



شبكة المعلومات الجامعية  
التوثيق الإلكتروني والميكروفيلم

# بسم الله الرحمن الرحيم



**MONA MAGHRABY**



شبكة المعلومات الجامعية  
التوثيق الإلكتروني والميكرو فيلم



# شبكة المعلومات الجامعية التوثيق الإلكتروني والميكرو فيلم



**MONA MAGHRABY**



شبكة المعلومات الجامعية  
التوثيق الإلكتروني والميكروفيلم

# جامعة عين شمس

## التوثيق الإلكتروني والميكروفيلم

### قسم

نقسم بالله العظيم أن المادة التي تم توثيقها وتسجيلها  
علي هذه الأقراص المدمجة قد أعدت دون أية تغيرات



### يجب أن

تحفظ هذه الأقراص المدمجة بعيدا عن الغبار



**MONA MAGHRABY**



**Faculty of Education  
Department of Curriculum  
and Instruction**

**A Suggested E-Mentoring Model to Develop EFL Student-Teachers'  
Self-Efficacy and Emotional Intelligence**

**A Dissertation**

Submitted in Partial Fulfillment of the Requirements  
for the Degree of Doctor of Philosophy in Education  
(Curriculum and EFL Instruction)

**Prepared by**

**Amira Mahmoud Mohammed Elsayed**

(Assitant Lecrurer, Department of Curriculum and EFL Instruction,  
Faculty of Education, Ain Shams University, Cairo, Egypt)

**Supervised by**

**Dr. Zeinab Ali El-Naggar**

Professor Emerita of Curriculum,  
and EFL Instruction, Faculty of  
Education, Ain Shams University

**Dr. Dalia Ibrahim Yahia**

Lecturer of Curriculum and EFL  
Instruction, Faculty of Education,  
Ain Shams University

**2021**

**Title:** A Suggested E-Mentoring Model to Develop EFL Student-Teachers' Self-Efficacy and Emotional Intelligence

**Author:** Amira Mahmoud Mohammed Elsayed

**Supervisors:** Dr. Zeinab Ali El-Naggar and Dr. Dalia Ibrahim Yahia

**Institution:** Ain Shams University, Faculty of Education, Department of Curriculum and EFL Instruction, Cairo, Egypt

**Year:** 2021

### ABSTRACT

The present study aimed at investigating the effect of an e-mentoring model on developing EFL student teachers' self-efficacy and emotional intelligence. The study adopted the pre-experimental one group pre-post administration design. Study was applied to a voluntary group (N = 19) from third year, English Department (basic education), Faculty of Education, Ain Shams University during their practicum in three different public schools. The following instruments were used in the study: semi-structured interview questions, Teacher's Sense of Efficacy Scale (long form), Trait Emotional Intelligence Questionnaire (short form), and an observation checklist. The sessions of the e-mentoring model were developed with mentee's booklet and mentor's guide. The e-mentoring model was administered to participants in a ten-week practicum block. Paired Samples Wilcoxon Test was used to compare the mean scores of the study participants' before and after the administration of the e-mentoring model. Also, Fritz, Morris and Richer's equation was used to measure the effect size of the e-mentoring model. Results of the study revealed that the e-mentoring model was effective in developing pre-service teachers' self-efficacy as well as emotional intelligence. Eventually, recommendations and suggestions for further research were presented.

*Key words:* Mentoring, E-Mentoring, Self-Efficacy, Emotional Intelligence, EFL Student-teacher, Egypt

## Acknowledgements

Thanks and deep gratitude should be directed to Allah, the most Merciful and Beneficent, for giving the researcher the opportunity to start her research and the patience, persistence, and determination to finalize it. Allah has also gifted the researcher with supportive professors, family, and friends, without whom, it would have been much more challenging to pursue this academic journey.

The constant assistance, academic, and emotional support offered by the main supervisor, Professor Zeinab El-Naggar, are much appreciated. She was always there for help whenever the researcher needed. Despite her busy schedule, she never hesitated to welcome the researcher in her office or to offer guidance over the phone. “What are supervisors for?” is her spontaneous humble reply to all words of gratitude. Her encouragement, guidance, advice, and kind words did inspire the researcher to come up with the best she could.

Gratitude is extended to Dr. Dalia Yahya, the co-supervisor. She was always available for help despite the several commitments she had. Her ideas were eye-openers; they helped the researcher modify her work before and during the implementation of her research.

The assistance of Professor Kristina (Tina) M. Howlett, Assistant Professor of TESOL (Teaching English to Speakers of Other Languages), University of Arkansas, Fayetteville, AR, is highly appreciated. During the researcher’s Fulbright Grant in 2018, she met Professor Tina who helped her with resources and ideas for her research.

No words of gratitude are ever enough to thank the researcher’s family. Her great dedicated parents, brothers, Sherif and Ahmed, and sister, Neveen, spared no efforts to offer the researcher all the emotional support and needed help to finalize her research.

The researcher is also grateful for the constant support, positivity, and encouragement offered by her close friends: Hanan Alaa, Basma Abdelhamied, Samia Salama, Marwa Abdelgalil, Asmaa Zeidan, Aya Ibrahim, Samar Magdy, and Wessam El-Sayed.

Finally, the researcher would like to express her gratitude and love to her dear students whose curiosity to learn and eagerness to develop inspired her to start and maintain this research.

## Table of Contents

ABSTRACT _____	I
ACKNOWLEDGEMENTS _____	II
TABLE OF CONTENTS _____	III
LIST OF TABLES _____	VI
LIST OF FIGURES _____	VIII
LIST OF ABBREVIATIONS _____	IX
CHAPTER ONE: BACKGROUND AND PROBLEM _____	1
1.1. Introduction _____	1
1.2. Context of the problem _____	7
1.3. Statement of the problem _____	10
1.4. Research Questions _____	10
1.5. Research Hypotheses _____	11
1.6. Research Delimitation _____	11
1.7. Definition of terms _____	12
1.8. Research Significance _____	13
1.9. Organization of the Remainder of the Dissertation _____	14
CHAPTER TWO: LITERATURE REVIEW AND RELATED STUDIES _____	15
2.1. Self-efficacy: Theoretical Underpinnings _____	15
2.2. Teachers Self-efficacy (TSE) _____	20
2.3. Pre-service Teachers' SE Domain-specific Beliefs _____	21

2.4. Variables that affect Teachers' Self-Efficacy (TSE) _____	26
2.5. Understanding Emotional Intelligence (EQ) _____	29
2.6. The Importance of EI for Teachers _____	38
2.7. Emotional Intelligence (EI) and Teacher Self-Efficacy (TSE) _____	42
2.8. Understanding Mentoring in Teacher Education _____	43
2.9. Electronic Mentoring: Meaning, Merits, and Structure _____	48
2.10. Theoretical Underpinnings of E-mentoring _____	56
2.11. The Importance of E-Mentoring in Teacher Education _____	66
2.12. Commentary _____	69
2.13. Conclusion _____	70
<b>CHAPTER THREE: METHOD _____</b>	<b>71</b>
3.1. The Experimental Design _____	71
3.2. Participants of the Study _____	71
3.3. Variables of the Study _____	73
3.4. Instruments of the Study _____	73
3.5. The E-Mentoring Model _____	80
4.1. Quantitative Results _____	86
4.2. Qualitative Data _____	96
4.3. Limitations _____	110
4.4. Discussion of Study Results _____	111
<b>CHAPTER FIVE: SUMMARY AND RECOMMENDATIONS _____</b>	<b>118</b>
5.1. Summary of the Study _____	118
5.2. Findings of the Study _____	120



5.3. Conclusions _____	120
5.4. Recommendations _____	121
5.5. Suggestions for Further Research _____	122
REFERENCES _____	123

## APPENDICES

Appendix (A): Semi Structured Interview Questions for Pre-administration _____	148
Appendix (B): Semi Structured Interview Questions for Post-administration _____	150
Appendix (C): Observation Checklist before Jury Members' Modifications _____	152
Appendix (D): Observation Checklist after Jury Members' Modifications _____	156
Appendix (E): Original and adapted versions of Teacher's Sense of Efficacy Scale (long form) _____	159
Appendix (F): Trait Emotional Intelligence Questionnaire (short form) _____	164
Trait Emotional Intelligence Questionnaire (short form) _____	165
Appendix (G): Dr. Petride's Email _____	167
Appendix (H): Mentee's Booklet _____	169
Appendix (I): Mentor's Guide _____	190
Appendix (J): Samples of Mentees' Work _____	215
Appendix (K): List of Jury Members _____	231

## ARABIC SUMMARY

## List of Tables

<b>Table (1. 1):</b> The Mean Scores of Pilot Study Participants in Teachers’ Sense of Efficacy Scale and Trait Emotional Intelligence Questionnaire _____	9
<b>Table (2. 1):</b> Main Functions of Each Phase of Mentoring Cycle (P. 5160) _____	53
<b>Table (2. 2):</b> The Relationship Between Social Constructivism and the E-mentoring Model Adapted to the Current Study _____	60
<b>Table (2. 3):</b> Comparing DARP Cycle (2019) to Kolb’s Experiential Learning Cycle (1984, p.21) _____	63
<b>Table (3. 1):</b> The Correlation Coefficients Between the Score of Each (domain) and the Overall Score of the Observation Checklist _____	75
<b>Table (4. 1):</b> Pre-post Paired Samples Wilcoxon Test Results of the Scores of the Overall Domains of the Teacher Self-Efficacy Scale: _____	87
<b>Table (4. 2):</b> Paired Samples Wilcoxon Test Results Comparing the Pre-Post Administration Mean Scores of The Participants’ Grade Ranks In “Classroom Management”: _____	88
<b>Table (4. 3):</b> Paired Samples Wilcoxon Test Results Comparing the Pre-post Administration Mean Scores of the Participants’ Grade Ranks in “Student Engagement”: _____	89
<b>Table (4. 4):</b> Paired Samples Wilcoxon Test Results Comparing the Pre-post Administration Mean Scores of the Participants’ Grade Ranks in “Instructional Practices”: _____	90
<b>Table (4. 5):</b> Paired Samples Wilcoxon Test Results Comparing the Pre-post Administration Mean Scores of the Participants’ Grade Ranks in the Teaching Performance Observation Checklist: _____	91
<b>Table (4. 6):</b> Paired Samples Wilcoxon Test Results Comparing the Pre-post Administration Mean Scores of the Participants’ Grade Ranks in the Observed “Classroom Management”: _____	92

**Table (4. 7):** Paired Samples Wilcoxon Test Results Comparing the Pre-post Administration  
Mean Scores of the Participants' Grade Ranks in the Observed "Student Engagement": 93

**Table (4. 8):** Paired Samples Wilcoxon Test Results Comparing the Pre-post Administration  
Mean Scores of the Participants' Grade Ranks in the Observed "Instructional Practices":

---

94

**Table (4. 9):** Paired Samples Wilcoxon Test Results Comparing the Pre-post Administration  
Mean Scores of the Participants' Grade Ranks in the Trait Emotional Intelligence

Questionnaire: \_\_\_\_\_ 95

## List of Figures

<b>Figure (2. 1)</b> Salovey and Mayer’s Emotional Intelligence Model (1990, p.190)_____	32
<b>Figure (2. 2)</b> The 15 Trait Emotional Intelligence Facets and their Corresponding Factors ____	37
<b>Figure (2. 3)</b> Single and Muller’s E-Mentoring Structure (2001, p.111)_____	50
<b>Figure (2. 4)</b> DARP Cycle (2019) _____	54
<b>Figure (2. 5)</b> Kolb’s Experiential Learning Cycle (1984, p. 21) _____	62

## List of Abbreviations

Classroom Management Self-Efficacy	CMSE
Community of Practice	CoP
Emotional Intelligence	EQ/EI
English as a Foreign Language	EFL
English as a Second Language	ESL
Ohio State Teacher Efficacy Scale	OSTES
Second Language Teacher Education	SLTE
Self-Efficacy	SE
Short Form	SF
Social Cognitive Theory	SCT
Social Learning Theory	SLT
Teacher Self-Efficacy	TSE
Teacher Sense of Efficacy Scale	TSES
Trait Emotional Intelligence	TEQ
Trait Emotional Intelligence Questionnaire	TEIQe

## **Chapter One: Background and Problem**

### **1.1. Introduction**

The over-growing body of knowledge and its perpetual availability for younger generations on social media and online resources makes teachers' job more challenging. Besides their ordinary tasks: teaching and assessment, they need to be efficient in dealing with students, parents, supervisors, and colleagues of different beliefs and attitudes with the ability to manage difficult situations and demotivated students. Additionally and most importantly, teachers need to believe in their ability to succeed in carrying out all these duties and under various stressors.

Consequently, an extra burden is put on the teacher training institutions; they need to exceed the level of providing pre-service teachers with knowledge to the level of equipping them with the practical skills related to situations that happen in the real classroom (Carroll et al., 2003). In order to balance between knowledge and practical skills, pre-service teachers need to formulate positive self-efficacy beliefs and high level of emotional intelligence along with their knowledge of language and pedagogy.

In positive psychology, self-efficacy is defined as the optimistic belief in one's competence or ability to succeed in accomplishing a given task with the best outcome (Akhtar, 2008). Self-efficacy is originally rooted in Albert Bandura's Social Cognitive Theory. Based on the theory, it is not enough for the individual to acquire the necessary knowledge for performing a task; rather that individual needs to believe in his ability to successfully perform this task under challenging circumstances (Artino, 2012). Individuals' perceptions of opportunities from the outer world, their choice of activities to make progress, and the duration of their effort exerted in facing obstacles are all determined by their self-efficacy beliefs (Bandura, 2006, as mentioned in Nikoopour et al., 2012).

In the context of education, a teacher's efficacy refers to his own judgment of his abilities to bring about the intended results of students' learning and engagement even among difficult or unmotivated students (Tschannen-Moran & Hoy, 2001). It has been found that a

teacher's positive beliefs of self-efficacy are positively correlated with his students' achievement and motivation (Mojavesi & Tamiz, 2012). Moreover, Liaw (2009) established a mutual relationship between teachers' self-efficacy and students' performance; for him, self-efficient teachers can improve their students' performance, which, in turn, increases teachers' level of efficacy.

To find out how pre-service teachers build their efficacy beliefs, scholars such as Poulou, Tschannen-Moran, and Woolfolk Hoy (2007), conducted research and have reached a number of factors that contribute to the formation of pre-service teachers' self-efficacy beliefs. Among these factors are: self-perceptions of teaching competence, personal characteristics, nature and components of the preparation program as well as the emotional and pedagogical support from fellow pre-service teachers.

For Nugroho (2017), many pre-service teachers lack the needed level of self-efficacy to start the practicum or to live real classroom teaching experience for the very first time of their life. This insufficient self-efficacy is not attributed to shortage of knowledge or skills; rather it is due to the lack of exposure to real teaching experience and the absence of a supportive community that provides encouragements for them (Swanson, 2013). That is why teacher training institutions need to pay more attention to building communities of support for pre-service teachers to help build their self-efficacy beliefs early in their career as teachers (Liaw, 2009).

Since emotional support is considered one of the factors that contribute to the existence of positive self-efficacy beliefs, pre-service teachers need also to acquire high level of emotional intelligence (EQ). EQ is defined as the ability to recognize the meaning of emotions and the relationships between them. This involves reasoning and problem-solving based on emotions as well as understanding and managing the information of these emotions (Mayer et al. 1999, p. 267). In the 90s, scholars reached different taxonomies of EQ that included the ability to understand and process emotions. Mayer's (1999) definition refers to the ability model of EQ which is based on reasoning in four areas: perceiving emotions, facilitating thought, analyzing emotions, and managing emotions. In 1995, Daniel Goleman identified five domains of EQ: a) knowing one's emotion, b) managing emotions, c) motivating oneself, d) recognizing emotions in