

عنوان مقاله:

The Relationship between Self-Efficacy, Critical Thinking, and Professional Success among Female EFL Teachers in the Iranian Context

محل انتشار:

کنفرانس بین المللی مهندسی و علوم کاربردی (سال: 1394)

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خلاصه مقاله:

The study was an attempt to investigate the relationship between self-efficacy, critical thinking, and professional success among female EFL teachers in Iranian context. The study was an attempt to measure the power self-efficacy and critical thinking as predictors of teachers' professional success among Iranian female EFL teachers. Thirty female EFL teachers as well as 150 EFL learners in some language institutes took part. The participants were female students in intermediate, upper-intermediate and advanced level learners with the age range of 18-25. The thirty female teachers were asked to fill out questionnaires of Teacher Sense of Efficacy Scale and Cornell Critical Thinking Test and in the next step out the students of each teacher five students were randomly selected to fill out the Teachers' Professional Success Survey. A linear regression was run to predict EFL teachers' professional success by using self-efficacy and critical thinking. Analysis of variances was employed to see if the results of regression at both steps enjoyed statistical significance. The results revealed that both self-efficacy and critical thinking could relatively predict EFL teachers' professional success. Secondly, as critical thinking alone could predict a high percentage of teachers' success, results revealed that CT was a better predictor of teachers' professional success.

The findings could have implications for EFL teachers and learners in Iranian context

کلمات کلیدی:

Self-Efficacy, Critical Thinking, and Professional Success

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