

In the Name of God



University of Mohaghegh Ardabili
Faculty of Literature and Humanities
Department of Foreign Languages

Thesis submitted in partial fulfilment of the requirements for the degree of
M.A. in English Language Teaching

Title:

The Relationship between Iranian EFL Teachers' Self-efficacy and their Classroom
Management

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Dedication

I would like to dedicate this work to my loving family, without which I could not have succeeded. To my loving mother, thank you for always being there for me and supporting and praying for me throughout this long road. To my three precious children, who have endured me through two years of my research. Last, but not least, to my sisters, who have loved and encouraged me throughout my journey, thank you.

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<p>Abstract</p> <p>This study examined the relationship between Iranian EFL teachers' self-efficacy and their attitudes towards classroom management. It also explored the perceived levels of Iranian EFL teachers' self-efficacy and their attitudes towards classroom management. Furthermore, it investigated whether or not EFL teachers are different in their self-efficacy and classroom management regarding their gender, age, and educational level. The participants included 110 EFL teachers in private institutes. The instruments of this study included Teacher Sense of Efficacy Scale (TSES), and Attitudes and Beliefs on Classroom Control-Revised (ABCC-R) Inventory. Pearson product-moment correlation, <i>t</i>-test, and one-way ANOVA were utilized as the main statistical techniques. The correlational results showed that there was a significant positive correlation between the instructional management and student engagement, instructional strategies, and classroom management. Also, there was a significant positive correlation between people management and student engagement. However, there was no significant correlation between the people management, instructional strategies, and classroom management. The results showed that EFL teachers' self-efficacy was high and their classroom management attitudes were interventionist on the instructional management, and non-interventionist on the people management. The results of the <i>t</i>-test revealed that there was a significant difference between the male and female teachers regarding the classroom management subscale scores. The results of the one-way ANOVA showed that there was only a significant difference between the three age groups on the student engagement and instructional strategies subscales of self-efficacy. Considering the educational level, there was no significant difference on the self-efficacy and classroom management subscales.</p>	
Key words: Classroom Management, EFL Teachers, Self-efficacy	

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List of Abbreviations

ABCC-R	Attitudes and Beliefs on Classroom Control-Revised
BA	Bachelor's
CET	Computer Education and Technology
EFL	English as a Foreign Language
ESL	English as a Second language
M	Mean
MA	Master's
Max	Maximum
Min	Minimum
PE	Personal Efficacy
SD	Standard Deviation
SPSS	Statistical Package of Science and Technology
TE	Teaching Efficacy
TEBS-Self	Teachers' Efficacy Belief System-Self
TSES	Teachers' Sense of Efficacy Scale

Chapter One

Introduction

Chapter One

Introduction

1.1. Introduction

The main concern for teachers and administrators in the classroom is classroom management and discipline which are useful in understanding how teachers effectively deal with student misbehavior and carry out their teaching processes (e.g., Braden & Smith, 2006; Jones, 1989; Kraft, 2010; Malmgren Trezek, & Paul, 2005; Walker, 2009). Braden and Smith (2006) found that student misbehavior has become usual in today's classroom. If teachers do not use appropriate classroom management techniques and strategies, student disruptive behavior can negatively affect a teacher's ways of teaching, can lead to other students going in, and as a result of this the teachers' ability can be questioned by the students (e.g., Braden & Smith, 2006; Roger & Freiberg, 1994).

Since there is a subtle difference between the terms "classroom management" and "discipline" throughout this study, there must be some clarification on these terms. According to Bowman (2004), there is a difference between the terms "discipline" and "classroom management". Discipline refers to efforts made by teachers to persuade the students to obey the rules of school, while classroom management includes efforts by the teachers to persuade the students to learn, to interact, and to behave in a suitable manner. It is also referred to efforts made by teachers to meet the needs of the students, to provide positive results, and to engage students in the activities and tasks (Bowman, 2004).

In educational settings, teachers face with students who have various learning abilities, as well as various learning disabilities. This variability of student abilities and their individual differences in the classroom cause teachers to behave cautiously when they use some strategies or techniques in the classroom. Therefore, it is necessary to consider classroom management as one of the most important issues in the school contexts (Yilmas &

Cava, 2008). It has been identified as a major influence on teacher performance, a stressful situation for teachers in doing their job, and a key source of student learning (Emmer & Hickman, 1991).

Teachers may use one of the following approaches in order to manage or control students in the classroom: Interventionist, non-interventionist or interactionist (Martin & Baldwin, 2004). These approaches show a continuum from high teacher control to low teacher control. Teachers who use a non-interventionist model of classroom management are those who have low control in the classroom. Based on this model of teaching, teachers usually use rewards and punishments in order to teach appropriate behaviors to students. On the other hand, interventionists believe that teachers should have a high degree of control over tasks and activities used in the classroom. At the other extreme, non-interventionists believe that students should behave on their own way. In other words, teachers who use a non-interventionist approach in managing classroom allow students to do their tasks freely without teachers' interference in adjusting student behaviors (Tauber, 1999). In the middle of these approaches interactionists are placed who believe that students learn appropriate behaviors as a result of confronting with the people who interact with them. In other words, interactionists believe that students and teachers should share responsibilities for classroom management (Wolfgang, 1995).

One appropriate way of measuring teachers' future success in managing the classroom is their beliefs in their ability to do the job. This belief is an abstract yet powerful concept known as self-efficacy and can affect students' achievement. If teachers believe that they are incapable of controlling the students and cannot initiate or involve students in a task, difficult tasks will be seen unresolvable. On the other hand, those who are confident about their abilities will try to find different ways to control the students' misbehavior and to gain the desired performance. The significant relationship between the two variables (i.e., efficacy

and classroom management) is depicted in the studies that demonstrate self-efficacy helps teachers to overcome their problems and adapt adequate behaviors (Beck, 1976).

The concept of teachers' sense of self-efficacy consists of two categories: General teaching self-efficacy and personal teaching efficacy. General teaching efficacy refers to the belief that an individual teacher's ability to bring about desired outcomes is limited by external factors such as home environment and family background (Bandura, 1997). The student performance can be positively influenced by teachers who have a strong self-efficacy in teaching. They choose challenging activities and tasks and try harder when faced with problems such as student disability or a student's home environment. They are not easily distracted and take pride in their accomplishments when their work is completed (Asten & Webb, 1986). They tend to believe that all students can learn if appropriate conditions for learning can be provided (Tschannan-Morran & Hoy, 2001).

On the other hand, personal teaching self-efficacy refers to teachers' personal assessments of their own teaching abilities. Research showed that teachers' classroom management models and instructional strategies, including use of time and questioning techniques, are influenced by their own perceptions of their teaching competence (Gibson & Dumbo, 1984). Teachers who see themselves inadequate in their teaching may face with serious problems in motivating certain students. Additionally, teachers with lower personal teaching efficacy will allow students to ignore classroom rules and as a result they cannot pay attention to the teacher's instructions. They fail to encourage those students in the same way as they encourage other students in the class. Teacher's efficacy decreases as teachers worry about their personal competence (Ashton & Webb, 1984).

The relation between belief and practice is well documented. However, the relation between self-efficacy and classroom management requires further studies.

Although, research on effective teaching has examined the influence of teachers'

self-efficacy beliefs and their classroom management both separately and in parallel, there is a few studies in the field of teachers' self-efficacy and its relationship with classroom management, especially in the EFL context. For this reason and taking the above-mentioned issues into account, this research intends to examine, in the first instance, the relationship between Iranian EFL teachers' self-efficacy and their attitudes towards classroom management, and in the second instance, to explore the perceived levels of Iranian EFL teachers' self-efficacy and their attitudes towards classroom management. Finally, it intends to find whether these variables differ with teachers' gender, age, and educational level.

1.2. Statement of the Problem

Recent research has linked teacher's self-efficacy with the classroom management success (Henson, 2003). However, little information is known regarding EFL teachers' self-efficacy and their classroom management. Further, there is a few studies in the field of teachers' self-efficacy and their classroom management with regard to teachers' gender, age, and educational level. Moreover, with all the growing interest in the efficacy of teachers in the classroom in many countries, there is little attention to the connection between teachers' self-efficacy and their classroom management studies in Iran. To date, there is little evidence or reported study to identify the nature and magnitude of the relationship between EFL teachers' self-efficacy and their classroom management styles in the Iranian school context. Hence, it appears particularly important to study Iranian EFL teachers' self-efficacy and their classroom management so as to have an idea about their preparations for teaching profession and particularly classroom management. Although, colleges and school districts have increased efforts to remedy the problems that EFL teachers face, the exact causes of the problem area of classroom management seem to evade researchers. Therefore, examining the influence of EFL teachers' self-efficacy and their classroom management would bridge this

gap by highlighting the needs in each dimension, which in turn will provide policymakers and educators valuable information regarding what types of interventions are needed.

1.3. Significance of the Study

Language institutes can benefit from the results of this study. Improving teachers' management self-efficacy remains competitive in the increasingly challenging business world. Furthermore, school environment and resources constitute one of the subscales of their efficacy. Therefore, creating positive school climate and making it a safe place for teaching and learning may lead to teachers' self-efficacy. Findings of this study may be beneficial to the teacher education programs and supply helpful information to make necessary changes to meet the growing needs of teachers in the area of classroom management and provide immediate feedback on their achievement in the area of classroom management.

1.4. Purpose of the Study

By increasing the worldwide demand for learning English as a foreign language, the need for highly qualified English teachers has been dramatically highlighted. Among the various influential factors that affect EFL teacher professionalism and quality, classroom management, and self-efficacy, due to their significant roles in teacher professional development, have aroused much interest. Although, there is a wealth of information about the influence of each of these variables separately, there is little information about the connection between these two variables in educational setting, in general, and in teaching English as a foreign language, in particular. Therefore, after reviewing some articles, such as those written by Bandura (1997) on social cognitive theory regarding self-efficacy and articles written on the classroom management, it was discovered that only few investigations have been carried out when it comes to the relationship between teachers' self-efficacy and their classroom management within the realm of EFL. For this reason, this study was

conducted to show how the self-efficacy of teachers can help them to manage classroom effectively particularly in the EFL contexts.

It also investigated EFL teachers perceived self-efficacy level and their attitudes towards classroom management and examined the relationship between EFL teachers' self-efficacy and their classroom management. Finally, it examined whether teachers' self-efficacy vary systematically by their gender, age, and educational level. Thus the purpose of this study was to find answers to the following research questions:

1.5. Research Questions

(1) Is there any significant relationship between Iranian EFL teachers' self-efficacy and their classroom management?

(2) What are the perceived levels of Iranian EFL teachers' self-efficacy and their attitudes towards classroom management?

(3) Is there any significant difference between male and female Iranian EFL teachers regarding their self-efficacy and their classroom management?

(4) Is there any significant difference between Iranian EFL teachers' self-efficacy and their classroom management regarding their age?

(5) Is there any significant difference between Iranian EFL teachers' self-efficacy and their classroom management regarding their educational level?

1.6. Research Hypotheses

Hypothesis 1. There is no relationship between Iranian EFL teachers' self-efficacy and their classroom management.

Hypothesis 2. There is no difference between male and female Iranian EFL teachers regarding their self-efficacy and their classroom management?

Hypothesis 3. There is no difference between Iranian EFL teachers' self-efficacy and their classroom management regarding their age?

Hypothesis 4. There is no difference between Iranian EFL teachers' self-efficacy and their classroom management regarding their educational level?

1.7. Definition of Key Terms

Self-efficacy. Of all the thought that affects human functioning, and remains at the very core of social cognitive theory, is self-efficacy beliefs which refer to "people's judgment of their capabilities to organize and execute courses of action required to attain designated types of performances" (Bandura, 1986, p. 391).

Classroom management. It refers to "Controlling disruptive behavior, calming, and responding to defiant students, and establishing a routine and order to keep learning activities running smoothly" (Aloe et al., 2004, p. 105).

EFL teachers. "Teachers who teach English in contexts where English is neither widely used for communication, nor used as the medium of instruction. Iran, Japan, Thailand, and Mexico are countries where English is taught as a foreign language, either as a part of the elementary and high school curriculum, or in private schools and other educational settings" (Carter & Nunan, 2001, p. 2).

1.8. Limitations and Delimitations

In spite of the attempts in conducting the current research, some limitations need to be acknowledged. Firstly, this study was performed in the context of Ardabil province, so there may be some criticisms on its generalizability. Further research is recommended with larger number of participants selected across different provinces to achieve more generalizable results. Secondly, this study investigated the teachers' perceptions of self-efficacy and classroom management using Likert-scale questionnaires; thus, further studies can be conducted applying other questionnaires such as open-ended ones and semi-structured interviews. Thirdly, as the variables included in this study illustrated noteworthy pattern, they need to be handled in the further studies.

One of the delimitations is that new variables, which are likely to be related to this relationship, such as school type and districts, were not addressed in this research. Therefore, this study did not consider high school teachers. It merely focused on English teachers in the language institutes. Therefore, it can be claimed that the findings of this study could well fit with only institute EFL teachers.

Chapter Two

Review of the Literature

Chapter Two

Review of the Literature

2.1. Introduction

The main aim of this study is to examine the relationship between EFL teachers' self-efficacy and their classroom management. To this end, this chapter first presents the theoretical framework on self-efficacy and provides a review of existing literature on teachers' self-efficacy which covers the following three major categories: (a) General studies on teachers' self-efficacy, (b) Recent studies on teachers' self-efficacy, (c) Related studies on English teachers' self-efficacy in the EFL/ESL setting. Then, it presents the theoretical framework on classroom management and provides a review of existing literature on classroom management. Finally, it provides related studies on the relationship between teachers' self-efficacy and their classroom management.

2.2. Theoretical Framework on Self-efficacy

In order to guide this literature review, two theories were used: Bandura's (1977) social cognitive theory which is the foundation of teacher efficacy and has been used in other teacher efficacy studies, and Rotter's (1966) locus of control theory which was first used by Rand Corporation's researchers to build their research about teacher efficacy.

2.2.1. Social cognitive theory. Teachers' sense of self-efficacy has generally been embedded in the concept of Bandura's (1986) social cognitive theory. With this framework, Bandura has advanced a view of human agency that accords a prominent role to both environmental events and thought processes in human adaptation and change. In other words, the social aspect of social cognitive theory refers to the notion that human functioning is deeply based on social conditions (e.g., Bandura, 1997; Ryan & Deci, 2002; Sameroff & Fiese, 2000). The basic tenet of this idea is that the

environment in which people operate, including family homes, schools, and workplaces, the persons with whom they interact on their everyday meetings, may offer enabling resources or limit their behaviors and actions in given domains of functioning.

Studies on classroom settings and teaching context have documented a large number of factors positively contributing to teachers' classroom achievement, such as social support from parents and colleagues, and students' interest in their school work (e.g., Baker, Hakanen, Demerouti, & Xouthopoulou, 2007; Cheung, 2008; Tschannen-Moran & Woolfolk Hoy, 2007). Other sources of challenging features that elementary teachers usually report consist of policy changing in school, deficiency of equipment, and disruptive behavior of students in a class (e.g., Fernet, Guay, Senecal, & Austin, 2012; Roehring, Pressley, & Talotta, 2002).

The cognitive part of social cognitive theory refers to the fact that teachers shouldn't be considered as persons who experience environmental constraints or resources. Rather, they are persons who help their own development and their own everyday activities which allow them to control over their thoughts, feelings, and actions (Bandura, 1997, 1985). According to Bandura (1997), all human beings possess a set of internal personal attributes, the most important of which are self-efficacy beliefs that enable them to choose particular courses of action from among other alternatives to attain the goals they wish to pursue in a given domain. For example, elementary school teachers who think that they are confident and expert in instruction may feel efficient and confident in implementing different instruction and can manage and control the classroom in an orderly manner. On the other hand, if teachers think that their skills and abilities to perform the task be decreased, they may ignore to repeat the same activity. If teachers believe that they have enough self-efficacy they

behave generatively, proactively, and reactively in order to regulate and control their students in the classroom (Bandura, 2007).

On the whole, if teachers believe that social constraints and resources in class cognitively affect and change their behaviors and actions, they may change both their self-efficacy and the environment in which they are going to teach. This is the foundation of Bandura's (1997) model of triadic reciprocal causation, within which personal, behavioral, and environmental factors work together to influence human agency.

Because of the flexibility of Bandura's social cognitive model, it has been used by different researchers when they studied on teacher self-efficacy. Since its inception in the late 1970s, researchers have used numerous concepts of teacher self-efficacy in their studies (e.g., Dellinger, Bobbett, Olivier, & Ellett, 2008; Gibson & Dembo, 1984; Labone, 2004; Tschannen-Moran et al., 1998), and theoretical models of which have been devised and tested (e.g., Tschannen-Moran et al., 1998; Woolfolk Hoy et al., 2009; Wyatt, 2016). Evidently, these theoretical and empirical efforts have contributed to our understanding of the potential role of the teachers' self-efficacy beliefs in shaping their behaviors in the class.

2.2.2. Self-efficacy theory. Self-efficacy is a component of Bandura's (1997) social cognitive theory. People's thoughts, motivations, and actions are influenced by self-efficacy in conjunction with other elements of the theory.

Perceived self-efficacy is the beliefs in one's abilities in order to organize and carry out the actions which are needed to produce the given achievements (Bandura, 1997).

Self-efficacy belief of teachers refers to human motivation, well-being, and sense of accomplishment. Teachers will get motivated when facing with difficult situation unless they know that the things they do will end in a favorable result (Pajores, Johnson, & Usher, 2007).

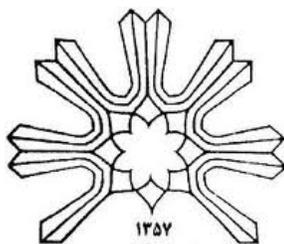
Some practical studies support Bandura's (1977) theory by showing that teacher self-efficacy is a connection between teachers' efforts and their teaching processes and their goal-setting, and their flexibility when things don't end in a favorable result (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998).

Self-efficacy theory which has been used in the educational field has shown how self-efficacy of the teachers are connected to their performance in addition to the results they gain (Tschannen-Moran et al., 1998). People's motivation, action, thoughts are controlled by self-efficacy through affective, motivational, and selective processes. These three processes influence people's way of thinking, acting, and motivation and they do not work in isolation; instead, they work together to regulate human functioning (Bandura, 1997).

It is not true to consider self-efficacy as an actual level of people's capabilities but it is better to say that it is based on self-belief that they have on their competence (Barnyak & Mcnelly, 2009). In other words, it is better to predict actions and behaviors by people's beliefs instead of their actual performance. Moreover, the decisions that the people make and the actions they do show their self-efficacy (Viel-Houchins, Jolivette, & Benson, 2010). Sometimes, teachers believe that their abilities are high or low in managing students in the classroom without taking into account their actual teaching skills. This overestimation on teachers' capabilities can help them try hard in dealing with problems and pave the way for them to use the most of their skills and abilities (e.g., Bandura, 1997; Tschannen-Moran et al., 1998).

Meanwhile, teachers who have high self-efficacy can use appropriate strategies and instructional practices (e.g., Bandura, 1992; Pajores & Urden, 2006). Based on Bandura (1993, 1997), instructional efficacy beliefs will influence the learning environment that teachers create for students' learning. Teachers who have high efficacy think that challenging

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<p>در این مطالعه رابطه بین خودکارآمدی معلمان زبان انگلیسی ایرانی و نگرش آنها نسبت به مدیریت کلاس مورد بررسی قرار گرفته است. همچنین میزان خودکارآمدی معلمان زبان انگلیسی ایرانی و نگرش آنها نسبت به مدیریت کلاس مورد بررسی قرار گرفته است. علاوه براین، بررسی شده است که آیا معلمان زبان انگلیسی در خود کارآمدی و مدیریت کلاس درس، با توجه به متغیرهایی همچون جنسیت، سن و سطح تحصیلی آنان متفاوتند. شرکت کنندگان شامل ۱۱۰ معلم زبان انگلیسی بودند که در موسسات خصوصی در اردبیل مشغول تدریس بودند. ابزار های این مطالعه عبارت بودند از: پرسشنامه مقیاس خودکارآمدی معلمان (TSES) و پرسشنامه مربوط به نگرش های معلمان نسبت به مدیریت کلاس (ABCC-R). ضریب همبستگی گشتاوری پیرسون، آزمون t و تحلیل واریانس یکطرفه (ANOVA)، تکنیک های آماری مورد استفاده در این مطالعه بودند. نتایج بدست آمده از ضریب همبستگی نشان داد که یک رابطه مثبت معنی دار بین مدیریت آموزشی و خودکارآمدی در مشارکت دانش آموزان، خودکارآمدی در بکارگیری استراتژی های آموزشی و خودکارآمدی در مدیریت کلاس وجود دارد. با وجود این، هیچ رابطه معنی داری بین مدیریت انسانی و خودکارآمدی در بکارگیری استراتژی های آموزشی، و خودکارآمدی در مدیریت کلاس وجود نداشت. نتایج حاصله از این مطالعه نشان داد که خودکارآمدی معلمان زبان انگلیسی ایرانی بالاست و نگرش آنها نسبت به مدیریت کلاس از نظر مدیریت آموزشی، دخالت گرا و از نظر مدیریت انسانی، غیر مداخله گرانه است. نتایج بدست آمده از آزمون t نشان داد که هیچ تفاوتی معنی داری بین نمرات معلمان مرد و زن در مدیریت کلاس و نمرات خودکارآمدی آنها وجود ندارد. همچنین نتایج حاصل از تحلیل واریانس یکطرفه نشان داد که تنها تفاوت معنی دار در بین گروه های سنی نسبت به خودکارآمدی در مشارکت دانش آموزان و خودکارآمدی در بکارگیری استراتژی های آموزشی وجود دارد. در رابطه با سطح تحصیلی معلمان هیچ تفاوتی معنی داری در رابطه با خود کارآمدی و مدیریت کلاس درس آنها مشاهده نشد.</p>	
کلید واژه‌ها: مدیریت کلاس، معلمان زبان انگلیسی، خودکارآمدی.	



دانشگاه محقق اردبیلی

دانشکده‌ی ادبیات و علوم انسانی

گروه آموزشی زبان‌های خارجی

پایان‌نامه برای دریافت درجه‌ی کارشناسی ارشد
در رشته‌ی آموزش زبان انگلیسی

عنوان:

**رابطه بین خود کار آمدی معلمان زبان انگلیسی ایرانی
و مدیریت کلاس درس آنان**

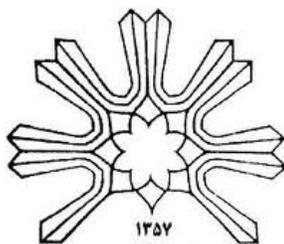
پژوهشگر:

اسگندر حسین زاده

ارزیابی و تصویب شده‌ی کمیته‌ی داوران پایان‌نامه با درجه‌ی:

امضاء	سمت	مرتب‌ی علمی	نام و نام خانوادگی
	استاد راهنما و رئیس کمیته‌ی داوران	استادیار	دکتر افسانه سعیداختر
	استاد مشاور	دانشیار	دکتر رضا عبدی
	داور	استادیار	دکتر ولی محمدی

بهمن ماه ۱۳۹۶



دانشگاه محقق اردبیلی

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استاد راهنما:

دکتر افسانه سعیداختر

استاد مشاور:

دکتر رضا عبدی

پژوهشگر:

اسگندر حسین زاده

زمستان ۱۳۹۶

تعهدنامه‌ی اصالت اثر و رعایت حقوق دانشگاه

تمامی حقوق مادی و معنوی مترتب بر نتایج، ابتکارات، اختراعات و نوآوری‌های ناشی از انجام این پژوهش، متعلق به **دانشگاه محقق اردبیلی** می‌باشد. نقل مطلب از این اثر، با رعایت مقررات مربوطه و با ذکر نام دانشگاه محقق اردبیلی، نام استاد راهنما و دانشجو بلامانع است.

اینجناب **اسگندر حسین زاده** دانش‌آموخته‌ی مقطع کارشناسی ارشد رشته‌ی **زبان انگلیسی** گرایش **آموزش زبان انگلیسی** دانشکده‌ی **ادبیات و علوم انسانی** دانشگاه محقق اردبیلی به شماره‌ی دانشجویی **۹۴۱۱۸۳۴۱۰۴** که در تاریخ **۱۳۹۶/۱۱/۳۰** از پایان‌نامه‌ی تحصیلی خود تحت عنوان **رابطه بین خود کار آمدی معلمان زبان انگلیسی ایرانی و مدیریت کلاس درس آنان** دفاع نموده‌ام، متعهد می‌شوم که:

(۱) این پایان‌نامه را قبلاً برای دریافت هیچ‌گونه مدرک تحصیلی یا به عنوان هرگونه فعالیت پژوهشی در سایر دانشگاه‌ها و مؤسسات آموزشی و پژوهشی داخل و خارج از کشور ارائه ننموده‌ام.

(۲) مسئولیت صحت و سقم تمامی مندرجات پایان‌نامه‌ی تحصیلی خود را بر عهده می‌گیرم.

(۳) این پایان‌نامه، حاصل پژوهش انجام شده توسط اینجناب می‌باشد.

(۴) در مواردی که از دستاوردهای علمی و پژوهشی دیگران استفاده نموده‌ام، مطابق ضوابط و مقررات مربوطه و با رعایت اصل امانتداری علمی، نام منبع مورد استفاده و سایر مشخصات آن را در متن و فهرست منابع و مأخذ ذکر نموده‌ام.

(۵) چنانچه بعد از فراغت از تحصیل، قصد استفاده یا هر گونه بهره‌برداری اعم از نشر کتاب، ثبت اختراع و ... از این پایان‌نامه را داشته باشم، از حوزه‌ی معاونت پژوهشی و فناوری دانشگاه محقق اردبیلی، مجوزهای لازم را اخذ نمایم.

(۶) در صورت ارائه‌ی مقاله‌ی مستخرج از این پایان‌نامه در همایش‌ها، کنفرانس‌ها، سمینارها، گردهمایی‌ها و انواع مجلات، نام دانشگاه محقق اردبیلی را در کنار نام نویسندگان (دانشجو و اساتید راهنما و مشاور) ذکر نمایم.

(۷) چنانچه در هر مقطع زمانی، خلاف موارد فوق ثابت شود، عواقب ناشی از آن (منجمله ابطال مدرک تحصیلی، طرح شکایت توسط دانشگاه و ...) را می‌پذیرم و دانشگاه محقق اردبیلی را مجاز می‌دانم با اینجناب مطابق ضوابط و مقررات مربوطه رفتار نماید.

نام و نام خانوادگی دانشجو: **اسگندر حسین زاده**

امضا

تاریخ

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ