

Investigating the Relationship Between Iranian EFL Teachers' Autonomy and Creativity, Does Gender Make a Difference?

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Abstract. The present study was an attempt to investigate the relationship between Iranian EFL teachers' autonomy and creativity. It also explored whether there was any significant difference between male and female Iranian EFL teachers' autonomy, and if there was a significant difference between male and female Iranian EFL teachers' creativity. To this end, a total number of 80 EFL teachers (40 males and 40 females) from different institutes in Shiraz through a convenience sampling procedure were selected. All the participants were native Persian speakers between the age of 25 to 40, but with different years of teaching experience. In order to evaluate teachers' autonomy, Teaching Autonomy Scale (TAS; Pearson & Hall, 1993) was used in this study. The questionnaire had 18 items on a 4-point Likert-scale, ranging from 1 (definitely false) to 4 (definitely true), and Cronbach's alpha of $\alpha = .8$ for TAS was reported in Pearson and Moomaw's study (2005), and Cronbach's alpha for TAS in this study turned out to be $\alpha = .8$ too. To measure the participants' creativity level, the Creativity Fostering Teacher Index (CFTI) developed by Soh (2000) was administered. This instrument had 45 items on a 6-point Likert scale. The reliability of the questionnaire was reported $\alpha = .82$ in Soh's Study (2000). Cronbach's alpha for

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(CFTI) in this study was $\alpha = .90$. The collected data were analyzed using the SPSS Statistical Package (Version 26) in order to answer the research questions. Descriptive statistics such as mean and standard deviation were calculated. Pearson product-moment correlation was used to investigate the relationship between teacher's autonomy and teachers' creativity. Moreover, group statistics and the Independent Samples t- test conducted to find out whether there was any significant difference between male and female Iranian EFL teachers' autonomy and creativity. The results of the study indicated that there was a significant statistical relationship between Iranian EFL teachers' autonomy and creativity. It also revealed that there was not a significant difference between male and female Iranian EFL teachers with respect to their autonomy. Neither was there a significant difference between male and female Iranian EFL teachers with respect to their creativity.

Keywords: Autonomy, creativity, English language teachers

1. Introduction

It is well established that second/foreign language teaching is often associated with different effective factors, among them the teachers' autonomy and creativity have been recognized as important predictors of second/foreign language teaching performance. McGrath (2000) defined teachers' autonomy as freedom from control by others. In most cases, the 'others' would mean government policy, educational authorities, and institutional or departmental managers. A variety of benefits have been linked to increased teacher autonomy, such as increased teacher motivation, reduced stress (Davis & Wilson, 2000), (Pearson & Hall, 1993), and increased empowerment and professionalism (Pearson & Moomaw, 2005). Little (1995) first defined teacher autonomy as the teachers' capacity to engage in self-directed teaching. After that, scholars have been trying to define teacher autonomy from different aspects. Aoki (2002) offered an explicit definition of teacher autonomy, suggesting that this involves the capacity, freedom, and responsibility to make choices concerning one's own teaching. According to Richard Smith (2000) teachers' autonomy refers to the ability to develop appropriate skills, knowledge, and attitudes for oneself as a teacher, in cooperation with others. Benson (2001) argued that teacher autonomy can be seen as a right to freedom from control or an ability to exercise this right as well as actual freedom

from control. About the importance of the teachers' autonomy and its effects on the teaching process, it is vital to understand the dynamic relationship between teacher autonomy and learner autonomy, because they are interrelated and interactive (Smith, 2001). Smith (2001) also explains explicitly relationship between teacher autonomy and learner autonomy, teachers also need to constantly reflect on their own role in the classroom, monitoring the extent to which they constrain or scaffold students, thinking, and behavior, so as to engage students in autonomous and effective learning. Another important factor that is mentioned as a strong predictor of second/foreign language teaching and learning is creativity, which is the utilization of imagination and new ideas to be more effective and successful. Another important predictor of second/foreign language teaching performance is creativity. Guilford (1950) and Torrance (1962) were the first who studied creativity scientifically. Batey (2012) uses the word capacity to define creativity, which is the capacity within individuals to develop ideas for the purpose of solving problems and exploiting opportunities. He extends this idea and indicates that creativity something we can all learn to use effectively. This idea is also supported by Lehrer (2012) who claims that creativity is not a trait that we inherit in our genes, however, it's a skill that anyone can learn to be creative and to get better at it. In 1999, National Advisory on Creative and Cultural Education (NACCE) affirmed that creativity in educational contexts could be seen from two perspectives: the teacher and the student. Concerning classroom management, researchers generally described it as the full range of teacher efforts to oversee classroom activities (Burden, 2005) & (Brophy, 1986). Therefore creativity is been considered as one of the most significant criteria, which is nowadays expected primarily from teachers, also, they are the most important factor in the process of classroom management. The more qualified a teacher is, the more emotionally and effectively the classroom will be managed. Generally, studies concerning teachers' creativity and autonomy in relation with other variables are very few in the context of Iran. All in all, due to lack of studies in the context of Iran, the present study aims to investigate the relationship between Iranian EFL teachers' autonomy and teachers' creativity, and also attempt to see whether

there is any significant difference between male and female Iranian EFL teachers' autonomy and creativity.

2. Significance of the Study

As it was mentioned earlier, both teachers' autonomy and teacher's creativity have a great influence on the both processes of the teaching and learning because on the one hand, there is a dynamic relationship between teacher autonomy and learner's autonomy, they are interrelated and interactive (Smith, 2001). On the other hand, creative teachers play a critical role in the development of student's creativity. How well they play this role depends on whether they demonstrate creativity behavior when interacting with their students (Soh, 2015). Given the number of foreign/second language teachers in the world, these two issues need further exploration with various groups of teachers in different contexts. Targeting Iranian EFL teachers, this study strives to examine the relationship between Iranian EFL teachers' autonomy and creativity. Since teachers' autonomy and creativity greatly influence the processes of teaching and learning, investigating the relationship between them can provide vital insight into the area of present instructional processes. Therefore, the result of this study is useful for ministry of English language education, language instructors, teachers, professors, and language learning centers in that they may gain some views on their teaching process to try employing more appropriate techniques in order to boost them.

3. Research Objectives

The present study was conducted in an EFL context in Iran where Iranian teachers teach English as a foreign language. Accordingly, the aim of the study was to investigate the degree of the relationship between Iranian EFL teachers' autonomy and creativity, and further to find out if gender made any difference.

Research questions

1. Is there any significant relationship between Iranian EFL teachers'

autonomy and creativity?

2. Is there any significant difference between male and female Iranian EFL teachers' autonomy?

3. Is there any significant difference between male and female Iranian EFL teachers' creativity?

Following these research questions, three hypotheses were formed:

1. There is not a significant relationship between Iranian EFL teachers' autonomy and creativity.

2. There is not a significant difference between male and female Iranian EFL teachers' autonomy.

3. There is not a significant difference between male and female Iranian EFL teachers' creativity.

4. Review of Literature

4.1 Theoretical framework

4.1.1 Autonomy by definition

According to Merriam Webster's Collegiate Dictionary (2002), autonomy is "the quality of being self-governing" (p. 78). Sacks and Eisenstein (1976) define autonomy as "self-rule," or, more broadly, "self-determination" (p. 7), and Piaget's interpretation of autonomy is "egodirected behavior, free from arbitrary outer pressures or from irrational inner pressures" (as cited in Peck & Havighurst, 1960, p. 17).

4.1.2 Creativity by definition

Batey (2012) uses the word capacity to define creativity, that is the capacity within individuals to develop ideas for the purpose of solving problems and exploiting opportunities. He extends this idea and indicates that creativity something we can all learn to use effectively. This idea is supported also by Lehrer (2012) who claims that creativity is not a trait that we inherit in our genes or a blessing bestowed by the angels, however, It's a skill that anyone can learn to be creative and to get better at it.

4.1.3 Teacher autonomy

Easterbrook (1968) describes autonomous people as people who accept responsibility for their own fate and tend to have a high degree of “self-reliance, independence of judgment, self-expression, and a high evaluation of personal autonomy” (p. 101). This description can perhaps be applied to autonomous teachers, as well as generally to autonomous individuals. Franklin (1988), reports that teacher autonomy over the instructional process is manifested in the following ways:

1. Teachers feel that they are qualified authorities in the instructional process because they have considerable expertise in specialized fields.
2. Teachers feel that they have a right to organize the learning process according to their own choosing.
3. The network of impersonal school rules stops at the classroom door. Teachers formulate their own, personalized, flexible rules, which allow them to operate within their classrooms as they see fit. (p. 24).

4.1.4 Teacher creativity

Soh (2015) states it is a truism that teachers play a critical role in the development of student creativity. How teachers respond to their students' ideas, views and suggestions during lessons can be expected to have an influence on the students' subsequent effort and inclination in coming up with new ideas, views and suggestions. Well-timed positive teacher responses will naturally encourage students' further efforts while, in contrast, premature and especially negative teacher responses will discourage students from further creative exploration. In short, teachers are in a strategic position to foster creativity of their students, if the teachers are able to and in a habit of demonstrating creativity fostering behavior in the day-to-day interaction with their students. Teachers are typically regarded as one of the most vulnerable and influential associates in any given teaching system (Khany & Malekzadeh, 2015). One eminent variable that has a very significant effect in the teaching and improvement of learners is the concept of teachers' creativity (Robinson, 2001). The concept of creativity is widely considered as one of the utmost influential factors for the development of teachers' profession at schools and

institutes (Mirzaee & Rahimi, 2017).

4.1.5 The importance of teacher autonomy in ELT

A predominant thread in discussions about teacher autonomy in the field of applied linguistics for language teaching and learning is the idea that teachers who themselves are autonomous may have a positive influence on the development of autonomy in their students (Little, 1995, 2000; Balikanli, 2009; Lamb and Reinders, 2008; Al-Asmari, 2013). Smith and Erdogan (2008) argue that we must go beyond our own discourse community, if we want our views on learner and teacher autonomy to be taken seriously. Whilst maintaining a strong focus on the interdependence of learner autonomy and teacher autonomy, La Ganza (2008) examines teacher autonomy in terms of teachers' relationships with others. She recognizes that teachers' professional relationships with other individuals within the educational or bureaucratic institution might have an influence on the teaching process, on the teacher's freedom to be creative, on developing and practicing ideas and pursuing his or her ideals. According to La Ganza (2008), teacher autonomy is an "interrelational construct created within four main kinds of relations say teacher-internal teacher relationships, teacher and learner relationships; teacher and institutional relationships; and teacher and bureaucracy relationships" (pp. 72).

4.1.6 The importance of teacher creativity in ELT

NACCCE (1999) states that by teaching creatively they mean teachers using imaginative approaches to make learning more interesting, exciting, and effective. Teachers can be highly creative in developing materials and approaches that fire children's interests and motivate their learning. This is a necessary part of all good teaching, and by teaching for creativity, they mean forms of teaching that are intended to develop young people's own creative thinking or behaviour. Creative learners need creative teachers. Rinkevich (2011) states that "increasing creativity in teaching begins with teacher education" (p. 220). It is a necessity to introduce courses of creativity at teacher training programs that would focus also on how to develop a creative student and student-centered teaching rather than teacher centered teaching.

4.2. Empirical studies done in the field

4.2.1 Teacher's autonomy in language teaching and learning

An overview of the previous studies indicate that teacher autonomy was incorporated into teachers' job satisfaction, and the greater the degree of specialized knowledge and skills required of the occupant of a position, the greater the degree of autonomy that accrued to the position (Franklin 1988 & and Katz 1968). Wise, and Pease (1983) found teacher autonomy as one of the ingredients of a successful teacher evaluation program. Due to the importance of teacher success in the adequacy of teaching and learning Ali Derakhshan (2020) studied the role of two factors, namely language teachers' professional identity and autonomy with respect to their success, and the result showed teacher success is predicted positively and significantly by both professional identity and autonomy. Javadi (2014) investigated the relationship between feeling of burnout and teacher autonomy. As a professional development construct, among ELT teachers in Iran, correlation analysis indicated that teacher autonomy was significantly and inversely related to their feeling of burnout. Investigating the influence of teacher autonomy on learner autonomy. Little, 1995 in their study showed teachers who themselves are autonomous may have a positive influence on the development of autonomy in their students.

Mahmoodi, Mohammadi and Tofighi (2019) provided an empirical evidence on the relationship between EFL teachers' emotional intelligence, reflectivity, and autonomy. The results revealed that there was a significant positive relationship between teachers' reflectivity, emotional intelligence and autonomy, in addition indicated that EFL teachers' educational degree and gender significantly affect their levels of emotional intelligence and reflectivity but not the level of autonomy.

4.2.2 Teacher's creativity in language teaching and learning

Khodabandeh & Jamali (2019) studied the relationship between teachers' creativity, classroom management, age and gender. Analysis of the questionnaires revealed that there was a statistically positive significant relationship between teachers' creativity and classroom management. Considering the fact that nowadays, due to the increasing the

speed of technological change and the transformation that technology has made in the way young people learn and understand (Redecker, 2008). This new situation in education requires a new type of training which prioritizes proactive and creative human nature, ensures practice-based and personality-oriented implementation of new educational technology. According to what mentioned before it is teachers' autonomy that ensures teachers' innovation performance, and, consequently, represents one of the most required teacher's characteristics in the current educational context. Based on the literature of this study, it can be mentioned there are numerous number of studies on teacher's autonomy and its relationship with different factors. Besides teachers' creativity and its relationship with different factors, however, none of them considers the relationship between teachers' autonomy and creativity that both of them are recognized as important factors in English language teaching and learning processes, so the present study aims to investigate the relationship between Iranian EFL teachers' autonomy and teachers' creativity. It also attempts to see whether there is any significant difference between male and female Iranian EFL teachers' autonomy and creativity.

5. Methodology

5.1 Design of the study

The design used in the present study was quantitative, since all the stages of data collecting and analysis were numerical and the researcher in this study applied two questionnaires which were used as the main source of data collection from the participants.

5.2 Participants

The population of the study included Iranian teachers who were teaching English as foreign language. The sample group included both female and male participants, of whom a total number of 80 EFL teachers (40 males and 40 females) were selected through a convenience sampling from 10 different English language institutes in Shiraz. In this study, the participants were native Persian speakers between the age of 25 to 45, with different years of teaching experience. Table 1 shows the frequency

of participants based on their gender.

Table 1: Frequency of the Participants Based on Their Gender.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	40	40.8	50.0	50.0
	Male	40	40.8	50.0	100.0
	Total	80	81.6	100.0	

5.3 Instruments

The researcher used two standard questionnaires to collect the data of the present study which are described below.

5.3.1 Teaching autonomy scale (TAS)

The first instrument was the Teaching Autonomy Scale (TAS), developed by Pearson & Hall (1993), which has a good internal consistency reliability ($\alpha = .80$) including 18 items, which all were on a 4-point Likert-scale with the range of; 1. Definitely false, 2. More or less false, 3. More or less true, 4. Definitely true. The Cronbach's alpha of $\alpha = .80$ for TAS was reported in Pearson and Moomaw's study (2005), and the Cronbach's alpha for TAS in this study turned out to be $\alpha = .80$. Table 2 shows the reliability of TAS in this study. As Pearson & Hall's (1993) expressed, Teacher Autonomy Scale (TAS) instrument is designed for different contexts, so the online version of the questionnaire was used in this study.

Table 2: Reliability of TAS

Cronbach's Alpha	N of Items
.800	18

5.3.2. Creativity fostering teacher index (CFTI)

In order to measure the participants' creativity level, the Creativity Fostering Teacher Index (CFTI) developed by Soh (2000) was administered. The instrument had 45 items on a 6-point Likert scale. The items were presented with; 1. never, 2. rarely, 3. sometimes, 4. often, 5. Very frequently, 6. All the time. The reliability of the questionnaire was reported $\alpha = .82$ in Soh's Study (2000) and in Soh's Study (2015) was $\alpha =$

.95. The Cronbach's alpha for (CFTI) in this study was $\alpha = .99$. Table 3 shows the reliability of (CFTI) in this study. The online version of the questionnaire was used in this study.

Table 3: Reliability of CFTI

Cronbach's Alpha	N of Items
.99	45

5.4 Data collection procedures

Before sharing the online version of the instruments, the participants were asked to answer the questions presented by the instruments accurately and patiently, they were also ensured that their responses and scores would remain confidential and would not be leaked out. The online version of the two questionnaires were send to 50 males and 55 females EFL teachers who were native Persian speakers between the age of 25 to 45 with different years of experience working in different institutes in Shiraz. Just 40 questionnaires for males and 40 questionnaires for females were applied to this study. All participants had one-day time to fill the questionnaires and send them back to the researcher.

6. Results

6.1 Descriptive

Statistics Before analyzing the research questions, this study presents the descriptive statistics of two variables used in the study. Table 4 shows the results of the descriptive statistics for the two variables such as mean, standard deviation, minimum and maximum scores.

Table 4: Descriptive Statistics for Autonomy and Creativity

	N	Minimum	Maximum	Mean	Std. Deviation
Autonomy	80	35	57	45.77	6.910
Creativity	80	123	241	174.55	40.185
Valid N (listwise)	80				

According to Table 4, the mean score of the participants in teacher's autonomy was $M = 45.77$, standard deviation, minimum and maximum of

scores were SD= 6.910, Min= 35, and Max= 57 respectively. The mean score of participant in teachers' creativity was M= 174.55, standard deviation, minimum and maximum of scores were SD= 40.185, Min= 123, and Max= 241 respectively.

6.2 Inferential statistics

In this part, all three research questions are tested. The following is the detailing report of the results.

6.2.1 The first research question

One of the most important aims of this study was to find any relationship between teachers' autonomy and teachers' creativity and the first hypothesis of this study proposed that there was not a significant relationship between Iranian EFL teachers' autonomy and creativity. To test this hypothesis, the researcher calculated the Pearson correlation between Iranian EFL teachers' autonomy and creativity. Table 5 presents the results.

Table 5: Pearson Correlation between Iranian EFL Teachers' Autonomy and Creativity

		Autonomy	Creativity
Autonomy	Pearson Correlation	1	.907**
	Sig. (2-tailed)		.000
	N	80	80
Creativity	Pearson Correlation	.907**	1
	Sig. (2-tailed)	.000	
	N	80	80

As can be seen in Table 5, the value of the correlation coefficient between Iranian EFL teachers' autonomy and creativity was .90, and the value of the significance level indicates that this correlation is significant because P-value is .00, which is less than .05. Accordingly, although the first hypothesis of this study proposed that there is not a significant relationship between Iranian EFL teachers' autonomy and creativity, it can be said that there is a statically significant relationship between

Iranian EFL teachers' autonomy and teachers' creativity. Thus the first hypothesis is rejected.

6.2.2 The second research question

The second research question of this study tried to check if there was any significant difference between Iranian female and male EFL teachers with regard to their autonomy. To do so, at first group statistics was found for each group or gender with the regard to their autonomy. Then Independent Samples t-test was utilized to compare the performance of female and male EFL teachers' autonomy. Table 6 presents the results of group statistics of male and female teachers in autonomy.

Table 6: Group Statistics of Female and Male Teacher's Autonomy

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Autonomy	Female	40	45.70	6.741	1.066
	Male	40	45.85	7.160	1.132

Based on Table 6 concerning teachers' autonomy, the mean score of female teachers was $M = 45.70$ and the mean score of male teachers was $M = 45.85$, while the standard deviations of two genders were $SD = 6.741$ for female teachers and $SD = 7.160$ for male teachers. Furthermore, Independent Samples t-test was run to find out if there was any significant difference between female and male teachers in their autonomy. Table 7 shows the results if Independent Samples t-test.

Table 7: Independent Samples t-test between Female and Male Teacher's Autonomy

		Levene's Test for Equality of Variances	t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)
Autonomy	Equal variances assumed	1.274	.263	-.096	78	.923
	Equal variances not assumed			-.096	77.719	.923

The result of Levene's test for equality of variances indicated that the

assumption of equal variances in teachers' autonomy was not assumed since the significant level of Levene's test turned out to be .26 which is more than the cut of .05. Moreover, based on the results of Table 7, there was not a statistically significant difference in mean scores for female and male teachers respecting as for teachers' autonomy ($df(78) = -.09, P > .05$). In other words, both male and female participants performed similarly.

The third research question of this study tried to check if there was any significant difference between Iranian female and male EFL teachers with regard to their creativity. At first group statistics was done for each group or gender and their creativity. Then, Independent Samples t-test was utilized to compare the performance of female and male EFL teachers' creativity. Table 8 presents the results of group statistics of female and male teachers in creativity.

Table 8: Group Statistics of Female and Male Teachers' Creativity

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Creativity	Female	40	174.13	41.510	6.563
	Male	40	174.98	39.340	6.220

Based on the table concerning teachers' creativity, the mean score of female teachers was $M= 174.13$ and the mean score of male teachers was $M= 174.98$, while the standard deviation of two genders were $SD= 41.51$ for female teachers and $SD= 39.34$ for male teachers. Furthermore, Independent Samples t-test was run to find out if there was any significant difference between female and male teachers in their creativity. Table 9 shows that.

Table 9: Independent Samples t-Test between Female and Male Teachers' Creativity

The result of Levene's test for equality of variances indicated that the assumption of equal variances in teachers' autonomy was not assumed since the significant level of Levene's test turned out to be .43 which is more than the cut of .05. Moreover, based on the results of Table 9, there was not a statistically significant difference in mean scores of female and male teachers with regard to their creativity ($df (78) = -.094, P > .05$). In other words, both male and female teachers performed similarly.

7. Discussion

The main purpose of this study was to find out if there is existed a meaningful relationship between EFL teachers' autonomy and creativity in addition the study aimed at finding out if there was any difference between males and females in their autonomy and creativity. In this part the three main research questions besides other related researches' findings are reviewed and the findings are presented.

7.1 The first research question

The first research question was, "Is there any significant relationship between Iranian EFL teachers' autonomy and creativity?". The results of this study revealed that there was a statistically significant relationship between Iranian EFL teachers' autonomy and creativity. Based on the literature review there were different studies considering the relationship between teachers' autonomy and other factors, for example in the study of (Perie & Baker, 1997) teacher autonomy was associated with higher teacher job satisfaction. In addition, the relationship between teachers' autonomy and language teachers' professional identity with respect to their success was studied by Ali Derakhshan (2020). The results revealed that there was a positive significant correlation between them. Furthermore, Javadi (2014) investigated the relationship between feeling of burnout with teacher autonomy, as a professional development construct, among ELT teachers in Iran, and correlation analysis indicated that teacher autonomy was significantly and inversely related to their feeling of burnout. There was a large number of studies focused on teachers' creativity in relation with other factors. For instance, Barjesteh, Asadpour and Manochehrzhadeh (2018) conducted a research on

the relationship between Iranian EFL teachers' creativity and time management skill in which the results suggested that teachers with more time orientation incorporate more teaching activities in their classroom. However, the findings revealed that a number of variables like age, gender and teaching experiences were not significant factors for teachers' creativity skills. In addition, Khodabandeh & Jamali (2019) studied the relationship between teachers' creativity, classroom management, age and gender and the results revealed that there was a statistically positive significant relationship between teachers' creativity and classroom management. To the best knowledge of the researcher of this study, there was no similar study considering the relationship between Iranian EFL teachers' autonomy and creativity in the related literature.

7.2 The second research question

The second research question was, "Is there any significant difference between male and female Iranian EFL teachers' autonomy?". In order to answer this question, the researcher calculated the Independent Samples t-test. Based on the findings, there was not any statistically significant difference in mean scores for male and female teachers' autonomy. A Similar result was reported by Mahmoodi, Mohammadi & Tofighi (2019) who provided an empirical evidence on the relationship between EFL teachers' emotional intelligence, reflectivity, and autonomy, and their students' L2 performance. They revealed that EFL teachers' educational degree and gender significantly affect their levels of emotional intelligence and reflectivity but not their level of autonomy.

7.3 The third research question

The third research question was, "Is there any significant difference between male and female Iranian EFL teachers' creativity?". According to the results of this study, there was not any statistically significant difference in mean scores for male and female teachers' creativity. Even though, the finding of this study is in accordance with Barjesteh, Asadpour and Manochehrzadeh (2018) who found that a number of variables such as age, gender, and teaching experiences were not significant factors for teachers' creativity skills, this finding is in contrast with Khodabandeh & Jamali (2019). Who found that there was a difference between

Iranian EFL male and female teachers concerning their attitudes towards creativity.

8. Conclusion

This study tried to investigate the relationship between Iranian EFL teachers' autonomy and creativity. It also intended to reveal if there was the difference between male and female Iranian EFL teachers' autonomy, and finally it aimed to find if there was the difference between male and female Iranian EFL teachers' creativity. First, the findings of this study showed that there was a statistically significant relationship between Iranian EFL teachers' autonomy and creativity. The results revealed that the correlation between teachers' autonomy and creativity was $\alpha = .90$. Second, the outcome of the study demonstrated that there was not a significant difference between male and female Iranian EFL teachers with respect to their autonomy. Third, based on the results of the study there was not a significant difference between male and female Iranian EFL teachers with respect to their creativity.

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