Extroverted and Introverted EFL Teachers' Specific Teaching Techniques of Classroom Management

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Abstract
There appears to be a link between EFL teachers' personality traits, teaching techniques, and classroom management strategies. This survey study aimed to investigate the differences between the extroverted and introverted Iranian EFL teachers' specific teaching techniques of classroom management. Accordingly, forty male and female Iranian EFL teachers teaching at the ILI (Iran Language Institute) from Mazandaran, Iran were selected through non-probability convenience sampling. Based on the scores they obtained from the Persian translation of the Eysenck Personality Inventory (EPI) Questionnaire, they were grouped as extroverted and introverted participants. Then the Teacher Classroom Management Strategies Questionnaire (owned by The Incredible Years, Inc. USA, 2012) was used to see how often the participants use specific teaching techniques and how useful they find each technique for managing their classroom. The independent samples t-test indicated a significant difference between the extroverted and introverted Iranian EFL teachers' specific teaching techniques of classroom management. Based on the results, extroverted EFL teachers were better than introverted ones at using specific teaching techniques of classroom management. The findings suggested that teachers should be aware of their personality traits in order to better understand themselves and to find the best types of techniques for better classroom management.

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Introduction

Classroom management, self-efficacy, and personality types have garnered much greater attention among the many influencing factors that affect EFL teachers' teaching quality because of their significant roles in teacher professional development (Derakhshan & Shakki, 2019). One of the main focuses of teachers' responsibilities, which emphasizes the essential role that teachers play in the educational context, is creating a successful teaching and learning atmosphere (Fan & Wang, 2022; Razmjoo & Ayoobian, 2019; Shakki, 2022; Soleimani & Razmjoo, 2016). A variety of elements, including a teacher's disposition, self-efficacy, ability to manage the classroom, attitude, and prior teaching experience, can help to foster a successful teaching and learning environment and hasten success in the classroom (Derakhshan & Fathi, 2023; Han & Wang, 2021; Kazemi & Soleimani, 2016; Miller et al., 2017). Despite having respectable potentiality and a feeling of self-efficacy, the majority of teachers lack the skills necessary to effectively manage their personality types in the classroom (Marashi & Azizi Nasab, 2018; Nkomo & Fakrogha, 2016). The problem is that EFL teachers are constantly trying to adapt their personality style to various classroom management approaches, but they practically never try to define their own personality features in order to combine them with the classroom management strategies they use. Exploring how individual differences, particularly personality features, influence EFL teachers' classroom management and teaching processes is another concern, too. It is also a critical problem for EFL teachers to examine their own personality type and connect it to the type of classroom management technique they use in the classroom. Because inattention to the relationship between teachers' personality types and the type of classroom management technique they use in the classroom may be counterproductive, the current study tried to explore the potential variations in classroom management practices employed by extroverted and introverted Iranian EFL teachers. In fact, the purpose of this study was to establish if EFL teachers' personality qualities influence their classroom management strategies, as well as the extent to which extroverted and introverted EFL teachers differ in their use of specific classroom management strategies. This study shed light on the critical question of whether EFL teachers' personality styles (i.e., extroversion/introversion) are related to the sort of classroom management technique they use.

Literature Review

Because the current study seeks to determine whether EFL teachers' classroom management strategies are influenced by their personality traits, as well as the extent to which extroverted and introverted EFL teachers differ in using classroom management strategies, it is critical to present the theories and related studies that underpin the present study's key elements such as extroversion, introversion, and classroom management strategies.

Extroversion and Introversion Theories

According to Lazarides et al. (2020), a person's personality type is made up of the characteristics of his/her actions, opinions, and ideas. Based on Arif et al. (2012), teachers' interface with students, their method selection, and their learning experiences are all influenced by their personalities. According to Thomason (2011), teachers can use personality studies to develop a better understanding of themselves and their responsibilities in classroom communication in order to get motivation for change and adaption.

Eysenck's works introduced the extroversion/introversion personality variable to mainstream ELT literature, which received significant attention (Dörnyei, 2005). Extroversion entails a deep-seated need to obtain ego and a sense of becoming wholeness from other people, rather than gaining self-affirmation and self-esteem (Azadi et al., 2015). As stated by HemmatNezhad et al. (2014), extroverted people are known for being active, sociable, impulsive, expressive, risk-taking, and enjoy being in groups. As Chamorro-Permuzic and Furnham (2010) expressed, ambition, sociability, likability, prudence, adjustment, and intellect are aspects of extroversion. Extroversion is characterized by the tendency towards social behavior, arousal activity, assertiveness, impulsiveness, and the experience of positive emotions (Chamorro-Permuzic & Furnham, 2005).On the other hand, introverts get their energy from alone time and the world of their thoughts (Eysenck & Chan, 1982). According to Richards and Schmidt (2002), an introvert is someone who tends to avoid social contact with others and is often preoccupied with his/her feelings, thoughts, and experience, whereas an extrovert is someone whose conscious interaction is more often directed towards other people and events than towards the person him/herself. Extroverts and introverts differ in several ways, including: 1. Introverts outperform extroverts in academic performance. Furthermore, students who drop out of university or school for psychiatric reasons are more likely to be outgoing. 2. Extroverts have higher levels of arousal in the evening and are more active in the afternoon, whereas introverts have higher levels of arousal and are more active in the morning. 3. Introverts appreciate chemistry and engineering, whereas extroverts prefer people-oriented professions (such as social work) (Hjelle & Ziegler, 1992).

Extroversion and Introversion Related Studies

Divsar (2023) aimed at generating a structural equation model of evidence to better illustrate the relationship among classroom management, self-efficacy, and personality types as well as the pertinent sub-scales. The study revealed significant internal interplay among the classroom management approaches, self-efficacy, personality types, and their sub-scales. The results of multiple regression further confirmed the direction of the path model illuminating the predictability power of the teachers' personality types and their self-efficacy concerning the EFL teachers' classroom management approaches. In other words, EFL teachers' personality types and self-efficacy can predict their classroom management approaches.

Marashi and Naghibi (2020) looked at the relationship between introverted and extroverted EFL teachers' adversity quotients and effective classroom management. They discovered that both introverted and extroverted teachers' adversity quotients were strong predictors of classroom management. These findings suggested that teachers' adversity quotient is a better predictor of classroom management than extroversion/introversion.

Esfandiari (2019) investigated how well specific personality traits predicted raters' ratings of students' written performance. Extroversion, agreeableness, openness, neuroticism, and conscientiousness did not contribute significantly to the ratings, according to the findings. Such personality factors may not explain the ratings, and rater variability should be explained by other personality variables.

Rashtchi and SanayiMashhoor (2019) discovered that personality traits influence instructors' inclinations toward burnout and introspection. They went on to state that introverted and extrovert teachers approached teaching challenges in different ways.

Fatemi et al. (2016) looked at the relationship between EFL teachers' personality types and their impact on teaching. They discovered a significant relationship between the four sub-scales of personality variables, namely neuroticism, extroversion, psychoticism, and lie, and it was the extroversion type that improved the learners' academic performance.

Ebrahimi (2015) also found that personality types were stronger predictors of teacher work satisfaction. The results also showed the significance of personality types in increasing teachers' job satisfaction and sense of belonging in obtaining positive outcomes.

Alavinia and Sameei (2012) conducted a study to investigate the relationship between extroversion and introversion and the listening ability of Iranian EFL learners. The results revealed a significant relationship between extroversion and introversion and Iranian EFL learners listening ability, with introverted students outperforming extroverted students.

Le Sage et al. (2008) investigated the preferred personality type and personality traits of web-based students in a study. Eight categories—extrovert, introvert, feeling, thinking, intuitive, sensing, perceiving, and judging—were used to classify the students' personality types according to Jung's Psychological Type Inventory. The three most common types were sensing/perceiving, introvert/feeling, and introvert/feeling. The males tend toward thinking/perceiving types, while the females were more sensing/perceiving oriented.

Dewaele and Furnham (1999) looked into the connection between personality type and speech production. They discovered that, especially in socially stressful situations, extroverted bilinguals speak more fluently than introverted ones.

Classroom Management Strategies Theories

Each teacher has his/her own private personality which is the source of his/her unique classroom management and teaching style (Shindler, 2009). The ability of teachers to successfully and competently implement classroom management strategies is one of the key issues in education (Aloe et al., 2014; Byrne, 2017; Carr, 2013). More than those who have not yet established a stable management system, proficient teachers who implement an effective management system from the start of the school year can concentrate on their students' learning (Zee & Koomen, 2016). Teachers use classroom management strategies to successfully establish and uphold encouraging and productive learning environments in their classrooms (Back et al., 2016). Previous research indicated that teachers in well-managed classrooms may support students' behavioral, social, and emotional adjustment—skills critical to academic learning—by implementing proactive teaching strategies, such as rewarding appropriate behavior and avoiding harsh discipline (Murray et al., 2018; Reinke et al., 2018). It has been discovered that controlling disruptive students and time constraints in the classroom predict various aspects of teacher burnout, along with a decline in self-efficacy and well-being (Kokkinos, 2007).

High-quality classroom management practices are an essential set of abilities for instructors to acquire. High-quality classroom management can be characterized by positive and proactive schedules, supports, and techniques that enhance successful teaching and instruction as well as student motivation, engagement, and achievement (Sprick et al., 2021). According to Cunningham et al. (2023), in order to effectively manage a classroom, teachers must be aware of the needs of their students at all times within the confines of the classroom, respond to disruptions

and distractions from students in a proactive manner that upholds discipline, and take into account the social and emotional development of their students. Research indicated that positive behavior supports in the classroom can maximize instructional time, foster a warm, welcoming environment for students, and enhance academic outcomes as well as the relationships between teachers and students (Chow et al., 2021; Mitchell & Bradshaw, 2013). Teachers who struggle with classroom management are more likely to provide an emotionally draining and disorganized learning environment, which can increase conflict and misbehavior (Chow et al., 2020; Varghese et al., 2019). The way a teacher manages the classroom affects both the academic performance and involvement of the pupils. Students' engagement in the classroom is correlated with instructors' use of evidence-based classroom management practices; teachers who employ these strategies less frequently report lower student engagement rates during class (Gage et al., 2018). Classroom management can be taught, but because it is a broad concept, such instructions are insufficient (Tauber, 2007). There is a need for systematic preparation and professional development in today's classrooms with a diverse range of learners to improve teachers' ability in classroom management (Oliver & Reschly, 2007). According to Partin (2009), teachers' primary concern is classroom management, and the ability to improve a harmonious and mutually respectful relationship with students is one indicator of who will continue in the teaching profession. According to Doyle (1980, as cited in Yasar, 2008), classroom management is an important teaching task for creating environments conducive to productive and competent construction. Classroom management can be divided into two categories: behavioral management and instructional management. These two components can work together to create a healthy atmosphere for students and teachers (Magableh & Hawamdeh, 2007). Some instructional issues in the classroom that teachers may have, include student interruption in the classroom, slowness in doing classroom activities and assignments, cheating, and preparing assignments during the lesson. Teachers also may deal with some students' behavioral issues in the classroom, such as: joking during the lesson, side talks, using cell phones, annoying other students, eating in the classroom, theft, and damaging individual or classroom properties (Codding & Smyth, 2008).

Classroom Management Strategies Related Studies

Rezaee et al. (2024) conducted a qualitative study to investigate Iranian EFL instructors' perceptions of corrective feedback as one component of classroom management in the EFL context of Iran's language institutions. The findings revealed that the participants had a strong understanding of corrective feedback as a component of classroom management in EFL classrooms.

Khatib et al. (2019) attempted to construct a model of classroom management strategies. Their findings suggested that EFL teachers focus not only on classroom practices, but also on developing rapport and encouraging relationships with their students.

Saeedi and Pahlavani (2018) investigated whether there is a statistically significant difference among Iranian EFL teachers' emotional quotient (EQ), sense of plausibility, and their perception of classroom management. The study's findings revealed that EFL teachers' sense of plausibility was a more statistically significant predictor of classroom management than their EQ.

Soleimani and Razmjoo (2016) investigated the classroom management challenges that EFL teachers face and strategies for overcoming them. They focused on three major themes: instructional challenges, behavioral/psychological challenges, and contextual challenges. Incomplete assignments, disparities in learners' levels of proficiency, and students' persistence in speaking in their native language all posed instructional challenges. Behavioral/psychological difficulties were associated with learners' reluctance to speak, dissatisfied and demotivated students, tardiness, and the use of cellphones in class. To address these issues, EFL teachers proposed a number of strategies, including warnings, eye contact, and teacher-learner conferences.

Kazemi and Soleimani (2016) conducted a sequential exploratory correlational study to evaluate the association between EFL teachers' classroom management practices and teaching styles. They discovered that EFL teachers used a controlling and interventionist approach to behavior and instructional management, as well as a more teacher-centered approach. Furthermore, the association between classroom management approaches and dominant teaching styles was shown to be substantial.

Aliakbari and Heidarzadi (2015) investigated the association between Iranian EFL teachers' beliefs and classroom management techniques, considering variables such as educational degree, gender, and teaching experience. It was revealed that when instructors' educational levels improved, the gap between their beliefs and classroom management techniques narrowed. The study also found no significant difference in the relationship between male and female teachers' beliefs and classroom management practices. However, there was a significant relationship between less experienced teachers' beliefs and classroom management.

Aliakbari and Abdollahi (2014) investigated the classroom management beliefs of Iranian EFL teachers at language institutes in Ilam, Iran. They discovered significant differences in teachers' beliefs about classroom management based on the variables investigated. According to their findings, teachers tended to believe in imposing strong control when managing their classrooms, with males being more interventionist than females.

Chow et al. (2024) conducted a Systematic Meta-Review of measures of classroom management in Schools. Their research yielded 73 studies for inclusion, which covered 76 different classroom management measures. The findings revealed significant variability in both scale and observational measures across the domains examined.

Sims et al. (2023) expanded the validation process of the Direct Behavior Rating-Classroom Management (DBR-CM), an efficient and flexible measure of teacher classroom management methods in secondary school settings. Data were gathered from 140 middle and high school classrooms in the Midwest United States. The findings revealed that DBR-CM scores were substantially linked with scores on concurrently completed classroom management measures, including those based on systematic direct observation and rating scales.

In another study, Larson et al. (2021) discovered that students' active participation in class increased when positive behavior support was used.

In a study done by Aashemi et al. (2020), the Incredible Years Teacher Classroom Management (IYTCM) program was used in a lower primary school setting. Teacher-reported outcomes were compared between 163 teachers from 21 schools that took part in the IYTCM program and 139 teachers from 23 schools that did not, using a quasi-experimental pre-post comparison group design. Linear mixed model analyses did not show any significant effects of the IYTCM program on teacher-reported outcomes.

In a study Berger et al. (2018) examined the links between teaching experience, classroom management strategies, and teachers' perceptions using data from a survey of 154 vocational teachers in teacher education. The results showed relationships between teachers' perceptions, their beliefs, and practices. Self-efficacy and constructivist beliefs were positively impacted by teaching experience, but not practices.

A meta-analysis by Korpershoek et al. (2016) revealed a significant impact of classroom management techniques on the social-emotional development of students.

Reviewing the related literature in the field of English language teaching showed that there are inadequate conducted studies on the potential impact of teachers' personality styles on the types of strategies they use for classroom management. As there are still insufficient number of studies about the possible effect that teachers' personality types have on the type of classroom management technique they use in the classroom, the present study tried to overcome this insufficiency by investigating the Iranian EFL teachers' specific teaching techniques of classroom management regarding the variables of teachers' personality traits (i.e. extroversion/introversion).

To add to the body of literature in the field of TEFL, and also to answer the question of how extroverted and introverted EFL teachers are different in managing their classrooms, the following research question was posed:

RQ. Are there any significant differences between the extroverted and introverted Iranian EFL teachers' specific teaching techniques of classroom management?

Method

Participants

To conduct the study fifty male and female Iranian EFL teachers teaching at different branches of the ILI (Iran Language Institute) from Mazandaran, Iran were randomly selected through non-probability convenience sampling. In simple random sampling, each member of the population under study has an equal chance of being selected and the probability of a member of the population being selected is unaffected by the selection of other members of the population, i.e. each selection is entirely independent of the next (Cohen et al., 2000). The main participants were forty teachers who answered all the questions of the questionnaires completely. They were all teachers with more than three years of experience. The participants' field of study consisted of BA and MA in different subfields of English language teaching, translation, and literature. Their age ranged from 25 to 60 and their L1 was Persian. In the first step, the participants were categorized as extroverted and introverted EFL teachers based on their obtained scores on the Persian translation of the Eysenck Personality Inventory Questionnaire. The Teacher Classroom Management Strategies Questionnaire (owned by The Incredible Years, Inc. USA, 2012) was also used to determine the types of specific teaching techniques EFL teachers used to manage their classroom. In terms of informed consent, all participants were informed of the nature and purpose of the study, as well as that their responses to the questionnaire items would be analyzed by the researcher and kept confidential.

Materials and Instruments

Eysenck Personality Inventory (EPI) Questionnaire

To assess the participants' personality type (i.e. extroversion/introversion), a Persian translation of the Eysenck Personality Inventory Questionnaire was administered. The EPI Questionnaire is a 90 Yes/No items questionnaire to assess the personality traits of the individuals. Twenty-one items of the questionnaire measure extroversion and introversion, twenty-three items measure neuroticism, twenty-five items measure psychoticism, and the rest of the twenty-one items examine the lie of the participants. According to Shapurian and Hojat (1985), who conducted a study on the Persian version of the Eysenck Personality Inventory Questionnaire, estimates of internal consistency (alpha reliability) were above .80 in two groups of their study for the extroversion and neuroticism scales. In groups one and two of their study, these estimates were .69 and .53 for psychoticism, and .74 and .70 for the lie scale and the test-retest reliability for extroversion, neuroticism, psychoticism, and lie scales was .81, .79, .79, and .84, respectively. According to their study, significant correlations between extroversion, neuroticism, and psychoticism scores and conceptually related measures (e.g., depression, anxiety, loneliness, and self-esteem) provided evidence for the construct validity of these scales.

Teacher Classroom Management Strategies Questionnaire

The Teacher classroom management strategies questionnaire (owned by the Incredible Years, Inc. USA, 2012) was used to probe the participants' general strategies for managing a classroom. This questionnaire has four parts consisting of fifty-nine items. Part A evaluates managing classroom behavior, including 3 items, each followed by seven values (1=very unconfident, 2=unconfident, 3=somewhat unconfident, 4=neutral, 5=somewhat confident, 6=confident, 7=very confident). Part B evaluates specific teaching techniques, including 38 items, each followed by values of frequency and usefulness which ranged from one to five (1=rarely/never, 2=sometimes, 3=half the time, 4=often, 5=very often). Part C evaluates working with parents, including 10 items, each followed by six values (1=never, 2=1 time per year, 3=2–3 times per year, 4=once a month, 5=once a week, 6=daily). And part D evaluates planning and support, including 8 items, each followed by six values (1=never, 2=1 time per year, 3=2–3 times per year, 4=once a month, 5=once a week, 6=daily). To perform the study, only one part of the questionnaire (part B), which investigated teachers' ideas of how often they use the specific teaching techniques and how useful they find each technique for managing their classroom, was applied. The questionnaire was analyzed through Cronbach's alpha

formula and its result revealed a reliability of 0.85, which showed an acceptable measure of reliability for the questionnaire. It is worth mentioning that a demographic questionnaire was also attached to the main questionnaires to probe the participants' field of study, educational degree, teaching experience, and age.

Procedure

This research has been done to figure out the difference between the extroverted and introverted Iranian EFL teachers' specific teaching techniques of classroom management. There was a quantitative research design procedure in this study. Participants' personality trait (i.e. extroversion/introversion) was the independent variable, and classroom management strategies used by the participants served as the study's dependent variable. To conduct the research, fifty male and female participants (Iranian EFL teachers teaching at different branches of the ILI (Iran Language Institute) from Mazandaran, Iran were asked to respond to the two questionnaires. As mentioned in the participant section of this study, the main participants of the study were forty Iranian EFL teachers who completely answered the questionnaires' items. At first, to check the participants' personality traits (i.e. extroversion/introversion), a Persian translation of the EPI Questionnaire was administered and, as a result of that, the participants were grouped either as extroverts (23) or as introverts (17). Then, to find the differences between the extroverted and introverted participants' specific teaching techniques of classroom management strategies and also to determine the types of specific teaching techniques EFL teachers used to manage their classrooms, the Teacher Classroom Management Strategies Questionnaire was applied.

Data Analysis

After the data was collected, quantitative methods were used to analyze the data. To answer the research question, quantitative data analyses using SPSS software were used. Statistical procedures were applied to perform a series of data analyses, including mean, standard deviation, and standard error of mean. An independent samples t-test was also used to answer the research question regarding the differences between the two groups of extroverted and introverted Iranian EFL teachers' classroom management techniques.

Results and Discussion
Results
Investigation of the Research Question

The research question examined the possible differences between the extroverted and introverted Iranian EFL teachers' specific teaching techniques of classroom management. To answer the research question, the extroverted and introverted teachers' mean scores were compared through an independent samples t-test. The T-test is not very sensitive to lack of the assumption of normality (Field, 2013 & Pallant, 2013). Table 1 shows the descriptive statistics of the extroverted and introverted teachers' scores.

Table 1. Descriptive statistics of the extroverted and introverted teachers' scores

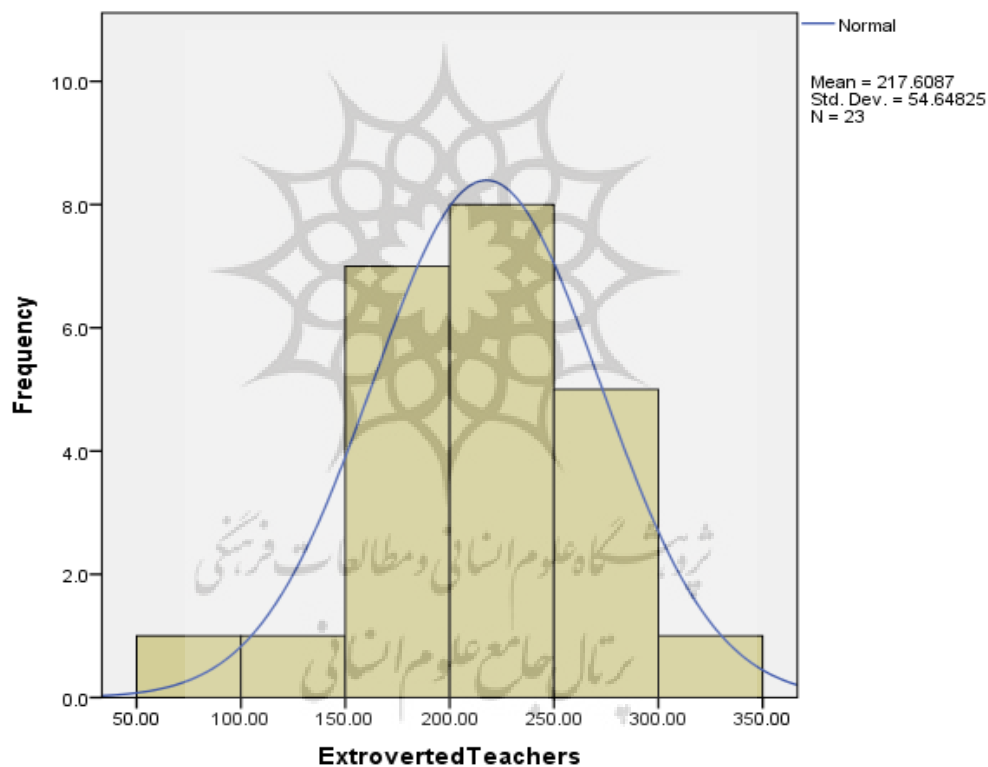|	N	Minimum	Maximum	Mean	Std. Deviation	Std. Error Mean
Extroverts	23	62	309	217.6087	54.64825	11.39495
Introverts	17	167	287	207.9412	46.88213	11.37059

Figure 1. Histogram of the distribution of extroverted teachers' scores
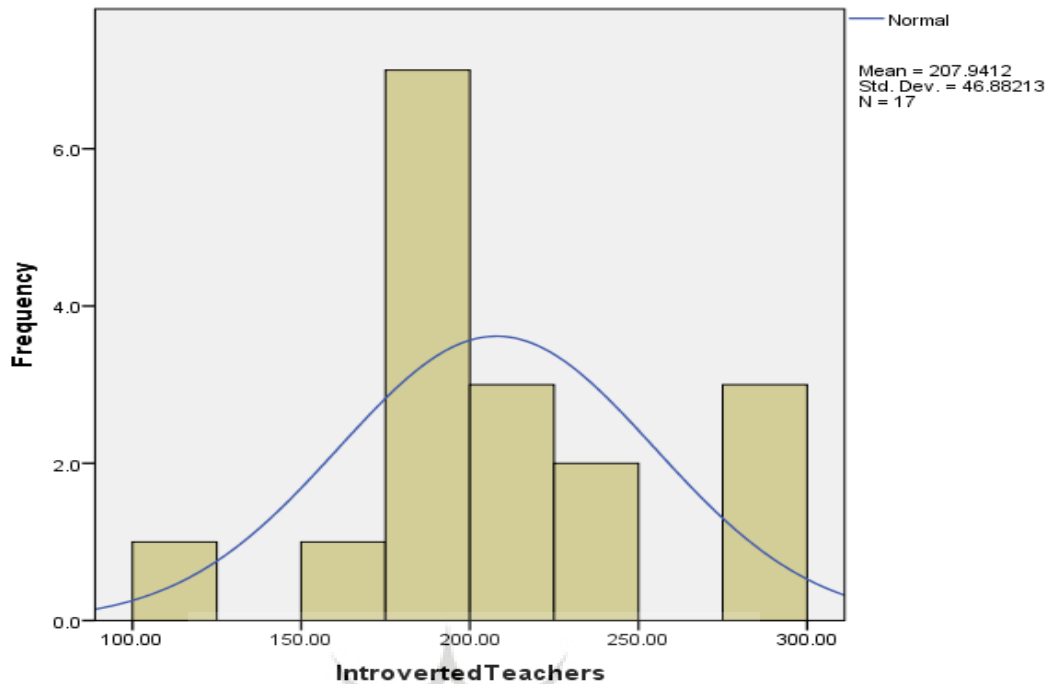
Figure 2. Histogram of the distribution of introverted teachers' scores

Based on the above table (table 1), the mean score of the extroverted teachers (M=217.60, SD= 54.64) is different from that of the introverted ones (M= 207.94, SD= 46.88), indicating that the groups performed differently. The above histograms also visually indicated how the scores were distributed. To compare the groups' mean scores, an independent samples t-test was also used (table 2).

Table 2. Independent samples t-test for the extroverted and introverted teachers' scores

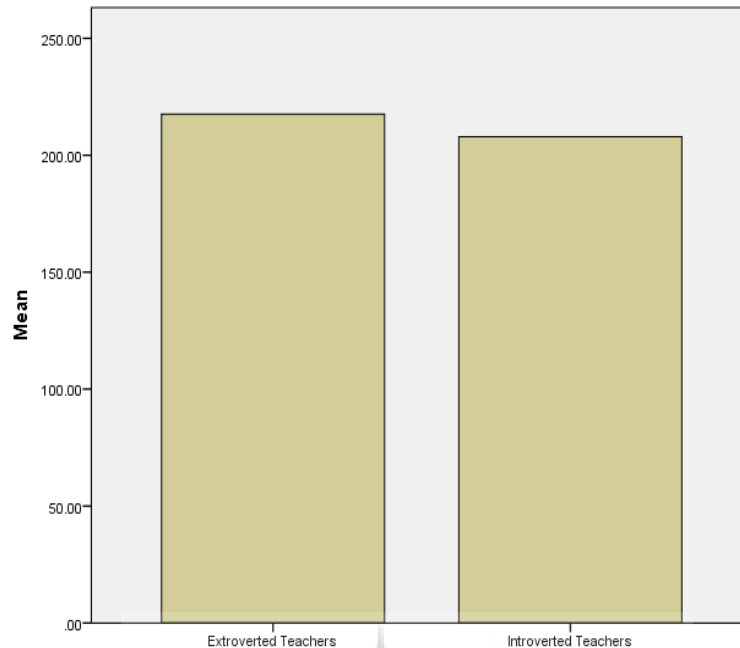| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
								95% Confidence Interval of the Difference	
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Eq. var. assumed	.436	.513	.587	38	.561	9.66752	16.47887	-23.69221	43.02725
Eq. var. not assumed			.601	37.078	.552	9.66752	16.09767	-22.94716	42.28220

Figure 3. Bar graph of extroverted and introverted teachers' mean scores

An independent-sample t-test was used to compare the extroverted and introverted teachers' scores. Using Levene's test showed a significant p-value (p=.513), indicating that the assumption of equal variances is not violated. The first line of the table indicated a significant difference (p=.513, df= 38, t= .587) between the extroverted and introverted teachers' scores. The mean difference was 9.66 with a 95% confidence interval ranging from -23.69 to 43.02. Following the Welch's procedure, a significant difference can be seen (p= .552, df= 37.07, t= .601). The mean difference was 9.66 with a 95% confidence interval ranging from -22.94 to 42.28, which confirmed the results and showed that there was a significant difference between the extroverted and introverted teachers. The bar graph also visually showed the means of the two groups of participants. The result of the effect size calculation (Cohen's d = 0.189881) depicted a small effect size. It should be noted that the T-test effect size was not calculated by SPSS software. It was calculated manually using the mean, standard deviation, and sample size of each group applying the following formula: Cohen's d = (207.9412 - 217.6087) ∕ 50.913482 = 0.189881.

Discussion

This study tried to investigate the differences between extroverted and introverted Iranian EFL teachers' specific teaching techniques of classroom management. The results showed that the extroverted EFL teachers outperformed the introverted ones at using specific teaching techniques of classroom management. Accordingly, it was indicated that

extroverted EFL teachers are better users of specific teaching techniques of classroom management, and they use classroom management strategies better than introverted ones.

To compare the result of the current study against some theories and related studies mentioned in the literature review of this study, it should be mentioned that the central focus of this research, which was on the influence of EFL teachers' personality styles (i.e. extroversion/introversion) on their classroom management strategies, is in line with that of the study conducted by Arif et al. (2012), who confirmed that teachers' interface with students, their method selection, and also their learning experiences are all influenced by their personalities. The current study's goal, which is to clarify the differences between extroverted and introverted Iranian EFL teachers' specific teaching techniques of classroom management, as well as to investigate which personality type is better at managing a classroom, is to some extent consistent with Partin's (2009) study, who proposed that teachers' primary concern is classroom management and providing a harmonious and mutually respectful relationship with students. The current study attempted to investigate the differences in classroom management techniques used by extroverted and introverted Iranian EFL teachers and the results indicated the outperformance of extroverted teachers, which supports the notion that each teacher has his/her own private personality which is the source of his/her unique classroom management and teaching style (Shindler, 2009). The result of this study recommended teachers to be aware of their own

personality characteristics and find the suitable classroom management techniques based on their own personality styles, which is in agreement with Thomason (2011), who believes that personality studies enable teachers to gain a better understanding of themselves and their roles in classroom communications. The study also supported the importance of classroom management strategies in educational settings, which is supported by Doyle (1980, as cited in Yasar, 2008), who stated that classroom management is an important teaching task for creating situations in which productive and competent construction can occur, as well as Oliver and Reschly (2007), who stated that systematic preparation is required in today's classrooms with a diverse range of students.

This study's findings suggested that teachers should be aware of their personality types in order to better understand themselves and to find the best types of techniques for better classroom management, however, the majority of teachers lack the skills necessary to effectively manage their personality types in the classroom (Marashi & Azizi Nasab, 2018; Nkomo & Fakrogha, 2016). Divsar (2023) found a significant internal interplay among the classroom management approaches, self-efficacy, personality types, and their sub-scales. In other words, EFL teachers' personality types and self-efficacy can predict their classroom management approaches.

Similarly, the present investigation revealed a relationship between EFL teachers' personality types and their classroom management techniques. Derakhshan and Shakki (2019) concluded that classroom management, self-efficacy, and personality types have garnered much greater attention among the many influencing factors that affect EFL teachers' teaching quality because of their significant roles in teacher professional development. Consequently, this study highlighted the importance of EFL teachers' classroom management and personality types in educational settings. On the contrary, the results of a study done by Marashi and Naghibi (2020), which is not in line with the results of the current investigation, showed that teachers' adversity quotient is a stronger predictor of classroom management than extroversion/introversion. Altogether, EFL teachers should take into consideration the importance of making a connection between their own personality styles and the type of classroom management technique they use in the classroom.

Conclusion, Implications, and Suggestions for Further Research

This study looked into the differences in classroom management techniques used by extroverted and introverted Iranian EFL teachers. An independent samples t-test was used to answer the research question, and quantitative data analyses revealed that extroverted and introverted EFL teachers used significantly different classroom management strategies. More specifically, the independent samples t-test resulted in a significant difference between the extroverted and introverted Iranian EFL teachers' specific teaching techniques of classroom management. Based on the analyses of the collected data, it can be concluded that extroverted EFL teachers are better at using specific teaching techniques of classroom management, they can use classroom management strategies better than introverted ones, and manage the classroom better than the introverted EFL teachers.

Accordingly, the findings and conclusion of this study have theoretical and pedagogical implications for language teachers, teacher education programs, and researchers. The first implication of this study is a suggestion for language teachers to recognize their own personality traits (using different questionnaires such as the one used in this research) in order to know their own personality style (e.g. extroversion/introversion) and also to find the best type of classroom management technique based on their own personality characteristic. The second implication of the study suggests teacher education programs to consider the personality styles of the teachers, and based on the teachers' personality styles, these educational programs can modify their teacher training courses. And the third implication of the present study suggests the EFL researchers do more research in the field of teachers' personality traits and its relationship with classroom management strategies to help EFL teachers to find the best type of teaching technique for better classroom management based on their personality traits.

Interpretation and review of the results and findings of the current study made some suggestions and recommendations for further research:

1. Regarding the small sample group of the present study, a replication of the current study can be done with a larger sample group.
2. The participants of this study were chosen using convenience sampling (a type of non-probability sampling). A replication of this study using different types of sampling is recommended.
3. The current study only focused on two types of personality traits (i.e. extroversion and introversion), so, it can be suggested that other personality traits be used for performing further research.
4. This study's participants were Iranian EFL teachers. Thus, the current study can be done by having English language teachers from other countries as participants.
5. The Eysenck Personality Inventory (EPI) Questionnaire and the Teacher Classroom

Management Strategies Questionnaire (owned by The Incredible Years, Inc. USA, 2012) were the only quantitative instruments used in this study. Accordingly, qualitative research instruments such as interviews and diaries can also be used to gain a better understanding of EFL teachers' perceptions towards classroom management considering their personality types.

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