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FROM INTERNAL ASSETS TO TEACHERS' PERFORMANCE: THE MEDIATION OF SELF-REGULATION IN AN EFL CONTEXT

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ABSTRACT

This study examined the relationship between teachers' internal assets (commitment to learning and teaching, positive values and positive identity, social competencies), and EFL teachers' performance. In addition, it intended to determine the moderating effect of self-regulation on the relationship between teachers' internal assets with EFL teachers' performance. Self-administered questionnaires were used to measure EFL teachers' performance of two universities and some English institutes in Kerman-Iran. The quantitative data came from the affecting factors questionnaire, Teacher Self-Regulation Scale (TSRS) and Teachers' performance Questionnaire. In two universities and about 10 institutes, 200 EFL teachers responded to three questionnaires. The data were analyzed using AMOS software (to run SEM) for windows program version 20. The result showed that positive value and positive identity, commitment to learning and teaching and social competencies as internal assets had a positive and significant effect on the EFL teachers' performance. The findings regarding moderating effect of self-regulation showed that self-regulation moderated the relationship between commitment to learning and teaching and social competencies as internal assets but it did not moderate the relationship between internal assets of positive value and positive identity. The findings of this study can improve our understanding of the internal factors leading to better EFL teachers' performance.

Keywords: Internal Factors, EFL Teachers' Performance, Self-Regulation.

INTRODUCTION

Nowadays, teachers are receiving more attention in the studies done in mainstream education since it is believed that they play the most important role in any educational setting. It means that decreasing of educational effectiveness can be the result of teachers' feelings and performance. Consideration of teachers' role is important because their implementation in the educational process ensures the quality of human and social resources of society (Zlatkovic & Petrovic, 2011).

The quality of the teachers, their commitment, satisfaction and motivation are the determinant factors for the students to benefit from the education system. Teachers act as role-models, since they are the pillars of the society (Jyoti & Sharma, 2009) who help the students, not only to grow, but also to be the potential leaders of the next generation, and to shoulder the responsibility of taking their nation ahead.

Specifically English language teachers play a fundamental role in their learners' learning and academic achievement. Effective and productive learning with respect to the students highly relies upon teachers and the moves they make in their classes (Markley, 2004). The way teachers

behave and the methodologies they exploit in their teaching, to a large extent, depend on their perceptions of effective teaching and their beliefs about teacher efficacy (Ghaith & Shaaban, 1999).

Developing EFL teachers' performance becomes very important, for that reason, Zuheer (2008: p.1) indicates that EFL teachers are expected to have the abilities and skills of dealing with many related fields. Magno (2009: p.1) asserts that EFL teachers need to be developed in order to be effective in:

- 1) Knowing how language is acquired.
- 2) Holding specific beliefs about learning of EFL.
- 3) Improving attitudes to teaching and learning.

The quality of teachers' performance is influenced by numerous internal factors. Commitment to learning and teaching, positive values positive values and positive identity and social competencies have been categorized as internal factors. Each category will be introduced briefly below.

Internal Factors:

- ***Commitment to learning and teaching***

Teachers are motivated by long-term personal and professional goals and feel meaningfully engaged in the profession and by professional development. Mart (2013) claimed that teachers are distinguished by their commitment to achievement of their students. Commitment is an essential element of successful teaching. Committed teachers are concerned with the development of their students and they profoundly struggle how to keep students' learning. They cultivate students' curiosity and interest in learning. Showing commitment to student learning can be an important factor in motivating students. Committed teachers recognize and endeavor to fulfill their responsibilities to their students. The degree of loyalty of committed teachers toward their profession is one of their distinguished characters. Teachers, who are engaged in their profession and committed to students and their learning, play a crucial role in development of students.

Commitment refers to an individual's attraction and attachment to the work and the organization. It refers to the socio-psychological bonding of an individual to his group or organization, its goals and values or to his occupation and profession. It could manifest in terms of three ways i.e., affective, normative and continuance and each type of commitment ties the individual to the organization in different ways and will differently affect the manner in which the employee conducts him/herself in the workplace (Meyer et al, 2002). Fostering commitment among teachers" is important because teachers", who are highly committed stay longer, perform better, actively involved in the work and engage in organizational citizenship behavior.

- ***Positive values and positive Identity***

Eklund (2008) mentioned, teachers need to experience alignment between personal values and professional practice. Teachers exhibit a deep commitment to the ideals of teaching. The mental health of a teacher relates to his performance. Positive factors are enthusiasm and a high level of energy when teaching in the classroom. Negative factors are stress, burnout, and anxiety (Terry, 1997). Negative factors hinder the performance of a teacher and reduce satisfaction. Anxiety, stress, and burnout can affect a teacher's ability to create an environment conducive to learning. Burnout most often occurs for those teachers who are very dedicated and committed



to their careers. They tend to work long, intense hours to achieve their goals (Farber, 1991). For teachers to remain enthusiastic year after year, the principal must implement strategies that will enhance the mental health of the teaching staff (Eberhard et al., 2000; Terry, 1997). Terry (1997) included five suggestions for principals to use with teachers. They are positive feedback, high standards, opportunities for professional growth, support systems, and increased parental and community involvement.

- *Social competencies*

Staff members are flexible, resilient, and communicative. Coworkers value teamwork in decision making and conflict resolution. The effective teacher will be one who engages with the students in the class in a way that highlights mutual respect and an acknowledgement of the learning process that is in place. Eisner's suggestion that teaching is a caring exercise is very much part of the effective learning process. Learning is an emotional exercise. Students will engage in something that appeals to them emotionally. The teacher who brings a sense of personal involvement to the classroom, who wants to share the knowledge with the members of the class, who is prepared to show that he/she is also a part of the learning cycle, will be setting up a relationship which will encourage a good learning environment. Wolk (2001) highlights this by emphasizing that teachers “who are passionate about learning ... create an infectious classroom environment” (p.59).

LITERATURE REVIEW

Factors affecting teachers' performance

There are studies that investigated the factors that positively impact the quality of language teaching. For instance, Krsmanović and Petrović (2009) found teachers' skills, qualifications, their preparation and willingness for progress and professional development as the most significant factors that affect the quality of teaching. This study also found that teaching process (i.e. providing input, facilitating interaction, and maintaining motivation) also affects teaching quality. Other than these, being able to evaluate the quality of teaching process was also found as a significant factor in assuring the quality of language teaching.

A study by Madrid (1995) divided the factors that affect language teaching into internal and external factors. This study discusses that teachers' traits affect their choice of teaching strategies and their overall performance. For instance, age affects language teachers' performance, enthusiasm, willingness to strive and improve teaching and learning, and activeness in the classroom. It may also determine their openness to innovative methodologies. On the other hand, teachers' social class affects their ideology and beliefs, which influence their attitudes and behavior.

Some exploratory studies have investigated the specific characteristics of successful English teachers. One of the most cited articles by Borg (2006) argues that language teachers have particular characteristics. These teachers are seen to be distinctive in terms of having an understanding of 1) the nature and contents of the subject matter (meaning language and its components), 2) the difference between native and non-native speakers of a language, 3) how to maintain rapport with learners, and 4) language teaching strategies.

In another study, Salahshour and Hajizadeh (2013) argue that successful language teachers were those who liked their jobs, had a sense of responsibility towards their jobs, were



enthusiastic, lively, self-confident, friendly, kind, and punctual, knew how to keep their students motivated and encourage them to participate in classroom activities, provided explicit explanations during reading and listening tasks, held oral quizzes, had content knowledge, respected their students and helped them improve their self-confidence, were open to students' feedback, were able to use class time efficiently, and had efficient classroom management skills. In another study, Hajizadeh and Salahshour (2014) compared the perceptions of language teachers and language learners of characteristics of effective EFL instructors. This study found that the perceptions of teachers and students did not significantly differ. For both groups of participants being self-confident, having accurate teacher structure, being capable to communicate ideas, knowledge, intended teaching items, being interested in teaching language, making the best out of class time, being able to motivate students, focusing on speaking skills, having management skills, being enthusiastic and lively, respecting students, providing learning support, helping students to gain self-confidence in using the new language, encouraging students to use the language in the classroom, having the knowledge of the subject matter, and being able to incorporate appropriate teaching techniques were the most important characteristics of successful language teachers.

In contrast to Hajizadeh and Salahshour (2014), Babai Shishavan and Sadeghi (2009) found different perceptions of good language teachers between language teachers and language learners. In this study, teachers believed that effective language teachers should assign homework assignments and engage learners in classroom activities. This was while the student participants believed that effective language teachers were those who used L1 in teaching a second language. A study by Khojastehmehr and Takrimi (2009) found that language teachers' effectiveness is determined by instructional strategies.

A study by Monshi Toussi, Boori, and Ghanizadeh (2011) found that three components of self-regulation, namely intrinsic interest, mastery-goal orientation, and emotional control, had high correlation with language teaching effectiveness. A study by Sahebkhair and Davatgari Asl (2014) confirmed Monshi et al.'s (2011) findings and concluded that using self-regulation strategies positively affects learners' test performance.

Teachers' Self-regulation in ELT

Teachers' self-regulation has received great attention. Nevertheless, this has not been the case in the English Language Teaching (ELT) field, and unfortunately, English language teachers have not received adequate attention even though their significant role has been acknowledged in the field (Brown, 2001; Harmer, 2001). More recently, teacher self-regulation has found its way to EFL contexts. EFL teachers' self-regulation has been found to be associated with effective teaching (Monshi Toussi et al. 2011).

Empirical research documented that there was a significant relationship between EFL teachers' pedagogical success and their application of self-regulated strategies at their teaching environment (Monshi Toussi, Boori, & Ghanizadeh, 2011).

In the domain of L2 education, it has been reported that teachers who are more self-regulated can better manifest teaching effectiveness (Monshi Toussi, Boori & Ghanizadeh, 2011). They reported a significant positive relationship between EFL teachers' self-regulation and their teaching effectiveness. It seems reasonable, conversely, to assume that teachers who lack self-regulatory skills will find it difficult or even impossible to construct the self-regulation of their students. In other words, teachers' self-regulatory skills tend to have a positive role in successful



accomplishment of their professional tasks. In a similar vein, teachers' self-regulation has been found to be associated with their sense of self-efficacy beliefs.

The results of the study by Ghonsooly and Ghanizadeh (2011) revealed that the more EFL teachers equip themselves with self-regulatory skills, the more capable they would judge themselves in their teaching practice. Despite the bulk of research examining the linkage of students' self-regulation with skills and factors conducive to effectiveness, teachers' self-regulation, in particular English as a foreign language (EFL) teachers' self-regulation, remained an uncharted area awaiting further research.

With regard to Iran, very few studies have explored the direct relationship between internal factors and EFL teachers' performance. There is no study that considers the moderating effect of any variables on EFL teachers' performance. In order to fill the research gap, the present study examines the interaction between a moderating variable (self-regulation) and EFL teachers performance.

Therefore, this study wanted to show the relationships between internal factors and the performance of EFL teachers at universities, and institutes in Kerman and also to determine the moderating effect of self-regulation on the relationship between independent variables and EFL teachers' performance and to identify which variable significantly predict better teachers' performance among EFL teachers in Kerman. This study is an attempt to seek answers for the following questions:

1. Is there a relationship between teachers' internal assets (commitment to learning and teaching, positive values and positive identity, social competencies,) and EFL teacher's performance?
2. Does teachers' self-regulation moderate the relationship between teachers' internal assets (commitment to learning and teaching, positive values and positive identity, social competencies,) and EFL teacher's performance?



METHOD

Participants

For the particular purpose of this research, Shahid Bahonar University of Kerman, Azad University in Kerman city and a range of English language institutions were chosen as the research sites. During the three month summer period, 10 language institutes were contacted to discuss the nature of the research with the management and acquire their permission for inviting their teacher staff to participate in the study. Moreover, the permission to conduct this study in the relevant faculties of Azad University and Shahid Bahonar University of Kerman was also sought from proper authorities in early Fall 2016.

After the above-mention initial step, invitations to study were prepared. These invitations presented a brief over-view of the research and invited English language teachers who had the experience of teaching general English in Kerman city to participate to the study. The invitations to the study then were posted on notice boards in the language institutes that the researchers got permission to carry out her research and the lecturers' notice board in Shahid Bahonar and Azad University of Kerman. Finally, 200 English teachers, 150 EFL teachers of institutes and 50 university instructors expressed their eagerness to participate in the survey study.

Instrument

Three questionnaires were used in this study. The main one was ‘Affecting factors Questionnaire that consists of two parts. The first section was related to collecting general demographic information, and the second part aimed at measuring internal factors (commitment to learning and teaching, positive values and identity, and social competencies) affecting EFL teachers’ performance. Likert scale was used to represent the degree of respondents’ agreement with each particular variables of the study. This questionnaire was validated and piloted to maximize reliability coefficient.

The second questionnaire was ‘Teacher Self-Regulation Scale (TSRS). This questionnaire was used to assess teachers’ self-regulation. Originally, this questionnaire was designed and validated by Capa-Aydin, Sungur, and Uzuntiryaki (2009). This questionnaire was based on Zimmerman’s self-regulation model. It consists of 40 items using a six-point Likert scale ranging from ‘strongly disagree’ (one) to ‘strongly agree’ (six). Scores on the 40 items were averaged to give an overall indicator of the teachers’ degree of self-regulation, defined by Capa-Aydin, Sungur, and Uzuntiryaki (2009) as “teachers’ own self-regulated strategies, which they use during lessons” (p. 354).

The third questionnaire was the one for determining the domains that are more related to teacher's performance in classroom. The domains are language proficiency, planning and management of learning, learning community and environment, professionalism and assessment and learning.

Data Collection

The data for this study was collected by asking the participants (teachers) to fill in the questionnaires. All the answers to the questions in all the questionnaires were used as the data in this study. The EFL teacher participants were assured that their personal information would be kept confidential.

Data Analysis

The first step in the analysis of questionnaires data was to assign each questionnaire unique codes for ease of identification and maintenance of the participants’ confidentiality (Gorard, 2003). A coding frame was then developed and numerical values were assigned to the responses for each type of question. The coding frame functioned as a key to be used when the data was entered into SPSS. For instance, in item a.9 “I care deeply about giving my students a high-quality education”, the predetermined responses were the following: Always, Often, Sometimes, Rarely, Never. The value that was given to each answer was as follows: Never: 5, Rarely: 4, Sometimes: 3, Often: 2, and Always: 1. The respondents were asked to read 121 statements, categorized under eight topics, each representing a distinctive external/internal factor influencing EFL teachers’ performance. Numerical codes had been omitted from the questionnaire in order to mitigate the biases of order effect. The codes were then entered into the coding frame. Once the coding frame had been established and the data from the closed items entered into an SPSS spread sheet, data were then checked for inaccuracies, such as impossible data (for example, the entry of two values for one coded item), contradictory data, or implausible data (Mackey & Gass, 2005). Dörnyei (2003) suggests that implausible responses resulting from inattentiveness may be omitted from the analysis. Therefore, the items that had been left unanswered by all the participants were deleted.

Before deciding on what statistical procedures to perform on the analysis of questionnaire data, it was necessary to identify the types of collected data. To describe the educational environments



demographic variables were used. For indices validation, frequency table and factor analysis were used respectively, then Kolmogrov-Smirnov test and confirmatory factor analysis were used for data normalization inspection. Research variables were evaluated using a five-item Likert scale package. Descriptive statistical approaches like frequency table, frequency percent, cumulative percentage and mean were used for participants' general characteristics description and inspection. It should be noted that analyzing resulted data was done using AMOS statistical software. To examine the relationships between affecting factors and ELT teachers' performance, a Pearson product-moment correlation was performed.

To analyze the effect of the moderating variable that affects the casual relationship under investigation, regression coefficient was used. Particularly for the purpose of this study Moderated regression analysis (MRA) was used to identify the moderator variable. Then ANOVA was used to see whether the effects of the moderator variables were significant and if yes, whether they could cause an amplifying or weakening effect.

RESULTS

To identify whether a significant relationship existed between EFL teachers' internal and external assets and their performance, a basic quantitative research design was adopted to collect and analyze the data in the present study. The key study variables that are described in the following sections are the internal factors (commitment to learning and teaching, positive values and positive identity, social competencies). Score for these variables were categorized into moderate, high and low level. In order to present the level of internal assets variables mean summated scores were calculated as the instrument for these variables used 5 point Likert scale. Then these scores were grouped into three categories, namely low (1 - 2.339), moderate (2.34 - 3.669) and high (3.67 - 5).



Table 1: distribution of respondent based on level of internal assets variables (n=200)

variables	Frequency	Percentage
commitment to learning and teaching		
- Low (1-2.339)	-	-
- Moderate (2.34-3.669)	75	37.5
- High (3.67-5)	125	62.5
positive value and positive identity		
- Low (1-2.33)	-	-
- Moderate (2.34-3.66)	99	49.5
- High (3.67-5)	101	50.5
social competencies		
- Low (1-2.33)	2	1
-Moderate (2.34-3.66)	94	47
-High (3.67-5)	104	52

The descriptive result regarding to the internal assets variables as displayed in Table 1, showed that in terms of commitment to learning and teaching 62.5% of respondent received high level and none of the respondents received low level for this internal asset variable. Also, in terms of positive value and positive identity and social competences slightly more than half of respondent (50.5% and 52% respectively) received high level (Table 1).

Internal assets construct validity

The internal assets investigated in terms of three variables including positive value and positive identity, commitment to learning and teaching, and social competencies construct (with 16, 11 and 9 items respectively). The CFA for internal asset as portrayed in Figure 1 was specified and the results shows that the model was fit the data. According to the goodness of fit indices all indices (excluded GFI (.820) and significant χ^2 (816.220; df=591; p=.000) got acceptable value and met the criteria for showing a good fit including: [Relative χ^2 = 1.381; CFI = .953, TLI = .950, IFI = .953, RMSEA = .044] (Figure 1).

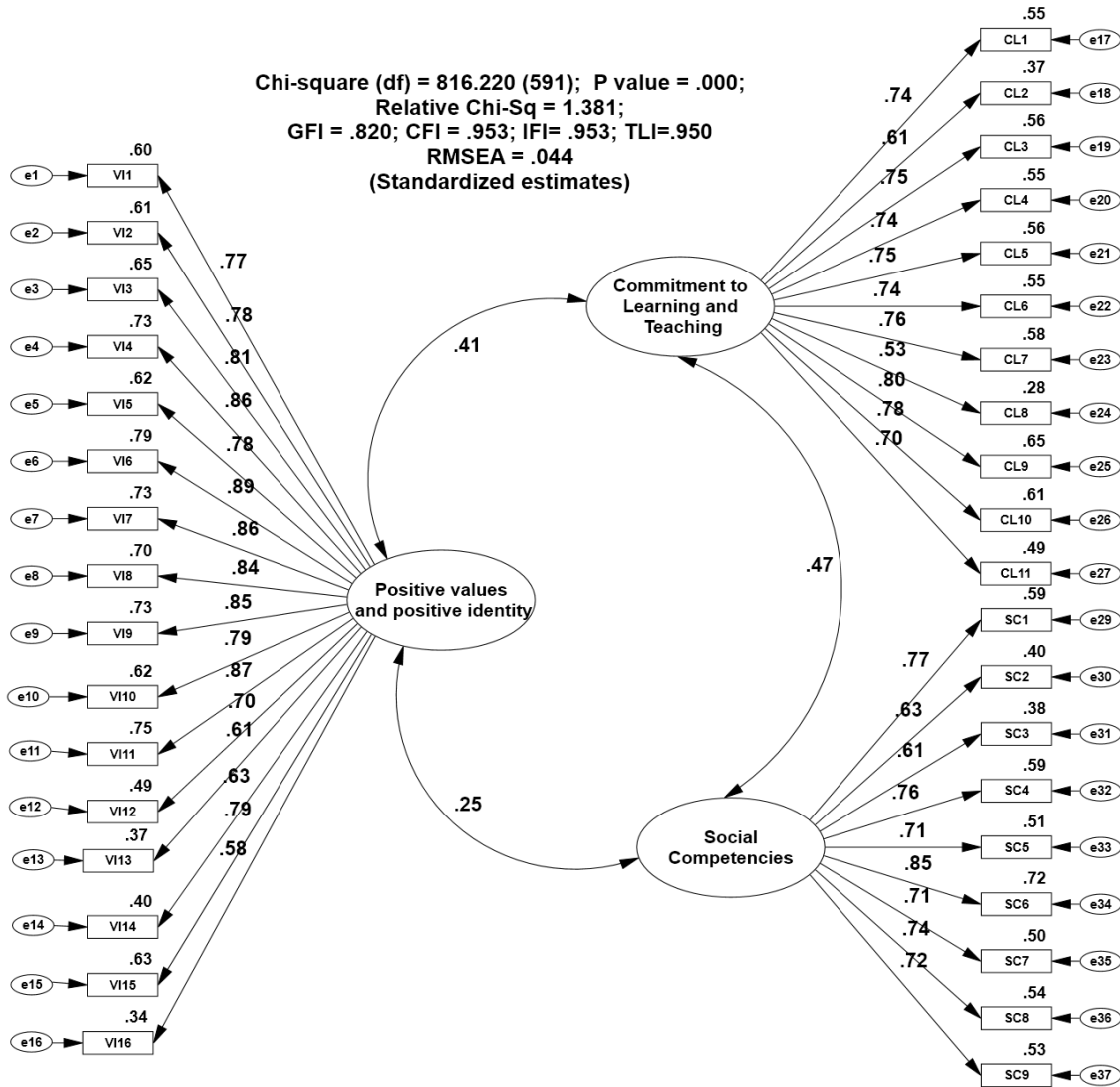


Figure 1: Internal assets construct CFA model

As above-mentioned, the convergent validity was assessed based on the adequacy of standardized factor loadings (more than .5), average variance extracted (AVE) more than .5, and construct reliability (CR) more than .7 for the measure variables. The results as represented in Table 2 and Figure 1 showed that all the items had higher than .50 standardized factor loading on their underlying variables. The standardized factor loading values for positive value and positive

identity items were ranged from .583 to .887, commitment to learning and teaching items value ranged from .53 to .803 and for social competencies items variable standardized factor loading values ranged from .613 to .849, were all significant at .001 level of significant.

Also the AVE for all constructs as displayed in Table 2 exceeded the minimum criterion of .50, ranged between .522 (for commitment to learning and teaching) to .588 (for positive value and positive identity), which they are indicating that the majority of the variance explained by the constructs. The assessment of construct reliability also showed that the all construct had the CR more than .70 ranged between .904 (for positive value and positive identity) to .923 (for commitment to learning and teaching), ensuring adequate internal consistency among measured items (Table 2).

Table 2: Results of CFA for internal assets construct

Variables and indicators	Standardized Factor Loading (> 0.5)	Average Variance Extracted (AVE \geq 0.5)	Construct Reliability (CR \geq 0.7)
Positive Value and Positive Identity		.588	.904
VI1	.775		
VI2	.782		
VI3	.809		
VI4	.855		
VI5	.785		
VI6	.887		
VI7	.857		
VI8	.837		
VI9	.852		
VI10	.787		
VI11	.868		
VI12	.700		
VI13	.611		
VI14	.634		
VI15	.795		
VI16	.583		
Commitment to Learning and Teaching		.522	.923
CL1	.741		
CL2	.609		
CL3	.751		
CL4	.744		
CL5	.745		
CL6	.739		
CL7	.761		
CL8	.530		
CL9	.805		
CL10	.779		
CL11	.700		
Social Competencies		.527	.910
SC1	.765		
SC2	.631		
SC3	.613		
SC4	.765		
SC5	.713		



SC6	.849		
SC7	.709		
SC8	.738		
SC9	.725		

The AVE for all constructs as displayed in Table 2 exceeded the minimum criterion of .50, ranged between .522 (for commitment to learning and teaching) to .588 (for positive value and positive identity), indicating that the majority of the variance was explained by the constructs. The assessment of construct reliability also showed that all constructs had the CR more than .70 ranged between .904 (for positive value and positive identity) to .923 (for commitment to learning and teaching), ensuring adequate internal consistency among measured items (Table 2).

Table 3: Correlation and square of correlation estimation among the internal asset variables

Variables		1	2	3
1. Positive Value and Positive Identity	Correlation	~	~	~
	Square of correlation	~	~	~
2. Commitment to Learning and Teaching	Correlation	.406**	~	~
	Square of correlation	.164	~	~
3. Social Competencies	Correlation	.251**	.468**	~
	Square of correlation	.063	.22	~

** P < .01

EFL teachers' performance construct validity

Based on rule at least each variable or dimensions of the constructs must be defined by two items/question to be included in the CFA models. In such a case specifying the CFA model could be possible based on the parcel or aggregate items for other dimension and uses them as indicators of the variable parallel with a dimension that they have only one item. Therefore, the CFA model for dependent variable of EFL teachers' performance as portrayed in Figure 2 dEFLned. The result showed that the aggregate model of EFL teachers' performance based on non-significant χ^2 (4.803; df=4; p=.308) and all other goodness of fit indices got acceptable value and met the criteria for showing a good fit including: [Relative χ^2 = 1.201; GFI= .991, CFI = .999, TLI = .998, IFI = .999, RMSEA = .032] (Figure 2).

Chi-square (df) = 4.803 (4); P value = .308;
 Relative Chi-Sq = 1.201;
 GFI = .991; CFI = .999; IFI = .999; TLI = .998
 RMSEA = .032
 (Standardized estimates)

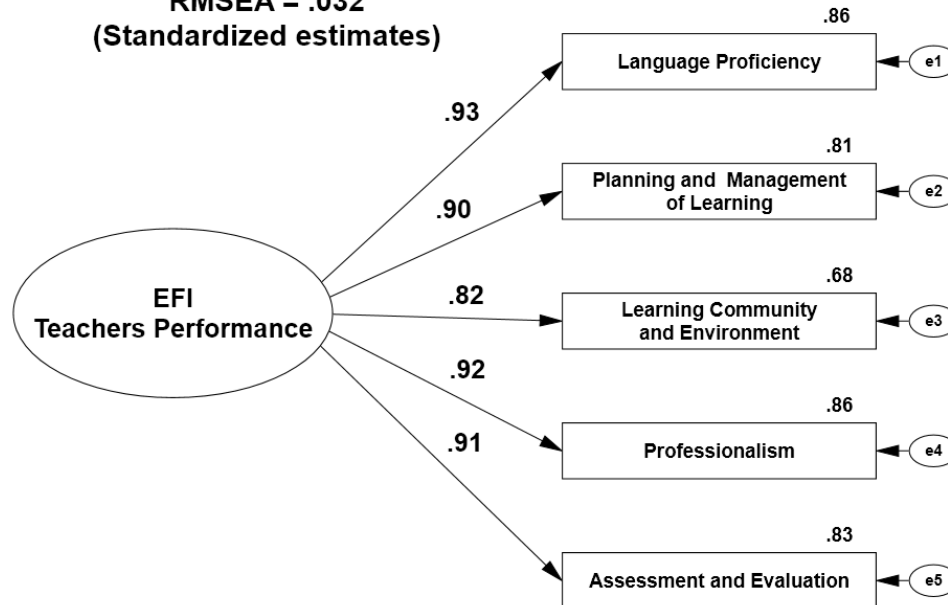


Figure 2: EFL teachers' performance parcel CFA model

The results as displayed in Table 4 and Figure 2 showed that all the items had higher than .50 standardized factor loading. The standardized factor loading values were ranged from .823 to .929 were all significant at .001 level of significant. Also the AVE for EFL teachers' performance as displayed in Table 4 exceeded the minimum criterion of .50 (AVE=.806), which they are indicating that the majority of the variance explained by the indicators. The assessment of construct reliability also showed that the CR was more than .70 (CR= .954), ensuring adequate internal consistency among dimensions of EFL teachers' performance (Table 4).

Table 4: the results of EFL teachers' performance parcel CFA model

Variables and indicators	Standardized Factor Loading (> 0.5)	Average Variance Extracted (AVE ≥ 0.5)	Construct Reliability (CR ≥ 0.7)
EFL teachers' performance			
Language proficiency	.929	.806	.954
Planning and Management of Learning	.898		
Learning Community and Environment	.823		
Professionalism	.925		
Assessment and Evaluation	.909		

The results of assessment discriminant validity through the comparisons of square of correlation among two construct (see Table 3) with AVE of each construct (see Table 2) showed that the square of correlation among all two constructs is less than AVE for each constructs. Therefore, the results support the discriminant validity among the variables of internal assets construct.

Self-regulation moderation test

In order to test the moderation effects of self-regulation on the relationship between the internal and external assets with EFL teachers' performance, multi-group modeling based on direct structural model was conducted. To test the moderation effects of self-regulation variables first the respondents based on the higher and lower than average scores of this variable were classified in two groups. 56.5% of respondents (113) located in higher level and 43.5% of them (87) classified in the lower level of self-regulation. After classification of respondents into two groups based on level of self-regulation, the researcher performed separate path models for the two samples, and then linked groups to their respective data sets, next she set up an invariant group model (in which two model groups are hypothesized to share the same regression weights on the relationship between the variables) and a variant group model (in which two model groups are hypothesized to have different regression weights on the relationship between the variables).

Table 5 showed the goodness-of-fit statistics for two variant and invariant models.

Table 5: Summary of fit indices for low and high self-regulation group variant and group invariant models

Model	CMIN	DF	P	CMIN/DF	GFI	IFI	TLI	CFI	RMSEA
Variant Model	79.564	74	.308	1.075	.943	.998	.995	.998	.019
Invariant Model	191.125	128	.000	1.493	.872	.973	.967	.973	.050

The result showed that the Chi-square values for variant group model is statistically non-significant (79.564; $p = .308$) where for invariant model was significant (191.125; $p = .000$). Also based on the other fit indices such as GFI, IFI, TLI, CFI and RMSEA the variant group model fit better fit the data (Table 5).

Table 6. below clarifies the nested comparisons.

Table 6: Nested Model Comparisons (Assuming variant Model to be correct)

Model	DF	CMIN	P
Indirect Model	54	111.561	.000

Also, the result based on the Nested Model Comparisons as portrayed in Table 6, showed that the chi-square difference value for the two models is 111.561 with 54 degrees of freedom was significant at the 0.05 level ($P < .05$). Thus, the two models are different significantly in their goodness-of-fit, and then the model variant to be preferred. A statistically significant difference between models indicates that the path estimates were different and then the moderation effect for self-regulation does exist.

The comparison of variant structural models between the low and high self-regulation (as portrayed in Table 7 and 8), showed that there were some differences among low and high self-regulation based on the size and level of significant relationships in hypothesized path.

As indicated by Hair et al., (2010) the moderating effects exist when the present of moderating variable causes the relation between the variable for one group to be significant but for the other

group not to be significant, or the relation between the variable for both group are significant but for one group is positive and for other group is negatively significant.

Thus based on the above-mentioned role by Hair et al., (2010) the moderation effects of self-regulation on the relationship between internal and external assets with EFL teachers' performance would be examined as follows;

Table 7: Regression weights based on variant Structural model for high self-regulation respondent

Variables		unstandardized Estimate	S.E.	Standardized Regression Weights	C.R.	P
Internal assets	H1: Positive Value and Positive Identity	.106	.054	.203	1.971	.049
	H2: Commitment to Learning and Teaching	.141	.063	.251	2.240	.025
	H3: Social Competencies	.115	.058	.184	1.992	.046

Table 8: Regression Weights Based on Variant Structural Model for Low Self-regulation respondent

Variables		unstandardized Estimate	S.E.	Standardized Regression Weights	C.R.	P
Internal assets	H1: Positive Value and Positive Identity	.135	.063	.244	2.143	.032
	H2: Commitment to Learning and Teaching	.027	.074	.045	.370	.712
	H3: Social Competencies	.096	.069	.168	1.386	.166



Self-regulation moderating effects on the path relationships between the internal assets and EFL teachers' performance

The result as portrayed in Tables 7 and 8, showed that there were a positive and significant relationship between three internal assets variables including positive value and positive identity ($\beta = .203$, C.R= 1.97, $P < .05$), commitment to learning and teaching ($\beta = .251$, C.R= 2.24, $P < .05$), and social competencies ($\beta = .184$, C.R= 1.992, $P < .05$) for respondent with high self-regulation. Whereas the result showed for respondent with low self-regulation only positive value and positive identity ($\beta = .244$, C.R= 2.14, $P < .05$) was significant, but commitment to learning and teaching ($\beta = .045$, C.R= .370, $P > .05$), and social competencies ($\beta = .168$, C.R= 1.386, $P > .05$) were not significant for respondent with low self-regulation (Table 8). Therefore, self-regulation had moderating effects on the path relation between two internal assets variables including commitment to learning and teaching and social competencies with EFL teachers' performance.

With regard to the objectives of the study, the results are summarized as below:

H_{A1}: There is a significant relationship between EFL teachers' internal assets (commitment to learning and teaching, positive value and positive identity, social competencies,) and their performance.

This hypothesis is divided into three parts, and relationship between the independents variables with the EFL teachers' performance is separately reported.

HA1.1: There is a positive relationship between internal assets (positive value and positive identity) with EFL teachers' performance.

The result as displayed in Table 9, showed that positive value and positive identity as internal assets had a positive and significant effect on the EFL teachers' performance as dependent variable ($\beta = .225$, C.R= 2.9, $P < .05$). As findings showed, when positive value and positive identity goes up by 1 unit, the EFL teachers' performance goes up by .118. Therefore, according to the significant relationship between positive value and positive identity and EFL teachers' performance, HA2.1 was supported. These findings supported research done by Coates and Thoresen (1976), and Eklund (2008) who suggested that the mental health of a teacher relates to his performance.

HA1.2: There is a positive relationship between internal assets (commitment to learning and teaching) and EFL teachers' performance.

The result as depicted in Table 9, showed that commitment to learning and teaching as internal assets had a positive and significant effect on the EFL teachers' performance as dependent variable ($\beta = .172$, C.R= 2.103, $P < .05$) (Table 9). The findings showed that when commitment to learning and teaching goes up by 1 unit, the EFL teachers' performance goes up by .099. Therefore, according to the significant relationship between commitment to learning and teaching and EFL teachers' performance HA2.2 was supported. According to Usha & Sasikumar (2007) teacher commitment is the best predictor of job satisfaction among school teachers. The results of this study are in line with the findings by Meyer et al., 2002 and Luekens et al., 2004.

HA1.3: There is a positive relationship between internal assets (social competencies) and EFL teachers' performance.

The findings showed that social competencies as internal assets had a positive and significant effect on the EFL teachers' performance as dependent variable ($\beta = .167$, C.R= 2.278, $P < .05$) (Table 9). The findings showed that when a social competency goes up by 1 unit, the EFL teachers' performance goes up by .10. Therefore, according to the significant relationship between social competencies and EFL teachers' performance HA1.3 was supported. Teachers' working conditions affect their ability to provide quality education and also teachers and students work best in a comfortable, inviting environment. The findings of this study emphasized the previous studies done by Wolk (2001).

Table 9: Regression Weights in Direct Structural Model

Variables		unstandardized Estimate	S.E.	Standardized Regression Weights	C.R.	P
Internal assets	H1: Positive Value and Positive Identity	.118	.041	.225	2.90	.004
	H2: Commitment to Learning and Teaching	.099	.047	.172	2.103	.035
	H3: Social Competencies	.100	.044	.167	2.278	.023

HA2: Self-regulation moderates the relationship between EFL teachers' internal assets (positive value and positive identity, commitment to learning and teaching and social competencies) and their performance.

The result as portrayed in Tables 10 and Table 11, showed that there was a positive and significant relationship between three internal assets variables including positive value and

positive identity ($\beta = .203$, C.R= 1.97, $P < .05$), commitment to learning and teaching ($\beta = .251$, C.R= 2.24, $P < .05$), and social competencies ($\beta = .184$, C.R= 1.992, $P < .05$) for respondent with high self-regulation. Whereas the result showed for respondents with low self-regulation only positive value and positive identity ($\beta = .244$, C.R= 2.14, $P < .05$) were significant, but commitment to learning and teaching ($\beta = .045$, C.R= .370, $P > .05$), and social competencies ($\beta = .168$, C.R= 1.386, $P > .05$) were not significant for respondents with low self-regulation (Table 11) Therefore, self-regulation had moderating effects on the path relation between two internal assets variables including commitment to learning and teaching and social competencies with the EFL teachers' performance.

Table 10: Nested Model Comparisons (Assuming variant Model to be correct)

Model	DF	CMIN	P
Indirect Model	54	111.561	.000

Table 11: Regression weights based on variant Structural model for high self-regulation respondent

Variables		unstandardized Estimate	S.E.	Standardized Regression Weights	C.R.	P
Internal assets	H1: Positive Value and Positive Identity	.106	.054	.203	1.971	.049
	H2: Commitment to Learning and Teaching	.141	.063	.251	2.240	.025
	H3: Social Competencies	.115	.058	.184	1.992	.046



DISCUSSION AND CONCLUSIONS

The main objective of this study was to examine the relationship between internal assets (commitment to learning and teaching, positive values and positive identity, social competencies) and EFL teacher's performance. As the findings demonstrate, the internal assets had a positive and significant effect on the EFL teachers' performance as dependent variable ($\beta = .491$, C.R= 8.163, $P < .05$).

The result showed that positive value and positive identity, commitment to learning and teaching as internal assets and social competencies as internal assets had a positive and significant effect on the EFL teachers' performance.

The findings of this study revealed that internal factors are linked to EFL teachers' performance and also self-regulation had moderating effects on the path relation between two internal assets variables including commitment to learning and teaching and social competencies with EFL teachers' performance. The findings of this study can improve our understanding of the factors leading to better performance.

In the light of above conclusions, it can be suggested that if teachers improve their performance on these factors as Commitment to learning and teaching, positive values positive values and positive identity and social competencies, a significant improvement can be made in EFL teachers' performance.


Finally, in the present study self-regulation is considered as a moderator. To date, no research has considered the direct effect of self-regulation on the path relationship between external/internal factors and EFL teachers' performance; an understanding of the impact of the

moderating effect makes the importance of considering both internal/external variables even more salient in explaining EFL teachers' performance than in isolation.

This study was limited to Kerman Education District. This may affect the generalization of the findings of the study to the whole district. The first limitation includes the sample size and sample characteristics which limit the generalizability of the study's findings. To elaborate, the sample of teachers who participated in this study was ($N = 200$) and the ethnic composition of teachers may not generalize well to other samples of teachers in the country. Second, teachers who participated in this study were self-selected and may have had an unrepresentative interest in promoting EFL teachers' performance, so their responses to the measures employed in this study may not be generalizable to a larger population of teachers.

The recommendation for future researchers is to perform research in different levels of instruction (other than university and institute) and in different areas. Due to few research studies conducted in Iran, there is a need to conduct more studies in this area in the future. The present study was conducted in the province of Kerman, the future researchers may expand it to other provinces of the country in order to measure the factors affecting the teachers' performance at national level.

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