Investigating the Relationship among Iranian EFL Teachers' Self-regulation, Effective Teaching, Gender, and Teaching Experience

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Abstract
The main purpose of this study was to explore the relationship between EFL teachers' self-regulatory trait and effective teaching. Furthermore, the study aimed to find out the relationship between EFL teachers' self-regulatory trait with some demographics such as gender and years of teaching experience. The participants were 85 EFL male and female teachers between the age ranges of 27 to 52. In addition, 200 male and female high school students between the age ranges of 15 to 17 participated in this study. Self-regulatory trait of the teachers was explored through Teacher Self-regulation Scale (TSR) questionnaire and the qualities of successful Iranian EFL teachers were explored through Qualities of Successful Iranian EFL Teachers' Questionnaire (QSIET). Empirical analysis revealed that no significant relationship existed between teachers' gender and their self-regulatory trait. However, a significant relationship was found between teachers' self-regulatory trait and years of teaching. The implications of this study can be practical and useful for EFL teachers, who eagerly try to improve their teaching qualifications as well as teacher-training courses. The findings can be also helpful for language teaching designers to design proper syllabuses and materials for language teaching.

Keywords: Effective teaching, self-regulation, teachers' self-regulatory, teaching experience

Introduction

Thousands of students with different cultural, economic, educational, and social backgrounds are willing to 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 a foreign language, and there are a lot of complexities surrounding teaching English. Different factors affect teaching 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 teachers' effectiveness. As Suwandee (1995) believed, 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 the material at the level of course book. The quality of education is heavily dependent on the friendly harmonious relationship between students and teachers. Hence, the teachers have the most profound influence on students' achievement. Moreover, teachers need to adopt new roles for modifications in educational systems, 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. So, the dominant role of EFL teachers is known as educators, researchers, and EFL teachers in both contexts. Based on the principals of the current Iranian educational system, content knowledge and university degree are considered as the most crucial factors, required for teaching English language at schools. Unfortunately, effective teaching is substantially ignored in many educational systems. It is highly influenced by EFL teachers' cognitive affective factors along with proper qualifications in teaching process.

Recent studies specifically incorporated various affective, cognitive, and social characteristics to define and evaluate effective teaching. For instance, the studies in the field of education revealed that emotional intelligence, self-efficacy, self-regulation, and critical thinking have been considered as crucial factors in effective teaching (e.g., Ghanizadeh, & Moafian, 2011). Comparatively, in Iranian EFL context, EFL instructors at private institutes seem to perform better because they are supposed to be more updated and well-equipped with the qualifications necessary for effective teaching. To get their teachers updated, many private institutes try to provide proper opportunities for their teachers to monitor and regulate their actions and thoughts via teacher-training courses and workshops. Accordingly, the teachers can share their ideas and experiences while getting familiar with the new trends, findings, and research in this field. This gap between English teaching process at private institutes and schools makes a great difference in teachers' outcome. Unfortunately, least attention is paid to the EFL school teachers' effectiveness in teaching and learning process in educational system except for content knowledge and university degree for teaching English at schools. Therefore, most of EFL school teachers' potentiality for effective teaching remains inactive.

There is an essence to have a more unified, goal oriented, updated and vivid description of EFL school teachers' qualifications as well as cognitive and affective factors, which influence their jobs in order to have more qualified EFL teachers. To do this, pre-service and in-service EFL teacher training courses can have a great impact on teachers' success. They can emphasize the characteristics of qualified teachers and make EFL teachers more unified by focusing on cognitive, metacognitive, and affective factors such as self-regulatory.

Many language learners believe that educational system in Iran is to some extent teacher-oriented, and teachers place great importance on teaching the content and leading their students to cram the previously taught materials for exams. So, the main focus of the current study is investigating the traits that have greater 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. With such perspective, this study is significant because a) It is worth mentioning that few studies have been done in this area in Iranian context, in spite of the growing interest in investigating the characteristics of a qualified EFL school teacher and English teachers' self-regulatory trait; b) There is an urgent need to well-equip EFL school teachers with self-regulatory trait in order to enable them to control teaching and learning process confidentially and act and react precisely in case of unexpected problems, which leads to effective teaching; and c) It is of crucial importance to notice the vital 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 the 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.

Thus, the current study is an attempt to answer the following research questions:

RQ1. Is there any significant relationship between EFL teachers' self-regulation and effective teaching?

RQ2. Is there any significant relationship between EFL teachers' self-regulation and their gender?

RQ3. Is there any significant relationship between EFL teachers' self-regulation and years of teaching experience?

The relevant null hypotheses are formulated as the following:

Ho1. There is not any significant relationship between EFL teachers' self-regulation and effective teaching.

Ho2. There is not any significant relationship between EFL teachers' self-regulation and their gender.

Ho3. There is not any significant relationship between EFL teachers' self-regulation and years of teaching experience.

Review of Literature

Language teaching has been exposed to tremendous changes. The background of foreign language teaching can be tracked to different teaching methodologies. As learning is a lifelong and customized process, often taking place in a social situation, theories on language learning and teaching have mostly developed from different fields of psychology, cognitive psychology, and linguistics over the centuries (Jeremey, 1997). Whether one abides previous language learning and teaching theories, the important implication in a course of English, as foreign language, is that students learn and acquire language without even being acutely aware of the great effectiveness of some more crucial teaching elements rather than learning theories. Not only studying different language and teaching theories and methodologies in line with linguistic knowledge are necessary to become a language teacher, but also other factors such as teachers' qualifications has a great direct and indirect impact on students' learning process (Jeremey, 1997).

Kyriakides, Campbell, and Christofidou (2002) emphasized that effective teachers should not only be knowledgeable and qualified enough to offer appropriate instruction, but also be skillful enough in managing proper classroom environment, instructional time and materials, and creating ample opportunities for the students to apply the given information in practice. Weeler and Mcleod (2002) also believed that teaching effectiveness has also been associated with meeting course objectives and creating and sustaining situations conducive to learning. In a similar vein, Hiebert, Morris, Berk and Jansen (2007) associated the following skills with successful teachers: 1) specifying learning goals for students; 2) evaluating if the goals being reached; 3) hypothesizing the effects of teaching on students' learning and 4) analyzing to improve teaching and learning quality.

In other words, as teachers may apply different theories of learning and teaching methodologies, they need to be aware of the key role of language teachers in all teaching methods and generally in teaching and learning process. Teaching is a complex process, and it is cognitively and emotionally demanding. A highly qualified language teacher makes several attempts to enrich his/her linguistic knowledge as well as non-linguistic knowledge to fulfill the needs of the learners' external world concerning cognitive, affective and emotional elements (Gibson & Dembo, 1984).

Self-regulation
Nature of Self-regulation
Zimmerman, Bonner, and Kovach (2002) believed that one of the most important skills, developed in childhood is the ability to control aspects of self. Lack of this ability may cause bad feeling. It is very important to develop self-understanding and healthy self-esteem. Self-regulation is defined as the ability to monitor and control our behavior, thoughts, and emotion, altering them up on the demands of any specific situations. It consists of the abilities that prevent us from rush jobs and quick reactions. Self- regulation is 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, et al. also asserted that various cognitive skills are needed for mature self-regulation. These include being aware of the demands of any specific situation; regular monitoring of one's thoughts, strategies, and behavior; 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. Howse, Farran, and Boyles (2003) also indicated that developing self-regulated behavior leads to positive outcomes such as better academic performance, problem-solving skills, more satisfying interactions with peers, higher levels of self-efficacy, and fewer behavior problems.

Self-regulation Theory
Self-regulation theory is considered as a system that is highly related to conscious personal management. This theory consists of several steps. First, the individual intentionally monitors his / her behavior and evaluates whether this behavior leads him/her to the desired goal or not. If they do not reach the desired outcome, he or she should change the behavior (Kanfer, 1970). The second approach helps the individual to understand the factors that affect his / her personal problems. A strategy is needed to solve the problem. The individual needs to precisely monitor the outcome to appraise the possible effects and reconsider any necessary changes in the plan (Kanfer, 1970).

Self-regulation is as an interaction between personal, behavioral, and environmental triadic processes in social cognitive view. This includes behavioral skill in self-managing environmental events as well as the act of using this skill in appropriate and relevant contexts. A series of planned actions, self-generated thoughts, and feelings, which are led to the attainment of personal goals, can be defined as self-regulation. This personal feature makes a distinction between the people in whose 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 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 process in the individuals is also related to their self-efficacy mechanism due to its strong effect on their thought, affect, motivation, and action (Bandura, 1986, Kurt, 2019).

Phases of Self-regulation
From the cognitive perspective, self-regulatory processes fall into three cyclical phases: forethought, performance or volitional control, and self-reflection process (Schuank & Zimmerman, 2007). Forethought is the phase of analyzing a task and being prepared to engage in

the task and trying to attain the proposed goal by certain strategies. During the performance phase, learners tend to control and observe their performance and learning, based on the strategies acquired in forethought phase. Those who are not eager to engage in forethought phase seem not very likely to test the success of a range of strategies (Schuank & Zimmerman, 2007). And finally, learners evaluate their findings, learning, and performance during the self-reflection phase. According to Zimmerman (2008), proactive learners are those who set specific goals during the forethought phase and are able to evaluate their performance against their goals in this phase. Even so, the individuals who do not have specific goals have to rely on social comparisons (Zimmerman, 2008). As a result, the self-regulatory cycle leads learners to make a sense of personal control , which keeps them motivated to learn on their owns (Zimmerman & Martinez-Pons, 1986).

The following factors are usually met in the development of good self-regulatory trait: *Self-observation*: self-regulated individuals systematically monitor their own performance and keep records. *Self-judgment*: self-regulated individuals systematically compare performance with a standard or goal (e.g., re-examining answers, rating answers in relation to answer sheet or another person's). *Self-reaction*: self-reacted individuals 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).

Self-regulative Strategies

In order to master a skill, learners need some methods that are helpful for accomplishing a task. Self-regulative strategies are considered as purposive personal processes and actions, which are directed at acquiring or displaying some skills (Zimmerman, 1990). Self-regulation strategies, which are usually used by successful students, fall into four categories: 1) cognitive / metacognitive regulation, 2) affective regulation, 3) behavioral regulation, 4) environmental regulation (Zimmerman, 2002; Zimmerman & Campillo, 2003).

Learners attempt to facilitate the acquisition of new skills and information during the cognitive and metacognitive processes. They set a specific goal and choose suitable strategies to accomplish that goal, based on their prior knowledge and experience. Along with cognitive and metacognitive processing, affective regulation, which focuses on perceptions of learners' motivational beliefs, is considered as another important component of self-regulated strategies. Affective component is concerned with positive, emotional, and motivational states and also the effectiveness of these factors on language leaners' learning process. 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 the possible effects and problems on their learning process and try to adapt their learning environment. Seeking assistance and structuring of the physical study environment are the two components of these strategies.

Self-regulated Learning

Self-regulation is an integrated learning process, which comprises the development of a set of constructive behaviors, affecting an individual's learning process. These processes are planned and adapted to support the pursuit of personal goals in changing learning environments. Students can be instructed to become more self-regulated learners through applying particular strategies, which help them have some control over their own behavior and environment. The best learning may occur when someone carefully observes and considers his/her own behaviors

acting upon what has been learned. It In other words, learning to utilize appropriate self-regulative strategies can help students decrease negative behaviors and increase positive motivational behaviors.

The present research indicates that some students possess better self-regulated learning strategies than do their peers. According to Zimmerman (1990. 2000, 2013), 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. According to the self-regulated individuals, 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. The first crucial aspect is the self-regulation of the individuals' behaviors, which involve the active control over the various available sources such as the studying time, the study environment, and the students' classmates who help them. The second aspect is the self-regulation of learners' motivation, which involves having the control over the learners' motivational beliefs and making some necessary changes to improve their self-efficacy beliefs and goal orientation to be more adapted to the demands of a course. The third aspect is the self-regulation of the learners' cognition, which involves having the control over various effective cognitive strategies, facilitating their learning processes such as the utilization of deep processing strategies.

Self-regulation can be taught, learned and controlled. The importance of learning self-regulated strategies by the students at different academic levels has been emphasized by many researchers (e.g., Murray & Rosanbalm, 2017; Panadero, 2017; Weinstein, Husman, & Dierking, 2000; Zimmerman, 1990; 2002). 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; 2002). Dignath and Büttner (2008) also studied the components of fostering self-regulated learning among the students at primary and secondary school levels. They realized that Self-regulated learning can be effectively fostered at both primary and secondary school levels. However, the theoretical background, based on which the teaching programs is designed as well as the type of taught strategies can have different effects on both school levels.

Self-regulated Teachers
One of the underlying assumptions of many studies in self-regulation has been 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 should have a clear understanding of their beliefs, practices, and cognitive 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 themselves 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. 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, self-regulated teachers more likely seem to apply more effective teaching methodologies, leading to deeper learning in the students. From a social cognitive perspective, effective teachers are the self-regulated teachers, activating their thoughts to perform the desired tasks successfully through taking thoughtful actions (Randi, 2004). Dembo (2001) also believed that language teachers need to get some useful qualifications such as self-regulatory strategies rather than just sticking to their content area knowledge to improve their teaching effectiveness. 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.

Self-regulation in EFL Context

The role of EFL teachers are considered as an essence in language classes in line with teaching methodology. In 1980s, interests in self-regulation mainly appeared in social psychology and personality journals. This new trend continued up to 1990s when various aspects of self-regulation including self-regulatory learning, self-control, and self-management broadened specially in educational field. Self-regulation is related to the 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 the center of attention, they need to monitor, refresh, and regulate their thoughts and actions from time to time. This can equip language teachers with the abilities associated with self-regulation strategies (Ghonsooly& Ghanizadeh, 2011).

As self-regulation is a significant indicator of teachers' success in Iranian EFL contexts, research on teachers' self-regulatory revealed that EFL teachers, who equip themselves with self-regulatory skills, are evaluated as more successful teachers. 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 (Monshi Toussi, et al. 2011). In addition, Ghonsooly and Ghanizadeh (2011) believed that the more EFL teachers equip themselves with more self-regulatory skills, and they can judge themselves more objectively in their teaching practice. Furthermore, developing EFL teachers' self- regulatory skills is linked to the enhancement of their success; therefore, there is a correspondence between EFL teachers' self-regulation and their sense of self-efficacy. It is likely that the teachers who lack self-regulatory skills would find it difficult to deal with the activities or experiences that enhance the students' self-regulatory strategies (Ghonsooli & Ghanizadeh, 2011).

Henawy, Dadour, Salem, & El (2010) found that self-regulation is a complex, recursive process, which is heavily dependent on the purposeful and interactive efforts, language learners make to improve the utilization of effective cognitive, metacognitive, resource management, and motivational strategies to facilitate their learning process. The results of their study also showed that the characteristics of self-regulated learners are related to the self-regulated learning strategies, they utilize as well as their own self-regulated processes. Such processes are concerned with the learners' academic success and performance. Having enough knowledge on self-regulation learning and self-regulation strategies can be valuable for language learning program sponsors, language teachers, curriculum planners, and syllabus designers when designing and developing teaching/learning programs, which support self-regulated learning process in language learners.

Methodology
Participants

The sample consisted of EFL school teachers and their students. The first sample consisted of 85 Iranian EFL high school teachers, ranging from 27 to 52 years of age, who graduated in English translation, literature, and teaching fields. They were teaching English at different high schools in Mashhad-Iran. The second sample consisted of 200 high school students in Mashhad, Iran. The students were between the ages of 15 to 17. The teachers' sample consisted of both males and females, having different teaching experiences, ranging from 7 to 30 years of English teaching at different high schools. The EFL school teachers were selected through Cochran formula Stratified sampling. The second group of participants comprised of 200 high school students, consisting of 112 females and 88 males, who were selected through Cochran formula Stratified sampling out of the total number of male and female high school students.

Instrumentation
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, ranging from 'strongly disagree' to 'strongly agree'. In the current research, the total reliability of the scale, which is estimated via Cronbach's alpha, is reported as 0.90.

Qualities of Successful Iranian EFL Teachers' Questionnaire (QSIET)

To evaluate language teachers' performance and success in language teaching, the researchers employed Babai and Sadeghi's (2009) Qualities of Successful Iranian EFL Teachers Questionnaire (QSIET).This questionnaire consisted of two sections. The first part was a Likert scale, consisting of the items measuring the qualities of effective English teacher from the perspective of Iranian English language students, and the second part consisted of open-ended questions, which were mostly designed to elicit the 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 were checked and revised, and the items were added to the questionnaire as well.

The revised format of the questionnaire consisted of 39 Likert items on a 5 point scale, which ranged from Strongly Agree to No Idea. 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 $\alpha = 0.84$, using Cronbach's Alpha.

Data Collection Procedures

The study was conducted in both female and male high schools in Mashhad, a city in Iran. The EFL teachers received TSRS questionnaire, which they completed and delivered back to the researcher. 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. 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 academic major was essential for both teachers and students.

Design of the Study

The study followed a quantitative design, in which the significant relationship between each two variables was statistically analyzed. The variables of the study are language teachers' self-regulation, effective teaching, gender, and years of teaching experience.

Data Analysis

The questionnaires were administered among all the participants. The questionnaires were first coded for all relevant variables. The TSRS questionnaire consisted of 41 items on a 4 point Likert scale, ranging from 'strongly disagree' to 'strongly agree'. Scores on the 41 items were averaged by assigning numerical value to each Likert scale. In the Likert scale, 'highly agree' was awarded 4 points, 'agree' 3 points, 'disagree' 2 points, and 'highly disagree' was awarded 1 point.

The QSIT questionnaire, which consisted of 39 items on a 5 point Likert scale, decoded by assigning 4 points to the Likert scale 'strongly agree', 3 points to 'agree', 2' disagree',1'strongly disagree' and 0'No idea'.

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' efficacy, a Pearson product-moment correlation was applied. To study the difference between EFL teachers' self-regulatory and their gender, a Chi-Square Test was conducted, and to obtain the relationship between EFL teachers' self-regulatory and their teaching experience, a Pearson product-moment correlation was conducted.

Results

The present study aimed to investigate: (a) The relationship between teachers' self-regulation and teachers' efficacy, (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 teachers' qualification. The 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.

Descriptive Statistics for EFL Teachers' Self-Regulatory

As it was mentioned in methodology section, a self-regulatory questionnaire was conducted to determine whether the teacher is self-regulated or not (n= 5). Figure 1 shows the frequency of self-regulated teachers.

Figure 1
Distribution of EFL Self-regulated Teachers
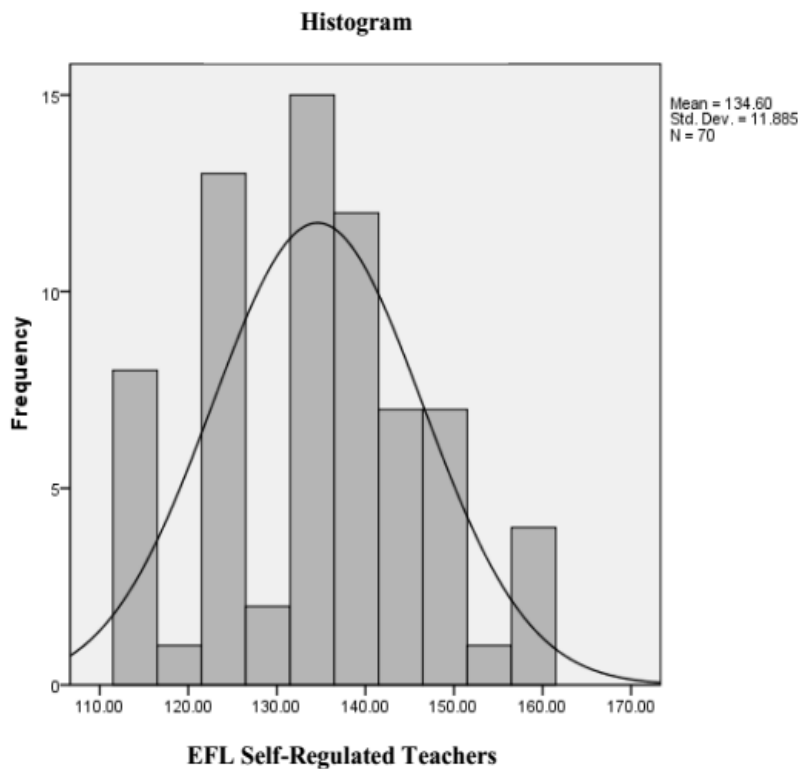
As Table 1 shows, the minimum and maximum scores, obtained on self-regulatory questionnaire, were 114 and 158, which suggests a mean of $(m = 134.6)$ and a mode of $(m = 134)$. The obtained variance equals $(v = 141.2)$ with a standard deviation of $(Sd = 1.4)$ from the mean.

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 the findings shown in Table 2, frequency and cumulative percentage among total number of participants, who were 85 EFL teachers, were 24.7% for the high self-regulated teachers and 75.3 for very high self-regulated teachers.

Table 2
Frequency and Percentage of EFL 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	75.3
Total	85	100.0	100.0	

Figure 2 presents the distribution of high and very high self-regulated teachers.

Figure 2
Distribution of EFL Self-regulated Teachers

EFL Self-Regulated Teachers
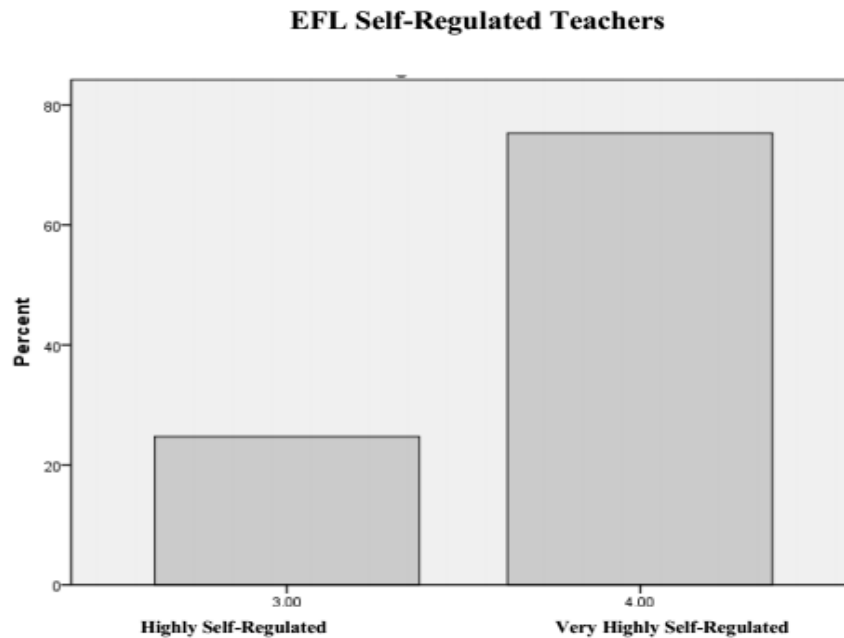
As shown in table 3, 87 students (43.5%) of the participants considered their teachers with high level of effectiveness, and 113 students (56.5 %) considered their teachers with very high level of effectiveness.

Table 3
Frequency and Cumulative Percentage of Effective Teachers.

	Frequency	Percent	Valid Percent	Cumulative percent
High	87	43.5	43.5	43.5
Very high	113	56.5	56.5	100.0
Total	200	100.0	100.0	

Figure 3
Distribution of Effective EFL Teachers

teacher effective
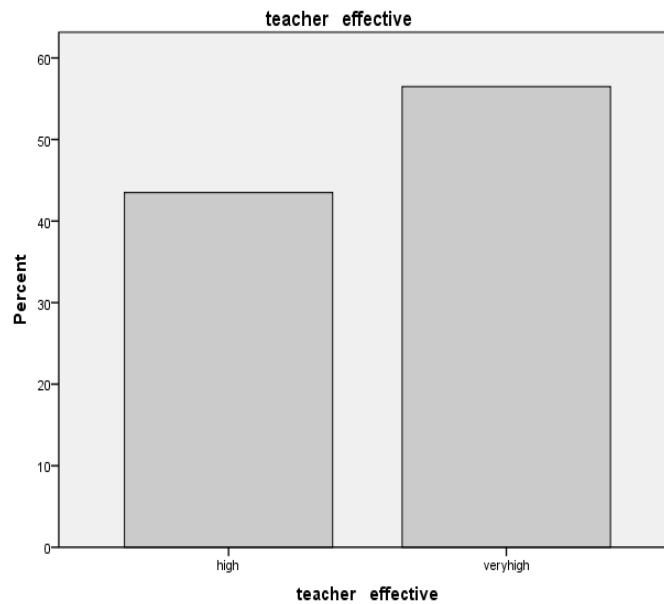
Inferential Statistics for the First Hypothesis

The focus of the first hypothesis is on the relationship between EFL teachers' self-regulation and their efficacy. Due to the nature of hypothesis which is correlational, the researcher 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 significant was 0.95 and p-value <.05.

The results presented in table 4 show that there is a significant relationship between EFL teachers' self-regulatory and teachers' effectiveness ($r = 0.14$, $p = 0.021$). It can be inferred that there is a direct relationship between EFL teachers' self-regulation and effective teaching, so the first null hypothesis is rejected.

Table 4
Relation between EFL Teachers' Self-regulatory and Teachers' Effectiveness

		Regulation	Effective teacher
Regulation	Pearson Correlation	1	0.144
	Sig (2-tailed)		0.021
	N	200	200
Effective teacher	Pearson Correlation	0.144	1
	Sig (2-tailed)	0.021	
	N	200	200

Descriptive Statistics for EFL Teachers' Gender

According to the findings shown in Table 5, the total number of teachers who took part in this study was 85 comprising of 59 (69.4%) female and 26 (30%) male EFL teachers.

Table 5
Frequency of EFL Teachers

	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
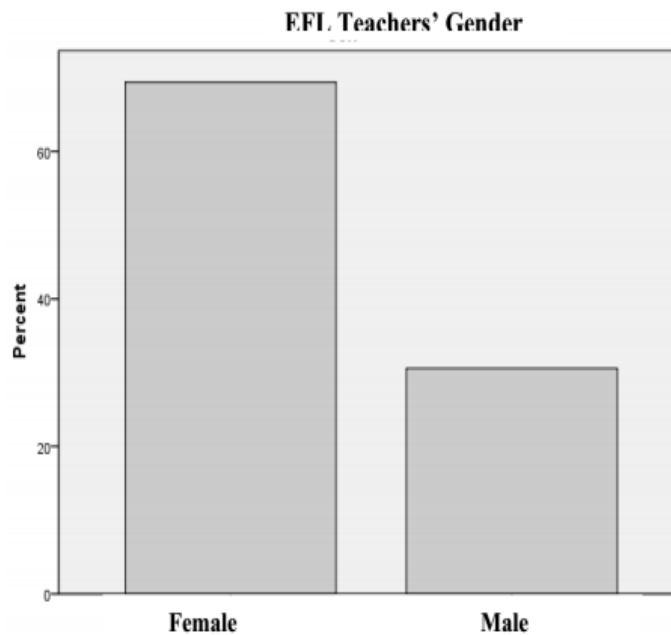*Distribution of EFL Teachers' Gender*

Table 6 presents the distribution of male and female teachers in highly self-regulated and very highly self-regulated groups of teachers.

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 indicates 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.

Inferential Statistics for the Second Hypothesis

The researcher collected the quantifiable data from the 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

Chi-Square Tests were used to describe the significance of the relationship between EFL teachers' self-regulatory and teachers' gender. Considering the 0.95 level of significance and p-value of ($p = 0.101$), it is concluded that there is not any significant relationship between EFL teachers' self-regulatory and teachers' gender. So, the null hypothesis 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				

### Descriptive Statistics for EFL Teachers' Years of Experience

As the findings in Table 9 shows, minimum and maximum years of EFL teachers' teaching experience were between ($min = 10$) and ($max = 20$) respectively. The average teachers' years of experience in teaching English was ($m = 20.2895$), with the mode of 20 and median of 20. The mean ($m = 20$) shows that the teachers who have been teaching for 20 years had the most frequency.

Table 9
EFL Teachers' Years of Experience in Teaching

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

Figure 5 shows the distribution of EFL teachers based on their teaching experience.

Figure 5
Distribution of EFL Teachers' Years of Experience in Teaching
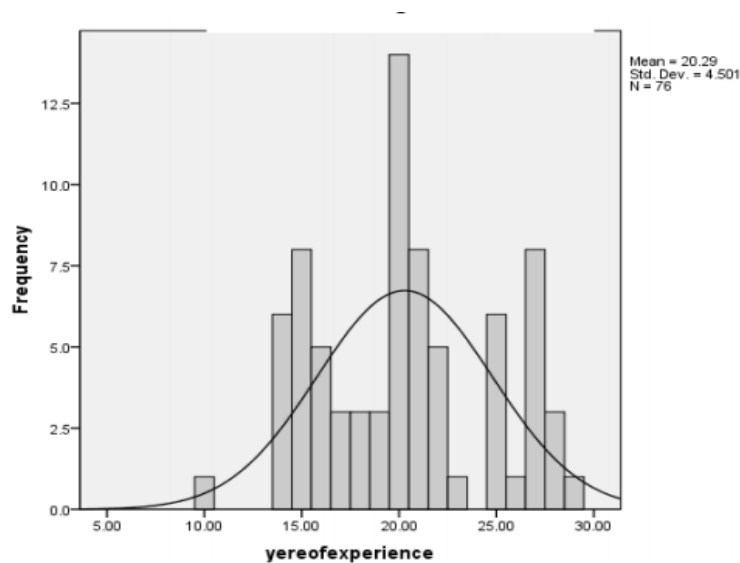
Inferential Statistics for the Third Hypothesis

Table 10 shows the relationship between teachers' self-regulation and years of teaching experience. The hypothesis of this study states that there is not any significant relationship between teachers' self-regulation and years of teaching experience." According to the data analysis ($r = 0.258$, $p = 0.022$), there is a positive correlation between teachers' self-regulation and years of teaching experience. Thus, the third hypothesis was rejected, and it can be inferred that there is a significant relationship between teachers' self-regulation and years of teaching experience. Hence, the more the EFL teachers are experienced, the more self-regulated, they are.

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

	Self-regulation	Years of Experience
Pearson Correlation	1	0.258

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

Discussion and Conclusion

The major goal of this study was to investigate the relationship between EFL teachers' self-regulatory trait and some characteristics of a successful teacher and effective teaching. Furthermore, it aimed at specifying the relationship between EFL teachers' self-regulatory with some demographics like gender and years of teaching. The findings of the research precisely pinpointed that teachers' self-regulatory trait is in association with qualified teachers' traits of successful teachers. The findings of the current study revealed that teaching qualifications is associated with self-regulatory trait, which make the teachers more powerful in setting instructional goals to accomplish motivational, metacognitive, and behavioral objectives effectively.

In a similar vein, Monshi Tousi, Boori, and Ghanizadeh (2011) indicated that L2 learners believe that successful EFL teachers equip themselves with the self-regulatory skills. Although content knowledge is an essence for EFL teachers, they also need self-regulatory strategies to plan in advance and take action towards their instructional goals. Based on self-regulated learning theory, self-regulation develops across four levels: observational, imitative, self-controlled, and self-regulated. At self-regulatory level, one develops self-efficacy belief, which enables them to self-regulate their learning. This trait can be plausible to teachers as well.

The findings of the present study are also in line with empirical and theoretical contentions, focusing on the significant positive effect of teachers' self-regulatory traits on the professional success. Delfino, Dettori, and Persico (2010) believed that the complexity of the individual and social process of language learning emphasizes the significant role of self-regulated teachers, manifesting teaching effectiveness. Randi (2004) indicated that effective teachers are the self-regulated agents, taking proper actions, which lead to success in effective teaching process. The findings of the study are also in line with the idea of Dembo (2001), who believed that teachers not only require developing their content area knowledge but also their self-regulation power to enhance their teaching effectiveness.

A trait of successful and qualified EFL teachers, which was the concern of the researchers in this study, was the relationship between EFL teachers' self-regulatory and their level of efficacy. As the findings depicted, the learners who participated in this study considered their teachers as the individuals who tactfully coped with difficult situations occurring during the class time. They considered their teachers as problem-solving models, who determine and apply alternative techniques or teaching strategies for dealing with the problems. The students mainly felt a pleasant atmosphere where could freely unfold themselves, they also saw their teachers as being patient towards their students mistakes. This is in line with the Milner's (2002) finding. Milner argued that teachers try to build efficacy by making positive relationships with their students. These relationships help them to build sources of confidence, motivation, and self-efficacy. Also, these make them feel confident, stay calm, and act quickly and positively facing a

problem. Moreover, Milner added that teacher's self-efficacy is an interrelated trait, which means the more the teachers believe in themselves and their ability, the more they persist longer upon difficult situations in the class. The findings of the present study showed that students believed that their teachers have the capacity to control their emotion and mange 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 stable state.

Relevant to the findings of the present study, Baylor, Kitsantas and Chung (2001) also stated that teachers' self-regulatory power can enhance the learners' self-directed learning and help teachers design effective lesson plans. Ghanizadeh (2011) also asserted that teachers' self-regulation power has a major contributing role in developing language teachers' self-efficacy, leading to teaching effectiveness.

This study aimed to find the relationship between genders, years of experience, and EFL teachers' self-regulatory trait. Empirical analysis on the mentioned factors revealed that there is not any significant relationship between gender and EFL teachers' self-regulatory. The present research claimed that there was a positive and direct relationship between EFL teachers self-regulatory and their years of teaching experience. In other words, EFL teachers' self-regulatory tended to increase with additional years of teaching experience. That is teachers become more self-regulated as their experience increases. In conclusion, the researchers came to this point that the process of teaching and learning English, which is considered as a foreign language self-regulatory behavior, had a vital role in teaching. So, the more the EFL teachers equip themselves with self-regulatory factors, the more they can perform effectively in the class.

The limitations of the study can be claimed to have some influence on the outcome of the research. a) The teachers' qualification questionnaire was answered by the students in the presence of their teachers. So, the students might not respond the questionnaire honestly. 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 are needed to obtain more reliable results. c) The current study's data was obtained only by means of EFL teachers' qualification questionnaire and 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 the questions carefully. This can affect the validity of results. In order to limit the scope of the study, the researcher set the delimitations in the following sequences.

To get more reliable results, the study was administered to both male and female participants and encompassed both genders among EFL school teachers and students as the participants of the research. Another delimitation applied was translating both EFL teachers' self-regulation and qualification questionnaires into Persian (the students' mother tongue) in order to remove probable ambiguities.

Considering the limitations of current research and looking at the findings, some suggestions are introduced for further studies. Firstly, the researcher collected data on some characteristics of a qualified EFL teacher; therefore, it may be helpful 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 explore the relationship between teachers' self-regulatory and their effectiveness on students' progress more tangible. Thirdly, EFL teachers' educational major have not been considered as one major variable in this study. The effect of teachers' educational status and university degrees were not explored in this study. It is strongly suggested that future research include other

individual characteristics and external factors like major and age that may affect language teachers' performance.

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