

External Factors and Iranian EFL Teachers' Performance: Examining the Effectiveness of Self-regulation

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Abstract

Purpose: This paper follows a two-fold objective: First it examines the relationship between the external factors of compensation, support, empowerment, boundaries and expectations, pre-service and in- service training and Iranian EFL teachers' performance. Second, it searches for the moderating effect of self-regulation on the relationship between teachers' external assets and their performance. **Methodology:** To achieve the above aims, a quantitative approach to research was employed. The samples included two hundred Iranian EFL teachers of universities and English institutes of Kerman, Iran. The data were collected by means of self-administered questionnaires and analyzed by AMOS software. **Findings:** The direct structural model was employed to determine the path relationships between the external factors and teachers' performance. The result showed that external assets had a positive and significant effect on the Iranian EFL teachers' performance as dependent variable ($\beta = .372$, C. R= 6.211, $P < .05$). Moreover, self-regulation moderates the path relation between two of the variables: boundaries and expectation and the EFL teachers' performance. **Discussion:** The path relation between the other four variables of the external assets including pre-service and in- service training, support, compensation and empowerment for low and high self-regulation was not found to be significant, i.e. self-regulation moderation effect for these relations was not supported.

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1. Introduction

Education Improvement requires improvement of teacher's quality which requires improvement of teacher's performance by controlling affecting factors. The need to investigate the affecting factors on EFL teachers' performance has appeared as an important step to improve education. Research done so far focuses mostly on teachers' performance and investigating some factors affecting teachers' performance (Al-Thumali, 2011; Nayakundi, 2012; Ahmed, 2012; Babai Shishavan and Sadeghi, 2009). Therefore, regarding the scarcity of the studies focusing on affecting factors on EFL teachers' performance in Iran, this research intends to bridge this gap by carrying out a quantitative methods study. There are believed to be several factors which affect teachers' performance having been investigated by different researchers throughout the world. Compensation, support, empowerment, boundaries and expectations, pre-service and in service training have been categorized as external factors. Each category will be introduced briefly below. Compensation incorporates the wages and advantages paid to teachers for the execution of their duties (Gritz & Theobald, 1996; Murnane & Olsen, 1989a). Obviously, compensation has been a very important factor in teacher turnover for some time, and solutions have not been expecting to do anything about it. Benefits or salary have been examined in Sixteen studies. Most of these studies connected salary and benefits to a teacher's satisfaction or level of commitment (Choy et al., 1993; Faupel, 1992; Ingersoll & Alsalam, 1997; Perie & Baker, 1997). Gritz & Salaries between districts and salaries to jobs have been compared outside the teaching profession. They further determined how comparable salaries affect both men and women. Thebald (1996). Rickman & Parker (1990) compared salary of the teaching profession with comparable professions and found that the wage differential affect the supply.

Pre-service preparation is characterized as a teacher training program at university or a college that gives guideline for teacher candidates to become effective facilitators of the teaching-learning process (Darling-Hammond & Sclan, 1996; Eberhard et al., 2000; Huling, 1998). Strong teacher education programs are crucial to a strong teaching force so that teachers are sufficiently prepared for their jobs. In-service training refers to the learning one is exposed to after accepting the role of being a teacher. Darling-Hammond and Sclan (1996) defined in-service training as the "programs that formally socialize them into teaching" (p. 75), and Eberhard et al. (2000) characterized in-service preparation as "encouraging a teacher's movement toward effectiveness" (p. 4). The purpose of in-service training is helping a beginning teacher to become effective in the classroom (Newcombe, 1990), and this training should be designed to help newcomers stay in the profession (Rosenholtz, 1989).

Teachers should believe they are valued by the school community. They are seen as competent in their fields and have roles as decision makers and problem solvers. Teacher empowerment is an aspect of engaged teacher behavior as empowerment positively affects the teachers' endeavors to improve instruction (Marks & Louis, 1997). An empowered teacher will feel independent and will have greater ownership and pride in the instruction (Davis & Wilson, 2000). Teacher empowerment is not the principal giving administrative duties to lighten their own workload. Empowerment is giving teachers the privilege to take part in development and implementation of school objectives and policies and the chance to exercise judgment about curriculum and teaching method (Ashcroft, 1987).

Teachers should feel that they are supportive of, and supported by, their colleagues, administration, and the larger school community. Supportive principal behavior is characterized by the administrator's role in

facilitation and interaction toward employees. A school with a high level of supportive principal behavior has a principal who is helpful, concerned, and motivating. This principal sets the example of hard work and dedication as constructive criticism is used to make improvements around the school (Hoy et al., 1991).

As stated by Eklund (2008) teachers should have well-defined expectations and parts within the school environment. Colleagues (both teachers and administrators) share high but reasonable expectations. Staff members set boundaries between work and private life. Each new class a teacher takes on requires additional content knowledge and preparatory time. In addition to that list roles of leadership such as coordinating a team or serving on district planning committees. It is important to note that all of these roles can be important, fulfilling, and even fun.

2. literature Review

There are two types of factors that influence the performance of teachers. These factors are either external or internal. There are ample external factors that affect teachers' decision making in the classroom. Nonetheless, it is not possible to put these factors in an order of significance. This is because, teachers may have different characteristics. The most common discussed external factors are: the particular school system that the teacher is working at, the structure, the internal rules of schools, the expectations of the community and the grading policies, and the students and their parents. There is always this probability that the different external factors conflict and cause challenge for teachers. If this is the case, teachers should devise case-based frameworks to manage situations.

In discussing the qualities of EFL teachers, Allen (in Brown, 2001) specified nine characteristics of good EFL teachers. Allen believed that, EFL teachers must hold a degree in TESL/TEFL, be critical thinkers, be persistent to upgrade oneself, love English language, get ready to go extra mile, be independent, be a professional citizenship, love the job of teaching English and be familiar with cultural adaptability. From these characteristics, we can argue that in order to become a professional EFL teacher, one must hold an academic degree in Teaching English as a Foreign Language, must have positive attitudes on language teaching profession, must have positive attitudes of English language, and should be a critical person.

Some researchers investigated the factors that could affect the performance of language teachers. These studies argued that since the nature of language teaching could be different from other subject matters, external factors might affect language teachers' performance more than other teachers. With regard to this, Kazerouni and Sadighi (2014) found that language teachers' job satisfaction and as a result their performance may be affected by the physical structure of the work place (i.e. school, classrooms), benefits, work hours, government and professional association work, and school administration. In another study, Amoli and Youran (2014) investigated the relationship between language teachers' empowerment and job satisfaction. Teacher empowerment, according to Short (1992), is a professional development process that includes professional knowledge base, higher teaching efficacy, and decision-making. Amoli and Youran (2014) found a positive correlation between language teachers' empowerment and their job satisfaction. In this study, job satisfaction included supervision, colleagues, working conditions, pay, and responsibility. 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.

Self-regulation alludes to 'self-produced thoughts, emotions and activities that are arranged and consistently adjusted to the achievement of individual objectives' (Zimmerman, 2000). They work in a changing situation and need to ceaselessly refresh their teaching skills (Randi, Corno, and Johnson, 2011). Around 70% of teacher learning happens during every day learning (Fullan, 2007). Thus, the acknowledgment of learning chances at work is enormously essential and can be encouraged through self-regulated learning (SRL) aptitudes.

Comparing teachers to students, the school condition appears to hold up under comparable requests. Both students and teachers are required to learn and work, take part in social environments, manage diversions, learn by taking part in cognitive tasks, search for feedback and support, and refresh their (instructional) knowledge (Randi, 2004).

Self-regulation supports individuals in learning and coping with demands and competing priorities. It might help teachers to increase their self-knowledge and keep up their motivation as well (Cardelle-Elawar & Sanz de Acedo Lizarraga, 2007; Delfino, Dettori, & Persico, 2010). If teachers want to become effective in teaching, they need to become effective learners first.

Likewise, they might benefit from self-regulation as well (Dembo, 2001). Fortunately, the nature of the teaching profession itself gives chances to create SRL. Creating SRL skills thrive well in environments where learners can participate in complex meaningful tasks and get chances to control their own processes and results (Perry, Hutchinson, & Thauberger, 2008). In addition, as indicated by Randi, traditional teacher tasks such as lesson plans and assessments can likewise facilitate teachers' own learning and SR (Randi, 2004).

There are some studies about self-regulation and its role in some psychological assets of teachers and its relation with important factors of teaching. For instance, KamyabiGol and Royaei (2013) explored the relationship between Iranian EFL teachers' self-regulation and job performance. To empirically explore the postulated correlation between teachers' self-regulation and job performance, teachers were asked to complete the "Teachers' Self-Regulation Scale" and the "Job Performance Scale". The results of the finding demonstrated a significant correlation between teachers' self-regulation and job performance. Moreover, the result of Step-Wise Regression Analysis revealed that mastery goal orientation among sub-components of self-regulation was the best predictor of job performance.

Ghanizadeh (2011) analyzed the connection between Iranian EFL teachers' self-regulation and their critical thinking ability in language institutes. Teachers were asked to fill the 'Watson- Glaser's Critical Thinking Appraisal' and the 'Teacher Self-Regulation Scale' namelessly. The findings supported the theoretical expectation of a linkage between self-regulation and critical thinking. The study showed that self-regulation and critical thinking ability are positively correlated. Another study explored the relationship between EFL teachers' sense of self-efficacy and their self-regulation. It also investigated the relationships between self-regulation, and length of teaching experience, age and gender, respectively. The findings indicated a significant relationship between teachers' self-regulation and self-efficacy beliefs. In addition, significant correlations were found between teachers' self-regulation, their teaching experience and their age. There were, however, no significant correlations with gender (Ghonsooli & Ghanizadeh, 2011).

MonshiToussi, Boori, and Ghanizadeh (2011) examined the relationship between EFL teachers' self-regulation and teaching effectiveness. The findings of the study indicated that there is a significant

relationship between EFL teachers' self-regulation and their teaching effectiveness. Data analyses indicated that among the components of self-regulation, intrinsic interest, mastery-goal orientation, and emotional control have the highest correlations with teaching effectiveness. Based on the findings of that article, teacher educators, administrators, and policy makers are recommended to incorporate self-regulated learning strategies to teacher training programs. While previous studies have investigated external and internal factors separately; this study was interested in investigating the relationship between external factors affecting teachers' performance in EFL classrooms. Therefore, this study wanted to show the relationships between external factors and the performance of EFL teachers at universities, and institutes in Kerman with 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' external assets (support, empowerment, compensation, preservice and in-service training, boundaries and expectations) and EFL teacher's performance?
2. Which factors significantly predict EFL teacher's performance?
3. Does teachers' self-regulation moderate the relationship between external assets (support, empowerment, compensation, pre-service and in-service training, boundaries and expectations) and EFL teacher's performance?

3. Methodology

To answer the research questions of the current study, a quantitative design was followed. The quantitative phase is a process of gathering numerical data to be quantified and summarized. Some mathematical and statistical procedures were employed to analyze these numerical data. Independent sample t-test and Kruskal-Wallis test analyses. In order to conduct the analyses SPSS and AMOS software's had been used.

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 two semesters, 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 autumn 1395. The sampling method that was used in this study was non-probability sampling. Non-probability sampling is used when volunteer samples express their eagerness to participate in a study. Finally, 200 English teachers, 150 EFL teachers of institutes and 50 university instructors expressed their eagerness to participate in the survey study.

Regarding the respondents' educational qualification, as shown in Table 3-1, about 60.5% of respondents had PhD and 24.5% had M.A degree. With respect to respondent's teaching experience the result showed that 34.5% of them had a teaching experience between 2 to 5 years and 29.5% had a 6 to 10 year teaching experience (Table 1). The result showed that in terms of working place 75% of them working in Institutes and 25% work in Universities (Table 2). In terms of current level of teaching among the Universities respondent 8.5% of them were freshman and among the institutes respondent for 28% of them the current level of teaching was upper intermediate (Table 1).

Table1. Participants' Demographic Information (n=200)

Variable	Frequency	Percentage
Gender		
- Male	63	31.5
- Female	137	68.5
Age		
- 21-30 years	79	39.5
- 31-40 years	94	47
- 41-50 years	17	8.5
- 51 and above	10	5
Marital statues		
- Single	65	32.5
- Married	135	67.5
Academic qualification		
- B. A.	49	24.5
- M. A.	121	60.5
- PhD.	30	15
Teaching experience		
- 1 year	17	8.5
- 2-5 years	69	34.5
- 6-10 years	59	29.5
- 11-15 years	23	11.5
- 16-20 years	19	9.5
- above 20 years	13	6.5
Place		
- Universities	50	25
- Institutes	150	75
Current level of teaching		
University:		
- Freshman	17	8.5
- Sophomore	12	6
- Junior	9	4.5
- Senior	12	6
Institute:		
- Elementary	38	19
- Intermediate	35	17.5
- Upper intermediate	56	28
- Advanced	21	10.5
Type of employment		
- Faculty member	23	11.5
- Full time	45	22.5
- Part time	86	43
- Paid on contract	46	23

In order to conduct this study three questionnaires were used. The main one was 'Affecting factors Questionnaire' (Appendix1). This questionnaire has two sections: The first section seeks to collect general demographic information, such as: age, gender, highest educational attainment, length of service. The second section aims at measuring external factors on EFL teachers' performance. The items are distributed into external domains and each one has its own subcategories. After a thorough review of the literature about factors affecting EFL teachers, a questionnaire was developed from integrating and modifying Giacometti

(2005), Eklund (2008), and Lester's (1982) questionnaires. These questionnaires are interested in finding a linear causal relationship between EFL teachers' external assets (such as support, empowerment, compensation, pre-service and in-service training, boundaries, and expectations) and their performance. It is also of interest of this questionnaire to understand whether a moderator variable such as self-regulation affects these relationships. Here, self-regulation is considered as a variable that could alter the strength of the mentioned causal relationships. A moderation analysis was done to ensure the external validity of the effects of this moderating factor. Likert scale was used to represent the degree of respondents' agreement with each particular of the study. This questionnaire was validated and piloted to maximize reliability coefficient.

The second questionnaire was 'Teacher Self-Regulation Scale (TSRS) (Appendix 2). 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 (Appendix 3) is 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.

Based on the suggestions of van Teijlingen & Hundley (2001) a pilot study was done initially. As the first step in conducting the pilot study, an ad was posted on the notice boards in several language institutes. The volunteers contacted the researcher and expressed their interest in participating in the study. After collecting all the required data, the data were studied and reviewed. Some brief telephone conversations were carried out with the respondents to seek their opinions about the readability of the survey questions. Based on these conversations required adjustments were done to the questionnaires. It should be mentioned that the data collected in the pilot study phase were discarded after the adjustments were done to the instruments. And the participants of pilot study were informed about the purpose of the pilot study and the importance of their contribution to this phase. In the actual research, questionnaires were printed and sent to the volunteers who expressed their interest in participating in the study.

4. Finding

This study drew on three sources of data to understand the relationship between teachers' external factors and EFL teachers' performance and also to investigate the moderating effect of self-regulation on the relationship between the independent variables and teachers' performance. In the following section, the construct validity of the measure scale would be discussed based on individual Confirmatory Factor Analysis (CFA) or measurement model by using Structural Equation Modelling (SEM) technique. The External assets investigated in terms of five variables including pre-service and in-service training, support, compensation, empowerment, and boundaries and expectation (with 12, 11, 9, 11 and 11 items respectively). The CFA for external 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 (.744) and significant χ^2 (2027.461;

df=1367; $p=.000$) got acceptable value and met the criteria for showing a good fit including: [Relative $\chi^2=1.483$; CFI = .925, TLI = .921, IFI = .925, RMSEA = .049] (Figure 1).

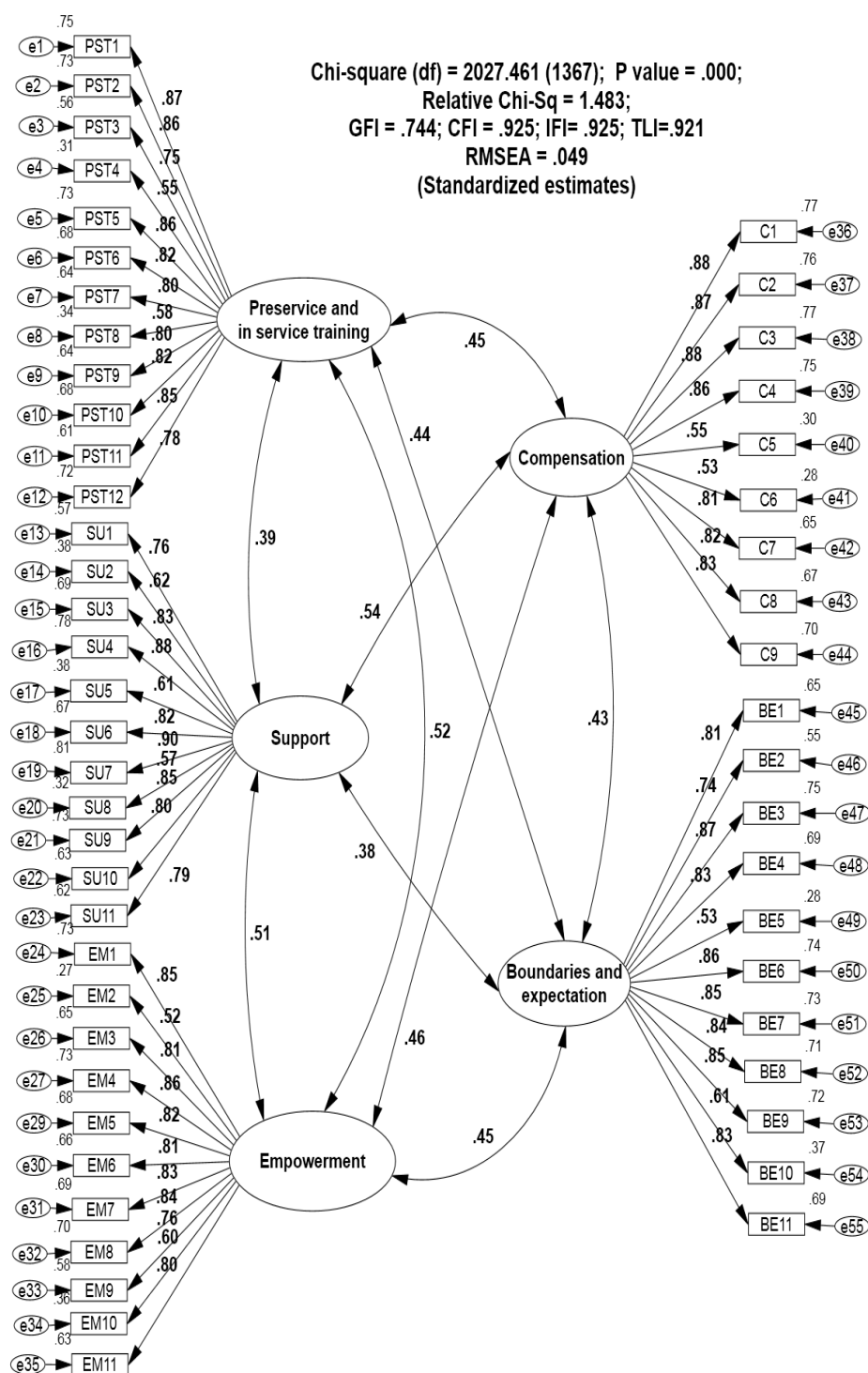


Figure 1. External asset construct CFA model

The results as displayed in Table 2 and Figure 2 showed that all the items had higher than .50 standardized factor loading on their underlying variables. The standardized factor loading values for pre-service and in-service training items were ranged from .552 to .868, support items value ranged from .566 to .903, compensation items value ranged from .528 to .878, empowerment items value ranged from .516 to .857, and boundaries and expectation items standardized factor loading value ranged from .528 to .869, 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 .599 (for support) to .628 (for compensation), which they indicated 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 .937 (for compensation) to .95 (for pre-service and in- service training), ensuring adequate internal consistency among measured items (Table 2).

Table 2. the results of CFA for External assets construct

Variables and indicators	Standardized Factor loading (> 0.5)	Average Variance Extracted (AVE ≥0.5)	Construct reliability (CR ≥ 0.7)
Pre-service and In- service training			
PST1	.868	.615	.95
PST2	.857		
PST3	.751		
PST4	.552		
PST5	.855		
PST6	.822		
PST7	.799		
PST8	.579		
PST9	.797		
PST10	.825		
PST11	.780		
PST12	.849		
Support			
SU1	.756	.599	.942
SU2	.618		
SU3	.831		
SU4	.885		
SU5	.613		
SU6	.816		
SU7	.903		
SU8	.566		
SU9	.855		
SU10	.797		
SU11	.786		
Empowerment			
EM1	.852	.607	.943
EM2	.516		
EM3	.806		
EM4	.857		
EM5	.824		
EM6	.813		
EM7	.833		
EM8	.837		
EM9	.759		
EM10	.597		
EM11	.796		
Compensation			
C1	.878	.628	.937

C2	.874		
C3	.878		
C4	.864		
C5	.552		
C6	.528		
C7	.806		
C8	.820		
C9	.834		
Boundaries and Expectation			
BE1	.809		
BE2	.739		
BE3	.869		
BE4	.830		
BE5	.528		
BE6	.862	.626	.948
BE7	.854		
BE8	.845		
BE9	.849		
BE10	.607		
BE11	.828		

The results of assessment discriminant validity through the comparisons of square of correlation among two construct 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 for external asset construct.

As aforementioned the CFA model for standardized measure scale of EFL teachers' performance variable cannot be specified based on the main question/item of this variable as one of the dimensions of this variable (learning community and environment) is defined only by one items (question). 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 4-2 showed 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).

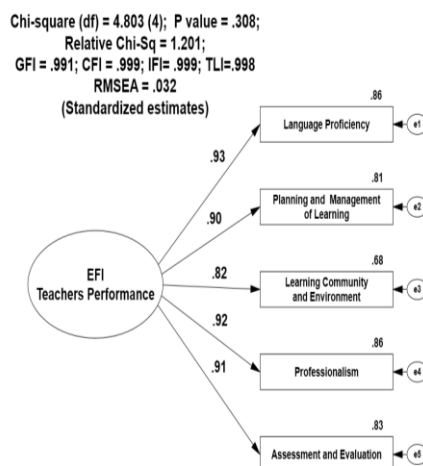


Figure 2. EFL teachers' performance CFA model

The results as displayed in Table 2 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 2 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 3).

Table 3. the results of EFL teachers' performance 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		

Table 4. 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
	H4: Pre-service and In- service training	.080	.041	.155	1.965	.049
External assets	H5: Support	-.016	.040	-.026	-.396	.692
	H6: Empowerment	.056	.038	.092	1.493	.135
	H7: Compensation	.011	.037	.016	.294	.769
	H8: Boundaries and Expectation	.087	.043	.154	2.032	.042

In order to test the moderation effects of self-regulation on the relationship between external assets (support, empowerment, compensation, pre-service and in-service training, boundaries, and expectations) with EFL teachers' performance multi-group modeling based on direct structural model 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 classified in two groups. In which 56.5% of respondents (113) located in higher level and 43.5% of them (87) classified in the lower level of self-regulation.

Table 4-3 showed the goodness-of-fit statistics for two variant and invariant models. 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 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

Also, the result based on the Nested Model Comparisons as portrayed in Table 5, 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.

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

Model	DF	CMIN	P
Indirect Model	54	111.561	.000

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

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

The result as portrayed in Table 7 and 8, showed that after multi-group analysis only the path relation between boundaries and expectation with EFL teachers' performance for group with high self-regulation was positive and significant ($\beta = .217$, C. R= 2.2, $P < .05$), where this path for respondent with low self-regulation was not significant ($\beta = .105$, C. R= .834, $P > .05$). Therefore, self-regulation moderates the path relation between boundaries and expectation with the EFL teachers' performance. Also, the result showed that the path relation between other four external assets variables in this study including pre-service and in-service training, support, compensation and empowerment for low and high self-regulation were non-significant. Thus self-regulation moderation effect for these relations was not supported.

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
External assets	H4: Pre-service and In- service training	.060	.053	.113	1.144	.253
	H5: Support	-.010	.053	-.016	-.195	.845
	H6: Empowerment	.030	.042	.049	.700	.484
	H7: Compensation	-.031	.045	-.044	-.691	.489
	H8: Boundaries and Expectation	.131	.059	.217	2.200	.028

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
External assets	H4: Pre-service and In- service training	.072	.064	.146	1.130	.258
	H5: Support	-.022	.061	-.039	-.359	.719
	H6: Empowerment	.095	.069	.158	1.371	.170
	H7: Compensation	.042	.058	.071	.724	.469
	H8: Boundaries and Expectation	.054	.065	.105	.834	.404

5. Discussion

Findings of this study were based on the data collected from 200 EFL teachers in 2016. Self-administered questionnaires were chosen as the means of data collection. Eight instruments, corresponding to the research objectives on support, empowerment, compensation, pre-service and in-service training, boundaries, and expectations were used.

The AMOS software (to run SEM) for windows program version 20 was used to analyze the data. Two statistical procedures, descriptive statistics and inferential statistics were used for data analyses in this study. To scrutinize the research hypothesizes the Structural Equation Model was applied to appoint the connection between the two variables. In order to test the moderating effect of self-regulation on the path relation between the variable, the advance technique of multi-group Structural Equation Modeling analysis was employed.

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

1. The results showed that pre-service and in- service training as external assets had a positive and significant effect on the EFL teachers' performance as dependent variable ($\beta = .155$, C. R= 1.965, $P < .05$) (Table 4). The result showed that when pre-service and in- service training goes up by 1 unit, the EFL teachers' performance goes up by .08.
2. The results showed that support as external assets had a negative but no significant effect on the EFL teachers' performance as dependent variable ($\beta = -.026$, C. R= -.396, $P > .05$) (Table 4).
3. The results showed that empowerment as external assets had a positive but no significant effect on the EFL teachers' performance as dependent variable ($\beta = .092$, C. R=1.493, $P > .05$) (Table 4).
4. The results showed that compensation as external assets had a positive but no significant effect on the EFL teachers' performance as dependent variable ($\beta = .016$, C. R=.294, $P > .05$) (Table 4).
5. The results showed that boundaries and expectation as external assets had a positive and significant effect on the EFL teachers' performance as dependent variable ($\beta = .154$, C. R= 2.032, $P < .05$) (Table 4-11). The result showed that when boundaries and expectation goes up by 1 unit, the EFL teachers' performance goes up by .087.

In addition, the results show that self-regulation moderates the path relation between boundaries and expectation with the EFL teachers' performance. Also, the result showed that the path relation between other four external assets variables in this study including pre-service and in- service training, support, compensation and empowerment for low and high self-regulation were non-significant. Thus self-regulation moderation effect for these relations was not supported.

According to the results of this study t pre-service and in- service training and boundaries and expectation as external assets had a positive and significant effect on the EFL teachers' performance but support had a negative but no significant effect on the EFL teachers' performance as dependent variable. In addition, empowerment and compensation as external assets had a positive but no significant effect on the EFL teachers' performance. These results suggest noteworthy implications for theory and practice. The findings of this study can improve our understanding of the factors leading to better EFL teachers' performance. It also indicates that EFL teachers' performance needs to be addressed at external levels. On the basis of findings and conclusions following recommendations are made:

Teachers ought to be furnished with satisfactory pre-and in-service training courses described by viability, inventiveness and change. Most elevated consideration ought to be paid to the use of the most recent, significant strategies and innovations in the field of teacher education. Teachers should be needed to be given a special consideration; especially in matters relating to working conditions. Working conditions for teachers should be best promote effective learning and enable teachers to concentrate on their professional tasks.

It is accordingly vital to raise general mindfulness among people in general. Any arrangement of review and supervision ought to be intended to support and help teachers in the execution of their expert

undertakings and ought to be, for example, not to lessen the flexibility, activity and obligation of the teachers. Authoritative and other staff that is in charge of parts of the instruction administration ought to try to build up great relations with teachers.

Legislators, policy makers, and educational leaders who contribute to the policies and laws that influence funding, programing, and procedures at schools, institutes and universities need to understand the many factors that influence teachers' performance and recognize the unintended results of high responsibility framework

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