



The role of resilience and perseverance of effort among Chinese EFL teachers' work engagement

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ABSTRACT: Teachers' work engagement is associated with constructive results concerning work-associated well-being. Regarding the substantial power of teachers' work engagement in academic domains, consideration has been paid to scrutinizing the predictors of this concept. Therefore, this paper makes an effort to examine the predictors of work engagement among English as foreign language (EFL) teachers by checking a model that takes into account their perseverance of effort and resilience. To this end, 537 Chinese EFL teachers from diverse colleges participated in the study. After assuring the participants' willingness to participate, the three questionnaires, namely resilience, perseverance of effort, and work engagement were administered to them. Then the collected data were checked through the Modified Confirmatory Factor Analysis (CFA) Model and structural equation modeling (SEM). The results indicated that there is a significant and direct association between work engagement and resilience along with perseverance, with resilience serving as the best predictor for teachers' work engagement. Indeed, the values indicate that about 76 percent of changes in their work engagement can be predicted by their resilience; about 66 percent of changes in their work engagement can be predicted by their perseverance. Results from the study evince recommendations for the development of Positive Psychology and related issues in research and practice to help teachers and learners improve their work engagement by focusing on their resilience and perseverance of effort.

Keywords: EFL teachers, Perseverance of effort, Resilience, Work engagement

El papel de la resiliencia y la perseverancia del esfuerzo en la implicación laboral de los profesores chinos de inglés como lengua extranjera (ILE)

RESUMEN: El compromiso laboral de los docentes se asocia con resultados constructivos en cuanto al bienestar asociado al trabajo. En cuanto al poder sustancial del compromiso laboral de los docentes en los dominios académicos, se ha prestado atención al escrutinio de los predictores de este concepto. Por lo tanto, este documento hace un esfuerzo por examinar los predictores del compromiso laboral entre los profesores de inglés como lengua extranjera (EFL) mediante la verificación de un modelo que tiene en cuenta su perseverancia en el esfuerzo y la resiliencia. Con este fin, participaron en el estudio 537 profesores chinos

de EFL de diversas universidades. Después de asegurar la disposición de los participantes a participar, se les administraron los tres cuestionarios, a saber, resiliencia, perseverancia del esfuerzo y Inversión laboral. Luego, los datos recopilados fueron revisados a través del Modelo de Análisis Factorial Confirmatorio Modificado (CFA) y el modelado de ecuaciones estructurales (SEM). Los resultados indicaron que existe una asociación significativa y directa entre el compromiso laboral y la resiliencia junto con la perseverancia, siendo la resiliencia el mejor predictor del compromiso laboral de los docentes. De hecho, los valores indican que alrededor del 76 por ciento de los cambios en su compromiso laboral pueden predecirse por su resiliencia; alrededor del 66 por ciento de los cambios en su compromiso laboral se pueden predecir por su perseverancia. Los resultados del estudio muestran recomendaciones para el desarrollo de la Psicología Positiva y temas relacionados en la investigación y la práctica para ayudar a los docentes y estudiantes a mejorar su compromiso laboral centrándose en su resiliencia y perseverancia en el esfuerzo..

Palabras clave: profesores de EFL, perseverancia del esfuerzo, resiliencia, inserción laboral

1. INTRODUCTION

In the education sector, educators are currently acknowledged as the most significant part of scholastic organizations (Coombe, 2020; Derakhshan et al., 2020), and they are at forefront of the academic schedules and feelings (MacIntyre et al., 2019). Teaching is undoubtedly a challenging career, and educators encounter weighty inconveniences that impede their presentation and lead to burnout (Sheikh et al., 2019; Wang, 2023). However, most educators are intensely engaged in carrying out their jobs (Schaufeli et al., 2002). Over the last few decades, there has been a growing academic attentiveness to the concept of engagement on the whole and work engagement specifically, which is a form of expert engagement. Indeed, in the related studies, there is a recent shift from negative concepts such as burnout to positive ones such as work engagement. Nevertheless, burnout and engagement are two sides of a coin, and people can move out reliant on their level of fulfillment and commitment to their job (Bakker & Albrecht, 2018; Greenier et al., 2021; Wang & Guan, 2020; Wang et al., 2023; Zhi & Wang, 2023). Due to the flourishing of Positive Psychology (PP), a flow of attention has been paid to work engagement in past decades (Derakhshan, 2022; Derakhshan et al., 2023; Dewaele et al., 2019; Dai & Wang, 2023; Han & Wang, 2021; Seligman, 2011; Wang et al., 2021). Educators with great degrees of engagement can be seen as an essential resource for organizations in that their attentiveness and professional connections are related on a day-to-day basis (Irudayaraj, 2019) which is in line with the broaden-and-build theory of Fredrickson (2001) who stated that a positive attraction to work raises people's connection to the situation or its tasks.

As work engagement is associated with a constructive intellectual state, strength, dedication, and absorption, engaged educators can be said to be enthusiastic, and accordingly, they should have the psychological strength to perform their duties despite hardships and difficulties (Roozeboom & Schelvis, 2015; Zhi et al., 2023). Also, they should be proud of their work; they should show their excitement about it, and they should be optimistic and preoccupied with their job, which is in line with the recent views of grit and resilience (Roozeboom & Schelvis, 2015). Moreover, resilience is another significant personality attribute associated with endeavoring for and achieving goals (Salisu et al., 2019). Indeed, the inclination to bounce back from misfortune or a depressive cycle is known as resilience which

enables individuals to be constructive about the overwhelming circumstance as it could be said that resilient individuals can enhance themselves through intricacy (Derakhshan et al., 2022). Educators' abilities to be resilient are moderated by the individual, associative, and institutional circumstances in their organizations, which can constructively or deconstructively affect their functions (Gu & Day, 2013). As an important parameter, resilience is used in numerous studies and diverse situations, and in line with it, personal factors such as grit are also associated with career success (Luthans et al., 2018; Shi et al., 2015).

Grit is a newly presented non-intellectual ability and personality concept that is promised scholastic and life success (Derakhshan & Fathi, 2023; Elahi Shirvan et al., 2021; Mohan & Kaur, 2021; Wang et al., 2023). Grit emphasizes comprehending other individuals' tasks and actions and outlines criteria for the performance of such manners that is characterized by two sides: perseverance of effort and consistency of interest (Duckworth et al., 2007). Both aspects greatly add to achievement since the former makes it easier to attain proficiency despite failure, and the latter is a method to contemplate practice to obtain proficiency (Credé et al., 2016).

However, to assume that both perseverance of effort and resilience are crucial elements in language learning, they are associated with plentiful constructive upshots so their deficiency at present has seemed to cause disengagement. Regardless of the agreement on the meaning of work engagement among educators in line with SLA theory (Borg, 2015), there is a paucity of efforts to include and cover the issues helping this domain. While several studies (Bao et al., 2021; Greenier et al., 2021) have been conducted on different factors contributing to teachers' work engagement, two important variables of resilience and perseverance of efforts have received less attention. Therefore, revealing the relations among these constructs has remained under the shadow, particularly in the Chinese context. Furthermore, no empirical research has been done to demonstrate teacher work engagement, and the relationship between these two constructs, namely resilience and perseverance of effort as a dimension of grit. Therefore, in line with PP, in this experimental study, the researcher tried to check and demonstrate the association between EFL teachers' work engagement and these constructs and also examine the predictive role of the variables.

Concerning this gap, this research attempts to explore not only the relationship among the variables but also their predictive role on teachers' work engagement. As a result, the subsequent questions were articulated in this research.

- RQ₁. Is there any significant association among Chinese EFL teachers' resilience, work engagement, and perseverance of effort?
- RQ₂. How much variance in EFL teachers' work engagement can be predicted by their resilience and perseverance of effort?

LITERATURE REVIEW

2.1. Work Engagement

Work engagement is career-related fulfillment, passion for work, a great degree of perseverance, active participation, and profound immersion in what one does deeply (Han &

Wang, 2021; Van Beek et al., 2012; Yang, 2021). Moreover, it is a field of attentiveness in the framework of educator training and growth that depends on educators' inspiration in the work (Greenier et al., 2021; Yin et al., 2017). Furthermore, work engagement represents a constructive and psychologically satisfying mental state that this notion considers important differences in predicting educators' professional and institutional results, like classroom performance, problem-solving, institutional efforts, and work fulfillment, and thus it turns into an important indicator that echoes the standard of the educators' professional life (Dai & Wang, 2023; Dewaele & Li, 2021; Han & Wang, 2021; Wang et al., 2022). It is an active concept and a mental state that consists of three aspects, including vigor (possessing vitality, resilience, motivation, and perseverance during work), dedication (a feeling of significance, self-esteem, motivation, eagerness, and courage), and absorption (being deeply absorbed in work in such a manner that a person likes to work frequently and time flies for them) (Schaufeli et al., 2002). Vigor hints at the experience of spending a great amount of stamina and enduring when faced with difficulties in the workplace. Dedication refers to vehemently connecting to work, getting excited, inspired, and at the same time facing challenges. Absorption means engaging in one's work happily and fully concentrating on it (Bakker & Demerouti, 2008; Ding & Hong, 2023).

Work engagement rates have increased for three main reasons (Klassen et al., 2012). Firstly, work engagement is a significant factor in educational results and educational and learning cycle efficiency, suggesting that the more engaged educators are, the more motivated learners are to take part (Roth et al., 2007). Secondly, work engagement is important in dealing with anxiety-provoking circumstances that can cause one to leave their position. In other words, educators have the role of intermediaries (Han, Yin, & Wang, 2016). Educators' high level of work engagement is conveyed by different effectively detectable physical and oral expressions that relay their concentration in career activities as well as their enthusiasm, such as an open and observant attitude, unlimited smiles, eye-to-eye connections, and an encouraging viewpoint (Van Mierlo & Bakker, 2018).

2.2. Teachers' Resilience

There are three reasons for the significance of resilience in education. First, it is impractical to expect resilience from students when educators, the main source of role models, lack the standards of resilience (Henderson & Milstein, 2003; Wang et al., 2022; Zhi & Derakhshan, 2024). Second, instruction is a challenging career in a new era of variety and sustainability (Hargreaves & Fink, 2006). The third reason is that resilience, characterized as the ability to improve power or essence swiftly and proficiently despite misfortune, is meticulously related to a durable sense of purpose, self-efficacy, and inspiration to instruct, all of which are basic for enhancing success in all dimensions of learners' lives (Gu & Day, 2013). Resilience can be regarded as a fusion of educator resilience attributes and the surrounding support (Yonezawa Jones, & Singer, 2011). Beltman (2020) delineated four changing viewpoints: people-centric, process-centric, context-centric, and systems-centric. In the same vein, Beltman developed this notion and declared that educator resilience is a skill, a cycle, and a result. As stated by Beltman (2020), resilience is the ability of educators to use individual and circumstantial properties to go through difficulties. It is the active cycle

through which attributes of educators and their individual and professional settings associate with time as educators utilize specific techniques to allow the result of an educator who encounters professional engagement and development, dedication, excitement, fulfillment, and well-being.

2.3. Grit (Perseverance of effort)

The extent to which a person remains focused on long-run objectives despite impediments is known as grit. Indeed, individuals' tendency to show zeal and persistence to attain long-run objectives is an example of such an understudied element, associated with constructive results, endeavoring for an objective, and achieving it (Bonfiglio, 2017; Pan, 2022). The first dimension alludes to the extent to which individuals are continually concentrated on attaining long-run goals and the preference of putting time and energy consistently and dependently into a long-run objective (Li & Dewaele, 2021). Perseverance of effort alludes to the preference to work hard and continue to work even facing difficulties (Li et al., 2018). Sustaining interest for a long time, even when encountering failures and complications, is known as consistency of interest (Duckworth et al., 2007). The second dimension alludes to the level at which an individual can withstand misfortune and difficulties while supporting endeavor and courage to attain long-run ambitions. Despite the significance of these dimensions to entrepreneurs, it is worth mentioning that few types of research connected them to entrepreneurial results, and specifically, professional achievements (Li et al., 2018; Mooradian et al., 2016).

2.4. Related Studies

Based on the above-mentioned literature, some studies have been done in this domain; for instance, in the research conducted by Wei and Taormina (2014), resilience is an experiential representation of how people regard the achievements of their profession. Therefore, purposeful people are better at coping, adjusting, and developing their strengths and have a greater chance of gaining achievements in their profession. Singh and Chopra (2018) sought to investigate the power of workplace spirituality and grit on work engagement. The data was gathered through surveys of full-time workers in different governments in India. A constructive relationship between the elements of workplace spirituality and work engagement and between the elements of grit and work engagement was demonstrated through correlation analysis. Multiple regression analysis demonstrated that after checking gender, age, seniority, and education level, significant work, uniformity of interest, and persistence greatly foretell work engagement. The relationship between grit and work engagement was examined by Suzuki et al. (2015) and it was proved that grit is a valid indicator of job presentation and scholastic presentation in a Japanese sample. Xie (2021) conducted a study on EFL educators in China to explore the connection between their emotion regulation, resilience, and engagement. The findings designated that there was a significant association between teacher resilience and engagement. Based on the previous research reviewed, there are still several gaps in the existing literature, making this study particularly necessary. The current investigation is essential due to some gaps in existing literature. Firstly, although

various studies has investigated teacher engagement and its antecedents, the engagement of EFL teachers in Chinese contexts has not got sufficient attention from scholars. Secondly, the study of perseverance of effort in teacher engagement is still relatively new and requires further exploration. Lastly, while the notions of teacher resilience and grit have been studied individually in predicting teacher engagement, there are scarce studies (e.g., Derakhshan et al., 2022; Singh & Chopra, 2018; Xi, 2021), that have explored their combined roles in predicting work engagement among teachers.

3. METHOD

3.1. Participants

537 Chinese EFL teachers (529 valid cases) from different universities and colleges across 50 cities of 18 provinces and three municipalities in China were collected. The sample comprises 139 males and 390 females, with ages fluctuating from 22 to 67 with a mean range of 44. Their teaching experience ranged from 6 months to 43 years.

3.2. Instrument

Engagement Teacher Scale (ETS)

To consider the participant's degree of engagement in teaching activities, the ETS was used. The ETS was designed and validated by Klassen et al. (2013) that contains 16 items. Participants responded on a 7-point frequency-rating Likert scale ranging from 1 (never) to 7 (always). The components of this scale are vigor, dedication, and absorption. The reliability of the scale was 0.929, signifying a suitable internal consistency of the scale.

Connor-Davidson Resilience Scale (CD-RISC)

The questionnaire determining the participants' level of resilience was adapted from the study by Connor and Davidson (2003). Its original version consists of 25 items with five factors corresponding to the sources of the construct. Nevertheless, it is initially crafted in the context of clinical practice and research, albeit nearly 70% of their sample was taken from the general population, generalizing the scale possible (Connor & Davidson, 2003). All items were answered with a 5-point range of answers from 0 (not true at all) to 4 (true nearly all the time) and its reliability was 0.986.

The Grit Scale (Grit-O)

To evaluate the subjects' level of grit, the 12-item Grit-O scale generated and validated by Duckworth et al. (2007) was used. The Grit-O scale measures individuals' grit levels from two aspects, Consistency of Interest (COI, items 1-6) and Perseverance of Effort (POE, items 7-12). All items were graded on a 5-point Likert scale from 1 (not at all like me) to 5 (very much like me). However, in the present research, we just used items 7-12 for the following data analysis. The reliability was 0.895, which suggests that the scale is a reliable measurement for the present sample.

3.3. Data Collection Procedure

The questionnaire containing the three scales of ETS, 10-items CD-RISC, and Grit-O was created through social media platforms. Prior to completing the questionnaires, they were given a permission form illuminating the overall notions of the research, the estimated time of completion, and their privilege to quit the research at any moment. More prominently, they were notified that their privacy would be guaranteed, and their data would be only used for research determinations under the anonymous evidence. Also, the participant's willingness to participate was assured. As the participants are EFL teachers who are competent users of English, we used the original English scales without any translation to avoid damage to the reliability and validity of the scales. Before accessing each scale, detailed instructions were presented to them to be aware of scales and the way to answer each item.

3.4. Data Analysis

To specify the connections between the constructs of the study, namely resilience, perseverance of efforts, and work engagement, the Modified Confirmatory Factor Analysis (CFA) Model and SEM was examined. It is worth mentioning that the analysis was implemented through IBM SPSS 24.0.

4. RESULTS

The study was set to examine the function of resilience and perseverance of efforts in EFL teachers' work engagement.

Table 1. *The Goodness of Fit Estimation*

Criteria		Threshold			Evaluation
		Terrible	Acceptable	Excellent	
CMIN	1390.602				
DF	454				
CMIN/DF	3.063	> 5	> 3	> 1	Acceptable
RMSEA	.077	> 0.08	< 0.08	< 0.06	Acceptable
CFI	.915	> 0.8	> 0.9	> 0.95	Acceptable
NFI	.901	> 0.8	> 0.9	> 0.95	Acceptable
GFI	.923	> 0.8	> 0.9	> 0.95	Acceptable

In Table 1, the result indicated that five determiners are the ratio of CMIN-DF, goodness-of-fit index (GFI), normed fit index (NFI), comparative fit index (CFI), and root mean square error of approximation (RMSEA). The model fit indices are all within specifications. Therefore, CMIN/DF is 3.063 (spec. ≤ 3.0), GFI = 0.923 (spec. > 0.9), NFI = 0.901 (spec. > 0.9), CFI = .915 (spec. > 0.9), and RMSEA = 0.077 (spec. < 0.080).

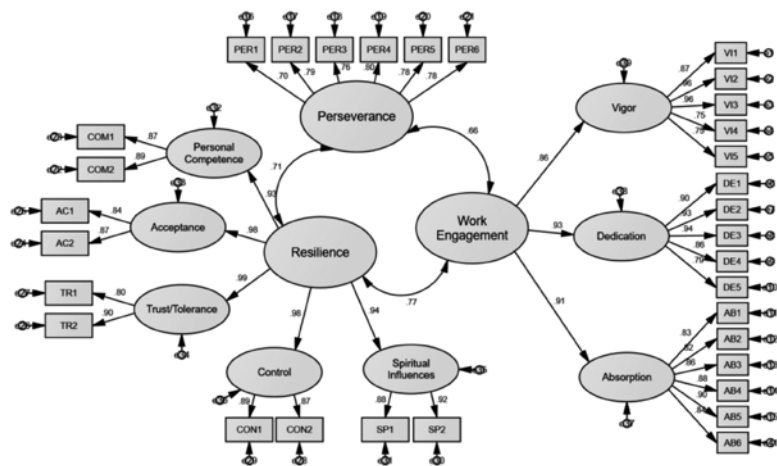


Figure 1. The Final Modified CFA Model with Standardized Estimates

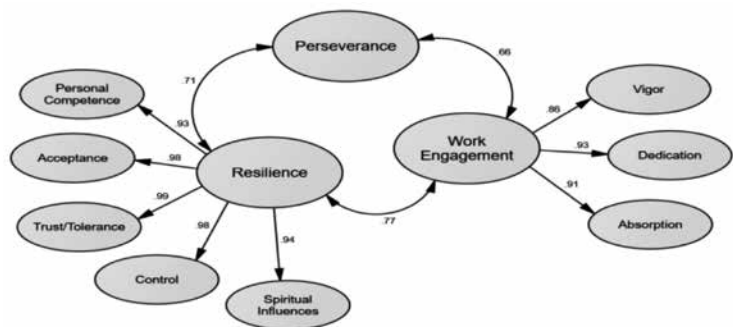


Figure 2. The Measurement Models

Table 2. Composite Reliability and Discriminant Validity of the Factors

	CR	AVE	MSV	MaxR(H)	Work Engagement	Perseverance	Resilience
Work Engagement	0.929	0.813	0.585	0.934	0.901		
Perseverance	0.895	0.588	0.511	0.897	0.662	0.767	
Resilience	0.986	0.935	0.585	0.994	0.765	0.715	0.967

The results of Table 2 show that composite reliabilities of the factors are acceptable (CR > 0.70). In other words, the model has achieved composite reliability. The values also demonstrate that the convergent validity of the factors reaches a satisfactory value (AVE > 0.50) or the model has achieved convergent validity. Another requirement of convergent validity is factor loading more than 0.50. The consequences of factor loading are reported in Table 3. In addition, the outcomes specify that the model has achieved discriminant validity.

Table 3. *Factor Loading and Standardized Regression Weights*

			Estimate
Personal Competence	←	Resilience	.930
Acceptance	←	Resilience	.980
Trust/Tolerance	←	Resilience	.994
Control	←	Resilience	.985
Spiritual Influences	←	Resilience	.945
Vigor	←	Work Engagement	.864
Dedication	←	Work Engagement	.930
Absorption	←	Work Engagement	.909

The results of Table 3 shows that almost all of the values are more than 0.50. It means that the model has achieved convergent validity.

Table 4. *The Prediction Power of Every Variable in Standardized Regression Weights*

			Estimate	S.E.	C.R.	P
Resilience	↔	Work Engagement	.765	.037	11.781	.000
Perseverance	↔	Work Engagement	.662	.041	10.609	.000

The results of Table 4 represent that teachers' resilience predicts teachers' work engagement. The values indicate that about 76 percent of changes in educators' work engagement can be predicted by their resilience; about 66 percent of changes in their work engagement can be predicted by their perseverance.

5. DISCUSSION

The findings of this research provide crucial input by offering primary evidence that resilience may act as one fundamental pathway that brings about teachers' work engagement. As a vivacious notion in the PP domain, engagement echoes the broaden-and-build theory of Fredrickson (2001) that lies at the center of this viewpoint that positive interest in work raises people's connection to the situation or its tasks. In addition, this theory proposes cognitive instruments underlying general empathy, explaining it into cognitive processes and outlooks (Dewaele & Li, 2020). The relationship between educator resilience and work engagement can be easily explained by the evidence that educators who can manage the hardships and troubles of teaching are very happy with their work. This allows educators to be more involved in their profession (Polat & Iskender, 2018). Fathi and Saeedian (2020) also concluded that the capability to adjust to misfortunate circumstances motivated educators to participate more in teaching tasks.

Previous studies have already investigated associations between resilience and the ability to compete with job stress, multitasking demands, and organizational changes (Fu & Wang, 2022). These outcomes demonstrated that the more resilient an individual is, the greater his/her devotion to their job and institution. Resilient people want to internalize the rules and obligations within their institutions and depend more on the institution than any other members. The upshots of the study are congruent with the results of previous research that stated

that some positive factors such as happiness indirectly contribute to work engagement. The findings support the study carried out by Salisu et al. (2019), who displayed a meaningful association between resilience and job attainment. According to Fathi and Saeedian (2020), teachers are motivated to become more engaged in their teaching when they can adapt well to challenging and difficult situations. The findings are incongruent with those of Bakker and Demerouti (2008) who enlightened that resilience assists individuals to preserve or even cultivate personal assets even with hardship and challenges that strengthen a constructive self-image. Individuals with a constructive self-image select tasks according to their objectives. This develops their motivation to accomplish these objectives and be more involved; thus, resilient individuals are likely to be involved regardless of difficulty.

Brunetti's (2006) previous research supports this finding, as it has demonstrated a connection between resilience and engagement among teachers. This connection can be elucidated by the point that teachers who can handle common setbacks and difficulties in their profession are more likely to feel satisfied with their work, which in turn leads to increased engagement in teaching (Polat & İskender, 2018). Liu et al. (2021) have suggested that instructor resilience plays a significant role in reducing burnout among Chinese teachers, having a negative predictive effect on it. This means that when teachers are more resilient, they are just about experiencing burnout. Consequently, as burnout decreases, their engagement in teaching is likely to increase.

Regarding the role of perseverance of effort as one of the dimensions of grit and teachers' work engagement; in general, it was concluded that the perseverance of effort was significantly related to the work engagement of the teachers. It can be defined as the amount of effort that individuals present while following their activities, and it signifies their durability and resilience in the face of problems and dissatisfactions. As stated by the consequences of the current study, the grittier the person, the more likely he/she is to engage with their career. These findings suggest that teachers who have grit and perseverance can overcome obstacles such as limited support from stakeholders and heavy workloads, which can lead to an increased passion for their work. This passion and determination can ultimately result in higher levels of engagement with their teaching (Akbari & Eghtesadi Roudi, 2020). Certainly, individuals who are after pleasure through engagement and significance are likely to experience engagement with their careers. This could be clarified by the workplace setting, where individuals regularly face chances to feel or ponder over the social significance of their career, and if they do regard their career as significant, they might feel more pleasure and become more involved in carrying out their work. Success is related to grit and includes resilience, persistence, and zeal for long-run goals, despite setbacks, misfortune, or stagnation of advancement (Duckworth, 2016). Grit is connected to resilience as part of what it means to be gritty is to be resilient in the case of disaster or difficulty and it is one of the paradigms that encompass coping theory and develop resilience under trauma (Blalock et al., 2015). As expected, gritty educators get less tired so they involve more in their jobs. One clarification for this remark is that gritty educators are more likely to persevere in challenging educational assignments (Duckworth et al., 2007). This maintains the awareness of Sudina et al. (2021) who consider that gritty FL educators are intellectually determined to deal with obstacles and spiritually avid to achieve proficient goals.

The gritty educators experience less burnout and they are more occupied with school-relevant tasks. Effective adaptation promotes their psychological welfare and health.

Thus, a grit rating helps distinguish those who are at high risk of burnout and inspirational discontinuation. Educators with lower grit levels might benefit most from activities similar to educational and coping techniques, time management, and smart objectives. The upshots align with Credé, et al. (2016), who proposed that perseverance of effort, as a grit aspect, has the key and predictive function and power in engagement. About the association between the perseverance of effort and engagement, it can be explained that educators' perseverance of effort was meaningfully correlated with engagement because they saw the effort as one of the effective approaches to cultivating their capabilities, aptitudes, and experiences.

6. CONCLUSION AND IMPLICATIONS

Allowing one to explore precursors of work engagement is one of the benefits of regarding this concept as a cycle over time. According to Cardwell (2011), interested and excited educators can successfully involve learners in the educational cycle. Teachers with a high level of engagement have a sense of motivation and excitement that allows them to instruct more successfully (Cinches et al., 2017). The results highlight the potential for educators to be resilient as they can better manage difficult practices and minimize adverse influences on educators. Promoting educators' resilience requires opportunities for professional growth, resources and content, compassionate peer connections, and mutual decision-making and arranging opportunities. Educators' resilience must be encouraged and supported inside the school, and school management has a significant part in developing and maintaining resilience (Leroux, 2018). Given the upshots of the current study, teachers, teacher educators, and officials should figure out the significance of how to promote teachers' work engagement to foster resilience and perseverance among EFL teachers. For instance, teacher educators and language officials should figure out the significance of how to promote educators' engagement to foster resilience and perseverance among EFL teachers. Consequently, to better prepare teachers for the demanding nature of their profession, teacher trainers can focus on developing their resilience and perseverance of effort. Educators in this field should be encouraged to introduce various coping strategies that can help teachers navigate challenges in a more resilient manner, thereby increasing their ability to withstand perseverance in their jobs. By providing relevant training and support in these areas, teacher trainers can help teachers better manage the difficulties of their profession, leading to improved engagement and job satisfaction.

Identifying precursors to work engagement in educators involves not only an empirical but also an applied value. Identifying the factors that add to engagement demonstrates how constructive performance could be improved. It is worthwhile for school managers to pinpoint the cause and basis of work engagement at a practical level. This seems to be highly crucial as the constructive effects of work engagement are linked to personal health, work-related demeanors, practices, and presentation (Schaufeli & Salanova, 2008). School managers should employ gritty teachers and provide them with significant work to improve their commitment. School principals can begin to develop programs about psycho-social improvement that elevate educators' perseverance when it comes to persistence, zeal, and intention in instruction. Educators with lower degrees of engagement in education are more likely to feel controlled and stimulated by the desire to get rewards and avoid punishments

(Meyer & Gagn'e, 2008). Perseverance develops the probabilities of peoples' persistent impediments in their lives. Preparations of college programs are intended to develop work engagement and could emphasize constructing particular sources (e.g., perseverance of effort and resiliency). This seems to be specifically significant in situations where employment resources are scant or declining, like in the case of deconstructive institutional alterations (reducing after-school reforms). It would be advantageous if scholars focused on devising training programs to develop resilience as a highly unique topic in national literature, and on whether or not these programs attained the anticipated outcomes of advancing the efficiency of educators working as leading actors in the academic system. Different academic programs and instruction on this topic can advance educator resilience since resilience can be enhanced. Regardless of mentally stressful environmental situations, a resilient individual has constructive emotions, self-confidence, and optimism to work efficiently. Resilience constructively anticipates constructive emotions that reduce stress and give employees more space to focus on their work (Philippe et al., 2009).

Since resilience and perseverance of effort affect teachers' work engagement, it would be valuable for school principals to boost these capabilities among teachers. It is vital to support them in broadening abilities that will help them be more resilient in managing and regulating stressful work demands and workplace adversity. Supervisors should arrange for skill preparation courses to expand individual resources in this domain since it is believed that individuals who have been educated efficaciously will positively display better work engagement and presentation.

Even though this type of research was quantitative with a significant sum of subjects and a dearth of the qualitative stage, it helps the improvement of teachers' engagement by stimulating grit and resilience. In theory, the present research provides some experimental proof that the perseverance of effort and resilience of teachers could be linked with increasing teachers' work engagement; consequently, it boosts further studies for a more comprehensive exploration of these characteristics for educators. In addition, in the present study, merely limited predictor parameters such as perseverance of effort and resilience were scrutinized, more studies can be done in this domain to consider the other emotional variables such as enthusiasm, interest, or optimism to examine if they may likewise have the leading role in predicting work engagement so further investigations may examine other emotional aspects. In addition, considering the significance of teacher engagement, it is important to further explore the impact of other emotional variables as precursors of EFL teacher engagement. As stated by Yamashita (2018), passion is necessary for teachers to motivate themselves, while perseverance is important for continuous effort in the language teaching process. Hence, additional research could be conducted on both concepts to better understand their roles in helping EFL teachers maintain high levels of engagement in their work. Such research could contribute to the development of effective strategies for improving teacher engagement and the quality of teaching in EFL contexts. To develop and expand the results of the study, it is critical to increase the sample size and include a variety of educational workplaces and demographics. It is important to note that since the participants of this study were EFL teachers from China, it may not be possible to take a broad view of the results to other teachers with different cultural and religious backgrounds. Therefore, further comparative studies are necessary to observe and generalize these factors. By including a

more diverse range of participants, future research can provide a more widespread view of the power of resilience and perseverance in predicting teacher engagement in different educational settings and cultural contexts. The effects of situational variables such as age, gender, teaching experience, and academic degree were not taken into consideration in this research which may affect the generalizability of the results. Although the study is empirical, the study lacks other instruments such as interviews to get an in-depth view of the results, so a mixed-methods or multidimensional approach could arrange for deeper perception into the association between the study variables (Derakhshan et al., 2023).

7. FUNDING INFORMATION

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