). Influencing the psychological well-being of beginning teachers across three years of teaching: Self-efficacy, stress causes, job tension and job discontent. *Educational Psychology, 36*(3), 569-594.

Henderson, N., & Milstein, M. M. (2003). *Resiliency in schools: Making it happen for students and educators.* Thousand Oaks, CA: Corwin Press.

Joo, Y. J., Park, S., & Lim, E. (2018). Factors influencing preservice teachers' intention to use technology: TPACK, teacher self-efficacy, and technology acceptance model. *Journal of Educational Technology & Society, 21*(3), 48-59.

Kavgaci, H. (2022). The Relationship between Psychological Resilience, Teachers' Self-Efficacy and Attitudes towards Teaching Profession: A Path Analysis. *International Journal of Progressive Education*, *18*(3), 278-296. doi: 10.29329/ijpe.2022.439.18

Khan, S. (2009). Imperialism of international tests. In F. Sharifian (Ed.), *English as an international language: Perspectives and pedagogical issues* (pp. 190-205). Bristol ,England: Multilingual Matters.

MacIntyre, P., Gregersen, T., & Mercer, S. (2019). Setting an agenda for positive psychology in SLA: Theory, practice, and research. *The Modern Language Journal, 103*(1), 262–274. doi:10.1111/modl.12544

Malanson, G. P., Verdery, A. M., Walsh, S. J., Sawangdee, Y., Heumann, B. W., McDaniel, P. M., ... & Rindfuss, R. R. (2014). Changing crops in response to climate: Virtual Nang Rong, Thailand in an agent based simulation. *Applied Geography, 53*(2), 202-212. doi: 10.1016/j.apgeog.2014.06.010.

Mansfield, C. F., Beltman, S., Broadley, T., & Weatherby-Fell, N. (2016). Building resilience in teacher education: an evidenced informed framework. *Teaching and teacher education, 54*(2), 77–87. doi: 10.1016/j.tate.2015.11.016

Mehrabian, N., Salehi, H., Tabatabaei, O., & Vahid-Dastjerdi, H. (2022). EFL teachers' resilience prediction based on academic self-efficacy, problem solving skills, and metacognitive skills. *Iranian Evolutionary and Educational Psychology Journal*, *4*(2), 228-243. doi: 10.52547/ieepj.4.2.228.

Pather, S. (2011). Evidence on inclusion and support for learners with disabilities in mainstream schools in South Africa: off the policy radar? *International Journal of Inclusive Education, 15*(10), 1103-1117.

Pendergast, D., Garvis, S., & Keogh, J. (2011). Pre-service student-teacher self-efficacy beliefs: An Insight into the making of teachers. *Australian Journal of Teacher Education*, 36 (12), 21-33.

Pishghadam, R., Daneshvarfard, F., & Shayesteh, S. (2021). Oscillatory neuronal dynamics during L2 sentence comprehension: the effects of sensory enrichment and semantic incongruency. *Language, Cognition and Neuroscience, 36*(8), 903-920. doi: 10.1080/ 23273798.2021.1886312.

Razmjoo, S. A., & Ayoobiyan, H. (2019). On the relationship between teacher resilience and self-efficacy: The case of Iranian EFL teachers. *Journal of English Language Teaching and Learning*, *11*(23), 277-292.

Sarıçam, H., & Sakız, H. (2014). Burnout and teacher self-efficacy among teachers working in special education institutions in Turkey. *Educational Studies*, *40*(4), 423-437.

Schunk, D. H., & DiBenedetto, M. K. (2016). Self-efficacy theory in education. In K. R. Wentzel & D. B. Miele (Eds*.), Handbook of motivation at school* (pp. 34-54). New York, NY: Routledge.

Shirazizadeh, M., Tajik, L., & Amanzadeh, H. (2019). Reflection, resilience and role stress among Iranian EFL teachers: A mixed methods study. *Issues in Language Teaching*, *8*(2), 1-24.

Skaalvik, E. M., & Skaalvik, S. (2017). Motivated for teaching? Associations with school goal structure, teacher self-efficacy, job satisfaction and

emotional exhaustion. *Teaching and Teacher Education, 67*(2), 152-160. doi:10.1016/j.tate.2017.06.006.

Southwick, S. M., Bonanno, G. A., Masten, A. S., Panter-Brick, C., & Yehuda, R. (2014). Resilience definitions, theory, and challenges: interdisciplinary perspectives. *European Journal of Psychotraumatology, 5*(1), 1-15. doi:10.3402/ejpt.v5.25338.

Tabachnick, B.G., & Fidell, L.S. (2013). *Using multivariate statistics* (6th ed). Boston: Pearson Education.

Tschannen-Moran, M., & Hoy, A. W. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education*, *23*(6), 944-956. doi:10.1016/j.tate.2006.05.003.

Tschannen-Moran, M., & Hoy, AW. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education,* 17(7), 783-805.

Usher, E. L. (2015). Personal capability beliefs. In L. Corno & E. H. Anderman (Eds*.), handbook of educational psychology* (pp.146-159). New York, NY: Taylor & Francis.

Ventura, M., Salanova, M., & Llorens, S. (2015). Professional self-efficacy as a predictor of burnout and engagement: The role of challenge and hindrance demands. *The Journal of Psychology*, *149*(3), 277-302.

Yada, A., Björn, P. M., Savolainen, P., Kyttälä, M., Aro, M., & Savolainen, H. (2021). Pre-service teachers' self-efficacy in implementing inclusive practices and resilience in Finland. *Teaching and Teacher Education*, *105*, 103398.

Wang, Y., Derakhshan, A., & Azari Noughabi, M. (2022). The interplay of EFL teachers' immunity, work engagement, and psychological well-being: Evidence from four Asian countries. *Journal of Multilingual and Multicultural Development*. doi: 10.1080/01434632.2022.2092625.

Xue, Y. (2022). The role of EFL teachers' self-efficacy and emotional resilience in appraisal of learners' success. *Frontiers in Psychology*, *12(2)*, 1–10. https://doi.org/10.3389/fpsyg.2021.817388

Zhou, Y., Chen, S., Deng, X., Wang, S., & Shi, L. (2023). Self-efficacy and career resilience: The mediating role of professional identity and work passion in kindergarten teachers. *Journal of Psychology in Africa*, *33*(2), 165-170. https://doi.org/10.1080/14330237.2023.2207052

Biodata

Maryam Talebi is a Ph.D. Student and used to be a university lecturer at Islamic Azad University (Damavand branch),teaching all translation and teaching courses at BA levels. She is working at science and research university for teaching EPT. courses.She has also been teaching all kinds of language exams such as IELTS, TOFFEL, EPT, PTE, MSRT, Oet and so on for 15 years.

Nasim Shangarffam has PhD in TEFL and is an Assistant Professor in applied linguistics at IAU central Tehran Branch. She has also been the Member of faculty since 1998 and is active in assessment and Teaching. she teaches courses such as, researchmethodology, materials development, teaching language skills at MA and PhD levels.

Behdokht Mall-Amiri is an assistant professor in Applied Linguistics . As a faculty member at Islamic Azad University Central Tehran Branch, she teaches courses such as, researchmethodology, materials development, teaching language skills at MA and PhD levels. Her areas of interest include program evaluation, course book development and evaluation, teacher education, interdisciplinary research, utilizing quantitative, qualitative and mixed-methods studies.