Self-Resilience, Self-Regulation, and Teaching Experiences among Language Teachers

Parisa YEGANEHPOUR[1] iD

Abstract: Teachers are one of the most important factors in the success of any educational institution. Many things may be done to create an atmosphere favorable to good teaching, but ultimately, it is the teachers who determine the success of a program, especially on atypical days like the Covid-19 period. There is no exception to the fact that language teachers play a key part in the effective learning of a language, which cannot be overlooked. In countries such as Turkey, where language acquisition happens mostly in formal classroom settings and where teachers, as the major source of language input to students, have a direct influence on their learning, the connection between teachers and students must be given considerable attention. Therefore, the goal of this study was to evaluate the relationship between self-resilience and self-regulation, as well as self-resilience and teaching experience, with a focus on the pandemic period when certain courses were not yet offered face-to-face. Sixty language instructors who thought online due to the pandemic period were chosen as participants for this purpose. Two questionnaires were used to obtain answers from participants: The Effective Language Teacher (ELT) and the Teacher Self-Regulation Scale. These questionnaires were given to the teachers and asked them to answer the questions during the semester and send them back. As the first step in data analysis, the Kolmogorov-Smirnov test was used to determine the kind of variable distribution. The Pearson correlation test was then utilized to investigate the study hypotheses to determine whether or not they were supported. The results of data analysis validated the connection between self-resilience and self-regulation, and also a correlation between self-resilience and teaching experience was discovered. Also, data analysis of independent t-test showed that female teachers reported better levels of self-regulation than their male colleagues.

Keywords: Resilience, Self-regulation, language teaching, teaching experience, Covid-19, online and face to face teaching.

Dil Öğretmenleri Arasında Öz-Dirençlik, Öz-Düzenleme ve Öğretmenlik Deneyimi

Öz: Öğretmenler, eğitim kurumlarındaki başarının en önemli faktörlerinden biridir. İyi öğretime elverişli bir ortam yaratmak için pek çok şey yapılabilir, ancak özellikle Covid-19 dönemi gibi alışılmamış günlerde bir programın başarısını belirleyen etmen öğretmenlerdir. Dil öğretmenlerinin, bir dilin etkili şekilde öğreniminde büyük bir rol oynadığı, su götürmez bir gerçektir. Türkiye, dil ediniminin çoğunlukla resmi

[1] Dr. Öğretim Üyesi, Ağrı İbrahim Çeçen Üniversitesi, Yabancı Diller Yüksekokulu, Yabancı Diller Bölümü, pyeganehpour@agri.edu.tr, 0000-0003-2982-9085

sınıf ortamlarında gerçekleştiği bir ülkedir ve öğrencilerin yabancı dil ana kaynağı öğretmenlerdir. Bunun, öğrenme üzerinde doğrudan etkisi vardır ve öğretmenlerle öğrenciler arasındaki bağa bu sebeple büyük önem verilmelidir. Bu çalışmanın amacı, bazı derslerin yüz yüze işlenmediği pandemi dönemine odaklanarak, öz-dirençlilik ve öz-düzenleme arasındaki ilişkinin yanı sıra, öz-dirençlik ve öğretmenlik deneyimi arasındaki ilişkiyi değerlendirmektir. Bu amaç doğrultusunda, altmış dil öğretmeni katılımcı olarak seçilmiştir. Katılımcılardan bilgi toplamak için iki anket kullanılmıştır: Etkili Dil Öğretmeni Ölçeği ve Öğretmen Öz-Düzenleme Ölçeği. Veri analizinde ilk adım olarak, değişken dağılımının türünü belirlemek için Kolmogorov-Smirnov testi kullanılmıştır. Daha sonra araştırma hipotezlerinin desteklenip desteklenmediğini belirlemek için Pearson korelasyon testi kullanılmıştır. Bu deneyler, öz-dirençlilik ve öz-düzenleme arasındaki ilişkiyi doğrulamıştır. Ayrıca öz dirençlilik ile öğretmenlik deneyimi arasında bir bağlantı tespit edilmiştir. Ayrıca, bağımsız t testinin veri analizi, kadın öğretmenlerin, erkek meslektaşlarına göre daha iyi öz- düzenleme düzeyine sahip olduğu tespit edilmiştir.

Anahtar kelimeler: Öz-dirençlik, öz-düzenleme, dil öğretimi, öğretmenlik deneyimi.

Introduction

In the field of education, teacher resilience is a novel idea that has attracted the interest of several scholars. Even though a great deal is known about the factors that contribute to teachers' stress (Goddard & Foster, 2001; Tait, 2008), researchers have shifted their focus to teacher resilience, the factor that contributes to teachers' thriving rather than merely surviving in their careers (Gu & Day, 2013; Kitching et al., Li et al., 2019; 2009; Sumsion, 2004). The concept of resilience was primarily used to illustrate the extent to which people sought to adapt, prosper, and avoid misfortune (Garmezy, 1974; Masten et al., 1990).

Years later, the concept of resilience moved from a traditional to a modern viewpoint, implying that resilience is a complex construct arising from a dynamic interaction between risk and protective factors (Benard, 2004). Due to the complexity of resilience, this concept has been extensively discussed in the literature (Bobek, 2002; Le Cornu, 2009). Consequently, the idea of resilience is understood differently, which seems beneficial in two respects. Initially, complex aspects of resilience are recognized, which may be accompanied by a shared definition. Second, several aspects of this concept are recognized, resulting in an enhanced understanding of its application (Luthar & Cicchetti, 2000). Due to the novelty of the notion of teacher resilience and its widespread use in pedagogy, the objective of this study was to address this issue by defining the problem and expanding on its relevance.

Researchers in the area of foreign languages have examined the roles of instructors and students from several perspectives (Bobek, 2002). Several situations occur in the classroom, between and among instructors and their colleagues. These situations may differ in online courses. Such circumstances, which are sometimes unanticipated, might provide instructors with challenges that need them to adjust in order to overcome any potential obstacles (Brunetti, 2006). Therefore, instructors must adapt themselves, their views, and their interests to the situation in which they are supposed to operate or alter their conduct accordingly. In addition, operating properly needs active participation, which may be challenging for instructors to manage (Day & Gu, 2014). It is the teacher's responsibility to establish the degree to which he or she is competent to comprehend the necessary modifications, although this is a difficult determination. Resilience is characterized by such adaptability together with associated decisions and mental considerations (Boon, 2021; Rajmjoo & Ayoobiyan, 2019; Stavraki & Karagianni, 2020; Xue, 2021; Wang & Gao, 2022).

Teachers' attitudes towards change and adaptation differ. Resilient teachers are far more likely to endure difficulties, are more adaptable to change, and are less likely to leave the profession (Boon, 2021; Gu & Day, 2013). Resilience is defined as a process, a capacity or aptitude to resist and overcome problems, a way of engaging with events and the environment, and the ability to overcome rather than just resist (Bobek, 2002; Day, 2008; Masten et al., 1990; Sammons et al., 2007; Sumsion, 2004; Tait, 2008; Ungar, 2013).

It is evident that teachers play a crucial role in language development, assisting the school in achieving its objectives, establishing effective relationships with colleagues and students, etc. Consequently, how they perform within their job sphere is of utmost significance. In addition, the teacher fulfills a number of roles to meet the requirements of themselves, their students, and their supervisor. Thus, it is not unexpected that both theory and practice devote considerable attention to the function of the teacher. As argued by Mitchell and Daniels (2003) one of our field's fundamental foundations is the knowledge of individual variances and their consequences for workplace behavior, and personality characteristics are critical to this understanding.

Due to its significance in the educational setting, self-regulation has been examined by several scholars, who have been pushed to agree on a common definition. Self-regulation (or self-regulated learning) refers to learning that arises from students' self-generated, goal-directed thoughts and activities (Schunk & Zimmerman, 2003). According to Schunk (1996), the word self-regulation is accompanied by three subcategories: "self-observation, self-judgment, and self-reaction".

Anderson and Putman (2020) discuss that teachers are also distinguished by their level of experience in the teaching profession. In addition, more seasoned educators are acutely aware of the events and shifting circumstances that occur throughout their interactions with diverse settings. It is anticipated that less experienced instructors would find it more beneficial to avoid unpleasant or onerous situations that might demotivate or make them less acceptable. One cannot assert with certainty whether experienced instructors are more resilient than less-experienced ones. On the other hand, gender-differentiated instructors act differently in terms of resilience and how they may self-regulate in challenging circumstances.

Language teachers have recently designed varied degrees of incentive to measure their performance, with a focus on professional growth (Randi, 2004). According to Randi (2004), postmodern teachers monitor their progress and learn via experience, experiences that serve as the components that enable them to evolve in their professions. This kind of learning is accomplished by teachers' responsibility for their education. Furthermore, Randi (2004) argues that self-regulated learning approaches are critical abilities for instructors to master.

Since research suggests that students' self-regulatory behaviors are vital for academic success, it is likely that instructors' self-regulatory behaviors might also have a positive effect on a successful teaching (Bielak et al., 2022). According to Kitsantas et al., (2001), teacher self-regulatory techniques may affect students' learning via self-directed practice and improve their capacity to design effective lesson plans. Ghanizadeh (2011) found a favorable correlation between self-regulation and critical thinking capacity in the setting of second- language reflective instruction. It has also been determined that teacher self-regulation contributes to language teachers' feelings of self-efficacy. From a different perspective, it is reasonable to expect that teachers who lack self-regulation talents may find it difficult to scaffold activities and experiences that increase their students' self-regulation approaches.

In light of the importance of teachers' self-regulation in their educational practices, researchers who study language must investigate the link between teachers' resilience and their self-regulation, as well as the extent to which teachers' experience and gender influence the prediction of their performance. Therefore, the purpose of the current research is to analyze this link among language instructors employed by Ağrı İbrahim Çeçen University. Although it has been shown that notions of resilience and regulation have a crucial role in accomplishment and instructional success, few research has examined this efficacy in the geographical region investigated by this study. Therefore, it is felt that the outcomes of this investigation have a variety of consequences for supervisors, instructors, students, and all those concerned with enhancing the language teaching profession.

Methodology

Research Questions and Hypotheses

The purpose of this research was to examine the link between self-resilience, self-regulation, teaching experience, and gender among language teachers. To achieve this, the following research questions were formulated:

RQ1. Is there a strong link between self-resilience and self-regulation of language teachers?

RQ2. Is there a substantial correlation between self-resilience and teaching experience of language teachers by considering their gender?

Based on the above listed questions, the following hypotheses were formulated:

$H0_1$. According to language instructors, there is no substantial association between self-resiliency and self-regulation.

$H0_2$. According to language instructors, there is no substantial association between self-resilience and teaching experience and their gender.

Design of the Study

According to Bhandari (2022) a correlational study is a kind of non-experimental research in which the researcher analyses the statistical relationship (i.e., the correlation) between two variables without attempting to adjust for confounding variables. A correlational study may provide three results: a positive correlation, a negative correlation, or no correlation.

Positive correlations: In this form of connection, both variables rise or fall simultaneously.

Negative correlations: Suggest that when the quantity of one variable rises, the quantity of the other variable decreases (and vice versa).

No correlation: This means that there is no association between the two variables.

The current research sought to identify the relationship between self-resilience, self-regulation, and experience from the perspective of language instructors. Consequently, we may claim that the researcher used a correlational design.

Participants

The information was acquired from Ağrı İbrahim Çeçen University's language instructors who followed their teaching objectives. Male and female instructors who began their careers in education were considered as potential subjects. Since it was impractical for the researcher to

obtain the necessary data from all language instructors in Turkey, just one public university was selected for the present study.

Participants were masters and doctoral degrees aged between less than 30 and over 50 years old and were proficient in English, Russian, German, French, and Turkish. They were both single and married and had less or more than ten years of teaching experience.

Noting that the population was fewer than 100, the census technique was used to choose all 60 language instructors as the sample size (i.e., population = participants' size).

Instruments

After determining the sample size, the instruments for data collection were selected. The specifics of each questionnaire are provided below.

A) Efficient Language Instructor (ELI): This questionnaire measures teacher resilience by focusing on the actions, experiences, and attitudes instructors deploy in their classrooms. It consists of 46 statements constructed on a five-point Likert scale (SA = strongly agree to SD = strongly disagree). Using Cronbach's alpha value, Shishavan and Sadeghi (2009) determined the questionnaire's reliability to be 0.94 in their research on the characteristics of language instructors.

B) Teacher Self-Regulation Scale: This questionnaire was developed by Yesim et al., (2009) based on Zimmerman's model of self-regulation and semi-structured interviews with pre-service and in-service teachers. Using the Cronbach alpha value, Ghonsooly and Ghanizadeh (2011) evaluated the reliability of this questionnaire to be 0.85. It consists of 41 questions with Likert scales ranging from "strongly disagree" (1) to "strongly agree" (6).

Procedure

In an attempt to improve the quality and effectiveness of the main study, the researcher created and distributed questionnaires to 60 participants. The participant answered the questions during a semester, then the questionnaires gathered by the researcher. Using the Cronbach alpha coefficient, the questionnaire's dependability was determined to be 0.70. Only 60 questionnaires were completed, and the same number were prepared for analysis.

Data Analysis and Results

After collecting the participants' answers, statistical analysis was undertaken using the appropriate tests. To analyze the data, the Kolmogorov-Smirnov test (used to determine the normality or non-normality of variable distribution) (Drezner et al., 2010), the Pearson correlation coefficient (used to examine the rejection or confirmation of the research hypothesis) (Schober et al., 2018), and the t-test (used to compare male and female groups) (Al-kassab, 2022) were applied.

Descriptive Statistics

Participant Descriptive Statistics Considering Gender Variable

The following table and its accompanying explanations disclose the gender status of the statistical sample examined.

Table 1

Descriptive Statistics of Variables Differentiated by Male and Female Participants' Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	40	66.7	66.7	66.7
	Female	20	33.3	33.3	100.0
	Total	60	100.0	100.0	

According to the table above, the statistical sample comprises 40 males and 20 females.

Participants' Marital Status as a Descriptive Variable

The following table and its accompanying descriptions disclose the marital status of the statistical sample examined

Table 2

Statistic description of participants' marital status

		Marital Status			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	18	30	30	30
	Married	42	70	70	100.0
	Total	60	100.0	100.0	

The table above displays the frequency and percentage of participants' marital status as 18 single and 42 married.

Descriptive Study of Participants Taking Age Variable into Account

The following table and explanations illustrate the state of the age variable in the proposed statistical sample.

Table 3

Descriptive Statistics of the Age Variable of Respondents, Differentiated by Age Level

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-35	12	20.0	20.0	28.7
	35-45	36	60.0	60.0	90.0
	45-50	12	20.0	20.0	100.0
	Total	60	100.0	100.0	

Table 3 presents frequency and age variables of respondents categorized by age group. Participants' ages fell into the groups of 25-35, 35-45, and 45-50, with corresponding frequencies of 12, 36, and 12, respectively.

Descriptive Study of Individuals Regarding Job Experience

The following table illustrates the status of the employment experience variable in the statistical sample analyzed.

Table 4

Descriptive Statistics of Respondents' Job Experience Variable According to Different Years

		Job Experience			
		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	<5	2	3.3	3.3	3.5
	5-10	5	8.3	8.3	12.3
	10-15	22	36.6	36.6	50.9
	15-20	26	43.3	43.6	96.5
	20-25	5	8.3	8.3	100.0
	Total	60	100.0	100.0	

According to table 4, considering participants of the study 2 teachers have less than five years, 5 teachers between 5 to 10 years, 22 teachers 10-15 years, 26 teachers 15-22 years, and 5 teachers 20-25 years of experience in teaching a language.

Descriptive Study of Participants Accounting Educational Level

The following table and accompanying explanations explain the status of the degree of education variable in the statistical sample under consideration.

Table 5

Descriptive Statistics of Participants' Education Categorized by Levels

		Education			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Master	34	56.7	56.7	75.9
	PhD	26	43.3	43.3	100.0
	Total	60	100.0	100.0	

In other words, based on Table 5, the statistical sample consists of 34 Master, and 26 Doctoral degree holders, respectively.

Inferential Statistics

Hypothesis One

Null hypothesis: According to the language instructors, there is no substantial association between self-resilience and self-regulation.

Alternative hypothesis: According to the Turkish language teachers, there is a significant relationship between self-resilience and self-regulation.

To investigate the study hypotheses, the Kolmogorov-Smirnov test was used to establish if the variables were normally or non-normally distributed. Subsequently, tests were conducted to accept or reject each hypothesis.

Table 6

One Sample Kolmogorov-Smirnov Test for Self-Resilience and Self-Regulation

One-Sample Kolmogorov-Smirnov Test			
		Self-Resilience	Self-Regulation
N		60	60
Normal Parameters a,b	Mean	3.50	3.20
	Std. Deviation	.45	.49
Most Extreme Differences	Absolute	.153	.091

	Positive	.153	.082
	Negative	-.093	-.091
Test Statistic		1.153	1.091
Asymp. Sig. (2-tailed)		.102a	.200 [a,d]
a. Test distribution is Normal.			
b. Calculated from data.			
c. For Significance Correction.			
d. This is less bound of the true significance.			

From the table above, where the levels of significance for the Kolmogorov-Smirnov test (Drezner et al., 2010) are shown as 0.102 and 0.200, it may be concluded that the findings of this approach corroborate the normality of the relevant data. Based on the findings of the Kolmogorov-Smirnov test (p value > 0.05), the Pearson parametric correlation coefficient (Schober et al., 2018) was utilized to evaluate this hypothesis.

Table 7

Correlations between Self-Resilience and Self-Regulation

Correlations			
		Self-Resilience	Self-Regulation
Self-resilience	Pearson Correlation	1	.426**
	Sig. (2-tailed)		.001
	N	60	60
Self-regulation	Pearson Correlation	.426**	1
	Sig. (2-tailed)	.001	
	N	60	60
**. Correlation is significant at the 0.01 level (2-tailed).			

The significance threshold is 0.001 based on the previous table and analysis. We reject the null hypothesis and accept the alternative because (p0.05) or sig is less than 0.05. According to language teachers, there is a significant relationship between self-resilience and self-regulation.

Furthermore, the Pearson correlation value of 0.426 indicates a favorable relationship between self-resilience and self-regulation from the perspective of language teachers.

Hypothesis Two

Null Hypothesis: From the viewpoint of language instructors, there is no substantial association between self-resilience and teaching experience by considering gender.

Alternative Hypothesis: From the viewpoint of language instructors, there is a considerable association between self-resilience and teaching experience by considering gender.

Table 8

One-Sample Kolmogorov-Smirnov test for the Relationship between Self-Resiliency and Teaching Experience

One-Sample Kolmogorov-Smirnov Test		
		Teaching Experience
N		60
Normal Parameters[a,b]	Mean	3.3
	Std. Deviation	.45
Most Extreme Differences	Absolute	.135
	Positive	.110
	Negative	-.135
Test Statistic		1.13
Asymp. Sig. (2-tailed)		.111[a]
a. Test distribution is Normal.		
b. Calculated from data.		
c. For Significance Correction.		

Given that the significance criterion for the Kolmogorov-Smirnov test is 0.111, it is reasonable to infer that the results of this approach show that the relevant data is normal (Drezner et al., 2010). This hypothesis is investigated using the Pearson parametric correlation coefficient (Schober et al., 2018) based on the findings of the Kolmogorov-Smirnov test.

Table 9

Correlations between Self-Resiliency and Teaching Experience

Correlations		Self-Resilience	Teaching Experience
Self-resiliency	Pearson Correlation	1	.71**
	Sig. (2-tailed)		.000
	N	60	60
Teaching experience	Pearson Correlation	.71**	1
	Sig. (2-tailed)	.000	
	N	60	60
**. Correlation is significant at the 0.01 level (2-tailed).			

According to the preceding table and analysis, the significance level is 0.000. We reject the null hypothesis and accept the alternative hypothesis because (p0.05) or sig is less than 0.05. From the viewpoint of language instructors, there is a considerable association between self-resilience and teaching experience. Since the Pearson correlation value is 0.71, which is a positive number (Schober et al., 2018), one may conclude that self-resilience and teaching experience have a good connection.

Teachers' Self- resilience and Gender

Table 10

Self- resilience and Gender

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Self-Resilience	Male	40	3.26	.437	.113
	Female	20	3.59	.434	.067

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Less	Upper
Self-resilience	Equal variances assumed	.104	.74	2.49	55	.016	.326	.1310	.589	.063
	Equal variances not assumed			2.483	24.5	.020	.326	.1314	.597	.055

Since the variances homogeneity assumption is fulfilled (sig = 0.74) in an independent t-test (Al-kassab, 2022) and the estimated t is significant at the 0.05 level (sig = 0.000), it is conceivable to conclude that male and female teachers' perspectives on self-resilience differ. Furthermore, as indicated in this table, the female group has a higher mean degree of self-resilience than the male group, showing that resilience has a much greater influence on the female group than on the male group.

Conclusion and Discussion

The purpose of this research was to determine the association between three variables: self-resilience, self-regulation, and teaching experience. To this goal, two key hypotheses were examined: the relationship between self-resilience and self-regulation; the relationship between self-resilience and teaching experience, and the difference in self-resilience perspectives between male and female instructors. Each hypothesis was evaluated by considering both sides of the argument. In simpler words, null and alternative hypotheses were constructed, with the rejection of the null hypothesis implying the acceptance of the alternative hypothesis and vice versa. To determine the kind of variable distribution, the Kolmogorov-Smirnov test was used as the first step of data analysis. Following that, the Pearson correlation test was performed to investigate the study hypotheses to see whether or not they were supported. Because all variables were proven to be linked, the results of these tests confirmed the validity of both hypotheses.

The first study question sought to determine whether or not Turk language instructors perceived a link between self-resilience and self-regulation. The K-S test results validated the use of the Pearson correlation coefficient to evaluate the hypothesis. It was established that the significance level of the test was 0.000. The null hypothesis was rejected in favor of the alternative hypothesis because (p0.05) or sig was less than 0.05. According to Turk language educators, there

is a connection between self-resilience and self-regulation. Researchers have agreed that resilience is the developmental process of successfully adjusting and prospering in the face of issues or challenges (Garmezy, 1974; Masten, et al., 1990; Wang & Gao, 2022). Furthermore, the findings of Razmjoo and Ayoobian (2019) were consistent with the present study, as they emphasized that teachers were open to seeking assistance from their peers, allowing them to connect with their environment more effectively based on their values and beliefs. This dynamic interaction between instructors and their colleagues, experts, students, and the environment resulted in the emergence of change agents and influenced their optimistic perspective on resilience. Moreover, the answer to this study issue is consistent with both theoretical and empirical studies focusing on the importance of individual variations in professional performance. According to Nokelainen et al., (2017), self-regulation in the workplace entails the formation of objectives, the development of a tool to attain goals, or the modification of present-level evaluation methods. This approach defines self-regulation in terms of accomplishing certain tasks. Teachers' professional obligations have evolved from workers to learners, in line with transformations in learners' roles from passive to active, requiring the creation of intentional learning techniques and work styles (Randi, 2004). Similarly, there is a significant correlation between the teaching performance of language instructors and their adoption of self-regulated techniques in the classroom (Anderson & Putman, 2020).

The second study question sought to determine if self-resilience and teaching experience were related by considering participants' gender. The meticulously collected data revealed that the link between self-resilience and teaching experience (0.71) was positive and statistically significant at the alpha level of 0.05. Based on this conclusion, it might be hypothesized that the amount of teaching experience could be regarded as the most significant factor in predicting teacher resilience, on par with teacher and classroom characteristics. According to Gol and Royaei (2013), teaching experience carries a great deal of weight when resilience is the focal point.

The following study's topic also addressed the problem of gender to determine its potential impacts on self-resilience. Based on the findings of an independent t-test (sig = 0.74), it was determined that male and female instructors' perspectives on self-resilience varied. Also, according to the mean of the female (3,59) and male (3,26) groups, the female group was significantly more impacted than the male group. Estaji and Rahimi (2014) concluded that there is a statistically significant difference between the gender of resilient instructors. The female instructors showed more resilience than their male counterparts, which is consistent with the results of the current research; nevertheless, this contradicts the findings of Zeinder et al., (2000), who refuted the presence of such a correlation.

Limitations and Suggestions for Future Studies

This study has some limitations which include:

- Self-report questionnaires were utilized to gather information for this investigation. According to Ciarrochi (2001), the problem with self-report measures is that they evaluate

perception, which some respondents may not be aware of. As a result, the dependability of these statistics is highly dependent on the level of honesty respondents felt compelled to observe.

• Contrary to popular opinion, correlational research does not always presuppose the occurrence of fatalities. When inferring any kind of generalizability, care should be used.

• The participants came from a range of language majors, and a more representative sample of all language instructors at various working competitions may have produced more generalizable findings.

• Responding to two questionnaires back-to-back might impose a hardship on respondents and, in turn, influence validity requirements.

• Conducting research that incorporates performance measurements, interviews, anecdotal data, and think-aloud methods may give more thorough insights into the nature of self-regulation to provide more exact estimations of the associated ideas.

• Replicating the findings with a larger sample size of special language teachers, and clarifying and providing ideas on the most successful teaching strategies, with a focus on the factors that impact them may improve the reality and practicability of this research.

• It is also important to undertake studies on the link between self-regulation and cognitive capacities.

Ethics Committee Report: During the research process, ethics committee approval was obtained from the Ethics Committee of Ağrı İbrahim Çeçen University (Number: E-95531838-050.99-31690).

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Geniş Türkçe Özet

Giriş

Dil üzerine çalışan araştırmacılar, öğretmenlerin eğitim uygulamalarında öz-düzenleme olgusunun önemini gözeterek, öğretmenlerin öz-dirençlilik ile öz-düzenlemeleri arasındaki ilişkiyi ve buna ek olarak öğretmenlerin deneyiminin ve cinsiyetinin, performanslarını ne ölçüde etkilediğini araştırmalıdır. Mevcut araştırmanın amacı, Ağrı İbrahim Çeçen Üniversitesi'nde çalışan dil öğretmenlerinin öz-dirençlilik ile öz-düzenlemeleri arasındaki ilişkiyi ve buna ek olarak öğretmenlerin deneyiminin ve cinsiyetinin, performanslarını ne ölçüde etkilediğini incelemektir. Dirençlilik ve düzenleme kavramlarının öğretim başarısında çok önemli bir rolü olduğu ortaya çıkmıştır, ancak çalışma ile incelenen coğrafi bölgede bu etkinliği inceleyen az sayıda araştırma vardır. Bu nedenle, bu araştırmanın sonuçlarının denetçiler, eğitmenler, öğrenciler ve dil öğretimi mesleğini geliştirmekle ilgilenen herkes için çeşitli sonuçları olduğu düşünülmektedir.

Yöntem

Araştırma Soruları ve Hipotezler

Bu araştırmanın amacı, dil öğretmenleri arasındaki öz- dirençlilik, öz- düzenleme, cinsiyet ve deneyimleri arasındaki bağlantıyı incelemektir. Bunu sağlamak için aşağıdaki araştırma soruları formüle edilmiştir:

Dil öğretmenleri arasında öz- dirençlilik ve öz- düzenlemeleri arasında anlamlı bir ilişki var mıdır?

Dil öğretmenleri arasında cinsiyetleri de göz önünde bulundurulduğunda, öz-dirençlilik ile öğretim deneyimleri arasında anlamlı bir ilişki var mıdır?

Katılımcılar

Veriler, Ağrı İbrahim Çeçen Üniversitesi dil öğretmenlerinden elde edilmiştir. Katılımcılar 60 öğretmenden oluşmaktadır. Katılımcılar, 30 yaş altından 50 yaş üstüne kadar yaş aralığındadır. İngilizce, Rusça, Almanca, Fransızca ve Türkçe bölümlerinden yüksek lisans ve doktora derecesine sahiplerdir.

Araçlar

Veri toplama araçları iki anketten oluşmaktadır:

Etkili Dil Öğretmeni Ölçeği: Bu anket, öğretmenlerin sınıflarında uyguladıkları eylemlere, deneyimlere ve tutumlara odaklanarak öğretmenin dayanıklılığını ölçer.

Öğretmen Öz- Düzenleme Ölçeği: Bu anket, Yeşim, Sungar ve Uzuntiryaki (2009) tarafından Zimmerman'ın öz-düzenleme modeline ve öğretmenlerle yarı yapılandırılmış görüşmelere dayalı olarak geliştirilmiştir.

Araştırmacı, ana çalışmanın kalitesini ve etkinliğini artırmak amacıyla anketler oluşturup 60 katılımcıya dağıttı. Cronbach Alfa katsayısı kullanılarak anketin güvenirliği 0,71 olarak belirlenmiştir. Öğretmenler arasında koordinasyon eksikliği nedeniyle sadece 60 anket verisine ulaşılabilmiştir ve bu anketler analiz için hazırlanmıştır.

Tartışma ve Sonuç

Bu araştırmanın amacı, üç değişken arasındaki ilişkiyi belirlemekti: öz-dirençlilik, öz-düzenleme ve öğretim deneyimi. Bu amaca yönelik olarak, iki temel hipotez incelenmiştir: öz-dirençlik ve öz-düzenleme arasındaki ilişki; öz-dirençlilik ve öğretme deneyimi arasındaki ilişki ve son olarak da erkek ve kadın öğretmenler arasındaki öz- dirençlilik görüşleri arasındaki fark. Değişken dağılımının türünü belirlemek için veri analizinin ilk aşaması olarak Kolmogorov-Smirnov testi kullanılmıştır. Daha sonra hipotezlerin desteklenip desteklenmediğini değerlendirmek için araştırma hipotezlerini incelemek için Pearson korelasyon testi kullanılmıştır. Bu testlerin sonuçları, tüm değişkenlerin ilişkili olduğunu gösterdiği için, tüm hipotezlerin geçerliliğini doğrulanmıştır.

İlk araştırma sorusu, dil öğretmenlerinin öz-dirençlilik ve öz-düzenlemeleri arasında bir ilişki olup olmadığını belirlemeye yöneliktir. K-S testi sonuçları, hipotezi değerlendirmek için Pearson korelasyon katsayısının kullanımını doğrulamıştır. Testin anlamlılık düzeyi 0.000 olarak belirlenmiştir. (p0.05) veya sig 0,05'ten küçük olduğundan, sıfır hipotezi alternatif hipotez lehine reddedilmiştir. Dil öğretmenlerinin bakış açısına göre, öz- dirençlilik ve öz- düzenleme arasında bir bağlantı vardır. Araştırmacılar (Garmezy, 1974; Masten ve diğerleri, 1990; Wang ve Gao, 2022), dirençliliğin, sorunlar veya zorluklar karşısında etkin bir şekilde uyum sağlama ve gelişme süreci olduğu konusunda hemfikirdir. Ayrıca Razmjoo ve Ayoobian'ın (2019) bulguları, öğretmenlerin meslektaşlarından yardım almaya istekli olduklarını ve onların değerlerine ve inançlarına dayalı olarak çevreleriyle daha etkili bir şekilde bağlantı kurmalarına izin verdiği için mevcut araştırmanın bulgularıyla uyumludur. Eğitmenler (meslektaşları, uzmanları ve öğrencileri ile) ve ortam (mikro ve makro çevre) arasındaki bu dinamik etkileşim, değişim ajanlarının oluşumuyla sonuçlanmıştır ve onların dirençliliğine ilişkin olumlu bakış açısını etkilemiştir. Ayrıca, bu araştırma sorusunun sonucu, mesleki performansta bireysel farklılıkların önemine odaklanan hem teorik hem de deneysel çalışmalarla tutarlıdır. Nokelainen ve diğerleri (2017) göre, işyerinde öz- düzenleme, hedeflerin oluşturulmasını, hedeflere ulaşmak için bir aracın

geliştirilmesini veya mevcut seviye değerlendirme yöntemlerinin değiştirilmesini gerektirir. Bu yaklaşım, öz- düzenlemeyi belirli görevlerin yerine getirilmesi açısından tanımlar. Öğrenenlerin rollerindeki pasiften aktife geçişlerle tutarlı olarak (Randi ve Corno, 2000, aktaran Randi, 2004), öğretmenlerin mesleki sorumlulukları öğrenenlere doğru kaymış ve bu da isteğe bağlı öğrenme metodolojileri ve çalışma tarzlarının geliştirilmesini gerektirmiştir (Randi, 2004). Benzer bir şekilde, dil öğretmenlerinin pedagojik performansı ile sınıfta kendi kendini düzenleyen yöntemleri benimsemeleri arasında güçlü bir ilişki vardır (Monshi Toussi ve diğerleri, 2011).

İkinci araştırma sorusu, öz- dirençlilik ve öğretmenlik deneyiminin ilişkili olup olmadığını belirlemeye yöneliktir. Titizlikle toplanan veriler, öz- dirençlilik ile öğretmenlik deneyimi arasındaki bağlantının (0,71) pozitif ve 0,05 alfa düzeyinde istatistiksel olarak anlamlı olduğunu ortaya koymuştur. Bu sonuca dayanarak, öğretmenlik deneyimi süresinin öğretmen ve sınıf özelliklerine paralel olarak öğretmen dirençliliğini en önemli faktör olarak kabul edilebileceği varsayılabilir. Gol ve Royaei'ye göre, dirençliliğin odak noktası olduğunda öğretmenlik deneyimi büyük bir ağırlık taşır (2013).

Bu çalışmada, öz- dirençlik üzerindeki potansiyel etkileri de belirleme çabasıyla toplumsal cinsiyet sorununu da ele alınmıştır. Bağımsız bir t-testi (sig = 0.74) bulgularına dayalı olarak, erkek ve kadın öğretmenlerin öz dirençliliğe bakış açılarının farklılık gösterdiği belirlenmiştir. Ayrıca kadın (3,59) ve erkek (3,26) gruplarının ortalamalarına göre kadın grubu erkek grubuna göre anlamlı düzeyde daha fazla etkilenmiştir. Estaji ve Rahimi (2014) öz- dirençli eğitmenlerin cinsiyetleri arasında istatistiksel olarak anlamlı bir fark olduğu sonucuna varmışlardır. Kadın öğretmenler, mevcut araştırmanın sonuçlarıyla tutarlı olarak, erkek meslektaşlarına göre daha fazla esneklik göstermişlerdir. Bulgular, böyle bir ilişkinin varlığını reddeden Zeinder ve diğerleri in (2000) bulgularıyla çelişmektedir.