Predictive Role of EFL Teachers' Resilience on Their Work Engagement: Focus on Teaching Experience

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ABSTRACT

Teacher resilience and work engagement are critical factors in enhancing educational effectiveness and fostering a positive learning environment in today's rapidly evolving landscape of education. The present study aimed to find whether teacher resilience components (i.e., internal motivations, social skills, pedagogical skills, and contextual support) predict experienced Iranian EFL teachers' work engagement (i.e., cognitive-physical engagement, emotional engagement, social engagement with colleagues, and social engagement with students). For this purpose, 200 novice and experienced Iranian EFL teachers were selected randomly, and the data were collected by the Engaged Teachers Scale and the English Language Teacher Resilience Instrument and analyzed by standard multiple regression. The regression analysis results for experienced teachers indicated that cognitive-physical engagement was predicted by internal motivation; emotional engagement was predicted by internal motivations, social skills, and pedagogical skills; and contextual support predicted the experienced teachers' social engagement with colleagues. For novice teachers, internal motivations, social skills, and contextual support predicted cognitive-physical and emotional engagement. Furthermore, internal motivations and contextual support predicted their social engagement with students, and social engagement with colleagues was explained by social support. These results suggest that enhancing teacher resilience can lead to increased engagement levels, ultimately benefiting student learning experiences. Besides, the findings underscore the importance of providing support structures in educational settings to bolster teacher well-being and effectiveness. This study highlights the need for targeted interventions that focus on developing teachers' resilience and engagement, which could have lasting positive effects on the education system.

KEYWORDS: Resilience; Work engagement; Novice teachers; Experienced teachers

1. Introduction

It is widely recognized that organizations need individuals who demonstrate dedication and exert their full capacity and potential within their respective organizations, and educational institutions are not exempt from this requirement (de Freitas Langrafe, et al., 2020). Teachers have a leading role in enhancing the quality of education and facilitating the advancement of students eager to change (Gardinier, 2012). This crucial undertaking necessitates teachers to actively invest themselves physically, emotionally,

and cognitively in their professional endeavors. In other words, teachers ought to possess work engagement, a state of mind characterized by positivity, fulfillment, and a strong engagement in their career (Schaufeli et al., 2002). Teachers who cannot effectively cope with work-related challenges are susceptible to experiencing a range of negative emotional stated, such as stress, anxiety, apprehension, and boredom, which, in turn, could lead to their disconnection from their professional roles (Xie, 2021), dissatisfaction with their job (Polat & İskender, 2018), burnout (Fathi et al., 2021; Zhaleh et al., 2018), and attrition (Liu & Li, 2020).

The work engagement of teachers, characterized by their intense passion and wholehearted commitment, demonstrates their dedication to their professional responsibilities (Türk & Korkmaz, 2022). This profound investment of their emotions, intellect, and personal resources signifies their wholehearted involvement in their occupation. Consequently, the work engagement displayed by teachers is pivotal in successfully attaining educational institutions' objectives (Rasheed, 2020). To ensure organizational effectiveness and enhance productivity, employees should possess a distinctive approach to their work, thereby elevating the overall quality of their professional lives and augmenting the well-being of the workforce (Köse & Uzun, 2018).

Understanding resilience across various disciplines offers significant conceptual foundations for investigating resilience in educators. Previous studies (for example, Gu & Day, 2013; Gu, 2014) demonstrated that teacher resilience possesses three distinct features. Firstly, it is contingent upon the context, as teacher resilient potentials can be better comprehended by considering "the more proximal individual school or classroom context" and "the broader professional work context" (Beltman et al., 2011, p. 190).

Secondly, the resilience of educators is also specific to their role, as it is closely connected to the strength and determination of their vocational dedication. Indeed, this intrinsic inclination to educate and their unwavering commitment to serving others sets teaching apart from numerous other occupations and professions (Hansen, 1995). In his examination of teachers employed in US urban high schools, Brunetti (2006) described resilience of teachers as "a quality that enables teachers to maintain their commitment to teaching and teaching practices despite challenging conditions and recurring setbacks" (p. 813).

Thirdly, the concept of a resilient teacher goes beyond merely recovering efficiently and quickly from troubles. Besides the everyday strains and inevitable doubts that characterize the work and lives of many teachers, necessitating resilience every day (Day & Gu, 2014), they also encounter problems of different phases of their career journey. Gu and Li's (2013) investigation of school teachers, for instance, revealed that while the nature of the situations they faced at each milestone of their professional and personal lives might vary, the level of physical, emotional, and intellectual energy requisite for handling them could be remarkably similar.

In general, it can be inferred that studying the predictive role of EFL teachers' resilience on their work engagement is crucial because it can unveil the complex interrelationships that impact teachers' motivations and overall effectiveness in the classroom. Understanding this connection not only informs strategies for enhancing teacher well-being and professional development but also contributes to improved student outcomes and a more supportive educational environment.

2. Literature review

2.1. Teacher resilience

According to Mansfield et al. (2016), resilience is conceptualized as an inherent characteristic that empowers educators to effectively navigate and address the obstacles and complexities associated with the teaching profession rather than merely enduring them. Resilient instructors are posited to display enhanced motivation, demonstrate commitment to professional growth, and be dedicated to enhancing their pedagogical practices. Consequently, they function as a key factor in upholding and ensuring the provision of quality education (Zhang, 2021). These educators possess the essential skills to thrive in challenging circumstances, excel in instructional leadership, foster positive rapport with their students, experience job satisfaction, display dedication to vocation, and derive personal gratification and accomplishment from their professional endeavors (Chu & Liu, 2022). Furthermore, it is worth noting that students who are taught by resilient teachers more probably attain their preferred educational outcomes (Derakhshan et al., 2022).

The theoretical framework regarding teacher resilience, which has been adapted for this study, was originally articulated by Mansfield et al. (2012), who undertook qualitative interviews with both graduating and early-career educators to elucidate their perceptions surrounding the concept of teacher resilience. The findings from these interviews yielded 23 distinct facets of teacher resilience and subsequently classified these facets into four overarching dimensions. The *profession-related dimension* within their framework encompassed elements pertinent to the pedagogical practice, including "organization, preparation, utilization of effective teaching strategies, and reflective practices" (Mansfield et al., 2012, p. 362). The *social dimension* pertained to interpersonal interactions within the educational milieu, such as the cultivation of a support network, soliciting assistance, and heeding advice. The *internal motivation* factor pertains to the intrinsic drives and commitments that sustain teachers' perseverance in their professional trajectories. Possessing intrinsic motivations to engage in teaching is regarded as "a significant professional asset for educators". Elements such as the teachers' self-efficacy, confidence, perseverance, and professional aspirations are closely

associated with motivation. Ultimately, the *contextual support* component encompasses the affection and assistance of family and friends, the support of colleagues, and the nurturing relationships fostered by administrators (Mansfield et al., 2012).

The research revealed that teachers' resilience can accurately predict various pedagogy aspects. To illustrate this point, Liu and Chu (2022) and Tait (2008) identified that resilience could predict teachers' professional accomplishments, commitment to their organization, retention, and enthusiasm. These researchers posit that teachers capable of facing educational challenges and adapt to different learning and teaching contexts can more probably continue their career and accomplish in their job. Additionally, Ergün and Dewaele (2021) asserted that teachers' resilience assists them in preserving a sense of well-being and enjoyment in their teaching endeavors. Similarly, Beltman et al. (2011) argued that resilience encourages teachers to teachers "to thrive rather than just survive in the profession" (p. 188). They emphasize the significance of resilience in enabling teachers to flourish in their vocation. Similarly, Gu and Day (2013) state that teacher resilience significantly enhances their level of job satisfaction, a crucial factor for their pedagogical effectiveness. Moreover, it is worth noting that resilience has also been found to have positive implications for student-related variables (Li et al., 2019). According to Li et al. (2019), the resilience of instructors in classrooms substantially affects students' engagement in academic activities, motivation, and learning.

Resilience of teachers can be examined from varied perspectives and might be attributed to different aspects (Beltman, 2020). In her research, Beltman (2020) delineated four viewpoints of teacher resilience: the Person-focused Perspective, the Process-focused Perspective, the Context-focused Perspective, and the System-focused Perspective. The person-focused perspective encompasses profession-related, social, emotional, and motivational aspects. The emotional dimension addresses teachers' sense of humor and ability to recover and regulate their positive and negative emotions. As the second component of the person-focused perspective, the social dimension deals with interpersonal skills of teachers. The dimension of motivation is linked to teachers' tenacity, tolerance, perseverance, self-worth, and self-confidence. Lastly, the dimension related to profession pertains to expertise, teaching abilities, and classroom management of teachers (Beltman, 2020).

In relation to the process-focused perspective, resilience is located where the teacher and the classroom context meet. At this point, teachers utilize various techniques to remove challenges and retain their well-being and engagement (Mansfield et al., 2014). On the other hand, from the context-focused perspective, resilience involves agency and the ability to utilize personal and contextual resources (Gu & Li, 2013). Lastly, the system-focused perspective suggests that "processes that lead to resilience clearly involve many systems within the individual as well as many systems outside the individual" (Masten, 2014, p. 170).

2.2. Teacher work engagement

Even though teaching is a highly demanding profession (McIntyre et al., 2017), a large number of teachers are so enthusiastic about their work and devote all their lives to teaching, which is called work engagement and denotes the "positive, fulfilling and work-related state of mind that is characterized by vigor, dedication and absorption dimensions" (Schaufeli et al., 2002, p. 75).

Teacher engagement is a construct that pertains to teachers' motivation and involves the voluntary provision of teachers' physical, cognitive, and emotional resources to activities related to teaching (Klassen et al., 2012). The construct of teacher engagement, as the theoretical framework of the present study, is based on a multi-faceted concept suggested by Klassen et al. (2013), encompassing *social*, *cognitive-physical*, and *emotional* dimensions. Cognitive-physical engagement refers to the degree to which instructors focus on and putt all their energy into their work responsibilities. Emotional engagement denotes the positive emotional responses of teachers to their work. Lastly, social engagement includes both the colleagues and students' issues and pertains to teachers' perception of their relationship with and concern for both. While Klassen et al. (2013) acknowledge that their teacher engagement concept is based on various models of work engagement, they do not depict how this is done. However, the dimensions defined in Klassen et al.'s (2013) model can be merged with present literature on work engagement and teacher-relatedness (Jennings & Greenberg, 2009; Klassen et al., 2013).

Policymakers and researchers in education have recently started to show increased interest in teacher engagement for several reasons. Firstly, a substantial body of evidence proves that teachers' effectiveness is the primary factor influencing the variation in students' achievements (Hindman & Stronge, 2009). Additionally, it has been established that engagement is closely associated with effectiveness of teachers (Bakker & Bal, 2010). Therefore, policymakers and teachers are highly motivated to comprehend how to promote work engagement of teachers to enhance their effectiveness. Secondly, engaged teachers are less susceptible to burnout and related health issues (Hakanen et al., 2006). Consequently, the engagement level is linked to attrition of teacher. In other words, engaged teachers less probably leave the job or need expensive support for problems related health. Lastly, work engagement is connected to productivity and active participation in the workplace, indicating that engaged teachers are more inclined to participate in the school community and hold no additional responsibilities beyond the school context (Parker & Martin, 2009). A deeper understanding the engagement of teachers at school may provide insights into strategies to enhance their well-being and improve their classroom effectiveness.

Furthermore, it appears that work engagement of teachers can lead to various results, including performance-related outcomes, personal, emotional, social (such as being socially active), and motivational outcomes (Schweitzer, 2014). Research

demonstrated that engaged teachers outperform their non-engaged counterparts, demonstrate higher productivity, and maintain a healthy social life outside work. Kahn (1990) suggested that engaged teachers are socially connected to their colleagues, psychologically available for engagement, active and present in their work, and able to display their preferred selves. Bakker and Bal (2010) presumed that the levels of the weakly engagement of teachers is positively correlated with their career performance. Another study conducted by Skinner and Belmont (1993) found that the involvement of their teachers determines students' emotional engagement. When children perceive their teachers as warm and affectionate, they sense more happiness and enthusiasm in the classroom.

Teacher engagement has been examined with regard to the duration of instructional experience, gender, and status of teachers. For example, Topchyan and Woehler (2021) reported that permanent teachers had notably higher overall work engagement and greater job satisfaction than temporary teachers. Nonetheless, the duration of the teaching experience was not associated with work engagement and job satisfaction. Conversely, Faskhodi and Siyyari (2018) demonstrated that the more teaching experience of English teachers was significantly related to increased work engagement, and from the perspective of teaching online, Obrad and Circa (2021) reported that motivation and perceived learner engagement were significant factors influencing teaching engagement.

2.3. Resilience and work engagement

Resilience plays a crucial role in the teachers' well-being, mainly in difficult educational situations, and might affect engagement of teachers (Chen & Chi-Kin Lee, 2022). Specifically, teacher resilience helps educators effectively navigate challenges and difficulties in their workplace, leading to an enhanced ability to contemplate their practices and boost their work engagement. Put differently, the relationship between teacher work engagement and resilience indicated that teachers who can handle the teaching challenges effectively find greater satisfaction in their profession, which, in turn, fosters their increased engagement (Mansfield et al., 2016; Polat & İskender, 2018).

The link between teacher resilience and work engagement was examined by Ugwu and Amazue (2014). Their findings indicated that teacher resilience significantly explained teachers' work engagement level. Adopting a mixed-methods approach, Xie (2021) investigated the predictive function of emotion regulation (expressive suppression and cognitive reappraisal) and resilience of Chinese English teachers. The findings demonstrated a moderate relation between cognitive reappraisal and work engagement. However, expressive suppression did not predict work engagement. Additionally, resilience significantly predicted work engagement. Semi-structured interviews also identified external factors (such as relationships with colleagues and administrators, high levels of support, and students' achievement, engagement, and motivation) and internal factors (such as a feeling of accomplishment, accountability, and resilience in the workplace) as contributing factors to the work engagement of English teachers.

Although several studies have investigated the relationship between teacher work engagement and resilience (e.g., Xie, 2021; Heng & Chu, 2023), research specifically targeting English teachers remains sparse. Previous literature has primarily concentrated on general teacher populations, with limited attention given to the unique challenges and contexts faced by EFL teachers. Moreover, while some studies acknowledge the significance of various components of teacher resilience—such as internal motivations, social skills, pedagogical skills, and contextual support—very few have thoroughly examined how these specific components interact with different dimensions of work engagement, including cognitive-physical, emotional, and social engagement with colleagues and students.

In addition, the majority of existing research primarily employed correlational methods, which may not fully capture the causal relationships or the complexities inherent in these dynamics. Notably, the literature lacks comparative analyses between novice and experienced EFL teachers, thus leaving a critical gap in understanding how levels of resilience and work engagement may vary according to teaching experience. To the best of the researchers' knowledge, no studies have explored these dimensions within the context of Iran, thereby limiting the applicability of findings to similar educational settings. Therefore, this study aims to fill these gaps by investigating both the predictive role of English teachers' resilience on their work engagement and the differences between novice and experienced teachers in an Iranian context. Therefore, the present study is to respond the following questions.

1. Can teacher resilience components (i.e., internal motivations, social skills, pedagogical skills, and contextual support) predict experienced Iranian EFL teachers' work engagement (i.e., cognitive-physical engagement, emotional engagement, social engagement with colleagues, and social engagement-students)?

2. Can teacher resilience components (i.e., internal motivations, social skills, pedagogical skills, and contextual support) predict novice Iranian EFL teachers' work engagement (i.e., cognitive-physical engagement, emotional engagement, social engagement with colleagues, and social engagement-students)?

3. Methodology

3.1. Research design

A descriptive survey research design was utilized in the present study. This design type is applied in studies that necessitate the establishment of a precise depiction or account of participants' attributes concerning behaviors, opinions, competencies, beliefs, and knowledge without the alteration of outcomes (Neuman, 2000). As articulated by Creswell and Creswell (2017), a survey denotes an investigation that employs a representative sample. Survey research designs encompass procedures within quantitative research wherein researchers administer a survey to either a sample or the entirety of the population to delineate their attitudes, opinions, behaviors, or characteristics (Polit & Beck, 2017). The data were collected from both novice and experienced Iranian EFL teachers in Isfahan, Iran.

3.2. Participants

The participants were 200 Iranian female and male English language institute teachers in Isfahan, Iran, selected by convenience sampling. Opting for a convenience sampling procedure benefits the researcher by relying on those available participants during the research process and saving time as another significant point in research (Mackey et al., 2006). The teachers, including novice and experienced ones, were Persian speakers; none had the experience of living and teaching in an English-speaking country. Harmsen et al. (2018) state that novice teachers have no to three years of teaching experience. Accordingly, three years of teaching experience was set as a criterion for grouping the participants into experienced and novice teachers. Demographic information of the participants is presented in Table 1.

Table 1. Demographic information of the participants

Demographics		N	Percentage
Age	23-31	81	40.5
	32-40	74	37
	41-50	45	22.5
Gender	Male	83	41.5
	Female	117	58.5
Level of education	Bachelor's	88	44
	Master's	94	47
	PhD	18	9
Years of teaching experience	3<	87	43.5
	3>	113	56.5

3.3. Instruments

3.3.1. Engaged Teachers Scale ((ETS; Klassen et al., 2013)

The ETS aims to assess four dimensions of teachers' work engagement: cognitive-physical engagement (CE), emotional engagement (EE), social engagement with colleagues (SEC), and social engagement with students (SES). It also yields a total or global score of teacher engagement. ETS includes 16 items, and the responses are ranked on a seven-point Likert scale ranging from 1 (*never)* to 7 (*always*), with each dimension including four items. The internal consistency and divergent and convergent validity of the scores are confirmed by Klassen et al. (2013). Its reliability, estimated by Cronbach's alpha, was .9 in the present study.

3.3.2. English Language Teacher Resilience Instrument (ELTRI; Shirazizadeh & Abbaszadeh, 2023)

It is designed to assess English teachers' resilience by the four components of internal motivations, social skills, pedagogical skills, and contextual support. ELTRI also provides a total or global score of teacher resilience and includes 30 items. The responses are rated on a six-point Likert scale ranging from 1 (*strongly disagree)* to 6 (*strongly agree*). The convergent and divergent validity and internal consistency and of the scores are confirmed by Shirazizadeh and Abbaszadeh (2023). The Cronbach's alpha reliability of this instrument was .87 in the present study.

3.4. Procedure

The data were collected from 200 Iranian EFL teachers of English language institutes in Isfahan. For this purpose, the participants were notified about the research goals and requested to complete the instruments. The instruments were distributed manually. Additionally, the phone number and email address of the first researcher of this study were given to the participants so they could contact her if they had any questions about these instruments. It should be noted that the participants signed the consent form, and the objectives and aims of the study were clarified to them both orally and in written form.

4. Findings

Standard multiple regression was run to predict experienced EFL teachers' work engagement (i.e., cognitive-physical engagement, emotional engagement, social engagement with colleagues, and social engagement-students) by the teacher resilience components (i.e., internal motivations, social skills, pedagogical skills, and contextual support), whose results are as follows. It is noteworthy that multiple regression assumptions such as normality and linearity were checked, and none was violated.

Table 2. Summary of model for predicting experienced teachers' work engagement by resilience components

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Cognitive-physical engagement	.46	.21	.18	2.84
Emotional engagement	.53	.28	.25	3.02
Social engagement with colleagues	.51	.26	.23	3.91
Social engagement-students	.33	.11	.07	2.99

As can be seen in Table 2, the R square of the model for cognitive-physical engagement is .21, indicating that resilience components predict 18% of the changes in cognitive-physical engagement. Regarding emotional engagement, the R square of the model is .28; that is, resilience components predict 25% of the changes in emotional engagement. About social engagement with colleagues, the R square of the model is .26, denoting that resilience components predict 23% of the changes in social engagement with colleagues. Finally, 7% of the changes in social engagement with students are predicted by resilience components. In general, emotional engagement and social engagement with colleagues were more strongly predicted by the resilience components.

The details of the analysis of each of the teachers' work engagement components (i.e., cognitive-physical engagement, emotional engagement, social engagement with colleagues, and social engagement-students) by the teacher resilience components (i.e., internal motivations, social skills, pedagogical skills, and contextual support) are presented in the following.

The results of the analysis of variance of the model are presented in Table 3, whose aim was to find whether the resilience components could significantly predict the components of teacher work engagement.

Table 3. Analysis of variance results for predicting experienced teachers' work engagement components by resilience components

Model		Sum of Squares	df	Mean Square	F	Sig.
Cognitive-physical engagement	Regression	235.54	4	58.88	7.27	.00
	Residual	874.61	108	8.09		
Emotional engagement	Regression	394.81	4	98.7	7.27	.00
	Residual	987.71	108	9.14		
Social engagement with colleagues	Regression	598.64	4	149.66	9.74	.00
	Residual	1658.9	108	15.36		
Social engagement with Students	Regression	121.92	4	30.48	2.01	.12
	Residual	969.29	108	8.97		

The regression models as a whole were statistically significant (p< .05) (Table 3) for work engagement components except for social engagement with students. In other words, the teacher resilience components could significantly predict cognitive-physical engagement, emotional engagement, and social engagement with colleagues of experienced teachers. Standardized and unstandardized coefficients of the work engagement components are presented in Table 4.

Table 4. Coefficients of experienced teachers' resilience components predicting work engagement components

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
Cognitive-physical engagement	internal motivation	.14	.07	.26	1.97	.03
Emotional engagement	internal motivation	.41	.07	.66	5.33	.00
	social skills	-.19	.09	-.24	-2.05	.04
	pedagogical skills	.2	.09	.21	2.14	.03
Social engagement with colleagues	contextual support	.36	.11	.36	3.19	.00

The effect of internal motivation was statistically significant (p=.03), and 26% of the variance in cognitive-physical engagement of experienced teachers was explained by their internal motivation. Regarding emotional engagement, the effects of three components of teacher resilience, namely internal motivation, social skills, and pedagogical skills, were statistically significant. Of these three components, 66% of the variance in emotional engagement was explained by internal motivation, 24% by social skills, and 21% by pedagogical skills. Finally, the effect of contextual support was statistically significant (p=.00), and internal motivation explained 36% of the variance in social engagement with colleagues of experienced teachers.

Another standard multiple regression was run to predict novice Iranian EFL teachers' work engagement (i.e., cognitive-physical engagement, emotional engagement, social engagement with colleagues, and social engagement-students) by the teacher resilience components (i.e., internal motivations, social skills, pedagogical skills, and contextual support), whose results are as follows.

Table 5. Summary of model for predicting novice teachers' work engagement by resilience components

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Cognitive-physical engagement	.58	.34	.31	2.32
Emotional engagement	.62	.38	.35	3.3
Social engagement with colleagues	.51	.26	.23	4.41
Social engagement-students	.56	.31	.28	3.21

As shown in Table 5, the R square of the model for cognitive-physical engagement is .34, indicating that resilience components predict 31% of the changes in cognitive-physical engagement. Regarding emotional engagement, the R square of the model is .38. That is, resilience components predict 35% of the changes in emotional engagement. Regarding social engagement with colleagues, the R square of the model is .26, denoting that 23% of the changes in social engagement with colleagues are predicted by resilience components. Finally, 28% of the changes in social engagement with students are predicted by resilience components. In general, emotional engagement and cognitive-physical engagement were more strongly predicted by the resilience components. The results of the analysis of variance of the model are presented in Table 6, whose aim was to find whether the resilience components can significantly predict EFL teachers' work engagement.

Table 6. Analysis of variance results for predicting novice teachers' work engagement components by resilience components

Model		Sum of Squares	df	Mean Square	F	Sig.
Cognitive-physical engagement	Regression	231.06	4	57.76	10.68	.00
	Residual	443.41	82	5.4		
Emotional engagement	Regression	559.62	4	139.9	12.79	.00
	Residual	896.44	82	10.93		
Social engagement with colleagues	Regression	580.5	4	145.12	7.43	.00
	Residual	1600.59	82	19.51		
Social engagement with Students	Regression	388.66	4	97.16	9.38	.00
	Residual	849.14	82	10.35		

The regression models were statistically significant (p< .05) (Table 6) for work engagement components, i.e., the teacher resilience components could significantly predict cognitive-physical engagement, emotional engagement, social engagement with colleagues, and social engagement with students of novice teachers. Standardized and unstandardized coefficients of the work engagement components are presented in Table 7.

Table 7. Coefficients of novice teachers' resilience components predicting work engagement components

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
Cognitive-physical engagement	internal motivation	.1	.04	.27	2.28	.02
	social skills	.33	.09	.45	3.6	.00
	contextual support	-.16	.07	-.26	-2.16	.03
Emotional engagement	internal motivation	.29	.06	.53	4.54	.00
	social skills	.31	.13	.29	2.39	.01
	contextual support	-.27	.1	-.29	-2.51	.01
Social engagement with colleagues	social skills	.63	.17	.48	3.63	.00
Social engagement with students	internal motivation	.26	.06	.52	4.17	.00
	contextual support	-.28	.1	-.33	-2.7	.00

The effect of internal motivation, social skills, and contextual support was statistically significant (p<0.5), and 27%, 45%, and 26% of the variance in cognitive-physical engagement of novice teachers was explained by these three resilience components, respectively. Regarding emotional engagement, the effects of three components of teacher resilience, namely internal motivation, social skills, and contextual support, were statistically significant. Among these three components, 53% of the variance in emotional engagement was explained by internal motivation, 29% by social skills, and 29% by contextual support. For the third component, the effect of social skills was statistically significant, and 48% of the variance in social engagement with colleagues of novice teachers was explained by their social skills. Finally, 52% and 33% of the variance in novice teachers' social engagement with students was explained by internal motivation and contextual support, respectively.

5. Discussion

The current study aimed to find whether teacher resilience components (i.e., internal motivations, social skills, pedagogical skills, and contextual support) predict experienced Iranian EFL teachers' work engagement (i.e., cognitive-physical engagement, emotional engagement, social engagement with colleagues, and social engagement with students). The regression analysis results for experienced teachers indicated that cognitive-physical engagement was predicted by internal motivation; emotional engagement was predicted by internal motivations, social skills, and pedagogical skills; and contextual support predicted the experienced teachers' social engagement with colleagues.

For novice teachers, internal motivations, social skills, and contextual support predicted cognitive-physical and emotional engagement. Furthermore, internal motivations and contextual support predicted their social engagement with students and colleagues was explained by social support.

Cognitive-physical engagement denotes how teachers physically and cognitively devote their attention, energy and time to teaching undertakings. In other words, teachers invest energies into work roles. The results revealed that internal motivation predicted the cognitive-physical engagement of novice and experienced teachers. In explaining this finding, it can be stated that devoted workers view their jobs as worthy and meaningful and feel pride when engaging in work-related activities. Individuals fully engrossed in their job, allocate cognitive resources and concentrate on work-related activities (Klassen et al., 2013). As stated by Nias (1999), teachers' "missionary zeal" and "moral values" function as inner emotional and psychological incentives for them, motivating them to be dedicated and committed to their vocation and profession.

Given the importance of investing physical resources in teachers' professional roles, burnout has been found to be a predictor of teachers' intention to leave the field (Weisberg & Sagie, 1999). Han et al. (2020) also affirmed that teachers who consistently display enthusiasm in carrying out their duties can mitigate the risk of workplace stress and decrease the inclination to change jobs. Additionally, Fitriasari and Ummah (2020) elucidate that the enthusiasm derived from high levels of energy and resilience in task performance protects teachers against adversity. Similarly, Seligman (2011) contends that teachers who exhibit higher levels of emotional engagement in their profession tend to be devoted, work actively, and are fascinated by the educational settings. These assertions can support the finding of the present study that internal motivation (i.e., persistence in facing challenges, self-confidence, enthusiasm, and commitment) predicted novice and experienced teachers' mental and physical engagement with the teaching profession.

Besides internal motivation, novice teachers' cognitive-physical engagement was explained by their contextual support and social skills. Contextual support includes family and friends' love and help, colleagues' assistance, and administrators' supportive relationships (Shirazizadeh & Abbaszadeh, 2023). Similarly, social skills denote interpersonal capabilities in forming relations (Dempsey et al., 2020). Previous studies highlighted the importance of contextual support and social skills as protective factors that assisted the teachers in continuing and face challenges (Ainsworth & Oldfield, 2019; Morettini et al., 2020). As novice teachers experience more challenges than experienced ones in the teaching profession (Van Leeuwen et al., 2015), and novices have less access to support since it seems that they are not commonly provided with the

opportunities to take part in professional learning or be in touch with supervisors or experienced teachers (Nicholas & Wells, 2016), they might need more contextual support from colleagues, friends, etc.; therefore, contextual support can affect novice teachers' cognitive-physical engagement, i.e., to be devoted, committed and energetic.

The second work engagement component investigated in the present study was emotional engagement. As stated above, the emotional engagement of novice and experienced teachers was similarly influenced by their internal motivation and social skills, while pedagogical skills also determined experienced teachers' emotional engagement. Emotional engagement denotes positive emotional responses of teachers to their profession (Klassen et al., 2013). Consistent with the present study findings regarding emotional engagement and internal motivation, Pourtousi and Ghanizadeh (2020) investigated English teachers' motivation, commitment (as an indicator of internal motivation), and work engagement. The findings indicated that English teachers' motivation positively and significantly predicted their job commitment and work engagement, and work engagement had a positive effect on job commitment.

Regarding the connection between social skills and contextual support (i.e., interpersonal skills, networks of relationships with colleagues, friends, etc.) and emotional engagement, having support from colleagues and friends can provide teachers with a sense of belonging and validation. This support can come in the form of encouragement, empathy, and understanding, which can help teachers navigate the challenges and stressors that come with the teaching profession (Wolgast & Fischer, 2017). Knowing they have a network of people who understand and empathize with their experiences can help teachers feel more emotionally connected to their work and motivated to continue positively impacting their students.

Finally, the pedagogical skills of experienced teachers predicted their emotional engagement. Pedagogical skills refer to teaching strategies that help teachers deal with various challenges (Silva et al., 2018). When teachers possess better and more pedagogical skills (due to being experienced), they are more likely to feel confident and competent in effectively delivering instruction and supporting student learning. This sense of competence enhances the feelings of satisfaction and fulfillment in their role as educators (Burić & Moe, 2020).

Social engagement with colleagues was the third engagement component, which was predicted by contextual support (for experienced teachers) and social skills (for novice teachers). It reflects energetically investing in career and being in touch and keeping relations with other teachers (Klassen et al., 2013). This finding seems quite reasonable as social skills and contextual support (i.e., interpersonal skills, networks of relationships with colleagues, friends, etc.) facilitate social engagement with colleagues. Teachers with strong social skills are better able to communicate effectively, build positive relationships, and collaborate with their colleagues (Bronstein & Abramson, 2003). This can increase engagement in professional development activities, team teaching, and other collaborative efforts within the school community.

Last but not least, social engagement with students was the last engagement component predicted by internal motivation and contextual support of novice teachers. Klassen et al. (2013) posit that social engagement with students denotes the extent of teachers' energy investment in being related with their students. When teachers are internally motivated, they are more likely to be passionate about their work and genuinely care about the well-being and success of their students (Yin & Lee, 2012). Students can feel this passion and care, which can help create a classroom environment which is positive and supportive.

6. Conclusion

It is argued that educators with higher levels of resilience encounter reduced stress levels, leading to a heightened sense of belonging, involvement, and increased confidence in their ability to meet classroom expectations. Put differently, teachers who demonstrate elevated levels of resilience experience less fatigue and weariness, exhibit higher job satisfaction and possess a greater capacity to foster fruitful collaboration with their peers. Educators who exhibit greater resilience experience diminished occupational stress, thereby decreasing the probability of burnout (Howard & Johnson, 2004). Considering the importance of resilience in predicting teachers' engagement in their work, teacher trainers should guide and instruct novice and experienced language instructors on effectively navigating the challenges and difficulties inherent in the teaching profession.

This study contributes to the value of teacher professionalism since well-motivated teachers who possess social and pedagogical skills will better engage in the teaching profession. Teacher engagement is crucial in nurturing a dynamic, contented, and effective learning environment. Moreover, this study makes a substantial contribution to the literature related to the determinants of teacher engagement during this era, wherein a thorough comprehension and identification of each constituent is imperative for all stakeholders within the field of education.

Despite its contribution, this study was limited by using self-report measures, while interview or observational data might facilitate a deeper and more comprehensive examination of the variables under study; therefore, future researchers are recommended to include other sources of data collection. Moreover, data obtained from other stakeholders, e.g., principals and school staff, would further clarify the issues of teacher resilience and work engagement.

7. References

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