



## Experienced and Novice EFL Teachers' Adversity Quotient® and Their Self-Efficacy: Inspecting the Predictive Capacities

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### Abstract

This descriptive study primarily sought to investigate the relationship between experienced and novice EFL teachers' adversity quotient® (AQ®) and self-efficacy, and comparing the predictive capacity of EFL teachers' AQ® in terms of predicting their self-efficacy among the two categories of teaching experience was a further goal of the study. Selected through implementing convenience non-random sampling, a total of 120 male and female EFL teachers took part in the present study. These participants whose age ranged from 20 to 50 ( $M_{age} = 26$ ) were put in two categories of novice and experienced (60 in each group). Stoltz' (2019) Adversity Quotient Profile® Scale version 10.1 and Tschannen-Moran and Woolfolk Hoy's (2001) Teacher Sense of Self Efficacy Scale (TSES) were administered online among the participants. Having met the pertinent assumptions, two parametric tests, i.e. Pearson's correlation coefficient and linear regression, were employed to analyze the collected data. The obtained results revealed that there is a positive significant correlation between novice and experienced EFL teachers' AQ® and self-efficacy. Furthermore, both novice and experienced EFL teachers' AQ® was a significant predictor of their self-efficacy. The study concludes with a number of implications for EFL teachers and teacher trainers.

**Keywords:** Adversity quotient; Psycholinguistics; Self-efficacy; Teaching experience

### INTRODUCTION

Contemporary educational psychology has focused on the typical and desired characteristics of effective teachers, and teachers have now become the center of attention in the realm of education since they play a key role in accomplishing pedagogical purposes (Mitchell, Myles, & Marsden, 2013; Zaker, Nosratinia, Birjandi, & Yazdanimoghaddam, 2019, 2020). Quite sensibly, educators unanimously agree that the most crucial factor in improving education is enhancing teachers' efficiency (Wright, Hom, & Sanders, 1997), and over the past 40 years, we have witnessed a dramatic increase in the

number of studies on teachers' self-efficacy, supposed to be a significant factor in effective teaching across different educational settings (Zee & Koomen, 2016).

The concept of self-efficacy as an arguably distinct and context-sensitive factor has been defined as "a cognitive process in which people construct beliefs about their competence to perform at a given level of attainment" (Tschannen-Moran, Hoy, & Hoy, 1998, p. 68).

According to the pioneer of the self-efficacy theory, Bandura (1997), "Self-efficacy belief is the foundation of human agency and stands at the core of social cognitive theory" (p. 191). Bandura (1993) elaborated on the mechanisms of personal agency in which he focused on

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people's belief in their own levels of functioning, their ability to deal with complex tasks, and organize, execute, and control over those courses of action required to manage prospective situations and events in which whether they can produce those prospective performances or not. Based on his theorization, this belief includes "both professional and private behavior which connotes how people adapt, motivate, behave, feel, and think over the challenges they face" (p. 118).

Teacher self-efficacy is the teacher's personal belief and a strong self-regulatory characteristic. Also known as instructional self-efficacy, teacher self-efficacy was defined as "the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (Tschannen-Moran et al., 1998, p. 233); in simple terms, it is "personal beliefs about one's capabilities to help students learn" (Pintrich & Schunk, 2002, p. 331).

As postulated by Ormrod (2006), self-efficacy belief plays a crucial role in successfully using skills and professional knowledge in order to achieve goals in which a particular behavior will result in attaining certain outcomes in dealing with various circumstances, especially those specific goals in an EFL classroom (Bandura, 1997). Similarly, Bökmez (2004) and Alabay (2006) argue that self-efficacy perception affects one's goals, amount of efforts to reach these goals, duration of standing the difficulties, and reactions against failure (as cited in Koparan, Şahin, & Kuter, 2010).

Stoltz and Weihenmayer (2008) stated that individual efficiency performance and success are related to the amount of exposure to adversity. Moreover, it has been argued that the resilience to meet the inequities and indispensable impediments of life need a sense of self-efficacy (Bandura, 1997). Adversity refers to experiences that have the potential to produce undesirable outcomes and are capable of disrupting or destroying the successful operations of the normal functioning of a system (Masten & Obradović, 2006; Riley J. R. & Masten A. S., 2005).

Stoltz (1997), the pioneer of the Adversity Quotient® (AQ®) theory proposed this concept based on the three major sciences of cognitive psychology, psychoneuroimmunology, and neurophysiology. AQ® like other practical concepts comprises two significant dimensions: scientific theory and real-world application and is known as the science of resilience, which is referred to as the ability to "sustain psychological stability in the face of stress" (Combes-Malcome, 2007, as cited in Pradhan & Bhattacharyya, 2018, p. 273).

AQ® as a predictor of success motivates rethinking about the current formula of success and serves as a measure of how an individual perceives, deals with challenges, responds to adversity, and overcomes adverse circumstances (Enriquez & Estacio, 2009; Stoltz, 1997). According to Kusumawati (2018), AQ® is someone's intelligence in surmounting and overcoming the difficulties that occur in their life. That being the case, it is believed that those who successfully apply AQ® confront challenges, try to learn how to respond to them faster, and effectively perform their responsibilities (Stoltz, 1997).

According to Lazaro (2004), "research suggests that the ability of a person to handle difficult conditions at work influence ones work and performance if one can cope with stress then surely, he can perform well in his or her work" (as cited in Adiong & Angeles, 2019, p. 5). Thus, in the case of teachers, resilience is essential for the development of effective education settings and programs (Black-Hawkins, Florian, & Rouse, 2007; Gu & Day, 2007; Montgomery & Rupp, 2005).

When it comes to the other factors which affect teachers' self-efficacy and resilience, teaching experience, along with many other factors like students' achievement and levels of exhaustion (Holzberger, Philipp, & Kunter, 2013), stands out as a critical and determining factor (Pehlivan & Konukman, 2004). There are some differences between novice and experienced teachers in their skills, pedagogical knowledge, beliefs, expertise, and professional development needs (Gatbonton, 2008; Rodríguez & McKay, 2010), and it is believed that "the experience and professional time of

teachers affect their attitude in solving the problems” (Figley, 1985, as cited in Pehlivan & Konukman, 2004, p. 55).

Some scholars argue that experienced teachers are relatively more stable and less variable and have more opportunity to retain what works and eliminate what does not (Gatbonton, 2008). According to Akbari and Tajik (2009), novice teachers have sufficient knowledge but because of lack of enough experience, they may face some problems in the process of teaching such as motivating students while they are learning. However, there is an idea that because some experiences have the potential to produce undesirable outcomes, these specific experiences may lead to changes in efficacy beliefs (Bandura, 1997).

Motivated by the penchant for shedding light on the state of relationship between EFL teachers’ AQ® and self-efficacy while considering teaching experience (i.e., novice and experienced) a moderator variable, the present research intended to address and answer the following research questions:

*RQ<sub>1</sub>: Is there any significant relationship between experienced EFL teachers’ Adversity Quotient® and self-efficacy?*

*RQ<sub>2</sub>: Is there any significant relationship between novice EFL teachers’ Adversity Quotient® and self-efficacy?*

*RQ<sub>3</sub>: Does experienced EFL teachers’ Adversity Quotient® significantly predict their self-efficacy?*

*RQ<sub>4</sub>: Does novice EFL teachers’ Adversity Quotient® significantly predict their Self-efficacy?*

## METHOD

### Participants

Selected through implementing convenience non-random sampling, a total of 120 (13 males and 107 females) EFL teachers took part in the present study. These participants whose age ranged from 20 to 50 ( $M_{age} = 26$ ) were put in two categories of novice and experienced (60 in each group) regarding their teaching experience. The 60 novice teachers were those who had under three years of teaching experience, and the 60 experienced teachers enjoyed more than five years of teaching. This

classification was carried out in accordance with the criterion proposed by Gatbonton (2008, p. 162).

The participants worked as full-time and part-time teachers and taught English at different levels of proficiency at private language schools. The researchers deliberately chose those teachers who majored in TEFL since TEFL students do some courses on teaching and possess the basic familiarity with the variables and concepts of this study; this could result in excluding this familiarity as a potential intervening variable. The selected participants held different types of academic degree, i.e. 75 B.A. holders, 43 M.A. holders, and 2 Ph.D. holders.

### Instrumentation

#### *Teacher’s Sense of Self-Efficacy Scale*

Teacher’s Sense of Self-Efficacy Scale (TSES), developed by Tschannen-Moran and Hoy (2001), is available in two forms of long and short. Because this instrument was developed at the Ohio State University, it is sometimes referred to as the Ohio State Teacher Efficacy Scale (OTSES). The long-form of TSES which was employed in this study is comprised of three main subscales (*Student Engagement*, *Instructional Strategies*, and *Classroom Management*) and a total of 24 items, eight questions for each subscale; it is scored on a nine-point Likert-type scale continuum with anchors at 1-*Nothing*, 3-*Very Little*, 5-*Some Influence*, 7-*Quite A Bit*, and 9-*A Great Deal*. Published in 2001, this scale measures the self-perceptions of teachers on self-efficacy in which the minimum obtained score could be 24 ( $24 \times 1$ ) and the maximum obtained score could be 216 ( $24 \times 9$ ). The time allocated to respond to this questionnaire is 8 minutes.

The overall internal consistency (reliability) of this instrument, calculated through Cronbach’s Alpha, has been reported and published by different scholars as 0.94 (Tschannen-Moran & Hoy, 2001), 0.95 (Tschannen-Moran & Hoy, 2007), and 0.96 (Garvis, 2009). Furthermore, the validity of the long version of the TSES was assessed and supported through checking the consistency of scores (correlation) with the existing and valid

self-efficacy measures (Tschannen-Moran & Hoy, 2001).

### **Adversity Quotient Profile® Scale**

In this study, the AQP® developed by Stoltz, version 10.1 (2019) was employed which is a 14-item digital assessment, an oppositional scale-based questionnaire designed to measure an individual's AQ® that covers the subject's perception of and response to a diverse series of hypothetical adverse events. The AQP® contains 10-point Likert scales with thus a total score range of 40 to 200. The researchers had no role in the process of scoring of the AQP® questionnaire, and the final spreadsheet was received in an e-mail from PEAK Learning.

Reported by different scholars and published by PEAK Learning, the overall internal consistency has produced high rating for reliability as 0.92, measured through Cronbach's Alpha. Regarding the dimensions of AQ®, the reported Cronbach's Alpha values were 0.85 for Control, 0.93 for Ownership, 0.88 for Reach, and 0.86 for Endurance. The four dimensions of AQP® have demonstrated excellent validity with scale inter-correlation ranging from 0.28 to 0.72, in which the dimensions of Reach and Endurance have the highest correlation with 0.724 and the other dimensions have the moderate correlation with a good discriminant validity. It takes participants only 7-10 minutes to complete the AQP®.

### **Procedure**

As the first step, the researchers secured permission to use the TSES and AQP® from their designers. Dr. Paul Stoltz at PEAK Learning, Inc. California was asked through email for his consent for utilizing the AQP® version 10.1 (2019). Upon the submission and signing of the agreement, a unique URL was provided by PEAK Learning. Subsequently, the researchers asked Dr. Anita Woolfolk Hoy and Tschannen-Moran through email for their consent regarding the utilization of the TSES. Afterwards, the online form of the TSES was designed through Google Forms, and the online links for administering the questionnaires was prepared.

Subsequent to obtaining the participants' consent, they were thanked for the time they were to allocate to this study and they were thus given a detailed explanation of the intent and purpose of the study, and the researchers made sure that the participants gained a complete understanding of the topic, procedure, and instruments of the study before requesting for their participation which could took approximately 3-5 minutes. When the participants were familiarized with the purpose and objectives of the study, they were informed that their questions, while filling the questionnaires, would not be answered as it could impact the participants' answers. The participants were assured that their anonymity would be preserved and their responses would remain completely confidential. At this point, the questionnaires were distributed through online forms. The participants received a request to participate through the online version of the questionnaires and were given a link through messaging apps and social networks such as Telegram, WhatsApp, and Instagram. Both of the questionnaires were simultaneously sent to the participants without a time interval. To encourage participants to take part in the study, they were given the opportunity to receive the general personality profile result of their AQP® and TSES report through e-mail.

### **RESULTS**

In order to answer the research questions of the study, a series of statistical routines were carried out and both descriptive and inferential statistics were obtained. In so doing, all the pertinent assumptions were checked.

#### **The Preliminary Analyses**

Prior to running the statistical tests and answering the research questions of the study, it was essential to check a number of assumptions (Zaker et al., 2020). To begin with, the assumptions of interval data and participants' independence were checked and met (Tabachnick & Fidell, 2014). Besides, the visual inspection of the correlation scatterplots indicated that the assumptions of linearity of relations and homoscedasticity are met. In order to examine the normality of the score

distributions, the Kolmogorov-Smirnov test was used (Table 1).

**Table 1**  
*Kolmogorov-Smirnov Test of the Scores of the Participants on the AQ Profile®*

Ex.vs.Nov		Kolmogorov-Smirnov		
		Statistic	df	Sig.
Novice	AQP®	.113	60	<b>.053</b>
Experienced	AQP®	.108	60	<b>.080</b>

As Presented in Table 1, the Sig. values for the scores of AQP® are significantly higher than the critical value (.05); a non-significant

result of 0.053 for novice teachers and 0.08 for experienced teachers indicates normality (Tabachnick & Fidell, 2014).

**Table 2**  
*Kolmogorov-Smirnov Test of the Scores of the Participants on the TSES*

Ex.vs.Nov		Kolmogorov-Smirnov		
		Statistic	df	Sig.
Novice	TSES	.091	60	.200*
Experienced	TSES	.075	60	.200*

As shown in Table 2, the formal normality test of Kolmogorov-Smirnov was also used for the scores of TSES in which. The non-significant results of 0.200 for the novice teachers and 0.200 for the experienced teachers indicated the existence of normality (Tabachnick & Fidell, 2014). In consequence, the researchers concluded that the data met the assumptions of parametric statistical techniques. Therefore, the pertinent research

questions were answered through employing parametric tests.

**Answering the Research Questions**

*The First Research Question*

To address the first research question, i.e. whether a significant relationship existed between experienced EFL teachers' AQ® and self-efficacy, Pearson's correlation coefficient had to be run (Table 3).

**Table 3**  
*Pearson Correlation on the Experienced Participants' AQP® and TSES Scores*

Ex.vs.Nov		AQP	TSES	
Experienced	AQP®	Pearson Correlation	1	
		Sig. (2-tailed)	<b>.356**</b>	
		N	60	
	TSES	Pearson Correlation	<b>.356**</b>	1
		Sig. (2-tailed)	.005	
		N	60	60

\*\*Correlation is significant at the 0.01 level (2-tailed).

As demonstrated in Table 3, the correlation came out to be significant at the 0.01 level ( $r = 0.356, n = 60, p = 0.005 < 0.05$ ) with the power of the test being medium (Cohen, 1988). As a result, it was concluded that there is a significant relationship between experienced EFL teachers' AQ® and self-efficacy.

**The Second Research Question**

To address the second research question, i.e. whether a significant relationship existed between novice EFL teachers' AQ® and self-efficacy, Pearson's correlation coefficient was used (Table 4).



**Table 4**  
*Pearson Correlation on the Novice Participants' AQP® and TSES Scores*

Ex.vs.Nov			AQP	TSES
Novice	AQP	Pearson Correlation	1	<b>.258*</b>
		Sig. (2-tailed)		.046
		N	60	60
	TSES	Pearson Correlation	<b>.258*</b>	1
		Sig. (2-tailed)	.046	
		N	60	60

\*Correlation is significant at the 0.05 level (2-tailed).

As demonstrated in Table 4, the correlation came out to be significant at the 0.05 level ( $r = 0.258$ ,  $n = 60$ ,  $p = 0.046 < 0.05$ ). Although technically a positive correlation, the relationship between the variables is weak/small (Cohen, 1988). As a result, the researchers concluded that there is a significant relationship between novice EFL teachers' AQP® and self-efficacy.

### The Third Research Question

To answer the third research question, i.e. whether experienced teachers' AQP® was a significant predictor of their self-efficacy or not, a linear regression was run. As reported in Table 5, the R came out to be 0.356 and R square 0.127.

**Table 5**  
*Model Summary – R and R Square*

Ex.vs.Nov	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Experienced	1	<b>.356</b>	<b>.127</b>	.112	20.74219

Predictors: (Constant), AQP®. Dependent Variable: TSES.

To assess the statistical significance of the result, it was necessary to check Table 6. As

reported, the results of the ANOVA ( $F(1, 58) = 8.434$ ,  $p = 0.005 < 0.05$ ) proved significant.

**Table 6**  
*Regression Output: ANOVA Table*

Ex.vs.Nov	Model		Sum of Squares	df	Mean Square	F	Sig.
<b>Experienced</b>	1	Regression	3628.507	1	3628.507	<b>8.434</b>	<b>.005</b>
		Residual	24953.827	58	430.238		
		Total	28582.333	59			

Dependent Variable: TSES. Predictors: (Constant), AQP®.

Table 7 demonstrates the standardized beta coefficient ( $\beta = 0.356$ ,  $t = 2.904$ ,  $p = 0.005 < 0.05$ ) which reveals that the model was significant, meaning that experienced teachers'

AQP® could significantly predict their self-efficacy. Hence, it was concluded that experienced teachers' AQP® could significantly predict their self-efficacy.

**Table 7**  
*Regression Output: Coefficients*

Ex.vs.Nov	Model		Unstandardized Coefficients		Standardized	t	Sig.
			B	Std. Error	Coefficients Beta		
<b>Experienced</b>	1	(Constant)	112.558	18.653		6.034	.000
		AQP®	.421	.145	<b>.356</b>	2.904	.005

**The Fourth Research Question**

To address the fourth research question, i.e. whether novice teachers' AQ® was a significant predictor of their self-efficacy or

not, a linear regression was run. As reported in Table 8, the R came out to be 0.258 and R square 0.067.

**Table 8**

**Model Summary – R and R Square**

Ex.vs.Nov	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
<b>Novice</b>	1	<b>.258</b>	<b>.067</b>	.051	20.072

Predictors: (Constant), AQP®. Dependent Variable: TSES.

To assess the statistical significance of the result, it was necessary to check Table 9. As

reported, the results of the ANOVA ( $F(1, 58) = 4.153, p = 0.046 < 0.05$ ) proved significant.

**Table 9**

**Regression Output: ANOVA Table**

Ex.vs.Nov	Model		Sum of Squares	df	Mean Square	F	Sig.
<b>Novice</b>	1	Regression	1673.034	1	1673.034	<b>4.153</b>	<b>.046</b>
		Residual	23367.899	58	402.895		
		Total	25040.933	59			

Dependent Variable: TSES. Predictors: (Constant), AQP®.

Table 10 demonstrates the standardized beta coefficient ( $\beta = 0.258, t = 2.038, p = 0.046 < 0.05$ ) which reveals that the model was significant, meaning that novice teachers' AQ®

could predict significantly their self-efficacy. Hence, it was concluded that novice teachers' AQ® could significantly predict their self-efficacy.

**Table 10**

**Regression Output: Coefficients**

Ex.vs.No	v	Model	Unstandardized Coefficients		Standardized	t	Sig.
			B	Std. Error	Coefficients Beta		
<b>Novice</b>	1	(Constant)	118.528	19.284		6.147	.000
		AQP®	.305	.150	<b>.258</b>	2.038	<b>.046</b>

**DISCUSSION**

The present study attempted to inspect the association among experienced and novice EFL teachers' AQ® and self-efficacy. Some studies have highlighted the contribution of AQ® to EFL teachers' self-efficacy (Hamill, 2003). Besides, among the factors which affect teachers' desired qualities, including self-efficacy and resilience, teaching experience is unanimously acknowledged as a critical and determining factor (Pehlivan & Konukman, 2004). However, the systematic inspection of the abovementioned contributions and associations seemed to be an untouched area

which turned into the main purpose of this study.

Meeting the pertinent assumptions made it possible to employ parametric tests in order to answer the research questions of this descriptive study in which EFL teachers' AQ® and self-efficacy were considered the correlated variables and teaching experience (i.e., novice and experienced) was considered a moderator. The obtained results of the present study demonstrated that experienced EFL teachers' AQ® and self-efficacy were significantly related ( $r = 0.359, n = 50, p = 0.005 < 0.05$ ). Besides, a similar result was obtained among



novice EFL teachers' AQ® and self-efficacy ( $r = 0.258, n = 50, p = 0.046 < 0.05$ ).

Subsequently, answering the third research question indicated that experienced teachers' AQ® could significantly predict their self-efficacy ( $\beta = 0.356, t = 2.904, p = 0.005 < 0.05$ ), and finally, through answering the fourth/last research question, it was indicated that novice teachers' AQ® could significantly predict their self-efficacy ( $\beta = 0.258, t = 2.038, p = 0.046 < 0.05$ ). Regardless of teaching experience, the abovementioned findings are generally in line with the belief that self-efficacy and resilience (AQ®) are associated and intertwined (Hamill, 2003). In like manner, this finding provides further systematic support for the conventional notion that teachers' ability to withstand adversity would directly enhance their sense of efficacy and ability to triumph over pedagogical challenges (Bandura, 1997; Stoltz & Weihenmayer, 2008).

Teachers play a central and enabling role in education, and learners' successful learning outcomes are profoundly affected by teacher qualities (Nosratinia & Zaker, 2017; Shahzad & Naureen, 2017). In this regard, Yang (2019) suggested that teacher self-efficacy is explicitly associated with teachers' length of engagement in the practice of teaching while suggesting that participating in professional development could strengthen this association even further. This point is not irrelevant to the answers given to the first and second research questions of this study in which more experienced teachers demonstrated a higher level of association between self-efficacy and resilience.

Teaching experience as a potential determining factor in professional development would enhance teachers' chance in achieving success through increasing and utilizing their AQ® and self-efficacy (Marashi & Fotoohi, 2017). A higher level of predictive capacity for AQ® among experienced teachers (see research questions 3 & 4) also suggests that attempting to boost experienced teachers' AQ® and self-efficacy would result in a more consistent increase in their teaching qualities. As a result, it is sensible to argue that this finding highlights the importance of teaching

experience in language education even further (Hamill, 2003; Mitchell et al., 2013).

The last point to make is that facing some limitations in the research process is always inevitable, and multiple personal and contextual factors might negatively affect the generalizability and validity of research findings (Best & Kahn, 2006; Zaker et al., 2019, 2020). This point suggests that the advantage of experienced teachers' AQ® over novice teachers' AQ® in predicting their self-efficacy should be checked and confirmed in other ELT contexts. The key limitations of this study are highlighted in the final section of this article through the recommendations offered for further studies.

## CONCLUSION

This study was conducted in order to observe and scrutinize the nature of the bond between experienced and novice EFL teachers' AQ® and self-efficacy. A further goal of the study was to compare the predictive capacity of EFL teachers' AQ® in terms of predicting their self-efficacy among the two categories of teaching experience. In this day and age, experts and scholars in the realm of language education, without a shadow of doubt, acknowledge the key role of teachers and their personal and professional characteristics in accomplishing pedagogical purposes (Mitchell et al., 2013; Nosratinia & Zaker, 2017).

Among the abovementioned characteristics, teachers' sense of efficiency (aka self-efficacy) has received a wide recognition as a key and vital element in effective teaching across different educational settings (Zee & Koomen, 2016). Defined as "a cognitive process in which people construct beliefs about their competence to perform at a given level of attainment" (Tschannen-Moran et al., 1998, p. 68), self-efficacy is believed to play a central role for teachers in successfully using their skills and professional knowledge for achieving goals in dealing with various circumstances (Ormrod, 2006). Besides, numerous studies have highlighted the idea that self-efficacy affects teachers' goal setting, efforts, and resilience (Koparan et al., 2010).



Being a mental quality and construct, similar to other human behaviors, self-efficacy, by nature, is related to one's cognitive, metacognitive, and personality qualities (Fahim & Zaker, 2014; Zaker, 2015). Furthermore, it is believed that a great deal of these qualities are subject to manipulation (Zaker, 2016), making it sensible to suggest that through developing and strengthening a mental quality we might be able to amplify and modify other related qualities and characteristics. Rooted in this premise, this descriptive study was an attempt to explore and investigate the association between EFL teachers' self-efficacy and AQ® while considering their teaching experience category.

Answering the four research questions of this study confirmed that self-efficacy and AQ® are associated and intertwined (Hamill, 2003). Moreover, AQ® was a significant predictor of EFL teachers' self-efficacy among different teaching experience categories. Defined as teachers' ability to withstand and overcome adversities they face in different settings (Stoltz, 1997), AQ® is believed to function as a predictor of success and serve as a measure of how teachers respond to challenges and adversities (Enriquez & Estacio, 2009). Previous research has identified the components of AQ®, i.e. control, origin and ownership, reach, and endurance (Canivel, 2010). Therefore, and in the wake of the findings of this study, EFL teachers are suggested to focus on their AQ® and attempt to increase its level via developing its components through:

● **Exercising Control**

Acknowledging control over the adverse circumstances and attempting to influence whatever happens next (Cura & Gozum, 2011);

● **Exercising Ownership**

Attempting to do something to improve themselves and the situation regardless of their formal responsibilities and considering themselves accountable for dealing with situation along with trying to obtain a specific result in response to a specific problem (Canivel, 2010);

● **Exercising Reach Limitation**

Assuming a limit for the reach of adversity and keeping the setback under control along with feeling empowered to put challenges and setbacks into their place (Canivel, 2010; Stoltz, 1997); and

● **Exercising Endurance**

Assuming a limit for the duration of good or bad consequences of events (Enriquez & Estacio, 2009) and seeing beyond difficulties while maintaining optimism (Maiquez, Preolco, Sausa, & Talatagod, 2015).

On the basis of the obtained results, EFL teacher trainers, are recommended to include self-efficacy in the process of training through explanation and direct instruction, or indirectly, through manipulating relevant factors, e.g. AQ®. In addition to focusing on the implementation of the four abovementioned components of AQ®, EFL teacher trainers are recommended to exercise the LEAD formula proposed by Stoltz (1997) in the training process and attempt to internalize this procedure among the prospective EFL teachers. Devised to promote AQ® and rooted in cognitive psychology, the LEAD formula/technique consists of the following elements (Baroa, 2015):

● **Listening**

Listening carefully prior to responding to adversities which determines the ability of the person in decision-making over adverse scenarios;

● **Exploring**

Attempting to detect the root cause of the problems and assuming responsibility;

● **Analyzing**

Studying and considering the context and situation carefully and making an appropriate decision; and

● **Doing Something**

Working out a plan of action and evaluating the results.

In light of the findings and considering the design, context, limitations, and peculiarities of this descriptive study, other studies may endeavor to:

● replicate the present study with a sample in which there are equal numbers of female and male EFL teachers which removes gender as a

factor which limits the generalizability of the findings;

- compare AQ® with other internal factors in predicting EFL teachers' self-efficacy;
- supplement the quantitative data with some qualitative data in order to amplify the validity of the findings;
- exercise a random sampling strategy; and
- compare the levels of AQ® and self-efficacy among experienced and novice EFL teachers.

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