پژوهشگر گرامی

صفحاتی را که مشاهده می‌فرماید، گزیده‌ای محدود از یک صفحه روز جلد، چکیده فارسی و انگلیسی صفحه اول مقدمه و پیشنهادات

جهت مطالعه دقیق جزئیات بیشتر، سند به صورت چاپی به‌یاد پایان‌نامه‌ها در کتابخانه مرکزی و نیز برای مشاهده شغل دیجیتالی آن وارد پیوند ذیل شوید:

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در صورت به وجود آمدن غیره که مشکل و پرسش در زمینه دسترسی به نه، و استفاده از منابع انتخابیکی و دیجیتالی به مرکز اطلاع‌رسانی و پخش منابع دیجیتالی کتابخانه مرکزی و مرکز استادان دانشگاه مراجعه و با تیم‌میابید/

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University of Kurdistan
Faculty of Language and Literature
Department of English Literature and Linguistics

A Thesis
Submitted to the Postgraduate Studies Office in Partial Fulfillment of the Requirements for the Degree of M.A. in Teaching English as a Foreign Language (TEFL)

Title:
Relationships among Teacher’s Resilience, Reflection and Burn-out: The Mediating Role of Emotional Intelligence

By:
Sara Ahmadi

Supervisor:
Dr. Jalil Fathi

Advisor:
Dr. Habib Soleimani

December, 2019
In The Name of God
University of Kurdistan
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The above thesis was evaluated and approved by the following members of
the thesis committee with ........ quality on December 2, 2019.

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Abstract

The significance of teachers’ role in education has been in the foreground recently. An increasing number of studies have concluded that teachers are considerably effective in the prosperity of educational system and students’ achievement in second language learning in particular. Consequently, teacher related variables have attracted a great deal of research attention in both teacher education program and English Language Teaching (ELT). In the same way, the present study was set to examine a structural model of four teacher related variables, namely resilience, reflection, burn-out and emotional intelligence and specifically to examine the hypothesis that teacher emotional intelligence mediates the effects of teacher resilience and reflection on teacher burn-out. To this end, a number of 195 Iranian EFL teachers participated in the study and data were collected through administering four inventories of the related variables. In order to analyze the hypothesized model, Confirmatory Factor Analysis (CFA) was administered and the hypotheses were tested by means of structural equation modeling. The data analysis of the study confirmed the aptness of both the employed scales and the structural model and it also indicated the mediation quality of emotional intelligence. The findings offer several implications for teacher educators and EFL teachers to be discussed finally.

Keywords: teacher resilience, reflection, burn-out, emotional intelligence, EFL teachers
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List of Abbreviations

AGFI: Adjusted Goodness-of-Fit-Index
AVE: Average Variance Extracted
BALLI: Beliefs about Foreign Language Inventory
CDRISC: Connor-Davidson Resilience Scale
CFA: Confirmatory Factor Analysis
DFES: Department for Educations and Skills
DP: Depersonalization
EE: Emotional Exhaustion
EI: Emotional Intelligence
EFL: English Foreign Language
ELT: English language Teaching
EQ-i: Emotional Quotient Inventory
ESI: Emotional Social Intelligence
GFI: Goodness-of-Fit-Index
IGF-r: General Intelligence Test
MSCEIT: Mayer-Salovey-Carsuso Emotional Intelligence Test
NFI: Normed Fit Index
PA: Personal Accomplishment
RMSEA: Root Mean Square Error of Approximation
RQs: Research Questions
SEM: Structural Equation Modeling
SREIT: Self-Report Emotional Intelligence Test
VITAE: Variations in Teachers’ Work, Lives and Effectiveness
TEIQue-SF: Trait Emotional Intelligence-Short Form
Chapter One
Introduction
1.1. Introduction

This chapter introduces the topic to make the reader familiar with the existing concepts and constructs in the area of teachers’ significant role in education on the one hand and teachers’ related variables on the other hand. Moreover, the chapter tries to convince the reader of the significance of this study through pinpointing the gaps in the related literature. The ultimate purpose of this study, however, is to make the reader more eager and motivated to cover this thesis thoroughly.

Concerning the significance of teacher in education, Sartain et al. (2011) found that great teachers lead to a better performance in students than inferior ones. Thus, the main target of educational policy in many countries shifts toward the quality of teacher. In the same vein, Adebomi et al. (2012) have emphasized the significance of teachers’ role in the teaching milieu in a way that teachers’ competencies and capabilities have influence on the prosperity of any educational system. According to Kelly (2000), teachers are not only in charge of face-to-face teaching but also they are involved in a considerably various tasks such as designing and developing a curriculum, school planning, marketing, public relations, information technology, workplace, security and health, resource management, and students’ well-being.

Similarly, a recent study by Anderson (2004) reported that students’ educational consequences are influenced by teachers’ outstanding capability. The teachers’ role is not only to transmit knowledge, but also to teach learners how to learn and also comprises motivation, promotion of confidence and Self-esteem and coordination of a suitable learning environment (Williams & Burden, 2000).

An effective teaching is the one in which teachers attempt to increase levels of students’ interest in order to engage them in the language learning process. This is of particular importance when it comes to an intercultural teaching such as ELT because this cultural variety generates a query in one’s personal worldview which leads to an emotional challenge (Jokikokko, 2016).

Tsai et al. (2008) have argued that “the psychological state of interest is automatically triggered when contents are perceived as relevant to one's individual interest”. Consequently, when students are actively engaged in EFL and cultural variations, they are assumed to comprehend EFL lessons as interesting. Wubbles and Levy (1991) proposed that the correlation between teachers’ affective features and
students’ emotional evolvement is of high strength. Henceforth, the role of teachers is required to be given more attention in ELT in particular.

As reported in the study by Gu and Day (2007) “The contemporary realities of teaching have for two decades been dominated by successive and persisting government policy reforms”. These reforms are considered to be the cause of at least a momentary perturbation in the contingent solidity of teachers’ work, beliefs, practices and self-efficacy (Bottery, 2005; Goodson & Hargreaves, 1995).

Khan et al. (2014) also speak about the extending pressure on teachers at all levels which is the result of the rapid changes taking place in educational policies. Hargreaves (1995) proposed that Inasmuch as teachers are becoming more responsible for the extending innovations and increasing pressures on their work, teachers’ profession is considered to be more intensified (p. 84).

With respect to the importance of numerous factors which have been mentioned in teaching literature, an increasing number of studies have inquired into the importance of teachers’ characteristics such as teacher burn-out, resilience, reflection and emotional intelligence.

1.2. Statement of the Problem

The aforementioned variables may have been sporadically and discretely investigated in the last few decades, but the investigation of the relationship and inter-connection among four teacher related variables concurrently in the form of a structural model and making use of a big sample of participants specifically in the Iranian context is the perceived gap of related studies in the literature. What makes the current study stand out is the employment of the structural equation modeling as a methodologically sophisticated technique to uncover the relations among the variables and to examine the fit indices of the hypothesized structural model for the current study.
1.3. Purpose of the Study

The primary objective of this study is to test a structural model of teacher resilience, reflection and burn-out and particularly to test a mediation model in which it is hypothesized that teacher emotional intelligence would mediate the effects of teacher resilience and teacher reflection on teacher burn-out. The fit of the structural model will be tested through Mplus program.

![Figure 1.1 Structural hypothesized model]

1.4. Significance of the Study

Regarding the lack of research considering this area, in this study the researcher attempts to maintain the theoretical and pedagogical implication supporting the conduction of the present study. Theoretically the conduction of this study will enhance the existing body of knowledge regarding teacher variables and the relationships among them.

Pedagogically this study is of high significance to teacher educators, policy makers and private and public language schools seeking to recruit and retain dedicated teachers. This will contribute to the increasing integrity level of English teachers of the institutes. This will provide insights to the preparation of ongoing quality programs for teacher education. With this new perception of teacher resilience and the aforementioned teacher-related variables, the results of this study are supposed to serve as a new ring in the chain of the literature and provide a set of data for further research on the importance and evaluation of teacher resilience from the stand point of burn-out.
organizational support to set up a beneficial sense of cooperation and community among teachers, supervisors, and administrators in order to help them enhance their resilience and reflection. This support is required to be insomuch that teachers are assured enough of their organizational concerns about their well-being, values, achievements and contributions. Providing teachers with such organizational support may not only increase teacher resilience and sense of reflection but also it may reduce teacher attrition and burn-out significantly.

Teacher education programs should cautiously involve discussions about teacher-related variables to maintain and increase levels of these constructs in pre-service teachers. Therefore, pre-service teachers being aware of how to be a resilient, reflective and emotionally intelligent teacher may increase their confidence to stay in their profession competently and also it increases levels of job attrition among pre-service teachers.

Ministry of education and policy makers should involve teachers in the decision-making process about syllabus design, material development, and administrative positions so as to raise their emotional intelligence.

Different encouragement and moral supports should be given to teachers when practicing innovative valuable methods so that they are motivated and nurtured leading to their job satisfaction.

5.5. Suggestion for Further Research

Regarding the current study and what the researcher covered, future research studies should extend these findings utilizing qualitative and mixed method in order to better understand the correlations existed, in other EFL settings. Besides that, other emerging teacher-related variables such as teacher sense of immunity can be analyzed along with the existing variables to obtain more information regarding teacher psychology-concerned constructs to compound more rings to the chain of teachers' psychological promotion. Even, one can replicate this study with larger samples considering gender, age groups and level of academic education. Moreover, this research exclusively was an investigation towards teachers' variables; other researchers can investigate the relationships between teachers' variables and students' outcome related to them.
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چکیده
در سال‌های اخیر اهمیت نقش معلمان در آموزش و پرورش مورد توجه قرار گرفته است. تعداد رو به افزایشی از مطالعات به این ترتیب رسد که معلمان بطور چشمگیری در پیشرفت سیستم آموزشی و همچنین پیشرفت دانش آموزان در باد Gesprای زبان دوم مؤثر هستند. بنابراین متفکر مربوط به معلم، توجه بسیاری از مطالعات را در رزمینی ی برای اموزش معلمان و همچنین تدریس زبان انگلیسی به خود جلب کرده است. در همین راستا، مطالعه حاضر به بررسی الگوی ساختاری چهار متغیر مربوط به معلم از جمله انعطاف پذیری معلم، تفکر معلم، تحلیل رفتگی شغلی و هوش هیجانی می بردازد و همچنین به طور خصوص به بررسی این فرضیه می پردازد که هوش هیجانی، نقش مهمی را در اثر گذاران انعطاف پذیری و تفکر معلمان بر فروشورگاه شغلی آنها ایفا می کند. برای این منظور، تعداد 150 معلم ایرانی در ارتفاعات مطالعه شرکت کردن و داده ها با بهره ورزشی از چهار پرسش نماده مربوط به متغیرهای موجود آوری شد. تجزیه و تحلیل مدل فرضیه، با استفاده از تحلیل عاملی تأییدی صورت گرفته است و فرضیات با استفاده از مدل سایر مطالعات ساختاری مورد آزمایش قرار گرفتند. تجزیه و تحلیل داده های آماری، صحت مقياس های مورد استفاده در تحقیق و همچنین مدل ساختاری را تایید کرد و علاوه بر این، ویژگی‌ها و اهمیت لب هوش هیجانی را نیز مشخص کرد. این می‌تواند به بهبود بیشتر مطالعات و همچنین مطالعات که انگلیسی را به عنوان زبان خارجی اموزش می‌دهند می‌باشد که در پایان این پیامدا مورد بحث قرار می‌گیرد.

کلمات کلیدی: انعطاف پذیری معلم، تفکر معلم، تحلیل رفتگی شغلی، هوش هیجانی، معلمان زبان خارجی
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