



# An Investigation on the Correlation of Iranian English Teachers' Accountability with Their Level of Reflection and Burnout

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**Abstract**

Finding the extent of the correlation of Iranian English teachers' accountability with their reflective teaching and BO was the ultimate intention of conducting this research. In order to attain this purpose, a hundred twenty male and female English teachers took part in the current study on the basis of a convenience sampling. The participants had an age range between 25 to 44 and their experience in teaching English was at least 2 years. There were three instruments used in this research including three questionnaires as job accountability, teachers' reflection questionnaire, and teacher's BO questionnaires. Pearson-product moment and linear regression were applied to analyze the collected data through SPSS software version 24. The results illustrated that there was a positive significant correlation between teachers' accountability and their reflective teaching. In addition, the results revealed a negative significant correlation between teachers' accountability and their BO. This study also involved a number of practical and effective implications on accountability, reflective teaching and BO for language teachers and syllabus designers.

**Keywords:** English Teachers, Job Accountability, Job Burnout, Reflective Teaching

## Introduction

Language can be considered as one of the greatest and most attractive achievements and an essential resource for human communication. This divine resource is a means to share our beliefs, feelings, thoughts and ideas with others (Nishanthi, 2018). One of the most comprehensive and irreplaceable languages in a variety of areas, such as economics, politics, education, etc. in different countries, is English (Harmer, 2007). For this reason, people with different First Language (L1) endeavor to learn another language, such as English, that is effective for their purposes. In Iran, as in other countries, numerous people attempt to learn a foreign language for reasons such as immigration, education, employment, and so on.

For this reason, English Language Teaching (ELT) industry grows and numerous researchers and professors make effort to discover different dark aspects of this field to foster the English teaching quality in Iran (Aghagolzadeh, & Davari, 2014). Since teachers are one of the most important components of education, numerous researchers and scholars do research on teachers' personal, social, scientific and academic characteristics (e.g., Aghaei et al., 2020; Lipowsky & Rzejak, 2015; Noughabi, 2017). There are thousands of papers, researches, articles, books, journals, etc. available about teachers. English teachers are not exception so there is a widespread and extensive field to do research about it.

Unlike the previous outcome-based language learning theories, the modern views on language acquisition like constructivism stress the significance of the process teachers undergo to teach and learn to teach (Crandall, 2000). In the light of constructivism, teachers' reflection plays a vital role in their professional accomplishments, and consequently their learners' success (Tabachnik & Zeichner, 2002) as reflection gives them insight into how to improve their techniques by drawing on earlier experiences. In other words, reflective teaching, as a potential upshot of reflective thinking, has been one of the SLA issues in focus in the recent decades (Farrell, 2016). According to Day (1999), reflection is considered as participation in a critique for practice, implicit competence in that action, the areas in which it operates, and using these actions to enhance it. By engaging in reflective practice, teachers could have uncertainties and unexpected conditions in the teaching field because reflection

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encourage them to critically evaluate them, present beliefs and solidarity with students and others at school (Langer, 2002). Teachers can foster their efficacy by gaining better knowledge than their own training and action through reflective action (Ferrance, 2000).

Successful English teachers must have many positive factors and abilities about their teaching and students, to lead their students accomplish their tasks and lessons successfully (Sieberer-Nagler, 2016). Briggs (2014), on the other hand, describes a successful teacher as someone who can develop students' creative thinking, develop skills, and create lifelong and continuous learning among learners. One attractive factor for researchers to measure in teachers is accountability of them about their students and their families. Wagner (1993, p. 2) defines accountability as "to render an account of, to explain and answer for". In the case of teachers, messengers in the simple sense that they must take into account the activities of activities, how to perform tasks, and results. Hence, teachers, as an essential element of education, must be responsive to the needs, wants and lives of individuals. Teachers must be responsible to learners and educational executives in the educational system.

In Iran, as teachers improve their teaching ability through different endeavors, they need to be satisfied about their profession. Given the importance of teaching English, the teaching profession is sensitive and stressful. In addition, from Evers et al.'s (2002) point of view, the tasks of teachers are heavy and complicated. In teaching profession, conditions lead to the staff and teachers' exhaustion capacity to maintain intensive participation, which has a significant effect at work which is known as Burnout (BO). (Schaufeli et al., 2009). In addition, according to Maslach and Jackson (1985), BO is "an emotional exhaustion, depersonalization, and reduced personal accomplishment syndrome that can take place among individuals who do 'people work' of some kind" (p. 837).

The research history of teacher's BO mostly has addressed its causes and effects. SLA researchers believe that a variety of personal, social, and organizational factors are to be blamed in teacher burnout like personality traits, family-related factors, teachers' educational level, work pressure, insufficient support, work-place expectations, and insufficient income among many other factors (Maslach et al., 2012) all of which could lead to personal problems and limited pedagogical ability (Rudow, 1999) harming students, parents, educational institutions, and educational systems. Moreover, Cunningham (1983) argues that BO has significant effects on process of teaching, including decreasing student motivation, decreasing teacher-learner rapport, and teacher effectiveness (cited in Noworol et al., 2017).

Due to the above issues, it is obvious that teachers have a crucial and sensitive role in ensuring the citizens in any country based on their requisite knowledge, skills, expertise and values (Gultig, 2010). A failing educational system is a serious damage to the nation, because the education of future generations depends on the education system, which is a huge responsibility (Sloan et al., 2007). Hence, teachers are considered as one of the fundamental elements dealing with both parents and students and this makes their responsibility heavier in education. The main issue that made the researcher choose this topic is the mount of accountability of Iranian English teachers as one of the characteristics of an effective and successful teacher and compare it with their claims while he is measuring the correlation of accountability with reflection and BO (Moslehi & Salehi, 2021). Moreover, another motivation for this study was that although many studies in the areas of reflective teaching and BO have been conducted separately, related to the researcher's knowledge, adequate studies have not been conducted on the correlation among accountability, reflective teaching and BO of English teacher working at schools and institutes.

## **Review of the Related Literature**

### *Teacher's BO*

There are different definitions about BO and it is appeared that no one definition that is broadly and commonly accepted. Maslach (1982) mentions definitions have a number of characteristics. They may be broad or limited categories. They may be local or global. They may be based on psychological condition or actual behaviors. BO was defined "as a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with people in some capacity" (Maslach & Jackson, 1986, p. 4). Excessive emotional feelings and destruction of one's emotional resources are referred to Emotional exhaustion. Depersonalization is considered as severely detached reactions to others who are often services' recipients (Maslach, 1993, pp. 21). BO refers to factors that cause prolonged and over -stress on the individual, which ultimately leads to inefficiency and severe reduction in individual accomplishments.

### *Reflective Teaching*

Because of the complexity of reflection action per se and the impact of different philosophies and ideas on its origin, there exist a welter of overlapping theories along with a range of terminologies for it (Akbari, 2007; Gözüyeşil & Aslandağ-Soylu, 2014). So far, no consensus exists about its precise definition and its application among philosophers, researchers, and educators (Black & Plowright, 2010). *Reflection* is originated from the Latin term as *reflectere* -and referred "to bend back or to turn round" (Rushton & Suter, 2012, p. 1). Reflection means many things to many people. For Dewey (1933), the initiator of the reflective theory, reflection is "the active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it". To Hoover (1994), reflection "is a carefully planned set of experiences that foster a sensitivity to ways

of looking at and talking about previously unarticulated beliefs concerning teaching” (p. 84). For Hoover, reflection is a systematic practice that makes one learn from the past experiences.

Jay and Johnson (2002) opine that “reflection is a process, both individual and collaborative, involving experience and uncertainty. It is comprised of identifying questions and key elements of a matter that has emerged as significant, then taking one’s thought into dialogue with oneself and with others” (p.76). In views of Black and Plowright (2010), reflection is a professional practice that engages one in critically appraising that practice or learning. Drawing on what was mentioned above, reflection could be seen as the deliberate and active thought about actions to find out solutions to problems (Dewey, 1933).

Although the literature on reflection lacks a consensus definition of the concept, it is generally believed that reflection encompasses practices ranged from “an analysis of a single lesson dimension to regarding the social, moral and political pedagogies of teaching instruction (Larrivee, 2008). Upon reviewing the related literature on reflection, Larrivee (2008) suggested that various definitions of reflection typically revolved around three distinct levels of the concept: a: The basic level is related to the focus on the skills, actions and educational functions that comprise the training courses. b: The second rank is related to the advanced level and it regards both theory and action, and c: The highest rank is related to the political, moral and social teaching dimensions.

#### *Teacher Accountability*

Accountability has been conceptualized from a variety of perspectives. A number of investigators mentioned that accountability is a stable personality feature (Winter, 1992; cited in Lauermaann & Karabenick, 2011), some consider it as a shared construct among teachers and others have studied it in relation with other variables such as locus of control, career success (Winter, 1992), student achievement (Lee & Loeb, 2000), etc.

Due to the lack of agreement on the definition of the term accountability, Auhagen and Bierhoff (2001) determined that accountability is a multi-relational construct. Taking this into account and based on Lenk’s model (2007), Lauermaann and Karabenick (2011) proposed that accountability involves six elements. There were six questions related to each accountability element: “Who is accountable? Accountable for what? Accountable for whom? Who is the judge? In relation to what criteria? And in what realm?”.

#### *Empirical Studies on Teacher Accountability, Reflective Teaching and BO*

In a study, Kroner (2017) aimed to assess the evaluation and responsibility systems of teachers that was used in different parts of the country in U.S.A. To accomplish this goal, 132 teachers from schools in the greater Wisconsin area participated in this study. The findings of this research indicated that it supported meaningful responsibility and evaluation systems that created opportunities for experiences and reflection in the four sources of self-efficacy. Other findings of this study were that teachers need to be assured in the accurate implementation of these systems and the reason is that teachers need successive experiences of social persuasion in the academic year.

In another study, Javadi and Khatib (2014) invoked the correlation between teachers' BO and reflective teaching. In order to conduct this study, 170 English language teachers were selected from 5 different institutions in Tehran. The tools of this study included two questionnaires and an interview. Behzadpour (2007) reflective teaching questionnaire, which was of the 5-point Likert type, was used to investigate reflective teaching. Also, Maslach's 6-point job BO questionnaire was used. Qualitative data of this study were collected and analyzed through interviews. The data analysis tool was SPSS software (version 16) and the data analysis method was Pearson. The findings demonstrated that there was a negative correlation between teachers' BO and their reflective teaching. This means that as teachers' reflection increases, they feel less burned out.

Furthermore, Mahmoodi and Ghaslani (2013) made an attempt to explore the correlation among three variables as instructors' emotional intelligence, BO and reflective teaching applying 125 Iranian language instructors in both provinces Hamedan and Kurdistan. The researcher applied Reflective Teaching Questionnaire, Burnout Questionnaire, and Emotional Intelligence Scale. The results demonstrated that there was a negative correlation between teachers' reflection and emotional intelligence with burnout, and they could both predict the BO level. In addition, there was a significant different between teaching experience and their emotional intelligence.

According to previous studies on the correlation between teachers' depression, their responsibility and reflective teaching, few and discrete studies were conducted and these studies were not conducted in an integrated manner. Ultimately, the researcher figured out exploring the possible correlation between teachers' depression, their responsibility and reflective teaching on Iranian foreign language teachers. In this regard, the researcher attempted to answer the following research questions:

**RQ1:** Is there any correlation between Iranian EFL teachers' accountability and their reflection?

**RQ2:** Is there any correlation between Iranian EFL teachers' accountability and their BO?

## **Methodology**

### *Participants of the Study*

One-hundred twenty (51 males, and 69 females) English teachers in various language schools across Kermanshah were selected and participated voluntarily. Their first language was Persian and they taught English at different language proficiency levels (from beginner to advanced levels). Language teachers had different experiences in

language teaching from less than 2 to 14 years, and the age range of the teachers was between 25 and 44 years. The majors of all language teachers were English Literature and TEFL. The sampling method of this research was convenience as a non-probability sampling.

#### *Instruments*

##### *The Reflective Teaching Instrument*

The first instrument of this study was the Reflective Teaching questionnaire (Akbari et al., 2010) in order to evaluate the teachers' reflective teaching level. This questionnaire consisted of 29 items in 5-point Likert scale ranged from "always" to "never". It gauged six main factors such as moral, critical, metacognitive, practical, cognitive and affective. This questionnaire was applied to measure the reflection performance of teachers in the Iranian context, and based on the pilot study conducted by other researchers, they concluded that this questionnaire has high reliability and validity. Cronbach's alpha formula was utilized to calculate the reliability of the questionnaire, and ultimately the reliability coefficient was .91, which was a high reliability coefficient (Akbari et al., 2010).

##### *Accountability Questionnaire*

Twenty-four adapted questions collected Iranian English teachers' accountability data based on Bovens (2005) accountability questionnaire. This questionnaire involved four subcategories as organizational accountability (items 1 to 7), legal accountability (items 8 to 14), professional accountability (items 14 to 20) and political accountability (items 21 to 4). It stretched over 10 to 15 minutes to fill out the questionnaire. Three professors were selected to check both face and content validity of this questionnaire. For the accuracy of the questions and to collect real data from Iranian English teachers, through the supervisor's advice, some questions were asked about Iranian English teachers or the society of Iranian teachers and volunteers weren't asked personally.

The questionnaire administered to the pilot group to check their practicality. Fifteen EFL learners were selected for the pilot study. After doing a pilot stage through the Cronbach's Alpha formula, the reliability coefficient was .81.

##### *Burnout (BO) Questionnaire*

Another tool of this research is Maslach's (1981) adapted BO questionnaire, which contained 22 items and was embedded to evaluate teachers' BO. This questionnaire contains three subcategories which is as follows: 1) affective burnout, 2) Depersonalization, and 3) Personal failure.

The questions (1, 2, 3, 6, 13, 14, 16, 20) are associated with the affective BO subcategory. The items (5, 10, 11, 15, 22) are associated with the depersonalization subcategory and finally the items (4, 7, 9, 12, 17, 18, 19, 21) are associated with the personal failure subcategory.

The items questionnaire system scoring is depended upon a 5-point Likert scale ranged from completely agree (1) to completely disagree (5). The way to calculate the items (1, 2, 3, 5, 6, 8, 10, 11, 13, 14, 15, 16, 20, 22) is reversed and the items (4, 7, 9, 12, 17, 18, 19, 21) were assessed directly. The minimum and maximum scores of this questionnaire was ranged from 22 to 110. In order to gauge the questionnaire's validity, three professors were chosen to check the face and content validity. Moreover, the alpha Cronbach formula was adopted to check the reliability coefficient and it was .81, which indicated a high coefficient.

##### *Data Collection Procedure and Data Analysis*

To execute the research, firstly, one hundred twenty instructors, were selected through a convenience sampling as a non-random sampling from all around Iran, especially Kermanshah. This sampling method was is applied based on the participants' ease of availability and accessibility. Participants took the questionnaires through a link in Telegram or Instagram application and the link was from surveyheart server, filled them in and submitted them to the researchers within one day. Participants had to have the following two conditions: The teachers had to be formal teachers working in the Ministry of Education with teaching experience at least one year.

To achieve authentic data, the researcher was trying to clarify the purpose of this research to language teachers and acknowledged them about the confidentiality of responses. In addition, they had to complete the questionnaires at the appointed time. To analyze the data, a SPSS version 24 was applied. Firstly, the Kolmogorov-Smirnov test was used to analyze the normality of collected data. Moreover, a Pearson product moment was applied to see the correlation between variables. In the last phase, a regression test was applied to examine the effect size of the collected data.

## **Results**

In the first step of data analysis, the data should be checked through the data normality test such as Kolmogorov Smirnov. The normality test of three variables is shown in Table 1.

**Table 1**  
*Test of Normality*

	Kolmogorov-Smirnov <sup>a</sup>		
	Statistic	df	Sig.
Burnout	.071	120	.200*
Reflection	.059	120	.200*
Accountability	.082	120	.095

Table 1 showed the normality test of three variables of this study. The tests of normality also demonstrated that the data distributions of the study did not significantly deviate from a normal distribution shape ( $P > .05$ ). Regarding the results of the normality test, the parametric test was applied. To observe the possible correlation between the teachers' accountability and their reflection, the Pearson product-moment correlation test was used. The results are summarized in Table 2.

**Table 2**  
*Pearson Correlation Test of Teachers' Accountability and Reflective Practice*

	Accountability		Reflective Practice
	Pearson Correlation	.680	.310**
Accountability	Sig. (2-tailed)		.000
	N	120	120
	Pearson Correlation	.310**	.680
Reflective practice	Sig. (2-tailed)	.000	
	N	120	120

Table 2 demonstrated a strong and positive significant relationship between two mentioned variables (i.e., teachers' accountability and reflective practice). Regarding this Table, the significance of correlation was depicted at  $p < 0.05$  which is shown with stars. As the above analyses indicated, the variables were significantly correlated. In this case, it can be worth investigating whether teachers' reflective practice can predict teachers' accountability. To do so, the common choice of statistics is the regression analysis. To run linear regression several assumptions needed to be met. One was normality, which was found based on the normality checks of the data presented in the Table 3.

**Table 3**  
*One-way ANOVA between Accountability and Reflective Practice*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3719.443	1	3719.443	28.845	.000 <sup>b</sup>
	Residual	12636.557	118	128.944		
	Total	16356.000	119			

a. Dependent Variable: Accountability

b. Predictors: (Constant), Reflective Practice

Based on the results of ANOVA table, the results illustrated that there was a significant difference between teachers' accountability and their reflective practice. Table 4 presents the regression test of teachers' accountability and their reflective practice.

**Table 4**  
*Regression Test of Teachers' Accountability and their Reflective Practice*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	63.47	10.22		11.301	.000
	Accountability	.458	.214	.301	3.846	.000

a. Dependent Variable: reflective practice

Table 4 demonstrated the regression test of both EFL teachers' accountability and reflective practice. In table 4, it was found that accountability significantly predicted teachers' reflective practice ( $\beta = .30$ ,  $p < .000$ ).

The second research question attempted to examine the significant relationship between Iranian EFL teachers' accountability and their BO. To achieve the purpose, table 5 presented Pearson product-moment correlation test.

**Table 5**  
*Pearson Correlation Test of Teachers' Accountability and BO*

		Accountability	BO
Accountability	Pearson Correlation	.1	-.422**
	Sig. (2-tailed)		.000
	N	120	120
BO	Pearson Correlation	-.422**	.1
	Sig. (2-tailed)	.000	
	N	120	120

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Based on the results of correlation table 5 indicated, there was a negative significant correlation between the accountability and BO of language teachers ( $r = -.422$ ,  $p = .000$ ,  $n = 120$ ). Based on the result of Table 5, it can be considered that there is a significant relationship between teachers' responsibility and their depression. Therefore, it can be concluded that the teachers' accountability has a negative correlation with the teachers' BO.

As the above analyses indicated, the variables were significantly correlated. In this case, it can be worth investigating whether teachers' BO can predict teachers' accountability. To do so, the common choice of statistics is the regression analysis. To run linear regression several assumptions needed to be met. One was normality, which was found based on the normality checks of the data presented in table 6.

**Table 6**  
*One Way ANOVA between Accountability and BO*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2511.310	1	2911.318	21.221	.000 <sup>b</sup>
	Residual	12444.682	118	137.191		
	Total	14955.992	119			

a. Dependent Variable: Accountability

b. Predictors: (Constant), BO

Regarding Table 6, the findings are statistically significant  $F(1,98) = 21.22$ ,  $p < .05$  and this means that the regression shows the responsibility of teachers well. The regression test of teachers' accountability and their BO was illustrated in table 7.

**Table 7**  
*Regression Test of Teachers' Accountability and their BO*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	112.199	4.287		26.170	.000
	BO	-.372	.081	-.422	-4.607	.000

a. Dependent Variable: Accountability

Table 7 illustrated the findings of Regression test among Iranian EFL teachers' accountability and their BO. This approved a negative correlation between instructors' accountability and their BO ( $\beta = -.42$ ,  $p < .000$ ).

## Discussion

This research delved into figuring out the possible significant correlation of Iranian English teachers' accountability with their reflective teaching and BO. The main intention of this research was divided into two basic folds. The first fold aimed to figure out the significant correlation between English instructors' accountability with their reflective teaching in the Iranian context. The results demonstrated that there was a positive significant correlation between teachers' accountability and their reflective teaching. It seems rational to claim that, based on the results of the first question, there is a direct linkage between teachers' accountability and their reflective teaching. That is, the more responsible, serious and hardworking in the classroom context, the more satisfied the EFL teachers are with their occupation. In addition, those teachers who have high level of job satisfaction are more efficient in their teaching practice. The results are congruent with the previous studies'

findings (such as Selamat et al., 2013; Toropova et al., 2020; Winter et al., 2006). For Toropova et al. (2020), teachers, as an important and effective part of students' education, should learn the appropriate educational norms such as providing optimal and proper teaching in increasing class efficiency and learners' learning and use them in the class process, which will increase performance. From the point of view of Aliakbari and Babanezhad Kafshgar (2013), they measured the teacher's accountability sense concerning distinct and substantive elements of nature. For this reason, to avoid inconsistency results, one suggestion is to evaluate the nature of the measurement scale. In different areas, ethical and cultural differences may create different results. One of the important issues is that teachers, according to certain cultural or ethical norms, deliberately do not allow their external job conditions to affect their internal sense of responsibility for different teaching outcomes. Another reason for this finding could be that most of the studies that showed the relationship between reflective teaching and teachers' accountability sense used the two concepts of self-efficacy and accountability sense interchangeably. As a result, it seems that the current research results are consistent with the sentence which these two criteria do not essentially interpret the same concept (Lauermaann & Karabenick, 2013). In addition, they noted that the difference in the outcome of the research may vary with the demographic variables and different teaching factors. These factors can provide differences in teachers' performance in classroom contexts.

The second fold inspected the significant correlation between teachers' accountability and their BO in the Iranian context. The results of this question indicated a negative significant relationship between teachers' accountability and their BO. This means that with increasing teacher responsibility, teachers' BO decreases, and conversely, with increasing teachers' BO, their responsibility decreases. The findings are congruent with previous studies (for instance Fernet et al., 2012; Ozdemir, 2007; Jensen & Solheim, 2020).

For Fernet et al. (2012), One of the most important risks for teachers is that as a result of disappointing experiences, teachers may become anxious, tired and depressed, and if these symptoms are not addressed, it will eventually lead to teacher BO. They expressed a number of factors which increase teachers' BO such as poor funding, high emotional demands, inadequate preparation, challenging teaching situations and so on. They emphasized one of the crucial problems of language learners which reduce teachers' accountability and motivation is poor funding. This factor is a substantial factor of teachers' accountability in the present study and most language teachers agreed with it. Regarding the Ozdemir's view (2007), in various regions, a large number of schools lack sufficient funding for technology, experienced teachers and staff, and materials. This increases the problems of teachers as they have to cope with inadequate supplies and books and even respond to the needs of students. This causes double pressure on the teachers and they feel frustrated and as a result they cannot satisfy students' needs.

## Conclusions

Teaching is considered basic for two reasons, one of the reasons is that it paves the way for the success of the learners to attain the educational goals. Also, language learners can be able to acquire the culture of that the target language. In this regard, teachers are considered as an essential element in the field of teaching because they can have tremendous effects on learners. The present research investigated the possible significant correlation of Iranian English teachers' accountability with their reflective teaching and BO. The results clarified that there was a positive significant correlation between teachers' accountability and their reflective teaching. In conclusion, the findings of the present study are regarded as a supportive tool for the usefulness of reflective teaching that can help instructors in professional development different dimensions. These results can increase the level of reflective practice and enthusiasm for better teaching. In addition, the results also illustrated a negative significant correlation between teachers' accountability and their BO. This means that with increasing teacher responsibility, teachers' BO decreases, and conversely, with increasing teachers' BO, their responsibility decreases. Concerning to the results, the pedagogical implications in terms of using accountability and reflective teaching in ELT in the Iranian context have been provided. As long as researchers and educational planners have a goal to study possible factors affecting the performance of teachers in different teaching areas, they should examine different aspects of the subject. Considering the role of teachers as whole human beings, it becomes clear that their thoughts and emotions about their responsibility and job can affect the dimensions of their teaching. As a result, the importance of the individual characteristics of the teacher can have a very important contribution in improving the educational results. The findings can be informative for principals of institutes to become aware of their critical roles in the teachers' performances. They need to provide their teachers with opportunities to follow professional growth and increase their staffs' autonomy in the work environment to choose new course books, up-to-date teaching materials and methods, use reflective teaching vehicles which to prompt reflection and the quality of their teaching.

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