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Iranian EFL Teachers' Perceived Resilience Practice and its Prediction Through Teaching Style

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Abstract

The current research explored the connection between teaching styles and overall resilience among Iranian EFL instructors. Utilizing a correlational research design, the study selected 100 EFL teachers from diverse educational settings through convenience sampling. The participants were asked to complete two assessment tools: the Multidimensional Teacher Resilience Scale and the Grasha-Riechmann Teaching Style Survey. Data analysis was conducted using descriptive and inferential statistical methods via SPSS 26. Findings indicated that Iranian EFL teachers exhibited a moderate level of general resilience, with professional resilience emerging as the most prominent dimension. Additionally, all categories of teaching styles were found to be significant predictors of general resilience, with the expert teaching style serving as the strongest predictor and the formal authority style as the least influential. The study concluded that teaching styles may play a crucial role in fostering the resilience of EFL teachers, offering several implications and recommendations for teacher education and professional development.

Keywords: EFL Teachers; Resilience; Teaching Styles; Iranian Education; Predictors

1. Introduction

The resilience of teachers, particularly those teaching English as a Foreign Language (EFL), is a critical factor influencing their professional

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effectiveness and well-being (Ayoobiyan & Rashidi, 2021). In the context of Iranian EFL teachers, resilience becomes an essential quality due to the unique socio-cultural and educational challenges they face (Fathi & Saeedian, 2020). This research aims to explore the extent of general resilience among Iranian EFL teachers, identify the most prominent dimensions of their resilience, and examine how different teaching styles can predict their resilience levels.

Resilience, defined as the capacity to adapt positively despite adversity, has been recognized as a vital trait for educators, contributing to their ability to cope with the stresses of the teaching profession (Gu & Day, 2013). For EFL teachers in Iran, resilience is not only a personal attribute but also a professional necessity, given the pressures of educational reforms, cultural expectations, and the dynamics of language instruction. Understanding how resilience manifests in this specific group can provide insights into the support mechanisms and professional development required to enhance their teaching effectiveness and job satisfaction.

This study is guided by three research questions:

1. To what extent do Iranian EFL teachers demonstrate general resilience?
2. Which dimension of resilience is more demonstrated among Iranian EFL teachers?
3. Which teaching style can significantly predict the general resilience demonstrated among Iranian EFL teachers?

By addressing these questions, the research seeks to contribute to the existing body of knowledge on teacher resilience, with a specific focus on the interplay between teaching styles and resilience in the EFL context. The findings are expected to inform policy and practice, providing a foundation for targeted interventions to support EFL teachers in Iran.

2. Literature Review

2.1. Teaching Styles in EFL Contexts

Teaching styles refer to the distinctive approaches and methods teachers adopt to facilitate learning. (Buzzai et al., 2022). There are various teaching styles that educators can use to engage students and promote understanding. These styles can include lectures, group work, hands-on activities, and technology-based methods (Granero-Gallegos et al., 2022). Grasha's Teaching Style Model, for instance, categorizes these styles into five clusters: Expert, Formal Authority, Personal Model, Facilitator, and Delegator (Grasha, 1996). This model addresses the dynamic interaction between teaching and learning styles, emphasizing

the need for congruence between the two to foster an effective educational environment. Recent studies indicate that matching teaching styles with student learning preferences can significantly enhance engagement and academic outcomes (Sofyan & Mahmud, 2022).

Various studies have explored how different teaching styles influence and are influenced by factors such as teaching experience, emotional intelligence, and teacher autonomy. For example, research has indicated that emotional intelligence significantly correlates with teaching styles, with components like interpersonal skills, intrapersonal skills, adaptability, and stress management serving as predictors (Ghanizadeh & Moafian, 2010; Naik & Samuel, 2021). Additionally, the relationship between teaching styles and teacher autonomy has been established, suggesting that certain styles, such as Expert, Personal Model, and Delegator, enhance curriculum autonomy and empower teachers to innovate in their instructional methods (Benson, 2013; Fadaee et al., 2021).

In the context of EFL teaching, the interplay between teaching styles and teachers' resilience is particularly important. EFL teachers often face unique challenges, including cultural differences, varying levels of language proficiency among students, and often limited resources. A flexible and supportive teaching style can help EFL teachers manage these challenges more effectively. For instance, adopting a student-centered approach, such as the Facilitator style, can reduce classroom stress and enhance teacher-student relationships, fostering a supportive learning environment that promotes resilience (Richards & Rodgers, 2014). Similarly, the Personal Model style, which emphasizes personal connections and mentorship, can provide EFL teachers with the emotional support and professional satisfaction necessary to build resilience (Day & Gu, 2014). These insights highlight the crucial role of teaching styles in supporting EFL teachers' resilience, ultimately contributing to their professional effectiveness and well-being.

2.2. Resilience in EFL Teachers

Resilience in the educational context refers to the ability of teachers to adapt, cope with challenges, and sustain their professional commitment despite adverse conditions. Occupational resilience is crucial as it affects teachers' effectiveness and longevity in their careers (Gu & Day, 2013). Resilient teachers are better equipped to handle stressors, prevent burnout, and maintain a high level of teaching effectiveness over time (Beltman et al., 2011). This adaptability is particularly vital in the context of teaching

English as a Foreign Language (EFL), where teachers often face unique socio-cultural and educational challenges.

Factors contributing to teacher resilience include both positive elements, such as support from colleagues, problem-solving skills, and self-efficacy, and negative elements, such as previous adverse experiences, stress, and communication issues within the school (Mansfield, Beltman, Price, & McConney, 2012). The ability to navigate these factors successfully determines a teacher's resilience, influencing their overall effectiveness and job satisfaction. For instance, supportive school leadership and professional development opportunities can enhance resilience by providing teachers with the necessary tools and encouragement to persevere through difficulties (Brunetti, 2006). Conversely, a lack of support and high levels of stress can significantly undermine a teacher's resilience, leading to burnout and decreased job satisfaction (Howard & Johnson, 2004).

While various factors influencing teaching styles and resilience have been explored independently, there is a notable gap in the research regarding the direct relationship between these two aspects. Specifically, there is a lack of studies investigating how different teaching styles might impact a teacher's resilience in the EFL context (Kyriacou, 2001; Zhang & Yin, 2017). Addressing this gap is essential for developing comprehensive strategies to support EFL teachers in maintaining both their professional effectiveness and personal well-being.

One can hypothesize that teaching styles potentially influence resilience in several ways. For instance, teaching styles that incorporate elements of emotional intelligence, such as adaptability and stress management, may enhance a teacher's resilience. For example, teachers who adopt the Facilitator or Delegator styles might develop better interpersonal relationships with students, thereby reducing stress and increasing their ability to cope with challenges (Ghanizadeh & Moafian, 2010). Such styles encourage a supportive classroom environment, which can alleviate the pressures associated with language instruction.

Moreover, styles that promote teacher autonomy, such as the Expert and Personal Model styles, might contribute to higher levels of resilience. Autonomous teachers are likely to feel more in control of their professional growth and better equipped to handle bureaucratic and administrative stressors (Benson, 2013). This sense of control can lead to increased job satisfaction and a stronger commitment to the teaching profession, thereby enhancing resilience.

Furthermore, teachers employing the Personal Model style may build stronger connections with their peers and students, fostering a supportive network that is crucial for resilience (Richards, 2012). Positive interactions and encouragement from colleagues and administrators are essential for maintaining resilience in the face of adversity (Brunetti, 2006). A robust support system within the educational community can provide the emotional and professional backing needed to sustain resilience over time.

Understanding the intricate relationship between teaching styles and resilience is essential for developing strategies to support EFL teachers. Future research should focus on exploring this relationship to provide empirical evidence and practical insights.

3. Statement of the Problem

Despite the growing recognition of the importance of teacher resilience, there remains a gap in the literature concerning its specific manifestations and predictors among Iranian EFL teachers. By identifying how specific teaching styles influence resilience, educational institutions can better support teachers in adopting practices that not only enhance their teaching effectiveness but also bolster their ability to cope with the inevitable challenges of the profession. This understanding can inform targeted interventions aimed at fostering a more resilient and effective EFL teaching workforce.

Understanding which dimensions of resilience are most prominent and how teaching styles influence resilience can provide valuable insights for educational stakeholders. The lack of focused research on this topic hinders the development of targeted support strategies and professional development programs tailored to the needs of Iranian EFL teachers.

4. Significance of the Study

This study is significant for several reasons. Firstly, it addresses a critical gap in the literature by focusing on the resilience of Iranian EFL teachers, a group facing unique educational and cultural challenges. Secondly, by examining the relationship between teaching styles and resilience, the study provides actionable insights that can inform teacher training and professional development programs. Finally, the findings have the potential to enhance the well-being and effectiveness of EFL teachers, ultimately benefiting the broader educational system by promoting more resilient and adaptable teaching professionals.

5. Methodology

5.1. Research Design

The research design employed for this study entailed a correlational approach, aiming to scrutinize the intricate interplay between the resilience levels exhibited by Iranian English as a Foreign Language (EFL) teachers and the nuances of their teaching styles, with a particular emphasis on the predictive power of various teaching styles. This research design facilitated the exploration of potential associations between these key variables. The independent variables considered encompassed various teaching styles. Conversely, the dependent variables under scrutiny encompassed the general resilience levels of the EFL instructors, as quantified through a comprehensive resilience scale.

5.2. Participants

The study drew upon a participant pool of 100 Iranian EFL teachers, offering a diverse representation of educators from a spectrum of educational settings. These settings spanned primary schools, secondary schools, and language institutes, collectively contributing to a rich and varied sample. Participant recruitment followed a systematic approach of convenience sampling, with invitations thoughtfully disseminated via email, in-person channels, and social media platforms to ensure a broad and inclusive sample representation.

5.3. Instruments

The instruments employed to collect the required data in the current study were as follows.

5.3.1. Grasha-Riechmann teaching style survey

The Grasha-Riechmann Teaching Style Survey (GRTSS) is a questionnaire that measures the teaching styles of instructors in different educational settings. Teaching styles are defined as the distinctive and consistent patterns of behavior and preferences that instructors exhibit in their instruction. The GRTSS was designed and validated by Grasha (1996, 2002) based on the theory of social learning styles, which consists of five categories: expert, formal authority, personal model, facilitator, and delegator. The GRTSS assesses these categories through 40 items that cover various aspects of teaching, such as content delivery, classroom management, student interaction, and evaluation. The GRTSS uses a five-point Likert scale ranging from strongly disagree to strongly agree to indicate the level of agreement or disagreement with each item. The GRTSS is a useful instrument for identifying the dominant and recessive

teaching styles of instructors and exploring their implications for teaching and learning.

The GRTSS was used to measure the teaching styles of the participants in this study. The reliability and validity of the GRTSS were checked before using it for data collection. The Cronbach's alpha coefficient of the GRTSS was 0.87, indicating a high internal consistency. The construct validity of the GRTSS was confirmed by an exploratory factor analysis, which showed that the five-factor model of teaching styles fitted the data well (Grasha, 2002).

5.3.2. Multidimensional Teacher Resilience Scale (MTRS)

The Multidimensional Teacher Resilience Scale (MTRS) is a questionnaire that measures the resilience of teachers in different aspects of their work. Resilience is defined as the ability to cope with adversity and thrive in challenging situations. The MTRS was developed by Mansfield and Wosnitza (2015) based on the theory of resilience, which consists of four components: self-efficacy, optimism, hope, and resilience. The MTRS assesses these components through 26 items that cover various dimensions of teacher resilience, such as emotional, social, professional, and motivational. The MTRS uses a five-point Likert scale ranging from strongly disagree to strongly agree to indicate the level of agreement or disagreement with each item. The MTRS is a useful instrument for evaluating the resilience of teachers and identifying their strengths and areas for improvement.

The MTRS was used to measure the general resilience of the participants in this study. The reliability and validity of the MTRS were checked before using it for data collection. The Cronbach's alpha coefficient of the MTRS was 0.89, indicating a high internal consistency. The construct validity of the MTRS was confirmed by a confirmatory factor analysis (Mansfield & Wosnitza, 2015), which showed that the four-factor model of resilience fitted the data well.

5.4. Data Collection Procedure

The data collection process was executed systematically, commencing with the meticulous selection of Iranian EFL teachers who would actively participate in the study. Convenience sampling was employed to ensure feasibility and accessibility. Prospective participants were reached through a well-structured outreach strategy involving email communication and social media engagement. The participant cohort was thoughtfully drawn from a diverse range of educational contexts,

encompassing primary schools, secondary schools, and language institutes, thus enriching the sample's heterogeneity.

Prior to engaging in the study, participants were furnished with a comprehensive consent form that outlined the study's overarching purpose, procedural details, potential risks, benefits, and participants' rights. Informed consent was a pivotal prerequisite, with participants required to carefully peruse and endorse the consent form before embarking on their involvement in the research.

The data collection instruments comprised two essential components: the resilience scale and the teaching style inventory. The resilience scale was designed to gauge the resilience levels manifested by the EFL teachers, while the teaching style inventory aimed to uncover their distinct pedagogical inclinations. To enhance accessibility and ease of participation, the survey was administered both in traditional paper-and-pencil format and via the secure online Googleform platform.

Participants were afforded the flexibility to complete the survey at their own pace, with an estimated completion time of approximately 30 minutes. The digital format allowed participants to conveniently access and engage with the survey on their personal devices, such as laptops or smartphones. Data collection spanned a judiciously allotted two-month period, ensuring a comprehensive and representative dataset.

5.5. Data Analysis

The trove of data amassed was subjected to rigorous analysis employing the Statistical Package for Social Sciences (SPSS), specifically Version 26. The analytical journey commenced with a one-sample t-test, and a series of correlational analyses, specifically leveraging Pearson's correlation coefficient, to unravel the intricacies of the relationship between resilience and teaching styles. This statistical approach enabled the determination of not only the strength but also the direction of the associations between these key variables. Furthermore, multiple regression analysis was judiciously employed to ascertain the extent to which teaching styles exerted predictive influence on both resilience. This methodological framework underpinned the systematic exploration of the multifaceted dynamics within the study's purview.

6. Findings

Before running any statistical analysis, the collected data underwent the required preliminary checks to pave the way for using the appropriate statistics. In this regard, the collected data about the main variables of the study were checked through tests of normality and for outliers.

The normality of the data in the five categories (Expert, Formal Authority, Personal Model, Facilitator, and Delegator) was tested and confirmed using the Kolmogorov-Smirnov and Shapiro-Wilk tests. The normality of the data of General Resilience and its constituent dimensions—Professional Resilience, Emotional Resilience, Motivational Resilience, and Social Resilience—was also subjected to scrutiny through the Kolmogorov-Smirnov and Shapiro-Wilk tests and was ensured.

6.1. Research Question One

The primary research question of the current study embarked on an exploration to ascertain the degree to which Iranian EFL Teachers exhibit teacher resilience. This pivotal question aimed to shed light on the resilience levels among this specific group of educators, providing valuable insights into their ability to adapt and thrive in the face of challenges.

To address this question, a comprehensive set of descriptive statistics was employed. The resilience of the teachers was quantified using a metric referred to as 'General Resilience'. A total of 100 valid data points were collected for this metric, ensuring a robust sample size for the analysis.

Table **Error! No text of specified style in document.**1. *Descriptive Statistics*

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
General Resilience	100	2.36	1.24	3.60	2.5992	.33102	.110
Valid N (listwise)	100						

The table above provides a detailed breakdown of these statistical parameters. The data set, devoid of any missing entries, paints a comprehensive picture of the resilience landscape among the teachers. The mean, or average, resilience score hovers around 2.60, indicative of a moderate level of general resilience within the cohort. This observation is further corroborated by the median score, which also stands at 2.60.

In conclusion, these statistics suggest a moderate level of general resilience among Iranian EFL teachers. However, there is some variability in resilience levels across the sample, as evidenced by the range and standard deviation. This underscores the complexity of teacher resilience, hinting at the myriad factors that likely contribute to its development and manifestation.

6.2. Research Question Two

The second research question seeks to identify which dimension of a teacher's resilience is most prominently demonstrated among Iranian EFL teachers. Four dimensions of resilience were considered: Professional Resilience, Emotional Resilience, Motivational Resilience, and Social Resilience.

The descriptive statistics provided below offer a comprehensive overview of these dimensions. Each dimension was evaluated across 100 valid data points, ensuring a robust analysis.

Table 2. *Descriptive Statistics*

	N	Range	Min.	Max.	Mean	Std. Deviation	Variance
Professional Resilience	100	3.67	1.00	4.67	3.1017	.74832	.560
Emotional Resilience	100	2.00	1.00	3.00	1.9050	.50600	.256
Motivational Resilience	100	2.42	1.50	3.92	2.6567	.37833	.143
Social Resilience	100	3.50	1.00	4.50	2.1350	.74232	.551
Valid N (listwise)	100						

Altogether, based on the mean scores, Professional Resilience appears to be the most prominently demonstrated dimension of resilience among Iranian EFL teachers.

6.3. Research Question Three

A primary aim of the present investigation was to delve into the intricacies of the relationship among the principal study variables, specifically General Resilience, and the five distinct categories of teaching style: Expert, Formal Authority, Personal Model, Facilitator, and Delegator. To accomplish this objective, a Multiple Regression Analysis was employed. This statistical approach not only facilitates the exploration of relationships between variables but also holds the capacity to model these relationships, thereby enabling predictions concerning the dependent variable (EFL teachers' general resilience) based on the scores of the independent variables (Expert, Formal Authority, Personal Model, Facilitator, and Delegator teaching styles).

The utilization of Multiple Regression Analysis was particularly apt for addressing the third research question posited in the study, which sought to ascertain the predictor or combination of predictors (Expert, Formal Authority, Personal Model, Facilitator, and Delegator) that most significantly and accurately predict Iranian EFL teachers' general resilience. This analytical method, by its comprehensive nature, emerged

as the optimal tool to unravel the nuanced dynamics underlying the interplay between teaching styles and general resilience in the context of Iranian EFL educators.

In the conduct of Multiple Regression analysis, it is imperative to ensure that the data adheres to specific assumptions to uphold the reliability and validity of the analysis. Hahs-Vaughn and Lomax (2020) delineate a set of assumptions that necessitate verification before undertaking a Multiple Regression analysis. These assumptions are as follows.

- Assumption 1: Linearity of the Relationship:
- Assumption 2: Absence of Collinearity:
- Assumption 3: Independence of Residuals:
- Assumption 4: Homoscedasticity:
- Assumption 5: Normal Distribution of Residuals:
- Assumption 6: Absence of Influential Cases:

Adhering to these assumptions is integral to safeguarding the integrity of Multiple Regression analysis, as they collectively contribute to the robustness and validity of the statistical inferences drawn from the model.

Table 2. *Residuals Statistics*[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3.0474	4.4660	4.1399	.24414	100
Std. Predicted Value	-4.475	1.336	.000	1.000	100
Standard Error of Predicted Value	.024	.132	.045	.017	100
Adjusted Predicted Value	3.1676	4.4697	4.1416	.23884	100
Residual	-.56492	.62840	.00000	.26269	100
Std. Residual	-2.124	2.363	.000	.988	100
Stud. Residual	-2.179	2.411	-.003	1.013	100
Deleted Residual	-.59435	.66848	-.00162	.27674	100
Stud. Deleted Residual	-2.214	2.461	-.002	1.020	100
Mahal. Distance	.018	29.112	2.976	4.136	100
Cook's Distance	.000	.209	.014	.035	100
Centered Leverage Value	.000	.237	.024	.034	100

a. Dependent Variable: General Resilience

Consequently, meticulous steps were taken to ensure adherence to the assumptions necessary for the execution of Multiple Regression Analysis. Among these assumptions, Assumption 6 proved to be the most straightforward to assess. To evaluate this assumption, the Cook's Distance statistic was computed for each participant in the dataset, and the results are presented in the above Table. As a general guideline, Cook’s

Distance statistic values exceeding 1 are deemed significant outliers, capable of exerting undue influence on the model and, consequently, warranting removal. Inspection of the above Table reveals the absence of such instances in the present study, affirming the satisfactory fulfillment of the sixth assumption.

As for the first assumption of Multiple Regression analysis, as indicated in the following table, there was a linear relationship between the predictors and the outcome variable, meeting the first assumption.

Table 3. *Correlations among Main Variables*

		General Resilience	Expert	Formal Authority	Personal Model	Facilitator	Delegator
Pearson Correlation	General Resilience	1.000	.516	.546	.582	.354	.378
	Expert	.516	1.00	.454	.448	.514**	.397**
	Formal Authority	.546	.454	1.000	.527	.334**	.339**
	Personal Model	.582	.448	.527	1.000	.581**	.418**
	Facilitator	.354	.514**	.334**	.581**	1.000	.521**
	Delegator	.378	.397**	.339**	.418**	.521**	1.000
Sig. (1-tailed)	General Resilience	.	.000	.000	.000	.000	.000
	Expert	.000	.	.000	.000	.000	.000
	Formal Authority	.000	.000	.	.000	.000	.000
	Personal Model	.000	.000	.000	.	.000	.000
	Facilitator	.000	.000	.000	.000	.	.000
	Delegator	.000	.000	.000	.000	.000	.
N	General Resilience	100	100	100	100	100	100
	Expert	100	100	100	100	100	100
	Formal Authority	100	100	100	100	100	100
	Personal Model	100	100	100	100	100	100
	Facilitator	100	100	100	100	100	100
	Delegator	100	100	100	100	100	100

The second assumption for conducting the Multiple Regression analysis, collinearity, necessitates that the predictors (or independent variables) should not be excessively correlated. This can be verified in two ways. Initially, by examining the correlations table, it is required that no correlations exceed 0.8 among the predictors. In this study, this was not a concern as the maximum correlation was r = .582. Furthermore, the

collinearity assumption can be more objectively tested using two diagnostic tests, namely Tolerance and Variance Inflation Factor (VIF).

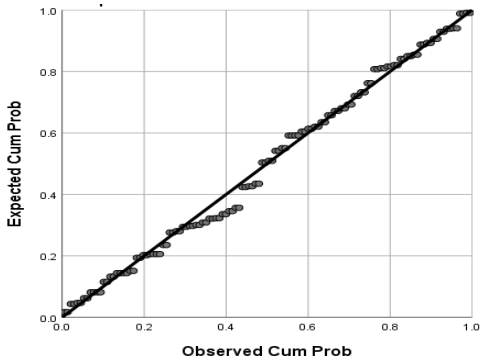
A VIF threshold often considered to indicate significant collinearity among predictors is 10 (Pituch & Stevens, 2016), corresponding to a tolerance of 2. Hence, to satisfy the collinearity assumption, the VIF test values need to be substantially below 10, and the Tolerance test value scores should be above 0.2, as demonstrated in the table below.

Table 4. *Collinearity Tests*

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Expert	.668	1.498
	Formal Authority	.734	1.363
	Personal Model	.663	1.507
	Facilitator	.527	1.408
	Delegator	.709	1.643

Regarding the fifth assumption, which necessitates the normal distribution of residuals, a P-P plot depicting the normal distribution of Regression Standardized Residuals was employed, as depicted in the subsequent figure.

Figure ***Error! No text of specified style in document.***1. *Normal P-P Plot of Regression Standardized Residual*



As illustrated in the above Figure, the examination of the normal distribution assumption for residuals is facilitated through scrutiny of the P-P plot for the model. The proximity of the dots to the diagonal line serves as an indicator of the normality of the residual distribution. In this instance, the majority of our data points closely align with the diagonal line, suggesting that Assumption 5 is reasonably satisfied.

Table 5. *Variables Entered/Removed*[a]

Model	Variables Entered	Variables Removed	Method
1	Expert, Formal Authority, Personal Model, Facilitator, Delegator[b]	.	Enter

a. Dependent Variable: General Resilience
b. All requested variables entered.

While Table 5 delineated the variables, encompassing predictors and the dependent variable incorporated in the model, Table 6 presented the Model Summary and the Durbin-Watson test, specifically employed to assess the third assumption. The Durbin-Watson statistic serves as a diagnostic tool for examining the independence of residuals. Ranging from 0 to 4, a value close to 2 is requisite for Assumption 3 to be upheld. Values deviating below 1 or surpassing 3 are indicative of potential concerns that could compromise the validity of the analysis. Notably, in the present study, the Durbin-Watson statistic exhibited close proximity to 2 (Durbin-Watson = 1.954), affirming the fulfillment of the third assumption in the undertaken analysis.

Table 6. *Model Summary*[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.591[a]	.457	.440	.26595	1.954

a. Predictors: (Constant), Expert, Formal Authority, Personal Model, Facilitator, Delegator
b. Dependent Variable: General Resilience

As per the information presented in Table 6, the value denoted as *R* in the corresponding column signifies the strength of the relationship between the dependent variable (DV), in this case, the teacher's general resilience, and the aggregate of predictor variables (IVs). In the present study, $R = 0.59$, indicative of a robust relationship, as categorized by Cohen (1988). The R-square column in the Model Summary table ($R^2 = .457$), offers insight into the proportion of variance in the dependent variable—Teacher's general resilience —attributable to the specified predictors, namely Expert, Formal Authority, Personal Model, Facilitator, and Delegator teaching styles. As illustrated in Table 18, this set of predictors accounted for approximately 45% of the variance in Teacher's Stroke. According to Cohen's (1988) criteria for assessing the effect size

of the predictors on the dependent variable using R-square, the observed value of R^2 falls within the range indicating a large effect ($R^2 \geq .26$).

Table **Error! No text of specified style in document.**7. *ANOVA*[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.332	5	2.444	34.552	.000[b]
	Residual	8.487	100	.071		
	Total	15.819	105			

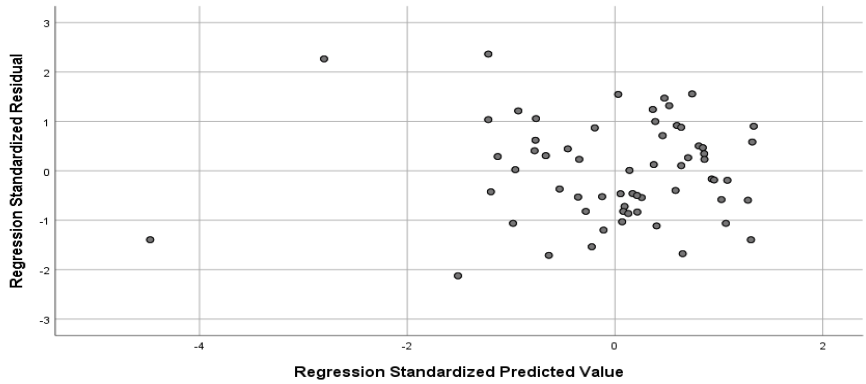
a. Dependent Variable: General Resilience

b. Predictors: (Constant), Expert, Formal Authority, Personal Model, Facilitator, Delegator

The F-ratio presented in Table 7 serves as a statistical test to ascertain the overall suitability of the regression model for the data. The table reveals that the independent variables—specifically, Expert, Formal Authority, Personal Model, Facilitator, and Delegator —exhibit statistically significant predictive power concerning the dependent variable, Teacher's General Resilience, denoted as $F(5, 100) = 34.552$, $P < .000$. This implies that the regression model effectively aligns with the data.

In addressing the fourth assumption, homoscedasticity, scrutiny was directed to the scatterplot of residuals, as depicted in the ensuing figure. Notably, the observational analysis of the scatterplot did not reveal homoscedasticity, as the residuals were not uniformly distributed across the plot.

Figure *2. Residuals Scatterplot*



Therefore, a Modified Breusch-Pagan test was run to check the assumption of homoscedasticity statistically, as displayed in the following table.

Table 8. *Modified Breusch-Pagan Test for Heteroskedasticity*[a,b,c]

Chi-Square	df	Sig.
19.537	1	.000

a. Dependent variable: General Resilience
b. Tests the null hypothesis that the variance of the errors does not depend on the values of the independent variables.
c. Predicted values from design: Intercept + Expert+ Formal Authority+ Personal Model+ Facilitator+Delegator

As indicated in Table 8, the P value in the Sig. column fell below .05, signifying that the variance of the residuals lacks constancy. This observation suggests the presence of Heteroskedasticity in the data, indicating a deviation from the assumption of homoscedasticity. The manifestation of Heteroskedasticity has the potential to heighten the probability of Type 1 or Type 2 errors in inferences regarding regression parameters (Hayes & Cai, 2007). In such instances, a possible strategy to mitigate the distorting impact of Heteroskedasticity on test statistics and inferences is to employ regression with the HC3 estimator, as delineated in the subsequent table.

Table 1. *Parameter Estimates with Robust Standard Errors*

Dependent Variable: General Resilience						
Parameter	B	Robust Std. Error[a]	t	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Intercept	1.678	.426	3.941	.000	.835	2.521
Expert	.313	.140	2.241	.027	.037	.590
Formal Authority	.130	.047	2.789	.006	.038	.222
Personal Model	.161	.055	2.907	.004	.051	.270
Facilitator	.157	.061	2.639	.003	.049	.197
Delegator	.194	.048	2.498	.004	.029	.292

a. HC3 method

Table 9 presents parameter estimates with robust standard errors for the dependent variable, General Resilience, encompassing the Intercept and five distinct categories: Expert, Formal Authority, Personal Model,

Facilitator, and Delegator. The Intercept exhibited a B value of 1.678, a robust standard error of .426, and a significant t-value of 3.941 at $p < .001$, with a 95% confidence interval ranging from .835 to 2.521.

For the Expert category, the B value was .313, the robust standard error .140, with a t-value of 2.241, and significance at $p = .027$. The 95% confidence interval for the Expert category spanned from .037 to .590. Similarly, the Formal Authority category had a B value of .130, a robust standard error of .047, a t-value of 2.789, and significance at $p = .006$, with a 95% confidence interval ranging from .038 to .222.

The Personal Model category exhibited a B value of .161, a robust standard error of .055, a t-value of 2.907, and significance at $p = .004$, with a 95% confidence interval extending from .051 to .270. Likewise, the Facilitator category displayed a B value of .157, a robust standard error of .061, a t-value of 2.639, and significance at $p = .003$, with a 95% confidence interval from .049 to .197.

Lastly, the Delegator category yielded a B value of .194, a robust standard error of .048, a t-value of 2.498, and significance at $p = .004$, along with a 95% confidence interval spanning from .029 to .292. The calculation of robust standard errors employed the HC3 method.

In this analysis, all categories have significant p-values ($p < .05$), suggesting that these categories significantly predict General Resilience. The teaching style with the strongest prediction power for General Resilience is the Expert category, as it has the highest regression coefficient (B = .313). The teaching style with the least prediction power for General Resilience is the Formal Authority category, as it has the lowest regression coefficient (B = .130). These conclusions suggest that certain teaching styles may have a more significant impact on General Resilience than others.

7. Discussion

The findings of this study indicate a moderate level of general resilience among Iranian EFL teachers. This aligns with previous research that has highlighted the importance of resilience in the teaching profession, particularly among EFL teachers. For instance, a study by Ebn-Abbasi and Nushi (2022) found a direct and positive correlation between EFL teachers' emotional regulation, resilience, and success. Similarly, Heydarnejad et al. (2022) found that resilience was more powerful in terms of predicting success than emotion regulation.

The observed moderate level of resilience among Iranian EFL teachers in this study could be attributed to a variety of factors. One potential explanation could be the supportive institutional environment that these

teachers operate within (Amin & Saukah, 2015). Research has shown that the educational setting, including the resources and support provided by the institution, can significantly impact teachers' resilience (Amin & Saukah, 2015; Xue, 2022).

In addition to the institutional environment, conducive social relationships that these teachers have could also play a crucial role. Social relationships, particularly those with peers and students, have been found to influence teachers' resilience. Teachers who report higher peer support and are assessed as more socially accepted by their teachers experience higher engagement and lower EFL anxiety (Matrić et al., 2019).

Another factor that could contribute to the resilience of Iranian EFL teachers is the positive emotions influenced by people around them, such as their students. Positive emotions can directly affect teachers' resilience, and teachers' emotional experiences influence their efficacy beliefs, goals, pedagogical adoptions, self-regulation, teaching style, and meaningful relationships with others (Li & Lv, 2022).

Another finding of this study highlighted that among the dimensions of resilience, Professional Resilience was the most prominently demonstrated by Iranian EFL teachers. This finding aligns with the growing body of research emphasizing the importance of resilience in the teaching profession, particularly in the context of EFL teaching (Li, 2023).

Professional Resilience, as a dimension of resilience, refers to the ability of teachers to maintain their professional commitment and engagement in the face of adversities and challenges inherent in the teaching profession1. This is particularly relevant for EFL teachers who often face additional challenges such as linguistic difficulties, cultural disparities, and instructional issues (Li & Lv, 2022).

Several factors could explain the prominence of Professional Resilience among Iranian EFL teachers. For instance, educator self-efficacy has a significant impact on educators' everyday lives as well as on their learners and is regarded as an important factor in successful education and instruction (Li, 2023). Teachers with high self-efficacy are more likely to exhibit resilience in the face of challenges. A recent study by Xue (2022) emphasized the significant impact of educator self-efficacy on educators' everyday lives as well as on their learners, and it is regarded as an important factor in successful education and instruction.

Another explanation is the emotional intelligence demonstrated by teachers. Resilient teachers usually have high emotional intelligence. They respond positively in tense circumstances, exhibit effective strategies for managing difficult situations, and are highly

efficacious. A study showed a direct and positive correlation between EFL teachers' emotion regulation, resilience, and success (Zhang, 2021). These factors together contribute to the teachers' ability to adapt and thrive in their professional roles. Further research is recommended to explore these dynamics in more depth.

The third finding of the study indicated that all teaching style categories significantly predicted EFL teachers' General Resilience. This means that the way EFL teachers approach their teaching practice has an influence on their ability to cope with challenges and difficulties in their profession. General resilience is a multifaceted and developmental concept that has recently captured the interest of some scholars, especially in the last 20 years, allowing teachers not only to face difficult situations to survive but also to recover and prosper (Xue, 2022). Teaching styles are the patterns of behaviors that teachers exhibit in the classroom, reflecting their beliefs, values, and goals (Fathi & Naderi, 2022). According to Grasha (1996), there are five teaching style categories: Expert, Formal Authority, Personal Model, Facilitator, and Delegator. Each of these styles has its own strengths and weaknesses and may affect teachers' resilience in different ways. For example, the Expert style emphasizes the teacher's knowledge and expertise and may foster teachers' confidence and self-efficacy, which are important components of resilience (Li & Lv, 2022). The Formal Authority style focuses on the teacher's role as a leader and a controller and may enhance teachers' sense of responsibility and authority, which are also related to resilience. The Personal Model style involves the teacher's demonstration of skills and attitudes and may promote teachers' self-awareness and reflection, which are essential for resilience (Xue, 2022). The Facilitator style encourages the teacher's guidance and support for learners and may increase teachers' empathy and communication, which are beneficial for resilience. The Delegator style allows the teacher to delegate tasks and responsibilities to learners and may improve teachers' flexibility and adaptability, which are crucial for resilience (Fathi & Naderi, 2022). Therefore, all teaching style categories can significantly predict EFL teachers' general resilience, depending on how teachers use them in their teaching practice.

The Expert teaching style had the strongest predictive power for EFL teachers' General Resilience. This means that the Expert style was the most influential factor among the five teaching style categories in determining teachers' resilience. The Expert style is characterized by the teacher's high level of knowledge and competence in the subject matter, and the teacher's expectation of learners to acquire that knowledge and

competence (Grasha, 1996). Teachers who adopt the Expert style tend to be confident, authoritative, and enthusiastic, and they often challenge their learners to achieve high standards (Xue, 2022). These characteristics may contribute to teachers' resilience in several ways. First, the Expert style may enhance teachers' self-efficacy, which is the belief in one's ability to perform a task successfully. Self-efficacy is a key component of resilience, as it influences teachers' motivation, performance, and coping strategies. Second, the Expert style may increase teachers' commitment, which is the degree of attachment and dedication to one's profession. Commitment is another important component of resilience, as it affects teachers' satisfaction, retention, and well-being. Third, the Expert style may foster teachers' professional development, which is the process of improving one's knowledge and skills through formal and informal learning opportunities. Professional development is also a vital component of resilience, as it enables teachers to update their practice, address their challenges, and meet their learners' needs. Therefore, the Expert style had the strongest predictive power for EFL teachers' general resilience, as it may boost teachers' self-efficacy, commitment, and professional development.

The Formal Authority teaching style had the least predictive power for EFL teachers' General Resilience. This means that the Formal Authority style was the least influential factor among the five teaching style categories in determining teachers' resilience. The Formal Authority style is characterized by the teacher's high level of control and discipline in the classroom, and the teacher's expectation of learners to follow the rules and procedures (Grasha, 1996). Teachers who adopt the Formal Authority style tend to be strict, rigid, and directive, and they often rely on their authority and power to manage their learners (Xue, 2022). These characteristics may hinder teachers' resilience in several ways. First, the Formal Authority style may reduce teachers' autonomy, which is the degree of freedom and choice in one's actions. Autonomy is a significant component of resilience, as it influences teachers' creativity, innovation, and agency. Second, the Formal Authority style may decrease teachers' collaboration, which is the degree of interaction and cooperation with other teachers and stakeholders. Collaboration is another essential component of resilience, as it affects teachers' support, feedback, and learning. Third, the Formal Authority style may limit teachers' diversity, which is the degree of recognition and appreciation of individual differences and needs. Diversity is also an important component of resilience, as it enables teachers to respect, understand, and respond to

their learners and contexts. Therefore, the Formal Authority style had the least predictive power for EFL teachers' general resilience, as it may diminish teachers' autonomy, collaboration, and diversity.

The results suggest that certain teaching styles may have a more significant impact on EFL teachers' General Resilience than others. This means that the relationship between teaching styles and teachers' resilience is not uniform or linear, but rather complex and dynamic. Different teaching styles may have different effects on different aspects of teachers' resilience, depending on the situation, the teacher, and the learner. For example, the Expert style may be more effective in enhancing teachers' self-efficacy, commitment, and professional development, but less effective in fostering teachers' autonomy, collaboration, and diversity. The Formal Authority style may be more effective in increasing teachers' responsibility and authority, but less effective in promoting teachers' self-awareness, reflection, and empathy. The Personal Model style may be more effective in improving teachers' self-awareness, reflection, and empathy, but less effective in boosting teachers' confidence, enthusiasm, and challenge. The Facilitator style may be more effective in increasing teachers' empathy, communication, and support, but less effective in enhancing teachers' competence, authority, and demonstration. The Delegator style may be more effective in improving teachers' flexibility, adaptability, and delegation, but less effective in increasing teachers' knowledge, discipline, and guidance. Therefore, the results suggest that certain teaching styles may have a more significant impact on EFL teachers' general resilience than others, depending on the context and the goal.

8. Conclusions and Implications

These findings highlight the importance of teaching styles in predicting General Resilience and suggest that adopting an Expert teaching style may be particularly beneficial in fostering resilience among students. However, further research is needed to explore these relationships in more detail and to examine the potential mechanisms through which teaching styles influence resilience.

Moreover, teachers' resilience is a multifaceted and developmental concept that allows educators not only to face difficult situations to survive but also to recover and prosper (Li & Lv, 2022; Xue, 2022). This resilience turns EFL educators into better experts, makes them more committed and inspired, and increases their perseverance. The conclusions of this study have some implications for EFL teachers,

English language learners, ELT materials developers, teacher trainers, and other stakeholders.

For EFL teachers, the conclusions suggest that they need to be aware of their own teaching styles and how they affect their resilience. Resilience is an important quality for teachers, as it helps them cope with the challenges and demands of their profession, such as stress, burnout, workload, diversity, and change. Resilience is a multifaceted and developmental concept that has recently captured the interest of some scholars, especially in the last 20 years, allowing teachers not only to face difficult situations to survive but also to recover and prosper (Xue, 2022). Teaching styles are the patterns of behaviors that teachers exhibit in the classroom, reflecting their beliefs, values, and goals (Grasha, 1996). According to Grasha (1996), there are five teaching style categories: Expert, Formal Authority, Personal Model, Facilitator, and Delegator. Each of these styles has its own strengths and weaknesses and may affect teachers' resilience in different ways. The study shows that Iranian EFL teachers have a moderate level of general resilience, which means that they have some strengths and weaknesses in dealing with adversity. The study also shows that among the dimensions of resilience, professional resilience was the most prominently demonstrated by Iranian EFL teachers, which means that they have a high level of commitment, competence, and development in their teaching practice. However, they may need to improve their personal and social resilience, which involves their emotional, cognitive, and relational aspects. The study also shows that different teaching styles have different predictive power for teachers' resilience and that the Expert style had the strongest predictive power, while the Formal Authority style had the least predictive power. This means that teachers who adopt the Expert style may have more confidence, enthusiasm, and challenge in their teaching, which may boost their resilience. On the other hand, teachers who adopt the Formal Authority style may have more rigidity, control, and discipline in their teaching, which may hinder their resilience. Therefore, EFL teachers need to reflect on their own teaching styles and how they can use them to enhance their resilience. They may also need to adopt a more flexible and balanced approach to teaching, by integrating different styles according to the situation, the learner, and the goal.

For English language learners, the conclusions suggest that they need to be aware of their own learning styles and how they match or mismatch with their teachers' teaching styles. Learning styles are the preferred ways of learning that learners have, reflecting their personality, cognitive, and

affective characteristics. According to Felder and Silverman (1988), there are four dimensions of learning styles: Sensing-Intuitive, Visual-Verbal, Active-Reflective, and Sequential-Global. Each of these dimensions has two opposite poles, and learners may fall anywhere along the continuum between them. Learning styles may affect learners' motivation, performance, and satisfaction. The study shows that different teaching styles have different effects on teachers' resilience, which may also affect their teaching quality and effectiveness. For example, teachers who adopt the Expert style may be more knowledgeable and competent, but less empathetic and supportive. Teachers who adopt the Formal Authority style may be more responsible and authoritative, but less creative and flexible. Therefore, English language learners need to understand their own learning styles and how they can adapt to their teachers' teaching styles. They may also need to communicate their needs and preferences to their teachers and seek feedback and guidance from them.

For ELT materials developers, the conclusions suggest that they need to be aware of the diversity and complexity of teaching and learning styles, and how they influence teachers' resilience and learners' outcomes. ELT materials are the resources and materials that are used for teaching and learning English, such as textbooks, workbooks, audio-visual materials, online platforms, etc. The study shows that Iranian EFL teachers have a moderate level of general resilience and that different teaching styles have different predictive powers for their resilience. This means that ELT materials need to cater to the needs and preferences of different teachers and learners and provide them with various options and opportunities to enhance their resilience and learning. For example, ELT materials may need to include different types of activities, tasks, and assessments that suit different teaching and learning styles. ELT materials may also need to incorporate elements of resilience education, such as self-awareness, self-regulation, problem-solving, coping skills, etc. (Tomlinson, 2011).

For teacher trainers, the conclusions suggest that they need to be aware of the importance and challenges of developing teachers' resilience and teaching styles. Teacher trainers are the professionals who provide training and support for teachers, such as mentors, coaches, supervisors, etc. The study shows that Iranian EFL teachers have a moderate level of general resilience and that different teaching styles have different predictive powers for their resilience. This means that teacher trainers need to help teachers improve their resilience and teaching styles, by providing them with relevant knowledge, skills, and strategies. For

example, teacher trainers may need to offer teachers workshops, courses, or programs on resilience and teaching styles, where they can learn about the concepts, theories, and models of resilience and teaching styles, and how they can apply them to their teaching practice (Richards & Farrell, 2005). Teacher trainers may also need to provide teachers with feedback, mentoring, or coaching on their resilience and teaching styles, where they can observe, analyze, and evaluate their teaching performance, and identify their strengths and areas for improvement (Day & Gu, 2014).

For other stakeholders, the conclusions suggest that they need to be aware of the role and impact of teachers' resilience and teaching styles on the quality and effectiveness of English language teaching and learning. Other stakeholders are the individuals or groups who have an interest or stake in English language teaching and learning, such as learners' parents, school administrators, policymakers, researchers, etc. The study shows that Iranian EFL teachers have a moderate level of general resilience and that different teaching styles have different predictive powers for their resilience. This means that teachers' resilience and teaching styles may affect their teaching behavior, attitude, and outcome, which may in turn affect learners' motivation, performance, and satisfaction. Therefore, other stakeholders need to support and appreciate teachers' resilience and teaching styles, by providing them with adequate resources, incentives, and recognition. Other stakeholders may also need to collaborate and communicate with teachers, by sharing their views, expectations, and feedback, and by listening to their needs, preferences, and challenges (Freeman & Johnson, 1998).

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