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On the Relationship between Iranian EFL Teachers' Personality Type and Their Classroom Management Orientation

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Abstract

The present study aimed to explore whether there is any significant relationship between Iranian EFL teachers' traits in terms of personality type and their classroom management orientation. To this end, 130 EFL teachers from private language institutes and schools participated in this study. Three data collection instruments were used: a) personal demographic questionnaire, b) Attitudes and Beliefs on Classroom Control inventory, and c) Five Factor Model personality questionnaire. The results showed that, out of five factors of personality trait and three factors of classroom management orientation, there were two significant relationships; there was a significant relationship between conscientiousness personality trait and instructional classroom management orientation, and there was also a significant relationship between conscientiousness and behavioral classroom management. No other significant relationship was found between other factors of personality and classroom management. The findings of this research can help raise awareness of teachers and teacher trainers alike of teacher personality traits and their possible relationship with classroom management orientation (of teachers).

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1. Introduction

Brown (2007) believes that one of the most important steps in the success of EFL classrooms is to grapple with classroom management which concludes a number of factors such as physical arrangement of the classroom to teaching styles and classroom energy. According to him, knowing the variables of classroom management can help teachers improve their skills as a language teacher. One major goal for classroom management is establishing appropriate climate for learning. Although there are a lot of concerns about the nature of classroom learning environments, there is particularly paucity of research on profound understanding of the way EFL teachers successfully manage the classroom environment (Martin, 2004).

Personality has always been a major area of research in the fields of education and psychology (Graziano & Eisenberg, 1997). Specifically, teachers' personality means the specific sets of their characteristics that influence their behavior while doing the job of teaching. According to Mckenny (2008), teachers possess organized sets of characteristics which uniquely influence their behavior, cognition and motivation in various situations (as cited in Khan, Shah, Khan, & Gul, 2012). Gerrig (2013) believes knowing that a person can be characterized by some particular personality traits can enable teachers to better predict their behavior across different situations. Banner and Canon (1997) believe that who teachers are in the way they teach is as much important as what they teach. According to them, teachers' human qualities determine the effectiveness of their teaching. These qualities are rooted in teachers' selves; although they can be developed, they cannot be imposed.

However, in spite of the bulk of research on the factors related to EFL teachers' personality type and EFL classroom management, more research is required on the relationship between teachers' classroom management and their personality type. Therefore, the main purpose of this study was to investigate the relationship between Iranian EFL teachers' personality type and their classroom management orientation, and to determine what the main components contributing to these factors are.

2. Theoretical background

Many researchers such as Burden (2005), Good and Brophy (2006) define "classroom management" as a range of teacher efforts to monitor all of the activities in a classroom including students' behavior, learning and social interaction (as cited in Unal & Unal, 2012). Brophy (1986) describes classroom management as teachers' efforts to build and maintain an effective environment for teaching and learning. Doyle (2006) explains that classroom management encompasses teachers and students' attitudes and actions that influence students' behavior in the classroom. It is a fact that classrooms are dynamic and in motion. According to Doyle (1980), classrooms have some complex characteristics that can pose challenges for teachers. These characteristics can be captured as following:

2.1. Classroom Characteristics

- Immediacy and Simultaneity

Immediacy means that every event happens very fast in classrooms and there is not much time for teachers to think prior to taking action. They should always be prepared to answer students' questions, so they need to act immediately. In addition, many things happen simultaneously in

classrooms: some students finish a test earlier while others take much time, or a teacher listens to a students' answers while some students begin to discuss at the back of the classroomF

- Multidimensionality and Unpredictability

A classroom has multiple dimensions: a learning laboratory, a social center, and a collection of individuals who have social relationships besides being classmates. Classrooms are often crowded and busy places, and many students have access to limited resources to achieve objectives. Every activity needs to be organized and planned beforehand. However, there are always immediate events and interruptions in the classrooms that teachers cannot predict. These unpredictable circumstances influence the discipline of classrooms.

- History and Publicness

A class meets regularly for a long period, two or more days a week for two or three months, or even longer. The way an event is handled in one point in time, usually the first instances, often shapes how things are done later. Classrooms are public places, and whatever happens between one or some students and the teacher are observed by the entire class. Witnesses can affect disruptive students' behavior, and also students can learn about teachers' ability to manage the classroom.

These characteristics are common to all classrooms; they define the distinctive nature of the classroom environment and create classroom demands and pressures that are continually exerted on a teacher as a class moves through time. Beginning teachers usually face the difficult problem of handling these demands and developing ways to manage them effectively.

2.2. Wolfgang's model of classroom management strategies

Wolfgang's (2005) model of classroom management strategies is one of the most prominent models of classroom management. He conceptualized a model in which classroom management strategies are classified into three levels of interventionist, interactionalist and non-interventionist. According to him interventionists who are at one extreme, believe that students develop according to environmental conditions, and teachers' job is to control the environment by creating a logical system of conditioning. Interventionist teachers are proponents of the carrot-and-stick approach. They argue that learning takes place by reinforcing behaviors through teacher-generated rewards and punishment. In their view, the teacher is in forefront who wields the power, and children are in the background, wielding little, if any, power. The less power students have, the easier it will be for teachers to do their job. At the other extreme, non-interventionists believe in creating a supportive and facilitating environment for students. In their view, like a plant that requires nurturing water, soil and sunlight to bloom, students possess an internal motivation that simply needs to be nurtured, not controlled, to bloom. By contrast to the interventionists view, the non-interventionist teacher has the role of a director or facilitator, and is no longer in the forefront. Also, students have power over their own destiny (Tauber, 2007; Wolfgang, 2005). Interactionalists, being located in the middle of Wolfgang model believe that conflicts in the classrooms cannot be resolved without full participation of all parties involved in a conflict in decision making. They argue that appropriate behaviors are the result of students' interaction with outside world of people and objects. The number of conflicts occurring in a classroom is not important to interactionalists, but the way those conflicts are resolved so that relationships remain intact,

and both parties feel their needs are met. In this model, unlike the interventionists and non-interventionists, interactionalists suggest that students and teachers must share responsibility for classroom management.

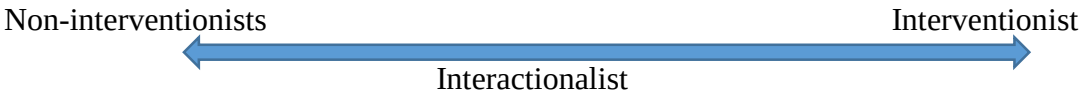

Figure 1. Wolfgang's (2005) model of classroom management

2.3. Factors affecting EFL classroom management

There are a number of factors that can affect EFL classroom management. Ayalew (2014) categorized the most important factors into three main causes. The first one is teacher and school context related causes. As teachers are the main part of the classroom and learning environment, they can be the potential sources of teacher related problems. Failure to provide well-prepared lessons, appropriate techniques in teaching and managing classroom, and lack of sufficient pedagogical skills may lead to major classroom problems. In addition, the type of leadership style that teachers use can affect classroom management. The social atmosphere teachers create will determine the extent they see themselves as commanders and controllers or an equal partner with students who have good interpersonal relationships. Obviously, classroom management is the art of carefully preparing, presenting and controlling class activities. Managing classrooms based on much force to control students' behavior would lead to conflict and disruption.

The second, student related causes that affect classroom management, can be divided into internal and external factors. Internal factors are related to the students' personal life and experience, and various psycho-social factors that may cause disinterest in learning, ignorance of the classroom rules and misbehavior. External factors can be related to other students' pressure, teachers and subject areas. Lack of interest in a particular subject, dislike towards teachers, inappropriate degree of lesson hardness, unclear expectations of teachers and being unprepared may cause students to become discouraged, and disrupt in the classroom.

The last, home related variables, help teachers to better understand students' behavior considering them as people who have special life circumstances with varying degrees of problem. For instance, students' misbehavior might be the result of being rejected and disrespected by the family. Teachers need to be aware of these issues and act in a way that minimizes the influences of the existing problems.

2.4. Personality

Personality psychology has been practiced from the time that people started asking questions about their nature: who am I? Why am I anxious for no apparent reason? (Mischel, Shoda & Ayduk, 2008). The study of personality psychology began to flourish in early 19th century. At that time, humans started to be seen as individuals who are important and unique in their own right. It was the first time that they began to be seen as particular persons who have their own characteristics and traits and are not considered only as members of a family, race or corporation (Pervin & John, 1999). Allport (1961) believes that it is very difficult to define personality, because it is one of the most abstract concepts in English language. But based on the literature he states, "Personality is the dynamic organization within the individual of those

psychophysical systems that determine his unique adjustments to his environment." (p. 28). According to him, it is not possible to completely define personality without indicating the manner in which individuals' personality influences others and the behavior of others makes responses in individuals' personality.

Personality is always a major area of research and is generally defined as a complex set of psychological qualities that influence individuals' behavior across time and situation (Gerrig, 2013). Personality is a determinant that influences how an individual interacts with others. Individual differences are always at the heart of personality definition that helps us to better describe people and to predict their future behavior (Mischel, Shoda & Ayduk, 2008; Pervin & John, 1999).

Teachers' personality has an important effect on what and how they teach to the extent that they cannot teach the students effectively without recognizing the differences between their personality type and their students' (Banner & Canon, 1997). Research on personality and characteristics of teachers has been an integral part of the studies for over 40 years (Rushton, Morgan & Richard, 2007). Past research projects in personality area have investigated the relationship of personality with different aspects of teaching. Zhang (2007) investigated the relationship between teacher personality traits and their teaching styles among 157 Chinese high school non-EFL teachers. The results showed that teachers' personality measured by Neuroticism Extraversion Openness (NEO) personality inventory significantly contributed to their teaching styles. In another study, Zhang (2007) investigated the relation between career personality type and preference of teachers' teaching styles in students. The results indicated that students preferred teaching styles that matched their career personality type. However, they expressed a tendency toward teaching styles that complemented their career personality type. Using NEO personality inventory Cano-Garcia, Padilla-Munoz, and Carrasco-Ortiz (2005) investigated the role of teachers' personality and contextual variables in their burnout. The results were indicative of the importance of personality in combination with some of contextual variables, both in description and production of teachers' burnout. Also, Clayson and Sheffet (2006) investigated the relationship between teacher personality and the student evaluation of teaching. The results confirmed that students' perception of the teacher personality and the evaluation of the instruction were significantly related. Akbari, Mirhassani and Bahri (2005) investigated the relationship between teaching style and personality type of a sample of Iranian EFL teachers. The results showed that each personality type of teachers according to Myers Briggs Type Indicator questionnaire, represented a particular teaching style.

However, based on the available literature of the past research, to the best knowledge of the authors, no research study appeared to have investigated whether there is a relationship between Iranian EFL teachers' personality type and their classroom management orientation. Therefore, the present study attempted to fill this gap specifically in Iranian context.

Psychologists tried to make personality as something measurable in order to be considered proper science. Consequently, a number of personality models based on which personality questionnaires were built, were presented. The Five Factor Model, which is the most comprehensive and well developed taxonomy of personality traits, classifies characteristics

into a continuum of each trait from high to low degree, not as distinctive type (Gerrig, 2013; McCrae & Costa, 2008). This model is explained in the following.

2.4.1. The Five Factor Model

Undoubtedly, the one model which is the most comprehensive and well-developed taxonomy in personality traits that helps provide a prominent description of individuals on which they differ is the Five Factor Model (Gerrig, 2013; McCrae & Costa, 2008). It is based on works of many scholars such as Allport and Odbert (1936), Cattel (1943) and Norman (1963), and classifies 18,000 personality traits into five mainly independent dimensions reliably obtained from extensive factors analysis (Goldberg, 1990; Zhang, 2002). It is believed that adult personality can be described comprehensively in terms of Neuroticism (N), Extraversion (E), Openness (O), Agreeableness (A), and Conscientiousness (C) (Zhang, 2002). The characteristics are classified into a continuum of a trait from a high to low degree, not as a distinctive type, each of which is explained in the following.

2.4.1.1. Neuroticism (N)

Neuroticism is related to emotional instability such as inability to control urges, having tendency to unrealistic ideas and inability to cope with stress. People high on the N scale tend to experience negative feeling of embarrassment, guilt and low self-esteem. Traits associated with this dimension include being embarrassed, depressed, angry and insecure (Barrick & Mount, 1991; Kokkinos, 2007; Zhang, 2002).

2.4.1.2. Extraversion (E)

Extraversion is related to having disposition toward sociability and assertiveness. Individuals who have high scores on E scale are usually talkative, and prefer to work with others and in groups. They are generally sociable, cheerful and optimist, and they are more likely to engage in activities. In contrast to them, individuals low in E scale mostly appear shy, quiet and reserved (Kokkinos, 2007; Zhang, 2002).

2.4.1.3. Openness (O)

Openness is related to having preference to variety, intellectual curiosity and having aesthetic sensitivity. They are generally open-minded and have an active imagination. Individuals who are high on O scale, tend to be less conservative and traditional. Traits generally associated with this dimension include being imaginative, curious, intelligent and artistically sensitive (Barrick & Mount, 1991; Kokkinos, 2007; Zhang, 2002).

2.4.1.4. Agreeableness (A)

Agreeableness is related to one's respect toward others' beliefs and interpersonal trust. Individuals who are high on A scale are fundamentally altruists, and like to help others. Traits associated with this dimension include being flexible, good-natured, cooperative and tolerant (Barrick & Mount, 1991; Kokkinos, 2007; Zhang, 2002).

2.4.1.5. Conscientiousness (C)

Conscientiousness is related to inclination toward persistence, responsibility and trustworthiness. Individuals who are high on C scale are generally purposeful, cautious and strong-willed. Traits generally associated with this dimension include being hardworking,

achievement-oriented and persevering (Barrick & Mount, 1991; Kokkinos, 2007; Zhang, 2002).

2.4.2. Personalities in Classroom Management Studies

There have been several studies on the relationship between teachers' personality type and aspects of classroom management. Chambers, Henson and Sienty (2001) investigated the personality types and teaching efficacy as predictors of classroom control orientation in beginning emergency permit teachers. The participants were 120 teachers pursuing teacher certification through an emergency permit teacher education program at Texas University. Two instruments were used for this study: Myers-Briggs Type Indicator (MBTI) for identifying personality type, and a revised version of Teacher Efficacy Scale. The results indicated that teachers who emphasized Sensing and Thinking type tend to be interventionist in their classroom control orientations. The findings also revealed that instructional classroom management beliefs were predicted strongly by teachers' efficacy beliefs rather than their personality type. A negative relationship was also revealed between extravert teachers' personality type and interventionist view of people management.

Robert, Mowen, Edgar, Harlin and Briers (2007) investigated the relationship between personality type and teaching efficacy of student teachers in agricultural science. The participants were 72 agricultural science student teachers at Texas A&M University. The long form of the Teachers' Sense of Efficacy was used to measure teaching efficacy, and Myers-Briggs Type Indicator was used to assess personality type. The results suggested the existence of a positive relationship between Judging personality type and efficacy of classroom management.

In one study similar to the present one, Burkett (2011) investigated the relationship among teachers' personality, leadership style, and efficacy of classroom management. Three main instruments were used for this study: Multifactor Leadership questionnaire, Big Five questionnaire for personality measurement, and Teacher Sense of Efficacy Scale. The results showed a weak relationship between transformational leadership, the personality factors for openness and conscientiousness, and efficacy of classroom management. No statistically significant relationship was found between teachers' classroom management and their experience, certification and personality factors of extraversion and agreeableness.

Despite the rather copious research on the fields of teachers personality type and classroom management, the relationship between these two and the issues of whether teachers' individual personality type can predict their classroom management orientation, or whether teachers with a specific personality type tend to adopt a specific classroom management style is not well clarified. The purpose of the present study was first to identify Iranian EFL teachers personality type and their classroom management, and then to investigate whether there is any significant relationship between Iranian EFL teachers personality type and their classroom management orientation.

3. Research Questions

The aim of the present study was to investigate whether Iranian EFL teachers' personality type and their classroom management orientations are meaningfully related. Thus, the study sought to answer the three following research questions.

1. What are Iranian EFL teachers' classroom management orientation?
2. What are Iranian EFL teachers' personality type?
3. Is there any significant relationship between Iranian EFL teachers' personality type and their classroom management orientation?

4. Method

4.1. Participants

One hundred and thirty EFL teachers participated in this study through convenience sampling from districts three, four, six and seven in Tehran. Female participants comprised the majority of the sample 89.8 % (N=96) and males 10.2% (N=11) of the sample. Teachers from the sample enjoyed from one year to over than 25 years of teaching experience with a mean of 7.6 years. Within this sample, 61.7% (N=58) of teachers were teaching at both elementary and intermediate levels, 26.1% (N=28) at all the levels, and 12.2% (N=14) at intermediate and advanced levels. All the participants were teaching at private institutes and/or schools.

4.2. Instrumentation

Three data collection instruments were used to gather the data in this study:

4.2.1. A personal information form for making a profile of demographic variables

This questionnaire was designed to make a profile of demographic variables including age, gender, teaching experience, education (AD, BA, and MA), teaching level (elementary, intermediate, advanced), institute or school type (private, public) and age range of their students (children, teenagers, adults).

4.2.2. The Attitudes and Beliefs on Classroom Control (ABCC) Inventory

Based on the conceptual classroom management model by Wolfgang (1995), Martin, Yin and Baldwin (1998) developed the Attitudes and Beliefs on Classroom Control (ABCC) inventory. ABCC is a 26-item questionnaire that encompasses three comprehensive, independent components for teachers' classroom management orientation. The first component, people management, relates to teachers' beliefs of students and what they do to promote their relationship with students. The second one, instructional management, includes monitoring seatwork, organizing daily routines and allocating materials. The last one, behavior management, focuses on their efforts to prevent students' misbehavior, provide feedback on their behavior and give directions. Participants were required to respond to the items on a 4-point Likert scale (Describes me very well, Describes me usually, Describes me somewhat, and Describes me not at all) based on the items which best described their attitudes towards and beliefs about classroom management. Many research studies have established the validity of the ABCC for assessing classroom management orientation (Martin, 2003; Martin & Shoho, 2005; Martin, Yin, & Baldwin, 1998). Ritter and Hancock (2007) reported the reliability coefficient of ABCC scale to be .85. Reliability coefficients of the subscales were .69, .69, .82 for people management, behavior management, and instructional management, respectively (Martin et al., 1998). The K-R 21 reliability coefficient of people management, behavior management, and instructional management in this study were estimated to be .77, .73, and .83 respectively. The total K-R 21 coefficient of ABCC was computed to be .86.

4.2.3. The Five Factor Model (FFM)

The five factor model is one of the most comprehensive and well-developed taxonomy in personality traits that provides a prominent description of individuals on which they differ (Gerrig, 2013; McCrae & Costa, 1991). It is based on the works of many scholars such as Allport and Odbert (1936), Cattel (1943) and Norman (1963), and classifies 18,000 personality traits into five mainly independent dimensions reliably obtained from extensive factors analysis (Goldberg, 1990; Zhang, 2002). It is believed that adult personality can be described comprehensively in terms of five 'big' factors or traits. These "Big-Five" factors have traditionally been labeled as Neuroticism (N), Extraversion (E), Openness (O), Agreeableness (A), and Conscientiousness (C). The revised shortened version (NEO-FFI) which comprises 60 items in Persian was used in this study. Since the Persian version of the instrument was available, the present study opted for the Persian standardized version. McCrae and Costa (1983) examined the reliability of this questionnaire over the time, and reported the reliability coefficient to be between .75 and .83. The K-R 21 reliability coefficients of the neuroticism, extraversion, openness, agreeableness and conscientiousness in this study were estimated to be .64, .77, .81, .73, and .81, respectively. The total K-R 21 coefficient of FFM was computed to be .76. In addition, the validity of the instrument was confirmed by a number of researchers (Barrick & Mount, 1991; Hough, 1992; Salgado, 1997).

4.3. Procedure

After obtaining the consent of the supervisors of language institutes and schools, arrangements were made to start the data collection procedure. The participants were informed that participation was voluntary, and assured that all information would be kept confidential. The participants willing to know their personality type and their classroom management orientation could ask to receive the results via email. Pilot studies were done to establish reliability estimate of the questionnaires. Then, the questionnaires were distributed among EFL teachers in the target institutes and private schools in four districts of Tehran. Data collection procedure lasted for two months. Out of 130 questionnaires given out, 107 questionnaires were returned fully answered. Five questionnaires were incomplete and, therefore, were discarded. The obtained data were fed into SPSS version 25 for further analysis.

5. Results

5.1. Iranian EFL teachers' classroom management orientation

The first research question aimed to explore the classroom management orientation of the Iranian EFL learners. Table 1 displays the descriptive statistics of the Iranian EFL teachers' People management (M = 16.40, SD = 5.63), Behavior management (M = 9.82, SD = 12.12) and Instructional management (M = 34.16, SD = 8.56). The overall mean of classroom management was 60.38 with a standard deviation of 13.19.

Table 1. Descriptive Statistics: Total Classroom Management and its Components

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
People management	107	24	8	32	16.40	5.635	31.752
Behavior management	107	12	4	16	9.82	3.483	12.129
Instructional management	107	42	14	56	34.16	8.567	73.399
Classroom Management	107	63	28	91	60.38	13.199	174.220

5.2. Iranian EFL teachers' personality type

The second research question attempted to explore the personality types of Iranian EFL learners. Table 2 presents the descriptive statistics on the Iranian EFL teachers' personality types of Neuroticism (M = 31.37, SD = 6.38), Extraversion (M = 39.84, SD = 7.37), Openness (M = 45.52, SD = 7.43), Agreeableness (M = 44.29, SD = 6.37) and Conscientiousness (M = 49.37, SD = 6.59). The overall mean of personality types was 210.39 with a standard deviation of 16.13.

Table 2. Descriptive Statistics: Personality Types and its Components

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Neuroticism	107	27	19	46	31.37	6.384	40.761
Extraversion	107	34	21	55	39.84	7.374	54.378
Openness	107	35	25	60	45.52	7.432	55.233
Agreeableness	107	31	26	57	44.29	6.374	40.634
Conscientiousness	107	29	31	61	49.37	6.599	43.541
Personality	107	69	176	245	210.39	16.138	260.449

5.3. Investigation of the relationship between Iranian EFL teachers' personality type and their classroom management orientation

The third research question explored the significance of the relationship between classroom management orientation and personality traits of Iranian EFL teachers. Table 3 displays the results of the Pearson correlation run to probe the relationship between the two total scores. The results (r (105) = .062 representing a weak effect size, p = .523) indicated that there was a non-significant and weak relationship between the two variables. Thus the null-hypothesis as 'there was not any significant relationship between Iranian EFL teachers' personality type and their classroom management orientation' was supported.

Table 3. Pearson Correlation Between Personality and Classroom Management Orientation

		Total Personality
Classroom Management Orientation	Pearson Correlation	.062
	Sig. (2-tailed)	.523
	N	107

Table 4 displays the relationships among the components of the two questionnaires. Based on these results, it can be concluded that:

- There was a negative, non-significant and weak relationship (r (105) = -.043 representing a weak effect size, p = .663) between neuroticism and people management.
- There was a non-significant and weak relationship (r (105) = .014 representing a weak effect size, p = .884) between neuroticism and behavior management.
- There was a non-significant and weak relationship (r (105) = .033 representing a weak effect size, p = .734) between neuroticism and instructional management.

Table 4. Pearson Correlations Between Components of Personality and Classroom Management

		People management	Behavior management	Instructional management
Neuroticism	Pearson Correlation	-.043	.014	.033
	Sig. (2-tailed)	.663	.884	.734
	N	107	107	107
Extraversion	Pearson Correlation	.043	.168	-.162
	Sig. (2-tailed)	.663	.084	.096
	N	107	107	107
Openness	Pearson Correlation	.051	-.063	-.108
	Sig. (2-tailed)	.600	.521	.268
	N	107	107	107
Agreeableness	Pearson Correlation	-.013	.020	.036
	Sig. (2-tailed)	.894	.839	.709
	N	107	107	107
Conscientiousness	Pearson Correlation	.144	.034	.267**
	Sig. (2-tailed)	.138	.731	.005
	N	107	107	107

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

- There was a non-significant and weak relationship (r (105) = .043 representing a weak effect size, p = .663) between extraversion and people management.

- There was a non-significant and weak relationship (r (105) = .168 representing a weak effect size, p = .084) between extraversion and behavior management.
- There was a negative, non-significant and weak relationship (r (105) = -.162 representing a weak effect size, p = .096) between extraversion and instructional management.
- There was a non-significant and weak relationship (r (105) = .051 representing a weak effect size, p = .600) between openness and people management.
- There was a negative, non-significant and weak relationship (r (105) = -.020 representing a weak effect size, p = .521) between openness and behavior management.
- There was a negative, non-significant and weak relationship (r (105) = -.108 representing a weak effect size, p = .268) between openness and instructional management.
- There was a negative, non-significant and weak relationship (r (105) = -.013 representing a weak effect size, p = .894) between agreeableness and people management.
- There was a non-significant and weak relationship (r (105) = .020 representing a weak effect size, p = .839) between agreeableness and behavior management.
- There was a non-significant and weak relationship (r (105) = .036 representing a weak effect size, p = .709) between agreeableness and instructional management.
- There was a non-significant and weak relationship (r (105) = .144 representing a weak effect size, p = .138) between conscientiousness and people management.
- There was a non-significant and weak relationship (r (105) = .034 representing a weak effect size, p = .731) between conscientiousness and behavior management.
- There was a significant and weak to moderate relationship (r (105) = .267 representing a weak to moderate effect size, p = .005) between conscientiousness and instructional management.

6. Discussion

The current study aimed to investigate the present status of any (possible) relationship between Iranian EFL teachers' personality type and their classroom management orientation. The investigation of the first research question showed that Iranian EFL teachers tend to have interactionalist orientation toward classroom management with regard to the three subscales of people management, behavior management and instructional management. Interactionalist teachers focus on what students do to modify the external environment, as well as what the environment does to shape students' behavior. They try to find solutions satisfactory to both teacher and students (Glasser, 1986). They believe that students and teachers must share responsibility for better classroom management (Tauber, 2007; Wolfgang, 2005). This was in partial agreement with Asadollahi's (2012) study which suggested that Iranian EFL teachers tend to have interventionist orientation toward classroom management out of the three classroom management orientations. This difference might be due to the context and participants in Asadollahi's (2012) study in which the sample was selected from among teachers who worked in public schools which typically adopt grammar-based teaching methods and teacher-centered pedagogy. However, all teachers participating in the present study teach at private institutes or schools.

The investigation of the second research question showed that conscientiousness personality trait (m = 49.37) scored highest among the five factors of NEO-FFI. Openness, Agreeableness, Extraversion and Neuroticism ranked from the highest to the lowest. Low scores in neuroticism (m = 31.37) factor represents more emotional stability, and lower stress and anxiety.

The present study confirmed the findings of Mirzaee (2014) about Iranian EFL teachers' personality type; most Iranian EFL teachers have high scores on conscientiousness scale. Teachers high on this scale have a tendency toward persistence, responsibility, trustworthiness and following the rules. They tend to be more organized, efficient, practical, and cautious. They try hard to follow through with their plans. When teachers create procedures and discipline policies for their classrooms, conscientious teachers may be more likely to consistently implement them (Burkett, 2011).

The investigation of the last research question showed that out of five personality factors and three classroom management factors, there we was only one significant relationship. As shown in Table 4, there was a significant, nearly moderate relationship between conscientiousness and instructional management. Therefore, more conscientious teachers have higher tendency to monitor seatwork and organize daily routines. No significant relationships were found between other factors of personality and classroom management. Since there exist a few studies investigating the relationship between teachers personality type and classroom management orientation, the findings are discussed only with respect to the results of the study on the relationship between a teacher's leadership style, personality, experience and efficacy of classroom management. The findings are in agreement with Burkett's (2011) study who examined whether a teacher's leadership style, personality and experience influence classroom management efficacy. He reported that there were significant but weak relationships between the personality factors for openness and conscientiousness, and classroom management efficacy. No significant statistical relationship was found between classroom management efficacy and extraversion, agreeableness and neuroticism factors.

7. Conclusion

In conclusion, the results did not show a strong relationship between Iranian EFL teachers' personality type and their classroom management orientation. The findings showed that Iranian EFL teachers' personality type does not appear to be a predictive factor in their classroom management orientation. Since the relationship between teachers' personality type and their classroom management orientation was not strongly interrelated, it seems that teachers' classroom management orientation and style can be learnable. Considering every foreign language teacher once was a foreign language learner, the participating teachers might have learnt classroom management and discipline from their experience, from their own teachers, colleagues, teacher training courses or other sources such as books or instructional videos. Furthermore, classroom management orientations can be taught through Teachers Training Courses (TTC) and teachers' practical courses offered at college or elsewhere. Therefore, through reflective practice, experienced teachers' training courses and recommendations, books of teacher professional development and online sources (forums, YouTube instructional channels, scholarly articles…) teachers can hone their skills to achieve acceptable, practical level of classroom management.

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