Delving into the Role of Teachers' Resilience and Self-Efficacy in IELTS Context (A Qualitative Study)

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ABSTRACT
As teaching is a challenging activity with its difficulties specifically at higher levels, teachers are exposed to some problems such as burnout and attrition that should be alleviated. Therefore, exploring the factors contributing to the issue might be a warranted research domain. As one of the factors, the resilience of teachers has become a crucial focal point in education, emphasizing the necessity of cultivating the capacity to overcome challenges encountered during the teaching process. Simultaneously, research underscores the pivotal role of instructors' self-efficacy as teacher training programs try their best to train highly competent teachers. In line with this, the current study sought to examine the significance of resilience and self-efficacy among International English Language Testing System (IELTS) teachers. A total of 20 IELTS teachers from Oxford Language Center in Tehran were selected through purposive sampling, and they participated in semi-structured interviews. The results through theme analysis demonstrated a substantial positive role of self-efficacy and the resilience of IELTS teachers. This paper contributes to the enhancement of self-efficacy and resilience among IELTS teachers. Consequently, the findings offer implications for language teaching stakeholders, urging them to acknowledge and consider the critical role of teacher self-efficacy and resilience in this domain.

KEYWORDS*: IELTS Teachers; Resilience; Self-Efficacy*

INTRODUCTION

Acknowledging the pivotal role that educators occupy, educational institutions have endeavored to retain highly competent and successful teachers to enrich the quality of education (Fathi et al., 2021; Pishghadam et al., 2019). In contemporary times, the domain of IELTS instruction occupies a crucial position within the expansive realm of English pedagogy on a global scale. Consequently, the role assumed by IELTS educators assumes significant importance in the facilitation of prospective applicants aspiring to relocate to foreign nations for purposes of educational pursuits or employment opportunities (Liu & Pei, 2021). Educators should be recognized as pivotal figures within various educational frameworks, possessing the capability to profoundly influence the success or failure of students. Within the context of IELTS, teachers play a central role in preparing applicants who aspire to migrate to foreign countries for educational or professional purposes (Khan, 2009). It is noteworthy that IELTS instruction constitutes a substantial segment of the global English teaching industry, with particular significance in regions such as Iran, which exhibits a high volume of test candidates. Teachers should endeavor to enhance their students' academic achievement, maintain effective classroom control, as well as categorize and structure instructional materials. Furthermore, within the field of English Language Teaching (ELT), there has been a considerable focus on researching factors associated with educators (Choi & Lee, 2016; Fathi & Derakhshan, 2019).

Positive psychology (PP) advocates a focus on harnessing the potential of positive emotions, such as happiness, enthusiasm, resilience, and the capacity to navigate challenges effectively (MacIntyre et al., 2019; Xie & Derakhshan, 2021). For instance, to achieve success within the IELTS framework, educators may require heightened levels of ingenuity and tolerance, thereby demanding the adoption of distinctive methodologies. In

their meta-analysis, Kim et al. (2019) elucidated that a significant portion of the research has centered around specific psychological factors that can impede language education, underscoring the critical importance of fostering resilience in language learning. The cultivation of resilience among IELTS (International English Language Testing System) teachers holds great importance, owing to the heightened stress resulting from the exam's difficulty level and the necessity for mastery of specific skills and strategies. Resilience, in this context, is not merely an innate capability possessed by individuals, but rather a multifaceted construct influenced by a multitude of factors, including risk and care dynamics (Beltman et al., 2011). The notion of resilience within the field of education, acknowledged as a crucial characteristic, has undergone a complex and ever-changing development that has received increasing attention from researchers and professionals in the last twenty years (Derakhshan, 2022; MacIntyre et al., 2019). It is worth mentioning that some academics, such as MacIntyre et al. (2019) and Wang et al. (2022), argue that resilience has a high value in fostering creativity and is exemplified within the domain of PP, which advocates for the thriving of individuals and their general state of welfare. According to Deng et al. (2020), resilience in the field of education refers to an individual's capacity to effectively adjust to diverse conditions when confronted with formidable obstacles.

Within the realm of education, the concept of teachers' self-efficacy relates to their level of confidence in their capacity to effectively carry out their academic duties. This particular aspect assumes a critical function in augmenting the achievement of their pupils (Derakhshan et al., 2023; Gershenson, 2016). Self-efficacy exerts a profound influence on various cognitive, motivational, affective, and decision-making processes, ultimately shaping individuals' self-perceptions and evaluations of their competencies (Derakhshan & Fathi, 2023). Educators' self-efficacy encompasses motivational structures related to the future, offering insights into their beliefs regarding instructional activities and the extent to which they perceive themselves capable of influencing their students' performance (Bandura, 2010; Lu & Mustafa, 2021).

The influence of factors associated with instructors on their success were examined; for instance, there are some studies on the impact of teacher self-efficacy and resilience in English as a Foreign Language (EFL) instruction context (Shirazizadeh et al., 2019; Razmjoo & Ayoobiyan, 2019; Tschannen-Moran & Hoy, 2001). However, it is worth noting that most studies examining the role of teacher resilience and self-efficacy have been conducted in the field of general education or on each issue alone. In addition, research is scarce specifically qualitative type, focusing on the EFL setting, and no studies have been conducted among IELTS instructors. Therefore, this current qualitative research aims to provide a comprehensive practical application of these factors to improve our understanding of their roles. In light of the above-mentioned literature review and the objectives of this study, the subsequent research questions were raised:

RQ1.What are the key factors associated with teachers' resilience in the IELTS context?
RQ2. What are the key factors associated with teachers' self-efficacy in the IELTS context?

REVIEW OF THE RELATED LITERATURE
TEACHERS' SELF-EFFICACY

Self-efficacy stands as a vital element within the realm of motivation, about a person's attitudes concerning their aptitude to strategize and accomplish objectives. It assumes a central role in motivating individuals (Han & Wang, 2021). Educator self-efficacy, a multifaceted construct, exhibits sensitivity to various sub-competencies contingent on the specific teaching context (Sharma & George, 2016). Self-efficacy impacts a person's thoughts, emotions, and actions. For instance, research carried out 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 (Amirian & Behshad, 2016; Burić & Macuka, 2018). Rooted in social cognitive theory, self-efficacy allows educators to apprehend their behaviors and convictions, furnishing them with insight into their beliefs regarding their pedagogical capabilities (Bandura, 2011). Educator efficacy encompasses the educators' confidence in their capacity to influence the educational outcomes of learners. It is a forward-looking and motivational concept that mirrors educators' convictions regarding their instructional proficiency (Tajeddin & Khodaverdi, 2011).

The most common origins of self-efficacy include the following: personal achievement, observational experiences, emotional stimulation, and social encouragement. These factors play a vital role in enhancing an individual's efficacy; nevertheless, the effect of these origins on self-efficacy differs (Zarei & Naghdi, 2017).

According to Tschannen-Moran and Hoy (2007), mastery or positive experiences refer to the sense of accomplishment obtained as a result of successful prior instruction. The secondary experience is derived from the observation of others engaged in the activity. Vicarious experience arises as an outcome of observing the performances of others while they engage in a particular task. The process by which individuals search for proficient and upright systems, upon which they can model their own identity, is referred to as secondary reinforcement provided by societal structures. Individuals become acquainted with these models, and upon observation, they can enhance their beliefs in their capability to succeed (Han & Wang, 2021). Social persuasion is considered as an additional factor contributing to the magnitude of influence, while also speaking to the augmentation of self-efficacy, thereby fostering the development of skills and heightened personal efficacy. According to Tschannen-Moran and Hoy (2007), effective verbal persuasion can instill confidence in individuals, enabling them to believe in their ability to achieve their goals by utilizing their capabilities and eliminating any uncertainties they may have. Oral or social persuasion pertains to the motivational or demotivational influences exerted by individuals within various situational and social roles, such as managers, educators, guardians, companions, and peers. The final determinant is associated with circumstances created by emotional and psychological elements such as passion, apprehension, and trauma, which assess individuals' passions and impact their emotional state (Baharloo & Mehrpour, 2016).

TEACHER RESILIENCE

PP explores what promotes stability and what causes instability in the personal, social, and professional facets of human existence. the concept of resilience highlights the active process that enables positive adaptation to challenges or the ability to recover from difficulties or setbacks (Straus et al., 2020). The theory of educator resilience is rooted in PP and aims to understand, identify, and improve the factors that enable individuals to flourish and lead more fulfilling lives (Dewaele et al., 2019). Moreover, resilience involves ongoing communication between individuals, their environment, and sociocultural factors and has been positively associated with indicators of psychological well-being (Hu et al., 2012). Mansfield et al. (2012) developed four main pathways of teacher resilience, specifically, proficient, affective, communal, and motivational factors. The proficiency aspect is linked to the ability to consistently operate a licensed educational and instructional establishment. In the educational milieu, the professional dimension encompasses scholarly proficiency and aptitude, organization, strategizing, promoting efficient learning, classroom administration, and resilience. Educators should possess a heightened level of confidence, drive, and tenacity when addressing a multitude of professional matters through emotional means. The communal aspect encompasses teachers' ability to establish connections, engage in collaborative networking, and engage in continuous professional growth (Lodari & Sabarudin, 2018). Ultimately, the personal aspect primarily entails self-efficacy, the fusion of internal and external abilities, and concurrently enhances the attainment and resilience during the academic process.

RELATED STUDIES

In their study, Razmjoo and Ayoobiyan (2019) investigated the potential correlation existing between the resilience levels of teachers and their subjective evaluation of effectiveness within the context of EFL education in Iran. The survey garnered responses from a total of 92 educators, who diligently completed the assessments for both factors. The findings of their research unequivocally demonstrated that specific core dimensions of perceived efficacy were significantly associated with teachers' resilience. The study proved that a positive relationship exists between educator resilience and several factors, namely learner engagement, class organization, and pedagogical approaches. Sazideh et al. (2020) inspected the influences of self-efficacy on the proficiency of language teachers. The researchers carried out a study in Iran to explore the relationship between teachers' proficiency and their self-efficacy. The sample comprised 197 EFL teachers in high schools. The researchers utilized a teacher ability test and a self-efficacy scale as the primary instruments employed for gathering vital data in the study. A significant relationship between self-efficacy and the capabilities of EFL teachers was identified.

In a scholarly investigation conducted by Fathi and Saeedian (2020), the dynamics between efficacy and resilience among Iranian EFL educators were examined for their potential to predict burnout. The researchers administered pertinent scales to a sample of 213 participants and observed that although both variables exerted an influence on burnout; self-efficacy emerged as a more reliable predictor than teacher resilience. In a recent study, Kavgaci (2022) examined the interrelationships between educators' resilience, self-efficacy beliefs, and their attitudes towards the teaching profession. A cohort consisting of 247 educators actively participated in an online data collection procedure, whereby the obtained results unveiled the presence of favorable and noteworthy associations among all the researched variables. The outcomes of the study demonstrated that the mental resilience of educators is significantly linked to their perceptions of the teaching

profession as well as their self-perceived efficacy. Additionally, The mental resilience of educators further promotes their positive perspective on the teaching profession, as they effectively leverage their self-efficacy beliefs. Additionally, the study conducted by Mehrabian et al. (2022) aimed to examine the correlation between the resilience of EFL instructors and various factors such as their academic self-efficacy, problem-solving capabilities, and metacognitive abilities. The study was conducted on a cohort of 100 individuals who were actively engaged in the profession of English language instruction, serving as teachers. The results from the three surveys indicate a correlation between EFL teachers' resilience and their capacities for problem solving and metacognitive thinking. Moreover, Xue (2022) conducted a comprehensive literature review on the topic of self-efficacy and resilience among EFL teachers. The authors underscored that the enhancement of these features can contribute to their learners' success. It was posited by the individuals in question that self-efficacy bears a significant influence on both the instructional capabilities of educators and the overall achievements of their pupils. Moreover, the authors assert that the concept of teacher resilience encompasses multiple dimensions and is considered to be a progressively evolving characteristic among educators. According to the authors, educators' resilience enhances their ability to thrive and rebound, enabling them to effectively confront challenging circumstances and endure. Zhou et al. (2023) conducted research to explore the effect of teachers' identity and work passion on the relationship between self-efficacy and job resilience. In order to achieve this objective, a total of 662 Chinese educators took part in the survey, and the findings obtained from their investigation revealed a positive association between teacher resilience and self-efficacy, and their relationship was found to be mediated by both identity and work passion.

METHODOLOGY
PARTICIPANTS

A total of 20 EFL teachers, teaching IELTS to students in the Oxford IELTS center, in Tehran, Iran were selected. Among all the participants, sixteen were females and four were males,
all having a Bachelor of Arts (B.A.) in English language-related majors and their work experience was more than 5 years and their ages ranged between 26 and 52 years. They were assured that their information would be confidential and they could withdraw from the research without any costs. The method used in this study to select the sample was purposive sampling as the participants were among those teachers who attended the self-efficacy treatment workshop held by the researcher in the previous course. All participants were informed of the objectives of the study and signed a written consent to guarantee the ethical issue of this study.

INSTRUMENTS

To answer the research questions of the study, an interview was conducted.

SEMI-STRUCTURED INTERVIEW

For the purpose of the study, semi-structured interviews were conducted with 20 IELTS teachers to understand their ideas and perceptions about resilience and self-efficacy to elaborate on these constructs among IELTS teachers. The content of the interview included the teachers` views on important matters of language schools, the instructional materials, and the extent they can influence the class size in their institute, the extent they can promote learning, the extent they can increase students' memory of what they have been taught in previous lessons, and also how they can get learners to do their homework. It is worth mentioning that the questions of these interviews were designed based on the literature available on the variables and the item of the resilience questionnaire by Clarke and Nicholson (2010) and self-efficacy questionnaire by Bandura (2006) and the first draft was commented on by two TEFL teachers who were experienced in IELTS teaching and were then piloted with a group of teachers similar in characteristics to the actual participants to eliminate any ambiguities. (Appendix A)

PROCEDURE

Twenty male and female IELTS teachers were chosen from the Oxford Language Center, Tehran, Iran. They were among those who attended a self-efficacy workshop held by the researcher in the previous course (Talebi et al., 2023). They were approached individually, and after being briefed about the aims of the study, they signed their consent form. The qualitative approach was used in this study to get the ideas and perspectives of respondents through interviews on self-efficacy and resilience. The qualitative data were gathered by researcher-made semi-structured interviews at the end of the treatment program. Also, by considering the results obtained in the first phase, the qualitative data were collected and analyzed (Creswell, 2009). The semi-structured interview questions were designed by the researcher based on the review of related literature. It is worth mentioning that the questions for the interview were reexamined by two TEFL experts in terms of both language

and content. The interviews were then piloted with teacher participants to eliminate any probable ambiguities. The researcher conducted the interviews with those teachers who attended in the workshop sessions before (Talebi et al., 2023). The interviews were done to probe into the perceptions of the teachers on their self-efficacy and resilience. The interviews were recorded on a Digital Voice Recorder (DVR) and were transcribed, classified, and examined in terms of their content for the study.

DATA ANALYSIS

All interviews were transcribed and categorized based on the themes. Such a categorization process leads to the identification of the predominant patterns presented by the teachers. The process of data analysis was entirely done through MAXQDA version 2022. The interview records were transcribed for analysis. Additionally, the interview sessions were held in English, and the participants provided their responses in English too. The unit of content analysis was sentence. Moreover, manifest content, not latent content, was accepted for analysis. An inductive content analysis approach was adopted since the codes were created inherently based on the data and not from any prior theory or framework (Berg, 2001). The following moves suggested by Gao and Zhang (2020) were followed to reach the finalized data analysis results in this study. Initially, the researcher read the data many times to resolve ambiguities or linguistic errors. Then, she created open codes after perusing the data. Next, she grouped the related open codes under categories. Subsequently, she put the related categories under over-arching themes. Finally, she composed a detailed account of the data analysis process and results. Regarding inter-rater coding agreement in data analysis, the researcher randomly selects some of the transcripts and asks a peer to code the transcripts using the coding labels identified by the researcher (e.g., Ary et al., 2019). Therefore in this study, the researcher asked an external coder, who had a Ph.D. in applied linguistics to examine the inter-coder agreement of the coding process,

RESULTS

To answer the research questions of this study, data were collected through semi-structured interviews with the participants. For analyzing the data, the researcher did an inductive content analysis as no framework influenced determining the codes. Instead, the codes emerged totally from the data (Berg, 2001). In doing so, initially, the researcher read the data carefully several times and then created open codes. The frequency of codes in Tables 1, 2, 3, 4 shows the number of time each code was referenced to by the participants. Subsequently, to organize the codes, the researcher read the codes and put those which were related to each other reading their content under a separate category. In total, in this study, four categories were created. The first category, named "Situations in class needing teacher resilience" included 39 open codes, and a total code unit/ frequency of 79 (see Table 1). The second category, named "Feelings in class situations that need teacher resilience" included 29 open codes, and a total code unit/frequency of 74 (see Table 2). The third category, named "Teachers' coping strategies using resilience" included 64 open codes, and a total code unit/frequency of 172 (see Table 3). The fourth category, named "Factors associated with teachers' self-efficacy in the IELTS context" included 26 open codes, and a total code unit/frequency of 82 (see Table 4). The three first categories and their respective codes were created in response to the first research question and the fourth category was created in response to the second research question of this study. Responses to interview items 1 to 4 were used to answer the first research question while interview item 5 was used to answer the second research question (Appendix A). The process of data analysis was entirely done through MAXQDA version 2022. The figures presented in the result section are also created through the MAXMAP properties of the software.

Overall, in this study, 407 codes units were created. Thus, the second coder checked 81 code units. The two coders disagreed on three codes which led to an inter-coder agreement coefficient of 96%. Subsequently, they joined in discussions to resolve points of divergence in the coding. Finally, they reached a consensus and finalized the coding process.

Research Question 1

Analysis of the data pertaining to the first research question revealed the generation of three categories: situations in class needing teacher resilience, feelings in class situations that need teacher resilience, and teachers' coping strategies using resilience. These categories are explained in more detail hereunder.

Category 1: Situations in class needing teacher resilience

The first category created was situations in class needing teacher resilience. According to Table 1 and Figure 1, this category included the codes of Institution imposing work overload (F = 6), Inability to control the class (by oneself) (F = 6), Being observed during teaching (F = 6), Institute authorities imposing restrictions on teachers' action (F = 6), Students' misbehavior & rudeness (F = 5), Crowded classes (F = 4), Lack of students' trust in the

teacher (F = 3), Low salary issues (F = 3), Experiencing the first time of teaching IELTS (F = 3), Many students failing the exam (F = 3), Not being accepted by students (F = 2), Arriving late at work and students/the manager complaining (F = 2), A student's insistence on passing her (F = 2), Having lazy students in class (F = 2), Students late-coming to class (F = 2), Students with different levels of proficiency in a class (F = 1), A student recording the teacher's voice in class (F = 1), Inability to say no to one's manager (F = 1), A student asking the teacher to transcribe a British song (F = 1), Feeling not being able to teach at IELTS level (F = 1), Small size of the class (F = 1), Being too sympathetic and available for everyone (F = 1), A personal problem not allowing one to concentrate on teaching (F = 1), Not being understood (F = 1), Not being enough disciplined in class (F = 1), Students' complaint & anger due to bad exam results (F = 1), Being assigned another person's responsibility at work (F = 1), Not being able to speak loudly in class (F = 1), Students' high expectations (F = 1), Students pressuring the teacher into changing the class time (F = 1), Doing a very hard project at work (F = 1), Inability to make students quite (F = 1), Forgetting the meaning of a simple word in class (F = 1), High proficiency level of students (F = 1), A coworker asking for much help (F = 1), A student asking the teacher to find the meaning of a new word (F = 1), A student telling the teacher she was unable to improve her level (F = 1), Boss aggression as the teacher's laptop broke down before a meeting (F = 1), and Inability to understand English movies completely (F = 1). It should be stated that due to space limitation, only codes with the code frequency of more than one were included in Figure 1.

Some excerpts from the participants revealing the first category are presented below:

"My students didn't trust me because of my age."
"The institution asked me to work overtime."
"I forgot the meaning of a very simple word in Persian."
"My student was very rude to me."
"My student texted me that I am unable to improve her level."
"Working long hours without enough break"
"Last year, while teaching one of my students laugh at me."
"Some students put pressure on me for changing their class time."
"Finishing the lessons in a limited time."
"My student persisted that I pass her while she did not deserve it because she was lazy and irresponsible."

Table 1
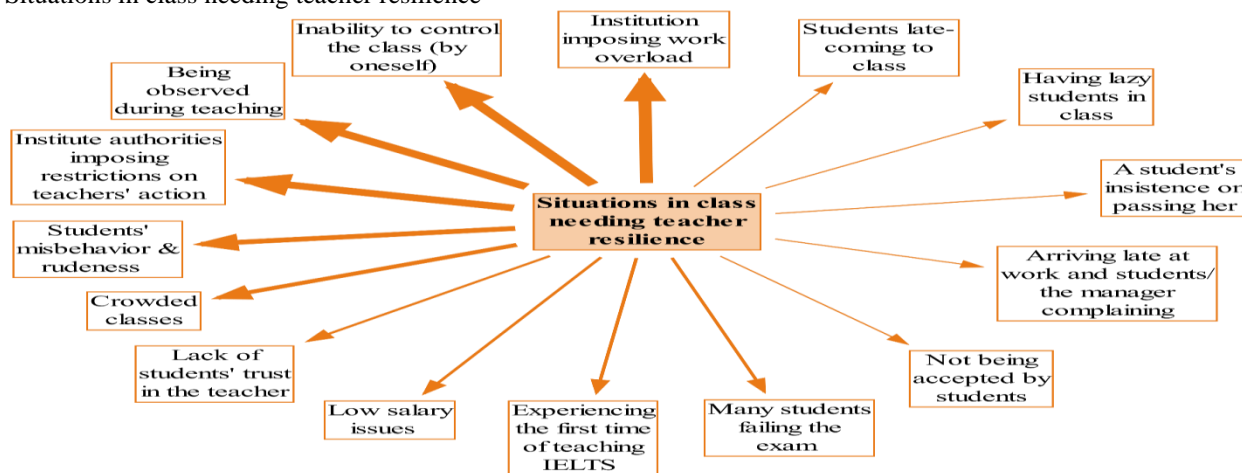
Situations in class needing teacher resilience

Code	Frequency
Institutions imposing work overload	6
Inability to control the class (by oneself)	6
Being observed during teaching	6
Institute authorities imposing restrictions on teachers' action	6
Students' misbehavior & rudeness	5
Crowded classes	4
Lack of students' trust in the teacher	3
Low salary issues	3
Experiencing the first time of teaching IELTS	3
Many students failing the exam	3
Not being accepted by students	2
Arriving late at work and students/the manager complaining	2
A student's insistence on passing her	2
Having lazy students in class	2
Students late-coming to class	2
Students with different levels of proficiency in a class	1
A student recording the teacher's voice in class	1
Inability to say no to one's manager	1
A student asking the teacher to transcribe a British song	1
Feeling not being able to teach at IELTS level	1
Small size of the class	1
Being too sympathetic and available for everyone	1
A personal problem not allowing one to concentrate on teaching	1
Not being understood	1
Not being enough disciplined in class	1
Students' complaint & anger due to bad exam results	1

Being assigned another person's responsibility at work	1
Not being able to speak loudly in class	1
Students' high expectations	1
Students pressuring the teacher into changing the class time	1
Doing a very hard project at work	1
Inability to make students quite	1
Forgetting the meaning of a simple word in class	1
High proficiency level of students	1
A coworker asking for much help	1
A student asking the teacher to find the meaning of a new word	1
A student telling the teacher was unable to improve her level	1
Boss aggression as the teacher's laptop broke down before a meeting	1
Inability to understand English movies completely	1

Figure 1
Situations in class needing teacher resilience

Category 2: Feelings in class situations that need teacher resilience

The second category generated for the first research question was feelings in class situations that need teacher resilience. According to Table and Figure 2, this category included the codes of Stressed (F = 9), Exhausted/Tired (F = 7), Pressured (F = 6), Embarrassed & Ashamed (F = 6), Disappointed (F = 6), Angry (F = 4), Unable (F = 4), Overwhelmed (F = 3), Uncertain (F = 3), Amateur (F = 2), Afraid (F = 2), Anxious (F = 2), Weak (F = 2), Miserable (F = 2), Low self-confident (F = 2), Awful (F = 1), Regretful (F = 1), Depressed (F = 1), Unknowledgeable (F = 1), Useless (F = 1), Distressed (F = 1), Tortured (F = 1), Fool (F = 1), One's mind not working properly (F = 1), Bad feeling (F = 1), Nervous (F = 1), Frustrated (F = 1), Puzzled (F = 1), and Sweaty (F = 1).

Some excerpts from the participants reflecting the second category are presented below:
"I didn't have enough self-confidence."
"Somehow I feel disappointed."
"I don't know I was miserable."
"I feel really shy."
"I felt I am unable."
"I was so frustrated."

Table 2
*Feelings in class situations which need teacher resilience*

Code	Frequency
Stressed	9
Exhausted/Tired	7
Pressured	6
Embarrassed & Ashamed	6
Disappointed	6
Angry	4

Unable	4
Overwhelmed	3
Uncertain	3
Amateur	2
Afraid	2
Anxious	2
Weak	2
Miserable	2
Low self-confident	2
Awful	1
Regretful	1
Depressed	1
Unknowledgeable	1
Useless	1
Distressed	1
Tortured	1
Fool	1
One's mind not working properly	1
Bad feeling	1
Nervous	1
Frustrated	1
Puzzled	1
Sweaty	1

Figure 2

Feelings in class situations that need teacher resilience
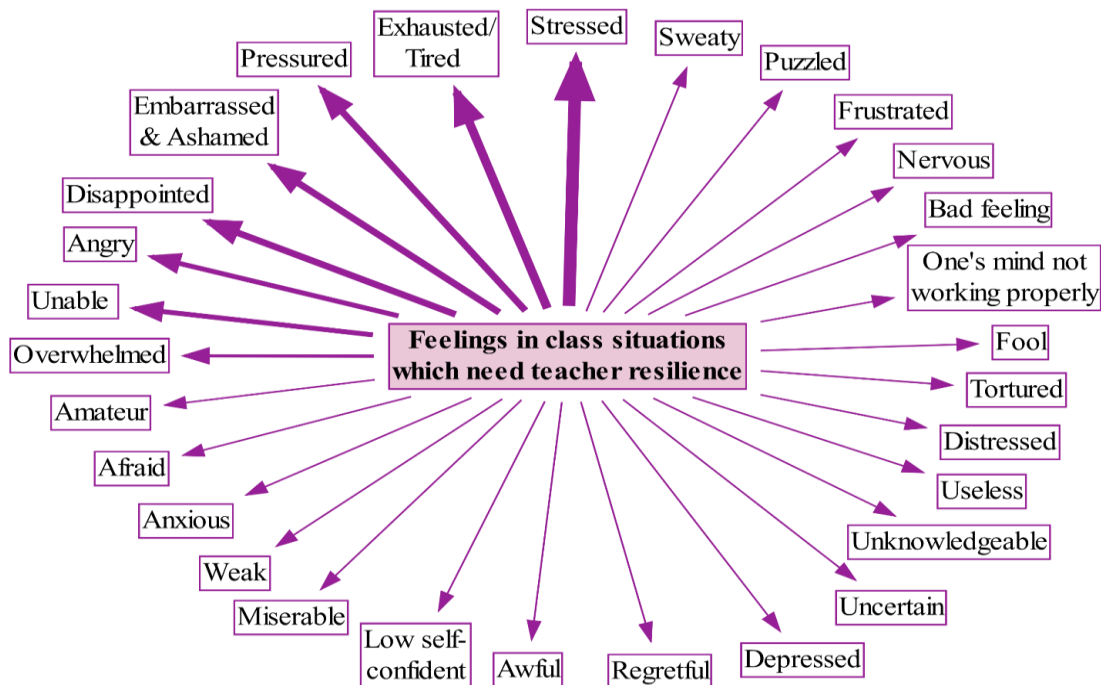
Category 3: Teachers' coping strategies using resilience
The third category created for answering the first research question was teachers' coping strategies using resilience. As depicted in Table 3 and Figure 3, this category included the codes of Doing one's best/Making more efforts (F = 25), Improving one's ability/knowledge (F = 12), Trying to be more self-confident (F = 11), Managing/Controlling one's emotions/stress (F = 7), Providing reasons (F = 6), Becoming a disciplined person (F = 6), Becoming more serious (F = 6), Ignoring (F = 5), Justifying/Bringing excuses (F = 5), Searching for some practical solutions (F = 5), Becoming more determined (F = 4), Coping with the situation (F = 4), Being strong (F = 4), Controlling/Managing the class (F = 3), Becoming prepared (F = 3), Being committed & responsible (F = 3), Showing/Talking about one's ability (F = 3), Learning to say no when needed (F = 3), Consulting with /Asking for help of other teachers (F = 3), Being proactive (F = 2), Believing in oneself (F = 2), Boosting one's motivation (F = 2), Being active (F = 2), Being open toward new ideas (F = 2), Defending oneself (F = 2), Going to therapy sessions (F = 2), Having fun with students (F = 2), Doing nothing (F = 2), Working more with students (F = 1), Giving students more homework (F = 1), Thinking a lot (F = 1), Learning how to react (F = 1), Not accepting any force (F = 1), Stating one's idea (F = 1), Not allowing others to abuse one (F = 1), Postponing the work to another time (F = 1), Talking to students to understand the teacher's condition (F = 1), Starting something new (F = 1), Constantly searching (F = 1), Taking some rest during the class time (F = 1), Paying more attention to oneself than others (F = 1), Convincing others (F = 1), Denying (F = 1), Being positive (F = 1), Keeping teaching the lesson (F = 1), Thinking, analyzing and then acting (F = 1), Trying an alternative way (F = 1), Not being too flexible/kind toward students (F = 1), Not feeling guilty (F = 1), Never accepting failure (F = 1), Quitting the institution (F = 1), Training oneself to be more resistant (F = 1), Trying to make oneself less anxious (F = 1), Coming to a conclusion with students (F = 1), Avoiding the difficult situation (F = 1), Showing patience (F = 1), Apologizing (F = 1), Warning students of consequences of their bad actions (F = 1), Trying to understand the other person (F = 1), Behaving effectively (F = 1), Indirectly making students aware of their bad behavior (F = 1), Trying to complete the task (F = 1), Accepting the situation (F = 1), and Trying to prove oneself (F = 1). It should be stated that due to space limitation, only codes with code frequency of more than two were included in Figure 3. Some excerpts from the participants reflecting the third category are presented below:
"I try to ignore them."
"I could prove myself."
"I try to justify it."
"I try to work harder."
"I could handle it very well."
"I had to finish it to the end."
"I try to improve my knowledge."
"I try to indirectly make my student aware of their bad behavior."
"I didn't show any reaction."
Table 3
Teachers' coping strategies using resilience

| Code	Frequency
Doing one's best/Making more efforts	25
Improving one's ability/knowledge	12
Trying to be more self-confident	11
Managing/Controlling one's emotions/stress	7
Providing reasons	6
Becoming a disciplined person	6
Becoming more serious	6
Ignoring	5
Justifying/Bringing excuses	5
Searching for some practical solutions	5
Becoming more determined	4
Coping with the situation	4
Being strong	4
Controlling/Managing the class	3
Becoming prepared	3
Being committed & responsible	3
Showing/Talking about one's ability	3
Learning to say no when needed	3

Consulting with /Asking for help of other teachers	3
Being proactive	2
Believing in oneself	2
Boosting one's motivation	2
Being active	2
Being open toward new ideas	2
Defending oneself	2
Going to therapy sessions	2
Having fun with students	2
Doing nothing	2
Working more with students	1
Giving students more homework	1
Thinking a lot	1
Learning how to react	1
Not accepting any force	1
Stating one's idea	1
Not allowing others to abuse one	1
Postponing the work to another time	1
Talking to students to understand the teacher's condition	1
Starting something new	1
Constantly searching	1
Taking some rest during the class time	1
Paying more attention to oneself than others	1
Convincing others	1
Denying	1
Being positive	1
Keeping teaching the lesson	1
Thinking, analyzing and then acting	1
Trying an alternative way	1
Not being too flexible/kind toward students	1
Not feeling guilty	1
Never accepting failure	1
Quitting the institution	1
Training oneself to be more resistant	1
Trying to make oneself less anxious	1
Coming to a conclusion with students	1
Avoiding the difficult situation	1
Showing patience	1
Apologizing	1
Warning students of consequences of their bad actions	1
Trying to understand the other person	1
Behaving effectively	1
Indirectly making students aware of their bad behavior	1
Trying to complete the task	1
Accepting the situation	1
Trying to prove oneself	1

Figure 3

 Teachers' coping strategies using resilience
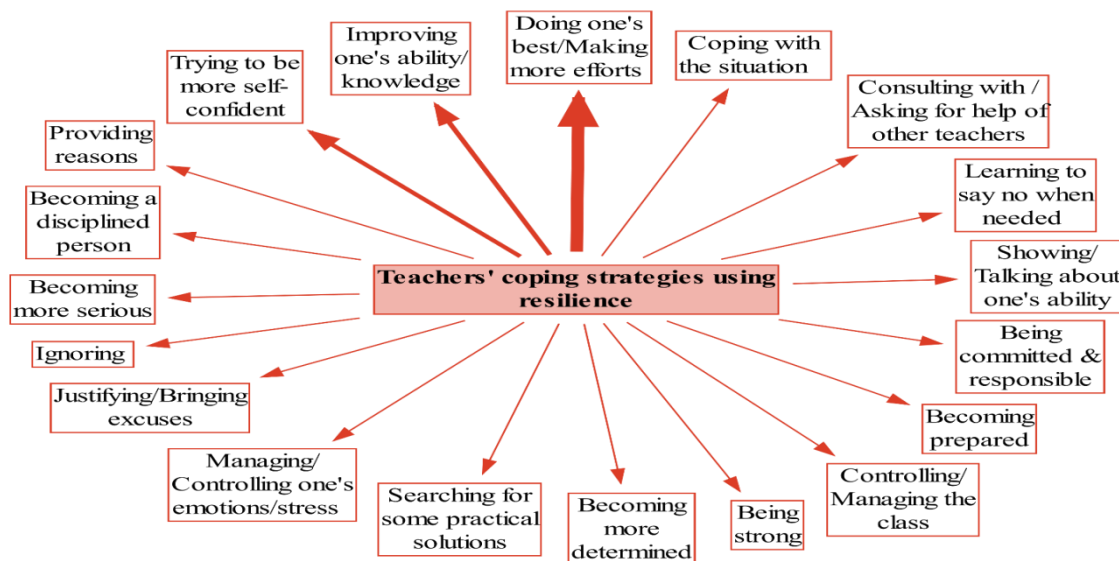
Research Question 2

Category: Factors associated with teachers' self-efficacy in the IELTS context

The category generated was factors associated with teachers' self-efficacy in the IELTS context. Consistent with Table and Figure 4, this category included the codes of Making an enjoyable and relaxing class atmosphere (F = 10), Having fun in the class (F = 8), Being friendly to students (F = 7), Motivating students (F = 6), Sharing ideas/experiences with students (F = 6), Giving & Receiving feedback (F = 6), Being open toward new ideas (F = 4), Being flexible (F = 4), Playing games in class (F = 4), Being kind (F = 3), Having a sense of humor (F = 3), Setting class break times (F = 3), Negotiating with students (F = 2), Being honest with students (F = 2), Being motivated (F = 2), Giving students freedom of action in class (F = 2), Being strong (F = 1), Being patient (F = 1), Understanding students' emotions (F = 1), Supporting students (F = 1), Giving students easy tasks (F = 1), Asking students questions (F = 1), Believing in one's ability (F = 1), Having self-confidence (F = 1), Changing students' mood (F = 1), and Encouraging students (F = 1). It should be stated that due to space limitation, only codes with code frequency of more than one were included in Figure 4. Some excerpts from the participants reflecting this category are presented below:

"By being flexible"
"Having fun"
"Giving students motivation"
"Having a sense of humor"
"Having enough self-confidence"
"Being friend with my students"
"Talking about students' interest"
*"Being as kind as possible"*

Table 4

Factors associated with teachers' self-efficacy in the IELTS context

Code	Frequency
Making an enjoyable & relaxing class atmosphere	10
Having fun in the class	8
Being friendly to students	7
Motivating students	6
Sharing ideas/experiences with students	6
Giving & Receiving feedback	6
Being open toward new ideas	4
Being flexible	4
Playing games in class	4
Being kind	3
Having a sense of humor	3
Setting class break times	3
Negotiating with students	2
Being honest with students	2

Being motivated	2
Giving students freedom of action in class	2
Being strong	1
Being patient	1
Understanding students' emotions	1
Supporting students	1
Giving students easy tasks	1
Asking students questions	1
Believing in one's ability	1
Having self-confidence	1
Changing students' mood	1
Encouraging students	1

Figure 4
Factors associated with teachers' self-efficacy in the IELTS context
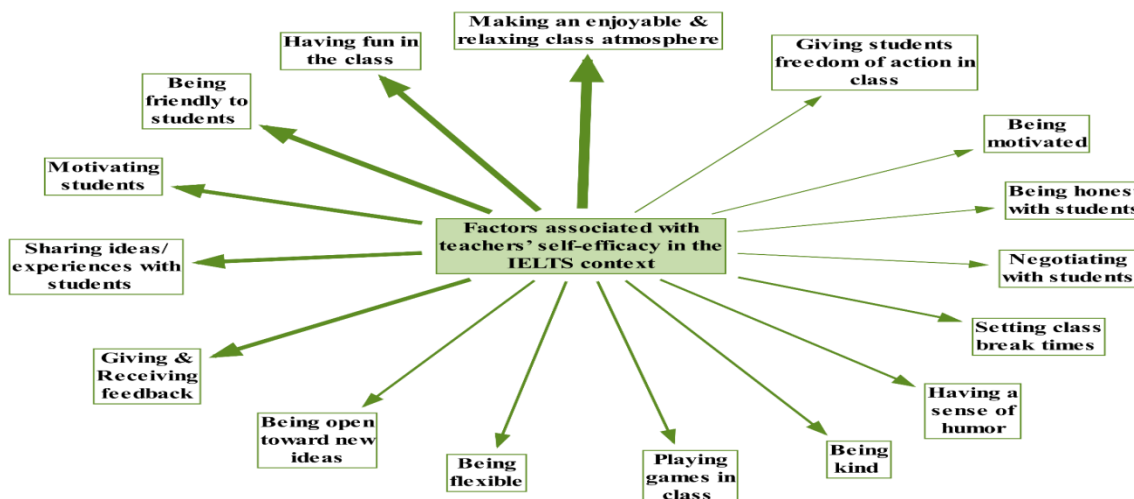
DISCUSSION

Based on the results obtained from the study, the researcher used an interview to delve deeper into the matter and see what exists in the IELTS context with regard to resilience and self-efficacy. The key focus of interview was to determine the situations that need teacher resilience, teachers' feelings in those situations, and their strategies to cope with those situations. It also looks into the factors the teachers perceive as most associated with their self-efficacy. Based on the outcomes of the interview, it can be concluded that when self-efficious IELTS teachers are confident in their abilities to teach IELTS, they can deliver the material clearly and effectively, which can help boost IELTS learners' confidence as well. They can also provide IELTS learners with personalized feedback and guidance on how to improve in areas where they are struggling For example, a teacher said "I believe in my ability to teach my students effectively, and this belief empowers me to take on new challenges.

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 academic achievement and motivation. These results were also confirmed by the interviews conducted with the IELTS teachers. The interview with the IELTS teachers with a high level of self-efficacy showed that they were motivated. Indeed, teachers who have high self-efficacy are more likely to be motivated and enthusiastic about their work. They can inspire learners to set goals and work towards achieving them. Learners may be more motivated to study and put in extra effort when they see their teacher's enthusiasm and confidence. This is evident by the feedback provided by one of the teachers who said "Ultimately, the success of my students is what matters most to me. I feel a great sense of pride and accomplishment when I see my students perform well on the IELTS, and I know that my efforts as a teacher played a major role in their achievement.

Inspired by the results obtained from the quantitative section of the study, the researcher conducted a qualitative interview to delve deeper into the matter and see what exists in the IELTS context with regard to resilience and self-efficacy. The main focus of this part was to determine the situations that need teacher resilience, teachers' feelings in those situations, and their strategies to cope with them. It also looks into the factors the teachers perceive as most associated with their self-efficacy.

First, regarding the situations in which teacher resilience is needed, a variety of answers were extracted. However, looking into the most frequent ones, one could see that the most frequent situations were related to the institutions' policies or restrictions. The work overload imposed on teachers by the institution, their constant observation of the classes, while teachers are teaching, and restricting the teachers' actions to stick to the pre-planned requirements, are among these. Secondly, teacher resilience was perceived to be required in dealing with students-related challenges. These students sometimes find it hard to be controlled/managed in the classes. Some of them are not trying hard enough and expect the teacher to overlook their lack of attempts. Some others do not have enough time as they, for example, have plans to immigrate soon and they need to improve their language level quickly. So, when they don't see significant improvement in their own ability, they start to lose trust in their teacher. This would become more drastic if they fail in their internal exams. The next category that arises resilience in teachers is their own personal problems. While Iranian IELTS teachers are often paid better compared to the other teachers, their salary is still low. This may make them to have a busy schedule, which sometimes, cause them not to be in time or prepared for the classes. Thus, they may bring the stresses from their personal life into the teaching class .

Dealing with the above-mentioned situations often causes lots of negative feelings. The coding of teachers' statements showed that the most frequent feelings in those situations are stress, exhaustion, and pressure. They also reported feelings of disappointment when they have to deal with less-attended students or the ones who do not pay enough attention to the work. Thus, it was not shocking that some of them declared they felt unable or uncertain if they were good at what they were doing. As mentioned above, the challenges that the teachers face at their workplace are sometimes unbearable and feelings of being overwhelmed or even anxious and angry are not avoidable . Lastly, the teachers were asked about their strategies to cope with those situations. In various ways of saying it, they all referred to the same concept: working on oneself. Whether it was named doing one's best, improving one's ability/knowledge, or becoming more disciplined, serious, committed, and responsible, it showed that teachers believed they are the ones who can and should cope with those situations by making changes in themselves. Some referred to finding practical solutions to deal with students' problems and some others wanted to consult with other teachers to deal with problematic situations. Some others wanted to work on their managing abilities and yet some others were talking about controlling their own emotions. All and all, they wanted to depend on their abilities and try to improve them to be the best .
The second focus of the interview was on the factors that teachers see as associated with self-efficacy. The most frequent answers can be categorized into three categories. The first category refers to how a teacher creates an interesting learning environment. Making an enjoyable/relaxing atmosphere, having fun in the class, and making a friendly relationship with students are among the actions that fit into this category. Second is how the teacher involvess students in the class. Trying to motivate students, sharing ideas/experiences with students and giving/receiving feedback are examples of this category. The teacher can give freedom of action to the students, or use strategies like games to have students more involved in the class. The third category is teachers' own actions like being open to new ideas and being flexible.

Even when faced with difficult students or unexpected obstacles, I remain confident in my ability to overcome them." Educators who retain a high sense of self-efficacy tend to offer chances for the IELTS student interaction through diverse approaches that cater to the requirements of every student, including individual work, pair work, and group work. Studies have additionally confirmed that high efficacious teachers are inclined towards segregating the students into smaller clusters instead of instructing the entire class, thus providing the chance for more personalized instruction (Tschannen-Moran & Hoy, 2001). In the qualitative section, the interviews also yielded the same results. According to one of the teachers, "When my students perform well on the IELTS, it's a reflection of both their hard work and my teaching. Seeing them succeed is one of the most rewarding aspects of my job, and it motivates me to continue improving my approach and strategies for teaching." As an essential component of successful teaching, teacher efficacy is known to have a great impact on the teaching practices and attitudes of educators, which in turn affect academic achievement and motivation. These results were also confirmed by the interviews conducted with the IELTS teachers. The interview with the IELTS teachers with a high level of self-efficacy showed that they were motivated about their work. They can inspire learners to set goals and work towards achieving them. Learners may be more motivated to study and put

in extra effort when they see their teacher's enthusiasm and confidence. This is evident by the feedback provided by one of the teachers who said "Ultimately, the success of my students is what matters most to me. I feel a great sense of pride and accomplishment when I see my students perform well on the IELTS, and I know that my efforts as a teacher played a major role in their achievement.

Dealing with the above-mentioned situations often causes lots of negative feelings. The coding of teachers' statements showed that the most frequent feelings in those situations are stress, exhaustion, and pressure. They also reported feelings of disappointment when they have to deal with less-attended students or the ones who do not pay enough attention to the work. Thus, it was not shocking that some of them declared they felt unable or uncertain if they were good at what they were doing. As mentioned above, the challenges that the teachers face at their workplace are sometimes unbearable and feelings of being overwhelmed or even anxious and angry are not avoidable. Based on Bandura (1997), positive emotions can instill a sense of competence in teachers, whereas negative emotions like stress, anxiety, and depression can diminish their self-efficacy. The findings of the present study indicate that participants require additional time to acquire mastery of IELTS teaching techniques to boost their self-efficacy. The knowledge and skills gained through their teaching practicum will be documented as part of their mastery experience.

The other focus of the interview was on the factors that teachers see as associated with self-efficacy. The answers can be categorized into three categories. The first category refers to how a teacher creates an interesting learning environment. Making an enjoyable/relaxing atmosphere, having fun in the class, and making a friendly relationship with students are among the actions that fit into this category. Second is how the teacher involves students in the class. Trying to motivate students, sharing ideas/experiences with students, and giving/receiving feedback are examples of this category. The teacher can give freedom of action to the students, or use strategies like games to have students more involved in the class. The third category is teachers' actions like being open to new ideas and being flexible. Regarding the situations in which teacher resilience is needed, a variety of answers were extracted. However, looking into the most frequent ones, one could see that the most frequent situations were related to the institutions' policies or restrictions. The work overload imposed on teachers by the institution, their constant observation of the classes, while teachers are teaching, and restricting the teachers' actions to stick to the pre-planned requirements, are among these. Teacher resilience was perceived to be required in dealing with student-related challenges. These students sometimes find it hard to be controlled/managed in the classes. Some of them are not trying hard enough and expect the teacher to overlook their lack of attempts. Some others do not have enough time as they, for example, have plans to immigrate soon and they need to improve their language level quickly. So, when they don't see significant improvement in their own ability, they start to lose trust in their teacher.

This would become more drastic if they failed in their internal exams. The next category that arises resilience in teachers is their problems. While Iranian IELTS teachers are often paid better compared to other teachers, their salary is still low. This may make them have a busy schedule, which sometimes, causes them not to be on time or prepared for classes. Thus, they may bring the stresses from their personal life into the teaching class. According to Gu and Day (2013), for EFL teachers to be regarded as resilient, they need to effectively balance their emotions, feelings, and stress. This ability enables them to adapt more flexibly to the diverse teaching-learning events that frequently arise in their classroom environments. This discovery indirectly supports the perspectives of Pena et al. (2012), who proposed that teachers adept at managing their negative emotions demonstrate a greater capacity to endure challenging conditions in their classrooms, consequently fostering increased resilience throughout their professional journey.

In addition, the teachers were asked about their strategies to cope with challenging situations. In various ways of saying it, they all referred to the same concept: working on oneself. Whether it was named doing one's best, improving one's ability/knowledge, or becoming more disciplined, serious, committed, and responsible, it showed that teachers believed they are the ones who can and should cope with those situations by making changes in themselves. Some referred to finding practical solutions to deal with students' problems and some others wanted to consult with other teachers to deal with problematic situations. Some others wanted to work on their managing abilities and yet some others were talking about controlling their own emotions. All and all, they wanted to depend on their abilities and try to improve them to be the best. Overall, from the inspection of interviews, it was obvious that teachers in the IELTS context seek to put all they have into practice and get the learners involved and motivated in their learning. By trying to cope with the challenging situations at work, whether it is done by improving one's ability or receiving help from colleagues, IELTS teachers try to be open to new ideas and changes so that their students trust them and get the best possible from the classes. In the

interview data, the majority of respondents emphasized the significance of listening to their peers' successful IELTS teaching experiences and exchanging their own experiences. This practice proved to be instrumental in equipping them with the necessary skills to overcome any challenges they encountered. For instance, by sharing their own IELTS teaching experiences with their colleagues, they were able to gain fresh insights and innovative ideas that could be effectively incorporated into their teaching methods. Consequently, six participants specifically highlighted that this collaborative sharing session significantly bolstered their confidence in devising comprehensive teaching plans and delivering impactful IELTS lessons. By actively engaging in this exchange of experiences, they were able to acquire novel teaching techniques that were tailored to their specific teaching contexts.

CONCLUSION AND IMPLICATIONS

The present study makes an effort to consider IELTS teachers' points of view on teachers' resilience and self-efficacy. Teachers' self- efficacy is not contingent on an unalterable innate ability; rather, it is malleable and can be cultivated through a sequence of dynamic experiences within diverse social interactions. Effective preparation courses afford chances for teachers to be engaged in shared learning experiences, including the observation and sharing of successes with peers—an essential element identified by social cognitive theorists for augmenting self-efficacy (Harris, 2010). Hence, it is reasonable to posit that participation in effective professional development may contribute to the enhancement of teacher self-efficacy. Instructors and managers are stimulated to familiarize teachers with self-efficacy strategies to overcome the diverse obstacles linked to their respective fields. One effective approach that has been proposed is organizing training sessions that facilitate positive collaboration among teachers, thereby enhancing their effectiveness and ultimately improving their resilience.

Based on the findings of this study, teacher efficacy has been proven as a significant factor that is linked to academic outcomes, particularly in terms of achievement of the learners. Correspondingly, the self-efficacy of instructors is closely associated with elevated levels of academic achievement among students and directly impacts their teaching styles, zeal, dedication, and methods that cater to both the cognitive and emotional aspects of learning (Skaalvik & Skaalvik, 2017). It can be inferred that an educator possessing a strong sense of efficacy and expertise is considered to possess numerous capabilities. Such a teacher is responsible for the educational advancement of their students and views any obstacles faced by the learners as a chance to exert more effort in enhancing their achievements. These educators allocate extra time to oversee and cooperate with students, as well as create chances for improving learners' engagement. Proficient educators are more motivated to not only deliver the curriculum but also employ instructional techniques that augment students' acquisition of knowledge (Sharma & George, 2016). Educators who possess a greater sense of efficacy tend to adopt a more daring approach and set higher expectations for both themselves and their students. Consequently, this results in enhanced academic benefits for the learners. Conversely, instructors who lack efficacy demonstrate a weaker dedication to teaching, allocate less time to subjects they deem ineffective, and devote less time to academic issues (Xue, 2022). Besides, Educators with a strong sense of efficacy often exhibit a heightened level of organization and control. Moreover, they demonstrate a greater receptiveness to innovative concepts and are willing to explore novel techniques and approaches to better meet the various needs of their learners. The presence of efficacy significantly influences teachers' ability to persevere through challenging circumstances and bolsters their resilience when confronted with obstacles and issues (Tschannen-Moran & Hoy, 2007).

The findings of this research are of great importance to educators, English language teachers, and regulatory bodies responsible for the development of IELTS teachers. It is crucial for both current IELTS teachers at various proficiency levels and those undergoing IELTS teacher training programs to familiarize themselves with the notion of efficacy and its influence on the academic accomplishments of IELTS students. Educational experts, teacher trainers, and policymakers should acknowledge the significance of teachers' constructive contribution, encompassing their self-efficacy in providing effective instruction that can finally result in the achievements of the learners. By enhancing self-efficacy, educators can cultivate a more robust conviction in their capacity to handle demanding circumstances, such as effectively addressing challenging students, adjusting to novel pedagogical approaches, or effectively managing stress and burnout. Consequently, this can result in heightened motivation, job contentment, and dedication to the teaching profession. Hence, it is imperative for supervisors and instructors responsible for training educators to advocate for the adoption of self-efficacy strategies to address the diverse obstacles encountered in their profession. To accomplish this, it is

advisable to arrange workshops that facilitate positive collaboration among educators, as this serves as a potent method to bolster their efficacy and consequently contribute to the achievement of their students.

Fostering resilience emerges as an ongoing necessity in the professional development of IELTS teachers. Thus, it is essential not only to incorporate resilience instruction into teacher education programs for pre-service teachers but also to consistently integrate such knowledge into teachers throughout their professional journey. The results of this study can contribute to shaping materials for teacher education programs, recognizing teacher resilience as a crucial element in promoting effective teaching within the instructional context. Therefore, in addition to conveying innovative and optimal approaches to delivering content knowledge, teacher educators can introduce pre-service and in-service EFL teachers to the concept of teacher resilience, covering its various definitions, conceptual models, components, challenges to enactment, and strategies for addressing educational adversities while sustaining resilience.

Moreover, a self-efficacy and resilience workshop has the potential to suggest great views to curriculum developers regarding the difficulties and pressures experienced by IELTS teachers in their profession. This understanding can contribute to the creation of curriculum materials that better cater to the needs of teachers and promote inclusivity, as well as provide strategies for enhancing teacher resilience. Furthermore, teacher trainers need to possess knowledge about these concepts, particularly self-efficacy and resilience. Moreover, delving into other individual factors that may influence teachers' endurance can significantly add to the current literature in this field. The sample consisted of IELTS teachers, making it difficult to apply the outcomes of this study to a broader population of EFL teachers. Additionally, this study just addressed the teachers' views on self-efficacy and resilience after attending training workshops, more studies can be done to consider IELTS learners' points of view. To get a better view of IELTS teachers about the above-mentioned concepts, future researchers should also use observation. Observational investigations should supplement the outcomes of this study, aiming to discern any disparities or congruities between the reported data on instructional activities and their actual implementation. Future research endeavors should explore the interplay of personal and ecological factors such as grit, autonomy, parental and principals' leadership support in elucidating teacher efficacy. The notion of teacher efficacy warrants further refinement to align with the standards and competencies expected of EFL teachers across diverse settings. Longitudinal inquiries are recommended to track teachers over time, delineating the impact of personal and environmental factors at various stages of their professional development.

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