

A COMPARISON OF IRANIAN EFL TEACHERS IN ENGLISH LANGUAGE INSTITUTES AND UNIVERSITIES BASED ON ETHICAL AND CULTURAL VALUES

UMA COMPARAÇÃO DE PROFESSORES IRANIANOS DA EFL EM INSTITUTOS DE LÍNGUA INGLESA E UNIVERSIDADES COM BASE EM VALORES ÉTICOS E CULTURAIS*

MOJTABA MORADI

Ph.D Candidate, Department of English Language,
Qeshm Branch, Islamic Azad University, Qeshm, Iran
moradi.mojtaba12@gmail.com

RAHMAN SAHRAGARD**

Professor, Department Foreign Languages & Linguistics,
Shiraz University, Shiraz, Iran
rahman.sahragard@gmail.com

SEYYED AYATOLLAH RAZMJOO

Professor, Department of Foreign Languages & Linguistics,
Shiraz University, Shiraz, Iran
arazmjoo@rose.shirazu.ac.ir

Abstract: The purpose of this study was to compare Iranian EFL teachers in English language institutes and universities based on ethical and cultural values. The study was conducted in two phases. First, 40 EFL teachers were interviewed individually and the elicited responses were transcribed and coded using the three codification processes in grounded theory. Then, the interviewee's responses were discussed based on the categories obtained as the result of applying the grounded theory. Then, a questionnaire was developed based on the literature, the theoretical frameworks and the results of the qualitative phase of the study. The questionnaire was in Likert-scale format, containing 20 items altogether and its reliability was examined in a pilot study with 40 participants using Cronbach's alpha. It was filled out by 140 EFL teachers from institutes and universities (70 male, 70 female), with age ranges 20 to 65, working at institutes and universities in Fars province, Iran, 2021. The participants were selected conveniently as going through random sampling was not possible. The validity of questionnaire was tested by conducting an exploratory factor analysis on all the 140 participants of the study and three factors emerged under the main category of Teachers' Values for Iranian EFL teachers. The findings of this study revealed that: (a) university teachers have higher levels of values than institute teachers (b) university teachers have higher levels of social and emotional dimensions than institute ones (c) and that there is no significant difference between Iranian EFL institute and university teachers due to ethical dimensions.

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** Autor correspondente (Corresponding author).

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Resumo: O objetivo deste estudo foi uma comparação dos professores de EFL iranianos em institutos e universidades de língua inglesa com base em valores éticos e culturais. O estudo foi conduzido em duas fases. Primeiro, 40 professores de EFL foram entrevistados individualmente e as respostas obtidas foram transcritas e codificadas usando os três processos de codificação em teoria fundamentada. Em seguida, as respostas do entrevistado foram discutidas com base nas categorias obtidas como resultado da aplicação da teoria fundamentada. Em seguida, foi desenvolvido um questionário baseado na literatura, nos marcos teóricos e nos resultados da fase qualitativa do estudo. O questionário estava em formato de escala Likert-, contendo 20 itens ao todo e sua confiabilidade foi examinada em um estudo piloto com 40 participantes usando o alfa do Cronbach. Foi preenchido por 140 professores de EFL de institutos e universidades (70 homens e 70 mulheres), com idades entre 20 e 65 anos, trabalhando em institutos e universidades da província de Fars, Irã, 2021. Os participantes foram selecionados convenientemente, pois não foi possível passar por amostragem aleatória. A validade do questionário foi testada através de uma análise exploratória de fatores em todos os 140 participantes do estudo e três fatores surgiram sob a categoria principal de Valores dos Professores para professores de EFL iranianos. Os resultados deste estudo revelaram que: (a) os professores universitários têm níveis mais altos de valores do que os professores do instituto (b) os professores universitários têm níveis mais altos de dimensões sociais e emocionais do que os do instituto (c) e que não há diferença significativa entre o instituto iraniano de EFL e os professores universitários devido às dimensões éticas.

Palavras-chave: Professores. Institutos de língua inglesa. Ético. Culturais.

1. INTRODUCTION

Human values have been a subject of abiding interest from time immemorial, particularly among philosophers and seers. In recent times and in the Western world, American philosopher John Dewey and Canadian philosopher Charles Taylor are among those who have explored the intricacies of human values, making a direct link to education. For Dewey (1922), education, any education, must be value-based. Values in education are both a means and an end. That is to say, education must be geared towards building a social order that is ethically sound, and it must be done in a way that is morally good. Dewey is actually expecting the individual to be a moral agent capable of proactive and productive response. Agreeing with and expanding on Dewey's emphasis on the individual's moral agency, Taylor (1994: 3) states that values education, in its various forms, encourages reflection on choices, exploration of opportunities and commitment to responsibilities, and for the individual in society, to develop values preferences and an orientation to guide attitudes and behavior. But, unlike Dewey, Taylor makes a more nuanced argument about the relationship between the individual and the social in shaping the individual's or the society's value system. He acknowledges, more explicitly than Dewey

does, that values are deeply embedded in a pre-existing social environment, and that languages and cultures play a crucial role in shaping one's moral values. What the social environment provides us all with is "something so basic and inescapable to us as a sense of identity depends on taking some goods seriously" (Taylor 1994: 206).

A close interpretation of Taylor's ideas on values yields the following (Reckling 2001): (a) values are intrinsic to human life because human life is basically oriented towards common good; (b) human languages are penetrated by moral judgments, with commonly used words such as good and evil, right and wrong, etc.; (c) values are disclosed through people's life-worldly perspective and performance; (d) values and the discourse on values are relational and culturally-laden; and yet (e) certain basic values are universally valid.

Values are interwoven in all aspects of teaching: in the curriculum, in the school culture, and as moral examples in teachers' behavior. Working with values is an essential part of teaching. Educating students to become teachers requires to learn how values are embedded in education, how they themselves, as reflective practitioners, can consciously create moral-based practices in education and what different philosophical, pedagogical and political theories and religious and cultural traditions say about moral development and the role of education (Kumaravadivelu, 2012).

Scholars have examined values in different ways and established models to understand their system. For instance, values are classified by Rokeach (1973) as instrumental and terminal; by Hofstede (1989) as professional, organizational, and national levels; by Posner and Schmidt (1992) as individual and organizational levels; by Schwartz (2005) as individual and cultural; and by Titov et al. (2013) as real and propagated. Several scholars (e.g., Durkheim and Weber as cited in Gutterman, 2010; Schwartz, 2012; Tuulik et al., 2016) have emphasized the importance of values in society and social links to explain personal and social changes.

As scholars (Brady, 2011; Lashley & Barron, 2006; Shein & Chiou, 2011) emphasized, teachers are founts of values. They bring various professional and personal values to the classroom and students see them as role models. Thus, they have a huge opportunity for transferring their values to the students particularly through the hidden curriculum in schools. Hence, teaching is a sacred job, and teachers have always been of great significance for societies (Ayers, 1995). In light of these, teachers are architects of society. Atatürk (1924) emphasized this role saying "the new generation is a masterpiece of teachers." Thus, they need to internalize universal values to generate respectful generations

to a peaceful society. In this context, answering the question of “what values educators have?” is one of the essential prerequisites for the researchers in Turkey and the rest of the world because of the similar issues they face.

Values are in the core of education with both the philosophical grounds and the practical activities at schools. For instance, students come across pictures or mottos, suggesting explicit and implicit messages on the school walls. Besides, they mostly imitate their teachers' emotions because they consider them role models, particularly during the elementary educational grade. Thus, teachers influence students' values development, as well as their cognitive and psychological, and emotional development. In light of these, they are considered as one of the most critical determinants establishing the future of society. In general, teaching a set of values is needed for a democratic community to create desired habits and virtues of citizenship. Thus, education values should establish a society based on tolerance, respect, justice, freedom, emotion, and human dignity, which in return is going to create socially committed citizens (Morales-Vives et al., 2013).

Teachers' values are those ones informing professional ethics and relationship identifies caring and respect, professionalism and commitment, and cooperation. For Tirri (2010, 156), caring and respect are the most 'evident emotional expressions' apparent in meeting the needs of individual students. Clement (2010, 43) unravels student perceptions of 'caring teachers' claiming that they interact democratically and encourage reciprocity in communication, deal with students equitably and respect them as persons, account for individual differences when formulating expectations, offer constructive feedback, give appropriate support and feedback, have high expectations of students, and model motivation in regard to their own work.

The challenges facing student teachers, practicing teachers and teacher educators are many, and are becoming increasingly complicated because of the demands of a global society with its linguistic and cultural pulls and pressures. Teachers have to learn to recognize and renew not only their own values but also strive to shape those of their learners as well. They have to learn to interrogate their teaching Self using critical auto ethnography as an investigative tool, and draw a self-portrait connecting the personal, the professional, the pedagogical, and the political. A responsible teacher education program aided by responsive teacher educators can make that happen (Kumaravadivelu, 2012). Hence, the present study intends to investigate and unpack the Iranian EFL teachers' values at Iranian English language institutes and universities.

1. More specifically, the purpose of the current study was to compare Iranian EFL teachers in English language institutes and universities based on ethical and cultural values regarding its three sub-categories; social dimension, emotional dimension, and ethical one. Based on the objectives of the study, answers to the following questions were sought.
2. Is there any significant difference between Iranian EFL English language institutes and university teachers concerning their values?
3. How do the Iranian EFL teachers' values at Iranian English language institutes and universities compare in terms of social dimension, emotional dimension, and ethical one?

2. LITERATURE REVIEW

One way of rectifying the situation is for the individual to use existing moral standards as tools for critical analysis in order to make appropriate value judgments. If properly done, value judgments made by critically thoughtful individuals can lead to a new course of action, which can then be tested to see if it effectively addresses the moral defect. If it does not, or if new circumstances render the new action inadequate, the original appraisal may have to be revisited, reexamined, and recast. By making this recommendation, Dewey is actually expecting the individual to be a moral agent capable of proactive and productive response.

Agreeing with and expanding on Dewey's emphasis on the individual's moral agency, Taylor (1994: 3) states that values education, in its various forms, encourages reflection on choices, exploration of opportunities and commitment to responsibilities, and for the individual in society, to develop values preferences and an orientation to guide attitudes and behavior. But, unlike Dewey, Taylor makes a more nuanced argument about the relationship between the individual and the social in shaping the individual's or the society's value system. He acknowledges, more explicitly than Dewey does, that values are deeply embedded in a pre-existing social environment, and that languages and cultures play a crucial role in shaping one's moral values. Taylor (1994) says that the social environment provides us all with something so basic and inescapable to us as a sense of identity depends on taking some goods seriously.

Many scholars mention the important role, teachers play in emotional and moral education, and a growing body of work focuses on the education and professional

development of teachers themselves. There are publications about the emotional and moral task of education that extends the research to the field of teacher education (see, for example, Buzzelli and Johnston 2002), and there is also research on teacher education that now includes a nonemotional - moral perspective (for example, Russell and Loughran 2007). In their book 'The moral dimensions of teaching', Buzzelli and Johnston (2002,) present a moral perspective on teacher education. It includes redefining the teacher-student relationship, examining students' personal beliefs and philosophies, recontextualizing course methods and content knowledge, and ensuring authentic field experience and student activities. For them, 'morality constitutes that set of a person's beliefs and understanding which are evaluative in nature: that is, which distinguish, whether consciously or unconsciously, between what is right or wrong, good and bad' (Buzzelli & Johnston, 2002).

Taylor (1994) states that the culturally-embedded and universally valid nature of values does not absolve the individual from maintaining and, if need be, modifying values because values would not exist without agents or valuers. Like Dewey, he also calls for critical reflection on the part of the individual but distinguishes between engaged and disengaged reflection. The first entails close scrutiny of values requiring a mastery of evaluative skills that allow one to be open to new insights, enabling one to make appropriate value judgments. The second entails stepping back, gaining distance to the case at hand and comparing it to other similar and different cases from a dispassionate perspective before making value judgments. Either way, one exercises one's moral agency to clarify, modify or solidify one's considered conviction to values.

In spite of the subtle differences in the way they approach the relationship between the individual and the emotional and social, both Dewey (1922) and Taylor (1994) place enormous responsibility on the shoulders of teachers, most of whom are faced with onerous emotional and social and institutional constraints. They both adhere to a useful distinction, made originally by Dewey, between "the teaching of morality" and "the morality of teaching," the former referring to moral instruction given to students, and the latter to what the teachers (should) do in the classrooms. They both give greater importance to the latter. They have inspired several educators who have expanded on the idea of the morality of teaching and have helped us understand it better.

David Hansen (2001) observes that teaching is, and has always been, a moral activity. Drawing our attention to the long and rich tradition behind the idea of teaching as

a moral and intellectual practice, he emphasizes the need for teachers to develop a sense of tradition about teaching values and let that tradition animate their consciousness. Hansen sees “the dynamic human element” as constituting the center of this moral and intellectual activity. Therefore, good teaching involves enriching, not impoverishing, students’ understandings of self, others, and the world. It means expanding, not contracting, students’ knowledge, insights, and interests. It means deepening, not rendering more shallow, students’ ways of thinking and feeling. And it entails paying intellectual and moral attention as a teacher.

A teacher is a moral agent. It is a secret hidden in plain sight. Almost everything a teacher does, can carry a moral import because “the place we call school is an environment of moral interaction and sometimes moral struggle” (Nash 2005). A teacher’s moral agency is revealed in myriad ways: in the selection of textbooks, in the way curricular content knowledge is re-structured and re-presented, in the use of instructional strategies, in the choice of classroom interactional patterns, in the way classroom activities are organized, in the teaching style, in cultivating student relations, in responding to conflicts generated by students and peers, etc. In carrying out their myriad roles and responsibilities, teachers are often confronted with a seemingly difficult choice between caring for their students and abiding by rules they are expected to enforce. For instance, it has been reported that teachers in certain California schools knowingly subvert an official state government policy that prohibits them from using bilingual teaching by surreptitiously practicing it because they are convinced that their limited English proficiency students, who are mostly recent immigrants, require bilingual teaching in order to succeed in their studies (Varghese 2001, cited in Johnston 2003). The teachers, in this case, deliberately made a moral decision to put more trust in their own value judgment and in their conscience rather than in rules imposed on them by an uncaring system. Cases like this present what educationists have termed a conflict between care and justice in teaching ethics.

The not-so-apparent disparity between care and justice has been succinctly captured by Virginia Held (2006). He mentioned that an ethic of justice focuses on questions of fairness, equality, individual rights, abstract principles, and their consistent application. An ethic of care focuses on attentiveness, trust, responsiveness to need, narrative nuance, and cultivating caring relations.

In attempting to resolve potential conflicts between the ethics of care and the ethics of rules, teachers may have to navigate a minefield of conflicting institutional and individual

interests. In order to strike a judicious balance, they may have to organize care and distribute it justly. Conversely, they must ensure justice is meted caringly (Colnerud 2006). “Care picks up where justice leaves off”—is an astute observation from feminist educationist NelNoddings (1999,p. 58). She has elaborated the observation into what is called a care theory that may provide us with a powerful approach to ethics and moral education in this age of globalization (Noddings 2010). An important aspect of care ethics is that they are neither collective nor individual; they are relational. The collective derives its power from communitarian ethics and may blind us to individuals' problems, particularly outsiders. The individual may approach rights and freedom with an evangelical zeal and consider themselves superior enough to impose their values on others. On the other hand, the relational helps us listen attentively to others without prejudice. In a caring relationship, Noddings (Ibid.: 390) tells us, the carer is first of all attentive to the cared-for, and this attention is receptive; that is, the carer puts aside her own values and projects, and tries to understand the expressed needs of the cared-for. Under this congenial atmosphere, sympathy toward the cared-for generates “a willingness to listen and be moved”. Clearly, care theory sheds useful light on “the dynamic human element” neglected by justice and rule-governed practices of rigid educational systems.

A relational approach to caring is what is most needed when teachers deal with students from linguistically and culturally diverse backgrounds. Teachers of English, in particular, because they are dealing with a language of globality and coloniality, face numerous dilemmas and conflicts regularly. Bill Johnston (2003) offers several interesting cases and useful insights. He talked about his own dilemma when he noticed a clear case of plagiarism perpetrated by a Korean student. Faced with a choice between punishing her, as he is expected to do according to University regulations, and following his own moral values about mentoring a foreign student who badly needed help with American academic expectations, he chose the latter. He also talked about his friend, Peter, who taught Palestinian and Jordanian students in Jordan English. After many agonizing moments, Peter decided to reverse his earlier decision to fail a Palestinian student from the occupied West Bank because failing that student would have meant forcing him to return to Israel and face devastating consequences and diminished career opportunities. In these and other cases, Johnston persuades us to see how in the decision-making processes of teaching, somewhere along the road, rationality ceases to operate effectively.

3. METHODOLOGY

Previous studies on the topic of teachers' knowledge have shown that both Quantitative and qualitative approaches have been employed through different instruments, such as questionnaires, narratives, and interviews (Bijaared et al., 2000; Hattie, 2003; Loughran, 2010; Tsui, 2003). Although there has been a great tendency toward qualitative approach in data collection and analysis, they are limited in terms of data representativeness and actual procedures (Ary et al., 2014). Thus, surveying a large number of participants through a questionnaire in a quick and cost effective way may be a viable and reasonable solution.

The current study sought to compare and investigate the Iranian EFL teachers' values at Iranian English language institutes and universities through developing a reliable and valid questionnaire. To develop the questionnaire, previous studies and related theoretical frameworks on the topic of teachers' values were reviewed. Then, several participants were interviewed in the qualitative phase. Finally, based on the above-mentioned steps, three sub-categories were re-conceptualized for Iranian EFL teachers' values. The main category was kept and also three sub-categories were defined and added by the researchers for Iranian EFL teachers. Iranian EFL teachers' values emerging sub-categories were: Social dimension, emotional dimension, and ethical dimension. Table 1 shows a definition or explanation for each sub-category of Iranian EFL teachers' values.

Study Design

The Qualitative Phase

In order to explore and compare Iranian EFL teachers' values, a grounded theory approach was pursued. The nature of the study was exploratory, searching for the teachers' views and knowledge. As these views and knowledge were expressed by the teachers themselves and no preconceived hypothesis was presented for the gathered data, the grounded theory was feasible for this study. Grounded Theory was presented by Barney Glaser and Anselm Strauss in 1960s. It was a challenge to the logico-deductive way of presenting a theory which was based on developing a theory and then systematically searching for evidence to verify it. In grounded theory researchers gather data and then the theory is directly derived from the data (Dey, 1999). Therefore, "a researcher does not begin a project with a preconceived theory in mind. Rather, the researcher begins with an area of study and allows the theory to emerge from the data" (Strauss & Corbin, 1998,

p.12). In other words, an in-depth analysis of data is done and through processing, the researcher's thoughts and impressions emerge in the form of a theoretical concept (Ary et al., 2010; Corbin & Strauss, 2008).

In addition to the theoretical background presented by Glaser and Strauss, many other scholars have used the techniques and methods of grounded theory in exploration of the educational issues. As Babchuk (2004, p.98) states the study of literature reveals that grounded theory has been widely used in the educational context like studies on the training of teachers, decision-making of teachers, teachers' leadership, strategies of teachers, facilitation of learning, enhancing faculty research, adult education classroom, teachers' career development, adult education programs, academic change, socialization of teachers, teacher burnout and stress, and innovation in higher education. He further mentions that grounded theory offers adult educators a time-honored qualitative research strategy as an alternative approach to more traditional methods of investigation.

As this study has tried to explore and compare the Iranian EFL teachers' values in the Iranian English language institutes and universities, the use of grounded theory approach was considered an appropriate choice.

Participants

The participants of the first phase of the study were 40 EFL teachers from institutes and universities (20 male, 20 female), with age ranges 20 to 65, working at institutes and universities in Fars province, Iran, 2021. They had the academic degrees of B.A (12), M.A (20), and PH.D (8) in English. Their selection was based on ease of accessibility and theoretical sampling, a principle of GT in which "sample elements are typical or representative of the population" (Ary et al., 2006, p. 174). They included both Iranian English language institutes' and universities male and female teachers. Furthermore, they were regularly visiting EFL teachers, in order to guide and cooperate with them. Therefore, they were aware of the existing problems.

The interviewees were selected based on the availability sampling as well as the teacher's willingness to do the interview and have his/her voice recorded.

The number of interviewees was limited to 40 EFL teachers from institutes and universities (20 male, 20 female), as from this point on no new information was forthcoming and data saturation was reached. To shy away from any ethical violation, the participants agreed to take part in the study by signing the consent form. The participants

were informed of the objectives of the study and they were also assured that their privacy would be kept confidential.

Instruments

In the first phase of data collection a series of interviews were conducted with ELT teachers. The questions for the interviews were selected from the questions formulated by the researcher, designed through the help of the literature of the study, and also selected from some related questionnaires. The interviews were semi-structure in nature to be able to freely delve into issues presented. The purpose of the interview in a qualitative research is to explore the views, experiences, beliefs, knowledge and motivation of individuals towards different subjects and issues. Interviews are believed to provide a deeper understanding of social phenomena in comparison to what is obtained from quantitative methods like questionnaires (Silverman, 2000). Kvale and Brinkmann (2009) also pointed out that “the qualitative research interview attempts to understand the world from the subjects’ points of view, to unfold the meaning of their experiences, to uncover their lived world prior to scientific explanations”.

In semi-structured interviews several key questions are presented to define the areas to be explored, but the questions and answers are not limited to them and interviewers and interviewees can diverge in order to explore the ideas in more detail (Britton, 1999). That is, as Barkhuizen, Benson and Chick (2014) also state the semi-structured interview “gives a certain degree of flexibility so that as the interview progresses the interviewer will ask follow-up questions for interviewees to clarify or elaborate”.

In the present study, the interview questions elicited the participants’ views and knowledge about social, emotional, and ethical dimensions.

Procedure

Data Collection

Following the review of the literature, the interviews were conducted in order to yield in-depth, rich understanding of the comparison of the Iranian EFL teachers’ values in the Iranian English language institutes and universities. Also, they were asked about their teaching experiences and their related specific actions and performance, and also their personal views in terms of the teachers’ values in the Iranian English language institutes and universities were sought.

The process of data gathering for the interview section occurred between February 2021 and September 2021 based on the availability of the participants to the researcher. 40

EFL English language institutes' and universities teachers participated in the current study. The participants were interviewed face-to-face and via online.

The interview questions were designed and asked in English, but with the purpose of better communication and facilitation of expressing ideas, the interviewees were allowed to use their mother tongue i.e. Persian, if needed. All the interviews were audio-recorded and transcribed for further analysis.

Before conducting the interviews, the researcher and participants made an agreement about the length of interviews. Richards (2003) suggested that determining the duration of each interview should depend on the opportunities and limitations provided by the interviewees. He added that “both interviewer and interviewee may experience tiredness after an hour of interviewing, and this can affect the quality of the interview” (as cited in Barkhuizen et al., 2014, p.27). Therefore, the length of the interview for each participant was about 5 to 10 minutes but some extended more than that and different ideas and opinions were brought into contact and the total length for all interviews was about 6 hours. Before the participants were interviewed, the researcher considered several matters such as choosing a quiet and comfortable place for the interview and confirming the time and date of the interview with each interviewee.

At the beginning of each interview, each interviewee (teacher) was welcomed and made comfortable by the interviewer (the researcher). The researcher tried to do the interviews based on Lynch's (1996) interview guide. The structure of each interview was as follows:

1. The participants were informed of the purpose of the research and their consent was obtained.
2. The researcher asked for the participants' permission to audiotape each interview for the purposes of qualitative analysis.
3. The interviewer asked about the interviewee's personal information.
4. Questions regarding the teachers' knowledge types as the main topic were asked.
5. The interviewer took notes of the key concepts when it was necessary.
6. Based on the interviewee's answers, new questions were asked for elaboration and expanding the answers.
7. The interviewer (researcher) expressed his appreciation to the interviewee for participating in the interview session in the end.
8. The interviewees (participants) orally agreed to check the transcribed interviews.

As such, the interview as a useful instrument in the process of data gathering helped the researcher to understand teacher views, knowledge and the meaning they make based on their own experience and practice. This was in line with this statement that “interviews are used to gather data from people about opinions, beliefs and feelings about situations in their own words” (Ary et al., 2014, p.466).

4. RESULTS AND DISCUSSION

The gathered data through interviews was directly transcribed to avoid any bias. After transcribing, the researcher conducted repeated reading of the data and moved back and forth between the data. Then, she made some notes as a preliminary step to provide a coding scheme. Next, the raw data was codified to develop concepts and themes from data using constant comparative method and the coding paradigms of the grounded theory approach, i.e. “open coding”, “axial coding” and “selective coding” (Ary et al., 2010). The interviewees’ key terms and key phrases which characterized each domain of teachers’ views and knowledge were selected as the basic units of meaning. The codifications were done based on the literature and the theoretical frameworks, including the work of Hattie (2003) and Kumaravadivelu (2012). The units having the same coding were put together to form categories which were one level above the codes in open or preliminary coding. In this way, the researcher detected a wide range of concepts and categories regarding the challenging factors which were reduced later. In these steps, all of the explored domain of teachers’ views and knowledge were classified under their related sub-categories. Then, the researcher tried to develop the core categories by generating the connections among the different categories and sub-categories applying the axial coding. Finally, in selective coding, the categories were reorganized together under the thematic heading of teachers’ values.

Credibility, Dependability and Conformability

In order to guarantee the credibility of the obtained data, member checking and peer-debriefing were used. For the member checking, the participants were asked to review drafts and emerging themes from the research to assess and garner feedback about the accuracy of the interpretations. Peer debriefing involved an external check of the research by a graduate colleague who was provided with the raw data and researcher’s interpretations and explanations in order to review and ask questions about the research to

ensure the study made sense and the interpretations from data were plausible and accurate. To meet the trustworthiness or dependability of the research, the code-recode (intra-rater) and inter-rater agreement were employed. Assessing the intra-rater agreement in the current study, the researcher coded the data and left it for a period of time. Then, she backed up and recoded the data and subsequently compared the two sets of coded data. To obtain the inter-rater agreement, some of the transcriptions were randomly selected and given to one of the colleagues having a lot of experience in qualitative research to do the coding based on the coding rubric identified by the researcher. After the peers coded the data, the results were compared to the original one using the formula of “Reliability=No. of agreements/total number of agreements + disagreements*100” (Miles & Huberman, 1994, p.64). The results showed high reliability, 0.85 for the analysis. In order to guarantee objectivity or confirmability of the research, the researcher employed the triangulation of methods (Ary et al., 2014, p.538). In this way, the qualitative approach was utilized along with the quantitative approach in order to remedy any shortcomings.

The Qualitative Phase: Results and Discussion

Three subcategories of the main category, including social, emotional, and ethical factors were explored through grounded theory to compare Iranian EFL teachers’ values in Iranian English language institutes and universities. First, a definition for each component of Iranian EFL teachers’ views and knowledge subcategories is presented in Table 1. Then, the evidence for each of them for both institutes and universities EFL teachers and the comparison of these subcategories between the institutes and universities EFL teachers are presented and discussed separately.

Table 1. *The components and definitions of EFL teachers’ values sub-categories*

Component	Definition or Explanation
Social factors	It Is “how teachers relate to their practice in light of both social and individual perspectives”, (Urzúa & Vásquez ,2008, p. 1935).
Emotional factors	According to Goleman (2005), The logic of the emotional mind is associative and it takes its beliefs to be absolutely true and discounts any evidence to the contrary. On the other hand, the rational mind takes its beliefs tentative; new evidence can disconfirm one belief and replace it with a new one. As a result, it can be seen that emotions are indispensable for rational decisions; “the emotions, then, matter for rationality” (Goleman, 2005, p. 28).

Ethical factors	Teaching and training are important parts of the higher education system; hence, it requires special ethical considerations. Ethics and teaching are two intertwined components (Najafi H, 2016).
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Social factors

Findings obtained from the transcriptions of interviews revealed Iranian EFL institute and university teachers' social factor were different. Most of the university teachers viewed teachers' social factor as how teachers relate to their practice in light of both social and individual perspectives, while nearly few institute teachers had such a view or an idea. The number of occurrence of viewing social factor as such among the university teachers was 9 and the number of occurrence of viewing social factor as the single teaching or learning among the institute teachers was 9. The evidence for these different views is presented in the following.

Among institute participants, 2 male and female institute teachers (IT) responded to the question do you consider (social factor as how teachers relate to their practice in light of both social and individual perspectives?) as follows.

MIT1: In my opinion, 50-50, it depends on the context.

FIT2: I'm afraid, I don't believe it. It is just a social issue.

As shown in these excerpts, the institute teachers viewed social factor as the process of social or individual matter, and not a combination of them.

Among university teachers, 2 male and female university teachers (UT) responded to the question do you consider (social factor as how teachers relate to their practice in light of both social and individual perspectives?) as follows.

MUT1: To tell the truth, it is a whole, and not a division

FUT2: In fact, it is both individual and social. Of course, the context in which it's used is important.

As shown in these excerpts, the university teachers viewed social factor social factor as how teachers relate to their practice in light of both social and individual perspectives.

The finding of this study is consistent with the support that teachers frequently desire from their colleagues. Current writings on teacher burnout make the point that this condition largely results from emotional exhaustion, depersonalisation and a feeling of lack of personal accomplishment (eg see Byrne 1999; Maslach 1999). However, there is now strong backing for the notion that social support from colleagues can reduce teacher stress

and burnout (eg see Maslach & Leiter 1999; Nias 1999; Schwarzer & Greenglass 1999). Nias suggests that collegial relations appear to strengthen the moral perspectives and values of teachers, and thus have the ability to reduce burnout. One reason for this is the development of a collegial culture characterised by mutual support and care, in which

... individuals feel able to express their emotions, negative and positive, to admit to failure and weakness, to voice resentment and frustration, to demonstrate affection. By contrast, a culture of individualism tends to increase emotional stress for its members by fostering an illusion that others are coping and that one's own fears are born of a unique incompetence; by requiring individuals to pretend to feelings they do not own; by failing to promote the habit of day-to-day communication so that small interpersonal or professional differences build up into major problems. (Nias 1999, p 235).

It is also in line with the considering conditions that unify staff relationships, Donaldson (2001, p 62) maintains that school leaders need to appreciate the needs of people to 'form deep and lasting relationships at work', a need that may stem from the isolation and demands of classroom teaching. Donaldson notes that such relationships are usually based on commonalities that teachers see in themselves and others. Such commonalities can only be discovered when teachers spend time together informally, in a supportive and trusting environment. He also notes that '[a]t the root of many relationships is the need to share and enjoy time with others, the need to connect and befriend, and the need to seek professional assistance and camaraderie' (2001, p 62).

Emotional factors

Findings obtained from the transcriptions of interviews revealed Iranian EFL institute and university teachers' emotional factor were different. Most of the university teachers viewed teachers' emotional factor as Goleman (2005), stated that the logic of the emotional mind is associative and it takes its beliefs to be absolutely true and discounts any evidence to the contrary. On the other hand, the rational mind takes its beliefs tentative; new evidence can disconfirm one belief and replace it with a new one. As a result, it can be seen that emotions are indispensable for rational decisions; "the emotions, then, matter for rationality" (Goleman, 2005, p. 28), while nearly few institute teachers had such a view or an idea. The number of occurrence of viewing emotional factor as such among the university teachers was 10 and the number of occurrence of viewing emotional factor as the single teaching or learning among the institute teachers was 9. The evidence for these different views is presented in the following.

Among institute participants, 2 male and female institute teachers (IT) responded to the question do you consider (emotional factor is seen as an indispensable part of rational decisions?) as follows.

MIT1: No, never. Emotion is on one side and mind on the other side.

FIT2: Indeed, there is no room in mind for emotion, and the other way round.

As shown in these excerpts, the institute teachers viewed emotional and rational factors as separate parts.

Among university teachers, 2 male and female university teachers (UT) responded to the question do you consider (emotional factor is seen as an indispensable part of rational decisions?) as follows.

MUT1: Yes, certainly. Both emotion and rationality go hand in hand.

FUT2: In my opinion, they work together, affect together, and are affected together too.

As shown in these excerpts, the university teachers viewed emotions as indispensable for rational decisions; “the emotions, then, matter for rationality”.

The finding of this study corresponds with the ‘Teachers’ emotions that have been studied through psychological and sociological approaches (Zembylas, 2007). From a psychological viewpoint, emotions are not only commonly shared across cultures, but are also limited to personal or privatized experiences and not the associations or engagement with others (Savage, 2004; Zembylas, 2007). Whereas a sociological framework suggests that emotions are constructed through both social and cultural interactions (Savage, 2004; Zembylas, 2007). Combining these two approaches leads to a third framework for understanding emotions, the interactionist approach that argues, “emotion comes into being when biophysical, personal and social experience interact” and “people emotionally respond and react to other people through a social exchange occurring in a given context” (Savage, 2004, p. 27).

Ethical factors

Findings obtained from the transcriptions of interviews revealed Iranian EFL institute and university teachers’ ethical factor was so similar. In both institute and university groups, the number of teachers who believed ethics and teaching are two intertwined components, was almost the same. The evidence for these different views is presented in the following.

Among institute teachers, 2 male and female institute teachers (IT) responded to the question do you consider (ethics and teaching are two intertwined components or it is something else?) as follows.

MIT1: I believed that they are separable.

FIT2: as a matter of fact, ethics and teaching are at two sides of the rope.

As shown in these excerpts, the institute teachers strongly believed that ethical and teaching features are two separate items.

Among university teachers, 2 male and female university teachers (UT) responded to the question do you consider (ethics and teaching are two intertwined components or it is something else?) as follows.

MUT1: No. they are used in different places and times. They are not united.

FUT2: Ok, frankly speaking, each talks for its own.

As shown in these excerpts, the university teachers also believed that teacher s' ethical factors and teaching issues are completely far from each other.

The result of the present study is consistent with those of the studies by Sobhani-Nejad et al. and Najafi et al. (2016), and inconsistent with those of the study by Jadidi et al. (2017), in some components; the reason for this inconsistency might be differences in educational facilities (space, time, and educational equipment) and the interviewees' responses to these questions could lead the researchers to induce that university teachers may have higher views and knowledge levels of these subcategories of teachers' values since their answers are more profound and also clearer than those of institutes' teachers. Therefore, it may be concluded that university participants of this study may have been more knowledgeable in terms of the main category of teachers' values comparing to institutes' participants nature of some disciplines studied by researchers.

The Quantitative Phase

In order to check the endorsement of the results provided in the qualitative part of the study, using the data from interviews and the related literature, the researcher-made questionnaire was developed to assess teachers' values in the Iranian English language institutes and universities. The questionnaire was then distributed between institutes' and universities teachers. Before the main study, the questionnaire was piloted and then went through meticulous item analysis and validation procedures to have the finalized questionnaire that could be used for the main study.

Participants

The participants of this study were 140 EFL teachers from institutes and universities (70 male, 70 female), with age ranges 20 to 65, working at institutes and universities in Fars province, Iran, 2021. They had the academic degrees of B.A (35), M.A (55), and PhD (50) in English. Their selection was based on ease of accessibility and theoretical sampling, a principle of GT in which “sample elements are typical or representative of the population” (Ary et al., 2006, p. 174). They included both Iranian English language institutes' and universities male and female teachers. Furthermore, they were regularly visiting EFL teachers, in order to guide and cooperate with them.

Instruments

The instrument used for this study was the researcher-made questionnaire developed on the basis of grounded theory procedures, literature results, and the qualitative phase results. That is, in the current study, the questionnaire survey was facilitated by preceding the oral narrative (the interview). So, the researcher conducted the qualitative phase of the study prior to the quantitative phase of the study. This is in line with Dörnyei and Taguchis' (2010) view who pointed out that:

A frequently recommended procedure for designing a new questionnaire involves conducting a small-scale exploratory qualitative study first (usually a series of focus group interviews but one-to-one interviews can also serve the purpose) to provide background information on the context, to identify or narrow down the focus of the possible variables, and to act as a valuable source of ideas for preparing the item pool for the purpose of questionnaire scale construction. Such a design is effective in improving the content representation of the survey and thus the internal validity of the study (p.110).

The questionnaire developed for the study all was in Likert-scale format. The reason to use Likert-scale is to avoid “the unpredictable impact of any idiosyncratic item wording and ensuring comprehensive content coverage—questionnaires should contain multi-item scales, rather than single items, to focus on any particular content domain” (Dörnyei & Taguchi, 2010, p.57). Therefore, five options were assigned, i.e. ‘strongly disagree, disagree, undecided, agree and strongly agree’. To calculate items’ score, the researchers allocated 5 points for strongly agree, 4 points for agree, 3 points for undecided, 2 points for disagree, and 1 point for strongly disagree. The questionnaire examined teachers' values. The questionnaire for the pilot study had 20 questions altogether. It was in the form of a 5-point scale ranging from strongly disagree to strongly agree. To write the questionnaire’s items, several rules were considered, such as designing short and simple

items, using natural language, avoiding negative constructions, ambiguous and loaded words. The final part of the form of questionnaire included items eliciting participants' demographic information which were related to the study (i.e. gender, teaching experience, field of study, academic degree, the teaching experience organization and the city/town of teaching experience). This is in line with Dörnyei & Taguchi's (2010) statement that in order to develop a questionnaire, it should be designed with two types of data: "factual and attitudinal questions" (p.5). Factual questions covered the personal information or demographic characteristics of the respondents, such as gender, teaching experience, major of study, geographical districts, etc. whereas attitudinal questions considered teachers' beliefs, attitudes, knowledge, assumptions and values. Most of the researchers put personal background information at the beginning part of the questionnaires, but this might impact on the responses of respondents as a sensitive topic and as a kind of off-putting entity (Dörnyei & Taguchi, 2010). Therefore, the researcher put demographic information at the end of the questionnaire.

In order to check the content validity of the questionnaire, four external experts and faculty colleagues were consulted. At first, the questionnaire was designed with 22 items. But, due to the external experts' comments and faculty colleagues' views about the extent to which the questionnaire's items were representative of teachers' three types of views, 2 items were discarded. Finally, the number of questionnaire's items for piloting phase of the study was reduced to 20. Also, one other reason to reduce the number of questions was to increase the face validity of each questionnaire since the time a questionnaire needs to be answered is one of the main factors which influence its face validity.

The developed questionnaire was piloted among 40 EFL institutes' teachers and university ones. The pilot sample represented a population similar to that of the main study. The researcher observed several matters in the pilot phase of the study such as providing a clear instruction for each part of the questionnaire, keeping the confidentiality of the respondents, and considering the length of time. The Cronbach-alpha coefficient for the reliability of the 20 item questionnaire estimated was 0.85 and the Cronbach-alpha coefficients for the reliability of the teachers' Teachers' values was respectively 0.78.

Validation of the Questionnaire

As the questionnaire was developed by the researchers, it was tested for reliability in a sample comprising of 40 teachers similar to the actual participants of the study. The

participants were EFL teachers working at institutes and universities in Fars province, Iran, 2021. In order to test the reliability of questionnaires, Cronbach Alphas were calculated for each section of the questionnaire and also for the whole questionnaire separately.

Three types of validity, i.e. face validity, content validity and construct validity were taken into account in the current study. The researcher guaranteed the face validity of questionnaire via using good and orderly lay out (bold, italic, and normal type-faces), employing appropriate font size, reducing the margins, and sequence marking (Dörnyei & Taguchi, 2010). It was attempted that the questionnaire be eye-catching and look short for the respondents. The second type of validity was content validity. To examine its content validity, four external experts and faculty colleagues at the research site checked the language and comprehensibility of the questionnaire content considering the outcomes of the qualitative section. In addition, two teachers in an institute participating in the interviews of the qualitative phase of the research reviewed the questionnaire prior to its distribution, in order to confirm an accurate representation of the themes discussed.

It should be mentioned that both the content validity and the face validity of the questionnaire were investigated before piloting the questionnaire and estimating the reliability. To meet the last type of validity, namely construct validity, the congruency of the questionnaire items was checked with the literature, the theoretical framework and findings in the qualitative phase of the study.

For the estimation of construct validity of the questionnaires, exploratory factor analyses were employed. Pertaining to the suitability of the data, it should be accessed through the size of the sample and the factorability of the data. Although there is a little agreement among scholars and researchers regarding the size of the sample and they suggest the larger, the better (Pallant, 2013), “a minimum of 100 (but preferably more) subjects” is proposed (Dörnyei & Taguchi, 2010, p.63). Hence, as the number of participants in the pilot study was not enough to conduct the exploratory factor analyses for the questionnaire, they were done on the whole sample of the study which was 140 teachers. Also, the reliability of the questionnaire was again examined after doing the main study.

Exploratory Factor Analysis (EFA)

Running factor analysis involves three steps, i.e. assessment of the suitability of the data, factor extraction, and factor rotation and interpretation (Pallant, 2013). Pertaining to the suitability of the data, it should be accessed through the size of the sample and the

factorability of the data. As mentioned before, regarding the size of the sample, “a minimum of 100 (but preferably more) subjects” is targeted (Dörnyei & Taguchi, 2010, p.63). In order to meet the first step, in the current study factor analyses were employed on 140 participants of the main study. Regarding the factorability of the data, Kaiser-Meyer-Olkin measures of sampling adequacy (KMO) and Bartlett’s tests of sphericity must be considered. The KMO index which ranges from 0 to 1 should not be below 0.60 and the significance of Bartlett’s test of sphericity should be $p < 0.05$ (Pallant, 2013). In the current study, the KMO for the questionnaire (teachers' values) was 0.685 and again Bartlett’s test of sphericity was significant at $p=0.00$ (see Table 2). Therefore, the data were appropriate and acceptable for factor analyses and it could be expected that there were some significant factors to be extracted in the next step.

Table 2. *KMO and Bartlett's Test*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.685
Bartlett's Test of Sphericity Approx. Chi-Square	750.540
df	215
Sig.	.000

Then, the names were dedicated to factors by the researchers based on the variables which had loaded highly on the respective factors and the results of the qualitative phase of the study. The three factors were called:

1. Social dimension.
2. Emotional dimension.
3. Ethical dimension.

The Quantitative Phase: Results and Discussion

As aforementioned, the findings of the qualitative phase of the study were utilized along with the literature and the theoretical framework to develop the questionnaire of the study. After piloting the questionnaire, 3 factors extracted through running factor analysis for Iranian EFL teachers’ views and knowledge in the exploratory phase of the study. These factors were: social factor, emotional factor, and ethical factor. In the main quantitative phase of the study, 140 valid responded questionnaires were analyzed. The gathered data from the questionnaires were analyzed by EXCELL 2010 and SPSS 20 to measure the mean, standard deviation, skewness, and kurtosis for the descriptive statistics and t-tests for the independent samples for the inferential statistics to answer the research

questions, respectively. In the following, the descriptive statistics and inferential statistics results are presented and discussed.

Teachers' views and Knowledge Subcategories

Three subcategories of the main categories, including social, emotional, and ethical factors were explored through grounded theory to compare Iranian EFL teachers' values in Iranian English language institutes and universities. First, a definition for each component of Iranian EFL teachers' views and knowledge subcategories is presented in Table 3. Then, the evidence for each of them for both institutes and universities EFL teachers and the comparison of these subcategories between the institutes and universities EFL teachers are presented and discussed separately.

Descriptive Statistics of Teacher Value Questionnaire

As mentioned earlier and is clear from Table 3, the main variable of Teacher Value had 3 latent variables including social factor, emotional factor, and ethical factor.

Table 3. *Descriptive Statistics for the Main Variable of Teacher Value and Its Latent Variables*

Variable	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
Social Factor	140	1.60	5	3.70	0.60	-0.50	0.90
Emotional Factor	140	1.90	5	3.60	0.55	-0.20	-0.50
Ethical Factor	140	1.50	5	3.00	0.63	-0.34	-0.55
Teacher Value	140	2.10	4.95	3.68	0.45	0.28	0.20

As it is clear in Table 3, the minimum and maximum of the mean for the latent variables of teacher value were 1.50 and 5.00, respectively. As Table 3 indicates, all of the 3 variables related to teacher value enjoyed acceptable skewness and kurtosis. This means that the data were normally distributed for all of these variables and there was not any unusual pattern. Table 4.4 also presents the mean for each variable of teacher value. The highest mean (Mean=3.70) was for the latent variable of 'Social Factor' and the lowest mean (3.00) for the latent variable of 'Ethical Factor'. The mean and the standard deviation (Std. Deviation) for teacher value were 3.68 and 0.45 respectively.

After calculating the descriptive statistics and meeting the requirement of normality, the data were ready for further analysis by doing the inferential statistics.

Before investigating research questions, the normality of variables distribution was examined through conducting the Kolmogorov-Smirnov test.

Table 4. *Kolmogorov-Smirnov Test*

Kolmogorov-Smirnov Test	Research Variable		
			<i>Teacher Value</i>
Kolmogorov-Smirnov Z			1.10
P-Value			0.3

As it is clear in Table 4, the significance levels (P-Values) of the variable of the study (teacher value) were higher than 0.05. Hence, it could be concluded that the distribution of the research variable has been normal and so the parametric tests could be utilized to find answers to research questions.

1-Is there any significant difference between Iranian EFL English language institutes and university teachers concerning their values?

2-How do the Iranian EFL teachers' values at Iranian English language institutes and universities compare in terms of social dimension, emotional dimension, and ethical one?

The primary purpose of this study was to compare the Iranian EFL English language institutes and university teachers concerning their values. Independent samples T-tests were done by the researchers in order to do this comparison and also the comparison of teacher value subcategories. Table 5, reveals the results of comparison of these various variables clearly.

Table 5. *Independent Samples T-tests for Institutes' and University Teachers' Values and Sub-categories*

	Group	n	Mean	SD	P-Value of Levene	T-Test	df	P-Value of T-Test
<i>Teacher Value</i>	University	70	3.98	0.43	0.42	3.33	191	0.004
	Institute	70	3.40	0.40				
<i>Social Factor</i>	University	70	3.92	0.48	0.6	2.96	191	0.003
	Institute	70	3.32	0.52				
<i>Emotional Factor</i>	University	70	3.87	0.78	0.4	2.77	191	0.007
	Institute	70	3.11	0.67				
<i>Ethical Factor</i>	University	70	3.52	0.56	0.7	1.50	191	0.2
	Institute	70	3.50	0.55				

Noticing the significance level of T-test for teachers' values (P-Value of $T = 0.004 < \alpha = 0.01$) in Table 5, a significant difference existed in this main variable between university participants and institute participants of this study. The mean values of teachers' values among university and institute participants of the study reveal university teachers had higher levels of teacher value than institute teachers ($t(191) = 3.33, p < 0.01; M1 = 3.98, SD1 = 0.43 > M2 = 3.40, SD2 = 0.40$).

In view of these findings, we conclude that the priority of teaching has an impact on diverse observable teaching characteristics, and proves to be an interesting teacher variable. Apparently, a high personal value of teaching is indeed mirrored in a university teacher's behavior. Sometimes this effect may actually be explained by the amount of effort put into the preparation of courses (cf. Cole et al., 2008; Dietrich et al., 2017; Turney, 1974).

Noticing the significance level of T-test for teachers' social factors (P-Value of $T = 0.003 < \alpha = 0.01$) in Table 5, a significant difference existed between university participants and institute participants of this study. The mean values of teachers' social factor among university and institute participants of the study reveal university teachers had higher levels of teacher social issue than institute teachers ($t(191) = 2.96, p < 0.01; M1 = 3.92, SD1 = 0.48 > M2 = 3.32, SD2 = 0.52$).

This finding goes with the theory from Richards (2001) emphasizing that society's view and expectation, in this case parents, provide significant impact toward the program at large. It may significantly change the way the instructor conduct and organize the learning activities. In short, considering this social factor is beneficial in the developing the program that fits with the need of the society.

As Table 5, shows, regarding the significance level of the T-test for teachers' emotional factor (P-Value of $T = 0.04 < \alpha = 0.007$), there was a significant difference between university participants and institute participants of this study. Considering the mean values of emotional dimension among university and institute participants of the study, it was found that university teachers had higher levels of emotional dimension than institute teachers ($t(191) = 2.77, p < 0.01; M1 = 3.87, SD1 = 0.78 > M2 = 3.11, SD2 = 0.67$).

This fundamental finding of the current study is in line with or against few research findings in this realm; in accordance with attachment theory (Cassidy and Shaver 2008), positive interpersonal relationships reflect security and, thus, do not only play an important role for students, but appear to function as antecedent of teachers' emotional wellbeing as

well. This is also consistent with recent research on “teacher resilience” (Day and Gu 2014, p. 90), which revealed that pleasant, close and warm relationships with students form an integral part of the work context that contributes to teachers’ successful coping in the teaching profession. Emotions in education have been recognized as significant antecedents of students’ learning and achievement (Glaeser-Zikuda et al. 2013; Hascher 2010; Järvelä 2011; Newberry et al. 2013; Pekrun and Linnenbrink-Garcia 2014; Schutz and Pekrun 2007). Although the topic is attracting increasing interest in educational research (e.g. Schutz and Zembylas 2011), the empirical evidence on teacher emotions is not extensive (Frenzel 2014). Studies on teacher emotions suggest that teaching is an emotional endeavour (Hargreaves 1998, 2000), and that teachers’ emotions correlate with their wellbeing and the quality of their teaching (Brackett et al. 2013; Day and Gu 2011; Frenzel 2014; Frenzel et al. 2011). The same has been shown in the higher education context: Trigwell (2012) and Postareff and Lindblom-Ylänne (2011) found a link between teachers’ positive emotions and student-centred approaches to teaching. Thus, the identification of factors influencing teacher emotions at school can make a significant contribution towards determining how to support teachers’ wellbeing and teaching quality.

Considering Table 5, it is obvious that institute and university groups were similar in terms of teacher ethical dimension (P-Value of $T = 0.02 > \alpha = 0.05$); that is, as this can also be inferred from comparing the mean values of this variable in the two groups ($t(191) = 1.50, p > 0.05$), there were not significant differences between institute and university participants of this study in their ethical dimension.

This fundamental finding of the current study is in line with or against few research findings in this realm; Mashayekh (2020) compared damages to professional ethics in faculty members of State and Islamic Azad universities. The results indicated a significant difference between state and Islamic Azad universities in the field of damages in personal factors and all dimensions. Khodadadi (2020) explained the professional ethics of teachers and provided solutions in this field. The principles in the field of professional ethics of teachers indicated that principles such as confidentiality, love and compassion, realism and justice, honesty, seriousness, dignity, modesty and modesty along with sobriety were necessary for teachers. Armideh (2019) investigated the teachers' professional ethics at schools. According to this study, examining the ethics and moral values of managers and teachers in analyzing the behavior of schools is a requirement as the external symbol of

schools is formed by their ethical behavior that is the sum of various ethical values in which the schools emerge and are developed.

To sum up, in the current study, the Iranian EFL institute and university teachers' values were compared and investigated. Also different components and various factors of the teachers' values were investigated and emerged and three dimensions including social, emotional, and ethical were obtained. Regarding the results of the study, university teachers have higher levels of Values than institute teachers, university teachers have higher levels of social and emotional dimensions than institute ones, and that there is no significant difference between Iranian EFL institute and university teachers due to ethical dimensions.

5. CONCLUSIONS

Some of the presuppositions of the researcher about institute and university teachers before doing this study were different. It were thought by the researcher that EFL institute and university teachers may not be very different. But, this was proved by the results that a complicated and complex route is in front of the two groups of the teachers. The other presupposition of the researcher about these two groups of participants was that with regard to all aspects of teacher knowledge they have placed in two completely contrary points, but it became clear that they may be very similar in some aspects of teacher value.

Unfortunately, since the cognitive dimension of teacher education is so complex and so difficult to investigate, few studies have investigated the components that develop in teachers from both institute and university cases. As such, we know very little about teachers' views in both places and it has remained partial and puzzling; as a result, it needs to be paid more attention too. However, the present study tried to clarify the main components and factors that Iranian EFL teachers need to promote in themselves using institute and university teachers' views, knowledge, experiences, problems and solutions for these problems.

This study suffered from unavoidable limitations which need to be examined. Firstly, even though the findings suggested important evidence of the comparison of Iranian EFL teachers' values in Iranian English language institutes and universities, the present author is aware that more insights into the process of constructing such a research could be gained through a longitudinal study. Put simply, the comparison of Iranian EFL teachers' values in Iranian English language institutes and universities, as suggested in the

findings, entails understanding even the interconnection of a complex system of personal and social dimensions, which are difficult to disentangle in a short period of time.

Also, due to the limitations in the sample size of research participants, the study explored the comparison of Iranian EFL teachers' values in Iranian English language institutes and universities, Fars Province. It was unable to integrate and investigate the total EFL teachers of Iran institutes and universities and even schools. Thereby, the results might not be generalized to the whole teachers.

The study explored of the comparison of Iranian EFL teachers' and values in Iranian English language institutes and universities. Future research should be conducted over a longer period of time in order to gain an in-depth understanding of this process. To do this, data could be gathered at different stages of the study in order to get more insights into the factors contributing to forming, shaping or transforming the research.

Additionally, it is better to conduct another interview with the teachers to attain more authentic data and analysis of the research after having done the first interviews and contributing the questionnaires too.

This study is concerned with the comparison of Iranian EFL teachers' values in Iranian English language institutes and universities, while it is possible to have a research on the comparison of Iranian EFL students' values in Iranian English language institutes and universities as well. As such, it is too easy and time saving to find lots of students than that of teachers.

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