

ON THE CORRELATION OF IRANIAN EFL TEACHERS' LEADERSHIP STYLES, SELF- EFFICACY, LOCUS OF CONTROL, AND THEIR EMPOWERMENT

SOBRE A CORRELAÇÃO ENTRE ESTILOS DE LIDERANÇA, AUTO-EFICÁCIA,
LÓCUS DE CONTROLE E SEU EMPODERAMENTO DOS PROFESSORES
IRANIANOS DE EFL

Masoud Ghadiri Shirvan⁵⁰

ABSTRACT: The current study explored whether there was any meaningful relationship among Iranian EFL Teachers' leadership styles, self-efficacy, locus of control, and their empowerment. In such doing, 50 Iranian EFL teachers who were teaching English in difference courses in three language institutes in Tehran, Iran were selected. In order to collect data four questionnaires were utilized. In order to measure teacher leadership styles, Educational Leadership Styles Questionnaire was adapted. To examine teachers' self-efficacy, the Persian adaptation of general self-efficacy scale developed by Akbari and Tavasoli (2014) was administered. To collect data about teacher empowerment, the researcher used the Psychological empowerment scale for teacher, by Wang and Zhang (2009). In order to collect data on the concept of locus of control, the researcher utilized the Levenson's (1973) Multidimensional Locus of Control Scales. The findings revealed that there were significantly meaningful relationship among variables especially self-efficacy and empowerment. Further, the findings showed that the variables were ranked as follows: self-efficacy, leadership style, empowerment, and locus of control.

KEYWORDS: EFL Teachers' Leadership Styles; Self-efficacy; Locus of Control; Empowerment

RESUMO: O presente estudo explorou se havia alguma relação significativa entre os estilos de liderança, a auto-eficácia, o lócus de controle e o poder dos professores iranianos de EFL. Nesse processo, foram selecionados 50 professores iranianos de EFL que estavam ministrando inglês em cursos diferenciais em três institutos de idiomas em Teerã, no Irã. Para a coleta de dados, foram utilizados quatro questionários. Para medir os estilos de liderança dos professores, o Questionário de Estilos de Liderança Educacional foi adaptado. Para examinar a autoeficácia

⁵⁰MA Teaching English as a Foreign Language, Payame Noor University, South Tehran Branch, Tehran, Iran. E-mail: masoud.ghadiri@gmail.com

dos professores, foi administrada a adaptação persa da escala geral de autoeficácia desenvolvida por Akbari e Tavasoli (2014). Para coletar dados sobre o empoderamento do professor, o pesquisador utilizou a escala de empoderamento psicológico do professor, de Wang e Zhang (2009). Para coletar dados sobre o conceito de lócus de controle, o pesquisador utilizou as Escalas Multidimensionais de Lócus de Controle de Levenson (1973). Os resultados revelaram que havia uma relação significativamente significativa entre as variáveis, especialmente autoeficácia e empoderamento. Além disso, os resultados mostraram que as variáveis foram classificadas da seguinte forma: autoeficácia, estilo de liderança, empoderamento e lócus de controle.

PALAVRAS-CHAVE: Estilos de liderança de professores de EFL; Auto-eficácia; Lócus de Controle; Fortalecimento.

1. Introduction

The term leadership is used in different cultures and areas of study (mainly in the areas of business and industry organization) with various interpretations. Many scholars believe that leadership is grounded in a bureaucratic framework (Fong & Snape, 2015). Fiedler (1997) provided some scholars' definitions for leadership: Stogdill (1948) declared that leadership is a process that affects group works by setting goals and achieving them. Dubin (1951) defined leadership as "the exercise of authority and the making of decisions" (p. 78). Later, Hemphill (1954) proposed another definition for leadership. He asserted that "Leadership is the initiation of acts that result in a consistent pattern of group interaction directed toward the solution of mutual goals" (p. 78).

Afterwards, Fiedler (1967) changed the area of research on traits and personal characteristics of leaders to leadership styles and behaviors in the field of industrial and organizational psychology. He had a different view about the definition of the leadership. He believes that all of the above-mentioned definitions are meaningful and logical, but they are all theoretical. Leadership is a kind of behavior which helps others to achieve predetermined goals (Whitaker, 1993, Al-Fozan, 1997). However it became a part of studies which have been conducted in education. The quality of leadership styles of teachers is a crucial requirement in teaching procedure.

Self-efficacy, as another variable of the study, is associated with Rotter's (1966) Locus of Control theory, as well as Bandura's (1977) Social Cognitive theory. Rotter (1966) defined the framework of locus of control efficacy by focusing on how interaction with the environment helps individuals to learn. Rotter, in his seminal paper, presented the concept of internal/external locus of control, associated to the reasons people attribute to their actions. An apparent source of control over one's behavior is the Locus of control, then it impacts the way one views him and his opportunities.

According to Rotter (1966), those with external locus of control believe in the influence of the environment on their actions and those internal loci of control think they are responsible for their actions. According to Tschannen-Moran et al. (1998), in the world of teaching, Rotter's theory explains that teachers with external locus of control view the environment as the main source of impact on their students' learning, while those who believe that they can impact their students' learning outcomes are mostly internally driven.

Many studies have been conducted on the area of business and organizational psychology about empowerment as another variable that will be examined in this study. When employees feel a sense of ownership and can control over their jobs, empowerment begin to appear (Byham, Wellins, & Wilson, 1991, Kirika, 2011). McKenna (1990, Kirika, 2011) defined empowerment as a source of personal self-esteem and motivation for the employees to improve their training and education. Later, it became fashionable in the field of education. Studies on teacher empowerment came into fashion in the late 1980s (Edwards, Green, & Lyons, 2002, Bogler & Somech, 2004). They have been shown that teachers with psychological empowerment are more successful. They are more resilient, more confident about their teaching skills, and they have valuable ideas (Wilkinson, 1998, Wang, Zhang, & Jackson, 2013).

Teachers' empowerment is a critical factor for educational quality and

effectiveness. Melenyzer (1990, p. 4, Kirika, 2011) asserted that teacher empowerment is “the opportunity and confidence to act upon one’s ideas and to influence the way one performs in one’s profession”. Empowerment is defined by Borin (1989, p. 82) as “investigating teachers with the right to participate in the determination of school goals and policies and to exercise professional judgment about what and how to teach”. According to Short and Rinehart (1992a, p. 952), teacher empowerment translates to “participative decision-making and shared leadership”. Empowerment has a positive effect on both teachers’ and students’ performance. Regarding Maeroff (1988), empowerment is somehow similar with professionalism.

As the last variable in this study, locus of control, which is a personality variable, was first appeared in the field of psychology in the early 1970s. The term locus of control seems to be used first by some scholars like Cromwell, Rosenthal, Shakow, and Zahn (1961, cited in Kormanik & Rocco, 2009). It is referred to an extent to which an individual is responsible for his/her own outcomes in life (Wang et al., 2013). It is the extent to which individuals believe that they can control events affecting them. According to Janssen and Carton (1999, cited in Sunbul, 2003), locus of control concerns individuals’ expectances that whether can control reinforcements in their lives or not. Another perspective on the locus of control is introduced by Gurin and Brim (1984, cited in Kormanik & Rocco, 2009). They suggested that “control over outcomes logically involves judging and analyzing two interrelated connections: that between the self and an act, and that between the act and an outcome” (p. 284).

There are a lot of research that have been conducted in the province of leadership, self-efficacy, locus of control, and their empowerment in the fields of psychology, management, and education. Most of the studies on leadership include corporate entities and public institutions (Bennis & Nanus, 2003, Kirika, 2011). There are a number of studies which have worked on the school

principals' leadership (Fiedler, 1967; Bass, 1990; Bass & Avolio, 1990; Hickman, 1998; Yukle, 1998, Kirika, 2011). Some studies have been done on several dimensions of organizational climate, such as leadership style, self-efficacy and communication, concern about work performance predict psychological empowerment (Conger & Kanungo, 1988; Lawler, 1992; Spreitzer, 1995, Wang et al., 2013). In addition, there is a comparative study of leader behavior of school principals and teachers' empowerment carried out in four countries to examine the similarities between the ways leaders behave in different cultures (Al-Fozan, 1997).

There is also another study which has been conducted by Thomas and Velthouse (Wang et al., 2013) on intrapersonal characteristics such as interpretive style, self-esteem, and locus of control predict psychological empowerment. Another study carried out in the area of empowerment found that it focused on professional structure, improved the teaching profession, and increased independence (Blasé & Blasé, 1994, Ghaemi & Sabokrouh, 2014). The results of a study by Spreitzer (Wang et al., 2013) showed that there is no relationship between locus of control and psychological empowerment. According to the study which has been conducted by Luo and Tang (2003, Wang et al., 2013), individuals with an internal locus of control are more empowered than those with an external locus of control.

2. Statement of the Problem

In the process of teaching and learning, the toughest job has been done by teachers (Tschannen-Moran, 2001, Khany & Tazik, 2015). He mentioned that by any change in the needs of society, expectations of school, and the students themselves, teaching became a more demanding task. In order to overcome these challenges, teachers have to provide opportunities to control, lead, and empower themselves. Thus, teachers' leadership, self-efficacy,

empowerment, and locus of control are required to face up to this difficult job. EFL teachers are restricted to the rules of universities, schools, and even institutes of Iran. Most of them do not have any authority, or any control over choosing a textbook, designing a syllabus, or making decisions about their students. Therefore, they do not feel empowered and how to empower them in decision- or policy- making should be the main concern. They should feel responsible for their teaching outcomes and have control over events affecting them.

Many studies (Kirika, 2011; Wnag, Zhang, & Jachson, 2013) are investigated the leadership, self-efficacy, empowerment, and locus of control in the field of management and psychology. As far as the researcher is concerned, there are few studies on these areas in the field of education and fewer studies on the domain of TEFL. In education, most of the studies have been worked on the leadership and leadership styles of school principals. To the best of the researcher's knowledge, there is a lack of research on leadership styles of the teachers. Moreover, a common observation in the area of education shows that most of studies have been conducted about teachers' leadership styles, teachers' empowerment, self-efficacy and teachers' locus of control individually, or their interaction with other variables like autonomy. So, a few of these studies address the interaction of two of these variables (e.g. teachers' leadership style and empowerment). Furthermore, the research on the self-efficacy and locus of control is mostly done regarding students, not teachers. Contrary to theses bidirectional studies, a research on the interaction among these variables has not yet been conducted in the domain of ELT among Iranian EFL teachers. Therefore, this study is going to be instituted to address this research void by proposing the following research question:

RQ. Is there any meaningful relationship among Iranian EFL teachers' leadership styles, self-efficacy, locus of control, and their empowerment?

3. Review of Literature

A study on students' achievement at secondary schools in Lebanon by Theadory (1982, cited in Al-Fozan, 1997), came to the conclusion that the head teacher's concern for human relations was of significance, but that concern for the task was not. Al-Soukar (1984, Al-Fozan, 1997) conducted a study in which she investigated the leadership styles of the headmistress and its effect on girl students at the intermediate girls' schools in Riyadh. She found there was a positive relationship between the headmistress who practiced a democratic style and the achievement of students. These headmistresses were concerned with both task and people.

In recognition of the importance of the head teachers' leadership role in attaining the goals of education in school, a study was carried out in Saudi Arabia by Mohasan (1984, cited in Al-Fozan, 1997) of secondary schools for girls in Riyadh to determine the effectiveness of the leadership styles on the satisfaction of teachers and on students' achievement. She found a positive relationship between the democratic style of the head teachers of secondary schools for girls and the feelings of security of the teachers.

Another study (in Arabic) done by Al-Hadhood (1989, cited in Al-Fozan, 1997), regarding leadership styles of head teachers of public schools in Kuwait, found differences between male and female head teachers, relating to their concern for human-orientated versus task-orientated behavior. Female head teachers were found to show a greater concern than their male counterparts for human-orientated behavior, and both showed an equal level of concern for task-orientated behavior.

Studies on organizational determinants of leadership (Szilagyi et al, 1990, Al-Fozan, 1997) reveal that among them are the nature of the environment, the nature of the tasks and the priority among goals. Effective

leadership is the product of multiple conditions within organizations. To be effective, leadership must both be consistent with organizational expectations and beneficial to organizational goals.

Efficacy could be related to a number of significant factors related to education, including student achievement (e.g., McLaughlin & Marsh, 1978; Muijs & Reynolds, 2002), student motivation (e.g., Midgley, Feldlaufer, & Eccles, 1989), educational innovations (e.g., Cousins & Walker, 2000), classroom management skills (Wool-folk, Rosoff, & Hoy, 1990), and teacher stress (Greenwood, Olejnik, & Parkay, 1990).

Moafian and Ghanizadeh (2009) investigated the relationship between efficacy and emotional intelligence among 89 EFL teachers from several private language institutes. Their findings showed that there was a significant relationship between teacher efficacy and emotional intelligence. Further, Vaezi and Fallah (2011) explored the connection between efficacy and anxiety in a sample of Iranian EFL teachers in private language institutes. The results showed an important negative correlation between efficacy and stress.

Akbari and Moradkhani (2010) studied relationship between teaching experience, academic degree and teacher efficacy among 447 Iranian EFL teachers. The results of data analysis revealed that experienced teachers (with more than three years of teaching experience) had a significantly higher level of efficacy, efficacy for classroom management, efficacy for student engagement, and efficacy for instructional strategies compared to their novice counterparts.

Rastegar and Memarpour (2009) explored teacher efficacy with respect to teacher emotion and demographic variables in an EFL context in Iran. The results showed a positive correlation between teacher emotional intelligence and efficacy.

The relationship between teachers' years of teaching experience and their sense of efficacy has also been investigated by researchers, with at times

contradictory findings. Some studies have found significant relationships between teachers' experience and sense of efficacy (e.g, Chacon, 2005; Gaith & Shaaban, 1999; Tschannen-Moran & Woolfolk Hoy, 2007), while some others could not detect any link (Gurvitch & Metzler, 2009; Liaw, 2009; Moe et al., 2010; Rastegar & Memarpour, 2009). Gaith and Yaghi's (1997) study, for instance, indicates that teachers' general teaching efficacy has a reverse relationship with their experience, whereas no relationship was found between the participants' personal teaching efficacy and their experience.

Research on teacher empowerment began to appear in the literature in the late 1980s (Edwards, Green & Lyons, 2002, Bogler & Somech, 2004). In current movements of educational reforms for educational quality and effectiveness, teachers' empowerment and improvement of their performance are often the critical focuses. Short et al. (1992, cited in Veisi et al., 2015) surveyed 257 teachers' from six states and eight schools about empowerment and school climate and found different responses. A negative correlation existed between the empowerment measure and the school climate measure. The findings suggest that as teachers are empowered they should also be sensitized to conflict resolution and group processes. It also suggests that as teachers become more empowered, they assume ownership of problem framing and problem solving making them more critical of school functioning and school processes.

Other studies indicated that certain organizational structures are viewed as more empowering than others (Rinehart, Short, & Eckley, 1998). For instance, Husband (1994) found that teachers on interdisciplinary teams in middle/junior high schools perceived themselves to be more empowered than did teachers in traditional, departmentally organized schools.

According to Rinehart, Short, and Eckley (1998), inquiry regarding perceptions of participant empowerment and certain organizational variables

has revealed significant associations between empowerment and job satisfaction (Rinehart & Short, 1994; Wu, 1994), climate (Short & Rinehart, 1993), conflict (Rinehart, Short, & Johnson, 1997), commitment (Wu, 1994), and program structure (Husband, 1994).

According to Wynne (2001, cited in Veisi et al., 2015) the goal of teacher empowerment is improved student achievement. Results from a study of 449 teachers in Cyprus to determine if professional growth, decision making, promotion, and status affect a teacher's sense of empowerment indicated that status, decision making, and personal growth does increase a teacher's feeling of empowerment (Zembylas & Papanastasiou, 2005, Veisi et al., 2015).

Teacher empowerment has been viewed by many researchers as promoting collegiality, providing quality, professional learning, and acknowledging the impact that teachers have on student achievement (Zembylas & Papanastasiou, 2005, Veisi et al., 2015).

Pearson and Moomaw (2005, cited in Veisi et al., 2015) examined the relationship between teacher autonomy and on-the-job stress, work satisfaction, empowerment, and professionalism. It was demonstrated that as general teacher autonomy increased so did empowerment and professionalism. Also, as job satisfaction, perceived empowerment, and professionalism increased on-the-job stress decreased, and greater job satisfaction was associated with a high degree of professionalism and empowerment.

Some literature (Adams, 1999; Smith, 1997) indicates that locus of control is a critical psychological attribute affecting teachers' perceptions of their environment and job attitudes (Sunbul, 2003). For example, Volansky and Habinslu (1998) found that internal-external locus of control is an important personal attribute related to an individual's organizational commitment.

Even though some studies have explored the relationship between locus of control, burnout, and job satisfaction, they are lacking in how locus of control

is related to different aspects of job attitudes for teachers in particular (Anderson, Levinson, Barker, & Kiewra, 1999; Marso & Pigge, 1997, Sunbul, 2003). Ma and MacMillan (1999, cited in Sunbul, 2003) believe that teachers' job attitudes consist of multiple aspects, such as social satisfaction, intrinsic and extrinsic satisfaction, role clarity, feeling of job challenge and internal work motivation. Cummins (1988) and Kobasa and Puccetti (1983) supported the hypothesis that the relationship between stress and strain is moderated by locus of control personality (Sunbul, 2003).

A number of researchers report that the negative effects of stress appear to be reduced if one perceives he or she has some degree of control over his or her environment (Hokanson, DeGood, Forrest, & Brittain, 1971; Lefcourt, 1976; Staub, Tursky, & Schwartz, 1971, Friedman et al., 1983). One of the key variables affecting the perception of one's environment is that of locus of control. Considerable research has attempted to relate locus of control to various expectancies and coping strategies (Abramowitz, Abramowitz, Roback, & Jackson, 1974; Balch & Ross, 1975, Friedman et al., 1983).

3. Methodology

Participants

The participants of this study consists of 50 Iranian EFL teachers who were teaching English in difference courses in three language institutes in Tehran, Iran. The age range of the participants was 28 to 39 years old. Regarding their level of proficiency, they were either bachelor's degree (B.A) or Master's degree (M.A) in different majors of English language. Moreover, 10 teachers of volunteered participants were interviewed by the researcher in order to collect qualitative data.

4. Instrumentation

In order to collect data to reply quantitative question of the current study, one types of instruments was employed for data collection as questionnaires. In order to measure teacher leadership styles, Educational Leadership Styles Questionnaire (Lee, 1971; Bailey, 1978; Dillman, 1983) was adapted. There were 35 items on a 5-point Likert scale that scored from A=always, B=frequently, C=occasionally, D=seldom, to E=never. To examine teachers' self-efficacy, the Persian adaptation of general self-efficacy scale developed by Akbari and Tavasoli (2014) was administered. It consisted of a 32 Likert-scale items instrument, which focused on the following criteria: 'using peer-correction', 'using a variety of techniques in assessment', 'using realia in the class', 'raising environmental issues', 'talking about gender discrimination', 'motivating reluctant students', and 'helping a group of low ability students'. To collect data about teacher empowerment, the researcher used the Psychological empowerment scale for teacher, by Wang and Zhang (2009). There were 66 items and 3 subscales. In order to collect data on the concept of locus of control, the researcher utilized the Levenson's (1973) Multidimensional Locus of Control Scales. There were 24 items scored from -3 (strongly disagree) to +3 (strongly agree).

5. Data Collection Procedures

Before data collection could proceed, as the first step, the reliability and validity of each instrument were assessed through a piloting the study. The researcher described the study, invited the teachers to participate, and gave instructions for completing the instruments. In order to collect the required sample from the teachers, each of them was given four questionnaires. To fill out each questionnaire, they had 20 minutes. Finally, the results were calculated and compared.

6. Data Analysis

For the purpose of analyzing the data and to answer the addressed research question in the study, analytical methods were computed by SPSS (version 22.). Thus, first, the descriptive statistics and frequency count were calculated. In order to explore the relationship among the variables Multiple Regression Statistical Procedure was run. In order to ensure that the data set was normally distributed *One-Sample Kolmogorov-Smirnov Test* was conducted. Table 1 illustrates the results of this test.

Table 1. *One Sample Kolmogorov-Smirnov Test*

N		50
Normal Parameters ^{a,b}	Mean	36.02
	SD	6.213
Most Extreme Differences	Absolute	.356
	Positive	.369
	Negative	-.236
Kolmogorov-Smirnov Z		.369
Asymp. Sig. (2-tailed)		.242

Test distribution is Normal. .a

Calculated from data. .b

As it is shown in Table 1, p-value for both sets of scores was higher than 0.05. Therefore, the scores were normally distributed. Then, descriptive statistics were developed. Table 2 displays the descriptive statistics of Iranian EFL teachers' leadership style, self-efficacy, empowerment, and locus of control.

Table 2. *The Descriptive Statistics of the Variables*

Variable	N	Min.	Max.	M	SD.
Leadership style	50	5.00	39.00	30.12	4.05
Self-efficacy	50	5.22	35.14	33.9	5.17
Empowerment	50	13.00	38.00	32.30	4.15
Locus of control	50	8.22	50.28	36.72	6.54
Valid N (Listwise)	50				

Then, the data was run through a multiple regression in which a stepwise method was used in forming the regression models. As shown in Table 3, the standardized coefficient among variables (i.e. leadership style, self-efficacy, empowerment, and locus of control) was ($Beta = .114$) at $p = .035$, indicating a positive linear relationship between self-efficacy and empowerment. The t value ($t = 2.541$) was significant at $p = .035$, showing that the relationship of level of self-efficacy with the teachers' empowerment was significant and not due to chance.

Table 3. *Model Summary for Regression Analysis*

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.114	.16	.13	6.0024

Further, preliminary analyses were run to ensure non-violation of the assumptions of normality 1, linearity 2 or multicollinearity 3. Figures 1 and 2 display the results.

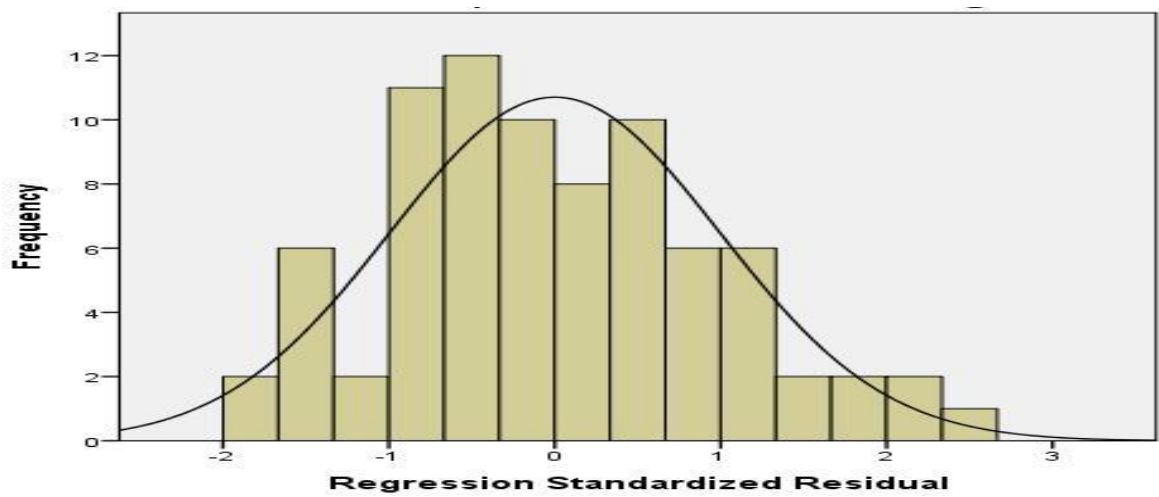


Figure 1. *Regression Standardized Residual*

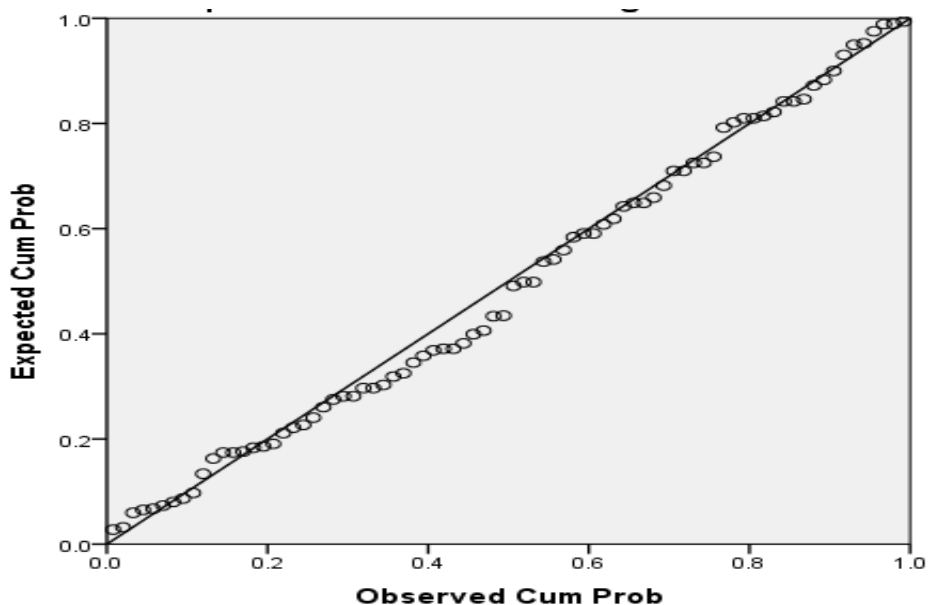


Figure 2. *Observed Cum Prob*

As shown in Table 3, there are meaningful interactions between Iranian EFL teachers' leadership style, self-efficacy, empowerment, and locus of control since regression analysis revealed $R^2 = .13$ and the results were significant ($\text{sig} = .043$, $p < .05$). This proved that 14% of the variance of the dependent variables was accounted for by the independent variable of the study. In addition, to find out the exact differences and ranking among variables Friedman Test was utilized. In this procedure, ranking each row (or block) together is considered, then regarding the values of ranks by columns. Table 4 depicts the results.

Table 4. *Friedman Rank Test Results*

Variable	Mean Rank	Rank
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Self-efficacy	4.12	1
Leadership Style	3.92	2
Empowerment	2.58	3
Locus of control	2.04	4
Test Statistics (Friedman Test)		
x²	df	p-value
36.22	3	0.001

According to Table 4, the findings of the Friedman rank statistics showed that Friedman rank statistics is significant ($p = 0.001$, $X^2 = 36.22$, $df = 3$). Concerning the mean ranks, a decrease is evident in variables from self-efficacy to the locus of control. In fact, the results of the Friedman test revealed that there was a statistically significant difference in four variables ($4.12 > 3.92 > 2.58 > 2.04$). It is therefore concluded that the variables can be ranked as follows: self-efficacy, leadership style, empowerment, and locus of control.

5. Discussion and Conclusion

Concerning the relationship between the two variables namely leadership and teacher empowerment, the results support those of previous studies (Goddard, 2001; Hemric et al., 2010; Hipp, 1997; Martin, Crossland, & Johnson, 2001; Moore & Esselman, 1992), which have shown a positive relationship between the two constructs. More importantly, it supports the rationale behind empowerment of the teacher and its psychological leadership

beliefs provided by Bandura (1997), who asserts that empowerment is an important element for leadership; when teachers want to make a difference with their actions, they need the power to employ those leadership actions.

Additionally, according to Berry, Daughtrey, and Weider (2010), “both individual and collective teacher leadership have been linked with successful school improvement and reform efforts, by creating a critical mass of empowered experts within the building” (p. 20).

This also sheds lights on the evidence suggested by Goddard et al. (2004); they rightly assert that one approach to strengthen the leadership of teachers is to empower the staff. Therefore, that is the reason why empowerment is considered to be one of the most important outcomes of leadership beliefs of teachers in their theoretical framework. As teacher empowerment in all domains represents empowerment as an organizational characteristic of schools, it would be related to their responsibility for student learning (Marks & Louis, 1997).

Olivier and Hipp (2006) stated that “sharing power and authority with teachers through decision-making and shared leadership increases leadership capacity and builds a belief in school’s empowerment ability to affect student learning” (p. 517). Also based on Sweetl and and Hoy’s (2000) assumptions that teacher empowerment has a significant effect on student achievement.

Due to the extensive pre-planned programs imposed on teachers the teachers suffer from the lack of being enough empowered and taking a collective responsibility for students’ learning. However, in a study conducted by Henson (2001), he found that although both general and personal empowerment increased from pre to post test on Teacher Research Professional Development, and collaboration was related to general teaching efficacy, there was no relationship between teacher empowerment and leadership.

The findings are inconsistent with the findings of the study by Short and Rinehart (1991), who indicated that experience and age were the most powerful indicators of teacher empowerment. The findings did not also support one of the dimensions of empowerment suggested by Dunst (1991) that was enabling experience; when applied in organizations, this aspect promotes responsibility, control, autonomy, and choice.

Besides teachers, the findings of the current study would have theoretical and pedagogical implications for syllabus designers and materials developers. Since they provide teaching materials which contain proper contents to language learners, design exercises and deploy these strategies to achieve their goal it is essential for them to take teachers' characteristics into consideration including empowerment, leadership style, self-efficacy, and LOC. In fact, they should provide textbooks for teachers containing guidelines for efficient teaching through locus of control training, leadership styles, and empowerment. This will lead teachers to teach effectively and, assist learners to be more independent in the language learning process. Finally, concerning language institutes and educational centers, some useful hints may be effective in increasing teacher leadership level at English language institutes.

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