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Psychological Resilience and Perceived Effective Teaching among Iranian EFL Teachers: The Role of Institutional Sector and Gender

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ABSTRACT

Effective teaching is a construct influenced by teachers' pedagogical knowledge, and psychological skills. Teacher resilience has been widely researched; however, much research is needed to investigate its connection with the perception of effective teaching behaviors by teachers, particularly across different institutional contexts and across genders. This study examined (1) whether psychological resilience predicts Iranian EFL teachers' perceived effective teaching, (2) sectors differences (public schools vs. private institutes, and (3) gender difference. A cross-sectional survay was conducted online with 250 Iranian EFL teachers from across Isfahan province (137 female, 113 male; 132 public, 118 private) selected by convenience sampling. Participants completed an 18-item adapted resilience scale (Connor–Davidson CD-RISC-18) and an 18-item researcher-made Effective Teaching Behavior scale (ETBS-18). Data were analyzed using Pearson correlation, multiple regression, multivariate analysis of variance (MANOVA). The results indicated that resilience is a significant predictor of perceived effective teaching, explaining 25.4% of the variance in which the factors Personal Competence and Emotional Regulation were found to be significant predictors. The teachers from public schools had significantly higher scores in Instructional Clarity and Classroom Management compared to those in private institutes; however, there were no sector differences in the variables Support for Learners, Flexibility, and Positive Climate. There were no significant differences between males and females on the subscales. These results indicate that resilience is a significant predictor of teachers' perceived effectiveness, and that the institutional setting influences certain aspects of teaching self-perceptions. Implications for teacher education and institutional policy are discussed.

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1. Introduction

The effectiveness of the EFL learning process depends on the effectiveness of teachers, a concept that entails not only pedagogic knowledge but also the interplay between the context and teachers' psychological resources (Stronge, 2018). Effective teaching is no longer viewed from the contemporary perspective as a personal characteristic, but rather as a professional practice that can be cultivated and improved upon (Danielson Group, 2022). It is crucial to recognize the components that play a role in influencing teachers' self-perception of their effectiveness as it impacts their motivation and professional sustainability (Bandura, 1997; Hargreaves, 2000).

Considering such ubiquitous occupational challenges, psychological resilience has long gained increasing empirical attention and is widely regarded as a relatively stable personality trait that enables teachers to sustain professionalism and adapt, recover, and grow rather than merely survive in the face of ongoing challenges (Beltman et al., 2011; Mansfield et al., 2016). This socio-ecological approach can be particularly useful for EFL teachers who have to constantly regulate emotions and respond to learner diversity (Derakhshan et al., 2022).

In Iran, the research on teacher resilience has developed greatly. Researchers have investigated the association between teacher resilience and such aspects as self-efficacy (Fathi et al., 2021), burnout (Fathi et al., 2021), work engagement (Greenier et al., 2021), well-being (Sattari et al., 2024), and enjoyment in teaching foreign languages (Derakhshan et al., 2022). Entesari et al. (2020) have analyzed the development of resilience in Iranian EFL teachers, while Rezazadeh et al. (2023) have made a comparison between state and private organizations in relation to such aspects.

However, an important conceptual gap remains. Most previous research conducted in Iran used self-efficacy, burnout, work engagement, or well-being as their dependent variables. This approach has theoretical significance; however, such variables are not the same as the perceptions of specific teaching effectiveness by teachers. Perceptions of specific effective teaching involve teachers' perceptions regarding the extent to which they use specific instructional behaviors, including effective explanation, effective classroom management, giving constructive feedback, and instructional adaptability, specific behaviors that are closer to the actual classroom teaching practices compared to self-efficacy beliefs (Bandura, 1997).

Furthermore, a prominent yet underexplored dimension of language teaching, particularly in the Iranian EFL contexts, is the distinction between public schools and private language centers. Private language institutes typically afford more homogeneous classes, small class sizes, better facilities, and greater instructional autonomy, while public schools create bureaucratic barriers and limited professional development opportunities (Zohrabi & Paydar, 2025). Crucially, existing literature on Iranian EFL teachers has either examined resilience and effectiveness as separate constructs or focused exclusively on one educational setting, leaving no evidence on whether the same predictive relationship exists across these occupational sectors. In addidtion, although gender has frequently been used as a control variable, its contribution to the link between resilience and effectiveness can been studied.

To address these gaps, this study adopts a cross-sectional quantitative design to examine the predictive role of psychological resilience in forming Iranian EFL instructors' perceptions of effective teaching. It further examines whether such views vary according to the institutional sector and by gender. This investigation sets out to address the following research questions:

Research Question 1: Does psychological resilience significantly predict Iranian EFL teachers' perceptions of effective teaching behaviors?

Research Question 2: Do significant differences exist among perceptions of effective teaching among teachers working in public schools and private language institutions?

Research Question 3: Are there any significant differences between male and female EFL teachers concerning resilience and perceptions of effective teaching?

2. Review of Literature

The following sections synthesize a variety of sources to discuss theoretical and empirical research on psychological resilience and effective teaching. Finally, research gap and contribution is presented.

2.1. Theoretical Background

The following sections integrate various information sources in order to discuss conceptualizing teacher resilience and distinguishing perceived effectiveness, self-efficacy, and actual effectiveness.

Over the past two decades, psychological resilience has become a central topic in educational research, partly because teaching, especially language teaching, has become increasingly emotionally demanding and unpredictable. Early models, such as that of Connor and Davidson (2003), viewed resilience as a relatively a stable personality trait. More recent perspectives; however, conceptualize resilience as a dynamic and context-oriented process that reflects teachers' capacity to adapt to adversity and maintain professional teaching through ongoing interactions between teachers and their working environments, which are more closely related to the resources they can access (Beltman et al., 201; Mansfield et al., 2016). This socio-ecological perspective, theoretically grounded in Bronfenbrenner's (1979) ecological systems theory, argues that teachers' capacity to adapt, remain resilient, and learn from professional adversity is constructed through interaction across various systemic levels, including personal predisposition, appraisal of organizational policies, and interpersonal relations (microsystem, mesosystem, and exosystem).

This theoretical approach is especially relevant to the Iranian EFL context, where teachers teach in separate institutions. It is necessary to highlight that the current study does not involve the assessment of ecological systems variables. Ecological theory helps to make sense of the role of institutional setting in shaping the self-perceptions of teachers. A cross-sectional research approach does not allow establishing cause-and-effect relations.

One important conceptual issue in this research concerns the distinction between perceptions of effective teaching, self-efficacy, and actual effective teaching. Self-efficacy of teachers can be described as confidence in the ability of the teacher to carry out certain actions (Bandura, 1997). On the other hand, perceived effective teaching in the context of this research means that teachers evaluate how much they practice certain effective teaching practices. The two concepts are different but related in nature; a teacher may have high levels of self-efficacy without having effective teaching practices.

Actual teaching effectiveness is another example of a construct that needs to be evaluated using additional information other than self-reports, such as observations,

performance results of the students, and feedback from colleagues. The current study deals with perceived effective teaching behaviors as identified by the teachers themselves, and it is an acceptable area of investigation.

2.2. Empirical Background

The upcoming sections provide a synthesis of a number of resources to look into resilience and professional outcomes in Iranian EFL contexts, institutional context and teacher outcomes, and gender and teacher psychology.

Resilience has been shown to have important relationships with a range of professional outcomes in research conducted with Iranian EFL teachers. In their studies, Fathi et al. (2021) showed a positive correlation between resilience and instructional self-efficacy and also provided protection from burnout. Greenier et al. (2021) showed a positive correlation between emotion regulation and psychological well-being and work engagement for Iranian and British language teachers. Moreover, Sattari et al. (2024) indicated that resilience was an important predictor of professional development.

Although these studies have validated resilience as an important variable, no research examines effective teaching behavior as an outcome of the same. The reason for this is that perceived effectiveness is more directly related to classroom practices than self-efficacy and well-being.

Institutional context is relevant since teachers' professional experience depends on organizational structure, employment conditions, resources, administration, and chances for professional development. According to Iranian research conducted in relation to comparisons between state and private institutions, these two types of institutions are different. For instance, Keyvanloo et al. (2023) have highlighted differences related to the issue of autonomy, whereas Zohrabi and Paydar (2025) have revealed several problems encountered by EFL educators in private institutes and state schools.

However, previous studies comparing teachers from different sectors have not analyzed the role of resilience in predicting effective teaching perception, nor have they considered sector differences at the subscale level of specific teaching behaviors.

Studies have been conducted on gender and its association with teacher resilience and teacher self-concept, which mostly conclude that there are no significant differences (Fathi et al., 2021). This suggests that professional and situational aspects may be more influential than biological aspects in influencing teachers' psychology. The current research aims to explore gender differences at the subscale level.

2. 3. Research Gap and Contribution

Despite the growing body of research on teacher resilience, several important gaps remain. The first area pertains to the lack of empirical exploration regarding the predictive impact of teacher resilience on the perception of effective teaching behaviors. Secondly, the majority of studies conducted in Iran have treated the educational setting as a static background variable instead of a dynamic moderator. To date, no previous study has systematically examined whether the role of resilience in predicting perceived effectiveness is different in two contrasting settings (public schools and language institutions) at the subscale level. Third, although gender has typically been included as a control variable in previous research, its potential role within this predictive framework at the subscale level has rarely been examined explicitly. Accordingly, this study seeks to bridge this gap through the systematic examination of the predictive role

of psychological resilience on the perception of effective teaching by comparing this relationship across public schools and private language institutes at the subscale levels.

3. Methods

The following section outlines the methodology adopted for the current study, including the research paradigm, design, setting, participants, instruments, data collection procedure, data analysis, and ethical considerations.

3-1. Research Design

The current research adopted a quantitative survey design using the non-experimental cross-sectional methodology under the post-positivist paradigm. The post-positivist paradigm is based on the assumption that psychological constructs like resilience and perceived effectiveness are measurable with accuracy via validated scales despite the error involved in such measurements (Dörnyei, 2007).

This research design was developed based on the theoretical framework presented in section 2.1 which is an application of the socio-ecological model of resilience (Beltman et al., 2011; Mansfield et al., 2016), the ecological systems theory of Bronfenbrenner (1979), and the social cognitive theory of Bandura (1997). According to this theoretical perspective, psychological resilience as an individual resource affects the way professionals appraise their work efficiency, while institutional sector affiliation (public school teachers vs. private language instructors) as the factor of exosystem plays a moderating role in the said relationship.

These are three major reasons why such a research design was chosen. Firstly, it is possible to conduct effective and efficient quantitative data gathering from the geographically widespread population of English as a Foreign Language teachers in Isfahan province. Secondly, this design makes it possible to assess predictive links and differences at the same time using regression and multivariate analysis of variance techniques respectively. Finally, it can be assumed that the research questions do not require causal explanations since they only refer to links and differences; hence, a non-experimental design can be applied. However, it is essential to note that such cross-sectional design does not allow making any causal conclusions.

3-2. Participants (or Sample)

Participants were 250 EFL Iranian teachers (137 females, 113 males) ranging from novice to experienced instructors with different academic qualifications (BA, MA, Ph.D.) engaged in classroom instruction during the 2025–2026 academic year across Isfahan. Part-time teachers with fewer than 10 hours of weekly instruction and non-EFL instructors were excluded from the study. Moreover, eligibility criteria included teachers who (a) were working as EFL instructors at a public school or private language institute, (b) had a minimum weekly teaching load of 10 hours, and (c) volunteered to participate.

Convenience sampling technique was employed and professional networks (WhatsApp, Telegram, Eitaa and LinkedIn) were used to locate possible participants in various cities within the province. While the use of convenience sampling makes generalization difficult, it was necessary because of the dispersion of teachers and lack of a central directory for EFL teachers in the country. The total number of participants

in the sample was 132 public school teachers (52.8%) and 118 private institute teachers (47.2%). Table 1 presents the demographics of the sample.

Post-hoc power calculation via G Power 3.1 shows that the sample size of 250 provides adequate power of .95 to detect medium effect sizes for linear regression with a single predictor. In the case of MANOVA tests, the sample size was above the minimum of 20 participants per cell for up to five DVs.

Before analysis, the data set was reviewed for missing data, outliers, and violations of assumptions. Two resilience variables and three ETBS variables had missing data; listwise deletion was conducted, yielding N = 247 for analyses involving complete cases. There were no univariate outliers. All responses were within the expected range (one-five on the Likert scale). Table 1 showes complete demographic characteristics.

Table 1

Demographic Characteristics of Participants (N = 250)

Characteristic	Category	n	%
Gender	Women	137	54.8
	Men	113	45.2
Teaching sector	Public schools	132	52.8
	Private language institutes	118	47.2
Teaching experience	1–5 years	98	39.2
	6–10 years	87	34.8
	More than 10 years	65	26.0
Academic qualification	BA	112	44.8
	MA	118	47.2
	PhD	20	8.0

3-3. Data Collection Instruments

Quantitative data used for this research were collected using an online single combined questionnaire consisting of two different scales: one measuring psychological resilience and another measuring perception of effective teacher behavior. Both tools were presented to participants in the Persian language after being translated through a strict forward-backward procedure to ensure linguistic and conceptual equivalence. The translation process was done by two Persian-English bilingual TEFL specialists, who reached a consensus on any differences. Discrepancies were settled via consensus and the final versions of the Persian translation were verified for semantic, idiomatic, and conceptual equivalence by a third expert.

3-3.1. Psychological Resilience Scale (Connor–Davidson CD-RISC-18)

Measurement of psychological resilience was done through the use of Connor-Davidson Resilience Scale (CD-RISC-18) which was initially developed by Connor and Davidson

(2003). This scale is one of the most validated scales whose theory of resilience is based on four dimensions which include personal competence, ability to withstand negative emotions, acceptance of changes positively and spirituality. The responses were made on a five-point Likert scale ranging from 1 which means strongly disagree to 5 meaning strongly agree and scoring can range between 18 to 90 points.

For this study, the Persian version of the CD-RISC-18, which had been previously validated in Iran (Razmjoo & Ayoobiyan, 2019; Fathi et al., 2021), was employed. It should be noted that the reliability of this version was high (α = .904) in the current study population. Permission to employ the CD-RISC was acquired from the copyright holder before data collection.

An Exploratory Factor Analysis (EFA) was carried out on the CD-RISC-18 in the current sample in order to analyze its multidimensional nature with Principal Axis Factoring and Promax rotation (kappa = 4). Kaiser-Meyer-Olkin Measure of Sampling Adequacy was found to be .849, and Bartlett's test of sphericity was found to be significant. Based on parallel analysis and scree plot analysis, a three-factor solution was decided to be the best one, accounting for 44.8% of total variance.

Using the factor pattern matrix, the three factors have been found to be: Personal Competence (eight items: 1, 2, 3, 4, 10, 11, 12, 13), Emotional Regulation (seven items: 5, 6, 7, 8, 9, 16, 17), and Goal Persistence (three items: 14, 15, 18).

3-3.2. Researcher-Made Effective Teacher Behavior Scale (ETBS-18)

Effective teaching perception was operationalized using an effective teacher behavior scale (ETBS-18), which had 18 items and was developed by the researcher. The scale comprised of items developed based on existing conceptualizations of effective teaching, such as those of Stronge (2018) (instructional planning, instructional delivery, assessment, learning environment, and professionalism) and Danielson Group (2022) (planning and preparation, learning environment, learning experience, and principled teaching). The scale was used to measure the perceptions of teachers regarding their performance of effective teaching behaviors.

The 18 questions were arranged based on their theoretical content into six groups, namely, (a) instruction clarity and goal-orientedness (Questions 19–21), (b) classroom management (Questions 22–24), (c) learner involvement and participation in the communication process (Questions 25–27), (d) feedback and formative evaluation (Questions 28–30), (e) reflective and adaptive professional practice (Questions 31–33), and (f) supportive and respectful learning environment (Questions 34–36). Participants responded to the questions using a five-point Likert scale (from 1 for strongly disagree to 5 for strongly agree), where total scores varied between 18 and 90.

Content validity of the questionnaire was established through an extensive expert review process involving two TEFL experts and one educational psychologist. The items were reviewed for relevance, clarity, and representativeness, resulting in a CVI of 0.85.

Before the actual implementation of the research, the researchers ran a pilot test using 30 EFL instructors (15 from each group) in order to examine whether the items were comprehensible and practical. The reliability obtained during the pilot test was high, being equal to Cronbach's alpha of α = .86.

For the main analyses, the six theoretical content categories were consolidated into five empirical subscales based on conceptual overlap and preliminary reliability analysis: Instructional Clarity (Items 19–21), Classroom Management (Items 22–24),

Support for Learners (Items 25–27),and Flexibility and Adaptability (Items 28–33). Positive Climate (Items 34–36).

3-4. Data Collection Procedure

The data collection process was conducted over a span of two weeks in the academic year 2025-2026. An online survey form was developed on Google Forms and distributed via different digital media used by Iranian English as a foreign language (EFL) teachers including WhatsApp, Telegram, Eitaa, and LinkedIn. The objective of employing different media was to expand the range and ensure that both public and private sector teachers are represented in the sample population. A brief text outlining the objectives of the study and providing assurances of anonymity to participants along with the link to the survey was included in the introduction. The estimated duration of the survey is 10-15 minutes.

3-5. Data Analysis

The data were analyzed using IBM SPSS Statistics (Version 27). The analysis proceeded in five stages compatible with the research questions.

First, normality was assessed using Kolmogorov-Smirnov and Shapiro-Wilk tests, as well as measures of skewness and kurtosis. As it is typical for large samples, tests for normality were statistically significant; however, the skewness and kurtosis measurements were within acceptable boundaries, supporting the use of parametric statistics.

Second, for CD-RISC-18, exploratory factor analysis was done according to what was stated in section 3.3.1 while for the ETBS-18 the five subscales structure was used according to section 3.3.2, which was based on theoretical consolidation of six content categories.

Third, Pearson's Product-Moment Correlation was performed to analyze the correlation between total resilience and total perceived effective teaching. Simple Linear Regression was then used to determine the predictive effect of resilience on perceived effectiveness. In order to determine what particular aspects of resilience predict perceived effectiveness, Multiple Regression was performed with resilience subscales Personal Competence, Emotional Regulation, and Goal Persistence as independent variables and total perceived effective teaching as the dependent variable. The assumptions of linearity, homoscedasticity, normality of residuals, and multicollinearity were verified before performing the regression analysis.

Fourth, MANOVA was applied to assess sector differences (RQ2) and gender differences (RQ3) on the five ETBS subscales and the three resilience subscales. MANOVA was chosen because it takes into account Type I error inflation that can occur when several dependent variables are tested at once. Univariate ANOVA was performed as a follow-up test to determine the particular subscales that were different. Homogeneity of variance was tested using Levene's test. When the assumption was violated, Pillai's Trace was used to interpret results as it is insensitive to the violation of this assumption. Partial eta squared was calculated as an effect size for MANOVA and follow-up ANOVAs, and values of .01, .06, and .14 corresponded to small, medium, and large effects, respectively.

Finally, effect sizes (Cohen's d for t-tests; partial η^2 for MANOVA; R^2 for regression) were computed for all significant findings. Post-hoc power analysis was

conducted using G Power 3.1 to confirm that the sample size provided adequate power (.95) to detect medium effect sizes at α = .05.

All statistical analyses were carried out at the significance level of α = .05 (two-tailed). In cases where multiple comparisons were made, Bonferroni corrections were done.

4. Results

This section provides the results of the statistical analyses that have been performed to answer the three research questions.

4.1.Reliability Analysis

The Table 2 shows the results of the reliability of internal consistency for both total scales and their respective subscales. The Psychological Resilience Scale (CD-RISC-18) showed high internal consistency, which was .904 based on Cronbach's alpha for the whole 18 items of this scale. It can be stated that the Persian CD-RISC-18 Scale was quite consistent in its answers.

All the three extracted resilience subscales exhibited acceptable to good reliability. Personal Competence, with eight items, had good internal reliability (α = .864). Emotional Regulation, with seven items, had acceptable reliability (α = .812). Lastly, Goal Persistence, with three items, had acceptable reliability (α = .789). It was reasonable considering that it was a short subscale.

Similarly, the reliability of the Effective Teacher Behavior Scale-18 (ETBS-18) scale was also found to be good (α = .821), thus providing evidence of consistency of measurement of the construct of effective teaching perception through 18 items. The reliability of all five ETBS subscales was found to be acceptable to good with flexibility and adaptability having the highest alpha (α = .845) and Positive Climate having the lowest but acceptable alpha (α = .776).

Table 2

Reliability Estimates for Total Scales and Subscales

Scale/Subscale	Items	Cronbach's α
Psychological Resilience (CD-RISC-18)	18	.904
Personal Competence	8	.864
Emotional Regulation	7	.812
Goal Persistence	3	.789
Effective Teacher Behavior (ETBS-18)	18	.821
Instructional Clarity	3	.832
Classroom Management	3	.807

Scale/Subscale	Items	Cronbach's α
Support for Learners	3	.794
Flexibility & Adaptability	6	.845
Positive Climate	3	.776

4.2. Descriptive Statistics

Descriptive statistics for the research variables are provided in Table 3. The average score on the total resilience scale of 46.80 reveals that, on average, the respondents scored moderately resilient psychologically. The average score on the total perceived effective teaching score of 49.82 is indicative of moderate to moderately high self-perception of effective teaching.

Examining subscale means, Personal Competence had the highest mean, followed by Goal Persistence and Emotional Regulation. This pattern suggests that teachers reported relatively greater confidence in their problem-solving abilities and perseverance compared to their emotional regulation capacity.

Instructional Clarity obtained the highest mean score among all subscales associated with effective teaching, followed by Positive Climate and Classroom Management. Meanwhile, Support for Learners and Flexibility and Adaptability were rated slightly lower. These results indicate that the teachers perceived themselves as quite successful in clearly presenting their lessons and creating positive environments, but less flexible in solving teaching problems.

However, the skewness and kurtosis values obtained from the analysis of all variables were within acceptable levels. This indicated that the data were normally distributed enough to allow parametric testing.

Table 3
Descriptive Statistics for Study Variables (N = 250)

Variable	M	SD	Min	Max	Skewness	Kurtosis
Resilience Total	46.80	12.97	18	87	0.08	-0.54
Personal Competence	3.12	0.89	1	5	-0.04	-0.45
Emotional Regulation	2.85	0.84	1	5	0.12	-0.48
Goal Persistence	2.98	0.78	1	5	0.18	-0.32
Effective Teaching Total	49.82	12.48	18	70	-0.15	-0.52

Variable	M	SD	Min	Max	Skewness	Kurtosis
Instructional Clarity	3.22	0.92	1	5	-0.08	-0.43
Classroom Management	3.08	0.85	1	5	0.02	-0.38
Support for Learners	2.95	0.88	1	5	0.15	-0.42
Flexibility & Adaptability	2.82	0.91	1	5	0.22	-0.35
Positive Climate	3.15	0.88	1	5	-0.05	-0.40

4.3. Correlation Analysis

Table 4(a and b) presents the Pearson correlation matrix examining the relationships among resilience total scores, resilience subscales, effective teaching total scores, and ETBS subscales. The most important finding is the significant moderate positive correlation between total resilience and total perceived effective teaching. This indicates that teachers with higher resilience levels tend to perceive themselves as more effective teachers, and the relationship is substantial resilience shares approximately 25% of the variance with perceived effectiveness.

Significant correlations existed between all three resilience scales and perceived effective teaching, which ranged between r = .327 and r = .489 ($p < .001$). It can be observed that Personal Competence was most strongly correlated with effective teaching (r = .489), implying that teachers' self-belief in their capacity for solving problems is the factor that best correlates with perceived effectiveness of teaching. Emotional Regulation had a medium-sized correlation (r = .412) and Goal Persistence had the least strong one (r = .327).

In the analysis of the relationship between the variables at the subscale level, it was found that there was a statistically significant correlation between the five subscales of ETBS and all three resilience subscales ($p < .001$). Personal Competence displayed the highest correlation with all subscales of ETBS, which ranged from r = .356 (Positive Climate) to r = .452 (Instructional Clarity). Emotional Regulation displayed a moderate correlation with all subscales of ETBS (r ranging from .312 to .398), while Goal Persistence displayed slightly lower but significant correlations (r ranging from .248 to .312).

Interestingly, all correlations among the resilience subscales were significant and moderate to strong, as were correlations among the ETBS subscales. This indicates that while the subscales measure related aspects of their respective constructs, they also capture sufficiently distinct dimensions.

Table 4a

Correlations Among Resilience Variables

Variable	1	2	3	4
1. Resilience Total	—			
2. Personal Competence	.892	—		
3. Emotional Regulation	.841	.612	—	
4. Goal Persistence	.748	.534	.498	—

Table 4b
Correlations Between Resilience and Effective Teaching Variables

Variable	1	2	3	4	5	6
1. Effective Teaching Total	—					
2. Instructional Clarity	.892	—				
3. Classroom Management	.878	.712	—			
4. Support for Learners	.845	.645	.634	—		
5. Flexibility & Adaptability	.812	.598	.589	.678	—	
6. Positive Climate	.798	.567	.556	.645	.612	—

4.4. Regression Analysis

Table 5 presents the simple linear regression analysis conducted to determine the predictive power of psychological resilience on effective teaching perceptions. As expected, the regression analysis revealed that resilience has significant predictive power on teachers' perceptions of their effectiveness since the regression equation was statistically significant at $F(1, 248) = 84.64$, $p < .001$. Approximately 25.4% of the variance in teachers' perceptions of effectiveness is explained by resilience.

The standardized regression coefficient ($\beta = .504$, $p < .001$) reflects the presence of moderate positive correlation, meaning that an increase in resilience by one standard deviation leads to an increase in perceived effective teaching of about half of the standard deviation. At the same time, the unstandardized regression coefficient (B= 0.49) gives the more understandable explanation: an increase in resilience score by one unit leads to the increase in perceived effective teaching score by 0.49 units. Thus, the hypothesis stated in research question 1 is confirmed.

Table 5
Simple Linear Regression Predicting Effective Teaching from Resilience

Predictor	B	SE	β	t	p	95% CI	VIF
Resilience	0.49	0.05	.504	9.20	< .001	[0.38, 0.59]	1.00

Table 6 shows the multiple regression that tests the specific components of resilience which are predictors of effective teaching. This is very important because it shows nuance in the result at the subscale level rather than the aggregated results. The overall model proved to be significant where $F(3, 246) = 38.91$, $p < .001$, and 32.1% of the variance is explained by the variables, $R^2 = .321$.

Personal Competence emerged as the most unique predictor, showing a standardized β-value of .368 ($p < .001$). This suggests that teacher confidence regarding problem-solving to cope with problems is the most critical resilience dimension in predicting effectiveness after controlling for all other resilience dimensions.

Similarly, Emotional Regulation was another unique predictor with $\beta = .212$ ($p = .002$). This indicates that the teachers' capability of emotional regulation and recovery from stress is an independent factor in predicting their perceptions of effectiveness in teaching, apart from the personal competency factor.

Notably, Goal Persistence was not found to be a significant predictor, $\beta = .068$, $p = .235$. Although Goal Persistence demonstrated a significant bivariate correlation with effective teaching, $r = .327$, $p < .001$, it seems likely that this connection can be explained by shared variance with the other resilience factors. Teachers who are characterized by high levels of Goal Persistence usually have high levels of both Personal Competence and Emotional Regulation factors.

All predictors had their variance inflation factor (VIF) values below 2.00, indicating no presence of multicollinearity even with the medium level of correlation between resilience subscales. In the analysis done at the subscale level, it can be seen that resilience subscales predict teachers' perceived effectiveness mainly in terms of personal competence and emotional regulation

Table 6

Multiple Regression Predicting Effective Teaching from Resilience Subscales

Predictor	B	SE	β	t	p	95% CI	VIF
Personal Competence	0.45	0.08	.368	5.82	< .001	[0.30, 0.60]	1.62
Emotional Regulation	0.28	0.09	.212	3.18	.002	[0.11, 0.46]	1.78
Goal Persistence	0.09	0.08	.068	1.19	.235	[-0.06, 0.25]	1.34

Table 7 displays the outcome of the MANOVA investigating the differences between public schools and private language institute teachers in terms of the five ETBS subscales. The results of the multivariate analysis showed that there was a statistically significant effect of teaching institution on the overall ETBS subscales. In other words, the sector of the institution affects teachers' perceptions of self-efficacy, explaining 18.7% of the variance in subscale scores.

However, the subsequent univariate tests indicated that there was no consistency in the effect of sector on all teaching dimensions. Differences between sectors were observed for Instructional Clarity and Classroom Management. The scores of public school teachers on Instructional Clarity were significantly higher than those of private institute teachers; this indicates a half-point difference on a five-point scale. Moreover, public school teachers received higher Classroom Management scores.

On the other hand, there were no significant differences among the sectors in Support for Learners; Flexibility and Adaptability; and Positive Climate. The effect sizes of the non-significant differences were also small, implying that public and private sector teachers share a more or less equal self-perception of learner support, flexibility, and climate.

The above trend in the results shows that the differences in perception of teaching effectiveness based on the sector are limited to those areas of teaching that involve delivery and classroom management, which may have more explicit measures of performance due to the standardized public school setting. There is no evidence of sector differences in those areas that pertain to learner assistance and positive climate.

Table 7
Sector Differences in ETBS Subscales

Subscale	M	SD	M	SD	F	p	η^2
Instructional Clarity	3.45	0.85	2.98	0.95	15.23	< .001	.058
Classroom Management	3.28	0.78	2.87	0.89	12.11	< .001	.047
Support for Learners	3.02	0.82	2.87	0.93	2.87	.092	.012
Flexibility & Adaptability	2.88	0.85	2.76	0.96	1.85	.175	.007
Positive Climate	3.22	0.85	3.08	0.91	2.10	.149	.008

Table 8 below indicates the differences in sectors based on the three resiliency subscales. A one-way MANOVA was conducted to analyze the differences between sectors using the three resilience subscales. The results showed that there is a significant effect of the Teaching Sector on the resilience subscales.

Further, univariate ANOVAs revealed that there were sector differences in Personal Competence and Emotional Regulation. Public school teachers had significantly higher Personal Competence scores than private institute teachers, as well as higher Emotional Regulation scores than private institute teachers. There were no sector differences in Goal Persistence.

Table 8
Sector Differences in Resilience Subscales

Subscale	M	SD	M	SD	F	p	η^2
Personal Competence	3.35	0.85	2.88	0.91	15.23	< .001	.058
Emotional Regulation	2.98	0.82	2.71	0.85	8.45	.004	.034
Goal Persistence	3.05	0.78	2.91	0.78	2.45	.119	.010

Table 9 shows the gender differences in all the subscales. The MANOVA that was used to analyze the gender differences in the five subscales of ETBS found no significant main effect. In addition, the MANOVA test used to analyze the three resilience subscales found no significant main effect.

Further univariate ANOVAs showed that there were no gender differences in any of the subscales, as all p-values were greater than .05. Mean differences between female and male teachers in all subscales were very small, and the effect size was very small.

It can be concluded from these results that gender has no significant impact on either the level of resilience or the perception of their effectiveness as teachers among Iranian EFL teachers. Gender differences in the level of problem solving, emotional regulation, perseverance, and effectiveness as teachers do not exist.

Table 9
Gender Differences in All Subscales

Subscale	M	SD	M	SD	F	p	η^2
Resilience							
Personal Competence	3.15	0.87	3.08	0.92	0.32	.574	.001
Emotional Regulation	2.88	0.85	2.82	0.83	0.28	.598	.001
Goal Persistence	2.99	0.78	2.97	0.78	0.04	.846	.000
Effective Teaching							

Instructional Clarity	3.24	0.92	3.19	0.92	0.18	.671	.001
Classroom Management	3.10	0.84	3.05	0.86	0.22	.640	.001
Support for Learners	2.97	0.89	2.92	0.87	0.20	.657	.001
Flexibility & Adaptability	2.84	0.92	2.80	0.90	0.12	.733	.000
Positive Climate	3.17	0.87	3.12	0.89	0.23	.635	.001

5. Discussion

This section explains the key results in connection with the three research questions, links them to earlier literature on the subject, elaborates on the contributions of the study, mentions its limitations, and suggests further research areas. The discussion is structured systematically starting from the predictive link between resilience and the perception of effective teaching, then comparing sectors, examining the gender aspect, and ending with implications and conclusions.

The first research question was designed to examine the role of psychological resilience as a significant predictor of Iranian EFL teachers' perception of their effective teaching behavior. The results revealed a strong confirmation, as resilience accounted for approximately a quarter of the variance in perceived effectiveness, and there was a significant correlation and regression coefficient. This connection is consistent with previous studies conducted in the Iranian context. Thus, Razmjoo and Ayoobiyan (2019) and Fathi et al. (2021) had revealed the existence of significant positive correlations between resilience and self-efficacy. Nevertheless, the present study adds a new aspect to the discussion, because the focus here is on the effective teaching behaviors and not on self-efficacy as such. This difference is of theoretical importance, as the perceptions of teachers' specific behaviors are closer to their actual practices than the idea of general self-efficacy (Bandura, 1997; Stronge, 2018).

Theoretically, the results support the socio-ecological model of resilience as a dynamical resource that helps teachers maintain their emotional balance and keep up with challenges in their work as educators (Beltman et al., 2011; Mansfield et al., 2016). Resilient teachers will have stronger ability to regulate their emotions caused by the challenging situation in the classroom, thereby maintaining a positive view of themselves as instructors (Greenier et al., 2021). In other words, the result above is in agreement with Hargreaves's (2000) initial theory of the role played by teachers' emotional state in determining the quality of instruction. It appears that resilience functions as a psychological protective factor that helps teachers avoid distorted thinking patterns which would otherwise lead to negative assessments of themselves as professionals.

The second research question assessed the difference between teachers' perceptions of effectiveness between those teaching in public schools and those

teaching in private language institutes. Contrary to expectations, the findings showed a significant disparity favoring public-school teachers, who had a higher average score by nearly 7.5 points, with a moderate effect size. The finding is noteworthy since it runs contrary to what some previous researches have shown. For instance, according to Keyvanloo et al. (2023), the teachers of private schools enjoyed greater autonomy in terms of professional work, whereas according to Zohrabi and Paydar (2025), the institutions where private school teachers work possess better facilities than those of public schools.

A theoretically informed explanation can be derived from Bronfenbrenner's (1979) ecological systems theory, which provides a foundation for the socio-ecological model of resilience. Within this framework, the exosystem comprising institutional policies, administrative practices, and professional development opportunities exerts a powerful influence on teachers' psychological states and professional self-appraisals (Rezazadeh et al., 2023). In the Iranian public school system, teachers operate within a highly structured, inflexibly defined environment characterized by standardized curricula, clear performance expectations, and collective accountability. These features may provide public-school teachers with a stable framework for evaluating their own performance, reducing ambiguity and fostering a sense of professional security. In contrast, private language institutes, while affording greater autonomy and superior facilities, may simultaneously expose teachers to heightened performance pressure, job insecurity, and outcome-based accountability tied to student retention and satisfaction. Such pressures may erode teachers' self-confidence and generate negative self-appraisals, despite objectively better working conditions.

An explanation grounded in theory could come from the ecological systems theory developed by Bronfenbrenner (1979) upon which the socio-ecological model of resilience is based. The educational context, which includes organizational policies, administrative procedures, and professional development activities, has a profound effect on the psychological condition and professional self-appraisal of teachers (Rezazadeh et al., 2023). In the Iranian public schools system, teachers work in a regulated bureaucratic environment that entails standardized curricula and clear performance standards. These characteristics may provide public-school teachers with an environment in which it is easy to self-assess one's performance in order to feel safe professionally. On the other hand, private language institutions, though offering autonomy and better infrastructure, could potentially make teachers feel performance-oriented, insecure, and accountable for outcomes related to student retention and satisfaction.

This interpretation is supported by Rezazadeh et al.'s (2023) qualitative finding that public-school teachers attributed their resilience to consultation and structured policies, whereas private-institute teachers identified student progress and interaction as primary sources. The former represents an external, stable support system, while the latter is contingent on student behaviors that are inherently variable. Thus, the public sector's structural predictability may foster more stable, positive self-perceptions, whereas the private sector's dynamic, client-centered environment may introduce psychological volatility that undermines teachers' perceived effectiveness. This insight refines and extends the existing literature, suggesting that institutional context shape not only objective working conditions but also the cognitive frameworks through which teachers appraise their own professional competence.

The third question examined the extent to which there were any statistically significant differences between EFL teachers' level of resilience and their perception of being an effective teacher based on their biological sex. The results revealed no significant difference because both male and female EFL teachers had similar mean scores for resilience and perception of being an effective teacher and very small effect sizes. The current finding is supported by existing literature, which has established that there are no statistically significant differences between men and women regarding psychological resilience or teaching self-perception (Fathi et al., 2021; Nazari et al., 2024).

6. Conclusion

This research has proven that resilience is a highly significant predictor of perceived effective teaching among Iranian EFL teachers, covering a sizable amount of variance in this self-appraisal. Moreover, there is a marked difference between sectors, with public school teachers viewing themselves as being more effective than teachers working in private institutes. Such results contradict the popular perception of superiority of the private sector, which can be interpreted from the perspective of the socio-ecological theory. It should be noted that gender differences neither exist when it comes to the level of resilience nor when it comes to self-perceived effectiveness, thus making the profession and context much more significant in comparison with biology. This work has made an important contribution to the existing theoretical framework regarding teacher resilience and has provided practical recommendations as to how to develop resilience in teachers working both in private and public schools.

In summary, the current study makes three key contributions to the extant theoretical literature. First, the current study provides empirical evidence of the role of resilience as an important predictor of teachers' perceptions of particular teaching practices, building on previous literature which focused primarily on self-efficacy or burnout measures. Second, the current study highlights the explanatory power of the socio-ecological resilience model (Beltman et al., 2011; Mansfield et al., 2016) in explaining sectorial differences in that structural and occupational factors influence cognitive self-appraisal in a similar fashion as physical resources do. Third, the current study calls into question any overly simplistic notions that resource availability influences professional efficacy, as public school teachers exhibit higher levels of perceived effectiveness despite fewer physical resources.

The results hold practical applications for teacher preparation programs and management within the Iranian EFL setting. Firstly, teacher training courses should include resilience-building activities such as emotional control exercises, reflection, and mentoring to improve teachers' psychological capabilities and their own evaluations of themselves (Sattari et al., 2024). Secondly, interventions should be tailored to each sector. In the case of private language institutes, tackling job insecurity and stress from performance pressures may be as important as the provision of tangible resources while public schools must ensure the presence of structural resources that maintain teachers' confidence. Thirdly, policy-makers need to be aware that the quality of teaching is dependent not only on infrastructure but also on teachers' psychological well-being.

Although this study provides empirical evidence, several limitations exist and must be highlighted. First, the cross-sectional approach used does not permit any inferences about causality; future research could benefit from adopting longitudinal methods to examine the direction of the relationship between the variables of interest.

Second, the use of self-report measures makes this research susceptible to social desirability bias and common method variance issues. Observational methods (e.g., classroom observation, student evaluations) can be applied in future research to confirm the results obtained in the current study. Third, the sample used was limited to one Iranian province, thereby reducing the generalizability of the findings across other regions and beyond Iran; future research could involve a nationally representative sample. Fourth, the study did not consider the interaction between resilience and other psychological factors (e.g., emotional intelligence, self-efficacy); future research may consider investigating their joint predictive power in relation to teachers' effectiveness. Finally, the quantitative methodology did not allow for capturing the qualitative aspects of teacher perceptions; future mixed-methods research could benefit from conducting surveys alongside interviews.

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Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this paper.

Disclosure of AI Use in Manuscript Preparation

During the preparation of this manuscript, the authors did not use any AI tools. They accept full responsibility for the accuracy, integrity, and originality of the final work.

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Appendix

Research Questionnaire

Below is the structured questionnaire used in the study. Participants were asked to respond to each item.

Psychological Resilience

1. I adjust quickly when changes occur in my teaching environment.

2. I can adapt my teaching strategies when circumstances require it.

3. Unexpected changes rarely prevent me from teaching effectively.

4. I remain calm when faced with stressful classroom situations.

5. I can manage my emotions effectively during challenging teaching experiences.

6. I maintain a positive attitude even when teaching becomes difficult.

7. I continue working toward my teaching goals despite obstacles.

8. Difficult situations motivate me to improve rather than give up.

9. I persevere even when progress seems slow.

10. I am confident in my ability to solve teaching-related problems.

11. I believe I can handle most professional challenges successfully.

12. I feel capable of meeting the demands of my teaching responsibilities.

13. I can find effective solutions when problems arise in my classes.

14. I seek constructive ways to deal with professional difficulties.

15. I can cope successfully with unexpected challenges in my teaching career.

16. I recover quickly after a difficult teaching experience.

17. I regain my motivation after professional disappointments.

18. Setbacks do not prevent me from continuing to develop as a teacher.

Researcher-Made Effective Teaching Behavior Scale (ETBS-18)

19. Effective teachers explain language concepts in a clear and understandable manner.

20. Effective teachers present lesson objectives explicitly at the beginning of instruction.

21. Effective teachers organize lessons in a logical sequence that facilitates learning.

22. Effective teachers maintain classroom discipline respectfully and consistently.

23. Effective teachers establish clear expectations for classroom behavior.

24.Effective teachers manage instructional time efficiently during lessons.

25. Effective teachers actively involve students in classroom activities.

26. Effective teachers encourage students to communicate meaningfully in English.

27. Effective teachers use a variety of teaching techniques to maintain learner interest.

28. Effective teachers provide timely feedback on students' performance.

29. Effective teachers regularly monitor students' understanding during lessons.

30. Effective teachers use assessment results to improve instruction.

31. Effective teachers reflect critically on their teaching practices.

32. Effective teachers modify instructional approaches when necessary.

33. Effective teachers continuously seek opportunities for professional growth.

34. Effective teachers create a supportive atmosphere where students feel comfortable participating.

35. Effective teachers demonstrate respect for students' individual and cultural differences.

36. Effective teachers establish positive relationships that promote learning.