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Educational Research Association  
The International Journal of Research in Teacher Education  
2021, 12(2): 36-52  
ISSN: 1308-951X



<http://ijrte.eab.org.tr>

## Patterns of Teaching Empowerment and Classroom Management among Successful EFL Teachers

Mahla Nazari<sup>1</sup>, Zahra Zohoorian<sup>2</sup>, Akram Faravani<sup>3</sup>

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### Abstract

Teacher quality is considered as a focal factor in the development of every educational society and language teaching education is not an exception. The present study was an attempt to investigate the patterns of classroom management and teacher empowerment among successful English language teachers to prepare a framework of guidance for novice or less successful teachers. Employing a mixed method, the researchers collected data from a number of 546 students and 70 teachers as well as 7 teachers for the interview. It was found out that self-efficacy received the highest mean score (3.99), followed by professional growth (3.78). For the empowerment construct the data from the qualitative phase were in consistency with self-efficacy but not with decision making. Also, for the sub constructs of the classroom management construct unlike the qualitative data results the teaching learning dimension had the highest mean (64.42) closely followed by the personal dimension. The discipline dimension findings were consistent with the findings of the interview. Emergent themes in relation to teacher empowerment included setting the preferred teaching context and using preferred kind of medium/materials. Recurrent themes for the classroom management construct included making a good rapport as well as giving responsibilities to students.

**Keywords:** teacher quality, teacher success, teaching empowerment, classroom management, mega planning theory

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<sup>1</sup> Department of Languages, Islamic Azad University, Mashad, Iran.

**Correspondence:** nazarimahla13@gmail.com

<sup>2</sup> Assist. Prof. Dr., Department of Languages, Islamic Azad University, Mashad, Iran.

**Correspondence:** marjan.zohoorian@yahoo.com

<sup>3</sup> Assist. Prof. Dr., Department of Languages, Islamic Azad University, Mashad, Iran.

**Correspondence:** afaravani@yahoo.com

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## **Introduction**

Teachers play a pronounced role in education. Teachers' fundamental part in any kind of education is inevitable and language education is not an exception. Every teacher has to be effective and successful in his/her occupation to achieve this goal there are some factors internal and external factors which need to be improved. Also, many educational organizations are currently seeking to improve their quality through focusing on teachers' quality and enhancement. Some of the elements that can be effective in teacher quality are classroom management, teachers' empowerment, the successfulness of teachers.

The present study relied on the mega planning theory. Mega thinking and strategic planning is a kind of planning according to Kaufman (2009) which hold the view that "all organizations are means to societal ends, and thus Mega thinking and planning starts with a primary adding value for all stakeholders including our shared society" (p. 5). This is a tool for making decisions which consists of the three elements of mega, macro, and micro each of which has a level of thinking and results. Strategic planning/thinking starts with mega (societal results) in which one makes decisions based on mega level for educational success. Tactical planning starts with macro (organizational results), and operational planning starts with micro (individual or small group results). The second guide introduced by him includes the six success factors at mega level: past methods not working for the future, trying to differentiate between ends and means, making a link between the three levels of planning and their results, preparing all objectives, using an ideal vision, and defining the need as a gap in results. The third guide includes a problem-solving model which has six levels: assessing needs, analyzing needs, selecting solutions, implementing, evaluating, and improving continuously. Kaufman maintains that for an organization to be successful these three guides have to be considered together. By the contribution of mega thinking and planning one can predict and create future and fix the coming problems. According to Kauffman (2005), "tomorrow is not a liner projection of yesterday, you cannot solve today's problems with the same paradigms and tools that created them". Some of the important factors in relation to teacher quality and success are empowerment and classroom management.

### **Teacher success**

Teacher quality and effectiveness have been the centre of attention in the current decade (Devine, Fahie, & McGillicuddy, 2013). Accordingly, teacher success can be a determining factor in quality. The first years of teaching might make novice teacher struggle for success which may even lead to abandoning the job (Tait, 2008). Huang (2010) states that as far as English teaching is concerned some teachers are believed to be more successful than others.

Several traits have been related to success of a teacher. It is also asserted by Al-Seghayer (2017) that certain important competencies must be possessed by teacher for success. According to Brown (2001) "successful teaching depends on the teachers' language proficiency, language-teaching skills, interpersonal communication ability and personality". Successful teacher are known to have reflective knowledge, exceptional skills, and exclusive characteristics of personality (Curtis & Cheng, 2001). Professionalism, knowledge and uniqueness have been the factors mentioned by Burton (2000) for being successful in teaching profession. However, having all these qualities cannot still predict success as teaching is a very unpredictable profession (Johnson & Birkeland, 2003). Malik Omar (2016) defines success as whatever that helps the accomplishment of the teacher.

According to Moafian and Pishghadam (2009) every teacher tries to provide effective teaching. Teaching a language includes the relation between the subject to teach, its content, teachers' and learners' features, the curriculum, and the atmosphere. They also maintain that successful teachers decide how to teach by seeing the situation, the aim of the lesson, and students' interests and needs. The teaching context as well as work conditions can exert an effect on success. Some of

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these factors include the facilities, administrators, and teaching materials (Johnson & Birkeland, 2003). Johnson and Birkeland (2003) also specified that today unlike the past based on students' standardized tests teachers' success may be determined with more ease.

### **Teacher empowerment**

Teacher empowerment is known as a fundamental condition for quality education (Batra, 2009). It has been noted that teacher empowerment has a facilitating role in teachers' intrinsic motivation and helping teachers to have their optimal potential (Spreitzer, 2007; Thomas, 2017). Teacher empowerment has a positive effect on the learning environment for the students (Martin, Crossland, & Johnson, 2001; Wynne, 2001). Teacher empowerment can also affect the encouraging of the colleagues of a teacher in order to enhance student achievement (Anderson, 2004).

Empowered individuals are highly motivated for change and action through learning and innovation which is characterized through goal setting (Dembele & Schwillie 2006; Segedin 2011). Empowerment is believed to be a sort of personal growth in which a person's belief in her or his ability of decision making become apparent (Muijs & Harris 2003). Empowered individuals also can act beyond the range of their responsibilities and can be the initiative for success in an organization and in their professional environment (Blase & Blase, 1997). Teacher empowerment also entails the participation of teachers in policy and decision making as well as in the acquisition of skills related to the profession in order to be able to perform change and have an approach in profession (Short, 1992; Liang, 2004).

There are recurrent themes used in the definition of teacher empowerment including 'autonomy, problem-solving, responsibility, growth (personal and professional), choice, control, decision-making (Duhon, 1999). Whitaker and Moses (1990) listed five factors which boost empowerment as developing a feeling of self-confidence, liberating teachers, fostering collaboration, decreasing alienation, changing officialdom, caring for growth and improving teamwork. Empowerment can also lead to professional structure, improvement of the teaching profession, and upsurge in independence (Blase & Blase, 1994; Azimi Amoli & Youran, 2014).

According to Rinehart & Short (1994) there are six components in empowerment: Decision-making, professional growth, status, self-efficacy, autonomy, and impact. Short (1992) defines the constructs of empowerment as follows:

1. Decision Making involves participation in critical decisions to affect their work directly. This participation involves making decisions about budgets, teacher selection, curriculum, scheduling, and any other programmatic areas. This will enhance teachers' sense of trust in themselves and letting them believe in their good ideas. It will also improve their capacity for problem-solving.
2. Professional Growth component relies on the fact that teachers need to know that their organization will provide them with growth opportunities for professional development, continuous learning, and expanding skills. It will enable them with more knowledge. It also increases commitment as well as instruction.
3. Status involves the teacher perceptions as having respect and colleague admiration. It involves the decreasing of bureaucratic organizations.
4. Self-Efficacy relates to the teachers' perceptions of being skilled and able in helping students learn. Teachers will feel competent for building operative programs for students and can be effective in student learning. It will also enhance teachers' acquisition of self-knowledge and the belief which will keep them in the profession of teaching.
5. Autonomy is the teachers' beliefs in their capability of controlling certain aspects in their work life. They feel they have control over scheduling, curriculum, textbooks,

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instructional planning. It will lead to a sense of accomplishment.

6. Impact entails teachers' perception of having an effect on school life. This will enhance their self-esteem to feel what they do is worthwhile, what they do is done in a competent manner and they are praised for their accomplishments.

Thus, teacher empowerment is a multifaceted concept that involves finding meaning in one's act, being allowed to perform, and having a sense of contribution that can influence outcomes (Thomas & Velthouse, 1990). Teacher empowerment does not only contribute to a teacher's effective teaching but also to the successful educational reform (Azimi Amoli & Youran, 2014).

### **Classroom management**

Classroom management has been an important issue for researchers, administrators, students, and parents (Egeberg, McConney, & Price, 2016). Making decisions and sticking to those decisions is a key part of classroom management (Dizdarevik, 2014) which can guarantee continuity and success. Classroom management has also been "a permanent concern and challenge for teachers" (Díaz, González, Jara-Ramírez, & Muñoz-Parra, 2018, p.1). As is stated by Gordon (as cited in Okutan, 2005) classroom management is a critical challenge especially for novice teachers. There needs to be a consistent view among teachers, soon-to-be teachers and students about effective management of the classroom which can be used as a guide for teachers to take action and respond to the differing situations of a classroom form the basis for guiding teacher actions (Egeberg, McConney, & Price, 2016). Also, experienced teachers can assist in the development of classroom management skills based on goal-setting, feedback and praise which has been effective (Parsonson, 2012).

Classroom management, however, has been a neglected issue while preparing and training many of the educators (Birman, Desimone, Porter, & Garet, 2000) which will not lead to effective managing according to the diverse student needs, although there have been different attempts to measure classroom management in the literature of language teaching. In fact "the systematic study of effective classroom management is a relatively recent phenomenon" (Egeberg, McConney, & Price, 2016, p.2).

Classroom management plays a fundamental role in teaching and learning as effective teaching and learning cannot be implemented in 'poorly managed classrooms" (Marzano, Marzano, & Pickering, 2003). In order to be able to manage the class efficiently, a teacher requires several skills which will help in planning and preparing the educational process. It also includes organization and guiding of the class to create a positive climate (Dizdarevik, 2014). Özcan (2017) focuses on classroom management based on the actions teachers take in order to create not only a supportive environment for the academic development but also a safe context for social emotional learning. Studying classroom management will help administrators to get aware of the highly intended techniques of management, patterns of teacher behaviour, effective behaviours and teacher beliefs. It may also enable 'pedagogical reflection' by uncovering strengths and weaknesses (Díaz, González, Jara-Ramírez, & Muñoz-Parra, 2018). However, it needs to be noticed that classroom management is not confined to the mastery of classroom management skills and knowing learners and their hidden behaviours and motivations have to be considered by initial teacher programs (Egeberg, McConney, & Price, 2016, p.2). The study of classroom management can also help teachers to know the appropriate behaviour that can be an effective (Parsonson, Baer & Baer, 1974).

There have been several definitions and theories which define classroom management. According to Özcan (2017), "classroom management is an ongoing interaction between teachers and their students" (p. 111). Evertson and Weinstein (2006) define classroom management as "the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning" (pp. 4-5). In the same vein, Marzano, Marzano, and Pickering (2003) believe that classroom management can be conceived as all the educational decisions teachers make.

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Similarly, Brophy (2006) presents a parallel definition: “Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students’ attention to lessons and engagement in activities)” (p. 17). Classroom management can thus be seen as all the actions that a teacher performs inside a school in order to enable learning. As a powerful component of classroom climate, classroom management affects students’ behaviour, engagement, and similarly the quality of students’ learning (Martin, et al. 2016) which by extension will lead to a teacher’s success.

### **Methodology**

The study was conducted through a descriptive design based on the Sequential Explanatory mixed method. An explanatory study begins with quantitative results, which will be followed by the qualitative results. In an explanatory design, the author first interprets the quantitative results and then the qualitative results add to the researchers’ understanding by seeking more in-depth information (Creswell, 2012).

### **Participants and setting**

The target population for the present study includes successful English teachers teaching at the institutional level. Sampling for the present study included two stages. As for the quantitative stage sampling procedure included convenience sampling. For the second stage, the qualitative phase, the purposive sampling of the kind typical sampling was conducted in which researchers seek to find participants who are typical of a situation and the researchers seek to find norms about them (Cresswell, 2012). Accordingly, a number of 546 questionnaires were administered to 546 students to evaluate their teachers and based on the initial analysis 70 of the teachers were evaluated as the successful teachers. The age range of the teachers included 20 to 31 as for the qualitative phase of the study a number of 7 teachers were selected to participate in a semi-structured interview.

### **Instrumentation**

To conduct the present study, the successful English teachers’ questionnaire that was developed by Moafian and Pishghadam (2009) was used to distinguish successful teachers for the first stage of the study. Its reliability is reported as 0.96. Classroom management was measured through Díaz, González, Jara-Ramírez, Muñoz-Parra’s (2018) questionnaire in three dimensions of discipline, teaching and learning, and person. The reliability of this questionnaire is reported as 0.91. Also, teacher empowerment questionnaire was measure through Short and Rinehart’s questionnaire which evaluates teacher empowerment on six dimensions of decision making, professional growth, status, self-efficacy, autonomy, and impact. Its reliability is reported as 0.91. The qualitative measure for the present study was a semi-structured interview through asking two general questions and some prompt questions.

### **Results and Analysis**

Descriptive statistics was used to analyse the quantitative data. To answer the first (What are the patterns of teacher empowerment among successful teachers?) and second research question (What are the patterns of classroom management among successful teachers?), frequency and percentage were utilized for all of the sub-constructs of teacher empowerment and classroom management. To answer the third and fourth qualitative research question emergent thematic coding was employed.

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### **Quantitative results**

As the first stage of the analysis data of the successful teacher questionnaire were analysed. Table 1 presents descriptive statistics of students' report of teacher success for the main phase of the study. The possible range of score for Teacher Success questionnaire with 47 items (5-point Likert type) is between 47 and 235. In the present study, participants who gained above half of this maximum score ( $>117.5$ ) were considered as successful teachers.

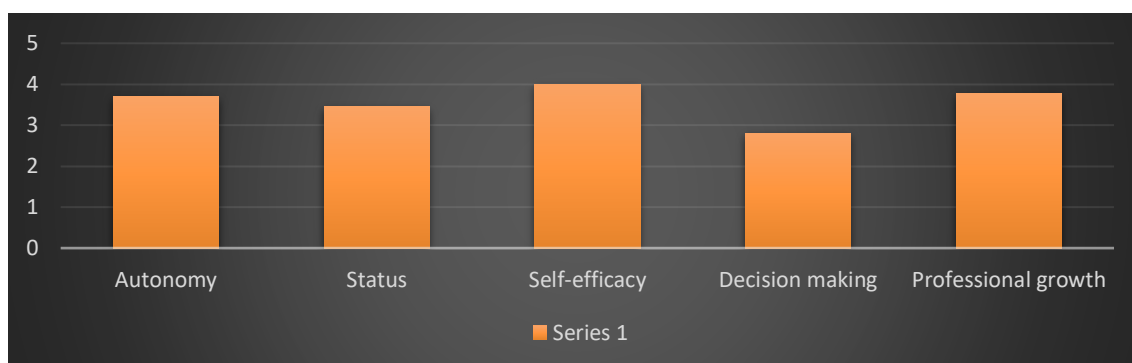
Table 1  
*Descriptive Statistics of Statistics of Teacher Success*

	N	Minimum	Maximum	Mean	Std. Deviation
<b>Teacher Success</b>	446	138.00	230.00	209.32	20.58

As it can be seen in table 1, 446 students participated in this study to report their teachers' success. Results revealed that the mean score of students' report of teacher success is 209.32 with a standard deviation of 20.58. The number of successful teachers was 70.

As it related to the analysis of the empowerment data (table 2, appendix I), regarding Decision making, item 16 (I feel that I am involved in an important program for students) had the highest mean score (3.96). Moreover, regarding the second sub-construct, Professional growth, item 26 (I am given the opportunity to continue learning) had the highest mean score. Regarding the third sub-construct, Status, item 15 (I have the respect of my colleagues) had the highest mean score (4.43). In addition, regarding the fourth sub-construct, Self-efficacy, item 22 (I see students learn) had the highest mean score (4.33). Finally, regarding the last sub-construct, Autonomy, item 2 (I function in a professional environment) had the highest mean score (4.31).

Figure 1 shows the mean score of different sub-constructs of Empowerment among successful teachers.



*Figure 1. the mean score of different sub-constructs of Empowerment*

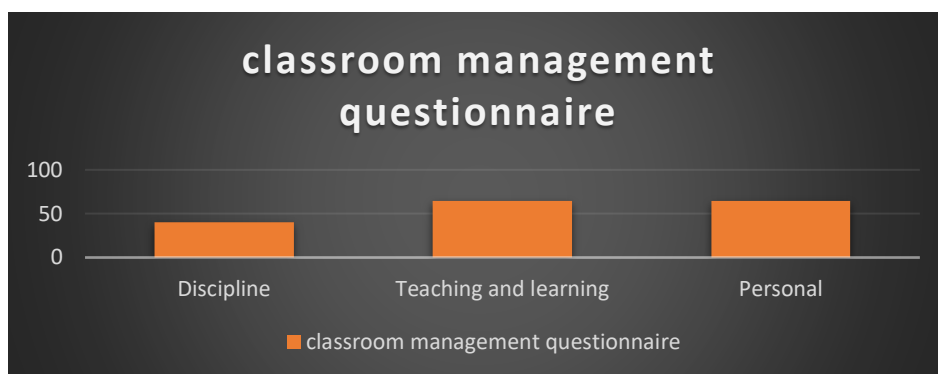


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As the figure demonstrates, among five sub-constructs of Empowerment Scale, self-efficacy had the highest mean score and decision-making had the lowest mean score among successful teachers.

As it related to the analysis of the classroom management data (table 3, appendix II), regarding Discipline dimension, item 9 (I use nonverbal signals to stop misbehaviour (e.g. make eye contact, approach and touch disruptive students) had the highest mean score (3.06). Moreover, regarding the second sub-construct, Teaching and learning, item 33 (I use concept check questions to make sure instructions are understood e.g. “what do you have to do first?”, “do you have to work in pairs or in groups?”) had the highest mean score (3.69). Finally, regarding the last sub-construct, Personal dimension, item 42 (I learn students’ names to recognize them as individuals) had the highest mean score (3.63).

Figure 2 shows the mean score of different sub-constructs of classroom management questionnaire among successful teachers.



*Figure 2* the mean score of different sub-constructs of classroom management

As the figure demonstrates, among five sub-constructs of classroom management Scale, Teaching and learning has the highest mean and Discipline dimension has the lowest mean.

### **Qualitative results**

Generally there are three stages for the development and analysis of the data to reach the codes which are open, axial and selective coding (Strauss & Corbin, 1998). To go over the first stage the researchers read through the data several times. For the second stage categories have to be related to the subcategories in order to form precise explanations. A later stage which is selective coding included organization of categories around a central concept.

As for the fourth research question (How do you see yourself as a successful teacher in terms of empowerment?), Table 4 presents the emergent themes, sub-themes, and their frequencies.

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Table 4  
*Emergent and recurrent themes for teacher empowerment*

<b>Emergent themes</b>	<b>Sub-themes</b>	<b>Frequency</b>
Setting the preferred teaching context	considering gender considering age considering number setting authentic contexts setting contexts related to the students	7
Using preferred kind of medium/materials	Using games Using anecdotes Using videos Using dance Using stories	6
Using preferred tasks		4
Adopting a preferred teaching approach	Promoting interactive learning	4
Using technology		1
Generating preferable classroom atmosphere		1
Using preferable groupings	Setting pair activities Setting group activities	1
Promoting students' autonomy		1
Being able to offer choice to students	Engaging students	1
Having a sense of achievement		1
Promoting problem-solving in classes		1
Using a preferred scoring system		1

The analysis of the data related to teacher empowerment revealed four recurrent themes including Setting the preferred teaching context Using preferred kind of medium/materials, Using preferred tasks, and Adopting a preferred teaching approach. Two of the codes found related and had an overlap with the constructs of the questionnaire including Self-efficacy and Decision making. As for the Self-efficacy construct item 4 (I believe that I am helping students become independent learners), item 6 (I believe that I have the ability to get things done), item 9 (I believe that I am very effective), item 10 (I believe that I am empowering students), item 18 (I believe that I am having an impact), and item 22 (I see students learn) were also found as recurrent in interviews. As for the Decision making construct item 16 (I feel that I am involved in an important program for students.), 17 (I have the freedom to make decisions on what is taught), and 24 (I am a decision maker) were also found in interviews. As for the Professional growth construct the only item which was also found in interviews was item 32 (I perceive that I make a difference). Also, for the Status the only which was also found in interviews was item 34 (I believe that I am good at what I do). The autonomy construct was not found to be mentioned in interviews. However, some new themes including Using a preferred scoring system, Promoting problem-solving in classes, Having a sense of achievement, Being able to offer choice to students, Promoting students' autonomy, Using preferable groupings, and Generating preferable classroom atmosphere were found which mainly related to the teachers' empowerment at classroom level rather than at institutional or individual level.

As for the fourth research question (How do you see yourself as a successful teacher in terms of classroom management?), Table 5 presents the emergent themes, sub-themes, and their frequencies.



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Table 5  
*Emergent and recurrent themes for classroom management*

<b>Emergent themes</b>	<b>Sub-themes</b>	<b>Frequency</b>
Making a good rapport	Establishing a friendly relationship Letting the students feel at ease Sharing problems with the students Establishing a close relationship	5
Giving responsibilities to students	Setting the chairs arrangement Collecting notebooks Checking homework Helping classmates	4
Promoting students' cooperation		4
Promoting students' engagement	Increase group dynamics	4
Adapting the management style	Considering students' age	3
Providing options for students		2
Making learning enjoyable	Setting unusual context to start the lesson	2
Increasing student awareness	Letting the students feel valued	2
Employing attention getters		2
Learning about students' needs		2
Controlling the grouping		1
Taking care of sitting arrangements		1
Setting mild punishments	Preparing a song with lyrics and sing it	1
Taking an encouraging role		1
Employing questions	ICQ( instruction checking questions)/CCQ (concept checking question)	1

The analysis of the data related to the second interview question in terms of classroom management revealed five recurrent themes including Making a good rapport, Giving responsibilities to students, Promoting students' cooperation, Promoting students' engagement, and Adapting the management style. However, some other new themes were found including Providing options for students, Making learning enjoyable, Increasing student awareness, Employing attention getters, Learning about students' needs, Controlling the grouping, Taking care of sitting arrangements, Setting mild punishments, Taking an encouraging role, and Employing questions.

Concerning the different constructs of the questionnaire some overlaps were also found. The highest frequency related to the personal dimension and the lowest related to the discipline in the classroom. As for the personal dimension and the sub-construct of Teacher-student personal communication item 41 (I attempt to be "Me" rather than "the Teacher" to make students feel I am approachable), item 45(learn about the different types of students' personal and social needs), item 46 (I incorporate students' personal interests into teaching), and item 50 (I talk with a student after an emotional outburst to demonstrate I am personally interested in him/her) had overlaps with the interview data. As for the Psychological and social classroom environment sub-construct item 55 (I teach students to work together cooperatively toward academic goals), item 56 (I use problem solving scenarios with students to develop their problem solving skills), item 57 (I promote students' responsibility in my classroom practice), and item 59 (I help students to become aware of their own thinking) had overlaps with the interview data.

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As for the Discipline in the classroom construct, item 9 (I use nonverbal signals to stop misbehaviour) had an overlap with the interview data and a teacher said she uses a bell to ring in appropriate times. As for the Teaching and Learning dimension and for the Organizing the lesson construct item 27 (I use different types of seating arrangements depending on the type of activity students are assigned to do) and item 30 (I assign advanced students as assistants to help weaker learners in the completion of their tasks) had overlaps. For the other sub-construct which was Interaction during the lesson, item 31 (I start the lesson in an unusual manner to catch students' attention) and item 33 (I use concept check questions to make sure instructions are understood) had overlaps with the interview data.

### **Discussion**

As far as teacher empowerment is concerned, it has been the topic of recent research such as the studies conducted by Veisia, Azizifara, Gowharya, and Jamalinesari (2015), Azimi Amoli and Youran (2014), Zembylasm and Papanastasiou (2005). In these research studies one of the most important components that was focused on was also self-efficacy and its effect on the teachers' success and effectiveness was also discussed. Thus, this study findings are supportive of many scholars' views in term of the importance of self-efficacy for success and empowerment. As for self-efficacy is concerned, it is well-accepted that it plays a key role in the process of empowerment (Thomas & Velthouse, 1990). Short (1992) discusses the fact that teachers' self-efficacy deals with the teachers' insights of themselves as being skilled and able in contributing to the learning of the students. It is also maintained that its positive effects is not only for students but also for teachers as it can lead to the acquisition of self-knowledge.

Self-efficacy is known as a factor in the enhancement of "a teacher's ability to respond effectively to stressful and challenging situations" (Bray-Clark & Bates, 2003, p.15). The importance of self-efficacy is also mentioned quite recently by Putwain and von der Embse (2019). Their investigation on how pressure from imposed curriculum changes as well as teacher self-efficacy could interact for the prediction of stress shows that self-efficacy can be used as a resource for teachers in managing stress.

While it is believed that empowerment can be changed and expanded (Short & Greer, 1993), based on the findings of the present study it was found out that professional development is perceived as very important by the teachers in terms of empowerment. Thus, it seems that letting teachers to participate in decision making related to both teaching and learning can be a positive factor in this sense (Zembylasm & Papanastasiou, 2005). Contextual factors can greatly affect teachers' self-efficacy that is very influential in psychological health (Morris, 2017) and effectiveness of the teachers (Bray-Clark & Bates, 2003).

As for professional development as an important factor in empowerment and success it has been noted that higher levels of self-efficacy will lead to more professional development opportunities (Wheatley, 2005). Professional development will not only lead to the success of a teacher but also it can have a contributing effect on the students and the community of education (Mizell, 2010). Short (1992) maintain that the facilities have to be provided by the organizations where teachers work. This can help them in enhancing their own learning as well as commitment and motivation. Gaias, Johnson, Bottiani, Debnam, and Bradshaw (2019) also emphasize the importance of including professional development for the improvement of teaching practices. Professional growth and development programs have been highly recommended for novice teacher as a link to their daily job and support (Lassonde et al., 2008). To specially help novice teachers improve and be successful it is recommenced that leaderships can support professional development opportunities to make their work easier as well as more meaningful which can finally help them to stay in the profession (Boyd et al., 2011). Dilworth and Imig (1995.p2) believe that "professional development is an integral part of current efforts to transform and revitalize

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education".

Finally, it has been found out that classroom management is an influential factor in a teachers' success and the personal and teaching/learning dimensions play key roles. As for the teaching/learning dimension, lesson organization and interaction during the lesson play a key role. This is in line with what Dizdarevik (2014) states who emphasizes that classroom management can ensure success. Classroom management as a challenging factor especially for novice teachers Gordon (as cited in Okutan, 2005) is also believed to be a determining factor in teachers' success which can be based on several internal and external factors (Martin, et al. 2016). It seems also that the teacher-student interaction has been focused not only by the participants of the present study but also by other scholars including (Brophy, 2006; Evertson & Weinstein, 2006; Moafian & Pishghadam, 2009; Taous, 2012; Eschenmann, 2015; Faramarz Zadeh, 2016)

Lesson organization mainly relates to lesson planning and the activities the teacher provides for teaching. Lesson planning and organization are also viewed as essential skills for novice teachers and success of in-service teachers (Freiberg, 2002). Salahshour and Hadizadeh (2013) also define successful teachers as ones who can have class order which can happen through a sound preparation and organization of the lessons. Besides, the psychological and social classroom environment plays a key role. It has been also noted that the external factors such as the environment of a class can have an effect on a teacher's effectiveness and success (Hasan, 2004, cited in Ahmed, 2012). Parkay and Stanford (2001) also stress the determining factor of the classroom environment and its social psychological climate in teachers' success.

### **Conclusion**

The findings can provide a useful framework that can be used by teacher trainers at institutional level. The framework can be established based on the fact that as far as classroom management is concerned, teachers who are successful tend to both personal and teaching/learning factors rather than discipline and perhaps this can be used as a guideline for novice teachers who wish to improve their success in classroom management. In the same vein, it can be concluded that while self-efficacy and professional development are two important factors in success, decision making has to be more clearly defined in terms of both classroom level and institutional level.

More specifically it can be concluded that teacher empowerment is not as much taken care of as it needs to be from the part of the institutional authorities. Teachers themselves should also increase their knowledge of empowerment not only at a personal level but at a higher level.

Based on the findings it is also concluded that the authorities at the institutional level have to include teachers' ideas as the feeling may be conveyed to them that they are involved in an important program for students. Moreover, they have to develop the institutional environment as a professional one. Thus, institutional authorities are suggested to contribute to the empowerment of the teachers by taking their ideas into account at the institutional level. This can help the teacher to be empowered and also to feel more successful.

Also, teachers need to care for findings opportunities to continue learning, find and establish a respectful bond among colleagues, and care for the students' learning as individuals. Also, teacher associations have to be informed to focus on the personal dimension as it seems to be a determining factor in teachers' success. Moreover, as Self-efficacy and Decision making were among the sub constructs mentioned in the interviews, it seems that these two concepts are considered as more important by the teachers in determining their success. The teacher training courses or in-service training institutions may also inform the novice and in-service teachers of the importance of self-efficacy and decision making.

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**Appendix I**

Table 2

*Frequencies and Percentages of the Items on the Empowerment*

Item	SD		D		N		A		SA		Mean
	F	%	F	%	F	%	F	%	F	%	F
Q1	5	7.1	1	1.4	10	14.3	19	27.1	35	50	4.11
Q2	2	2.9	0	0	1	1.4	38	54.3	29	41.4	4.31
Q3	1	1.4	3	4.3	6	8.6	41	58.6	19	27.1	4.06
Q4	2	2.9	2	2.9	3	4.3	42	60	21	30	4.11
Q5	0	0	4	5.7	16	22.9	33	47.1	17	24.3	3.90
Q6	1	1.4	0	0	5	7.1	37	52.9	27	38.6	4.27
Q7	14	20	16	22.9	16	22.9	15	21.4	9	12.9	2.84
Q8	1	1.4	4	5.7	7	10	36	51.4	22	31.4	4.06
Q9	2	2.9	2	2.9	16	22.9	38	54.3	12	17.1	3.80
Q10	0	0	4	5.7	14	20	39	55.7	13	18.6	3.87
Q11	12	17.1	8	11.4	21	30	20	28.6	9	12.9	3.09
Q12	8	11.4	6	8.6	28	40	18	25.7	10	14.3	3.23
Q13	50	71.4	6	8.6	7	10	6	8.6	1	1.4	1.60
Q14	2	2.9	1	1.4	14	20	22	31.4	31	44.3	4.13
Q15	1	1.4	1	1.4	6	8.6	21	30	41	58.6	4.43
Q16	2	2.9	3	4.3	14	20	28	40	23	32.9	3.96
Q17	18	25.7	24	34.3	8	11.4	18	25.7	2	2.9	2.46
Q18	0	0	4	5.7	11	15.7	42	60	13	18.6	3.91
Q19	43	61.4	13	18.6	7	10	4	5.7	3	4.3	1.73
Q20	1	1.4	0	0	23	32.9	19	27.1	27	38.6	4.01
Q21	1	1.4	4	5.7	10	14.3	27	38.6	28	40	4.10
Q22	4	5.7	0	0	1	1.4	29	41.4	36	51.4	4.33
Q23	32	45.7	18	25.7	12	17.1	6	8.6	2	2.9	1.97
Q24	14	20	14	20	22	31.4	15	21.4	5	7.1	2.76
Q25	22	31.4	20	28.6	13	18.6	7	10	8	11.4	2.41
Q26	2	2.9	2	2.9	10	14.3	25	35.7	31	44.3	4.16
Q27	1	1.4	1	1.4	11	15.7	45	64.3	12	17.1	3.94
Q28	1	1.4	1	1.4	11	15.7	38	54.3	19	27.1	4.04
Q29	1	1.4	0	0	7	10	44	62.9	18	25.7	4.11
Q30	8	11.4	8	11.4	16	22.9	28	40	10	14.3	3.34
Q31	1	1.4	3	4.3	12	17.1	32	45.7	22	31.4	4.01
Q32	0	0	8	11.4	16	22.9	37	52.9	9	12.9	3.70
Q33	7	10	6	8.6	28	40	25	35.7	4	5.7	3.19
Q34	1	1.4	3	4.3	5	7.1	43	61.4	18	25.7	4.06
Q35	5	7.1	4	5.7	13	18.6	36	51.4	12	17.1	3.66
Q36	2	2.9	3	4.3	27	38.6	32	45.7	6	8.6	3.53
Q37	7	10	4	5.7	41	58.6	17	24.3	3	4.3	3.04
Q38	8	11.4	6	8.6	22	31.4	27	38.6	7	10	3.27

**Appendix II**

***Patterns of Teaching Empowerment and Classroom Management among Successful EFL Teachers***

Table 3  
*Frequencies and Percentages of the Items on the Classroom Management*

Item	R		S		O		U		Mean
	F	%	F	%	F	%	F	%	
<i>Q1</i>	17	24.3	20	28.6	18	25.7	15	21.4	2.44
<i>Q2</i>	10	14.3	28	40	18	25.7	14	20	2.51
<i>Q3</i>	7	10	13	18.6	29	41.4	21	30	2.91
<i>Q4</i>	6	8.6	22	31.4	22	31.4	20	28.6	2.80
<i>Q5</i>	8	11.4	14	20	32	45.7	16	22.9	2.80
<i>Q6</i>	38	54.3	16	22.9	13	18.6	3	4.3	1.73
<i>Q7</i>	3	4.3	24	34.3	21	30	22	31.4	2.89
<i>Q8</i>	23	32.9	8	11.4	28	40	11	15.7	2.39
<i>Q9</i>	11	15.7	7	10	19	27.1	33	47.1	3.06
<i>Q10</i>	36	51.4	16	22.9	15	21.4	3	4.3	1.79
<i>Q11</i>	30	42.9	17	24.3	22	31.4	1	1.4	1.91
<i>Q12</i>	28	40	27	38.6	10	14.3	5	7.1	1.89
<i>Q13</i>	31	44.3	20	28.6	17	24.3	2	2.9	1.86
<i>Q14</i>	50	71.4	12	17.1	7	10	1	1.4	1.41
<i>Q15</i>	44	62.9	19	27.1	4	5.7	3	4.3	1.51
<i>Q16</i>	47	67.1	14	20	7	10	2	2.9	1.49
<i>Q17</i>	54	77.1	8	11.4	4	5.7	4	5.7	1.40
<i>Q18</i>	42	60	19	27.1	7	10	2	2.9	1.56
<i>Q19</i>	56	80	10	14.3	4	5.7	0	0	1.26
<i>Q20</i>	40	57.1	16	22.9	10	14.3	4	5.7	1.69
<i>Q21</i>	4	5.7	10	14.3	28	40	28	40	3.14
<i>Q22</i>	0	0	15	21.4	19	27.1	36	51.4	3.30
<i>Q23</i>	4	5.7	21	30	28	40	17	24.3	2.83
<i>Q24</i>	9	12.9	17	24.3	25	35.7	19	27.1	2.77
<i>Q25</i>	7	10	14	20	17	24.3	32	45.7	3.06
<i>Q26</i>	2	2.9	13	18.6	14	20	41	58.6	3.34
<i>Q27</i>	1	1.4	10	14.3	14	20	45	64.3	3.47
<i>Q28</i>	12	17.1	16	22.9	15	21.4	27	38.6	2.81
<i>Q29</i>	2	2.9	14	20	27	38.6	27	38.6	3.14
<i>Q30</i>	5	7.1	19	27.1	31	44.3	15	21.4	2.80
<i>Q31</i>	5	7.1	14	20	16	22.9	35	50	3.16
<i>Q32</i>	2	2.9	9	12.9	12	17.1	47	67.1	3.49
<i>Q33</i>	1	1.4	3	4.3	13	18.6	53	75.7	3.69
<i>Q34</i>	2	2.9	7	10	13	18.6	48	68.6	3.53
<i>Q35</i>	2	2.9	7	10	14	20	47	67.1	3.51
<i>Q36</i>	5	7.1	5	7.1	20	28.6	40	57.1	3.36
<i>Q37</i>	5	7.1	6	8.6	13	18.6	46	65.7	3.43
<i>Q38</i>	6	8.6	14	20	28	40	22	31.4	2.94
<i>Q39</i>	6	8.6	11	15.7	23	32.9	30	42.9	3.10
<i>Q40</i>	8	11.4	21	30	15	21.4	26	37.1	2.84
<i>Q41</i>	4	5.7	14	20	19	27.1	33	47.1	3.16
<i>Q42</i>	2	2.9	7	10	6	8.6	55	78.6	3.63
<i>Q43</i>	4	5.7	14	20	21	30	31	44.3	3.13
<i>Q44</i>	3	4.3	5	7.1	12	17.1	50	71.4	3.56
<i>Q45</i>	3	4.3	8	11.4	27	38.6	32	45.7	3.26
<i>Q46</i>	5	7.1	9	12.9	30	42.9	26	37.1	3.10
<i>Q47</i>	1	1.4	6	8.6	35	50	28	40	3.29
<i>Q48</i>	9	12.9	27	38.6	25	35.7	9	12.9	2.49
<i>Q49</i>	0	0	23	32.9	20	28.6	27	38.6	3.06
<i>Q50</i>	19	27.1	20	28.6	17	24.3	14	20	2.37

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<i>Q51</i>	2	2.9	15	21.4	27	38.6	26	37.1	3.10
<i>Q52</i>	2	2.9	9	12.9	26	37.1	33	47.1	3.29
<i>Q53</i>	2	2.9	6	8.6	19	27.1	43	61.4	3.47
<i>Q54</i>	1	1.4	15	21.4	29	41.4	25	35.7	3.11
<i>Q55</i>	0	0	15	21.4	31	44.3	24	34.3	3.13
<i>Q56</i>	0	0	18	25.7	31	44.3	21	30	3.04
<i>Q57</i>	4	5.7	12	17.1	33	47.1	21	30	3.01
<i>Q58</i>	2	2.9	10	14.3	17	24.3	41	58.6	3.39
<i>Q59</i>	4	5.7	17	24.3	26	37.1	23	32.9	2.97
<i>Q60</i>	2	2.9	8	11.4	32	45.7	28	40	3.23

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