Investigating the Relationship between Iranian EFL Teachers' Self-Concept, Personality Traits and Teaching Styles

Zeraatpishe, Mitra*

Department of English, Mashhad Branch, Islamic Azad University, Mashhad , Iran
mitra.zeraatpishe@yahoo.com

Mirhashemi, Elahe

Department of English, Mashhad Branch, Islamic Azad University, Mashhad , Iran
elahe.mirhashemi61@gmail.com

Motallebzadeh, Khalil

Department of English, Mashhad Branch, Islamic Azad University, Mashhad, Iran
kmotallebz@gmail.com

Abstract

The quality of teachers has influence on the quality of educational services. Nurturing the teachers is actually a preoccupation for the educational organizations. The aim of our education system is to produce successful, well-prepared citizens; therefore, careful examination of individuals who teach at all levels is a critical step in meeting that goal. The current study investigated the relationship among Iranian EFL teachers' personality traits, teaching styles and self-concept. The population of the study consisted of 100 male and female teachers who teach in language institutes of Mashhad, Iran. They were included 60 females and 40 males. In order to collect data for the purpose of the current study, three questionnaires were utilized which pertain to the three variables of the study, namely, Teaching Style Inventory, Revised NEO Personality Inventory (NEO PI-R), and Teacher Self-Concept Evaluation Scale (TSCES). To answer all research questions Pearson correlation was conducted. Results for the first major research question indicated that there are significant relationships between all sub-scales of personality and Teaching Style. Besides, the results of second major research question demonstrate significant relationships between all sub-scales of personality and Teacher Self-Concept. Finally, the results of the last major research question showed significant relationships between Teaching Style and Teacher Self-Concept. Findings associated with this study could significantly benefit teachers. The teachers may discover themselves as well as how to combine their personality capability to create their teaching techniques become useful which is required in achieving the education progress blueprint and achieving the National Mission.

Key Words: EFL teachers, personality traits, teaching styles, self-concept

1.Introduction

If the goal of our education system is to bring out effective, well-prepared citizens, a watchful investigation of individuals who teach at all levels is a serious step in achieving that aim. Though plenty of the concentrate on teacher quality examines a teacher's cognitive competences and content knowledge, teacher behaviors are an equally critical area that has been observed to a lesser extent. When previous students are inquired to replicate on their most effectual teachers, students frequently mention personality traits as important indicators of effectiveness (Walker, 2008). Moreover, it is vibrant that a child involved in an atmosphere where he or she feels respected, appreciated, and liked for by a teacher is more expected to attain academic areas (Breault, 2013; Koutrouba, 2012). Logically, generating a social and psychological atmosphere that inspires learning is naturally tied to a teacher's individualities. Hence, thorough investigation and analysis of those traits is a main step in defining the aspects that contribute to learner achievement.

Teacher's professional function is a complex one and its successful achieving necessitates possession of specific personality traits and abilities. A number of researches' consequences highlight the significance of aspects like: teacher's skills, personality traits, dynamic dispositions, etc. (Petrović-Bjekić, 1997). Emotional features of teachers are very vital also, particularly in making classroom environment that could permit students' learning dimensions (Djigić & Stojiljković, 2011). Among a plethora of traits and characteristics, there exist three significant ones which are the concentrate on the present study, namely, teaching styles, teachers' personality traits and teachers' self- concept.

Teaching styles signify a continuous consider in the field of education and interaction. Each teacher has his or her own character, personality, proficiencies and opinions that form his or her personal teaching style. Styles of teaching should not be characterized in terms of good or bad, right or wrong owing to the information that every teaching style has its individual natural benefits and drawbacks within the overall teaching perspective. According to Kaplan and Kies (1995), teaching styles "comprise of teachers' personal behavior and the media used to communicate data to or obtained it form learners" (p.2). Consequently, the current study is successful to measure this created to applying teaching style inventory by Grasha (1996), centered on which includes five subscales, namely formal authority, expert, personal model, delegator, facilitator.

Musek (1986) trusted that self-concept is a fundamental internal standard or attitude of temperament that, as a referent function, normalizes and points to the behavior and actions of the individual. It is supposed that self-concept is a kind of common personal regulator that leads individual's behavior. A teacher's professional self-concept is watched as the teacher's comprehensive appearance or understood theory of himself/herself as a professional (Klassen, Perry, & Frenzel, 2012). These three issues remain to be the topic of awareness to investigators of higher education. Villa and Calvete (2001) emphasize that "teachers' professional self-concept comprises a series of assumptions, beliefs and attitudes about features such as self-

accomplishment in teaching, associations with students and with other teachers, and the strengthening value of teaching profession. Self-concept has the function of regulating teachers' behavior (p.240). Teacher self-concept evaluation scale (TSCES) was established by Villa and Calvete in 2001. Consequently, current study is successful in measuring this concept founded on Teacher Self-Concept Evaluation Scale (TSCES). This inventory was planned by Villa and Calvete (2001) based on the theoretical dimensions proposed by Volpi (1996).

Personality is measured to be a continuing, comparatively constant characteristic or set of traits, with a conceivable neuropsychological basis (Judge, Klinger, Simon, & Yang, 2008). Teachers' personality characters have long been assumed to contribute to teaching effectiveness (e.g., Barr, 1952). Barr's (1952) evaluation of teacher features and teaching excellence noted a overall agreement that teachers' personality was associated with teaching success, better performance and job satisfaction.

2.Review of Literature

In this part, connected studies showed on the thoughts of personality qualities, teaching style, and self-concept are elucidated. For example, Akbari, Mir Hasani, and Bahri (2005) examined the affiliation between personality type and teaching style of a model of Iranian EFL teachers. The consequences directed noteworthy dissimilarities among the MBTI types based on the teachers' teaching style likings. Individually personality type characterized a specific teaching style. It was originated that Intuitive, Introverting , Thinking, Perceiving (INTP), Extroverting, Intuitive, Thinking, Judging (ENTJ), and Extroverting, Intuitive, Thinking, Perceiving (ENTP) teacher types were more effective than others as described by the students. Additionally, Sarani and Hosseini's (2014) learning discovered the association between Iranian English as a foreign language (EFL) teachers' teaching style preferences and their pedagogical success. Inquiry of the data exposed a substantial difference in Iranian EFL teachers' pedagogical success concerning their teaching styles. Furthermore from among five constituents of teaching style preferences only Formal authority could forecast the achievement of Iranian EFL teachers. This presented that teachers who used Expert and Formal Authority teaching styles were more fruitful than teachers who used Facilitator and Delegator teaching styles. Baleghizadeh and Shakouri (2015) researched the correlation between some Iranian ESP instructors' self-efficacy and their teaching styles. Outcomes established that there was a important connection between teachers' self-efficacy and their teaching styles. Individual, the 'Personal Model' style displayed the adjoining relation with high levels of instructors' sense of self-efficacy.

Navidinia, Zangooei, and Ghazanfari (2015) considered the affiliation between EFL teachers' Big Five personality behaviors and their self-concept. In addition, it tried to observe if there is any noteworthy association between teachers' teaching experience and their self-concept. Outcomes specified that self-concept was meaningfully connected with four constituents of the Big-Five personality characters. It was definitely correlated with "Neuroticism", "Openness to experience" and "Conscientiousness", but adversely linked with "Agreeableness". It was also exposed that there was not any statistically noteworthy dissimilarity among the three groups (low, mid, and high experience EFL teachers) with respect to their self-concept.

Khoshbakht and Ghapanchi (2017) inspected the affiliation between Iranian EFL teachers' sense of commitment and their personality behaviors. The conclusions discovered that there was not momentous affiliation between sense of commitment and personality traits. In addition, Ghorbani, Akbari, and Ghonsooly's (2015) learning strived to discover Iranian EFL teachers' chief temperament and approach. Realizing the chief personality kinds and teaching approaches among Iranian EFL teachers, therefore, was the primary determination of this research. The conclusions discovered that ISTP and ISTJ were the most regular personality categories among Iranian EFL teachers and classroom supervision to get the highest score among three subareas of teaching attitude scale.

It has long been accepted that no instructional approach is best for teaching everything to everybody. An appropriate approach for one type of student may not be equally effective for another. The question of the factors that influence the quality and the effectiveness of teaching has always attracted researchers. One significant factor is teachers' styles of teaching, which seems to be relevant to the personality traits of the teachers. It seems that, an introvert person who is an introvert teacher may not have a good formal authority in his teaching style or may not be a good personal model. The problem this study addresses is that there is insufficient information to explain why some students have problems with their teachers' style. It seems that teachers' personality impacts teachers' choice of teaching style. As far as the researcher is concerned, teachers' views about themselves and also their self-beliefs about teaching and their attitudes and valuing of learning, i.e. their self-concept and also their personality traits can affect teachers' styles. Several researchers from different countries investigated the relationship between personality traits and different teacher related factors (e.g. Alrajhi & Aldhafri, 2015; Othman, 2009). Although these studies examined the relationship between personality and self-concept with different variables, it appears that no study has been done to explore the possible relationship between these concepts and teaching style in a single framework. In this way, the present study will be done to fill this gap and to examine the relationship among these variables in an Iranian EFL context. The present study is aimed at investigating the possible relationship between Iranian English teachers' teaching styles and their personality traits and self-concept. It is aimed to know how teachers can be contributed to teach effectively through investigating any probable relationship between teachers' personality traits, their style, and their self-concept. If there is any significant relationship, further studies can be suggested to see how a teacher can change his style. Even the style of a teacher can be totally based on his self-concept.

The results of the current study will be promising in the realm of EFL teaching of Iran since they will provide stakeholders, teacher educators, language institute managers and teaching syllabus designers with useful insights regarding teachers' characteristics and tendencies. All these educational agencies can nurture EFL teachers more efficiently and can pave the way for better and more affective teaching practices therefore, teachers can also benefit from the findings of the study. The current research will find the answer to the following questions:

Q 1: Is there any significant relationship between Iranian EFL teachers' personality traits and their teaching styles?

Q 2: Is there any significant relationship between Iranian EFL teachers' personality traits and their self-concept?

Q 3: Is there any significant relationship between Iranian EFL teachers' self-concept and their teaching style?

3.Methodology

3.1 Participants and Setting
The population of the study consists of 100 male and female teachers who teach in language institutes of Mashhad, Iran. All of the participants spoke English as a foreign language. They were included 60 females and 40 males. They were considered as professional experienced teachers having university education (Bachelor or Master or PhD degree). Participants were selected through convenient (availability) sampling procedure. Participants were from different ages and had different university degrees. They were all handed in the rough copy of the questionnaires preceded by some demographic information and they were asked to fill them out.

3.2 Instrumentation
In order to collect data for the purpose of the current study, three questionnaires were utilized which pertain to the three variables of the study, namely, Revised NEO Personality Inventory (NEO PI-R), Teacher Self-Concept Evaluation Scale (TSCES) and Teaching Style Inventory.

3.2.1 Teaching Style Inventory
Grasha's Teaching Style Inventory (1996) assesses several teaching styles, namely, Expert, Formal Authority, Personal Model, Facilitator, and Delegator. This inventory consists of 40 items which are rated on a 5-point Likert scale from 1 = strongly disagree to 5 = strongly agree. According to Heydarnejad, Fatemi and Ghonsooly (2017), Grasha's (1996) study enjoyed acceptable reliability (*alpha* =.72 for the entire test) and validity. Heydarnejad, Fatemi, and Ghonsooly (2017) used this questionnaire in their latest research, so it seems to be valid in the context of Iran. Filling out this questionnaire took about thirty minutes.

3.2.2 Revised NEO Personality Inventory (NEO PI-R)

The Revised NEO Personality Inventory (NEO PI-R) was a personality inventory, published in 1990 and keyed the Big Five personality traits. It was a revised version of Costa and McCrae's (1978) NEO Personality Inventory. The NEO PI-R consists of 240 items. A shortened version, the NEO Five-Factor Inventory (NEO-FFI), comprised 60 items (12 items per domain). Both the NEO PI-R and NEO-FFI have been updated over the years, with their last updates in 2010.

The NEO PI-R assessed the Big Five personality traits: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience. Additionally, the inventory assessed six subordinate dimensions (known as facets) of each of the main personality factors.

The test was developed by Paul Costa, Jr. and Robert McCrae for use with adult men and women without overt psychopathology. It was later shown to also be useful at younger ages.

It was worth mentioning that the NEO PI-R used in this study includes 60 items rated on a 5-point Likert scale. In the present study, the Persian adaptation of the NEO five-factor inventory was used. The Cronbach's alpha was reported to be between 0.66 and 0. 87.

3.2.3 Teacher Self-Concept Evaluation Scale (TSCES)

This inventory was devised by Villa and Calvete (2001) in order to measure teachers' self-concept. The questionnaire consists of 33 items. In fact, the 33 items were divided into two main categories: positive self-concept (26 items) and negative self-concept (7 items). The TSCES was based on the theoretical dimensions proposed by Volpi (1996). The questionnaire items represented six different dimensions: *competence, interpersonal perceptions, satisfaction, risk and initiative, self- acceptance,* and *relationship with pupils.* In contrast with two other questionnaires of the current study, the Teacher Self-Concept Evaluation Scale was a six-point Likert scale from 1= strongly disagree to 6= strongly agree. The reliability coefficient for TSCES was .84.

3.3 Procedure

This study was a quantitative and correlational research. Relevant data were collected through convenient sampling. In order to collect the data, the three questionnaires were distributed to male and female teachers of English from Mashhad, as our participants. The questionnaires were all administered at the beginning of one ordinary session of the class. The participants were given some instructions before filling out the questionnaires and they were asked to selected one option on a five-point Likert scale. They were reminded not to leave any item blank, and were ensured that there was no right or wrong answer and the items just reflected their personal views on the three subjects. The participants completed the survey in about 30 minutes under complete conditions of anonymity and confidentiality. Once the necessary data were collected, they were fed into the Statistical Package for Social Sciences (SPSS 24) in order to obtain descriptive and inferential statistics.

4. Results

To assess the normality of data distribution, the Kolmogorov-Smirnov test was utilized. Results of the Kolmogorov-Smirnov test for different sub-constructs of personality traits, teaching style, and self-concept indicated that the obtained sig value for all variables is higher than .05. Therefore, it can safely be concluded that the data is normally distributed across all the variables.

Table 1 presents descriptive statistics of sub-constructs of personality traits, and total teaching style, and self-concept including the mean, standard deviation, maximum and minimum scores.

Table 1

Descriptive Statistics of Personality Traits teaching style, and self-concept

	N	Minimum	Maximum	Mean	Std. Deviation
Extroversion	100	20.00	60.00	40.30	7.01
Agreeableness	100	20.00	60.00	45.05	7.19
Conscientiousness	100	29.00	60.00	44.21	7.16
Neuroticism	100	12.00	52.00	30.80	6.92
Openness to Experience	100	22.00	60.00	46.42	8.00
Teaching Style	100	77.00	222.00	157.82	34.24
Self-Concept	100	84.00	170.00	126.74	17.48

The possible range of score for the all five sub-constructs of personality traits with 12 items is between 12 and 60. As it can be seen in the table, Openness to Experience has the highest mean score (46.42) and Neuroticism has the lowest mean score (30.800). The possible range of score for the Teaching style is between 40 and 240, and for Self-concept is between 33 and 198. As it can be seen in the table, the mean score of teachers' report in Teaching style is 157.82 and in Self-concept is 126.74. In addition, the table shows that number of teacher participant was 100.

Table 2 summarizes the information obtained from Cronbach alpha analyses. As can be seen, the utilized questionnaires gained acceptable indexes of Cronbach alpha as a whole as well as in their subscales.

Table 2

Results of Cronbach Alpha Indexes

Scale	Subscales	Number of items	Cronbach alpha
Teaching Style	--------------	40	.84
	Extroversion	12	.91
	Agreeableness	12	.85
personality traits	**Conscientiousness**	12	.86
	Neuroticism	12	.73
	Openness to Experience	12	.91

Self-Concept	---------	33	.88

The alpha coefficient for 40 items of Total Teaching Style (.84), and for 33 items of total Self-Concept (.88), suggest that the items have relatively good internal consistency (a reliability coefficient of .70 or higher is considered "acceptable" in most social and psychological science research situations). Moreover, the range of the alpha coefficient for five sub-scales of personality trait is between 73 to 91 which indicates the questionnaire has acceptable indexes of Cronbach alpha in its subscales

The following section includes the data analysis of the research questions. All questions were answered through Pearson correlation. The first major research question investigated whether there is any significant relationship between Iranian EFL teachers' personality traits and their teaching styles. To answer this question, all five subscales of personality were considered through five minor research questions. Table 3 indicates the results of correlation between Iranian EFL teachers' personality traits and their teaching styles.

Table 3

Results of Correlation between sub-components of Teaching Style and Personality trait

	Extraversion	**Agreeableness**	**Conscientiousness**	**Neuroticism**	**Openness**
Expert	.20**	.22**	.48**	-.38**	.25**
Formal Authority	.18*	.10	.23**	-.17*	.09
Personal Model	.21**	.25**	.30**	-.20**	.15*
Facilitator	.31**	.24**	.39**	-.42**	.17*
Delegator	.25**	.28**	.38**	-.35**	.21**
Total Style	.26**	.28**	.42**	-.41**	.22**

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

As the Table shows, Extraversion has the highest positive relationship with Facilitator (r=.31, p<.05) and the lowest positive relationship with Formal Authority (r=.18, p<.05). Agreeableness has the highest positive relationship with Delegator (r=.28, p<.05) and the lowest positive relationship with Formal Authority (r=.10, p>.05). Conscientiousness has the highest positive relationship with Expert (r=.48, p<.05) and the lowest positive relationship with Formal Authority (r=.23, p<.05). Neuroticism has the highest negative relationship with Facilitator (r=-.42, p<.05) and the lowest negative relationship with Formal Authority (r= -.17, p<.05). Openness to experience has the highest positive relationship with Expert (r=.25, p<.05) and the lowest positive relationship with Personal Model (r=.15, p<.05).

The second research question investigated whether there is any significant relationship between Iranian EFL teachers' personality traits and their self-concept. To answer this the subscales of personality were considered through five minor research questions. The results are

discussed as follows. Table 4 indicates the results of correlation between Iranian EFL teachers' personality traits and their self-concept.

Table 4

Results of Correlation between sub-components of Self-concept and Personality trait

	Extraversion	**Agreeableness**	**Conscientiousness**	**Neuroticism**	**Openness**
Competence	.21**	.21**	.40**	-.42**	.28**
Relationship With Colleagues	.25**	.35**	.25**	-.57**	.25**
Relationship With Trainees	.22**	.41**	.23**	-.51**	.26**
Satisfaction	.19*	.28**	.32**	-.46**	.22**
Acceptance Of Initiatives	.17*	.15*	.21**	-.15*	.33**
Self -Acceptance	.20**	.27**	.38**	-.23**	.27**
Total Self Concept	.23**	.39**	.39**	-.53**	.32**

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

As the Table shows, Extraversion has the highest positive relationship with Relationship with Colleagues (r=.25, p<.05) and the lowest positive relationship with Acceptance of Initiatives (r=.17, p<.05). Agreeableness has the highest positive relationship with Relationship with Trainees (r=.41, p<.05) and the lowest positive relationship with Acceptance of Initiatives (r=.15, p<.05). Conscientiousness has the highest positive relationship with Competence (r=.40, p<.05) and the lowest positive relationship with Acceptance of Initiatives (r=.21, p<.05). Neuroticism has the highest negative relationship with Relationship with Colleagues (r=-.57, p<.05) and the lowest negative relationship with Acceptance of Initiatives (r= -.15, p<.05). Openness to experience has the highest positive relationship with Acceptance of Initiatives (r=.33, p<.05) and the lowest positive relationship with Satisfaction (r=.22, p<.05).

The third major research question investigated whether there is any significant relationship between Iranian EFL teachers' self-concept and their teaching styles. Table 5 indicates the results of correlation between Iranian EFL teachers' style and their self-concept.

Table 5

Results of Correlation between Teachers' Style and Their Self-Concept

		Self-Concept
Style	Pearson Correlation	.39**
	Sig. (2-tailed)	.00
	N	100

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

Results of Pearson correlation indicated that style correlated positively and moderately with self-concept (r=.390, p<.05). Hence, the last null hypothesis was also rejected.

In order to find whether Iranian EFL teachers' personality traits and self-concept are significant predictors of their teaching style, a multiple regression was performed. Table 6 provides the extent to which variability in the dependent variable (teaching style) is accounted for by the independent variables (personality traits and self-concept).

Table 6

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.53[a]	.28	.23	29.89

a. Predictors: (Constant), Self-concept, Extraversion, Conscientiousness, Openness, Neuroticism, Agreeableness

With regard to Table 6, the coefficient of multiple correlations is presented in the "R" column. R is the measure of the prediction of the dependent variable; in this case, teaching style. A value of 0.53 indicates a good level of prediction. The "R Square" or R2 value is the proportion of variance in the job satisfaction that can be explained by the independent variables (i.e., self-concept and personality traits). It indicates that self-concept and personality traits explain 28% of the variability of teaching style.

In order to determine whether the provided model (self-concept and personality traits as independent and teaching style as dependent variable) is a good fit for the data, a one-way ANOVA was performed. The results are shown in Table 7.

Table 7

ANOVA of Regression Model

Model		Sum of quares	df	Mean Square	F	Sig.
1	Regression	33007.03	6	5501.17	6.15	.00[b]
	Residual	83087.72	93	893.41		
	Total	116094.76	99			

a. Dependent Variable: Style

b. Predictors: (Constant), Self-concept, Extraversion, Conscientiousness, Openness, Neuroticism, Agreeableness

The F value in the Table 7 verifies the fitness of overall regression model for the data. The result shows that (F = 6.157, p = .000) p value is lower than assumed level of significance (i.e., 0.05), therefore, EFL learners' Self-concept and personality traits can significantly predict their

teaching style (i.e., the regression model is a suitable method for analyzing the data). Table 4.18 shows the information about the model coefficients.

Table 4.18

Coefficients of the Model

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	84.43	49.42		1.70	.09
	Extraversion	.49	.47	.10	1.05	.29
	Agreeableness	-.25	.62	-.05	-.41	.68
	Conscientiousness	1.15	.42	.26	2.70	.00
	Neuroticism	-1.11	.57	-.22	-2.59	.04
	Openness	.15	.55	.03	.28	.77
	Self-concept	1.09	.35	.21	2.42	.01

a.   Dependent Variable: Style

As can be seen in the above table, among five personalities, Conscientiousness (b = .26, p < .05) is a positive significant predictor of EFL teachers' style which would indicate that larger Conscientiousness is related to higher use of teaching style. Besides, Neuroticism (b = -22, p < .05) is a negative significant predictor of EFL teachers' style which would indicate that larger Neuroticism is related to lower use of teaching style. Finally, Self-concept (b = .211, p < .05) is a positive significant predictor of EFL teachers' style which would indicate that larger Self-concept is related to higher use of teaching style.

5. Discussion and Conclusion

To get a clear picture of the results, each three main research questions is discussed in the followings:

As the results of Pearson correlation indicated there are positive and significant associations between five sub-constructs of personality traits (Extraversion, Conscientiousness, Openness, Agreeableness and Conscientiousness) and teaching styles. However, it was found that Neuroticism is correlated negatively with teaching styles. In addition, the results of regression analysis indicated that Conscientiousness is a positive significant predictor of teaching styles. These findings are consistent with Smith (1981) and Burkett (2011). Smith (1981) found a significant relationship between personality and classroom strategies for preservice education majors. According to Burkett (2011), teachers who are more conscientious tend to be more organized, efficient, practical, and cautious. This personality factor may cause teachers to be better able at planning effective classroom strategies allowing them to have a higher efficacy of

classroom management. Additionally, teachers who are more conscientious tend to follow through with their plans. When teachers create procedures and discipline policies in their rooms, conscientious teachers may be more likely to consistently implement those policies. Conscientious teachers are also not easily distracted, so they may be more likely to notice smaller problems before they become major classroom issues. Similar results were found by Barrick and Mount (1991). They found that conscientiousness had consistent and positive relationship with job performance and strategic training across a variety of occupational groups. However, there was no significant association between Neuroticism and strategic training. It is supported by Ree and Earles (1992) who stated that general intelligence and conscientiousness have been found to be valid predictors of strategic training and job performance. The findings of the present study is also in line with these of Akbari, Mir Hasani, and Bahri (2005) investigated the relationship between teaching style and personality type of a sample of Iranian EFL teachers. The results indicated significant differences among the MBTI types based on the teachers' teaching style preferences. Each personality type represented a particular teaching style. The same result was found with learners' participants. Zhang (2007) examined the learners' personality and their preference in teachers; teaching style. His results suggested that although students preferred teaching styles that matched their career personality types precisely, they were also open to teaching styles that complemented their career personality types. So, there was a significant association between of personality type and teaching styles.

As the results of Pearson correlation indicated there are positive and significant associations between four sub-constructs of personality traits (Extraversion, Conscientiousness, Openness, and Agreeableness) and self-concept. However, it was found that Neuroticism is correlated negatively and moderately with self-concept. These findings are in consistence with the findings of Henson and Chambers (2003). They claimed that attitude of teachers and their self-efficacy largely depend upon their personal characteristics and disposition, both seems to be highly interlinked. The teaching profession requires certain dominant behaviors which show teacher's intellect, desire to excel, extended professionalism and teaching as a life concern. The same results were found by Othman (2009) who conducted a study about the role of personality on teaching effectiveness and self-efficacy. His results revealed that there is significant relationship between extrovert, agreeableness and conscientiousness with self-efficacy, while the neuroticism and openness have no significant relationship.

As the results of Pearson correlation indicated, there are positive and significant associations between self-concept and teaching styles. In addition, the results of regression analysis indicated that self-concept is positive significant predictor of teaching styles. According to Rogers (1969), self-concept can be enhanced more effectively when a teacher uses a teaching style of his or her choice. The same results are found by Khany and Tarlani Aliabadi (2016). They explored whether the relationship between teachers' teaching styles, the teachers' self-efficacy and the learners' learning styles. They found significant relationship between teachers' self-efficacy and their teaching styles. Our findings are inconsistent with Alrajhi and Aldhafri's (2015) findings.

They explored the correlation between academic and social self-concept and teachers' teaching styles (authoritative, authoritarian and permissive). On the one hand, females' academic self-concept was positively predicted by authoritative and permissive teaching. However, their social self-concept was only predicted by permissive teaching. On the other hand, males' academic and social self-concepts were not predicted by any of the teaching styles. Teaching styles seem to support learning self-concept in female students more strongly than in male students.

Based on the findings of the present study, it could be said that the educators from government should be exposed more to different ways that can improve their self-concept for example teaching skill programs, fundamental skills in computer preparing, basic and reliable website which can refresh and update their subject knowledge and self-concept. They should be urged to work as a team or take part in group exercises which can assist them improve interpersonal interactions with other educators. Instructors also must be encouraged to write and publish novel papers in seminars and conferences which would upgrade their insight, abilities and their self-concept. Workshops could be directed to evaluate the level of teachers' self-concept to make them understand their level, and solutions could be given for improvement. Educators must be given the freedom to investigate different techniques and strategies in the instructing and learning process for self-improvement for the advantage of the students.

Findings associated with this research could significantly contribute to teachers. The teachers may discover themselves as well as learn how to combine their personality capability to create their teaching techniques. Every teacher has his/her own teaching style. Based on Rubin (1985), teaching styles include choices and alternatives and the choices teachers make in fact prove their considered images and role. Through their style, teachers combine the theories or pedagogy in which they believe and the practices they apply in the classroom. Therefore, the suitability between teaching styles and personality will contribute to the success of teaching.

The outcomes of the present research are guarantying in the area of EFL teaching of Iran as they give stakeholders, teacher educators, language institute managers and teaching syllabus designers with valuable visions relating to teachers' characteristics and tendencies. All these educational agencies can nurture EFL teachers more professionally and pave the way for better and even more efficient teaching principles. Gender of participants was not the focus of the present study. Future studies should replicate the same study but link the teachers teaching style, self-concept, and personality to their gender. In addition, Future researchers can imitate the present study but focus on the differences between the different experience groups.

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