

# The interconnection of teacher empowerment and motivating styles: A comparative analysis of novice and experienced EFL teachers

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**Abstract.** This study intended to disclose perceptions of novice and experienced EFL teachers regarding the linkage of teacher empowerment and their choice of motivating styles. To this end, a mixed-methods research approach was adopted. In the quantitative phase, 156 EFL teachers (Experienced = 97, Novice = 69) completed the online questionnaires on teacher empowerment and motivating style. In the qualitative phase, 10 teachers (5 novice and 5 experienced) were asked to participate in a semi-structured interview. Quantitative results showed that Autonomy-Supportive motivation style (AS) had a significantly positive correlation with Decision Making, Professional Growth, Status, Self-Efficacy, Impact, and Total Empowerment among novice teachers, and a significantly positive correlation with Professional Growth, Status, Autonomy, Impact, and Total Empowerment among experienced teachers. Moreover, the qualitative findings revealed that, from both novice and experienced EFL teachers' perspectives, teacher empowerment was found to influence choice of teacher motivating styles. Further qualitative findings presented that from novice and experienced teachers' vantage point, empowering strategies like attending conferences, reading books and articles, and taking part in professional development programs can contribute to teachers' choice of motivating styles. These results have potential implications for various stakeholders in L2 education who can gain insights into how to foster teacher empowerment as a way to direct teachers toward choosing an autonomy-supportive teaching style.

**Keywords:** EFL teachers, inhibition, facilitation, reaction time, accuracy, novice teachers, teacher empowerment, teacher motivating styles.

**Естаджі Мазумех, Гафезі Шамілех. Взаємозв'язок між розширенням можливостей вчителя та стилями мотивації: Зіставний аналіз вчителів-початківців та досвідчених вчителів англійської мови професійного спрямування.**

**Анотація.** Це дослідження мало на меті розкрити уявлення вчителів-початківців та досвідчених вчителів англійської мови професійного спрямування про зв'язок між

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розширенням можливостей вчителів та їхнім вибором стилів мотивування. Для цього було застосовано змішаний підхід до дослідження. На кількісному етапі 156 вчителів англійської мови професійного спрямування (досвідчених = 97, початківців = 69) заповнили онлайн-анкети щодо розширення можливостей вчителів та стилю мотивування. На якісному етапі 10 вчителів (5 початківців і 5 досвідчених) взяли участь у напівструктурованому інтерв'ю. Кількісні результати засвідчили, що автономно-підтримувальний стиль мотивації (АС) має значущу позитивну кореляцію з прийняттям рішень, професійним зростанням, статусом, самоефективністю, впливом і загальним розширенням можливостей серед вчителів-початківців і позитивну кореляцію з професійним зростанням, статусом, автономією, впливом і загальним розширенням можливостей серед досвідчених вчителів. Крім того, якісні результати показали, що і з погляду вчителів-початківців, і з перспективи досвідчених вчителів англійської мови професійного спрямування, розширення можливостей вчителя впливає на його вибір стилю мотивації. Подальші якісні результати показали, що з позиції початківців та досвідчених вчителів стратегії розширення можливостей, як-от: відвідування конференцій, читання книг і статей та участь у програмах професійного розвитку, можуть сприяти вибору вчителями стилів мотивації. Ці результати мають потенційні наслідки для різних зацікавлених сторін в навчання другої мови, які можуть отримати уявлення про те, як сприяти розширенню можливостей вчителів.

**Ключові слова:** вчителі англійської мови професійного спрямування, гальмування, фасилітація, час реакції, точність, вчителі-початківці, розширення можливостей вчителів, стилі мотивації вчителів.

## Introduction

Measures teachers take to enhance their students' motivation are significant for enhancing students' educational gains (Aelterman et al., 2019). One such teacher stride toward achieving these goals is teachers' adoption of motivating styles, which relates to a kind of interpersonal behavior that teachers employ to engage their students in the learning activities and process (Reeve, 2009). The four teacher styles specified in this regard in the literature are, namely, Autonomy-Supportive (AS), Structure (STR), Controlling (CT), and Chaotic styles (CH) (Aelterman et al., 2019). While chaotic and controlling styles tend to be demotivating, structure and autonomy-supportive styles are motivating. It is reported that teachers' motivating style can contribute to students' high engagement and involvement in the classroom lesson (Haerens et al., 2018), autonomous motivation (Van Doren et al., 2021), and positive experiences (Diloy-Peña et al., 2021). Moreover, teachers with motivating teaching styles attempt to improve students' motivation and mindset (Haerens et al., 2015; Vermote et al., 2020), make them autonomous self-regulators (Reeve, 2009), and empower students to become competent learners (Aelterman et al., 2019). Accordingly, due to the potentially influential effect that teacher motivating styles can have on students' academic performance and outcomes, it is

important to uncover what teacher factors might influence their choice of motivating styles.

In this respect, results of previous investigations have revealed that teachers' experience of undesirable emotions can trigger their adoption of a demotivating style, while their experience of positive emotions, satisfaction of their needs, and better emotional regulation prompt them toward adopting a motivating style (Moè & Katz, 2021, 2022). Similarly, teacher self-efficacy and intrinsic instructional goals were found to foster their autonomy-supportive teaching behaviors (Reeve et al., 2018). While no study to date has uncovered the role of teacher empowerment in teachers' adoption of motivating styles, it was reported by previous researchers that teacher empowerment is linked to teachers' level of motivation (Davis & Wilson, 2000). Thus, in this study, we hypothesize that, as a positive teacher emotional experience, teacher empowerment can potentially increase EFL teachers' tendency to choose motivating styles. The concept of empowerment is seen as "a process whereby school participants developed the competence to take charge of their own growth and resolve their own problem" (Short, 1994, p. 38). One of the seminal studies on teacher empowerment has determined six subcategories for it, which are, namely, decision making, professional growth, status, self-efficacy, autonomy, and impact (Short, 1994). Furthermore, different empirical investigations have been conducted to date to examine the potential association of teacher empowerment with such teacher work-related factors as teacher job satisfaction, leadership, and organizational and professional commitment (Bogler & Somech, 2004; Muijs & Harris, 2003) as well as students' academic performance (Marks & Louis, 1997). More specifically, in the realm of language education, teacher empowerment was found to associate with teacher factors like efficacy beliefs (Baleghizadeh & Goldouz, 2016), job commitment (Xiong, 2022), and job satisfaction (Khany & Tazik, 2016).

In sum, due to the significance of both teacher empowerment and motivating styles for both teachers' occupational effectiveness and students' attainment of desirable academic outcomes, and the shortage of studies on the association of empowerment and choice of motivating teaching styles in teachers, the present study adopted a mixed-methods research methodology to explore first, the extent to which the subcomponents of the teacher empowerment concept were associated with the novice and experienced EFL teachers' motivating styles, second, the perceptions of novice and experienced EFL teachers regarding the role of empowerment in their choice of motivating styles, and the ways in which EFL teachers' level of empowerment could contribute to their choice of motivating styles.

## Literature Review

### Teacher Motivating Styles

Teachers' motivating styles refers to the way teachers motivate and engage students in learning activities and educational tasks (Reeve, 2009). According to the self-determination theory (SDT; Deci & Ryan, 2002), teachers motivate their students differently based on the four different motivating styles, which are namely, controlling, autonomy-supportive, structure, and chaotic styles (Aelterman et al., 2019; Deci et al., 1981). The controlling style relates to teachers' interpersonal emotions and behaviors that put pressure on students to think, feel, or behave in a specific manner (Reeve et al., 2004). Assor et al. (2005) posit that teachers demonstrate the controlling motivating style in two ways, that is, externally (directly) and internally (indirectly). Direct controllers overtly attempt to motivate learners by setting direct rules/motives, like deadlines and environmental incentives in the classroom. In contrary, indirect controllers try to motivate learners by enacting indirect forces like generating the feeling of guilt, embarrassment, or nervousness in students (Barber, 1996), threatening students to take away teacher attention or approval (Assor et al., 2004), and finally, promoting perfectionist values (Soenens et al., 2005).

Three main characteristics appear to make a teacher controller rather than autonomy-supportive. First, such teachers only attend to their own perspectives and ignore students' points of view. Second, they try to manipulate students' thoughts, feelings, and behaviors. And third, they force learners to think, feel, and act in a particular way (Reeve, 2009). The second teacher motivating style is autonomy-supportive, relating to teachers' employment of such interpersonal behaviors that attempt to identify and nurture students' intrinsic motivational resources (Assor et al., 2002). In this respect, Haerens et al. (2015) noted that autonomy-supportive teachers tend to show sincere respect for students' opinions and expand students' inner motivational resources based on the belief that through taking such actions, they can increase students' self-motivation. The autonomy-supportive style can be realized by such teachers' attempts as valuing students' perspectives and, where possible, applying them in instructional decision makings, attending to students' feelings, thoughts, and behaviors, boosting students' development of motivation and autonomous self-regulation (Reeve, 2009).

More specifically, by fostering autonomous self-regulation in students, teachers can increase opportunities for interactions with and provision of support to students and, thus, help students achieve their short- or long-terms goals of effectively regulating their academic motivation (Reeve, 2009). Another area of research in this regard, has concentrated on Autonomy-Supportive

Intervention Programs (ASIPs), which assist instructors to become more autonomy supportive. It has been concluded that ASIPs are beneficial in changing teachers' points of views toward the autonomy-supportive style from a difficult endeavor to a quite feasible and easy one to employ in the classroom (Reeve & Cheon, 2016). Also, teachers-efficacy and intrinsic instructional goals are two sources during ASIPs that led to fostering and enhancing of autonomy-supportive behaviors among instructors (Reeve et al., 2018).

The third teacher motivating style that has recently grabbed attention of many scholars is the structuring style. Teachers with this style usually attempt to provide guidance and assistance to students and aid them to select the best strategies that empower them to become competent learners (Aelterman et al., 2019). In other words, structuring teachers tend to introduce various learning strategies along with their advantages so that, based on their preferences, students can select the strategies that best suit their needs (Aelterman et al., 2019), and as a result, become competent learners (Skinner et al., 1998). In structuring classes, teachers use a process-oriented approach toward instruction and align learning activities and their expectations with students' abilities and characteristics in order to enhance chances of students' learning and completion of activities with a sense of competence (Haerens et al., 2015).

The fourth teacher motivating style is the chaotic style that pertains to a teacher's tendency to shirk his/her responsibilities as a teacher and let students start everything even if students do not know how and where to start from (Aelterman et al., 2019). Such teachers follow a *laissez-faire* attitude that demonstrates their reluctance to fulfill their role as a teacher (Moè & Katz, 2021). They neither get involved in students' learning nor provide any help or instruction to students and simply let students figure out what they should do. Moreover, they believe that students should take responsibility for their own learning and growth (Aelterman et al., 2019). Teachers' adoption of an autonomy supportive teaching style (i.e., offering choices, providing rationales for doing things, accepting expressions of negative affect) and provision of a structure (i.e., setting clear objectives, suggesting potential strategies or steps to follow) were found to be motivating for students, whereas controlling modalities (i.e., imposing goals or strategies, embarrassing students, or making students feel guilty) or a chaotic style (i.e., setting contradictory expectations and requirements, reluctance to set rules or provide support, letting students solve issues by their own) tend to de-motivate students (See review of Stroet et al., 2013).

In the literature, various theories have been referred to in explaining teachers' motivating styles. One of such theories is SDT (Deci & Ryan, 2002), which is a macro theory that encompasses such concepts as personality

development, motivation, and well-being. The theory mainly focuses on two things; first, self-determined behaviors, and second, identification of social and cultural conditions/factors that lead to such behaviors (Ryan, 2009). According to Ryan and Deci (2002), based on SDT, students' intrinsic motivation can be enhanced through nurturing their basic psychological needs for autonomy (i.e., one's freedom of action in the educational setting), relatedness (i.e., feeling connected to others in the instructional context), and competence (one's perceptions of being able to execute educational tasks successfully). According to SDT, teachers can increase students' intrinsic motivation or a self-determined form of motivation through adopting an autonomy-supportive style that help teachers create conditions where students can experience a sense of choice and endorsement.

To date, many researchers have tried to empirically investigate teachers' motivating styles. For instance, Reeve (2009) identified characteristics of controlling and autonomy-supportive teachers. The mentioned features include orienting toward their own perspectives and ignore students' points of view; manipulation of students' thoughts, feelings, and behaviors; and imposing pressure on students to think, feel, and act in particular ways as for controlling teacher. While autonomy-supportive instructors were characterized as employing students' perspective in their instructions; embracing students' thoughts, sentiments, and behaviors, and endorsed students' development of motivation and capacity for autonomous self-regulation.

He also explored the instructional behaviors related to each of these styles and why teachers have a tendency toward the controlling style. And finally, he proposed seven ways in which teachers can become more autonomy-supportive in the classroom. In another study, Vansteenkiste et al. (2012) examined the relationship between the autonomy-supportive and structuring styles. In this regard, they found that there is a positive correlation between the two types of motivating styles, denoting that they tend to co-occur. They also attempted to identify the association between these styles and student's motivation, learning strategies, and problematic behaviors. The research suggested that perceived autonomy-supportive and clear expectation, as the millstone of structure style, had a strong association with the most positive patterns of students' outcomes and motivation. In another research undertaking, Amoura et al. (2015) examined the opposite position of the autonomy-supportive and controlling styles on the motivating styles continuum from the perspective of students. Their results revealed that the students perceived the two styles to be separate but not opposite. Furthermore, a moderate negative correlation was found between the two styles.

Likewise, Cheon et al. (2020) reported the results of two longitudinal, experimental studies that examined the effectiveness of an autonomy-supportive plus structuring intervention and its potential benefits for teachers themselves and their students. The experimental group participated in an autonomy-supportive intervention program while the control group did not take part in any intervention. Results of this study mainly revealed that provision of structure in an autonomy-supportive way to teachers could enhance their motivating style quality and brought to them such benefits as greater job satisfaction and teaching efficacy. Moreover, the intervention could result in such gains as better skill development and classroom engagement in students of teachers in the experimental group.

Furthermore, some other studies have attempted to unravel the potential teacher factors that could influence teachers' choice of their motivating style. For instance, Reeve et al. (2018) found that teacher self-efficacy and intrinsic instructional goals could predict teachers' autonomy-supportive style (Reeve et al., 2018). Similarly, Moè and Katz (2021, 2022) reported that teachers' effective emotion regulation and psychological needs satisfaction triggered teachers toward adopting motivating styles (autonomy-supportive and structuring), while need frustration led to selection of de-motivating styles (controlling and chaotic). Furthermore, the researchers recommended that if teachers want to motivate their students, they need to boost their own motivation first. In this study, we argue that teacher empowerment is one of the factors that can potentially boost teachers' motivation and influence their choice of motivating style. While no study to date has examined the association of teacher empowerment and choice of motivating style, the linkage of teacher empowerment and motivation has been emphasized in the literature. In the next section, we briefly explained the concept of teacher empowerment, some previous empirical investigations of it, and arguments for its association with teacher motivation.

## **Teacher Empowerment**

In the realm of education, the concept of teacher empowerment initially came into vogue in the 1980s and affected the Western educational policies. The first attempts to empower teachers had a socio-structural nature, which focused on empowering teachers to make decisions at schools regarding such issues as curriculum design and development (Lightfoot, 1986). This approach also brought democracy to school as workplace for teachers. However, in the 1990s, the view toward the concept of teacher empowerment changed and took a more psychological perspective. In this regard, Thomas and Velthouse (1990)

posited that teacher empowerment is related to intrinsic motivation which originates internally within an individual who does something for his/her desire rather than for receiving external rewards (Deci & Ryan, 1985). In the same vein, Bogler and Somech (2004) described teacher empowerment as a factor helping teachers develop specific competencies and skills that enable them to identify and solve their problems and accept responsibility for their own progress. Later, Thomas (2017) also considered teacher empowerment as a process that provides teachers with certain social and organizational behaviors to enhance their inner motivation and bring out best intrinsic potentials which can lead to their optimal performance in the educational settings.

Moreover, in their comprehensive, three-year project on school empowerment in the United States, Short and Rinehart (1992) introduced six dimensions of teacher empowerment, namely (1) decision making, (2) professional growth, (3) self-efficacy, (4) autonomy, (5) status, and (6) impact. Decision-making relates to a teacher's involvement in the pivotal school-level decision makings. Next, professional growth pertains to the perceptions of teachers toward the extent to educational institutes provide opportunities for teachers to grow and develop professionally (Short, 1994). Third, self-efficacy relates to teachers' beliefs about their competencies and skills to foster students' learning, build productive programs for learners, and make practical changes in the instructional programs (Short, 1994). As Bandura (1977) posits, self-efficacy has to do with confidence in one's ability to have control over one's social environment, behavior, and motivation.

The fourth dimension, namely autonomy, pertains to one's self-governing ability. As pinpointed by Little (1995), teacher autonomy refers to a teacher's capacity to engage in self-directed teaching. When teachers feel autonomous, they believe that they are able to govern certain aspects of their professional life. Therefore, autonomous teachers tend to involve themselves in decision making processes in such educational issues such as curriculum design, textbook selection, and instructional planning (Thomas, 2017). The next dimension is status which refers to a teacher's perceptions about their occupational status as a teacher and the extent to which (s)he is respected, supported, and praised by the educational institution and his/her colleagues (Short, 1994). As the last dimension of empowerment, impact refers to teachers' perception of their ability to affect the school life in general and students' experiences and outcomes in particular (Short, 1994). Moreover, Ashton and Webb (1986) admitted that teachers' sense of self-efficacy enhances when they perceive themselves as doing something beneficial, behave in a competent manner (i.e., having impact), and are recognized for their fulfilments by others (i.e., higher status).



One of the pioneering studies on teacher empowerment is the research conducted by Maeroff (1988). The researcher proposed three guiding principles for empowering teachers, including status, knowledge, and decision making. He suggested that enhanced teachers' self-esteem can help them feel empowered and able to acknowledge their status as a teacher. Concerning the second principle, he noted that to increase teachers' authority, they need to possess sufficient knowledge concerning the subject matter they teach. Finally, decision making was proposed as another empowering principle, referring to provision of opportunities for collaboration of teachers with school principals to make decisions on different educational issues.

Many empirical investigations have been done to date on the concept of teacher empowerment. Some of these studies examined the linkage of empowerment with other teacher job-related factors. To start with, Short and Rinehart (1992) found that teacher empowerment was positively related to teachers' job satisfaction. Similarly, Bogler and Somech (2004) examined the association of teacher empowerment with teacher organizational commitment, professional commitment, and organizational citizenship behavior. They found that decision-making, self-efficacy, and status dimensions of empowerment were significant predictors of organizational and professional commitment while professional growth, status, and self-efficacy dimensions of empowerment predicted organizational citizenship behaviors in teachers.

Some other studies have also attended to the exploration of factors that influenced teacher empowerment. For example, in a longitudinal study, Fang (2013) investigated the effect of a teacher professional development program on teacher empowerment. They found that the program had a significant effect on teachers' development of their content knowledge, professional wisdom, and psychological power. Likewise, in a focused-ethnography study of teacher empowerment in Asia, Thomas (2017) argued that the concept of teacher empowerment is oriented toward the Western culture. The researcher examined the potential role of behaviors of school leaders, colleague teachers, students, and parents in facilitating or diminishing teacher empowerment. Based on the findings, the researcher concluded that teacher empowerment can be also relevant to the non-Western culture. The researcher also suggested that teacher empowerment is a self-driven concept. Tsang and Qin (2020) also uncovered the impact of neoliberalism on teacher empowerment. They reported that lack of support and strict environment, as conditions of neoliberalism, hindered enhancement of teacher empowerment.

As pertained to the context of the present study, some previous L2 researchers have studied teacher empowerment in the Iranian EFL instructional context. In this regard, Amoli and Youran (2014) and Khany and

Tazik (2016) focused on the association between teacher empowerment and job satisfaction among Iranian EFL teachers. Their results suggested that there was a positive correlation between teachers' empowerment and job satisfaction. Likewise, Baleghizadeh and Goldouz (2016) and Veisi et al. (2015) studied and empirically approved the positive relationship between teacher empowerment and efficacy beliefs. Nevertheless, no study to date has focused on scrutinizing the possible link between teacher empowerment and choice of motivating style neither in second/foreign language (L2) education nor in general education. Veisi et al. (2015) admit that the linkage of teachers' empowerment with their psychological aspects such as motivation has received less attention to date. This is despite the great importance attributed to teacher inner/intrinsic motivation in previous conceptualizations of the teacher empowerment construct as described in the literature (Deci & Ryan, 1985; Thomas, 2017; Thomas & Velthouse, 1990). Therefore, to address this noted gap, the present study, through adopting a mixed-methods research design, attempts to explore novice and experienced EFL teachers' perceptions of the association of teacher empowerment and choice of motivating styles by trying to answer the following research questions:

1. To what extent are the subcomponents of teacher empowerment associated with novice and experienced Iranian EFL teachers' choice of motivating style?
2. What are the perceptions of novice and experienced Iranian EFL teachers regarding the role of teacher empowerment in the choice of motivating style?
3. In what ways do Iranian EFL teachers' empowerment perceptions contribute to their choice of motivating styles?

## Method

### Research Design

This research study adopted a sequential explanatory mixed-method design (Creswell, 2003) which combines a questionnaire with a follow-up interview. Although through questionnaire researchers are able to collect a large amount of information in a relatively short period of time, it does not provide sufficient information for the investigation of complex meaning, on the ground that participants' engagement in filling out the questionnaire tends to be rather shallow and without any special care. Adding a follow-up interview as a qualitative component can compensate for the mentioned weakness, and

identify any anomalies and unexpected results. This straightforward design is easy to implement and analyze, yet provides enriched information. Gass and Mackey (2016) also suggested that the combination of quantitative and qualitative methods can obtain an in-depth comprehension of the topic. The researchers also identified that one of the prominent characteristics of mix-method studies is triangulation that allows researchers to investigate a topic from various perspectives as well as use different methods and techniques. The researcher aimed to identify the association between subcategories of teacher empowerment as an independent variable and the tendency of teachers toward selecting motivating style as a dependent variable. In this study, the priority was placed on the qualitative components to respond to research questions.

## Participants

To carry out this study, 156 Iranian EFL teachers working at different English language institutes in Tehran were selected. They were from both genders (Male = 53, Female = 103) with the average age of 30. For the purpose of this research, the participants were divided into two groups, novice teachers (three years of experience or less, N = 69) and experienced teachers (with more than three years of experience, N= 97; Farrell, 2012). At the time of data collection, the teachers were teaching at elementary, intermediate, or advanced levels. They were BA, MA, and Ph.D. holders of TEFL. In the quantitative phase, they were asked to complete an online questionnaire including three sections; namely, the demographic information, the teacher empowerment questionnaire, and the motivating style questionnaire. Next, in the qualitative phase, 10 of the teachers (5 experienced and 5 novice) who had already completed the questionnaire in the quantitative phase, were targeted for participation in an interview session. Table 1 demonstrates the participants' demographic information of age and teaching experience.

Table 1  
*Participants' Demographic Information of Gender and Teaching Experience*

Gender	Number	Experienced	Novice
Male	53	28	18
Female	103	59	78
Total	156	97	96

## Instruments

### Demographic Information Questionnaire

This questionnaire provided information regarding the participants' gender, age, teaching experience (novice or experienced), educational qualification (BA., MA., Ph.D.), and major (TFEL).

### *Teacher Empowerment Questionnaire*

To investigate teachers' perceptions of their level of empowerment, the School Participant Empowerment Scale was used. It was originally developed by Short and Rinehart (1992) as an attempt to measure, identify, and assess the level of teacher empowerment within the school environment. The questionnaire comprises 38 items on different subcategories of empowerment, including *decision making, professional growth, status, self-efficacy, autonomy, and impact*. The responses to items are provided on a 5-point Likert scale, ranging from Strongly agree to Strongly disagree (Strongly disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, and Strongly agree = 5). To align the scaling of this questionnaire with that of the motivating style questionnaire in this study, we changed the wording of the scale responses to the range of "describe me extremely well" to "does not describe me at all". Cronbach alpha and item-total correlation were computed as measure of reliability for this questionnaire. Obviously, most of the alphas are above .7, hence high internal consistency reliability. As for the alphas below .7, it should be noted that the number of items in the subscales is very low; therefore, such low alphas were quite predictable and justifiable. The item-total correlations for each questionnaire total and subscales are presented in the Appendix A. Since most of the values are above .4, the items could be considered to have sufficient discrimination. All in all, it could be concluded that the questionnaires used in this study were reliable enough. Table 2 presents the alphas calculated for each subscale of the questionnaire.

Table 2

### *Cronbach Alphas for School Participant Empowerment Subscales*

<b>Scale</b>	<b>Alpha</b>	<b>Items</b>
<b>Total Empowerment Scale</b>	.88	38
<b>Decision Making</b>	.85	10
<b>Professional Growth</b>	.43	6
<b>Status</b>	.47	6
<b>Self-Efficacy</b>	.69	4
<b>Autonomy</b>	.76	4
<b>Impact</b>	.80	6

According to Table 2, three subscales have alpha values above .70, and hence, enjoy high reliability. However, three subscales have alpha values below .70. It should be noted here that these subscales included few items which might justify the low alpha values reported for them. Overall, since all alpha values are above .40 (Table. 2), the items could be considered to have sufficient discrimination. As for the low item-total correlations (Appendix A), it should be noted that the removal of items with low item discrimination did not result in much higher alphas as per the last column in the related tables (Appendix A); therefore, we decided to keep these items in this study.

### Motivating Style Questionnaire

To measure teachers' motivating styles, the Situation in School questionnaire was employed in this study (Aelterman et al., 2019). It contains of 60 items, presenting 15 different teaching situations that commonly occur in the classroom. The mentioned situation, includes *classroom rules, lesson plan, staring class, motivating students, non-responsive students, students complain, needing extra effort, anxiety surface, transition to a new activity, student misbehavior, practice time, arguing students, test result, remediation, and homework*. These situations are followed by four possible ways for teachers to handle them and choosing each of these ways for each item contributes to indication of the teachers' choice of motivating styles. In this study, we just focused on the autonomy-supportive and controlling styles, and thus, only 30 items (2 items for each condition) of the questionnaire were used. The participants' responses were marked on a 7-point Likert scale, ranging from 1 "Does not describe me at all" to 7 "Describing me extremely well". Cronbach alpha was measured to check reliability of the scale. Alpha values of .80 and .85 were respectively reported for the autonomy-supportive and controlling components. Thus, the scale has high internal consistency. Table 3 presented the alphas calculated for both styles.

Table 3  
*Cronbach Alphas for Situation in School Questionnaire*

Scale	Alpha	Items
Control	.85	15
Autonomy-support	.80	15

The item-total correlations for each motivating style are presented in the Appendix B. Since most of the values are above .4, the items could be

contemplated to have sufficient discrimination. Overall, it could be concluded that the motivating style questionnaire items were reliable enough.

### **Semi-structured Interview**

The present study researchers developed 14 interview items in English language (See the Appendix C) to be asked from the participants in the qualitative phase of the study. These items were developed based on the components of the teacher motivating style and empowerment questionnaires (Aelterman et al., 2019; Short & Rinehart, 1992) used in the quantitative phase of the study. The content validity of the interview items was checked through the expert judgment approach. As a result, the linguistic clarity and content relevance of the items were approved by the expert, therefore, the interview items were found to enjoy content validity.

### **Data Collection Procedure**

The intended data was collected in several stages. At the outset of the study, the questionnaire was piloted with 20 participants who were similar to the target sample for which the instrument has been designed. The piloting stage was to predict what problem may threaten the outcome of the study and ensure reliability and construct validity of items in the context of research. The reliability and validity indices were checked carefully. As for the qualitative instrument, a semi-structured interview was investigated in terms of content validity through expert judgment.

After the piloting phase, the intended participants (N = 156) were completed the online version of the mentioned questionnaires. The questionnaire comprised three separate parts including personal information which was designed by the researcher in order to elicit the demographic information, including full name, gender, age, educational background, teaching experience, and contact information as well as their consent; second, the School Participant Empowerment Scale was used (SPES, Short & Rinehart, 1992) as an indicator of teachers' level of empowerment in each of the subcategories; and Situation in School Questionnaire was employed (Alterman et al., 2019) in order to identify the motivating style. Afterward, the questionnaires were scored based on the formulas provided by the developers in order to do quantitative analyses. It is worthy to note that the researcher assured the confidentiality of the participants' identities and responses. Having qualitative data gathered, the researcher moved to the qualitative phase.

The qualitative data was gathered in various phases as well. First, through purposive sampling 10 participants were selected. They were chosen from novice (N = 5) and experienced (N = 5) teachers who have already completed questionnaires at the quantitative phase and were willing to participate in a semi-structured interview. Second, the researcher met each of them online using the WhatsApp application and asked some pre-developed questions. The interview lasted between 15 to 20 minutes, and they were recorded by a voice recorder. And finally, the recorded files were transcribed in order to extract the main themes and do thematic analysis for responding to qualitative research questions.

## **Data Analysis**

The principal purposes of this research study were to clarify the association between Iranian EFL novice and experience teachers' empowerment and teachers' motivating styles as well as identifying the difference in level of teacher empowerment among novice and experienced instructors. Hence, the data analysis was done based on data collection from the demographic information questionnaire, the teacher empowerment questionnaire, the teacher motivating style questionnaire, and the semi-structured interview. The following sections demonstrate both quantitative and qualitative analyses respectfully.

## **Quantitative Data Analysis**

At the onset of quantitative data analysis, reliability estimation was calculated using Cronbach's alpha. Then, each quantitative research question was individually answered. First, the teacher empowerment level among Iranian EFL novice and experienced teachers, using Multivariate Analysis of Variance (MANOVA), was compared. Likewise, descriptive statistics were computed then the normality of data was checked based on skewness and kurtosis ratios. To answer the quantitative research question, teacher empowerment subcomponents' effect on Iranian EFL novice and experienced teachers' motivating styles was examined. According to normality checking based on skewness and kurtosis ratios, parts of data violated the normality assumptions so, Spearman Rho correlation coefficient was run, as for normal data, the counterpart parametric statistics, the Pearson Product Moment correlation coefficient was employed.

## **Qualitative Data Analysis**

In order to answer qualitative questions, the following steps were carried out. First, all interviews were recorded, transcribed, summarized, categorized for the purpose of analysis and identification of the most dominant themes. Second, the categories were analyzed using thematic analysis in order to obtain in-depth insight into details and find prominent themes as well as a pattern through coding schemes. An external coder checked the generated codes and themes for both groups of novice and experienced EFL teachers against the qualitative data gathered in the present study. The aim was to see if the obtained inductive codes and themes could accurately reflect the responses provided by the participants. Having scrutinized all codes and themes as well as the data, the external coder confirmed the congruence among the codes, themes and data and thus had total agreement with the present study researcher regarding the thematic analysis findings in this study.

## **Results**

### **The Quantitative Results**

The first research question of the study aimed to unravel perceptions of novice and experienced EFL teachers regarding the role of teacher empowerment subcomponents in predicting teacher choice of motivating style. In order to find answer to this research question, correlational analyses were conducted on the obtained quantitative data from the novice and experienced groups, separately. This allowed us to see whether the teaching experience level make any difference in teachers' perceptions toward the linkage of teacher empowerment components with choice of motivating style. To this aim, first, the normality of the data was checked based on the skewness and kurtosis ratios (i.e., the kurtosis/skewedness value divided by its standard error).

Table 4 shows the descriptive statistics. The results indicated that some ratios (i.e., "status" in novice teachers and "autonomy supportive (AS) R" and "controlling (CT) R" in experienced teachers) related to some Dependent Variables (DVs) were beyond  $\pm 1.96$ , and hence, violation of the normality assumption occurred. Therefore, Spearman's rho was employed for calculating associations based on the non-normally distributed (non-parametric) data while Pearson product moment correlation coefficient was utilized to calculate relationships based on the normally distributed (parametric) data.



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Table 4  
*Descriptive Statistics*

Exp		N	Mean	Std. De-	Skewness	Kurtosis		
		Sta-	Statistic	viation	Std.	Std.	Statistic	Std.
		tistic		Statistic	Statistic	Error	Statistic	Error
Novice	DecisionMaking	58	2.6588	.69797	.097	.314	-.801	.618
	ProfessionalGrowth	58	3.3822	.74077	-.821	.314	.197	.618
	Status	58	3.9569	.65751	-.610	.314	.272	.618
	Self.Efficacy	58	3.7270	.64262	-.777	.314	1.114	.618
	Autonomy	58	3.1853	.85399	.024	.314	-.425	.618
	Impact	58	3.3879	.68497	-.298	.314	.243	.618
	Total.Emp	58	3.5643	.54291	-.231	.314	-.248	.618
	CTR	58	2.7368	.72949	.275	.314	-.599	.618
	ASR	58	3.4954	.52954	-.951	.314	1.358	.618
	Valid N (listwise)	58						
Experienced	DecisionMaking	97	2.8732	.86993	-.043	.245	-.665	.485
	ProfessionalGrowth	97	3.5464	.93904	2.219	.245	14.047	.485
	Status	97	4.0533	1.14830	4.844	.245	38.159	.485
	Self.Efficacy	97	3.7216	.64087	-.162	.245	-.431	.485
	Autonomy	97	3.2912	.97072	-.261	.245	-.483	.485
	Impact	97	3.4794	.79030	-.532	.245	.159	.485
	Total.Emp	97	3.6364	.67682	.732	.245	3.967	.485
	CTR	97	2.8021	.66705	-.108	.245	-.679	.485
	ASR	97	3.4381	.58284	-.463	.245	-.319	.485
	Valid N (listwise)	97						

Tables 5 and 6 present all the Pearson and Spearman coefficients.

Table 5  
*Spearman Coefficients' Results*

	Exp			ASR	CTR	
Spearman's rho	Novice	DecisionMaking	Correlation	.365 <sup>**</sup>		
			Coefficient			
				Sig. (2-tailed)	.005	
				N	58	
	ProfessionalGrowth			Correlation	.326 <sup>*</sup>	-.054
				Coefficient		
				Sig. (2-tailed)	.012	.685
				N	58	58

	Status	Correlation Coefficient	.294 <sup>*</sup>	
		Sig. (2-tailed)	.025	
		N	58	
	Self.Efficacy	Correlation Coefficient	.462 <sup>**</sup>	.164
		Sig. (2-tailed)	.000	.217
		N	58	58
	Autonomy	Correlation Coefficient	.246	
		Sig. (2-tailed)	.062	
		N	58	
	Impact	Correlation Coefficient	.476 <sup>**</sup>	
		Sig. (2-tailed)	.000	
		N	58	
	Total.Emp	Correlation Coefficient	.445 <sup>**</sup>	
		Sig. (2-tailed)	.000	
		N	58	
Experienced	DecisionMaking	Correlation Coefficient	.189	
		Sig. (2-tailed)	.063	
		N	97	
	ProfessionalGrowth	Correlation Coefficient	.332 <sup>**</sup>	
		Sig. (2-tailed)	.001	
		N	97	
	Status	Correlation Coefficient	.210 <sup>*</sup>	
		Sig. (2-tailed)	.039	
		N	97	
	Self.Efficacy	Correlation Coefficient	.148	
		Sig. (2-tailed)	.147	
		N	97	
	Autonomy	Correlation Coefficient	.213 <sup>*</sup>	
		Sig. (2-tailed)	.036	
		N	97	
	Impact	Correlation Coefficient	.204 <sup>*</sup>	
		Sig. (2-tailed)	.045	
		N	97	

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Total.Emp	Correlation Coefficient	.227*
	Sig. (2-tailed)	.025
	N	97

\*\* . Correlation is significant at the 0.01 level (2-tailed).

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

Table 6  
*Pearson Correlations' Results*

Exp			CTR
Novice	DecisionMaking	Pearson Correlation	.037
		Sig. (2-tailed)	.784
		N	58
	Status	Pearson Correlation	.052
		Sig. (2-tailed)	.701
		N	58
	Autonomy	Pearson Correlation	.015
		Sig. (2-tailed)	.909
		N	58
	Impact	Pearson Correlation	.238
		Sig. (2-tailed)	.073
		N	58
Total.Emp	Pearson Correlation	.140	
	Sig. (2-tailed)	.293	
	N	58	
Experienced	DecisionMaking	Pearson Correlation	.043
		Sig. (2-tailed)	.675
		N	97
	Status	Pearson Correlation	-.181
		Sig. (2-tailed)	.076
		N	97
	Autonomy	Pearson Correlation	.045
		Sig. (2-tailed)	.662
		N	97
	Impact	Pearson Correlation	-.099
		Sig. (2-tailed)	.334
		N	97
Total.Emp	Pearson Correlation	-.095	
	Sig. (2-tailed)	.357	
	N	97	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

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

Results of Tables 5 and 6 indicate that no correlation between the subcomponents of teacher empowerment and CTR motivating style along the categories of novice and experienced teachers is significant ( $p > .05$ ). However, AS style has a significantly positive correlation with Decision Making, Professional Growth, Status, Self-Efficacy, Impact, and Total Empowerment (i.e. Rhos = .36, .32, .29, .46, .47, .44, respectively;  $p < .05$ ) among novice teachers, and a significantly positive correlation with Professional Growth, Status, Autonomy, Impact, and Total Empowerment (i.e. Rhos = .33, .21, .21, .20, .22, respectively;  $p < .05$ ) among experienced teachers.

In order to investigate the role of experience in affecting the correlations between subcomponents of teacher empowerment and motivating styles, partial correlations were also run with experience levels as the moderating variable whose results are presented in Table 7.

Table 7  
Partial Correlations

Control Variables			Decision Making	Professional Growth	Status	Self-Efficacy	Autonomy	Impact	Total.Emp
- none- a	CTR	Correlation	.046	.043	-.111	.046	.036	.025	-.011
		Significance (2-tailed)	.570	.594	.169	.572	.653	.761	.889
		df	153	153	153	153	153	153	153
Exp	CTR	Correlation	.213	.244	.218	.180	.204	.260	.284
		Significance (2-tailed)	.008	.002	.006	.025	.011	.001	.000
		df	153	153	153	153	153	153	153
Exp	ASR	Correlation	.040	.039	-.113	.046	.034	.022	-.014
		Significance (2-tailed)	.618	.630	.161	.571	.676	.787	.864
		df	152	152	152	152	152	152	152
Exp	ASR	Correlation	.222	.250	.221	.180	.208	.263	.288
		Significance (2-tailed)	.006	.002	.006	.025	.010	.001	.000
		df	152	152	152	152	152	152	152

a. Cells contain zero-order (Pearson) correlations.

Table 7 presents two sets of correlation coefficients for each pair of variables. The first set in the top row shows the initial correlations controlling for no moderator variable. The second set in the row below shows the correlation coefficients after controlling for the aforesaid moderator variables. Evidently, after controlling for the effect of moderator variable (i.e. experience level), there is no major change in the correlation coefficients. This result supports the former correlation coefficients along the experience levels.

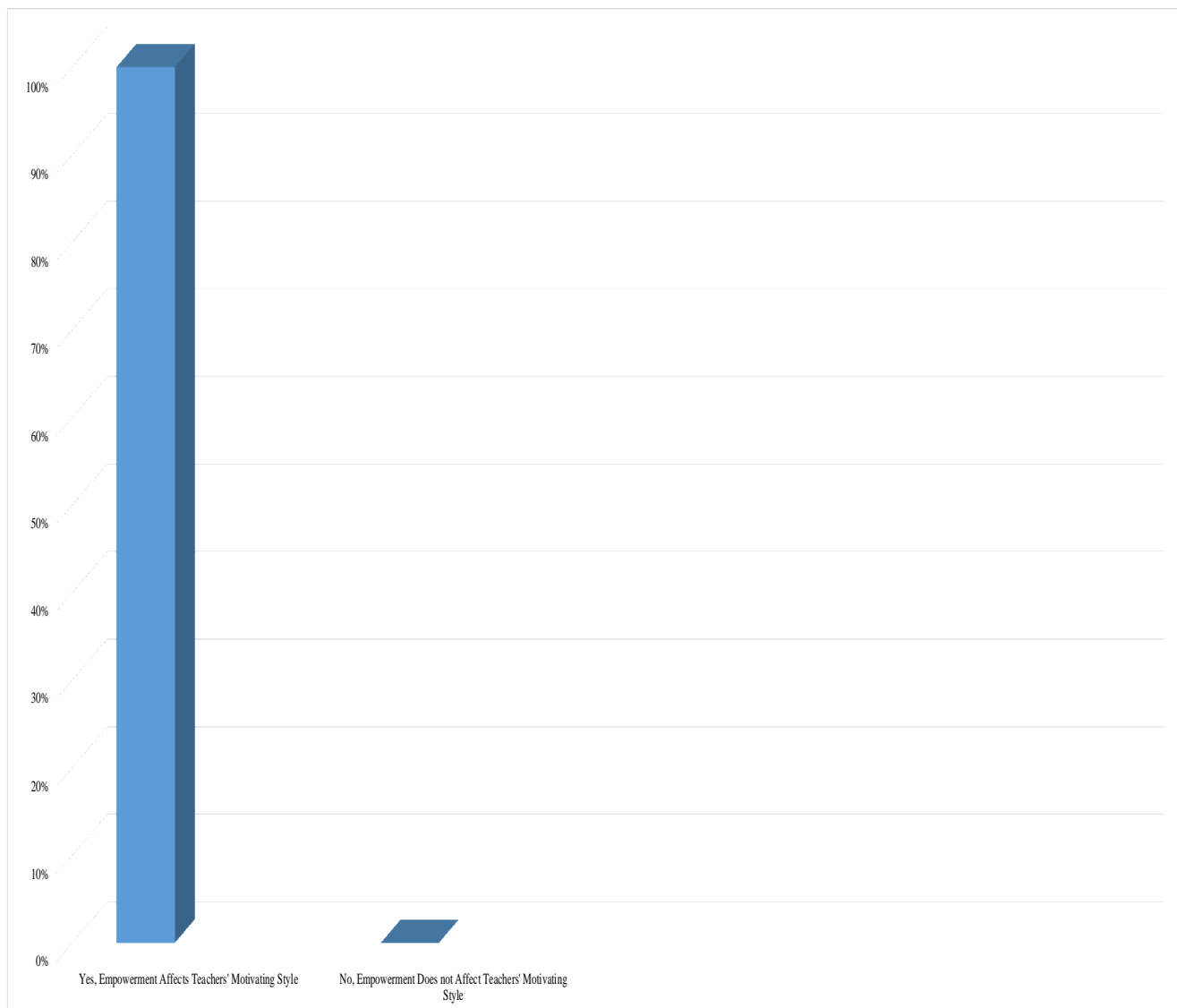
## The Qualitative Findings

In responding to the second research question of the study, some data elicited in the qualitative phase were analyzed. More specifically, this research question aimed at unraveling novice and experienced EFL teachers' perceptions regarding whether teacher empowerment could play any role in teacher choice of a motivating style. To this end, responses to the first question in section 1 of the interview questions was analyzed. Figure 1 presents these results.

According to Figure 1, all novice and experienced EFL teachers (N = 10, 100 %) admitted that teachers' level of empowerment plays a role in their choice of a motivating style. Overall, the teachers maintained that when an EFL teacher's level of empowerment is high, (s) he can transfer that power to students in the class and teach autonomously with their self-selected motivating style. They also pinpointed that when they have power, they convey their ideas easily, and teach with great autonomy which is characterized by motivation in their style of teaching. For instance, an experienced EFL teacher commented that "for sure, teachers' empowerment can affect their motivating style because by having power in the class, teachers can do whatever that is effective and motivating" (Experienced 1). Similarly, a novice EFL teacher mentioned that "I agree that empowerment has a role in teachers' motivating style" (Novice 3). "When I have enough power, I try to empower my students and be more autonomous" (Novice 3). Thus, these interview responses revealed that Iranian EFL teachers, regardless of their teaching experience level, approved the direct association of teachers' empowerment level with their choice of motivating styles.

Next, the third research question of the study aimed to explore the ways through which EFL teachers' empowerment perceptions contribute to their choice of motivating styles. To answer this question, the rest of the qualitative data, pertaining to the participants responses to the second question in section 2 of the interview, were content and thematically analyzed as presented in Figure 2 And Figure 3 for novice and experienced teachers respectively.

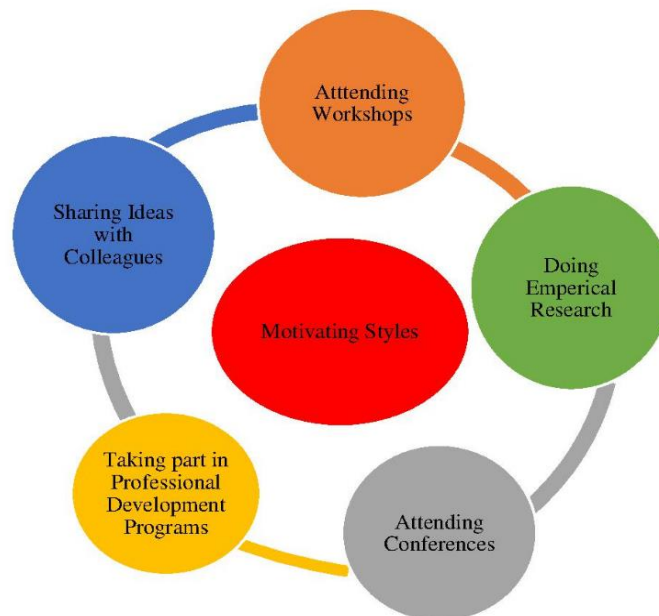
Figure 1  
*Novice and Experienced EFL Teachers' Perceptions about the Role of Empowerment in Choice of Motivating Style*



According to Figure 2, results obtained from content and thematic analyses of the qualitative data revealed that for the novice EFL teachers, choice of teacher motivating styles is determined through various empowerment conditions/strategies. Such teacher empowerment strategies found in this study were sharing ideas with colleagues, attending workshops, doing empirical research, attending conferences, and taking part in professional development programs. In this respect, for instance, a novice EFL teacher stated that “teachers’ motivating style can be promoted by participating in various professional development workshops and conferences”. Another novice teacher highlighted the importance of “doing research and action research in your field and sharing knowledge and skills with your colleagues”.

Figure 2

*Different Ways Through Which Teacher Empowerment Contributes to Teacher Choice of Motivating Styles (Novice Teachers)*



Likewise, experienced EFL teachers (Figure 3.) in this study named identical empowerment strategies which contribute to teachers' choice of motivating styles. They pointed to attending national and international EFL conferences, workshops, and training courses, reading L2 books and articles, doing action research, and sharing knowledge and information with colleagues as the most significant ways by which teachers' empowerment can augment their choice of motivating styles. For instance, an experienced teacher noted that "in my opinion, participating in various EFL and ELT workshops and national and international conferences, doing action research, and reading journal articles and books assist teachers in their choice of motivating styles".

In sum, it should be noted that while analysis of the quantitative data indicated no significant relationships between the components of teacher empowerment and motivating style, analysis of the qualitative data revealed positive perceptions of both novice and experienced groups of EFL teachers about the role of teacher empowerment in teacher choice of motivating styles. In the following section, we discussed the obtained results in light of the existing theoretical and empirical backgrounds of this study.

Figure 3

*Different Ways Through Which Teacher Empowerment Contributes to Teacher Choice of Motivating Styles (Experienced Teachers)*



## Discussion

Considering teacher empowerment and motivating style as two important teacher factors which can potentially influence the quality of the instructional process and students' academic outcomes on the one hand, and the shortage of studies on the linkage of these two factors in both general and L2 education domains on the other hand, by adopting a mixed-methods research approach, the present study attempted to unravel novice and experienced EFL teachers' perceptions about the role of teacher empowerment in choice of motivating style. Analysis of the quantitative data indicated that no correlation between the subcomponents of teacher empowerment and CTR motivating style along the categories of novice and experienced teachers was significant. However, AS style had a significantly positive correlation with Decision Making, Professional Growth, Status, Self-Efficacy, Impact, and Total Empowerment among novice teachers, and a significantly positive correlation with Professional Growth, Status, Autonomy, Impact, and Total Empowerment among experienced teachers.

No previous study has investigated the association of teacher empowerment and motivating style, and our study was the first to investigate this relationship. Thus, there is no research for us to compare our quantitative findings with, and we do not know whether lack of significant relationship between the CTR and empowerment and also significant relationship between AS and empowerment in this study were because of the particular context of



the study, limitations of the study, or was in line with the literature. When more studies be conducted in this regard in the future, researchers might be better able to make an empirically-based rationale for the (lack) of relationship between teacher empowerment and motivating teaching style components. Nevertheless, based on the great importance attributed to teacher inner/intrinsic motivation in previous conceptualizations of teacher empowerment in the literature (Davis & Wilson, 2000; Deci & Ryan, 1985; Thomas, 2017; Thomas & Velthouse, 1990), we expected to find a significant relationship between empowerment and motivating style in this study.

Moreover, the qualitative findings pertaining to the second research question of the study revealed that novice and experienced EFL teachers interviewed in this study held positive views toward the impact of teacher empowerment on choice of motivating styles. This finding was to some extent in line with the results reported by Vermote et al. (2020) that teacher autonomy was positively correlated with teacher choice of motivating styles, denoting that when teachers feel autonomous, they might tend to employ guiding and attuning teaching behaviors (autonomy-supportive style), while teachers feeling less autonomous and more restricted might tend to adopt more dominating approaches (controlling style). Since autonomy was conceptualized as a component of the teacher empowerment construct (Short, 1994), Vermote et al.'s (2020) finding indirectly indicated the positive link of teacher empowerment with motivating style and was in line with our qualitative findings.

Moreover, qualitative findings in the present study were also partly in congruence with those of Thomas (2017), who in a longitudinal, ethnography research investigated the impact of teacher receiving support and respect from various stakeholders in educational settings including, administrators, colleagues, students, and parents on their performance in the instructional context. It should be noted that teachers' concern with receiving respect and support from others is related to the component of status in teacher empowerment conceptualization (Short, 1994). Thomas (2017) found that as teachers received more respect and support from others, they felt more empowered to help students in learning.

Finally, qualitative findings relating to the third research question of this study revealed novice and experienced EFL teachers' suggestions regarding the ways through which teacher empowerment could contribute to teacher choice of motivating styles. Such empowering strategies included participating in professional development programs, national and international conferences, and workshops; doing action and empirical research; and reading related books and journal articles, implying that both teachers themselves and educational

administrators should take necessary strides toward providing empowering conditions for EFL teachers to choose an optimal motivating style. These findings were partly in conjunction with those of Veisi et al. (2015) who examined the association of teacher empowerment with self-efficacy, which is a component of teacher empowerment according to Short (1994). They found that the association between the two was bilateral, meaning that as one increases, the other boosts as well. They also noted that as teachers' self-efficacy increases, their motivation increases too. Hence, it is possible that teachers with higher self-efficacy tend to adopt a motivating rather than a demotivating style of teaching.

In this study, novice EFL teachers articulated that participating in professional courses, conference, and workshops; doing action and empirical research; and sharing ideas with colleagues were effective strategies to empower teachers to choose a motivating style. We argue that since novice teachers are in need of gaining more pedagogical knowledge and promoting their instructional skills (Farrell, 2012), the empowering strategies found in this study can be useful for them to enhance their instructional effectiveness and choose an autonomy-supportive teaching style. Similarly, in the present study it was found that, from experienced EFL teachers' perspective, empowering strategies like participating in national and international conferences, workshop, and training courses as well as reading L2 teaching books and articles can direct teachers' toward selecting the optimal motivating style in the classroom.

These results were partly in line with those of Fang (2013) who ran a professional development program for experienced school teachers in Florida. This program focused on empowering teachers through such activities as reading and discussing relevant articles and books, participating in strategic workshops, and interacting with other professional colleagues in conferences. Their results revealed that after taking part in the mentioned program, teachers were capable of making informed pedagogical decisions based on the need of their students, and motivate their students in a more autonomous way. It should be noted that while compared to novice teachers, experienced teachers might have a better repertoire of knowledge, experience, and skills (Farrell, 2012), they still need to be empowered to expand their repertoire in order to meet their daily, continuing professional development needs, one of which can be choosing the optimal motivating style for a particular class of students.

## **Conclusion and Implications**

This mixed-methods research study endeavored to explore perceptions of novice and experienced EFL teachers regarding the linkage of teacher

empowerment and choice of motivating styles. Analysis of the quantitative data indicated lack of significant relationships between CTR and empowerment (and its components) as well as significant relationships between AS and empowerment (and its components). Furthermore, the qualitative findings revealed that, from both novice and experienced EFL teachers' perspectives, teacher empowerment was found to influence choice of teacher motivating styles. Further qualitative findings presented that from novice and experienced teachers' vantage point, empowering strategies like attending conferences, reading books and articles, and taking part in professional development programs can contribute to teachers' choice of motivating styles.

In sum, based on these findings, no conclusive or generalizable remarks can be articulated since this was the only study that addressed the linkage of teacher empowerment and motivating style and no previous study had directly examined this relationship. Furthermore, the results of the quantitative and qualitative phases in the present study were not in line with each other. Therefore, future research undertakings are recommended to expand this fledgling area of research and test the hypothesized relationship between these two variables against further empirical evidence. Nevertheless, the qualitative findings of this study which highlighted the importance of teacher empowerment and empowering strategies for helping teachers choose a motivating style can have potential implications for different L2 educational stakeholders.

To start with, by becoming familiar with the empowerment concept and empowering strategies, EFL teachers might increase their levels of autonomy and self-motivation, and as a result, make more autonomous decisions such as choosing a motivating teaching style in the classroom. Likewise, educational authorities can attempt to empower their teachers with the hope of increasing teachers' effectiveness and consequently lead them toward making better impacts on students and the educational system as a whole. Similarly, teacher education programs can be enriched by including instructions on the concepts of teacher empowerment and choice of motivating styles to their trainees. Furthermore, such programs can be improved by practically engaging teacher trainees in such empowering activities as doing research and reading articles and books with the prospect of boosting their autonomy, impact, self-efficacy, professional growth, decision-making ability, and status, which are the main elements of teacher empowerment.

Such programs can also inform teachers about the critical role that choice of a (de)motivating style can play in students' educational performance and outcomes and how through empowering themselves, teachers can make active

strides toward choosing a autonomy-supportive teaching style and increase their instructional effectiveness. The results can be also fruitful for school/institution principals by becoming aware that imposing rules and restrictions on teachers might disempower teachers and decrease their productivity. Thus, these authorities can be more flexible, involve teachers in decision-making processes such as selecting textbooks or designing curriculum and syllabus, hear teachers' voices, and give more freedom of action to teachers in the classroom, and as a result, pave the way for teachers' more autonomous and productive performance.

In the end, the limitations of this study need to be articulated. This study was a one-shot examination of EFL teachers. Future studies can do more longitudinal studies to assess how the linkage of teachers' empowerment and motivating style may change over a period of time. Next, in this study, only interview and questionnaire were used to collect data. Future researchers can investigate this relationship using more direct instruments such as observation. Moreover, only two motivating styles (controlling and autonomy-supportive) were examined. Future studies can investigate the association of teacher empowerment with structuring and chaotic styles found in the literature. Also, due to feasibility concerns, only EFL teachers in Iran were targeted for participation in this study. Future researchers can replicate this study in other geographical contexts and with teachers of other L2s. Finally, cross-cultural studies can be conducted to see if cultural factors play any role in this association.

## Disclosure Statement

The authors reported no potential conflict of interests.

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## Appendix A

### Short and Rinehart (1992) School Participant Empowerment Scale (SPES)

#### DECISION MAKING

- 64. I am given the responsibility to monitor programs.
- 18. I make decisions about the implementation of new programs in the school.
- 17. I make decisions about the selection of other teachers for my school.
- 19. I am involved in school budget decisions.
- 65. I am given the opportunity to teach other teachers.
- 53. I can determine my own schedule.
- 54. Principals, other teachers, and school personnel solicit my advice.
- 59. I can plan my own schedule.
- 57. My advice is solicited by others.
- 37. I have an opportunity to teach other teachers about innovative ideas.

#### PROFESSIONAL GROWTH

- 33. I function in a professional environment.
- 8. I am treated as a professional.
- 27. I have the opportunity for professional growth.
- 20. I work at a school where kids come first.
- 63. I am given the opportunity for continued learning.
- 49. I have the opportunity to collaborate with other teachers in my school.

#### STATUS

- 5. I believe that I have earned respect.
- 4. I believe that I am very effective.
- 12. I have the respect of my colleagues.
- 60. I have the support and respect of my colleagues.
- 28. I have a strong knowledge base in the areas in which I teach.
- 21. I believe that I am good at what I do.

#### SELF-EFFICACY

- 24. I believe that I am helping kids become independent learners.
- 29. I believe that I am empowering students.
- 14. I feel that I am involved in an important program for children.
- 66. I see students learn.
- 48. I believe that I have the opportunity to grow by working daily with students.
- 46. I perceive that I am making a difference.

#### AUTONOMY

- 25. I have control over daily schedules.
- 16. I am able to teach as I choose.
- 31. I have the freedom to make decisions on what is taught.
- 52. I make decisions about curriculum.



## IMPACT

- 11. I believe that I have the ability to get things done.
- 35. I participate in staff development.
- 36. I believe that I am having an impact.
- 43. I am a decision maker.
- 56. I perceive that I have the opportunity to influence others.
- 67. I perceive that I have an impact on other teachers and students.

## Appendix B

### Alterman et al. (2019) The Situations in School questionnaire

#### 1. Classroom Rules

*You are thinking about classroom rules. So, you:*

- Con1 1 2 3 4 5 6 7 Post your rules. Tell students they have to follow all the rules. Post the sanctions for disobeying the rules.
- As1 1 2 3 4 5 6 7 Invite students to suggest a set of guidelines that will help them to feel comfortable in class.

#### 2. Lesson Plan

*As you prepare for class, you create a lesson plan. Your top priority would be to:*

- As2 1 2 3 4 5 6 7 Offer a very interesting, highly engaging lesson.
- Con2 1 2 3 4 5 6 7 Insist that students have to finish all their required work—no exceptions, no excuses.

#### 3. Starting Class

*The class period begins. You:*

- Con3 1 2 3 4 5 6 7 Insist firmly that students must learn what they are taught—your duty is to teach; their duty is to learn.
- As3 1 2 3 4 5 6 7 Ask students what they are interested to know what the learning topic.

#### 4. Motivating Students

*You would like to motivate students during class. You decide to:*

- Str4 1 2 3 4 5 6 7 Offer help and guidance.
- As4 1 2 3 4 5 6 7 Identify what the personal benefits of the learning material are for students' everyday life.

#### 5. Non-Responsive Students

*You ask your students a challenging, but doable question to involve them in the lesson.*

*However, as during the previous lesson, you get only silence, as no student answers your question. You*

- As5 1 2 3 4 5 6 7 Ask students to discuss the question with their neighbor and then invite them to share their answer within their groups.
- Cha5 1 2 3 4 5 6 7 Sigh. Just give the answer yourself and move on.

## 6. Students Complain

*At a difficult point in the lesson, students begin to complain. In response, you:*

Str6 1 2 3 4 5 6 7 Show and teach them a helpful strategy for how to break down the problem to solve it step-by-step.

Cha6 1 2 3 4 5 6 7 Just ignore the whining and complaining. They need to learn to get over the obstacles themselves.

## 7. Needing Extra Effort

*You present a difficult lesson that requires a lot of effort from the students. In doing so, you:*

Con7 1 2 3 4 5 6 7 Insist firmly that “Now is the time for hard work!”

Str7 1 2 3 4 5 6 7 Say, “Because this lesson is extra difficult, I will provide you with extra help and extra assistance, if needed.

## 8. Anxiety Surfaces

*During a class assignment, you notice that some students are showing signs of anxiety.*

*Sensing that anxiety, you:*

As 8 1 2 3 4 5 6 7 Acknowledge that they look anxious and stressed. Invite them to voice their sense of unease.

Con 8 1 2 3 4 5 6 7 Insist that they must act in a more mature way.

## 9. Transition to a New Activity

One learning activity ends and you are about to make the transition to a new learning activity. You:

Cong9 1 2 3 4 5 6 7 Command the students to hurry up and to finish the old activity.

As9 1 2 3 4 5 6 7 Be patient; confirm that those who are still working hard may have the time they need to finish up.

## 10. Student Misbehavior

*A couple of students have been rude and disruptive. To cope, you:*

Con10 1 2 3 4 5 6 7 Command that they get back on task immediately; otherwise there will be bad consequences.

As10 1 2 3 4 5 6 7 Explain the reasons why you want them to behave properly. Later talk to them individually; you listen carefully to how they see things.

## 11. Practice Time

*It is time for students to practice what they have learned. You ...*

As11 1 2 3 4 5 6 7 Ask students which types of practice problems they may want to work on the most.

Con11 1 2 3 4 5 6 7 Demand that now is the time to work, whether they like it or not. Tell them that they sometimes need to learn to do things against their will.

## 12. Arguing Students

As the class ends, it comes to your attention that two students are arguing and offending each other. As the rest of the students leave the classroom, you ask the two students to remain so that you can:

As12 1 2 3 4 5 6 7 Take the arguing students aside: describe briefly what you saw and ask for their view and suggestions about what to do.

Con1 1 2 3 4 5 6 7 Tell them they should be ashamed of their behavior and that, if they continue, there will be sanctions.

### 13. Test Results

*You have finished scoring a test. Several students scored low again, even though you paid extra attention to this material last week. You...*

Con13 1 2 3 4 5 6 7 Insist that low scores are unacceptable to you. Tell students that they must score higher for their own good.

As13 1 2 3 4 5 6 7 Listen with patience and understanding to what the students say about the test performance.

### 14. Remediation

*One or more students need remediation because they repeatedly failed for your subject.*

*You ...*

Con14 1 2 3 4 5 6 7 Insist: "Try harder. Get it right. Be serious. Otherwise, there will be bad consequences."

As14 1 2 3 4 5 6 7 Say: "Okay, where might we start; any suggestions?"

### 15. Homework

*When assigning homework, you ...*

Con15 1 2 3 4 5 6 7 Make it clear that the homework has to be done well; if not, bad consequences will follow.

As15 1 2 3 4 5 6 7 Offer a number of different homework exercises (e.g., three) and you ask students to pick a few of them (e.g., two).

## Appendix C

### EFL Teachers' Interview Questions

#### Section 1: Teachers' Background Information

- Could you kindly tell us about your teaching qualifications?
- How long have you been teaching English?
- Which levels of proficiency have you taught?

#### Section 2: Teachers' Perception of Empowerment

1. What is your understanding of teacher empowerment in ELT? Could you please elaborate?
2. In your perspective, what factors can influence the level of teacher's empowerment?
3. What challenges do Iranian EFL teachers face regarding their empowerment?

#### Section 3: Teachers' Perception of Motivating Styles

1. What do you think of teachers' motivating styles? Can you explain about that with examples?
2. Do you think that giving decision-making power to EFL teachers affects their choices of motivation style? How?

3. In what ways do you think providing teacher professional development courses can affect teachers' choices of motivating style?
4. Do you think that if teachers feel they are capable of helping students, their choice of the motivation style will change as well?
5. What is your opinion about the influence of teacher autonomy on the motivating style?
6. Do you think that when the teachers receive enough respect from their colleagues, administrators, parents, and others, their choice of motivating style will change/improve? How?

#### **Section 4: Teachers' Empowerment and Motivating Styles**

1. Do you think that EFL teacher's level of empowerment has an impact on their motivating style? If yes, how?
2. What activities can EFL teachers do to maintain or promote their empowerment level to contribute to their choices of motivating style?