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Types of Decision-Making and Teacher Effectiveness among Iranian EFL Teachers

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Abstract
In the educational system, the majority of innovative decisions that tend to be made are the result of systematic thought and critical thinking skills of the teachers. Hence, this inquiry aimed to investigate the different dimensions of teachers' decision-making style and its relationship with the effectiveness of teaching in the classroom among Iranian EFL teachers. To meet this end, 147 adult male and female EFL teachers that were from different language institutes in northern cities of Iran, including Gorgan, Gonbad, and Aliabad e katoul were selected as the participants of the study through convenience sampling method. The quantitative data was collected using DMQ and QTE questionnaires. The process of analyzing the collected data was through the SmartPLS software and statistical package for social sciences (SPSS-v26). The result of the descriptive statistics section and this correlation's findings showed that there is a strong relationship between decision-making types and teachers' effectiveness. This study has implications for language instructors, policymakers, and decision-makers in the era of education and also for everyone who considers teachers' quality a vital feature to the prospects of a country.

Keywords: Cognitive style (CS), decision-making types (DMT), teaching effectiveness (TE), structural equation modeling (SEM)

INTRODUCTION

Language is the blood of the soul into which thoughts run and out of which they grow (Dörnyei, 2018). The concept of language is conceived as a complex adaptive system in an agent-based framework, which boasts the importance of individual-level diversity in the characteristics and textual situation of the learner/speaker (Dörnyei, 2018). The learner's features in applied linguistics are traditionally examined in the context of individual differences (IDs), which are thought to be features that represent the individual as a distinct and unique creature. In other words, ID factors are related to consistent and systematic deviations from a normative design (Dörnyei, 2016). Accordingly, teachers' role in any educational system cannot be overemphasized. Teachers are the executors and implementers of educational policies and curricula. However, research in this area has a long but discouraging history.

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The literature on teacher effectiveness has a long history and is truly uncontrollable management (Biddle, 2011). Hence, there is little research on the conceptual subject of what effective teaching is and the empirical problems of how to effectively predict or measure teaching efficacy. Like other two-pronged research, decision-making types are another component to consider. Decision-making is a process our daily life is highly dependent upon. DMS are closely connected to cognitive style and often link to an individual ‘‘practice of thinking’’ Originally based on the discovery of decision processes (Hunt, 2003). Furthermore, this decision-making inclination commonly referred to as DMS, is a kind of individual difference that varies from person to person (Harren, 2004; Scott et al., 2007).

Understanding the criteria by which humans make the right decisions gives us solutions that help to eliminate possible mistakes caused by misjudgment. As we know, teachers are one of the most influential people in society, whose upbringing of the most important human heritage, namely intelligence, depends on their power, and as a result, the success, prosperity, and civilization of a society depend on their progress and knowledge (Borkar, 2013). In recent years, researchers have done more studies about the effect of teachers' decision-making types and classroom management or to attribute the causes of their teaching successfully to various logical or illogical factors, but few quantitative academic studies have been researched to date about the relationship between- psychological and cognitive factors such as decision-making types in Iranian EFL context. The findings of the previous inquiries indicated teachers’ ability in making successful decisions and made it clear to us that education is closely related to teacher qualities like teaching effectiveness and decision-making. Various factors can affect the process of teachers 'decision-making and attribute the result of their success or failure in teaching, and countless research has recently dealt with this field of study.

From Buchanan (2012) to Iranian researchers such as Borkar (2013) the effect of environmental, psychological, personality traits, age, experience, years of teaching, and many other factors on teachers’ efficacy and decision-making are introduced and analyzed but, in most of these cases, decision making considered to be a dependent and changeable variable that is away from teachers' style of thinking that could be under the effect of external factors like class condition, size, format or even age of students. Here, this study tried to have a different lens and consider DMT as an independent psychological factor to depict what is its effect on teaching effectiveness and if any, to what extent and how much these two factors are interconnected. This research also seeks to reveal which decision-making type is the most paramount psychological factor among EFL teachers to be accounted for as a distinguished teaching approach.

Besides, since teaching involves making a great variety of big and small decisions, from sitting or standing in class to what to teach and how and in what order, the findings can be immediately helpful to the outcomes of English classes. Moreover, researching decisions making types provides teachers with some insights into their performance leading to more reflective teaching, thus avoiding teaching by instincts. As important as it is to delve into teachers’ decision-making processes both during and after the class, as far as the researcher is concerned, there seems to exist a paucity of research on what lies behind the decisions teachers make and, more significantly, how these processes affect the teaching outcomes. Moreover, based on what the basic outcome of decision-making reveals it has huge implications for education, and considering these assumptions, we are going to judge teachers differently. According to the abundance of research in this field, the body of literature is greatly concerned with students, and not much research has been conducted on the relationship between teachers' efficacy and the decisions made in the classroom simultaneously within the Iranian EFL context.

LITERATURE REVIEW

Theoretical Background

One aspect of the present study was based on decision theory. Within this theory, normative as well as descriptive models are developed.

Normative and descriptive models are at the heart of this theory. Since the researcher, is probing the impact decisions teacher makes have on their effectiveness, what is sought here is what is happening, rather than how it should. Hence, descriptive models are employed in this inquiry (Germeijs & De Boeck, 2003). As a result of a project, five different decision-making styles are identified and behaviorally described based on data from three distinct populations (Scott & Bruce, 2007).

Hayes (1999) contends that many sophisticated teachers, based on their experience, can make easy decisions about classroom practice in a way that confuses inexperienced teachers. Unlimited studies have been conducted in an attempt to develop an acceptable theory for elucidating how this "natural" ability grows, e.g., Calderhead (2003) emphasized the importance of the role of experience in teaching decisions in the various models he proposed. So, it brings us to the following wondering: Could it be like this: expert teachers make better decisions, and these decisions, in turn, lead to more effective teaching and better outcomes? Besides, there is not one single study, to the researcher's knowledge, linking decision-making to teachers' effective activities in class to being a successful one, whereas decision-making and student learning have been sufficiently addressed. It seems the researcher here is walking into some uncharted waters not in the least sure what lies ahead, which could open doors to having better decision-makers in class that knows to what extent and how their decisions and teaching efficacy are interrelated.

Related Studies

Aydin et al. (2012) meta-analyzed some master's and doctoral dissertations, and as a result they found gender has a significant effect on job satisfaction, especially among males. Previous research indicates the fact that the level of knowledge and education of the teacher has a significant impact on the progress of students. According to Harris and Sass in 2008, the teacher's degree played a significant role in students' learning of mathematics. They added that a negligible correlation was found between the advanced degree and other math teachers' grades (Kosgei et al., 2013).

As Hassaskhah and Vahabi (2010) mentioned in their research, the findings of previous studies suggest decision-making is a trait that cannot be ignored in the academic success and failure of people. The relationship between the various dimensions of decision-making types and other components has been examined in previous research, but surprisingly very little attention has been paid to the existence of any relationship between teacher decision-making types and teaching effectiveness in the EFL context. In this regard, we can refer to a study conducted by Robert et al. (2013) in Kenya that there was a significant relationship between the gender of teachers and student learning. The results of this study showed that students learn better from female teachers and these teachers are more prepared and able to teach using suitable teaching aids.

Berk (2002) examined twelve sources of potential evidence for teaching efficacy and this enormous diversity is all the more reason to contemplate a unified conceptualization. Finucane et al. (2005) believed that age has a salient effect on decision-making style. This means that just as young people have fewer cognitive functions, they also have a weaker decision-making process. Accordingly, aged people have high self-confidence in decision-making, which has a potential inhibitory role in using this strategy (de Bruin et al., 2007). At last, regarding age, there is strong evidence that older people tend to make fewer decisions than younger people (Reed, Mikels, & Simon, 2012). In another study, Juliusson et al. (2014) mentioned that the gone experiences might have an impact on people's future decision-making. They believed that when a decision leads to a constructive and correct result, people try to extend this thinking style to other similar situations. This means that people avoid making mistakes based on negative past decision-making experiences. Making decisions about future events based on past experiences is not always right, and this may eliminate the risk of our decision-making and undermine our beliefs and expectations.

Sarafidou and Chatziioannidis (2013) examined teacher participation in various decision-making fields in Greek primary schools and the relationship between the school and the teacher variables. A self-administered questionnaire based on the Likert scale was used to assess teachers' participation in decision-making. This multidimensional approach showed relatively high participation in decision-making on student and teacher issues while having a very low level of management decision-making participation. The stark differences between these levels were significant in all areas of decision-making. Greater participation in decision-making depended on higher understanding and higher thinking by school teachers. As a result, the higher their job satisfaction index, the more their participation in the decision-making process.

Irvine (2019) examined the relationship between teaching experience and teaching efficacy to support Ontario government policies on teacher employment. The finding showed a complicated, delicate and non-linear relationship between these two factors and the result was that decision-making based on a direct and linear relationship between the two components was simplistic and led to undesirable policies.

Previous research has also shown that decision-making is related to the individual-job fit factor (Singh & Greenhouse, 2004), conflict styles (De Heredia et al., 2004), the need for cognition, and closure (Bouckenooghe et al., 2007). Scott and Bruce (1995) introduced five decision-making styles that are correlated with stress (Thunholm, 2008), various value scales (Loo, 2000), thinking styles (Gambetti et al., 2008), sensation-seeking, locus of control, and academic achievement (Baiocco et al., 2009). Previously, these styles have been used to predict job satisfaction (Crossley & Highhouse, 2005), self-esteem, and intuition (Thunholm, 2008).

There is no unity among researchers on how to conceptualize decision-making styles. This gap peaks when it is necessary to answer whether decision-making styles reflect lasting individual differences over time and situation, or are stable qualities (Hunt et al., 2003). Research into the impact of DMs on various goals, including educational success and job satisfaction, is not hidden from anyone. However, the point is that less research has ever examined the relationship between DM and teacher's efficacy in the Iranian EFL context to determine whether these two psychological variables are interconnected and whether it is the teacher's right decision that affects his or her teaching success, or it is his or her teaching effectiveness experience influence his or her classroom decisions? Therefore, this research looking for an answer to the following questions:

RQ1. *Is there any significant relationship between Iranian EFL teachers' rational decision-making type and their teaching effectiveness ?*

RQ2. *Is there any significant relationship between Iranian EFL teachers' intuitive decision-making type and their teaching effectiveness ?*

RQ3. *Is there any significant relationship between Iranian EFL teachers' dependent decision-making type and their teaching effectiveness?*

RQ4. *Is there any significant relationship between Iranian EFL teachers' avoidant decision-making type and their teaching effectiveness?*

RQ5. *Is there any significant relationship between Iranian EFL teachers' spontaneous decision-making type and their teaching effectiveness?*

It should be noted here that the proposed model to be tested in the current study is shown in Figure 1, where the possible relationship among variables under study is illustrated.

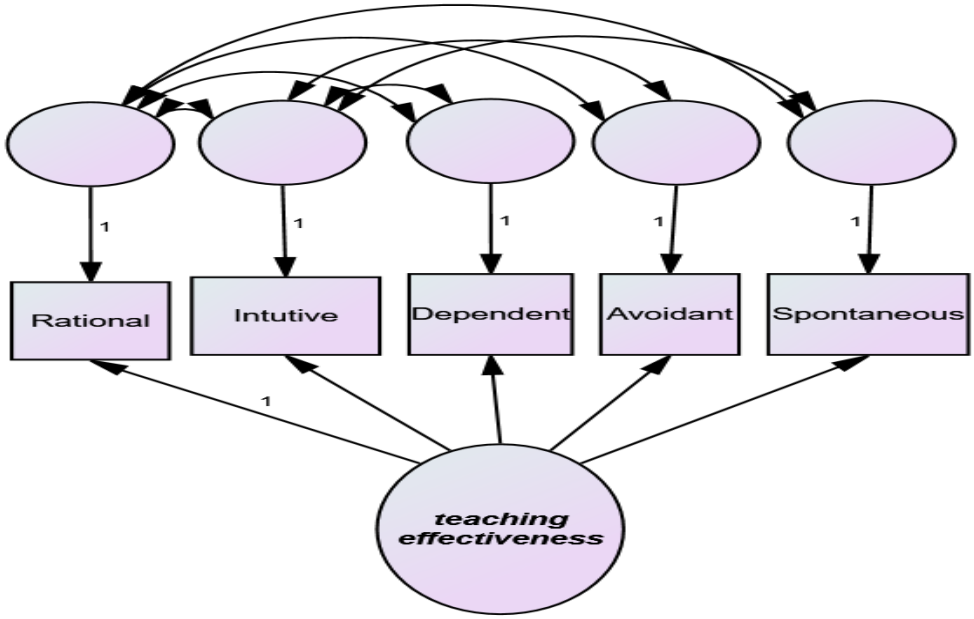

Figure 1
The Proposed Model of the Study

METHOD

Participants

The participants of the current research were chosen based on the convenience sampling method and the selection criterion was volition and accessibility of them for the researcher. For this aim, 147 male and female EFL teachers ranging in age from 25 to 40 years with about 10 years of teaching experience were selected. These teachers were native Persian speakers teaching EFL courses at various English language institutes in different northern cities of Iran, including Gorgan, Gonbad, and Aliabad e katoul whose job statuses were nearly the same.

Instrumentation

This descriptive study enjoyed making use of two questionnaires and a pilot study to collect data. A general feature of these instruments is depicted below.

General Decision-making Style (GDMS)

The General Decision-Making Style scale (GDMS) by Scott and Bruce (2007) was used to measure decision style. This scale provides a broad perspective on decision styles and is one of the most well-established and well-researched scales for decision-making styles. This scale consists of five proceeding styles: *Rational* (comprehensive information search, systematic assessment of possibilities and options), *Intuitive* (the unsystematic process of information and trust in emotions and feelings), *Dependent* (dependent on other people's advice), *Avoidant* (tries to inhibit decision making), and *Spontaneous* (willing to reach a quick decision). According to Scott and Bruce, individuals generally have different levels of all five styles, although one style is usually dominant.

Questionnaire on Teacher Effectiveness (QTES)

The questionnaire employed to assess teacher effectiveness was Teacher Effectiveness Scale (QTES), which is a self-administered scale. Prepared by Kumar and Mutha (2010), and includes 69 items. In this questionnaire, the description of different activities and traits of the teacher and teaching is given, and the respondent is required to rate every statement only at one point out of the five; agree, agree, uncertain, disagree, totally disagree. The reliability of the questionnaire is reported to be ranging between 0.75 to 0.85 (Katoch, 2011).

Data Collection

Procedure

Before the main study, to determine the feasibility of research instruments, a pilot study was accomplished. Then, for the main study, the research was conducted on 147 EFL teachers with nearly similar job statuses, in the winter of

2021 in three different northern cities in Iran, including Gorgan, Gonbad, and Aliabad e Katoul. After holding the pre-test on a sample of 30 and ensuring the reliability and validity of the questionnaires, the response link was sent via e-mail to the participants and although the participants had enough experience and knowledge to answer in this field, the necessary clarification was attached to remove any ambiguity in the response of the items.

RESULTS

After conducting the pilot study, the main phase of the study began by filling out the questionnaires of the participants of the study. After collecting the needed raw data, the statistical phase of the research began. Similar to the pilot study, the analysis began by measuring the reliability of the collected data. Then, information and data obtained from the questionnaires were analyzed. This data analysis was performed through SEM by using the SmartPLS software, version 2, and SPSS, version 26. A flexible and powerful extension of the general linear model, structural equation modeling generally known as SEM also represented by terms such as covariance structure analysis, causal modeling, and path analysis (with latent variables). To this purpose, the first calculation of the descriptive statistics of the variables was prioritized. Table 1 shows the obtained results.

Table 1
Descriptive Statistics of the Variables of the Study

	N	M	SD	Skewness		Kurtosis	
Teaching Effectiveness	147	3.0400	1.00934	-.083	.337	-.478	.662
Rational	147	2.9200	1.06599	.165	.337	-.462	.662
Intuitive	147	2.7200	1.16128	-.073	.337	-.953	.662
Avoidant	147	2.9000	1.23305	-.075	.337	-1.078	.662
Spontaneous	147	2.8147	1.10675	-.089	.337	-.568	.662
Dependent	147	2.7661	1. 0087	-.072	.337	-.877	
Valid N	147						

Then to omit the no significant paths in the structural model and the low factor loadings indicators (less than 0.40) the proposed model was analyzed by PLS-SEM. It should be noted that a PLS-SEM model includes two elements: a measurement model and the structural model. according to obtained results of Table 2, all of the relationships of the variables under study with Teaching Effectiveness are significant since $p<0.5$.

Table 2
Pearson Correlation of the Variables of the Study

		Teaching Effect.	Rational	Intuitive	Avoidant	Intuitive	Spontaneous
Teaching Effectiveness	Pearson Correlation	1	.325*	.271	.271	.364**	.279*
	Sig. (2-tailed)		.021	.057	.057	.009	.050
	N	147	147	147	147	147	147
Rational	Pearson Correlation	.325*	1	295*	.295*	.429**	.388**
	Sig. (2-tailed)	.021		.038	038	.002	.005
	N	147	147	147	147	147	147
Intuitive	Pearson Correlation	.271	.295*	1	1	.507**	.191
	Sig. (2-tailed)	.057	.038			.000	.184
	N	147	147	147	147	147	147
Avoidant	Pearson Correlation	.364**	.429**	.507**	.507**	1	.333*
	Sig. (2-tailed)	.009	.002	.000	.000		.018
	N	147	147	147	147	147	147
Spontaneous	Pearson Correlation	.279*	.388**	.191	.191	.333*	1
	Sig. (2-tailed)	.050	.005	.184	.184	.018	
	N	147	147	147	147	147	147
Dependent	Pearson Correlation	.279*	.388**	.191	.191	.333*	1
	Sig. (2-tailed)	.050	.005	.184	.184	.018	
	N	147	147	147	147	147	147

Measurement Model

The model of measurement was evaluated through the three aspects of indicator reliability, convergent validity, and discriminant validity. Reliability: Indicator loadings, Cronbach's alpha (α), and composite reliability (CR) are considered the three main criteria for the evaluation of the reliability of the measurement models. Hulland (1999) believes that the acceptable value for the indicator loadings should be at least 0.4. Cronbach's alpha (α) is considered a stuffy measure of internal consistency reliability that assumes equal indicator loadings on the construct (Hair et al., 2017). In exploratory research, the value of 0.147 is an acceptable value for the α coefficient (Hair et al. 2006; Loewenthal, 2001). Since α is considered a prevalent criterion for internal consistency, a different version of measurement of this reliability, recognized as CR is applied in PLS-SEM (Hair, et al., 2017). In exploratory research, acceptable values are between 0.147 and 0.70 and between 0.70 and 0.90 in the other more advanced stages of research (Nunally & Bernstein, 1994). α coefficient, CR, and AVE values for all variables are presented in Table 3.

Table 3
α Coefficient CR and AVE Values of Variables

	CR	AVE
Teaching Effectiveness	0.546	0.768
Rational	0.768	0.835
Intuitive	0.469	0.789
Avoidant	0.581	0.842
Spontaneous	0.768	0.845
Dependent	0. 567	0. 655

As presented in Table 3, α coefficient is acceptable for the variables. However, because it is more convenient to apply CR in PLS-SEM analysis, its values are acceptable. Thus, this model's variables have a plausible level of reliability.

Convergent Validity

The second benchmark for evaluating the measurement model in PLS-SEM is Convergent validity. This type of validity is assessed through the average variance extracted (AVE) between each variable and its indicators. In simpler terms, AVE is the extent to which a construct is in correlation with its indicators. The Higher AVE on a construct indicates more association within indicators in common, which is captured by the construct (Hair et al., 2017). The critical value of AVE for each construct should be 0.5 or higher (Fornell & Larcker, 1981). As illustrated in Table 3, the model's convergent validity is in line with the accepted level for all variables. There is no hesitation to say that since RC was measured by only one indicator, all the variables of Table 3 for such constructs were set to 1:000 by PLS-SEM.

Discriminant Validity

The fornell-Larcker criterion was applied to test this kind of validity within this research. In this scale, the square root of each construct's AVE should be greater than the estimated correlation values with other constructs (Hair et al., 2017). It means that the values in the main diagonal of the Fornell-Larcker matrix should be higher than the below values. Since the values in the main diagonal of Fornell-Larcker matrices are greater than the below values the discriminant validity of all four models contends.

Then the presented model was evaluated through an examination of T-Values and f^2 values (Hair et al., 2017). T-Values are the most substantial touchstone for examining the significance of the relationships between the constructs of a model. If the size of the obtained T-value is above 1.96, the path coefficient will be significant at a 95% confidence level (Hair et al., 2017). The resulting T-values showed significant relationships among the constructs of the proposed model at a 95% confidence level. It should be raised that the values greater than 2.58 show significant relationships at a 99% confidence level.

Effect Size represented the size of the effect of a construct on the other ones. Cohen (1988) introduced the values of 0.02, 0.15, and 0.35 for a small, medium, and large effect size of the external construct. Known that AST has developed the effect size of the constructs in the structural model.

The coefficient of Determination is a measurement of the variance of an external construct that is described by its predictor constructs. The higher the values, the better the prediction will

be by the PLS-SEM model (Hair et al., 2017). Chin (1998) recommended values of 0.67 (substantial), 0.33 (moderate), and 0.19 (weak).

The goodness of Fit (GOF)

Surprisingly there is not any comprehensive goodness of fit (GOF) indices in PLS-SEM for evaluation of overall model fit (Henseler et al., 2009), but Tenenhaus et al. (2004) introduced a diagnostic tool for the GOF index. Wetzels et al. (2009) proposed cut-off values such as 0.01 as weak, 0.25 as a medium, and 0.36 as large for GOF. These values for the proposed model are illustrated in Table 4. It is worth noting that the value of GOF is reliant on AVE values. In current models, the AVE values related to RC and values related to SRL falsely increase GOF values. Hence, the values of these two constructs have no hand in calculating GOF. Moreover, for evaluation of the structural relations, the proposed model was tested to warrant the fact that several fit indices were met in the model fit including first, the chi-square, second, the normed fit index (NFI), third the comparative fit index, fourth the Root Mean Square Error of Approximation (RMSEA). The desirable magnitude of each fit index criterion is presented in Table 4.

Table 4

Acceptable Magnitude of Each Fit Index Criterion

Criteria	Magnitude
Chi-square	Not Sig.
Chi-square/*df* ratio	≤ 2 or 3
CFI	≥ .90% or 95%
NFI	≥ .90% or 95%
RMS	< .06 or .08

Based on obtained results, the Chi-square (125.08), and the chi-square/df ratio (2.23) had the acceptable fit thresholds in the present study. However, RMSEA was .112 which was slightly higher than the acceptance criterion. In addition, GFI=.91 and NFI=.82 did not reach the acceptable fit thresholds in the present research, and they were slightly below those thresholds. As Tseng, Dornyei, and Schmitt (2006) formerly stated, in structural equation modeling, it is acceptable that some indicators do not correspond to the majority trend. Therefore, it was assumed that the proposed model was a moderately good fit with the fit thresholds data, and the answer to the first question was evident. Figure 2 presents the final model.

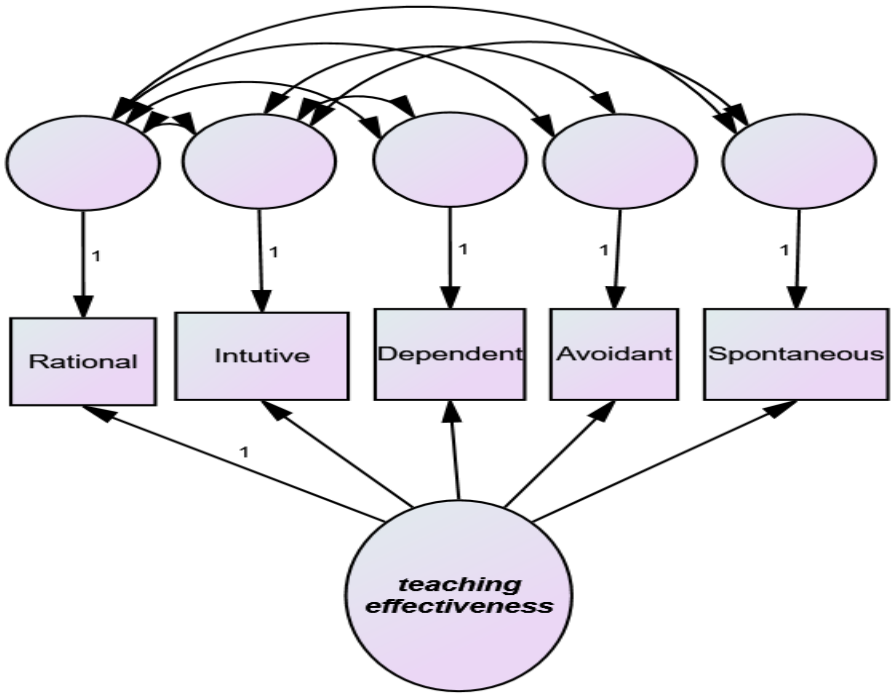

Figure 2

Final Model of the Study

$\chi 2$= 125.08, *df*= 14٦, RMSEA=.112, GFI=.91, NFI=.82

As illustrated in figure 2, there is a positive relationship between decision-making types including *Rational* (β= .34, *t*= 4.08), *Intuitive* (β= .52, *t*= 2.17), Dependent (β= .62, *t*= 2.65), Avoidant (β= .29, *t*= 2.46), and Spontaneous (β= .35, *t*= 2.04), with teaching effectiveness among Iranian EFL teachers. In addition, positive associations were found among decision-making types themselves.

DISCUSSION

The current study examined the different dimensions of teachers' decision-making styles and their relationship with the effectiveness of teaching in the classroom among Iranian EFL teachers. The findings revealed that teachers' decision-making styles had a positively significant relationship with teaching effectiveness. The more the teachers utilize decision-making styles, the better their teaching effectiveness would be in EFL classrooms. The justification of the results can be expressed based on similar research in the literature indicating much of a teacher's decision-making resides in the way they interpret the teaching setting and act on the information from the ongoing classroom interactions (Sarafidou, & Chatziioannidis, 2013; Irvine, 2019). In terms of Rational style, the results are in line with the findings of Thunholm (2004), who found out by Rational style in which decision makers analyze different scenarios and then select the desired option. These scenarios are based on probabilities, so decision-makers have the right to replace or rewrite the option with what they have in mind. The final choice is the one that contains the best possible scenario and is more likely to reflect the outcome of the decision. Concerning the Intuitive style, Andersen (2000) also argued that an intuitive choice is a more compelling approach than other choice-making capacities like detecting, feeling, and considering. This can be primarily due to his result demonstrating that a larger part of the supervisors accepted that instinct choice is successful. In common, individuals apply instinct in various zones such as restorative and nursing, instruction, trade, administration, inquiry about improvement, individual determination, showcasing, and others. Ordinarily, most individuals utilize instinct for making choices in circumstances of awesome instability or need for data (Judge& Robbins, 2006).

In the case of dependent style, the results are consistent with the views of Tonholm (2004). He believed that most dependent teachers rely on the comments of others to make decisions. In this style, one can get help from a group of family, friends, or colleagues to make a decision, but never ask all of them. This style is characterized by passivity, adherence, and disavowal of personal responsibility for decision-making.

In terms of the Avoidant style, according to Spicer and Sadler-Smith (2006), by this style, the teacher tries to avoid deciding or delaying the decision. This fashion is the propensity to maintain a strategic distance from choices at whatever point conceivable. In the same vein, for the Spontaneous style, Spicer and Sadler-Smith (2006), argued that spontaneity is stopping to "play the motion picture forward" to think approximately any conceivable results for others or ourselves. Sometimes recently making a spontaneous decision, we check our calendar or to-do list to see on the off chance that there's something else that has to take needed. Spontaneity gives a little thought to the result.

CONCLUSION

The current paper investigated the relationship between Iranian EFL teachers' effectiveness and their decision-making type. Several statistical analyses including descriptive statistics and correlational analysis was carried out and the outcome of the investigation suggested a positive relationship between teachers' effectiveness and their decision-making type. It is concluded that they will be remarkably useful if decision-making styles, in general, can distinguish between good and poor-quality decision-makers. Error in judging related to poor decision-making processes lead to negative results and is therefore costly for individuals (Epstein et al., 1996; Kahneman, 2003; Bruin de Bruin et al., 2007).

Since the findings of the previous research indicate the teachers' ability in teaching effectiveness and training, is closely associated with teachers' qualities, alongside these qualities, what does occur in the mind of effective teachers, and to what do they attribute the cause of

this effectiveness, was the key question that this research had been totally into. Teacher effectiveness, as vital as it is to the prospects of a country, seems an inconclusive field of study. This is partly owing to the good number of variables playing a role in the effectiveness of the process of teaching and decision-making. Given the vastness of the domain of research at hand here, it does not seem far-fetched for the aforementioned variables to go somewhat unnoticed, as the existing literature informs us. According to the results of the questionnaire, the common decision-making style among Iranian teachers was logical and far from confusion and doubt. The conclusion showed that the dominant style of logical decision-making among teachers is not related to age and is based on the personality and wisdom of the teacher. This study has implications for language instructors, policymakers, and decision-makers in the era of education. Familiarizing instructors with effective factors in teaching and encouraging them to read recent research on this era can improve teachers' effectiveness in the classroom. This study was limited to 147 EFL teachers in three northern cities of Iran and more domestic studies are needed to generalize these findings. Future research can be carried out in other contexts such as universities or online platforms. Experimental studies too are encouraged to be conducted to find out the best way to improve teachers' efficacy.

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