

On the Relationship between Iranian EFL Teachers' Self-Regulation, Self-Resiliency, Gender and Teaching Experience

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Abstract

The present study aimed to explore (a) if there is any relationship between EFL teachers' self-regulation and their resilience, (b) if there is any relationship between EFL teachers' self-regulation and their genders, and (c) if there is any relationship between EFL teachers' self-regulation and years of teaching experience. Through a convenience method of sampling, the first group of participants who were 85 high school male and female Iranian EFL teachers were selected. The second group consisted of 200 high school students of the mentioned teachers participated in the current investigation. EFL teachers' self-regulatory trait was measured by means of the Teacher Self-Regulation Questionnaire. Data on EFL teachers' self-resiliency was gathered through the Qualified EFL Teachers' Questionnaire. The result from the Pearson product-moment correlation revealed that (EFL) teachers qualified by self-regulatory trait were more resilient in their students' points of views. Moreover, Chi-Square rests was applied to describe the significance of the difference between EFL teachers' self-regulatory and teachers' gender. Based on the data analysis, there were no relationship between teachers' self regulation and teachers' gender. According to the data report, it can be inferred there was a relationship between teachers' self regulation and years of teaching experience and more the EFL teachers were experienced the more self-regulated they became. The findings will be valuable for EFL teacher training courses. This means that the central focus of teacher training programs in Iranian educational system in EFL teacher training programs can shift from focusing on the content to developing characteristics like self-regulation and resilience.

Keywords: Iranian EFL teacher, Self-regulation, Resilience, Gender, Teaching experience

1. Introduction

Thousands of students with different cultural, economical, educational, and social backgrounds take part in English courses every year in

Iran. Due to this increasing demand, a lot of attempts have been made to facilitate English language teaching and learning. In Iranian educational system English is

considered as foreign language and there are a lot of complexities surrounding teaching English in Iranian EFL context and many factors contribute to this process such as appropriate materials, teaching methodology, teachers' effectiveness, and teaching-learning atmosphere. One of the most important factors in teaching and learning process is teacher's effectiveness. Suwantee (1995) believes that effective teaching builds a connection between teachers and students and what students learn mostly depends on the teachers' faith in their jobs. In addition, teachers' effectiveness has a great impact on students' language learning; therefore, teachers need the capability beyond just presenting material at course book level. Meanwhile, the quality of education highly depends on harmonious relationship between students and teachers. Hence the teachers have the most profound influence on students' achievement. In addition, changes in educational system require new roles adopted by teachers so it seems illogical to expect effective educational processes and products unless the teachers are qualified enough (Sahan, 2009).

Foreign language learning in Iranian EFL context mainly takes place in formal institutional classroom settings at schools or private language institutes and the crucial role of EFL teachers is known to educators, researchers and EFL teachers in both contexts. Based on current Iranian educational system and principals, content knowledge and university degree are considered as the most crucial factors required for teaching English language at schools. Unfortunately, not much attention has been paid to effective teaching which is highly influenced by the EFL teachers' cognitive, affective factors and qualifications in teaching and learning process in Iranian EFL context and educational system particularly in Rasht, a city in north of Iran.

This seems far way to the recent research that has been done on the characteristics of successful EFL teachers. They specifically incorporated various affective, cognitive and social characteristics to define and evaluate effective teaching. For instance, studies in the field of education revealed that emotional intelligence, self-efficacy, self-regulation and critical thinking (Ghanizadeh, & Moafian, 2011) have been considered as crucial factors in effective teaching. English teachers working at private institutes are supposed to be more updated and well-equipped themselves with qualifications which are necessary for effective teaching. To get their teachers updated, private institutes try to provide opportunities for their teachers to have regular monitoring and regulating their actions and thoughts via teacher training courses and workshops. Accordingly, the teachers can share their ideas and experiences while getting familiar with new trends, findings and research in this field. This gap between English teaching process in private institutes and schools makes a great difference in outcome. Unfortunately, least attention is paid to the EFL school teachers' effectiveness in teaching and learning process in educational system except content knowledge and university degree for teaching English at schools; therefore, most of EFL school teachers' potentiality to intervene in effective teaching remains inactive.

There is an essence to have a more unified, goal oriented, updated and vivid description in terms of EFL school teachers' qualifications, cognitive and affective factors influencing their jobs in order to have more qualified EFL teachers to increase effective teaching to facilitate language teaching in Iranian educational system. To do this, pre-service and in-service EFL teacher training courses can have a great impact on teachers' success. They can put emphasis on characteristics of

qualified teachers and make EFL teachers more unified by focusing on cognitive, metacognitive, and affective factors such as self-regulatory and resiliency.

It goes without saying that Iranian educational system is teacher-oriented and teachers place great importance on teaching the content and asking students to cram materials in their heads. The main focus of the following study is on the traits which have impact on EFL teachers' performance in teaching process. This would also be a chance for students to express their expectations of a good and qualified English teacher as well. With such perspective, this study is significant for the following reasons: a. It is worth mentioning that in spite of the growing interest in investigating the characteristics of a qualified EFL school teacher and English teachers' self-regulatory trait, no studies have been done in this case specifically in Rasht, a city in north of Iran. b) To consider the purpose of professional development to train EFL school teachers who are qualified, goal directed, self regulated and observant on their own behavior to adjust and solve problems facing in teaching process, there is a need to well-equipped EFL schoolteachers with self-regulatory trait in order to enable them to control teaching and learning process more confidentially and act and react precisely up on any unexpected problems which at last leads to effective teaching. c) Noticing the crucial role of EFL school teachers in language learning process, this study attempts to take the result from both EFL school teachers and learners views in case of characteristics of qualified and self-regulated English teachers to give a fresh perspective and vivid description to improve EFL school teachers' skills and also take the advantage to provide useful information about the characteristics of qualified and self-regulated EFL school teachers in pre-service and in-service

teacher training programs which is not beyond hope. The present study is an attempt to answer the following research questions: 1. Is there any relationship between EFL teachers' self regulation and their resiliency? 2. Is there any relationship between EFL teachers' self regulation and their gender? 3. Is there any relationship between EFL teachers' self regulation and years of teaching experience?

2. Review of Literature

2.1. Introduction

Language teaching has been subjected to tremendous changes. The history of foreign language (FL) teaching can be traced back to different teaching methodologies. As learning is a lifelong process and it often takes place in a social context and it is also a highly individualized process, theories on language learning and teaching have changed and developed over many centuries and years and evolved from the fields of psychology, cognitive psychology, and linguistics which focusing on these fields (Jeremey, 1997). Whether one agrees with all previous language learning and teaching theories as a FL methodology or not, the important implication in a course of English as FL is that students learn and acquire language without even being aware of the existence of some more crucial elements rather than learning theories. As studying different language and teaching theories and methodologies in line with linguistic knowledge are necessary to become a language teacher, other factors such as teachers' qualifications has a great direct and indirect impact on students' learning process (Jeremey, 1997).

In other words, as teachers may apply the different theories of learning and teaching methodologies, they need to keep awareness that language teachers have key roles in all teaching methods and generally in teaching and learning process. Teaching is a complex process and is cognitively and

emotionally demanding. A qualified language teacher attempts to enrich their linguistic knowledge, cognitive, affective and emotional dispositions to take better actions in response to the demands of their external world like class, students and teaching process (Gibson & Dembo, 1984).

2.2. Self-Regulation

2.2.1 Nature of self-regulation

One of the most crucial skills developed in childhood is the ability to control aspects of self. Lack of this ability may lead us to face greater difficulty accomplishing anything, despite experiencing good feeling about ourselves. It is clearly important to develop self-understanding and healthy self-esteem. Self-regulation is the ability to monitor and control our behavior, thoughts, and emotion, altering them up on the demands of any specific situations. It includes the abilities that prevent us from rush job and quick reaction (Zimmerman, Bonner, & Kovach, 2002). Self regulation refers to a series of planned actions, self-generated thoughts, and feelings which are led to the attainment of personal goals. This personal feature makes a distinction between people in which its presence and quality depends on one's beliefs and motivation (Zimmerman, Bonner, & Kovach, 2002).

Mature self-regulation needs various cognitive skills. These include being aware of the demands of any specific situation; regular monitoring of one's behavior, thoughts, and strategies; consideration of how successfully one can handle the situation; and the ability to apply appropriate behavior as needed to cope with the situation or to achieve a goal (Zimmerman, Bonner, & Kovach, 2002). Developing self-regulated behavior provides positive outcomes including better academic performance, problem-solving skills; more satisfying interactions with peers; higher levels of self-efficacy; and fewer behavior problems. (Howse, Lange, Farran, & Boyles, 2003)

2.2.2 Self-regulation theory

Self-Regulation Theory is considered as a system which is related to conscious personal management. The theory consists of several stages. First, the individual intentionally monitors his or her behavior and evaluates whether this behavior leads him or her to the desired goal or not. If the desired outcome is not realized, he or she changes the behavior (Kanfer, 1970). The second approach is for the individual to understand the factors that influence his or her personal problem. There is a need to make a plan in order to solve the problem. The individual needs to precisely monitor the outcome to appraise the possible effects, reconsidering any necessary changes in the plan (Kanfer, 1970).

In social cognitive view, self-regulation is as an interaction of personal, behavioral, and environmental triadic processes. It involves behavioral skill in self-managing environmental events and also the tact of using this skill in appropriate and relevant contexts. Self regulation refers to a series of planned actions, self-generated thoughts, and feelings which are led to the attainment of personal goals. This personal feature makes a distinction between people in which its presence and quality depends on one's beliefs and motives (Bandura, 1986). In social cognitive theory human behavior is extensively motivated and regulated by the regular exercise of self-influence. Self regulative mechanism operates through three main principals including self-monitoring of one's behavior, its factors, and its effects; individual's personal judgment of their behavior in relation to personal standards, surroundings and environment; and affective self-reaction. Self-regulation also embraces the self-efficacy mechanism in that it plays a crucial role in exercise of personal agency by its strong impact on thought, affect, motivation, and action (Bandura, 1986).

2.2.3 Phases of self-regulation

Self regulatory processes in cognitive perspective fall into three cyclical phases: forethought, performance or volitional control, and self-reflection process (Schuank & Zimmerman, 2007). Forethought phase refers to analyzing a task and being prepared to engage in the task then by setting a goal and appropriate strategies try to attain that goal. During the performance phase, learners tend to control and observe their performance and learning based on the strategies picked up in forethought phase. The ones who are not eager to engage in forethought phase seem not very likely to test the effectiveness of a range of strategies (Schuank & Zimmerman, 2007). And finally learners evaluate their findings, learning, and performance during the self-reflection phase. Zimmerman (2008) believes that proactive learners are those who set specific goals during the forethought phase and are actively able to evaluate their performance against their goals in this phase. However ones who do not have specific goals have to rely on social comparisons. (Zimmerman, 2008). As result the self-regulatory cycle does lead learners to make a sense of personal control that keep them motivated to learn on their owns (Zimmerman & Martinez-Pons, 1986).

The development of good self-regulatory trait usually involves the followings: *Self-observation*: self-regulated individuals systematically monitor their own performance and keep records. *Self-judgment*: self-regulated ones systematically compare performance with a standard or goal (e.g., re-examining answers; rating answers in relation to answer sheet, another person's). *Self-reaction*: engage in personal processes (i.e., goal-setting; metacognitive planning; behavioral outcomes); self-administering praise or criticism; rehearsing, memorizing; proximal goal-setting; structuring environment; asking for help (Zimmerman, et al., 2002, p.8).

2.2.3.1 Self-regulative strategies

In order to master a skill learners need methods which are more appropriate for accomplishing the task. Self-regulative strategies are considered as purposive personal processes and actions which directed at acquiring or displaying skill (Zimmerman, 1990). The individual set of self-regulation strategies that are usually used by successful students fall into four categories: 1) cognitive / metacognitive regulation, 2) affective regulation, 3) behavioral regulation, 4) environmental regulation (Zimmerman & Campillo, 2003).

During the metacognitive and cognitive processes learners attempt to facilitate the acquisition of new skills and information then based on their prior knowledge and experience they set a specific goal and choose suitable strategies to accomplish that goal. Along with cognitive and metacognitive processing, affective regulation which focuses on perceptions of learners' motivational beliefs is considered as another important component of SRL. It means it intends to maintain positive emotional and motivational states and also the effectiveness of these factors on their learning and performance in SRL. Behavioral regulation concerns the changes and adoption in individual's behavior in various situations. When learners face a new learning context, they observe the changes to find out its possible effects and problems on their learning process and try to adapt their learning environment. These strategies involve seeking assistance and structuring of the physical study environment. The components of environmental regulation refer to individual's attempt to monitor and control contextual variables specially time management.

2.2.3.2 Self-regulated learning

Self-regulation is an integrated learning process, consisting of the development of a

set of constructive behaviors that affect one's learning. These processes are planned and adapted to support the pursuit of personal goals in changing learning environments. Students can be taught to become more self-regulated learners by acquiring specific strategies that are both successful for them and that enable them to increase their control over their own behavior and environment. Most researchers agree that the best learning occurs when someone carefully observes and considers his own behaviors and acts upon what he has learned. This means that students learn to decrease negative behaviors and increase positive behaviors.

Current research indicates that some students possess better self-regulated learning strategies than their peers. According to Zimmerman (1990), self-regulated learners possess several attributes as follows: Self-regulated learners are aware whether they know a fact or possess a skill not. Unlike their passive ones, self-regulated students proactively search for information when needed and take the necessary steps to master it. When they face obstacles such as poor study conditions, confusing teachers, or abstruse textbooks, they finally find a way to succeed. In self-regulated individual's point of view acquisition is a systematic and controlled process in which they accept greater responsibility for their achievement outcomes.

According to Zimmerman (1990), self-regulated learning involves the regulation of three general aspects of academic learning. First: self-regulation of behavior involves the active control of various resources which are available to them, such as time, study environment, and their classmates to help them. Second: self-regulation of motivation and affect involves controlling and changing motivational beliefs such as self-efficacy and goal orientation, so that students can adapt to the demands of a course. Third and finally,

self-regulation of cognition involves the control of various cognitive strategies for learning, such as the use of deep processing strategies that result in better learning and performance than students showed previously.

Many researchers have agreed with the importance of self-regulated learning for students at all academic levels and self-regulation can be taught, learned and controlled. In Zimmerman's studies, successful students report that the use of self-regulated learning strategies accounted for most of their success in school (Zimmerman, 1990).

2.2.4 Self-regulated teachers

One of the underlying assumptions of many researches in self-regulation has been on understanding the notion of teachers' self-regulation because teaching requires problem - solving and invention. Beyond the theory of teaching, teachers sometimes face complex problems and challenges that need the capacity and skills to deal with the difficult problems of the real world. Successful teachers must have a clear and deep understanding of their beliefs, practices, cognitive and motivational principles of learning and teaching in order to be a model of self-regulated learning for their students (Schon, 1987). A self-regulated teacher can assist and train their students to become a self-observer and self-evaluate their effectiveness. They are taught how to set goals and use appropriate learning strategies, and self monitor change to accomplish a task successfully (Zimmerman & Martinez-Pons, 1986).

In domain of education, self-regulatory skills have been considered in association with students' achievement and their motivation (Schunk & Zimmerman, 2007). Pettis (1997) stated that self-regulation leads both students and teachers to become more independent, competent and motivated. As Kanfer (1970) believed that self-regulated teachers can lead students towards self-directed practice and provide

effective lesson plans. Considering the complexity of the individual and the social aspects of teaching roles, highly self-regulated teachers seem to successfully achieve teaching effectiveness. From a social cognitive perspective, effective teachers are self-regulated ones who activate their thoughts to successfully accomplish their desired tasks by taking appropriate actions (Randi, 2004). Moreover, Dembo (2001) argued that language teachers need some qualifications such as self-regulatory factors rather than just content area knowledge. They need to monitor their beliefs and thoughts, keep themselves motivated and being well-equipped with self-regulatory factors in line with teaching and learning process.

2.2.5 Self-regulation in EFL context

In line with teaching methodology the role of EFL teachers considered as an essence in language classes. In 1980s, interests in self-regulation mainly appeared in social psychology and personality journals. This new trend continued up to 1990s that various aspects of self-regulation including self-regulatory learning, self control, and self management broadened specially in educational, health psychology, and clinical journals. Self-regulation is considered relevant to science of mind and human behavior. Perhaps self-regulation is the most important quality of human being. Developing regulatory skills, its various subcomponents, and its function has always been a main subject of social cognitive theory and research (Zimmerman, et al., 2002).

In the domain of L2 context especially language classes where language teachers are mostly in center of attention, observation, and evaluation by school principals, parents, students, and even other colleagues they need to monitor, refresh, and regulate their thoughts and actions time to time and this makes equipping language teachers with abilities associated with self-regulation strategies (Ghonsooly & Ghanizadeh, 2011).

In Iranian EFL contexts research on teachers' self-regulatory revealed that EFL teachers who well-equipped themselves with self-regulatory skills will be evaluated more successful and teacher's self-regulation is a significant indicator of teacher's success. Along the same line of thought, EFL self-regulated teachers are able to teach self-regulatory skills to their students and can be a good model for their students (MonshiToussi, Boori, & Ghanizadeh, 2011). In addition, Ghonsooly and Ghanizadeh (2011) believed the more EFL teachers equip themselves with self-regulatory skills, the more capable they judge themselves in their teaching practice. Furthermore, developing EFL teachers' self-regulatory skills is linked to the enhancement of their success; therefore, there is a correlation between EFL teacher self-regulation and their sense of self-efficacy. It seems a true saying that teachers who lack self-regulatory skills would find it hard to deal with the activities or experiences that enhance the students' self-regulatory strategies (Ghonsooli & Ghanizadeh, 2011).

2.3. Resiliency

2.3.1 Resilience theory

Resiliency theory was explained as peoples' self-righting capacity which impels them to pursue wisdom, self-actualization, and altruism and to be in harmony with a spiritual source of strength (Richardson, 2002). This is the ability to successfully cope with the stressors rather than just to survive the adversity (Morris, 2002). Resilience theory was presented as three phases. The first phase was mainly about the identification of resilient qualities and characterized through phenomenological identification of developmental assets and protective factors. The resilience qualities such as self-esteem and self-efficacy help people to bounce back from adversity (Richardson, 2002). The second phase described resilience as a "disruptive and

reintegrative process for accessing resilient qualities" (Richardson, 2002 p.307). This phase focused on discovering the process of developing the identifying resilient qualities. This phase was called as a coping or adaptation process (Richardson, 2002). The third phase was the multidisciplinary perspective of resilience which is the force that makes one grow through hardships and emphasizes strengths over problems (Richardson, 2002).

2.3.2 Resilience characteristics

No one is protected from life knocks and difficulties. People feel vulnerable time to time but dealing with hardships is another matter. The good news is that people have an innate capacity to control adversity and lead to resilience. They are not extremely resilient or non-resilient it's all about the type and number of stressors that occur and their inner support and mechanisms to react upon them. Resilient people demonstrate various common characteristics associated with survival. Wolin and Wolin (1993) proposed seven internal characteristics of resilient people that were common in both children and adults under the stressful circumstances. The individuals' characteristics that developed internal resiliency were: initiative, independence, insight, relationship, humor, creativity, and morality. It was in line with other empirical studies of resilient children and of resilient adults (Bernard, 1991; Masten, Best & Garmezy, 1990; Werner & Smith, 1982). Initiative is the one's ability to take action (Wolin & Wolin, 1993). Both externally and internally resilient individuals are able to assess needs and deal with hardships (Silliman, 1998). This ability is a kind of reality testing and acquired by good cognitive abilities, and shows the part of reality that matters for survival. This ability enables resilient people to act effectively in hard time where others may be paralyzed (Vanderpol, 2002). Independency is the

ability to act with autonomy. These people can make decisions and take action by their own without asking for approval from other people (Silliman, 1998).

Insight is the one's perception of what is wrong and why it is wrong (Wolin & Wolin, 1993). This is a protective factor for self-reflected and self-aware people when a problem occurs and arises the capacity for empathy in individuals that enables them to understand accurately what others think and feel (Silliman, 1998). The capacity for empathy enables the resilient individual to tolerate difficult and abusive situations without feeling victimized because they try to make a connection with others in the same situation (Vanderpol, 2002). Resilient individuals try to engage others rather than alienate them. They see problems as opportunities to strengthen relationships. Resilient individuals often possess the ability to feel secure with ones whom they trust, such as a favorite teacher (Vanderpol, 2002).

2.3.3 Resilience strategies

It includes six consistent strategy themes such as bonding, boundaries, life skills, support, high expectations, and meaningful opportunities that show how individuals develop protective factors in different communities. The first three strategy themes emerged from the research of Hawkins, Catalano and Miller (1992). First, people increase bonding by increasing the connection with any one or any activity which builds strong bonds. Second, set appropriate boundaries. Developing the implementation of policies and procedures reminds the great importance of clarifying expectations of behavior. Third, teach life skills, including cooperation, healthy conflict resolution, resistance and assertiveness skills, communication skills, problem-solving and decision-making skills, and healthy stress management (Hawkins, Catalano & Miller, 1992). The other three strategy themes for building resilience are based on

Benard's (1991) research. The fifth element which is one of the most critical factors that promotes resiliency is providing caring support through unconditioned positive rewards. Sixth, provide opportunities for problem solving, decision making, planning, goal setting and helping others (Benard, 1991).

As a framework for making sense of the resiliency process, it seems great to have a useful model about the nature of resiliency and the power of choice. It helps to assert some control over the way one reacts towards disruptions and stressors in their lives and it also gives them the chance to accept that such life events are natural and inevitable in their lives and enable them foster the level of resiliency in themselves and skillfully make wise and right choices instead of putting time and much more energy to stop stress or stressors (Morris, 2002).

2.3.4 Resilient teachers

It is widely reported that teaching is a stressful profession and teachers have high level of work-related stress (De Noble & McCormick, 2005). Resiliency is one of the crucial factors in teaching process and considered as an important attribute of a successful teacher who gently deals with the stressful demands of the profession (Howard & Johnson, 2004; Stoeber & Rennert, 2008). In general, Brown (1996) pointed out four elements of career resilience in his research. They are listed as self-confidence, the need for achievement, the willingness to take risks, and the ability to act independently and cooperatively, depending on the situation. In addition, Behaviors that demonstrate these elements include: easily adjusting to changes; taking initiative to do what is needed to achieve career goals; articulating one's ideas even when unpopular; seeking projects that would require learning new skills; and being innovative. He also mentioned that each organization has a significant role in providing an environment which helps

workers build career resilience. Brown (1996) further stated that the concept of career resilience is plausible to all workers at all levels and to all organizations including education.

Along with the aforementioned researches on career resilience, Kyriacou (2001) presented factors that contribute to enhancing teachers' resilience. They believed that resilient teachers build up the skills needed to deal with demands, they also change work practices and mainly avoid areas of vulnerability and taking advice. They make use of social support. Moreover, they adopt positive mental strategies and have out-of-school interests. According to the literature, resiliency and the ability to bounce back from tough time and hardships can be learned. Since the resiliency is not a human's innate trait, but a process which occurs through the interaction between the individual and the environment (Maddi & Khoshaba, 2005), this would provide a good opportunity for educators and specifically teachers to take ownership of their behavior and reinforce and innate this trait to become more resilient.

3. Methodology

3.1. Participants

The population sample consisted of two groups, EFL school teachers and their students. The first population sample consisted of 85 Iranian EFL high school teachers, ranging from 27 to 52 years old and had academic certificate in English translation, literature, and teaching. The second population sample consisted of 200 high school students (students of the mentioned teachers) in Rasht, a city in north of Iran. They were both male and female, ranging from 15 to 17 years old and having from 3 to 5 years of English education at school. The total number of EFL male and female EFL school teachers in Rasht were 134 that 85 (59 female and 26 male) EFL school teachers were selected

through Cochran formula Stratified sampling. The second group of participant comprised 200 high school students consisting 112 females and 88 males (students of the mentioned teachers) was selected through Cochran formula Stratified sampling out of the total number of 46971 male and female high school students in Rasht, Iran.

3.2. Instrumentation

3.2.1 Teacher self-regulation scale (TSRS)

To assess teacher self-regulation, the 'Teacher Self-Regulation Scale (TSRS)', designed and validated by Yesim, et al. (2009) was used. It consisted of 41 items on a 4 point Likert scale ranged from 'strongly disagree' to 'strongly agree'. In this study, the total reliability of the scale, which is estimated via Cronbach's alpha, is reported as 0.90.

3.2.2 Qualities of successful Iranian EFL teachers' questionnaire

To evaluate language teachers' performance and success in language teaching, the researcher employed Qualities of Successful Iranian EFL Teachers Questionnaire (QSIET) (Babai, Shishavan & Sadeghi, 2009). This questionnaire consisted of two sections, the first part was a Likert scale consisting of 46 items measuring the qualities of 34 an effective English language teacher from the perspective of Iranian English language students and the second part consisted of open-ended questions which were mostly designed to elicit opinions of the participants in relation to particular aspects of effective English teacher.

To prevent subjective judgment on students' responses over open-ended questions, there was a need to revise the second part of this questionnaire. In this case; the open-ended questions were distributed among 6 EFL school teachers and 12 high school students then the written responses of these questions were checked and revised with the help of an expert in the field of statistic and research to develop some Likert items

about the components of resiliency, which concerned this study. The items were added to the questionnaire as well.

The new format of the questionnaire consisted of 39 Likert items on a 5 point ranged from Strongly Agree, Agree, Disagree, Strongly Disagree, and No Idea that evaluated English teacher's effectiveness and its components and self-efficacy. The students were asked to select the choice which best represented their reaction to the statement. The reliability of the new version of QSIET questionnaire was calculated to be 0.84 using Cronbach's Alpha.

3.3 Procedures

The study is conducted in both female and male high schools in Rasht, Iran. The EFL teachers completed and delivered back to the researcher TSRS questionnaire. In order to save the class time, the questionnaire was translated in Persian and the teachers were given the option to answer the Persian version. Simultaneously the QSIT questionnaire was given to their students. It should be mentioned that by considering the proficiency level of participants the school students were provided with Persian version of the questionnaire. Through this questionnaire, the teachers' performances were evaluated by their students. In order to receive a reliable evaluation by the students, the purpose of completing the questionnaire was explained by the researcher to make the students sure that their views would be kept confidential; besides, both teachers and learners' questionnaires were coded numerically and they were asked not to write any names on their questionnaires. Providing some demographic information such as, gender, age, teaching experience, years of studying English and major was essential for both teachers and students.

3.4 Data analysis

The questionnaires administered among all participants were first coded for all relevant

variables. The TSRS questionnaire consisted of 41 items on a 4 point Likert scale ranged from 'strongly disagree' to 'strongly agree'. Scores on the 41 items were averaged by assigning numerical value to each Likert scale. The Likert scale 'highly agree' was awarded 4 points, 'agree' 3 points, 'disagree' 2 points, and 'highly disagree' was awarded 1 point. The total given point to each scale multiplied by 41, the total number of items, and the result came out as 164 highly self-regulated, 123 self-regulated, 82 moderately self-regulated, and 41 not self-regulated at all.

The QSIT questionnaire which consisted of 39 items on a 5 point Likert scale decoded by assigning 4points to the Likert scale 'strongly agree', 3 points to 'agree', 2' disagree', 1' strongly disagree' and 0'No idea'. The total given point to each scale was multiplied by the number of items that measured the EFL teacher's special traits. To measure the EFL teacher's resiliency, the score 20 showed the highly resilient teacher, the score 15 assigned to resilient, 10 to moderately resilient, 5 to low resilient, and 0 assigned to not being resilient at all.

The statistical software SPSS 18 was used for all statistical analyses carried out in this study. To study the relationship between EFL teachers' self-regulatory and teachers' self-resiliency, a Pearson product-moment correlation was applied. To study the difference between EFL teachers' self-regulatory and their gender Chi-Square Tests was conducted and to obtain the relationship between EFL teachers' self-regulatory and their teaching experience a Pearson product-moment correlation was conducted.

4. Results

The present study aimed to investigate: (a) The relationship between teachers' self regulation and teachers' resiliency, (b) The difference between teachers' self regulation and teachers' gender, and (c) The relationship between teachers' self regulation and years of

teaching experience. The data were collected from the questionnaires on EFL teachers' self-regulatory trait and EFL teacher's qualification, based on the result an analysis and discussion were prepared by the researcher. Data collected from the above-mentioned instruments were analyzed by the Statistical Package of the Social Sciences (SPSS 18) and through using Pearson product-moment correlation and Chi-Square Tests, the following results were achieved. The independent variable was the EFL teachers' resiliency, where the dependent variables were the EFL teachers' self-regulatory, gender and years of teaching experience

4.1 Descriptive Statistics for EFL Teachers' Self-Regulation

As it was mentioned in chapter III, a self-regulatory questionnaire was conducted to determine whether the teacher is self-regulated or not. Figure 1 shows the frequency of self-regulated teachers.

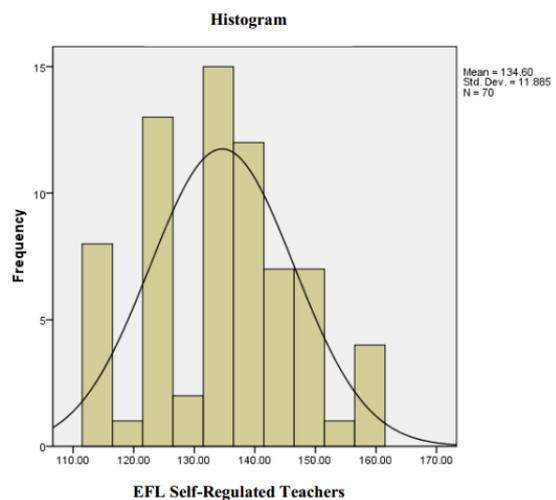


Figure 1. Distribution of EFL self-regulated teachers.

As Table 1 shows, minimum and maximum scores obtained on self-regulatory questionnaire were 114 and 158 which suggests a mean of 134.6 and a mode of 134. The obtained variance equals 141.2 with a standard deviation of 1.4 from the mean.

Table 1. Statistical Descriptive Data of EFL Teachers' Self-Regulatory Trait

| Teachers' Self-regulatory | N | Mean | Std. Deviation | Mode | Median | Std. Error of mean | Variance | Min | Max |
|---------------------------|----|--------|----------------|--------|--------|--------------------|----------|-----|-----|
| | 85 | 134.60 | 11.88520 | 134.00 | 134.00 | 1.42055 | 141.258 | 114 | 158 |

Based on Table of 2, Frequency and Cumulative percentage the result shows that among total number of participants who were 85 EFL teachers, 21 teachers equal 24.7% were self-regulated and 64 teachers equal 75.3% were highly self-regulated.

Table 2. Frequency and Cumulative Percentage of EFL School Teachers' Self-regulation Trait

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| High | 21 | 24.7 | 24.7 | 24.7 |
| Very high | 64 | 75.3 | 75.3 | 100.0 |
| Total | 85 | 100.0 | 100.0 | |

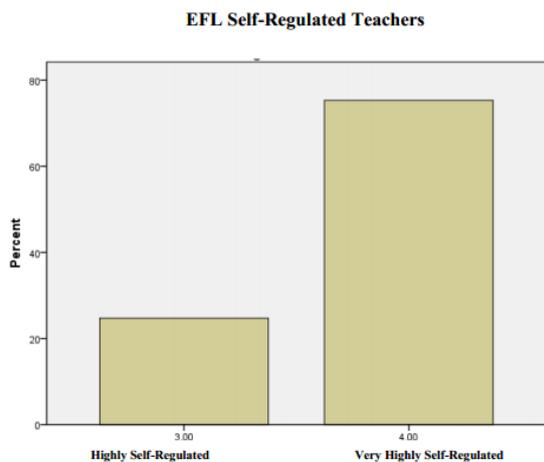


Figure 2. Distribution of EFL self-regulated teachers

4.2 Descriptive Statistics for EFL Teachers' Resiliency

Based on Table 3, 17% of students that took part in this research reported their teachers to have a low resiliency trait, 84 students equal 42% considered their teachers highly resilient, and 82 students equal 41% reported their teachers having very high level of resiliency.

Table 3. Statistical Descriptive Data of EFL Teachers' Resiliency

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------|-----------|---------|---------------|--------------------|
| Low | 34 | 17.0 | 17.0 | 17.0 |
| High | 84 | 42.0 | 42.0 | 59.0 |
| Very high | 82 | 41.0 | 41.0 | 100.0 |
| Total | 200 | 100.0 | 100.0 | |

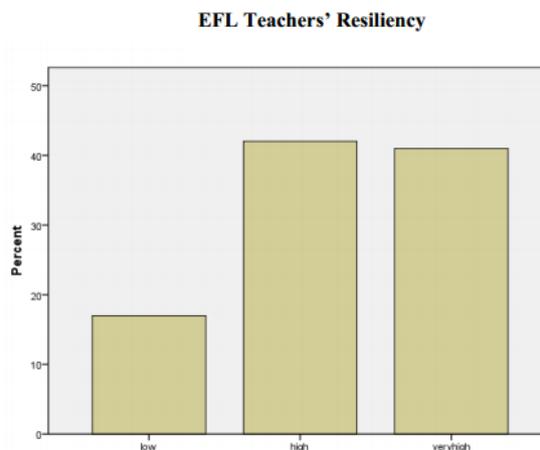


Figure3. Distribution of EFL teachers' resiliency

4.3 Inferential Statistics for the First Hypothesis

First hypothesis mainly focused on the relationship between EFL teachers' self regulation and their resiliency. Due to the nature of hypothesis which is correlational, the researchers collected the data from participants by means of TSRS and QSIT questionnaires. Due to the nature of the data, Pearson correlation coefficient was conducted. According to the findings, the level of significance was 0.95 and p -value $<.05$, the decision making principle is as follows:

The first hypothesis of this study states that: "There is no relationship between teachers' self-regulation and resiliency". Table 4 presents the related data and shows that there was a direct relationship between EFL teachers' self-regulation and teachers' resiliency ($r=0.342$, $p=0.324$) with a moderate and positive correlation. The first null hypothesis is rejected based on the result. It can be concluded that by increasing the level of teachers' self-regulatory, their level of resiliency will increase too.

Table 4. Relation between EFL Teachers' Self-regulatory and Teachers' Resiliency

| | | Regulation | Resiliency |
|-----------------|---------------------|------------|------------|
| Self-regulation | Pearson Correlation | 1 | 0.342 |
| | Sig (2-tailed) | | 0.00 |
| | N | 200 | 200 |
| Resiliency | Pearson Correlation | 0.342 | 1 |
| | Sig (2-tailed) | 0.00 | |
| | N | 200 | 200 |

4.4 Descriptive Statistics for EFL Teachers' Gender

According to the following table 5, the total number of teachers who took part in this study was 85 that were 59 equal 69.4% female and 26 male 30% EFL teachers.

Table 5. Statistical Descriptive Data of EFL Teachers' Self-efficacy

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------|-----------|---------|---------------|--------------------|
| Female | 59 | 69.4 | 69.4 | 69.4 |
| Male | 26 | 30.6 | 30.6 | 100.0 |
| Total | 85 | 100.0 | 100.0 | |

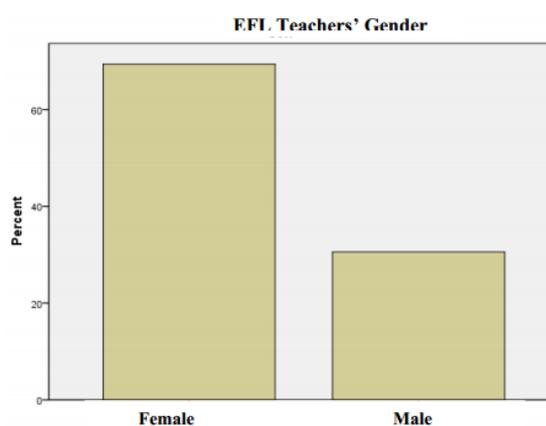


Figure 4. Distribution of EFL teachers' gender

Table 6. EFL Teachers' Gender Cross Tabulation

| | Female | Male |
|----------------------------|--------|------|
| Highly self-regulated | 13 | 13 |
| Very highly self-regulated | 46 | 13 |
| Total | 59 | 26 |

The result shows that 13 male and 13 females EFL teachers were self-regulated and 13 male and 46 female EFL teachers out of total 85 participants were highly self-regulated.

The researcher collected the quantifiable data from participants by means of TSRS questionnaire to measure the relationship between the two sets of variables - teachers' self regulation and teachers' gender. The result of Table 7 shows that 13 males and 13 females EFL teachers were self-

regulated and 13 males and 46 females EFL teachers out of total 87 participants were highly self-regulated.

Table 7. Relationship between EFL Teachers' Self-regulatory and Teachers' Gender

| Self-regulation | Female | Male |
|-----------------|--------|------|
| High | 13 | 13 |
| Very high | 46 | 13 |

With regard to the findings which is mainly concentrated on difference between

EFL teachers' self-regulatory and teachers' gender, Chi-Square tests was applied to describe the significance of the difference between EFL teachers' self-regulatory and teachers' gender. Considering the 0.95 level of significance and p -value $<.05$, the decision making principle is as follows:

The second hypothesis of this study states that: "There is no relationship between teachers' self regulation and teachers' gender." Based on the given data, there is no relationship between EFL teachers' self-regulatory and teachers' gender so the null hypothesis of the research is accepted.

Table 8. Chi-Square Tests (x2)

| | Value | df | Asymp.Sig. | Exact Sig. | Exact Sig. |
|-----------------------|-------|----|------------|------------|------------|
| Pearson Chi-Square | 2.688 | 1 | 0.101 | | |
| Continuity Correction | 1.688 | 1 | 0.178 | | |
| Likelihood Ratio | 2.531 | 1 | 0.112 | | |
| Fisher's Exact Test | | | | 0.144 | 0.091 |
| Linear-by-Linear | 2.656 | 1 | 0.103 | | |
| N | 85 | | | | |

Table 9. EFL Teachers' Years of Experience in Teaching

| Teachers' Years of Experience in Teaching | N | Mean | Std. Deviation | Mode | Median | Std. Error of mean | Variance | Min | Max |
|---|----|---------|----------------|-------|--------|--------------------|----------|-------|------|
| | 85 | 20.2895 | 4.50131 | 20.00 | 20.000 | 0.51634 | 20.262 | 10.00 | 2900 |

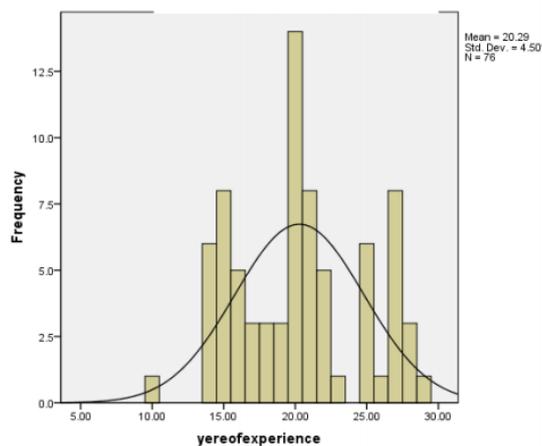


Figure 5. Distribution of EFL teachers' years of experience in teaching

Table 10. Relation between EFL Teachers’ Self-regulatory and Years of Experience

| | | Self-regulation | Years of Experience |
|---------------------|---------------------|-----------------|---------------------|
| Self-regulation | Pearson Correlation | 1 | 0.258 |
| | Sig (2-tailed) | | 0.022 |
| | N | 85 | 85 |
| Years of experience | Pearson Correlation | 0.258 | 1 |
| | Sig (2-tailed) | 0.022 | |
| | N | 85 | 85 |

4.5 Descriptive Statistics for EFL Teachers’ Years of Experience

Based on the following table the total number of EFL teachers were 85 that with the mean of 20.2895, variance 20.262 with a standard deviation of 4.50131 from the mean. As Table 9 shows, minimum and maximum years of EFL teachers’ teaching experience were between 10 and 20 respectively. The average of teachers’ years of experience in teaching English was 20.2895. With mean of 20 and median of 20, 50% of teachers had 20 or less than 20 years of teaching experience. The mean of 20 shows that teachers who have been teaching for 20 years had the most frequency.

4.6 Inferential Statistics for the Third Hypothesis

Data on the relationship between teachers’ self regulation and years of teaching experience reports that 0.95 level of significance and p -value $<.05$, the decision making principle is as follows:

The hypothesis of this study states that: "There is no relationship between teachers’ self regulation and years of teaching experience." According to the data report ($r=0.258$, $p=0.22$) that there is a positive and direct but weak correlation between teachers’ self-regulation and years of teaching experience. Due to decision making principal, the third hypothesis of researcher was

rejected, and it can be inferred there is a relationship between teachers’ self regulation and years of teaching experience and more the EFL teachers are experienced the more self-regulated they become.

5. Discussion & Conclusion

The main purpose of this study was to explore the relationship between EFL teachers’ self-regulatory trait and some characteristics of a successful teacher and effective teaching like self-resiliency. Furthermore; it aimed to find out the relationship between EFL teachers’ self-regulation with some demographics like gender and years of teaching experience. The findings of the research precisely pinpointed that teachers’ self-regulatory trait in association with qualified teachers’ traits such as resiliency inspired successful teachers. Findings of the present research revealed that teaching qualifications like resiliency associated with self-regulatory trait make the teachers more powerful in setting instructional goals.

In a similar vein, MonshiToussi, Boori, & Ghanizadeh (2011) hold that from the perspective of EFL learners, successful EFL teachers equip themselves with the self-regulatory skills. Although content knowledge is an essence for EFL teachers, they also require self-regulatory strategies to plan in advance and take action towards

their instructional goals (MonshiToussi, Boori, & Ghanizadeh, 2011). As a matter of learning and based on self-regulated learning theory, self-regulation develops across four levels: observational, imitative, self-controlled, and self-regulated and at self-regulatory level, one develops self-efficacy belief which enables them to self-regulate their learning. This trait can be regarded plausible to teachers as well.

A trait of successful and qualified EFL teachers which concerned the researcher in this study was the relationship between EFL teachers' self-regulatory and their level of resiliency. Resilience is nurtured, developed, and mobilized in times of stress. As the findings revealed, students who participated in this study considered their teachers resilient individuals who tactfully coped with difficult situations occurring during class time. They considered their teachers problem-solving models that determine and apply alternative techniques or teaching strategies for dealing with the problems. The students mostly felt a welcoming atmosphere where could freely express themselves, they also saw their teachers as being patient towards their students mistakes. Moreover, the students believed in time of need teachers were able to maintain good class atmosphere using their authority. This is in line with what Milner's finding in 2002. He stated that teachers try to build resiliency through making positive relationships with their students. These relationships help them to build sources of confidence, motivation, and self-efficacy (Milner, 2002) and make them feel confident, stay calm, and act quickly and positively facing a problem. Moreover, He added teacher's resiliency and self-efficacy are two interrelated traits in which the more the teachers believe in themselves and their ability to influence their students, the more they persist longer upon difficult situations in the class (Milner, 2002). Referring to the findings of

the present study students believed that their teachers have the capacity to control their emotion and manage themselves properly in hard time. This is what Richardson (2002) described as an interaction with environment and making a right choice in order to quickly come to a state of stability.

Gender and years of experience were two factors which the research aimed to find their relationship with EFL teachers' self-regulatory trait. Empirical analysis on the mentioned factors revealed that gender had no influence on EFL teachers' self-regulatory and it was not the factor to make a difference between the male and female EFL teachers in the case of self-regulatory. The present research claimed that there was a relationship between EFL teachers self-regulatory and their years of teaching experience. Findings of the study revealed that there was a direct and positive relationship between them. In other words, EFL teachers' self-regulatory tended to increase with additional years of teaching experience. It means by increasing EFL teachers experience they become more self-regulated. In conclusion, the researcher came to this point that in process of teaching and learning English which is considered as a foreign language self-regulatory behavior had a vital role in teaching the more the EFL teachers equipped themselves with self-regulatory factors, the more they performed effectively in the class the more the quality of learning increased. Self-resiliency was the EFL trait that was measured through students' perception and was regarded to have positive relation with teachers' self-regulation.

The present study experienced the following limitations which might influence the outcome of the research. a) The teachers' qualification questionnaire was answered by the students and in presence of their teachers so it might have influenced by the presence of the teachers. b) The small size of the sample undermines the

generalizability of the findings. In addition, the sample was limited to high school EFL teachers and learners, which in turn implies that further studies with more participants from other grades may obtain more reliable results. c) In this study, data on EFL school teachers' qualification and effectiveness was obtained only by means of EFL teachers' qualification questionnaire, qualitative measures such as interview may provide a better picture of the phenomena under study. d) The result of the present study may be undermined by the participants' reluctance to answer questions carefully. This can influence the validity of results. In order to limit the scopes of the study the researcher set the delimitations in the following sequences. To get a more reliable result the study was administered to both male and female participants and encompassed both genders among EFL school teachers and students as participants of the research. Another delimitation applied was translating both EFL teachers' self-regulation and qualification questionnaires in order to make sure participants take the test with greater attention.

From the evidence of the study and considering the limitations of current research some suggestions are introduced for further study. Firstly, the researcher collected data on few characteristics of a qualified EFL teacher; therefore, it is highly recommended to investigate other traits which may have probable correlation with teachers' self-regulatory skill. Secondly, it would be instructive to conduct a broader study by administering a pre-test and a post-test in order to make the relationship between teachers' self-regulatory and their effectiveness on students' progress more tangible. Thirdly, EFL teachers' educational major was not considered as a variable. The only requirement for the teachers as participants in this study was teaching English. Their educational status and university degrees didn't concern this

study. It is strongly suggested other individual characteristics and external factors like major and age that may affect the teachers' performance to be included in future research.

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