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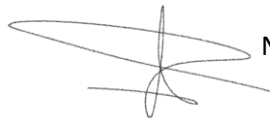
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The Dynamic Relationship To Learner Autonomy And Control Of High School Teachers In Iran



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August 2021

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I very much admire social scientists because they think about other human beings besides themselves, yet I do not call myself one. If I have thought of other people besides myself, it is only because I have been lucky enough to meet wonderful people in my life who have raised me up, like a tree that can reach others with its branches; a good family, good students and, of course, good teachers.

Firstly, I must thank the university for all the resources and wonderful opportunities it has given me in this challenging year. But, even more, I must thank my supervisor, Professor Leon Feinstein, who has been wonderfully ‘autonomy-supportive’ and guided me along this path, letting me make decisions and asking me exactly the right questions at the right time.

All of this would never have happened if it were not for my family’s help, especially my father. Without their support, I could never have studied this course or done this research in the UK. Further, I owe a debt to my students who raised the important question of democratic education in my mind. They encouraged me to think of education as something more than schooling. I thank all my dear participants who collaborated in this research despite all the challenges.

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‘Say not, all are fighting what use is my lone call for peace?’

You’re not one, but thousands; light your own beacon’

(Rumi, 1207-1273).

ABSTRACT

Different educational systems take different approaches to student learning. Some put the learner at the centre of education and define educational objectives based on their needs, while others condition students through controlling approaches to follow predetermined instructions and gain predetermined results.

These approaches are not absolute, and teachers who interact directly with students perceive and practice within a range of controlling and autonomy-supportive values. As qualitative studies show, teachers in different contexts, influenced by various institutional and behavioural factors, define and practice learner autonomy and control differently.

There is a need to develop a deeper understanding of how teachers balance learner autonomy and control within an educational system. In this study, I look at the ways teachers balance student autonomy and control by investigating aspects of their identities. I search for teachers' personal opinions, their teaching strategies, and the external factors that impact their decisions, in order to identify how they balance learner autonomy and control.

For this purpose, I undertake semi-structured interviews with 24 female Iranian teachers, to gather in-depth information from their perspectives. Using a qualitative methodology allows me to successfully model the ways in which teachers balance student autonomy and control. I find six ways in which teachers strike this balance, by positioning their personal views against what others expect them in Iran's educational system. This study leads to a methodological contribution to the ways teachers interact with the power imposed from institutional factors in the broader macro system and the power they impose on students to balance autonomy and control.

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1 INTRODUCTION

Theories of education quality define how all actors in the education system should interact to provide effective learning. These theories and traditions have different ideas about how to educate people and how learners should behave. Some put the learner at the centre of education and give them the autonomy and opportunity to be involved in the learning process, while others take a controlling approach and limit students' engagement in order to reach appropriate, pre-set educational aims.

The role of teachers and their beliefs about how to balance learner autonomy and control within these theories is noticeable. There are different values in different traditions, of being either autonomy-supportive or controlling, and every teacher shows a mix of approaches within their perception and practice. Several studies investigate the impact of teachers' views on their strategies, and the extent to which they provide students with autonomy or control, but the field remains underdeveloped.

Depending on their personal views and the expectations of others in the broader system, teachers can balance learner autonomy and control in a number of ways. The existing literature identifies the factors influencing teachers' beliefs and practices concerning student autonomy and control. However, the various ways teachers balance autonomy and control based on their personal beliefs and external factors requires further investigation. Therefore, in this study I answer the main research question: How do teachers navigate the balance between student autonomy and control within Iran's educational context, which advocates only controlling approaches?

To fill this gap in the literature, I explore the ways in which teachers balance learner autonomy and control by considering their personal explanations of how they do so, what they would like to see, and what others force them to do. I apply social cognitive theory to some relevant aspects of teachers' identities and investigate how they define their personal beliefs, their strategies and the possible broader impacts on their decisions regarding student autonomy and control. This general approach enables me to capture the relationships between these three aspects of teachers' identities, in order to reveal the various ways they navigate learner autonomy and control.

In reproduction theory, some argue that teachers' beliefs and practices are reproduced in ways which align with the values of the wider educational system. This suggests that teachers' views and the aspects of their identities are shaped by their interactions with the dominant educational system. Therefore, the impact of the dominant educational values would be expected to influence teachers' relationships with learner autonomy and control.

I conduct my study in Iran, which has a controlling macro system in education, and present a qualitative framework which makes a methodological contribution to the literature, showing the various

positions teachers take, influenced by the dominant controlling values, in order to balance learner autonomy and control.

To gather data on the aspects of teachers' identities, I firstly review qualitative studies of teachers' perceptions of learner autonomy and control. I use this review to frame the collection of new data. I use my own qualitative research based on semi-structured interviews to assess how teachers themselves define their identities, and how they navigate the balance between learner autonomy and control in Iran. To better understand teachers' genuine views on learner autonomy and control, I, as the researcher, take a neutral position on these approaches without advocating either.

In this dissertation, I explain the methodological considerations, both technical and conceptual, used in the research to answer the core question. I explain the conceptual framework of teachers' identities to clarify how I frame my interview questions and how this enables me to analyse my data. I discuss the practical considerations of the research, such as choosing the sample, the recruitment method, ethical considerations, administration, and the potential limitations of the methods which impact the data collection.

After explaining the methods, I discuss the related literature in light of my research question. I look at both the empirical and theoretical literature about learner autonomy and control and the ways teachers perceive and practice them in other contexts. I define the terms learner autonomy and control, based on the relevant theories and educational traditions found in the literature, then look at the narrower topic of qualitative studies about teachers' views and how they navigate the subject.

To present my findings, I use the model developed based on the literature related to socio-cognitive theory and teachers' identities. I analyse and present my data within each category of this framework, which indicates how teachers navigate the balance of learner autonomy and control according to their views. Then, I discuss how teachers balance learner autonomy and control in a broader controlling context, influenced by the institutional and behavioural factors.

2 METHODOLOGY

In this chapter, I present the methods of my research and explain the rationale. I firstly present the conceptual and theoretical framework which I use to answer my research question. I describe how this conceptual framework impacts my choice of method and how I navigate the path through my methodological decisions to answer my main question. Then, In the second part of the methodology, I explain the practical considerations, including my choice of sample, the recruitment method, procedures and protocols, and the ethical and methodological limitations I face in the project.

It is worth noting, given Iran's complex political and social structure, that I face methodological difficulties in choosing the topic of my thesis, deciding on and finding my sample, and gathering and analysing the data. Therefore, In this chapter, where relevant, I explicitly explain how the context impacts or limits my decisions regarding the research procedure. I explain how I worked within the realities of this complex context as far as possible by lowering my idealistic expectations as a researcher.

2.1 Conceptual and theoretical framework

Research question: How do teachers navigate the balance between student autonomy and control within Iran's educational context which only advocates controlling approaches?

Within this question, I consider three elements:

- I. Teachers' perceptions of the balance between learner autonomy and control;
- II. How teachers balance student autonomy and control;
- III. The role of the wider educational context in the balance between learner autonomy and control.

To address element 1, I consider how teachers perceive their roles as teachers and what their self-cognition is in relation to student autonomy and control. The third part of the question leads me to investigate teachers' self-cognition within Iran's educational context. Therefore, I take the socio-cognitive approach as my theoretical framework because it considered how one's action concerns social interaction and how the contextual and situational features impact one's self-cognition (Lauriala & Kukkonen, 2005). This theory enables me to see how teachers' self-cognition about student autonomy and control is situated within the broader context, in this case, Iran's educational system.

There is a dualistic relationship between individuals and context in socio-cognitive theory. Individuals understand themselves by understanding others through social interaction (Brehm et al., 1999; Lauriala & Kukkonen, 2005). Therefore, to answer my research question, I look at teachers' self-

cognition about student autonomy and control through their realization of students' roles and capabilities in the context of Iran's educational system.

To explore teachers' interactions with students in the context of education in Iran, as being either autonomy-supportive or controlling, and to understand how they balance learner autonomy and control, I use Lauriala & Kukkonen's (2005) theory of the three aspects of teachers' identities, which is based on socio-cognitive theory. They propose three 'selves' through which to understand one's identities in relation to others: the ideal self, actual self and ought self. The ideal self refers to one's hopes, wishes, or aspirations, the actual self refers to what individuals currently are and possess, while the ought self refers to designated responsibilities that one must do. All three aspects of the self can be analysed to see how teachers do, and wish to, interact with students within the broader context to provide them with either autonomy or control.

It is worth mentioning that all three aspects of identity can be studied through both one's own perception and the perceptions of others (Lauriala & Kukkonen, 2005). However, given the core focus of this research which is teachers' perceptions, I rely only on teachers' self-representation of the various aspects of their identities.

Bandura (2002), based on social cognitive theory, explains that there are various forms of agency, which people use a mix of, which enable them to function efficiently. These agentic forms of participation depend on whether one has absolute independence or relies on someone else to act. Considering these forms of functioning in social interaction, I look at the relationships among teachers' three selves and how they perceive and practice what they wish for within Iran's educational system in terms of student autonomy and control. As a result, I hypothesize that if, because of the Iranian educational context, a teacher's ought self is stable and controlling, there are three possible ways in which a teacher, given their own ideals, can balance the learner autonomy and control. Teachers' actual self and the extent to which they can function as agents through social interaction can align with the educational environment in three ways:

- I. The values of the teacher's personal beliefs, teaching strategies and Iran's controlling education are aligned.
- II. The teacher has different personal views from the wider educational system in Iran, but in practice they cannot do as they want to because of the broader regulations and traditions which act as obstacles.
- III. The teacher has different beliefs from the educational system in Iran, and they can, if only sometimes, do what they want and overcome the system's obstacles.

2.1.1 Choice of method

To answer my research question within the framework that Lauriala & Kukkonen (2005) present, I need in-depth information about teachers’ three selves. I need to ask for teachers’ self-reflection on student autonomy and control in the context of Iran’s educational system to understand how they see their roles in the broader context, calling or imposition. These self-reflections enable me to find the classification resulting from the relationship between the teachers’ three selves and the broader context. Therefore, interviewing teachers, as a qualitative method, is the best method to get teachers’ reflections on student autonomy and control.

Among the interview methods available, semi-structured interview is the most appropriate. I am able to ask relevant follow-up questions in the interviews when teachers talk about their personal aspirations and strategies, and the role of macro context in student autonomy and control. This reveals whether they advocate controlling or autonomy-supportive approaches. Therefore, using structured or unstructured interviews would not be helpful, as I need to give teachers the opportunity to talk about their approaches freely within the structure I have in mind. Then, based on the teacher’s personal approach, I can ask relevant questions.

To explore teachers’ personal reflections on controlling and autonomy-supportive approaches, I develop vignettes, based on the way the literature defines the values within these two traditions in education in theory and practice, which I explain in the literature review chapter (Table 1). Having these vignettes accessible during the interviews allows me to develop related follow-up questions and dig into teachers’ self-cognition which reveals exactly what values, based on the literature, the teachers hold about student autonomy and control.

Table 1. Vignettes explaining the values of autonomy-supportive and controlling approaches

Interacting with students		
Mediums	Controlling (outcome-oriented)	Autonomy-supportive (process-oriented)
Constructing knowledge	One single reality that teachers know and transmit	Students construct their own realities
Students’ capabilities in constructing the knowledge	Not intrinsically motivated	Intrinsically motivated

Assessment	Standardized tests and pre-set examinations	Teachers giving feedback in assignments, encouraging self-assessment and peer-assessment
Motivation strategies	Reward/punishment and external strategies	Internal strategies that motivate students based on their interests and needs
learning activities	Incremental learning tasks, rote learning and memorization; all students do the same task at the same time; mostly individual work; when collaborative all students in the group get the same grade; all lessons take place in the classroom	Working at students' pace; allowing them to plan their own learning; collaborative learning where each student takes responsibility for their task within the group; allowing students to choose their topic of interest; activities and lessons take place where it is relevant and possible; appreciation of the students' ideas and opportunities for conceptual change and reflection; constructing knowledge through exploration, discussion and reflection;
Structure and management	Directive language and structured instruction; quiet classrooms where only the teacher talks	Acknowledging students' negative feelings; giving rational explanations for maintaining some structure; process-oriented instruction; interactive classroom
Role of teacher	An instructor who transfers the knowledge that all students must learn	A facilitator who guides each student to construct their own knowledge based on their own interests
Teacher-student relationship	Top to bottom, with the teacher as the knowledgeable authority	Sharing responsibility for learning with equality-based relationships
Students' characteristics	Assuming all learners are alike	Considering diversity and uniqueness

2.1.2 Interview questions

To answer the second part of my research question, how teachers balance student autonomy and control, in the interview I ask the teachers to talk about different aspects of their teaching methods and

students' roles in those strategies. My core focus is not advocating one tradition, but how teachers balance their self-cognition. Therefore, I do not frame any of my interview questions with any presumptions about either tradition, and make sure I do not put words in the teachers' mouths. For this purpose, in the interviews, I do not ask the teachers directly about autonomy and control, instead I frame my questions such that teachers can answer either way.

It is worth noting that the pandemic had significant influence on teachers' practice this year. Therefore, had I decided to consider the role of this important external factor, I may have found a more complex relationship between the aspects of teachers' identities and the ways they balance student autonomy and control. However, at the beginning of the interviews I explicitly asked teachers to talk only about their experience before the pandemic, as this enabled me to capture a more stable picture of the teachers' identity over time.

2.2 Practical considerations

2.2.1 Sample

2.2.1.1 Region

To navigate teachers' perceptions of learner autonomy and control in the broader context, I take the Iranian education system as the macro context. Since I grew up and was educated in Iran, I am more capable of conducting research in my home country because I know it better than any other and therefore can produce knowledge that is more likely to be accurate and reliable.

However, given the time constraints and predicted obstacles to finding participants, I select my sample only from teachers in Tehran, Iran's capital city, not any other provinces. In addition, the Iranian regime's political positioning of the UK is a major obstacle which makes it difficult to find participants from any regions in Iran who would trust me.

There is a committee in Iran, which occasionally interviews teachers to ask them specific questions about their political and religious beliefs. If teachers give answers different from those which the wider system values, the committee has the power to put them out of a job. This committee keeps records of teachers' activities, and it could be problematic for them if the committee were to realize they had taken part in an interview with me, as an Iranian student researching Iran in the UK. Since I have closer networks in Tehran through which to find participants, it is more feasible to find an extensive and diverse sample within the limited time, given the possibility that the political barriers might prevent some teachers from trusting me and participating in my research.

2.2.1.2 Participants' demographic characteristics

In addition to the choice of region, I also consider teachers' demographic characteristics in specifying my sample. These features could significantly influence the nature of data I collect, making a difference to the way teachers experience and create a balance between autonomy and control in the classroom. Teachers' expectations of the teaching climate and understanding of student characteristics impact how they practice and perceive learner autonomy and control (Hornstra et al., 2015; Rosenthal, 1994). Therefore, teachers' gender, subject, grade taught, language and ethnicity, as well as their students' language, ethnicity, gender and socio-economic status, whether the school is a private or state partnership, and the location are examples of the personal and environmental features I take into account when choosing my sample.¹

For practical reasons, I only choose female teachers who teach students in either grade 9 or grade 10 in state high schools in Tehran. For the reasons specified, I only interview teachers in Tehran, not other provinces with different ethnic or lingual attributes. This ensures that the teachers' ethnicity and language conforms with the students' cultural features.

Even though the school partnership, grade taught, teachers and students' genders would make a difference to the research findings, I fix these features by only interviewing female teachers who teach female students in grade 9 or grade 10 of state high schools in Tehran. I use a qualitative method to answer my research question, as it is not possible to find and analyse a large sample within the limited time. Using only a few variables allows me to make sense of the variation and find as much information about the restricted sample as possible.

State high schools in Iran are mainly constrained in terms of their autonomy to make decisions about procedures, and students from many social classes can afford to receive an education there. Therefore, these schools are more likely to give an accurate picture of Iran's educational system and its features than private schools.

As a female researcher, I only interview female teachers, as I assume, given this similarity, they are more likely to open up to a female interviewer than male teachers would be. Moreover, since all schools in Iran are single-sex, and in high schools female teachers are only allowed to teach female students, in my sample all the teachers' and students' genders are the same, and there are no gender differences among the students.

¹ Iran is a multicultural and multilingual country where people in different districts have their own specific cultures. Therefore, if I were to choose any other provinces as my focus, these cultural differences among teachers and students would become an essential issue.

Grades 9 and 10, in which students make important decisions about their fields of interest and start getting prepared for university entrance examinations (called konkoor), are chosen in order to see how these teachers reflect on these kinds of decisions that students must make, how it influences their teaching methods and how they balance student autonomy and control.

Among the demographic characteristics, I allow the subject taught and district to vary. Similar studies conducted in Iran focus only on English teachers, so I want to have diversity in the subjects to explore differences in teachers' views about student autonomy and control. Therefore, I interview teachers of mathematics, science, chemistry, English, Arabic and Quran, architecture, literature, geography and history, and social science. Moreover, I choose a diverse sample of teachers in various Tehran districts with differences in student socio-economic status to find the impact this variable has on my results (Table 2).

Table 2. Participants' demographic characteristics

	Subject	Grade	District
Teacher A	literature, geography and history, and social science	9	North, West, and South West of Tehran
Teacher B	Arabic and Quran	9	North and North East of Tehran
Teacher C	Science and Mathematics	9	South of Tehran
Teacher D	Mathematics	9	South East of Tehran
Teacher E	Physics	10	West and South West of Tehran
Teacher F	Physics	10	South of Tehran
Teacher G	Science	9	South of Tehran
Teacher H	Chemistry	10	South of Tehran
Teacher J	Architecture	10	South East of Tehran
Teacher K	Mathematics	9	South East of Tehran

2.2.2 Participant recruitment

2.2.2.1 Recruitment method

To find participants, I sent an invitation letter to two people in my network in Tehran. They put me in contact with the teachers I was looking for, and I found the rest of my participants through

snowballing. At the same time, I published my invitation letter on social media sites primarily used in Iran, such as Instagram and Telegram. I targeted channels and pages of which teachers are the primary audience. However, only one participant contacted me following the invitation letter on social media. All the other participants came through my network and their colleagues, through snowballing. After I had found enough participants, I told my network to stop searching for teachers.

It is essential to mention that there are pages on social media which target teachers and which are public, which could make it easier to find participants. However, I did not publish my invitation letter on these pages, given the ethical limitations and possible political risks to myself and my participants, as explained.

I initially found 30 teachers. However, six withdrew after they read the research information sheet. Four of these told me they were either too busy or tired to participate, and two did not give any reason for their withdrawal. According to my network connections, several teachers were concerned about participating because of the political issues explained.

It is worth mentioning that, of the 24 teachers who participated in my research, some trusted me from the beginning, some trusted me only because of my network and their colleagues' reputation and words, and with some I built trust by informing them of the university's ethical considerations.

2.2.2.2 Recruitment chat

Alongside the teachers' demographic characteristics, I needed to search for diversity within their personal beliefs. As explained in the conceptual framework, I looked for different relationships among teachers' three selves to see how they navigate the balance between learner autonomy and control within Iran's education system. As Lauriala & Kukkonen (2005) explain, teachers' ideal and ought selves are the most stable aspects of their identities in this framework, while their actual selves might vary due to the situations they experience. Therefore, to find diversity within the relationships between the three selves and explore how teachers might practice student autonomy and control differently in the broader controlling context, I needed to find variation within their ideal selves, one of the most stable parts of a teacher's identity. Since I assumed teachers' ought selves in Iran were already stable and controlling, I required a diversity of beliefs in my sample, including both controlling and autonomy-supportive, to find the variation in practice I was looking for.

Even though I found diversity in terms of the teachers' demographic features, as specified in my invitation letter, I could not be sure to find variety in their personal beliefs about learner autonomy and control. My recruitment method meant there was a possibility that my networks would only introduce teachers who were their friends and not necessarily different in terms of their beliefs. Therefore, to make sure I had the proper diversity of personal opinions on this topic, I had a 15-minute chat with

teachers before the formal interviews, and then, in the second round of interviews, asked them about their actual and ought selves.

In the recruitment chats, I asked teachers about their individual beliefs on student autonomy and control in the classroom based on the vignettes I developed for my analysis (Table 1). The teachers talked about their relationships with their students, and I asked them how they see students taking responsibility for their learning and their students' capabilities to make decisions and be involved in their learning process. They talked about the possible benefits and difficulties of engaging learners in education in response to some follow-up questions that came up in the chats.

Of the 24 teachers with whom I had a recruitment chat, I chose ten for the second stage interviews. I considered both their personal beliefs and demographic characteristics in the recruitment for this selection. Even though the teachers' beliefs about autonomy and control cannot be divided cleanly into two separate groups, every individual talked about the features of one of the two approaches more.

As well as diversity of belief about student autonomy and control, I also considered variety in district, student socio-economic status, the kinds of state high school and the subject taught. The variation in state high schools came up in the recruitment chats. Some teachers talked about how their managers were supportive, while others spoke about how the school managers constrained them in various ways when they wanted to engage students in their learning.

2.2.3 Procedure

2.2.3.1 Ethical considerations

Cavan (1977, p.810) defines ethics as 'a matter of principled sensitivity to the rights of others'. Researchers are responsible for protecting their participants' dignity and privacy to protect them from any kind of harm (Cohen et al., 2017). However, this protection can only be achieved if the researcher considers ethical principles at every stage, from choosing the focus of the research and designing the method, to collecting and reporting the data (Morrison, 1996; Oliver, 2003).

Cohen et al. (2017) explain that ethics is contextually defined in each piece of social science research. In every context, the specific political situation requires relevant ethical consideration to minimize the risk for both participants and the researcher. Researchers must be mindful of the implications of their work, and should be reflexive and honest with the participants in order to tackle any possible political issues (Shefner & McKenney, 2018). Therefore, given the possibility of putting the participants and myself, as the researcher, at some political risk, ethical considerations are a priority.

I take morality into account not only in terms of data protection, but also in my choice of topic and interview questions, in order to mitigate harm to the teachers. Because the balance between autonomy

and control could be a sensitive political topic, I changed my core focus to asking about the wider educational system, not the role of politics in student autonomy and control specifically. I was explicit with my participants in the interviews, only asking about matters inside the classroom and education more widely that shape the balance between learner autonomy and control.

At the intersection of politics and ethics, Shefner & McKenney (2018) raise the vital question: How should we keep politics from obstructing good data collection? Within this research, it is essential to assure teachers of data confidentiality, not just for their safety but also to ensure that they could speak freely and get engaged in the interviews. Therefore, the data is confidentially stored and protected. All the participants remain anonymous, and I use pseudonyms instead of their real names. None of the teachers' personal information is exposed in the writing up of the findings, and all their personal data is to be destroyed after the thesis submission.

I informed the teachers that they could decline to answer any questions and could withdraw any information they contributed until two weeks before the thesis submission deadline. I asked for the teachers' approval to use their quotes in the written findings, and assured them that the results of the research would be neither published nor presented in the future. In addition to removing sensitive questions from the core focus of the interviews, these considerations made the teachers more comfortable and allowed them to open up and talk freely in the interviews.

2.2.3.2 Piloting the protocol

I undertook six pilot interviews with people who had some teaching experience before interviewing my participants, three to pilot the recruitment chats and three to practice the second round of interviews. In these pilots, I specifically focused on time management, reframing my questions and adjusting my treatment of the interviewees to explain the research procedure in advance and determine how I should behave during the interviews.

Four of the pilot interviews were conducted in English to get feedback from other students in the same cohort who had used the interview methods, while two were conducted in Persian with my teacher colleagues in Iran to make sure I had framed my interview questions with the right Persian wording.

2.2.3.3 Administrating the protocol

All interviews were conducted in Persian and, due to the pandemic, online via WhatsApp, which was the most convenient platform for the Iranian teachers. As discussed in the literature, doing online interviews enabled me to protect both the participants' and my own safety, saving time in commuting, and giving the participants the option of a video call, voice call or sending voice messages (O'Connor & Madge, 2017).

After I explained the ethical and methodological procedures to the teachers, they had the chance to ask any questions or raise any concerns about the research. If they were still happy to participate, I asked for their written or oral consent before asking the interview questions. All the teachers were asked to consent to have their voices recorded so I had a detailed record of our conversation. Only one teacher in the recruitment chat did not want me to record her voice. Most wanted to have a voice call, and only three preferred a video call. Due to family difficulties, two teachers sent me their responses by recording their voices in WhatsApp. The recruitment chats took 10-15 minutes, and the second round of interviews took up to 45 minutes. However, if teachers wanted to speak for longer and share their ideas, I did not stop them. It took two weeks to do the recruitment chats and one further week to do the second round of interviews.

2.2.3.4 Saturation

In quantitative research, the number of participants in a sample is what makes it representative, but the range of meaning is what is important in qualitative research. In interviews, researchers should keep collecting data until they reach a point where the participants repeat information heard previously, and this is the point of saturation (Edwards & Holland, 2013). This makes the data a precise and reliable sample. However, there is a question about when data is repeated. If all the individual participants have their own specific perspectives and views, it is challenging for the researcher to identify the point of saturation.

Within my findings, I gathered data which was repeated in the interviews, but all the teachers had their own personal, at least slightly different, perspectives. Because of practical considerations and time limits, I stopped interviewing once I had interviewed ten teachers and gathered enough information to write up my findings, even though, in my view, I did not reach saturation point.

2.2.4 Limitations

2.2.4.1 Ethical limitations

In addition to the ethical considerations due to the complex political setting that constrained me in my choice of core focus and sample, the process of data collection and analysis was made more difficult by one of the teachers not wanting her voice to be recorded. This was an ethical limitation that constrained me from having the exact and full transcript of my interview. I could not transcribe and ask appropriate follow-up questions simultaneously, which eventually influenced the information I gathered from that interview.

2.2.4.2 Methodological limitations

2.2.4.2.1 methods

Alongside the benefits of online interviews, they also caused some technical issues which influenced my data collection. The participants' poor internet networks and environmental factors such as phones ringing or family interruptions distracted them during the interviews. Moreover, even though online interviews gave respondents choices such as voice calls, video calls or sending messages, It took a great deal of time to interview two teachers who wanted to send their answers in the form of voice messages. Due to time limitations, I could only do recruitment chats with these teachers, not the second round of interviews.

2.2.4.2.2 sample

The choice of Tehran as the region of focus and my existing networks enabled me to find a diverse and large sample within a constrained time. However, there are potential biases due to the city being the capital of Iran. Firstly, compared to other provinces, resource distribution is more concentrated in Tehran and this could be an important systematic factor, changing teachers' practice of student autonomy and control. The metropolitan beliefs of teachers In Tehran may make them act differently from those in other cities in Iran, and hence practice learner autonomy and control differently. In Tehran teachers are held accountable by families and schools differently from other cities in Iran, which might impact how they practice learner autonomy and control. However, even within Tehran, districts differ in terms of resources and facilities. Hence I selected my sample to include various districts to give variation.

I wanted to focus only on teachers of grades 9 and 10 in high school, but did not consider that most teachers teach several grades at the same time. Therefore, it was not feasible to focus only on these two grades as the teachers talked about their experiences in all grades. For example, most teachers of grade 9 also taught grades 7 and 8, and teachers who taught grade 10 mostly had experience of teaching grades 11 and 12. So, even though the teachers talked about specific matters in grade 9 or 10, it is inevitable that they included their experience of teaching other grades.

2.2.4.2.3 Researcher subjectivity

Some literature argues that qualitative researchers can minimize their influence on the data as they collect and analyse them. However, even if a researcher tries to stay objective, something unexpected might happen that involves them in the process and influences the nature of the data collected (Berger, 2015). Reflexivity might be the answer here, the process by which researchers assess the role of the self

and their biases in producing knowledge, in order to make results more transparent for the reader (Berger, 2015; Miller & Glassner, 2021).

My subjectivity impacts the data in various ways. As an insider, educated in Iran's educational system for 16 years, I am familiar with most of the ideas the teachers talked about, and this enabled me to ask pertinent follow-up questions. However, in two interviews, teachers talked about holding religious and cultural events in schools as a specific issue in Iran's educational system that constrained their time spent with students. I was not able to formulate good follow-up questions when they referred to this issue, and I did not have enough data to expand my argument when writing up my findings, merely because I had an explanation in my mind rather than in my data. If I were an outsider, I would probably have behaved more curiously as an interviewer.

My subjectivity, as someone who studies painting in Iran, also influenced the data. There is a common belief in Iran that students who study art are not intelligent, hard-working or motivated. Two teachers who taught art in high school referred to these features as obstacles to their practice. Even though I stayed impartial and said nothing, at the end they asked me about my field of study in high school. When they learned that I studied art, they tried to change what they had said, which changed the nature of my data as a result of the researcher's subjectivity.

My subjectivity, not just as an individual but as a researcher studying in the UK, influenced the nature of my data. Given the political limitations discussed, teachers were cautious about what they said in the interviews. It did not matter how much I tried to build rapport by performing ethical considerations, the teachers avoided specific discussions in the interviews. In one interview, however, the interviewee opened up and talked freely about sensitive topics, because she was an old colleague who knew and trusted me already. She spoke freely about the impact of political issues on student autonomy and control, which changed the nature of my data.

3 LITERATURE REVIEW

3.1 EDUCATIONAL TRADITIONS AND THE MEANING OF CONTROL AND AUTONOMY

There are various traditions with diverse values and attitudes to learning in the literature about education quality. These traditions have specific ways of defining knowledge and the aim of schooling, and each determines the roles of the teacher and learner within the system differently. Some advocate more controlling approaches, while others support learner autonomy.

I do not argue with the extent or quality of any of these traditions or approaches in my research. However, since I explore teachers' perceptions of the balance of these values, I need to investigate the perception of autonomy and control within these traditions to frame my questions and analyse my data. Therefore, I briefly explain the history and values of these educational approaches to learner autonomy and control and how, consequently, I define the terms autonomy and control in my research.

3.1.1 Particular and controlling approaches

Particular approaches, such as behaviourism, determine fixed purposes and criteria which shape students' behaviours and achievements. They focus on fixed outcomes which students must achieve along their educational journey, which may differ from students' aspirations and needs (Colclough et al., 2005). The notion of 'objective' education results from the particular view first proposed by Bobbitt (1918), that education must be practical and based on social needs. Accordingly, learners are not inherently motivated or capable of constructing their realities, and the teacher is an instructor who passes essential knowledge to the students.

In this system, student behaviour must be controlled by external stimuli, to attain the goals of society. The external stimuli are usually applied in the form of rewards and punishments. With these motives, learners become conditioned and controlled to respond and think in certain ways, either changing an old behaviour or attaining a new behavioural approach (Colclough et al., 2005; Reeve & Jang, 2006; Skinner, 1968). By this definition, Jarvis (1995) states that even applauding an inactive student for their participation in the classroom is a conditioning method. Here, pre-set examinations and graded tasks are the most suitable methods to apply, along with rewards and punishments, structured instruction in the classroom, rote learning, memorization and directive language, all of which favour students learning what the instructor requires of them (Colclough et al., 2005; Hornstra et al., 2015).

Therefore, based on the particular educational method, I define student control as an approach that tends to govern their behaviour and uses prescribed strategies to achieve predetermined results. Similarly, Freire (1972) defines the 'banking' concept of education, where the teacher-learner relationship is an unequal one, in which the teacher is the knowledgeable authority at the centre of learning and the student is the obedient partner in the relationship who is fed with knowledge.

3.1.2 Relative and autonomy-supportive approaches

A new mindset in education has challenged these particular perspectives. In approaches such as humanist, social constructivist or critical, views arise from a relative perception which refocuses the purpose of education in favour of the learners' needs and aspirations. Education's goal is no longer achieving the ultimate outcomes that the society needs, but guiding learners through a process in which they can achieve what they are looking for. The teacher's responsibility is only facilitating this process for learners, instead of transmitting a fixed form of knowledge (Colclough et al., 2005).

Among the thinkers using this approach, Dewey (1961) takes individual capacity into account, based on the democratic criterion, and explains that learners are autonomous and capable of making their own realities and meanings within the social context. Based on this mindset, autonomous students are considered unique and intrinsically motivated to take control of, and responsibility for, their learning, able to choose what they need to learn and become, at each stage of education (Colclough et al., 2005; Deci & Ryan, 1985; Holec, 1981; Little, 1995).

Even though teachers in this approach do not solely transmit knowledge, their intervention cannot be removed entirely. Instead, teachers share the responsibility for learning with students, and assist them by co-constructing reality (Allwright, 1991; Little, 1995; White, 2003). Assessing students' progress is not done by controlling students through standardized examinations, but rather by giving feedback to students from teacher, peers or, more importantly, the self (Colclough et al., 2005).

Some might assume that autonomy-supportive classrooms are chaotic and control is equivalent to having structure in the classroom. However, teachers can still preserve the classroom structure without pressuring students, by giving rational explanations, process-oriented instruction and guidelines, and clarifying the limits for pupils in autonomy-supportive approaches and interactive classrooms (Hornstra et al., 2015; Reeve, 2009).

Little (1991) explains that supporting learners' autonomy is not about using specific teaching methods, but concerns 'learner's psychological relation to the process and content of learning' (p.4) and how they accept the responsibility for their learning. The learner might 'feel' responsible in the learning process and accept that responsibility due to internal motivation, or 'be held' responsible by controlling

approaches that force them through reward and punishment (Bacon, 1991; Fishman, 2014; Lauermann & Karabenick, 2011).

These differing traditions are not only about undertaking a set of activities, they are about having a specific mindset. Involving the students in different ways in classroom activities does not make the classroom either controlling or autonomy-supportive, the difference lies in the way the actors within the educational system set their roles in the learning process and balance their relationships to knowledge and power.

3.2 TEACHER NAVIGATION OF STUDENT AUTONOMY AND CONTROL

The definitions and values of learner autonomy and control might, in theory, be interpreted and practiced differently based on teachers' perceptions. There is literature on teachers' views about learner autonomy and control, which investigates case studies using various methods and theoretical questions. These studies are conducted in either autonomy-supportive macro educational systems or controlling teacher-centred systems or in contexts in which a new autonomy-supportive educational policy or teacher training program is applied. Across this literature, scholars target teachers of various subjects in various levels of school: elementary, secondary or higher. They either look at a specific aspect of teachers' methods or at the classroom as a whole. Some of these studies search for teachers' sources of belief, or the impact of demographic features such as gender, years of experience or qualifications on their views, while others make no such correlation.

Within these studies, researchers take various positionalities concerning controlling and autonomy-supportive approaches. Only a few advocate neither approach, such as the study of Buldur (2017) into the impact of a teacher training program on the dynamics of teachers' beliefs about learner autonomy and control. Nevertheless, researchers mainly advocate autonomy-supportive approaches as the more appropriate way of teaching, and frame their questions within that hypothesis, only looking for teachers' perceptions about learner autonomy rather than control.

However, among the studies that advocate autonomy-supportive approaches in the classroom, a few find a balance between learner autonomy and control within teachers' views. These studies primarily investigate the effect of a new autonomy-supportive educational policy in a context in which teachers are used to controlling educational behaviours. Here, researchers consider the impact of this broader controlling cultural system on teachers' beliefs in order to balance the new autonomy-supportive policy and old controlling approaches (Brinkmann, 2015, 2019; Hovhannisyan & Sahlberg, 2010; Khoboli & O'Toole, 2011).

Within nearly all these studies, teachers reflect on the desirability and feasibility of classroom activities with the approaches they want to practice. We could trace the influence of various actors in educational systems, at micro, meso and macro levels, on teachers practicing learner autonomy or control and their desirability and feasibility.

Researchers come to differing conclusions. Some studies look at both teachers' and students' views, and suggest a correlation between their needs, while others call for a connection between contextual values and the policies imported into the educational system. Yet others use teachers' perceptions and diverse characteristics to organize more efficient future teacher training programs.

3.2.1 Teachers' perceptions of student autonomy and control (ideal selves)

Researchers with different positionalities come to different conclusions about what teachers wish to do and be, concerning student autonomy and control in the classroom. Studies in which the researchers take the autonomy-supportive approach for granted, define the wishes and aspirations of teachers in advance, by assuming that autonomy-supportive approaches are the most effective ways to learn (Al-Busaidi & Al-Maamari, 2014; Al Asmari, 2013; Balcikanli, 2010; Borg & Al-Busaidi, 2012; Borg & Alshumaimeri, 2017; Brinkmann, 2015, 2019; Cakici, 2017; Doğan & Mirici, 2017; Hovhannisyan & Sahlberg, 2010; Khoboli & O'Toole, 2011; Nasri et al., 2017; Oguz, 2013; Shahsavari, 2014; Wichayathian & Reinders, 2018).

With this presumption, researchers reach various conclusions about how teachers perceive the effectiveness of autonomy-supportive approaches. A significant number of studies conclude that teachers are mostly optimistic about learner autonomy and its effectiveness on student learning outcomes (Balcikanli, 2010; Borg & Al-Busaidi, 2012; Borg & Alshumaimeri, 2017; Doğan & Mirici, 2017; Shahsavari, 2014; Wichayathian & Reinders, 2018).

However, papers where the authors look specifically at cultural inconsistency with newly adopted autonomy-supportive approaches have different results. These papers reveal teachers' controlling ideals which are reproduced over time in their cultures. These teachers see controlling strategies as essential to the teaching and learning process, which shows the crucial role of the macro system on teachers' wishes and aspirations (Brinkmann, 2015, 2019; Hovhannisyan & Sahlberg, 2010; Khoboli & O'Toole, 2011). Therefore, researchers in these papers, by considering the impact of the cultural macro system on teachers' perceptions, find more diversity within teachers' perspectives about learner autonomy and control.

Among the papers that find diversity in teachers' beliefs, some look directly at this variety in teachers' perceptions of autonomy and control, while others look at a specific aspect of teaching and how teachers engage students in the learning process. Hornstra et al. (2015) find diversity in teachers' beliefs about learner autonomy and control as a significant theme in their study, looking at teachers' motivational strategies rather than their direct perceptions of learner autonomy and control. It would be an appropriate approach for researchers to look for teachers' genuine perceptions, without making presumptions or putting words in their mouths.

Although individual teachers may have various opinions, and sometimes differ from the broader educational system, it is hard to believe that most teachers have autonomy-supportive ideals, especially in controlling macro systems. How the scholars in these studies define their focus and hypothesis is influential on how they balance teachers' ideals.

3.2.2 Teacher practice, given their perceptions of learner autonomy and control (actual selves)

In the studies investigating teachers' perceptions of student autonomy and control, teachers are shown to have differing opinions about their practice. As explained, most studies only look at teachers' perceptions of learner autonomy, not control, and therefore only look at teachers' practice of autonomy-supportive approaches.

In these studies, teachers mainly reflect on the desirability of autonomy-supportive values, rather than their feasibility. Here, teachers do not see their students as being very autonomous, given that they, as teachers, are constrained by various factors to support the pupils' autonomy (Borg & Al-Busaidi, 2012; Borg & Alshumaimeri, 2017; Doğan & Mirici, 2017; Shahsavari, 2014). However, even though the majority of teachers in these studies recognize the difficulties of implementing autonomy-supportive strategies in the classroom, some explain the aspects of their practice where they could apply autonomy-based values .

To test the reliability of what teachers claim about their practice in the classroom, some studies also ask for students' reflections on the extent to which they receive autonomy. These papers compare both perspectives to reach more holistic conclusions about what happens in reality (Lin & Reinders, 2019; Mameli et al., 2020).

It is worth distinguishing the practices teachers express that they use to support their students' autonomy, into those which are activity-based and those which are value-based (Al Asmari, 2013; Borg & Alshumaimeri, 2017; Shahsavari, 2014; Wichayathian & Reinders, 2018). Giving students rational explanations, letting them speak their minds, making choices about some aspects of their learning and

self-monitoring their progress are examples of autonomy-supportive values that teachers practice. These practices value the principle of learner autonomy, and explicitly empower students to become involved in the learning process.

On the other hand, some teachers talk about activities which they, and the researchers, assume to be autonomy-supportive. Giving students responsibilities, allowing them to provide feedback, doing group activities, doing outside classroom activities and allowing them to present some parts of the lessons are examples coded by studies as activities that support students' autonomy in the learning process. I do not argue with the reliability of these findings, but want to emphasize again that, as Little (1991) states, 'autonomy is not a teaching method' (p.4). The classroom activities listed above can be practiced in either a controlling or autonomy-supportive way. For example, learners can either take responsibility for their learning or being held responsible. They might give feedback, but their voices would not be considered eventually. Therefore, it is essential to note the reason underlying teacher practice: is it to make students follow structured instructions to achieve a predetermined goal, or is it to empower them to make decisions independently and take responsibility for their learning?

3.2.3 Ought selves and the factors that force teachers to practice in certain ways

In most studies, teachers reflect on the factors that prevent them from meeting the requirements of an autonomy-supportive classroom, at various levels of the educational system, including the roles of students' and teachers' mindsets at the micro level, features of the meso educational system, and macro level culture.

3.2.3.1 Role of students' and teachers' mindsets

Within the literature there is discussion of the role of students and their positionality in relation to autonomy and control, which can make it difficult for teachers to practice. Students' lack of motivation is a common theme which teachers identify as a crucial factor constraining them from being autonomy-supportive, as students are often not interested in learning independently or autonomously (Balcikanli, 2010; Borg & Al-Busaidi, 2012; Wichayathian & Reinders, 2018).

In some studies, teachers mention that learners are not used to taking responsibility for their learning, preferring to leave the whole responsibility on the teacher's shoulders and be spoon-fed whatever the teachers decides (Al Asmari, 2013; Balcikanli, 2010; Borg & Al-Busaidi, 2012; Deci & Ryan, 1985). Some teachers argue that students who are used to being graded on tasks in their prior education, need to become familiar with the concept of autonomy and taking responsibility before

teachers can practice these new values in the classroom (Al Asmari, 2013; Borg & Al-Busaidi, 2012; Doğan & Mirici, 2017; Wichayathian & Reinders, 2018).

Students' cultural characteristics, and how teachers perceive them, are other factors that impact teachers' approaches to autonomy or control, with teachers' definitions of the environment and students' features within that environment impacting how they approach learner autonomy or control in the classroom (Hornstra et al., 2015).

Low levels of learner proficiency, especially in English as a foreign language, is another factor that teachers believe make it challenging to give autonomy to students, because students are not knowledgeable enough to construct the knowledge by themselves (Borg & Al-Busaidi, 2012; Borg & Alshumaimeri, 2017; Wichayathian & Reinders, 2018).

At the micro level, research shows that the mindset of the teacher is another factor impacting how they practice either controlling or autonomy-supportive values in the classroom. For example, Hovhannisyan & Sahlberg (2010) find that teachers trained in learner-centred programs are impatient to apply autonomy-supportive approaches in the classroom, and look for immediate outcomes, but are not able to apply these new approaches effectively because of the broader controlling culture.

3.2.3.2 Curriculum and the meso level educational system

There are various technical factors within the broader educational system that teachers believe constrain their choices of practice in relation to student autonomy and control. Firstly, lack of time is a vital factor preventing teachers from engaging students in decision-making about their learning (Borg & Alshumaimeri, 2017; Chan, 2003; Hornstra et al., 2015; Khoboli & O'Toole, 2011; Wichayathian & Reinders, 2018). Reeve, Bolt & Cai (1999) explain that teachers must allocate enough time for students to work independently. Also, teachers must have enough time to get to know their students' needs and interests in order to support them on their individual learning paths. A lack of facilities in schools is another technical issue that denies teachers broader options for practicing student autonomy (Al Asmari, 2013; Nasri et al., 2017).

Another issue raised by teachers is the wider curriculum and a system that impacts their practice. A curriculum which is unrelated to student need (Borg & Alshumaimeri, 2017), centrally defined, exam-oriented (Balcikanli, 2010; Borg & Al-Busaidi, 2012; Borg & Alshumaimeri, 2017; Brinkmann, 2019; Khoboli & O'Toole, 2011), dense, inflexible (Borg & Alshumaimeri, 2017) or does not include activities for promoting student autonomy are example of issues that teachers consider obstacles to their teaching practice.

In addition to these technical problems, teachers also recognize how their role is constrained by the educational system itself. When teachers are not trusted, when they are not given enough autonomy to make decisions about their own practice in the classroom, or when due to the inefficiency of teacher training programs they are not capable of applying new autonomy-supportive approaches, it is not feasible for them to practice these approaches (Balcikanli, 2010; Nasri et al., 2017; Shahsavari, 2014; Wichayathian & Reinders, 2018).

3.2.3.3 Role of culture and the macro educational system

Within the literature, a few studies look into the role of culture and broader educational values, rather than individual beliefs, in how teachers practice in the classroom. The results reveal that teachers' controlling ideals and mindsets prevent them from implementing autonomy-supportive practices (Brinkmann, 2015, 2019; Hovhannisyan & Sahlberg, 2010; Khoboli & O'Toole, 2011). Teachers complain that classrooms become chaotic when they give students autonomy. Some assume that students are not capable of taking responsibility for their own learning, and there is a belief among teachers that their authoritarian role is essential to effective learning. Qualitative research shows how vital the role of the macro system is in determining how teachers perceive control and autonomy in student learning.

3.3 THE IMPACT OF THE MACRO EDUCATIONAL SYSTEM ON TEACHERS' PERCEPTIONS ABOUT STUDENT AUTONOMY AND CONTROL

The impact of the macro system on teachers' perceptions and practice can be traced to the reproduction of power relations in constructing knowledge. From a critical viewpoint, Apple (1978) argues that schools are sites which legitimize ongoing power relations within society, to serve specific interests. In this sense, teachers do not practice their own ideals, but reproduce wider cultural values through their practice (Alexander, 2008).

Teachers within the controlling macro system are expected to practice accepted values to preserve the existing educational structure. Britzman (1986) describes three popular educational myths that normalize controlling values within teachers' minds: 1) teachers are the knowledgeable authorities who are the only ones in the classroom eligible to hold the knowledge; 2) they are 'self-made', and autonomous enough to practice what they want; 3) they must control students because it is essential to learning, and otherwise students would control them.

Within this normalization of teachers holding and practicing specific controlling values, they might take up different positionalities. On one hand, the naturalized reality of the school structure is reproduced within teachers' minds over time, since they receive the same education within the macro system, and consequently both teachers and students take these values for granted. The controlling norms within the educational system lead teachers to practice what works to serve those values and reproduce their prior experience as students, rather than look for reasons behind these practices or what they would ideally want to practice which would challenge the existing structure (Britzman, 1986). On the other hand, Britzman (1986) describes how some teachers initially intend to challenge the school's controlling structure, but fail either because of a lack of critical thinking or a lack of institutional support to change the circumstances. However, Aronowitz and Giroux (1985) propose that teachers, as 'transformative intellectuals', can break this reproduction cycle by looking at the cultural roots of their practice. They can work with 'what is possible rather than merely accepting what is probable', critically question the hidden power structure, and work towards the practice they would ideally wish to see (Britzman, 1986).

4 FINDINGS

In this chapter, I present my findings regarding the navigation methods that teachers follow to balance learner autonomy and control in Iran. Before presenting the findings, I explain my analysis process, including the technical and ethical considerations, and the method and structure I use to make my data analysable.

4.1 ANALYSIS PROCEDURE

4.1.1 Technical considerations

After interviewing teachers, I transcribed the interviews in Persian. As there is no reliable software for transcribing Persian automatically, I transcribed them manually to ensure there would be no breaches of data confidentiality. Due to time limitations, I did not translate the whole texts into English. I relied on notes I took while coding and analysing the transcripts into English and used these to form the basis of synthesising my findings.

In the first round of interviews, which I conducted to recruit participants, I took notes manually after listening to the recordings, and then analysed my notes. Although transcribing all 24 recruitment chats would have enabled me to get a more accurate picture of teachers' ideals, this was prevented by time constraints and the plan to use this part of data collection only to capture a general impression of each participant. This enabled me to identify diversity within participants' personal beliefs for the second round of interviews. Therefore, this technical decision did not harm my findings.

I typed up the whole text of all ten interviews in the second round in Persian, in addition to the complete texts of the recruitment chats that with those ten teachers, in order to analyse the data as accurately as possible. I undertook the analysis manually in a Word document, without using any other qualitative analysis software.

4.1.2 Ethical considerations

Even though I formulated my interview questions to avoid any sensitive or political conversation with the teachers, due to the political climate in Iran, a few decided to talk about sensitive topics during the interviews. Some teachers talked about the political issues that impacted their practice in terms of learner autonomy and control. In line with my ethical responsibilities, I did not expand my conversations with the teachers on those topics, even though they brought the topics up themselves.

Furthermore, I do not include that political information within the analysis, because I assured all the teachers that I would not talk about any sensitive topics in the presentation of my findings.

4.1.3 Analysis structure

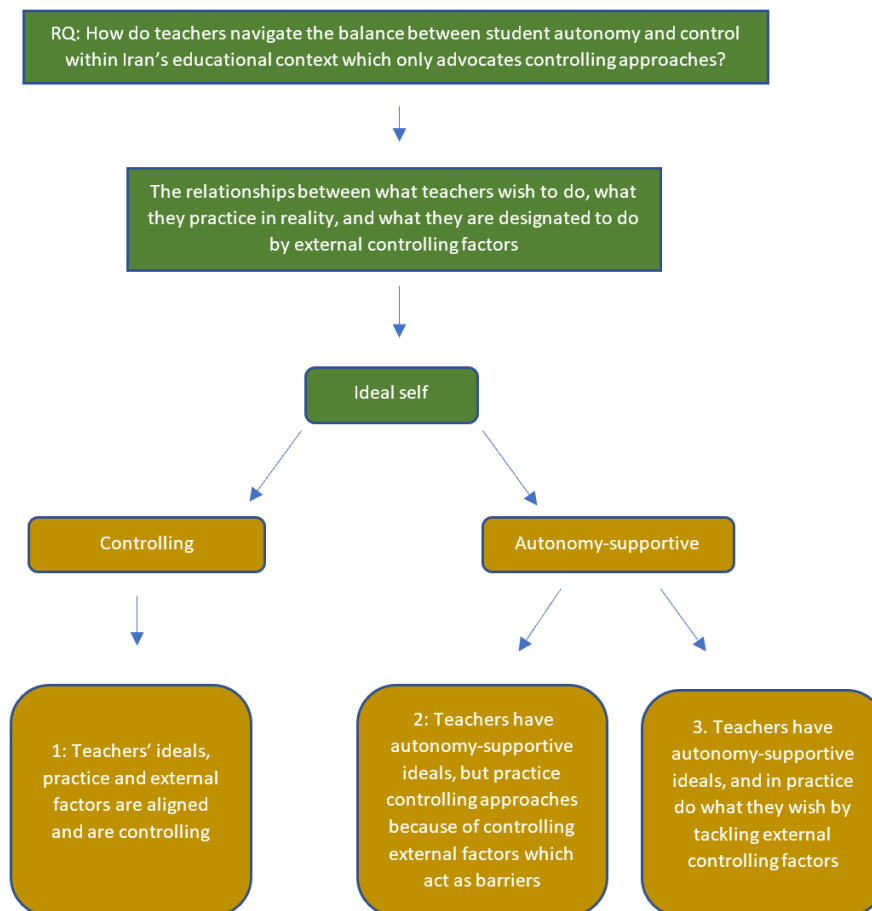
Braun & Clarke (2006) define thematic analysis as ‘a method of identifying, analysing and reporting patterns or themes within data,’ and that these themes do not ‘emerge’ from data, given the researcher’s determinant role in recognizing them (Taylor & Ussher, 2001). Since I was looking for teachers’ relationships to learner autonomy and control, I used deductive analysis and searched for patterns in the ways that the Iranian teachers navigated the balance between student autonomy and control. There were various fascinating themes within my data, but I, as the researcher, determined a structure to look only for the codes and themes that would help me answer the research question, and nothing more.

Based on my primary hypothesis, I assumed that, since the macro educational system in Iran is controlling, teachers’ designated selves would be stable and influenced only by external controlling factors in the macro system. Therefore, I expected to find variation only in the other two aspects of teachers’ identities. I searched for diversity among teachers’ ideals in the recruitment chat, to find variety in their actual selves and how they practiced student autonomy and control in the broader system.

I used the table of vignettes which I developed based on the literature to find the relevant controlling or autonomy-supportive themes within my data (Table 1). This set of vignettes enabled me to look for the meanings in what teachers said and the reasons for their practice, rather than coding merely the words and class activities they described. Based on the themes I found in my data and the conceptual framework of the three aspects of teachers’ identities, I expected to see three ways in which teachers navigate the balance between learner autonomy and control (Graph 1).

However, as a primary finding, one of my central hypotheses based on the research question and clear structure was not borne out by my analysis of the data. Even though the macro educational system in Iran is controlling, the rules and traditions within the macro system were not the only external factors that influenced how teachers practiced learner autonomy and control; the role of school managers, the type of school and their services, as well as student feedback, were other external factors that can be sometimes classified as autonomy-supportive. Therefore, teachers experiencing these autonomy-supportive factors reported navigating the balance between student autonomy and control in a way that did not fit into my primary coding structure. As a result, I expanded the coding structure to one based on diversity within teachers’ ought selves rather than ideal selves. This new structure led me to six ways teachers balanced learner autonomy and control within Iran’s educational system (Graph 2).

Graph 1. Initial taxonomy of navigating the learner autonomy and control based on teachers' perspectives

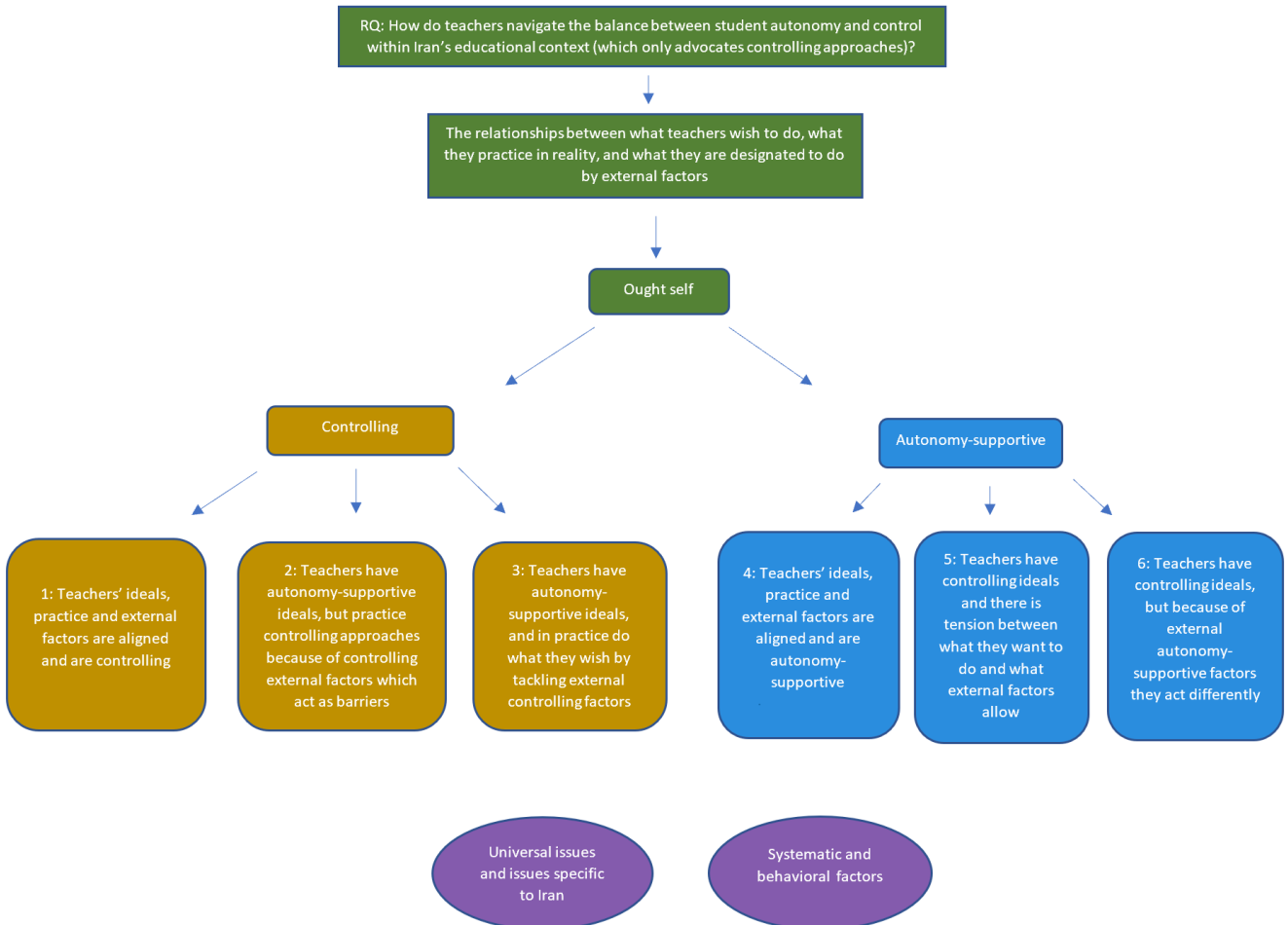


To find the more profound differences among the six ways teachers navigated this balance and answer my research question, I extracted two main themes. The first theme refers to technical issues, and is a separation of the designated factors into those that are universal and those that are specific to Iran's education system. The second theme concerns the conceptual implications of how teachers within the six categories interacted with institutional and behavioural factors to balance student autonomy and control in Iran's educational context (Graph 2).

It is worth mentioning that most teachers spoke about various ways of navigating the balance between pupil autonomy and control. Not every individual interviewee discussed all six categories, and not to the same extent. I do not categorise teachers as individuals into the six groups, but their various perceptions. This approach gives a more holistic picture of the teachers' balance-making of student autonomy and control, rather than making specific personal conclusions about each individual.

Therefore, I can be more sympathetic and less judgmental about my participants by categorising their perceptions, not themselves, in the taxonomy.

Graph 2. Revised taxonomy of navigating the learner autonomy and control based on teachers' perspectives



4.2 FINDINGS

4.2.1 Teachers' controlling ideals and practice within the broader controlling system

To present the findings, I show evidence of each of the six groups in the proposed taxonomy and the types of relationships between the three aspects of self. Because of my methodology and the indirect way I asked teachers about student autonomy and control, the teachers did not generally mention the phrases autonomy and control explicitly. So, where relevant, I extract and propose issues based on what the teachers discussed and the vignettes I developed based on the relevant literature. Therefore, I present

both descriptive and analytical findings at the same time; meaning I describe the findings as teachers explain by remaining neutral and then applying my understanding and analysis of what they say.

Nearly all teachers in the interviews brought examples of practices which were controlling. In these examples, they did not mention any tension between their ideals and practice. Instead, they explained them as effective methods for student learning. The teachers mostly talked about using external motivational strategies to improve student outcomes, through reward and punishment. In addition, the data shows the use of punishment strategies for classroom management and examples of giving students structured instruction which constrained their autonomy. Finally, some teachers in the interviews justified their use of controlling approaches by blaming students' characteristics which left them no other choice but to be controlling.

4.2.1.1 Rewards and punishments

In the eight interviews, the teachers described their motivational strategies of either punishing or rewarding students. They mostly used grades to pressure or encourage students to study. Students were described as competitive and motivated to reach higher grades or not lose marks, which are external motivations that make students try harder:

‘Every year I tell students to provide a folder with a few papers in it. Every session I take a quick and short exam of the last lesson. I ask them questions and they write the answers on those papers in their folders. So, students are committed to study every session because they know they will be asked eventually’ (Teacher A).

Letting students to do what they were interested in or rewarding them with prizes are other examples of a conditioning approach used to motivate learners, mentioned by Teachers E and H:

‘Students would be so excited if I tell them that we’re going to solve the problems within the group competition and the winner will be rewarded by going outside the classroom and hanging out with their friends’ (Teacher E).

Another external motivational method a few teachers mentioned was having high expectations of their students, to motivate them to get their teachers' approval. These strategies made learners study harder, but through a controlling approach that shaped their behaviour, as the teachers predicted. Teacher D explained: ‘when I give some of the students some responsibilities to do, other students get motivated to get involved and take some responsibilities to prove themselves to the teacher’.

Besides using punishment as a motivational method, four teachers described using punishment to manage the classroom. Using directive and sometimes aggressive language to maintain classroom order

or banning students from doing what they enjoyed in the classroom if they disturbed the structure were examples of these punishments:

‘I was alone in the lab doing the experiments with 30 students without any assistance. Some colleagues told me not to do it because it might be dangerous, but I asked for students’ help. When they disturbed the order, I banned them from doing the experiments. So, they always followed the order and structure’ (Teacher H).

Two teachers talked about passing power to some students to maintain order. They explained that they give these few students the responsibility to manage others’ behaviours and preserve discipline. Even though the teachers themselves were not involved directly in controlling the students, they transmitted their power to students to do so. Teacher H referred to these students as ‘stars’. She explained that:

‘Stars are students whom other students follow well. Stars like to order. So, let them order; why not? It would be a teaching method. We should not suppress them. When I give these students the responsibility to maintain the discipline while doing group activities, no one could disturb it in the groups’ (Teacher H).

4.2.1.2 Determined structure

Some teachers made students follow a determined structure, either in presenting knowledge or doing class activities. Two teachers explained that they let students give presentations for some lessons. Even though it may seem that the students read and presented the knowledge through their own lenses, the teachers again corrected or taught the whole lesson one more time. Therefore, they still insisted on one single reality and a controlling approach wherein only the teacher knows and transmits knowledge to learners rather than students creating knowledge:

‘Sometimes students present some lessons to get engaged and talk. It would not add anything to their knowledge, students would not learn and I have to teach them everything again, but at least they collaborated’ (Teacher J).

Two teachers explained the structured instructions within their teaching methods that students had to follow. These examples involved students following exact instructions in playing a game or solving a problem, to get to the result the teacher had in mind. Teacher F explained that, as one of the rules of the classroom, she explicitly asks students not to solve the first problem before she does; students must wait for her to solve the first problem and explain every detail, before solving the other physics problems.

4.2.1.3 Student characteristics and abilities

In four of the interviews, the teachers talked about their controlling decisions based on differences of student characteristics and abilities. For example, Teachers B and F distinguished students based on their level of proficiency when grouping them for collective activities, or chose the heads of the groups based on the students' level of success in that subject. The teachers in these examples controllingly separated students based on their level rather than giving them the option to choose their groups.

Learners' differing levels of proficiency were why Teachers D and H emphasized rote learning as a controlling approach. They explained that differences between students' proficiencies and abilities in every classroom made them repeat lessons several times, until they were sure that all the students had learned the lesson. They referred to these differences among students' abilities as an obstacle to their teaching, which made them repeat everything.

Teacher J emphasized that students who study art in high school are not clever enough to learn: they only want a passing grade and that is why she had to be strict and controlling. Here, the teacher's reasons for being controlling did not result from an external factor in the system, but from seeing a problem in students' characteristics, which make her ideals controlling.

4.2.2 The barriers to teachers' autonomy-supportive practice

The second group contains examples in which teachers have autonomy-supportive ideals, but external factors constrain their practice. In this group, teachers described barriers at various levels. The impacts of the macro system, the curriculum, schools, families, students, and teachers themselves were all discussed in the interviews as factors which made teachers practice differently from their autonomy-supportive ideals. In each section below, I talk about what teachers perceive as barriers, then explain how these act as obstacles to student autonomy.

4.2.2.1 Macro system

At the macro system level, Iran's economic collapse, deficiencies in the teacher workforce, new regulations to prevent students from dropping out of school, and a lack of teacher satisfaction and certainty were among the reasons some teachers could not practice students autonomy in the classroom.

Three teachers in the interviews recognized that students' lack of motivation was related to Iran's economic collapse, as learners did not have any hope for their future job prospects and therefore lacked motivation to independently study or put effort into their education. This barrier, an element of the wider system, either stopped pupils from searching for their own internal motivation which would be a

feature of an autonomous student, or made parents disinclined to support their children's motivation in learning:

'After a while I was exhausted; students did not want to engage in physics lessons. Well, because mothers' mindsets also changed. They told me to leave children alone; what did benefit her father and I who are educated?' (Teacher F).

'There are students who asked me: So what? There are lots of unemployed educated people out there; why should we bother? We hear this a lot. Well, families' mindset influence students' motivation here' (Teacher A).

In her interview, Teacher A explained that because of the deficient workforce in the broader system, schools hire teachers to teach in subjects unrelated to their professional expertise. Here, the teachers' ability to guide students through their individual pathways is questionable, as teachers themselves do not have the proper knowledge of the subject.

The new educational regulation recently implemented in Iran (to decrease the number of students who leave school) was another critical issue in the macro system which prevented teachers from supporting student autonomy. This rule obliged teachers to pass every student, under any circumstances, even if the student did not get a passing grade, so that students would not be disappointed and continue their schooling. Two teachers talked about this rule as an issue that does not allow learners to take responsibility for their learning, because they know the teachers have no option but to pass them, even if they never study. 'I do not want to pressure students with marking them, but students must know that there are consequences if they do not take the responsibility for their learning', Teacher K mentioned. Therefore, the other important side of being autonomous, taking the responsibility of one's own learning, is being missed due to this new regulation in the system.

Teachers' lack of satisfaction due to their low salaries was another factor that came up in two interviews. Insufficient salary leaves teachers unmotivated to allocate time to student learning, which is an essential factor in supporting student autonomy, and caring about their teaching methods. Regarding this issue, Teacher J explained:

'Why should I change my teaching method even if there is anything wrong with it when there is no motivation for teachers within this system? They do not pay you based on your potential [...] For two years, I woke up in the morning and asked myself why I tried so hard all those years? To only become a teacher?' (Teacher J).

Teacher F said, now that she does not work as a government employee and works in the private sector, there is always the fear of losing her job if she receives a bad evaluation from the students or

their families: ‘my hand is always under the managers’ axe. If students get low marks, their families would complain about my method and I will get fired’. Even though she had received positive evaluations from the students when she let them discover some physics concepts by themselves, the uncertainty made her stick to the familiar controlling methods, to ensure everyone was happy with her work and guarantee her job.

4.2.2.2 Curriculum

A large amount of content in school textbooks, lack of time, standardized and pre-set examinations, and learning subjects which are irrelevant to students’ fields of study, were factors that made it difficult for teachers to support student autonomy. Teaching a large number of textbooks within a limited time was a critical constraining factor, repeated in eight interviews. Teachers said that they had no choice but to be the only ones who talked in the classroom, given the large amount of content they had to teach every year within a limited time in order to meet the requirements of the curriculum. This issue meant teachers could only transmit knowledge to students without giving them the chance to construct knowledge for themselves as autonomous learners, as is illustrated by the following quotes:

‘In the state high schools, we have a big problem: time! It constrains me a lot. I am always in a rush to only finish teaching the textbook. No one really enjoys learning like this. Not students nor me’ (Teacher K).

‘In the university, they told us to teach physics to students by doing the experiments. But we cannot do it yet because of unequipped labs and lack of time. If I let students do the experiments every session, I would not finish the textbook’ (Teacher E).

Pre-set examinations in a centralized macro system limits teachers’ autonomy to teach as they wanted. For example, Teacher K explained that she wanted to eliminate some parts of the school textbooks that were not important, in her opinion, so that she could reduce the problem of teaching too much content in a limited time, and thus involve students in the learning process. However, because of the final pre-set examination in grade 9 in Iran, she had to teach everything in the textbook because she would not be the one setting the final questions, and the national exams might ask about anything on the course.

The impact of standardized tests and the role of university entrance examinations in Iran (called *konkooor*) on teachers’ controlling or autonomy-supportive methods was notable. Three teachers who taught grade 10, when students choose their fields of interest and start to prepare for *konkooor*, described how the national examination constrains their autonomy to teach as they want. Here, both students and parents expect teachers to give structured instruction, administer lots of tests and transmit the necessary

knowledge to pass the examination. Therefore, students are not willing to construct knowledge or become autonomous:

‘In grades 10, 11 and 12 that students get prepared for the university entrance examination, I never had other experience rather than taking lots of tests. It seems students accept it better’ (Teacher F).

Finally, Teacher H mentioned another curriculum-related issue in grade 10, which prevented students from becoming internally motivated as one might expect in an autonomy-supportive system. As she described, in grade 10, when students choose their fields of interest, they must also pass subjects that are not relevant to their chosen field. For example, Teacher H teaches chemistry to students studying in either mathematics, physics, or science. Students who do not need to become experts in chemistry for their future university field of study avoid learning it. Therefore, students are not motivated to study these subjects as they did not choose them autonomously, and the teacher cannot give them any reason to study them.

4.2.2.3 School management and infrastructure

At the school level, teachers talked about technical barriers, such as a lack of facilities, large class sizes, and unnecessary and time-consuming school events that constrain autonomy-supportive approaches. Teachers also noted the role of school management teams and their lack of support for practicing student autonomy.

Two teachers complained about poorly equipped labs in schools that prevent students from doing experiments and discovering scientific knowledge by themselves. Teacher A said that, due to the lack of space inside the classroom, she could not rearrange the chairs from the traditional setting where everyone faces the teacher who stands in front of the class, to a circular arrangement where everybody can interact. Therefore, a lack of facilities at the school level limited teachers’ autonomy-supportive ideals and practice.

Four teachers brought up the issue of large class sizes as an obstacle to their teaching methods. Two explicitly explained how this means they are unable to get to know every student, hear their voices, or spend enough time with everyone individually to evaluate their work, which is a crucial criteria for teachers being supportive of their students’ autonomy:

‘If I were a traditional teacher who taught 30 years ago and did not want any student to make any noise, it would not matter if 30, 60, or 100 students were in the classroom. But it is different when I want to get to know all my students, listen to them and evaluate them based on their individual differences’ (Teacher C).

The last technical issue that constrained autonomy-supportive approaches, recognized by Teacher D, was the impact of time-consuming and nonessential events that schools held and which interfered with their teaching practice. In Iran, schools either celebrate or hold special events for religious and cultural occasions, taking away from the teachers' teaching time. Considering the limited time that teachers already have to teach a large amount of content, these occasions eat into their classroom time and put teachers under pressure to meet the requirements of the educational system. As a result, teachers become more controlling as they have to transmit everything to the students within a limited time without giving them a chance to explore that knowledge for themselves.

The role of school management teams was another significant barrier, mentioned by six respondents. One common code within the data was managers' expectations of teachers to pass students regardless of performance, to improve school rankings. This removes the chance for students to take responsibility of their learning as they do not have to face the consequences of their decisions, and therefore makes it difficult for teachers to be autonomy-supportive.

Three of those six teachers also talked about managers' controlling ideals as an obstacle to their practice. For example, some managers were only open to controlling approaches that did not disrupt other classes, and did not tolerate any noise from students or activities outside the classroom if the teacher wanted to adapt students' learning environments:

'Sometimes the manager thinks like forty years ago when no one should have made any noise in mathematics lessons. She gets so mad when she hears a little laughing coming from the classroom. This is not even a teacher-centred system. They do not let us practice what we have in our minds' (Teacher C).

4.2.2.4 Students' families' expectations

Family expectation was another limiting factor to teachers' autonomy-supportive ideals and practices. Alongside the issue of families wanting teachers to transmit the knowledge to prepare students for the national university entrance examination, parents had other controlling expectations. Three teachers said that, sometimes, students' parents complained about teachers having 'new' approaches not aligned with the controlling traditional system they experienced in their own learning. They expected teachers to give students structured instruction and tell them exactly what to do to get a good outcome. Some families only cared about their children's grades and pressured teachers to pass students, therefore making it difficult for teachers to change their practices, even if they wanted to.

4.2.2.5 Role of teachers as an obstacle

The external obstacles which made teachers practice differently from their autonomy-supportive ideals did not only exist in the behaviours and decisions of others: teachers themselves were also barriers. A lack of trust among teachers from different generations was one factor which Teacher C found made her unmotivated. She described her colleagues from previous generations as usually not believing in her approach to engaging students: ‘They tell me you are still young. We used to be like you. You would understand when you are our age’. This lack of support from her colleagues was an issue that made her disinclined to continue supporting her students’ autonomy.

Teacher E considered herself not skilled enough to involve students in their learning process. Iran’s teacher training program teaches teachers how to teach in a controlling system where the teacher is the only one who talks in the classroom and students only listen. Therefore, teachers never learn any other approaches even if they would like to:

‘It could have been more practical if in the training program we had investigated the textbooks and learned about different ways of effective teaching rather than sitting in a classroom and listening to the teachers who teach in a traditional way’ (Teacher E).

4.2.2.6 Students and their educational backgrounds

The role of students in maintaining the controlling system was also emphasized in the interviews. Four of the teachers mentioned that students were not used to being autonomous within this system, and they were the ones who wanted to be spoon-fed rather than make their own realities. Sometimes the outcomes and grades were the only thing students looked for. Teacher C explained: ‘this system only makes the student get to use something. Students are not used to being asked for their opinion because teachers always made the decisions and students must have followed’.

Teacher E, who teaches physics, talked about students’ low levels of proficiency, which made it challenging for her to spend more time doing experiments. According to this teacher, students in grade 10 had difficulty solving basic mathematics problems. Therefore, she had to spend a lot of time teaching students these basics every year before going on to physics-related concepts and experimental activities. This problem was an obstacle for teachers in terms of time management and autonomy-supportive approaches, as they would need more time to spend for each individual and help them find realities for themselves.

4.2.3 Teachers' methods of tackling the barriers to autonomy-supportive practice

The third form of relationship between the three aspects of teachers' identities found in the data, was where teachers had autonomy-supportive ideals and were able to tackle the tension between their ideal practice and the broader controlling system. In the interviews, I found three ways in which teachers positively responded to their autonomy-supportive ideals. Firstly, depending on their willingness to challenge controlling approaches, they could choose to take an autonomy-supportive role. In this first solution, teachers' autonomy-supportive behaviour did not require approval from an external factor. The second group of teachers reframed their teaching to a mix of both approaches instead of giving up entirely on controlling strategies. The third solution was where teachers stood firm in their autonomy-supportive ideals, even though external factors made them practice a controlling approach.

4.2.3.1 Teachers' autonomy-supportive treatment of students

Among the examples of teachers being autonomous enough to act differently from the expected controlling approaches, they either let students express themselves or involved them in decision-making about their learning process. In six interviews, teachers talked about occasions when they let students express their personal interests in their own learning. Within these examples, teachers made time to hear students' voices or guided them to make decisions based on their own interests. Therefore, the students received at least some autonomy in their learning. For example, Teacher G, who taught science, explained that students in grade 9 were stressed and pressured to choose their high school field of study. She talked to them about their career options, using her expertise to guide students in selecting their fields of study based on their interests: 'It is not fair to let students drown while making decisions. We take them out when they get wet and cannot breathe anymore. We should help them with their options and explain to them to make informed decisions'.

This individualism within autonomy-supportive approaches which consider everyone's capabilities in learning was discussed in another two interviews in which the teachers talked about learner evaluation. They either gave feedback to every student based on their personal progress without comparing them to others, or evaluated and spent time on every student based on the amount of work they had done personally.

In three interviews, the teachers acknowledged the students' negative feelings about their future careers in Iran, their family issues' impact on their education, or the reasons they disliked studying a subject. Considering and understanding students' negative feelings about their education are important characteristics of autonomy-supportive teachers who value students' needs and concerns:

‘There is a lot to study and students are not interested. It makes them less motivated to learn. I always tell them I understand when they do not like coming to school or when they are more excited when it is a public holiday’ (Teacher K).

Besides letting students express themselves, three teachers talked about giving rational explanations when they could not apply students' feedback or change their controlling approach. An autonomy-supportive teacher considers students to be entitled to know the reasons for what they must do for their learning, especially when those decisions are not aligned with the students' interests. Teacher K said she gave rational explanations to students: ‘Sometimes students had some opinions about their learning process that we could not apply to the classroom. So, I tried to convince them why we could not practice what they suggested’.

Teacher C was the only interviewee who set classroom rules and limitations in collaboration with her students to preserve the structure in the classroom. In this way, the students themselves were the ones who created the rationales for the limits on their learning. They compromised with the teacher to manage the classroom by getting involved in the decision-making as autonomous learners.

There were some examples of practices in which the teachers could simply apply their autonomy-supportive ideals, without specific tension with external factors, engaging pupils in making decisions or constructing knowledge. Teachers G and H explained how they let students choose their own groups in activities and share their responsibilities within the groups. Teacher G allowed students to evaluate their participation in a group activity and mark their work as a sign of self-assessment. Teacher H let students do chemistry experiments in the lab to discover and construct scientific knowledge by themselves, after she gave them instruction. Therefore, in these cases, learners were autonomously engaged in their education by providing them the right to choose and experience.

4.2.3.2 Practicing student autonomy while maintaining control

The second group of teachers who tackled controlling factors to some extent, did not entirely ignore the broader controlling system. Instead, they found a balance within those controlling approaches to give students some degree of autonomy. Teachers found this balance in evaluating students, setting classroom limitations, or providing learners with opportunities to construct knowledge.

In four interviews, teachers stuck to the centralized macro system that only evaluates learners based on their final grades in pre-set examinations, while simultaneously providing students with some level of autonomy. They achieved this while assessed students in classroom exams, which teachers had more freedom to set and reframe. They either included students' interests to some degree, or changed the form of evaluation to follow a somewhat autonomy-supportive approach.

Teachers B and F described how they evaluated students based on their grades, but at the same time provided learners with the option to achieve part of their grades by doing activities they were interested in. Teacher B also motivated students by rewarding them with extra opportunities to increase their grades, which is a controlling motivational strategy, but students also had the chance to compensate for their grades by doing something they were interested in. Similarly, Teacher F assessed all students based on their final grades, but also gave students two extra marks that they could spend on parts they were not interested in, allowing them to spend more time on the parts of the subject they liked. Even though these approaches included controlling motivational strategies, as they encouraged students with grade-based tasks, they gave students some autonomy to work on what they liked.

To balance student autonomy and control in evaluations, Teacher G changed the form of some of the classroom assessments to make them less stressful for students. She still evaluated students based on their grades, but also did group assessments to decrease the pressure on students taking tests and helped them learn with others within the group. This approach did not evaluate every individual based on their progress, as autonomous students may expect, but it made it less pressured and stressful for students taking exams and made the classroom more interactive, with students solving problems collectively.

Two teachers explained that their practices involved students in knowledge construction, but at the same time, they, as teachers, were also involved in the process. Teacher E gave examples of times she did physics experiments herself, while the students watched and analysed the results. Here, even though the students were not the ones doing the experiments, they still discovered knowledge for themselves; this reached some level of balance between autonomy and control.

Similarly, Teacher G, due to a lack of facilities, could not do any physics experiments with the students, but came up with the solution of examining the pictures of experiments in the textbook and constructing the meaning within the students' imagination. With the teacher's help, the students tried to imagine how the experiments might turn out based on the pictures. In this example, the students neither constructed the knowledge themselves nor saw the teacher do it, but they were still involved in finding the results instead of only memorising scientific facts transmitted by the teacher.

Within the group of teachers who balanced student autonomy and control, Teacher F explained that: 'at the beginning of each year [she] sets and prints the rules of the classroom and gives it to students'. Explaining limitations to inform students of the procedures is part of an autonomy-supportive approach, as discussed, however, in this case, Teacher F decided on the limitations herself every year, without considering what the students might need or require. Therefore, the students were not involved in setting the limits, but they were informed about what they were expected to do for that specific subject, giving a balance between controlling and autonomy-supportive approaches.

4.2.3.3 Tackling controlling external factors

Most of the situations in the third group of taxonomy were examples which involved practicing autonomy-supportive behaviour without needing the approval of an external factor, or where teachers combined the two ideals without ignoring the controlling approach entirely. However, there were a few examples among the findings where teachers solved the external factor that made them practice a controlling approach. In three interviews, the teachers explained their solutions to those constraining factors, insisting on their ideals even though the managers were not completely happy with their decisions, or solving them personally without compromising with any external actor.

Teachers E, K, and G all talked about times when they had to convince the school managers to agree to allow student autonomy or provide the requisites for autonomy-supportive practices. For example, Teacher E did not evaluate students based on their grades at all. She eliminated all grade-based tasks from her evaluation methods, even though there was tension between her approach and what the manager expected her to do in an exam-oriented system. She explained to the manager that she would not change her method for the reasons she had in mind and so stuck to her autonomy-supportive ideal.

Similarly, Teacher G wanted to facilitate student learning by playing games outside the classroom or asking students to do group activities and have collective learning that made noise inside the classroom. Again, the school management team complained about her approach, but she decided to stick to her practice and support student autonomy: ‘You do not get one’s support. You either follow the manager’s rules and lose students’ trust or the opposite. I preferred having students’ sides’.

Both Teachers E and G explained that, due to a lack of facilities in the schools, they sometimes bought the necessary resources for students from their personal budgets: ‘The school did not have enough facilities. I bought the electric circuit to do the experiments and show the students how it works and what are the results’ (Teacher E). These teachers solved one of the issues constraining their autonomy-supportive practice through personal solutions, although it might have caused them personal loss.

4.2.4 External factors supporting teachers’ autonomy-supportive ideals and practices

Nearly 92% of the codes concerning teachers’ ways of navigating student autonomy and control fit into the first three groups of the taxonomy, which relate to teachers’ ideals and practices within the designated controlling system. However, a few codes show other situations in which the influential

designated factor was autonomy-supportive. Thus, even though only 8% of the codes are categorized into the last three groups, they represent valuable results worth expanding on and analysing.

The fourth group in the taxonomy contains factors in the system which support teachers' autonomy-supportive ideals and practices. The data shows the significant role of schools at the local level in supporting autonomy-supportive behaviours. This external support was given either by the school management teams or the particular kind of school.

In four of the interviews, managers' autonomy-supportive behaviours or school services and facilities helped teachers practice in an autonomy-supportive way: 'The manager in this school asks for teachers' requests every year. She asked us what resources we expect her to provide for students in the subject we teach' (Teacher A). Furthermore, some managers did not react to the noises students made while doing experiments in the lab or other collective activities inside the classroom. Instead, they supported teachers practicing as they wished without causing any tension, which made it easier to be autonomy-supportive.

Teacher F pointed out that there were supportive therapists in schools, and these services were helpful for teachers to support student autonomy, saying that she: 'could perform better when the therapist gave [her] the right consultation and solution about each student'. She had realistic expectations of every student as the school therapists informed her of each student's personal issues outside school. These services made it more feasible for teachers to be supportive of every individual's needs and autonomy.

The last important external supportive factor was the special kind of state high schools that a few of the participants taught in. Special high schools in Iran require students to take an entrance examination in advance. According to two teachers who had taught in these high schools, they provide teachers with more facilities and time to teach students. They have well equipped labs for learners to do experiments themselves and construct knowledge in science. They give teachers time to provide students with opportunities to talk, meaning the teacher is not the only one who transmits knowledge.

4.2.5 Tension between teachers' controlling ideals and autonomy-supportive external factors

The fifth group in the taxonomy contains examples of teachers resisting external autonomy-supportive factors to preserve their controlling ideals. This tension was shown between teachers' practice and students' feedback to managers. Teachers J and F both described this resistance when they believed students were wrong in their feedback. The way the teachers negotiated with the students'

voices is important here: did they hear the students and compromise with them, or reject their voices because the pupils were assumed incapable of making decisions about their learning?

Teacher J explained that a student-centred system let students interfere in the educational process and question teachers' methods and knowledge. She believed that managers should not let students interfere because pupils were usually wrong in their feedback. Similarly, despite students' requests to change strict instruction, Teacher F was resistant to change any parts of her structured lessons. She did not make changes because she believed weak and lazy students were the ones who complained about her practice. Therefore, students in both examples were assumed to be incapable of making those decisions:

'I teach all the important points within the first problem I solve, but weaker students in their feedback ask me to teach them those points gradually in different questions. But I did not want to change my method. I don't know if it's right or wrong but I prefer students to hear all points at once and then students who are more focused, use them in solving the next problems. They say I solve the easy questions and then give them the difficult ones to solve' (Teacher F).

'This system is so student-centred. It constrains us when students complain about the teachers' methods. I was certain of my knowledge. I graduated from X university. These issues make the teacher exhausted. It is tiring to always fight for the way you know is true' (Teacher J).

4.2.6 Teachers' openness to conflicting autonomy-supportive external factors

The last group of the taxonomy contains examples of times when teachers changed their controlling ideals and practices due to an external factor that was supportive of student autonomy. Two teachers changed part of their controlling ideals and practices after they heard feedback from students or suggestions from school managers.

Teacher B explained that she used to use direct and aggressive language when talking to students. After students complained, she had several meetings with the manager, who advised her to negotiate with the students and ask for their requests and expectations to help her change her approach to one that corresponded with their interests: 'The manager believed everything would be solved through discussion and negotiation'. Because of the manager's interference, Teacher B rebuilt her relationship with her students in a way that the students preferred.

Teacher E also explained that she used to emphasize the memorization of formulas in physics, but after receiving student feedback she tried to refocus her practice to help students understand the

scientific meanings rather than concentrating on memorization: 'I saw their idea was reasonable and afterwards my classroom became more interactive. Sometimes students' opinions and criticisms are so useful'. In both examples, the teachers changed their controlling ideals after hearing student feedback, which led them to take a more autonomy-supportive approach.

5 DISCUSSION

Interviewing ten teachers and analysing their responses, reveals six different ways of navigating the balance between learner autonomy and control. Teachers take different approaches to practicing learner autonomy and control by balancing their perceptions against the external factors that led them to a particular approach. These six methods demonstrate only some of the possibilities for how teachers can balance learner autonomy and control. However, the ‘how’ element of my research question remains unanswered: How do teachers navigate the balance between learner autonomy and control in Iran?

To answer this question, let us remind ourselves of the impact of the macro system on teachers’ perceptions and practices discussed in the literature. When the dominant macro system tends to reproduce controlling values within education, teachers are forced to preserve those controlling values. Three popular myths which Britzman (1986) explains in controlling educational systems make teachers follow the determined values.

Within the system, teachers might take different positions on the controlling criteria that the macro system appreciates. It is expected that teachers and other actors within such a system take these values for granted and follow them verbatim. Qualitative studies reveal this group of teachers to be impacted by the broader cultural system, which gives them a controlling ideal. However, there are also teachers who, to some extent, challenge those beliefs, and studies in the literature refer to this group as more optimistic about practicing autonomy-supportive approaches. Given my positionality in advocating neither approach, I find both groups of teachers with both sets of ideals in my data.

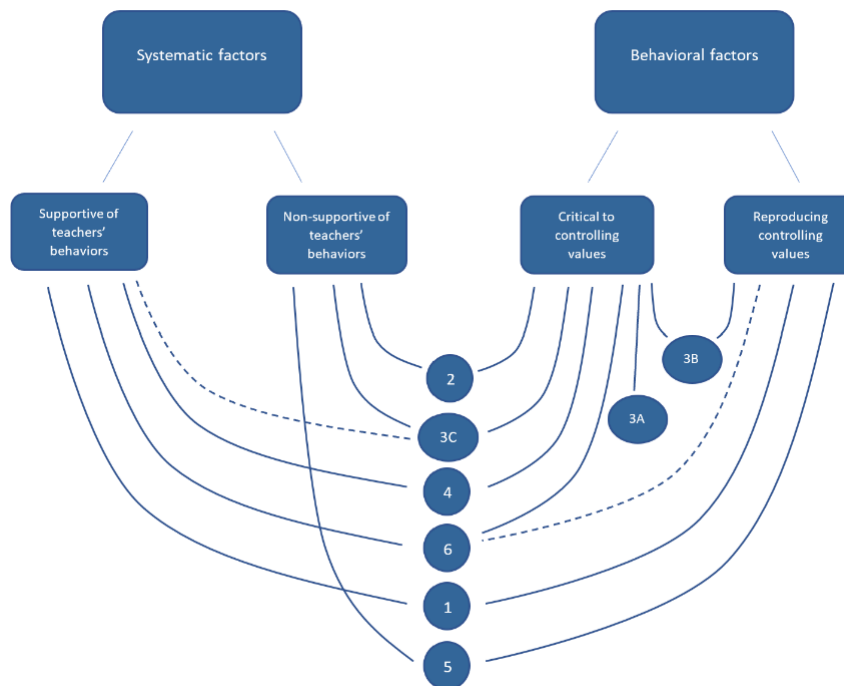
Teachers’ abilities to challenge the current values of the system depend on how critical they are to the pre-set institutional identities and the extent to which institutional factors support new practices (Aronowitz & Giroux, 1985; Britzman, 1986).

In the six categories explained in the findings of how teachers navigate the balance between learner autonomy and control, teachers take various positionalities against their institutional identities and effective institutional factors. Teachers’ various relationships to these systematic and behavioural factors enable me to see how they act when balancing learner autonomy and control (Graph 3).

Based on the graph, some teachers resist those behaviours which do not align with their ideals in practicing learner autonomy and control, some maintain their ideals within the practice, some compromise with the controlling values, and others change their practice or ideals in relation to systematic factors. Within the presented graph, every full line to each group of taxonomy indicates teachers’ institutional identities concerning the values of student autonomy and control, and the

institutional support to their behaviour. The dashed lines refer to the changes in teachers' identities or the institutional support, which I expand on in the following sections.

Graph 3. The balance of the power relations between behavioural and systematic factors within the groups in which teachers navigate student autonomy and control



5.1 TEACHERS' RESISTANCE TO VARIOUS BEHAVIOURS AND SYSTEMATIC FACTORS

Based on the findings, teachers in groups two and five both feel tension in the interaction between their behaviours and the systematic factors impacting their behaviours and ideals. The second group feel this tension as they have autonomy-supportive ideals but realistically, they cannot practice what they have in mind because of systematic barriers at various levels. This group of teachers, as discussed in other qualitative works (Borg & Al-Busaidi, 2012; Borg & Alshumaimeri, 2017; Doğan & Mirici, 2017; Shahsavari, 2014), are more optimistic about the desirability than the feasibility of autonomy-supportive approaches.

Among the systematic barriers, some are universal and commonly discussed in qualitative studies about teachers' perceptions of students autonomy, such as the dense curriculum, lack of time, a centralized and exam-oriented system, subjects irrelevant to students' needs, lack of facilities, large class sizes, and teacher training programmes which are irrelevant to their needs.

It is worth mentioning that alongside these technical barriers to teachers' autonomy-supportive ideals, there are other controlling behaviours in the system that prevent teachers from practicing student autonomy, such as managers' and families' controlling expectations, a lack of trust among teachers, and students not being used to taking responsibility for their learning. Qualitative studies gives issues at the curriculum level (Al Asmari, 2013; Balcikanli, 2010; Borg & Alshumaimeri, 2017; Chan, 2003; Hornstra et al., 2015; Khoboli & O'Toole, 2011; Nasri et al., 2017; Wichayathian & Reinders, 2018), students' mindsets (Al Asmari, 2013; Balcikanli, 2010; Borg & Al-Busaidi, 2012; Deci & Ryan, 1985) and the impact of the cultural macro system on the mindsets of people within the system (Brinkmann, 2015, 2019; Hovhannisyan & Sahlberg, 2010; Khoboli & O'Toole, 2011) that constrains teachers from supporting student autonomy. These systematic factors in my findings, both technical and behavioural, stop teachers from applying their autonomy-supportive ideals and put pressure on their autonomy.

In group two, some technical and systematic issues specific to Iran also stop teachers from being autonomy-supportive in practice. Students lack internal motivation about their education and job prospects due to Iran's economic collapse, teachers have low levels of job satisfaction and certainty that make them either unmotivated or cautious in using autonomy-supportive approaches, there is an educational rule to pass every student every year without allowing them take responsibility for their learning, and there are pressures caused by the university entrance examinations and time-consuming school events which encourage teachers to be the only ones who talk and transmit knowledge in the classroom. All these systematic barriers, which are somewhat specific to Iran, prevent teachers from being autonomy-supportive, either directly or indirectly.

Teachers in group five feel tensions similar to those in group two, with the difference that teachers in group five have controlling ideals and tend to maintain controlling values, while the systematic factors pressure them to change their ideals. Two examples within the findings show participants resistant to student feedback, because they assume students are incapable of making decisions related to their learning. Teachers in both groups two and five are resistant to the external systematic and behavioural factors which pressure them to do things different than they would wish.

5.2 FOLLOWING IDEALS IN PRACTICE WITH THE SUPPORT OF SYSTEMATIC FACTORS

In contrast, teachers in groups one and four of the taxonomy balance learner autonomy and control by pursuing their ideals and applying what they want to do in their practice. Teachers in group one already have controlling ideals, and tend to reproduce controlling behaviour. They do not feel similar tension to those in groups five and two because the broader systematic factors are supportive of their behaviours.

Using reward/punishment strategies to motivate students to study, using punishment to preserve the classroom structure, giving structured instruction, and considering students' different characteristics as a barrier to their teaching, which are all controlling approaches, are revealed in the findings and common in theories on controlling approaches. Within the behaviourist theories, teachers condition and control learners, with predefined specific characteristics, through reward and punishment, to change their behaviours or gain new behaviours (Bobbitt, 1918; Colclough et al., 2005; Hornstra et al., 2015; Jarvis, 1995; Reeve & Jang, 2006; Skinner, 1968). Teachers in group one do not recognize any tension, but hold these controlling ideals because they believe they are essential to their teaching and necessary to student learning.

Teachers in group four also do not experience any behaviours which conflict with their ideals because, similar to group one, the systematic factors support their personal behaviours and methods. However, in this group, both the teachers and the systematic factors hold autonomy-supportive values. Given Iran's dominant controlling educational system, teachers in this group recognize and emphasize the support of external systematic factors in breaking the controlling cycle. The role of the school, at the local level, is influential on how teachers apply learner autonomy in the classroom. The school management team can provide teachers with technical services and supportive behaviours which help them to practice as they wish. Managers who are open to the noisy autonomy-supportive classrooms which results from interactive learning (Hornstra et al., 2015; Reeve, 2009) do not constrain teachers from keeping their autonomy-supportive ideals.

Specific to Iran, special kinds of high schools solve two important technical problems that prevent teachers from encouraging student autonomy: time and facilities. As discussed in other qualitative studies, teachers recognize a lack of facilities as an obstacle to providing students with enough resources to learn independently (Al Asmari, 2013; Nasri et al., 2017). Reeve et al. (1999) name time as an important factor that enables teachers to give students the chance to study independently. The lack of facilities and time recognized by the interviewees are addressed in special high schools in Iran, giving teachers in group four the opportunity to be autonomy-supportive.

In both the first and fourth groups of the taxonomy, teachers solve the primary tension between their behaviours and institutional support, with the difference that teachers in group four recognize the role of institutional support as an unexpected factor. In contrast, teachers in group one normalize the controlling approaches without mentioning the role of a supportive wider controlling approach in the system.

5.3 COMPROMISING PERSONAL AND WIDER VALUES

In the third group, three different kinds of solutions are presented which teachers use to tackle the controlling values in the system. In the first two solutions, teachers compromise with external controlling factors without putting their personal behaviours entirely aside. The first solution, by group 3A, involves teachers behaving in ways critical of controlling values, letting students express their interests, giving them choices in some elements of their learning, acknowledging their negative feelings, giving them rational explanations, and recognizing the value of individuals either in evaluation or by sharing responsibilities within groups.

These behaviours are all universal, and are discussed in other qualitative studies in which teachers talk about value-based approaches to supporting student autonomy (Al Asmari, 2013; Borg & Alshumaimeri, 2017; Shahsavari, 2014; Wichayathian & Reinders, 2018), based on what general theories explain and define. In qualitative studies, those teachers who are positive about their students' degree of autonomy in the classroom name practices which support learner autonomy. These strategies, as Dewey (1961) explains, take every individual capacity into account and consider learners capable of making choices and deserving of being informed about their learning process.

These value-based behaviours do not need to be aligned with the systematic factors (see Graph 3) because they depend on teacher autonomy and how they want to treat students, which releases teachers from the tensions experienced by those in other categories in relation to systematic and institutional factors. Here, teachers give some degree of autonomy to students in some parts of their methods which only require autonomy-supportive behaviour.

The second solution, 3B, strike a balance between the two approaches, and as Britzman (1986) explains, teachers work with 'what is possible rather than merely accepting what is probable'. They give students some degree of autonomy while maintaining the general controlling method. Evaluating students on grade-based tasks but changing the form of assessment to include students' interests is an example of how teachers involve students in their learning process without crossing the line of the controlling system. The findings show that teachers both let students construct knowledge and bolster their roles as teachers transmitting knowledge. Finally, the way teachers set limitations and inform students of their expectations and instructions, shows that teachers value students' right to know about their learning process, but also exclude them by instituting restrictions.

Group 3B show a mix of universal controlling and autonomy-supportive approaches, and a distinction is made in the literature about activity-based methods. In qualitative studies, some teachers name activities, similar to my findings, such as students giving presentations, which can be practiced in either a controlling or autonomy-supportive way. As Little (1991) explains, 'autonomy is not a teaching

method' (p.4). How teachers perceive these values impacts how they practice. Based on my findings, even though teachers allow some activities such as experiments and student creating knowledge, they never give full autonomy to students and remain involved in decision-making and constructing knowledge.

Since the teachers in group 3B do not question the wider controlling values and only act within the accepted controlling approach, the systematic factors do not constrain their behaviours or practices, as shown in Graph 3. Teachers maintain the controlling criteria and only change the details to make them more balanced.

The teachers in both these groups do not resist the external systematic factors, nor do they entirely maintain their ideals. Instead, they find a balance which decreases the influence of the systematic factors and increases the degree of autonomy they have as teachers to practice their ideals.

5.4 CHANGING ASPECTS OF IDENTITY

As the last way of navigating the balance of learner autonomy and control, some teachers show the interesting factor of change. Groups 3C and 6 break the controlling cycle of the system by changing either their ideals or practices. In group 3C, teachers tackle the systematic constraining factors by standing by their behaviours. Here, teachers make managers work with their ideals, or pay for facilities personally to engage students in the learning process, rather than giving in to systematic barriers. These teachers make the systematic factors adapt to their ideals and behaviours.

Like group 3C, the teachers in group 6 also change aspects of their identities. However, instead of changing the systematic factors, these teachers change their behaviours to work with pressing systematic factors. Manager advice and student feedback encourage teachers to change their controlling ideals and practices, helping them overcome the systematic barriers to their ideals, without tolerating or resisting them.

As presented in the findings, every teacher, to some degree, uses methods which fall into these categories, showing how dynamically teachers navigate the balance of learner autonomy and control. Teachers construct various relationships to learner autonomy and control by shaping the three aspects of their identities. The extent to which they look critically at the dominant values or reproduce them, and the extent to which systematic and institutional factors support their behaviours make teachers act differently. The complex nature of human beings shows how teachers work within the power relations imposed upon them. Some are conscious of and keen to change what is possible, while others are more receptive to the current situation and its controlling values.

6 CONCLUSION: CONTRIBUTION, LIMITATIONS AND FUTURE STUDIES

Researchers in qualitative studies have undertaken valuable investigations of teachers' perceptions about learner autonomy and control and how they impact their practice. However, there have not been enough studies of how teachers navigate the balance of student autonomy and control. In this research, I have explored the ways teachers make this balance, considering how they see and define it in relation to the three aspects of their identities, the ideal, actual and ought selves.

I have used qualitative methods, and interview Tehrani high school teachers to find out their personal views and strategies, and the impact of external factors on their balance-making of student autonomy and control. I first hypothesized that the effect of the macro controlling educational system limits teachers' choices and autonomy. By searching for teachers' ought selves within the controlling macro system only, I looked for diversity of teachers' ideal and actual selves, and the possible relationships among their three selves in terms of how they navigate the balance between learner autonomy and control in the broader controlling context.

The three primary categories refer to: teachers who hold and practice controlling approaches aligned with the external controlling expectations of the educational system; those who have autonomy-supportive ideals but in practice cannot do as they wish because of the constraints of the controlling macro system; and those who practice autonomy-supportive ideals by tackling the external barriers in the wider system.

Even though most of the findings fall into these three predicted groups, I add three further groups to the taxonomy as I find diversity within teachers' ought selves. The macro educational system in Iran is controlling, but that is not the only factor determining how teachers practice student autonomy and control. The role of schools at the local level is an influential external factor that leads to three other groups in the qualitative framework I present.

The fourth group is those teachers who hold and practice autonomy-supportive ideals because the schools' management teams support them. The fifth group is those teachers who have controlling ideals but in practice cannot entirely do what they want because the external factors are more supportive of student autonomy. Finally, the last group are teachers who change their controlling ideals due to autonomy-supportive external factors, to practice in a way which is aligned with learners' needs and requests.

By presenting this qualitative framework of the relationships among teachers' three selves, I find six ways in which Iranian teachers balance learner autonomy and control. Within these six groups teachers take various positionalities to balance learner autonomy and control by holding various relationships with others. Teachers' interactions with institutional and behavioural factors, alongside their own behavioural approaches with students, led them to maintain their ideals, resist the tensions that go against their ideals, compromise their designated selves, or change some aspects of their identities to balance learner autonomy and control. In other words, teachers navigate the balance between learner autonomy and control dynamically by balancing the power imposed on them by institutional and behavioural factors or the power relationships they construct with their students.

The sample of this thesis reveals some important features, both specific to Iran and common in other educational systems. It shows various institutional and behavioural factors at micro, meso and macro levels which influence teachers' ways of balancing learner autonomy and control. These elements are applied either through the regulations and traditions in the curriculum and educational system, or from people's mindsets reproduced within the wider macro system.

However, the sample is neither representative of Iran as a whole nor Tehran's educational system, due to its restricted features. A larger sample would enable me to generalize my results to the wider context, investigate each category in the taxonomy more deeply and reveal more factors influencing teachers' relationship to learner autonomy and control. The qualitative framework presented in this dissertation is neither fixed nor representative of all possible ways to balance learner autonomy and control. With a larger sample, there is the possibility of finding other categories in the taxonomy. I did not expect to find the last three groups before interviewing the teachers, so it would not be surprising if, in a larger sample or a different context, researchers find different relationships among teachers' three selves.

Specific to my sample, although limited, I find features of grades 9 and 10 and of state high schools in Iran that impact teachers' practice when balancing learner autonomy and control. As I expected, the participants recognized the role of the university entrance examination on learner autonomy in grade 10, and the pressure on students choosing their high school fields of study in grade 9, highlighting the role of teachers in guiding the decision-making process. The issues of lack of time, facility, and large class sizes are other important obstacles to teacher practice which are specific to state and not private high schools in Iran.

However, having variation in the subjects taught by my respondents did not allow me to dig deeply into each or investigate teachers' relationships to student autonomy and control specific to each subject. Furthermore, I could not extract relevant findings about the variation in Tehran's districts from the data. Although asking indirect questions in the interviews helped me gather rich and significant data about

the teachers' views of learner autonomy and control, it did not reveal the features of the districts of Tehran that influenced teacher practice. Therefore, it may be more helpful to frame the interview questions in a way which emphasizes the features of the sample.

My choice of method also impacted the findings. Even though I explicitly focused on teachers' self-reflection in my research, I could not claim to have gathered reliable data on their actual selves or classroom practice because I relied solely on what they said. Some researchers might decide to take a multimethodological approach and combine interviews with classroom observations to ensure the reliability of the data. However, given the time limit and pandemic restrictions, I could not undertake observation in my research.

In addition to methodological restrictions, which could be tackled by future studies by choosing a larger or more specific sample, it is worth specifying the factors shaping each of the three aspects of teachers' identities. It would have given me a better understanding of teachers' navigation of learner autonomy and control if I could have recognized some of the reasons why teachers do what they do. I could have developed a more holistic and detailed classification of how teachers balance learner autonomy and control based on the influential factors impacting their identities.

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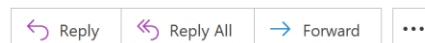
APPENDICES

APPENDIX A: UNIVERSITY CUREC APPROVAL FOR RESEARCH²

CUREC approval for ED-CIA-21-151



Pinar Kolancali
To: Nika Nazari
Cc: Leon Feinstein; Student CUREC



Tue 4/6/2021 4:22 PM

You responded on Monday, August 16, 2021 6:25 PM.
If there are problems with how this message is displayed, click here to view it in a web browser.

Dear Nika,

'The relationship between teachers' personal experience of right of choice with their teaching methods'

The above application has been considered on behalf of the Departmental Research Ethics Committee (DREC) in accordance with the procedures laid down by the University for ethical approval of all research involving human participants.

I am pleased to inform you that the proposed research has been judged as meeting appropriate ethical standards, and approval has been granted **based on the following condition:**

The student will revise and monitor the technologies used during research and data collection (e.g., WhatsApp) drawing on the guidelines of the University. Please refer to the information provided in the following links: (1) <https://researchsupport.admin.ox.ac.uk/covid-19/data#collapse2299911> (2) <https://infosec.web.ox.ac.uk/article/guidelines-for-using-zoom> (3) <https://www.it.ox.ac.uk/work-remotely>

Please also continue to follow all current guidance issued by CUREC during the pandemic, notably COVID-19: CUREC guidance on research involving human participants, <https://researchsupport.admin.ox.ac.uk/governance/ethics/coronavirus>

If relevant, please also check the CUREC website for their best practice research guides, <https://researchsupport.admin.ox.ac.uk/governance/ethics/resources/bpg>

Stay safe,

Yours sincerely,

Pinar

Pinar Kolancali
Researcher in Child Development and Learning
Departmental Research Ethics Committee Member
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² In the appendices I include documents both in English and Persian used in my research to inform and recruit participants and collect data. I applied all the ethical considerations that the CUREC committee required in order to protect both myself and my participants. Here, I attach the CUREC approval forms for the dissertation. However, as the study progressed, some details of my focus changed. These minor changes were agreed with my supervisor in advance, and did not change the ethics of the study. Refocusing the study from student autonomy to both autonomy and control, considering the three aspects of teacher identity, narrowing the sample and splitting the interview into two rounds, were the changes applied. The black highlights are to anonymised the text and will be removed after the examination process.

APPENDIX B: INVITATION LETTER TO ASK FOR NGOs' COLLABORATION IN ENGLISH

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Nika Nazari
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‘The relationship between teachers’ personal experience of right of choice with their teaching methods’

Ethics Approval Reference: ED-CIA-21-151

Dear XXX,

I am writing to you to ask for your permission to publish an invitation letter through your accounts (or XXX NGO’s account when I sent this letter to the manager of this NGO) on social media (Telegram, WhatsApp, and/or Instagram). I am studying Masters in Education at the University of Oxford in the United Kingdom under my research supervisor, Professor Leon Feinstein. In my research study, “The relationship between teachers’ personal experience of the right of choice with their teaching methods,” I aim to understand whether teachers’ personal experience and opinion of the right of choice would impact their teaching methods in the classroom to practice students' right of choice. It also investigates the system's possible obstacles from teachers’ perspective that prevent them from giving students the right of choice.

For this purpose, I will use semi-structured online interviews to gather oral histories from up to 20 Iranian teachers teaching high school students from either Capital city, the centre of provinces, or rural areas in Iran. Diversity in this project is an advantage for including different teachers' experiences. Therefore, there are no limitations in the school ownership (private/state), teachers’ gender, or the grade and subject that teachers are expert in. Each interview would take a maximum of one hour and if participants could not have a video call or a voice call, I will interview them via WhatsApp by sending voice messages to them. I will only use this data for my dissertation, and I will not disseminate or represent them to any other institutions in the future.

The University of Oxford has strict ethical procedures that must be followed by all researchers associated with their name. They take data protection, privacy, confidentiality, and ethical standards very seriously, and my research proposal has therefore already been ethically approved through their Central University Research Ethics Committee. If you agree to publish the invitation letter through your (and/or XXX NGO’s) accounts on social media, I will send it to you. Teachers who were interested in participation will contact me via a non-personal mobile phone number on WhatsApp, and they will be given information about the study’s design and progression and how they can be involved. They will

need to give electronic or oral consent, which details all information of theirs that may be used, and it is made clear that they may choose to remove themselves from the study at any point. As the researcher, I make myself available to answer any questions or respond to any concerns that any of the participants may have.

The NGO's staff and the teachers who collaborate with this study will be wholly anonymized. The data collected for the study will be kept strictly confidential, available only to my supervisor and myself, and not used beyond each participants' wills as indicated on their consent form. All personal recordings will be destroyed at the end of the research period and kept in password-protected folders until then.

If you would like your NGO to collaborate with this study or would like more information, please do not hesitate to contact me by replying to this message. Once you agreed to cooperate with this project, I will send you a document to obtain your approval.

Thank you so much for your time and attention. I look forward to hearing from you at your soonest convenience.

Your sincerely,

Nika Nazari

APPENDIX C: INVITATION LETTER TO ASK FOR NGOs' COLLABORATION IN PERSIAN



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"درک معلمان از نقش و مسئولیت دانش‌آموزان در یادگیری"

کد تأییدیه اخلاقی دانشگاه آکسفورد برای این پژوهش: ED-CIA-21-151

XXX عزیز،

این نامه رو به منظور درخواست همکاری با (این سازمان مردم نهاد) مینویسم. من دانشجوی مقطع کارشناسی ارشد زیر نظر استاد راهنما، پروفیسور لئون فاینستین، مشغول به تحصیل هستم. در این پروژه بر تأثیر برداشت شخصی معلمان از حق انتخاب دانش‌آموزان بر روش تدریس‌شان تمرکز میکنم. همچنین عوامل خارجی که بر متود آموزشی‌شان تأثیر میگذارد را از نقطه نظر معلمان بررسی میکنم. این نه یک پروژه انفرادی است که من به تنهایی انجام دهم؛ بلکه با کمک تک تک معلمان و باورهایشان شکل می‌گیرد.

بدین منظور قصد دارم با شماری از معلمان زن که در مقطع دبیرستان در تهران، مراکز استان‌ها و یا مناطق روستایی تدریس میکنند یک مصاحبه شبه ساختاری به صورت آنلاین ترتیب دهم. محدودیتی در نوع مدرسه (دولتی/ غیر انتفاعی)، درس تخصصی معلمان، جنسیت ایشان و یا پایه تدریس‌شان وجود ندارد. داده‌های جمع‌آوری شده برای این تحقیق فقط به منظور نوشتن پایان‌نامه این محقق استفاده خواهد شد و نتایج آن در آینده در جایی منتشر یا ارائه نخواهد شد.

مصاحبه‌ها حداکثر یک ساعت به طول می‌انجامد. شرکت کنندگان این حق را دارند برای انجام مصاحبه بین تماس صوتی یا تصویری انتخاب کنند. چنانچه شرکت‌کننده‌ای امکان برقراری تماس صوتی یا تصویری را نداشت، محقق از طریق ارسال پیام صوتی سوالات خود را مطرح می‌کند و شرکت‌کننده می‌تواند با نوشتن یا ضبط پیام صوتی، پاسخ خود را ارسال کند.

دانشگاه آکسفورد روند اخلاقی سختگیرانه‌ای برای انجام تحقیقات در نظر گرفته که پژوهشگران باید اجرا کنند. این پژوهش کد تأییدیه اخلاقی دانشگاه آکسفورد را دریافت نموده و از تمامی داده‌های شرکت‌کنندگان در طول تحقیق محافظت میکند.

چنانچه مایل به همکاری هستید، متن دعوت‌نامه معلمان را برایتان ارسال خواهم کرد. معلمان با شماره تلفنی که در اختیارشان قرار داده میشود میتوانند با پژوهشگر تماس گرفته و اطلاعات کامل تحقیق در اختیارشان قرار بگیرد. چنانچه سوالی درباره روند تحقیق داشتند، به عنوان محقق پروژه پاسخگو خواهم بود و پس از آن معلمان میتوانند رضایت خود رو چه به صورت کتبی و چه شفاهی اعلام دارند. قابل ذکر است که شرکت کنندگان این حق را دارند هر زمانی از مشارکت در این پژوهش خودداری کنند. در آن صورت تمامی داده‌های ایشان به سرعت نابود خواهد شد.

تمامی افراد (این سازمان مردم نهاد) که اقدام به همکاری کنند، ناشناس خواهند بود. تمامی داده‌ها محرمانه خواهد بود و به جز پژوهشگر و استاد راهنمای او کس دیگری به داده‌ها دسترسی نخواهد داشت. اطلاعات شرکت‌کنندگان جز از برای اهداف این تحقیق استفاده دیگری نخواهد شد.

خواهشمندم در صورت داشتن هر سوالی به پژوهشگر این تحقیق پیام خود را ارسال فرمایید. چنانچه موافقت خود را برای همکاری با این پژوهش اعلام کردید، فرمی جهت اعلام رضایتتان برای شما ارسال خواهد شد.

از وقت و توجه تان بسیار سپاسگزارم. مشتاقانه منتظر رسیدن پیغام شما هستم. با احترام فراوان، نیکا نظری

APPENDIX D: CONSENT FORM FOR NGOs' COOPERATION IN ENGLISH

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nika.nazari@st-annes.ox.ac.uk

‘The relationship between teachers’ personal experience of right of choice with their teaching methods’

Ethics Approval Reference: ED-CIA-21-151

Approval for publishing the invitation letter of the research study entitled “The relationship between teachers’ personal experience of right of choice with their teaching methods” through XXX NGO’s and/or its staff accounts on social media (Telegram, WhatsApp, and/or Instagram).

I, _____, give my full approval to publish the invitation letter of participants’ recruitment in the aforementioned study conducted by Ms Nika Nazari from the University of Oxford through social media (Telegram, WhatsApp, and/or Instagram).

Signed: _____ on _____ (date).

APPENDIX E: CONSENT FORM FOR NGOs' COOPERATION IN PERSIAN



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"درک معلمان از نقش و مسئولیت دانش‌آموزان در یادگیری"

فرم رضایت نامه سازمان های مردم نهاد

کد تائیدیه اخلاقی دانشگاه آکسفورد برای این پژوهش: ED-CIA-21-151

اینجانب،.....، رضایت کامل خود را جهت انتشار دعوتنامه‌ی تحقیق ذکر شده، در حال اجرا توسط خانم نیکا نظری از دانشگاه آکسفورد، بر روی کاربرهای مجازی این سازمان مردم نهاد اعلام میدارم.

امضا و تاریخ:

APPENDIX F: INVITATION LETTER TO RECRUIT PARTICIPANTS IN ENGLISH

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‘The relationship between teachers’ personal experience of right of choice with their teaching methods’

Ethics Approval Reference: ED-CIA-21-151

Dear teachers,

I am writing to invite you to participate in a research project this academic year. I am a Master's research student at the University of Oxford, supervised by Professor Leon Feinstein and funded by the researcher as part of her Master's requirements. In my research study, I will explore the extent to which teachers’ personal experiences in their personal lives have impacts on their teaching methods in the classroom.

For this purpose, I will use semi-structured online interviews to gather oral histories from up to 20 Iranian teachers who teach high school students from either Capital city, the centre of provinces, or rural areas in Iran. Diversity in this project is an advantage for including different teachers' experiences. Therefore, there are no limitations in the school ownership (private/state), teachers’ gender, or the grade and subject that teachers are expert in. Each interview will take a maximum of 1 hour. I would audio-record teachers with their consent during the interviews, and I would take notes from general themes of discussion.

Oxford University has strict ethical procedures on conducting ethical research with teachers and students, consistent with current British Educational Research Association guidelines. Before beginning the research, I would inform participants about the aim and process of the study, and I would offer the teachers the opportunity to refuse to participate. Throughout the research, teachers will be able to refuse to participate at any time.

All participants would be made anonymous in all research reports. The data collected would be kept strictly confidential, available only to my supervisor and myself, and not used other than specified without the further consent of all involved being obtained. All personal recordings would be destroyed at the end of the research period and kept in locked conditions until then.

If you would like to take part in the study and need more information about what is involved, please contact [this number] via WhatsApp, and I will provide you with further details.

Thank you so much for your time and attention. I look forward to hearing from you.

Yours Sincerely,

Nika Nazari

APPENDIX G: INVITATION LETTER TO RECRUIT PARTICIPANTS IN PERSIAN



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"درک معلمان از نقش و مسئولیت دانش‌آموزان در یادگیری"

دعوتنامه معلمان

کد تأییدیه اخلاقی دانشگاه آکسفورد برای این پژوهش: ED-CIA-21-151

معلمان محترم شهر تهران،

من دانشجوی مقطع کارشناسی ارشد زیر نظر استاد راهنما، پروفیسور لئون فاینستین، مشغول به تحصیل هستم. در این پروژه بر تاثیر برداشت شخصی معلمان از حق انتخاب دانش‌آموزان بر روش تدریس‌شان تمرکز میکنم. این نه یک پروژه انفرادی است که من به تنهایی انجام دهم؛ بلکه با کمک تک تک معلمان و باورهایشان شکل می‌گیرد.

بدین منظور قصد دارم با شماری از معلمان زن که در مقطع دبیرستان در تهران، مراکز استان‌ها و یا مناطق روستایی تدریس میکنند یک مصاحبه شبه ساختاری به صورت آنلاین ترتیب دهم. محدودیتی در نوع مدرسه (دولتی/ غیر انتفاعی)، درس تخصصی معلمان، جنسیت ایشان و یا پایه تدریس‌شان وجود ندارد. هر مصاحبه حداکثر یک ساعت به طول می‌انجامد و با رضایت معلمان صدای ایشان در طول مصاحبه ضبط خواهد شد. در طول مصاحبه همچنین از گفته‌های معلمان یادداشت برداشته میشود.

دانشگاه آکسفورد رویه اخلاقی سختگیرانه‌ای برای انجام پژوهش‌هایی که با مشارکت معلمان و دانش‌آموزان انجام می‌گیرد در نظر گرفته است. قبل از شروع تحقیق، اطلاعات لازم در اختیار معلمان قرار داده میشود و معلمان این حق را دارند که بعد از اطلاع کامل از روند کار، از شرکت و همکاری در این پژوهش خودداری کنند.

تمامی شرکتکنندگان در تمامی گزارشهای این تحقیق ناشناس خواهند بود و تنها پژوهشگر و استاد راهنمای او به داده‌ها دسترسی خواهند داشت. داده‌های جمع‌آوری شده کاملاً محرمانه خواهد بود و نتایج تحقیق در آینده در جایی منتشر یا ارائه نخواهد شد. تمامی داده‌های شخصی معلمان در پایان تحقیق نابود شده و تا آن زمان در پوشه و کامپیوتر امنی محافظت میشوند.

چنانچه تمایل دارید در این پروژه شرکت کنید برای دریافت اطلاعات کامل از جزئیات پروژه لطفاً به این شماره (xxx) در واتس‌آپ پیغام دهید.

از وقت و توجه تان بسیار سپاسگزارم. مشتاقانه منتظر رسیدن پیغام شما هستم.

با احترام فراوان،

نیکا نظری

APPENDIX H: TEACHERS INFORMATION SHEET IN ENGLISH

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‘The relationship between teachers’ personal experience of right of choice with their teaching methods’

PARTICIPANT INFORMATION SHEET

Central University Research Ethics Committee (CUREC) Approval Reference: ED-CIA-21-151

1. *Why is this research being conducted?*

By giving and practicing the right of choice in different aspects of educational systems, students will achieve better learning outcomes, and as a result, the education quality and its results would get improved. Among all influential factors in education to practice students’ right of choice, teachers’ role is significant.

This study explores how teachers’ personal experience and opinion of the right of choice would impact their teaching methods to practice students’ right of choice in the classroom. It also investigates the system’s possible obstacles from teachers’ point of view that prevent them from giving students the right of choice.

For this purpose, I will use semi-structured online interviews to gather oral histories from up to 20 Iranian teachers who are teaching high school students. Each interview would take up to 1 hour, and I will contact participants to take their approval before using their quotes and input in the presentation of the dissertation. I will only use this data for my dissertation, and I will not disseminate or represent them to any other institutions in the future.

2. *Why have I been invited to take part?*

You have been invited because you are a teacher who is teaching in one of the high schools in Capital city, the centre of provinces, or rural areas in Iran. Diversity in this project is an advantage for including different teachers’ experiences. Therefore, there are no limitations in the school ownership, or teachers’ gender.

3. *Do I have to take part?*

No. You can ask questions about the research before deciding whether or not to take part. If you do agree to take part, you may withdraw yourself from the study, without giving a reason, by advising me of this decision. The deadline by which you can withdraw any information you have contributed to the

research is 31/07/2021. If you decided to withdraw through the study, your data will be destroyed immediately.

4. *What will happen to me if I take part in the research?*

This research would invite participants to attend one semi-structured online interview. The interview should take a maximum of one hour, taking place on Microsoft Teams. If participants had difficulty to work with Microsoft Teams, I would WhatsApp call them. If participants could not have a video call, I will voice call them or interview them by sending voice messages to them on WhatsApp, and participants can answer back by sending voice messages to me on WhatsApp.

You will be asked questions about your personal experience, feeling, and opinion of the right of choice in your life, and then as a teacher, you will be asked about the extent to which you can include students' right of choice in your teaching methods in the classroom. I would also ask you about your experiences and opinions of the existing obstacles to practice the students' right of choice in Iran's educational system.

At the start of the interview, I will talk you through the study procedures and give you the chance to ask any questions. If you are still happy to participate, I will ask you to sign a consent form digitally and send it to me via WhatsApp. If you had any difficulties for giving electronic consent, I will provide you with the option of giving oral consent; at the beginning of the interview, I will read you the informed consent form loudly and record your oral consent by a PIN-protected audio recorder. You can also request to pause or stop the interview at any time.

I would like to audio record you with your consent to have an accurate description of your thoughts to write the research.

5. *Are there any potential risks in taking part?*

The following risks are involved in taking part in the research: Participants might not feel comfortable to speak freely given that they will be asked about their personal experience and opinion; there might be distress of revealing their personal information and breach of confidentiality.

To reduce any potential risks, participants will be interviewed on a safe platform (Microsoft Teams or WhatsApp), and I assure participants that they will be anonymous, and I will use pseudonyms against their names in the research. I will not use any personal information in my dissertation that might reveal participants' identities. To assure participants of confidentiality, I will ask for their approval before using their quotations in the dissertation. Participants will be given a list of their quotation that the researcher would use in writing her dissertation, and they will be asked to inform the researcher in a period of two weeks if they are unhappy with using their quotes and input in the presentation of the dissertation.

Furthermore, I am aware that teachers have heavy workloads, so interviews will only take up to one hour.

Moreover, It is difficult to predict the direction that any semi-structured interview may take, and teachers should feel comfortable to either continue speaking or cut short conversations about a particular topic.

6. *Are there any benefits in taking part?*

There will be no direct or personal benefit to you from taking part in this research.

7. *What happens to the data provided?*

The information you provide during the study is the **research data**. Any research data from which you can be identified (your name, date of birth, the city you are teaching in, personal contact details, WhatsApp text and/or voice messages, WhatsApp and/or Microsoft Teams accounts, audio recording, your personal experience and information in your private life that might reveal your identity, and the list of participants' pseudonyms against their names) is known as **personal data**.

Personal / sensitive data will be stored on a password-protected folder on a password-protected computer in Oxford, United Kingdom, until the study is completed. Once the study is completed (approx. Aug 2021), any personal data will be destroyed.

Other research data (including consent forms or audios, anonymized transcripts of audio recordings, and anonymized field notes) will be stored for at least five years after the publication of the work.

The researcher and her supervisor will have access to the research data. Responsible members of the University of Oxford may be given access to data for monitoring and/or audit of the research.

I would like your permission to use direct quotes anonymously in any research outputs.

8. *Will the research be published?*

The research may be published in an online student thesis publication website.

The University of Oxford is committed to the dissemination of its research for the benefit of society and the economy and, in support of this commitment, has established an online archive of research materials. This archive includes digital copies of student theses successfully submitted as part of a University of Oxford postgraduate degree programme. Holding the archive online gives easy access for researchers to the full text of freely available theses, thereby increasing the likely impact and use of that research.

The research will be written up as a student's thesis.

[for Master students] On successful submission of the thesis, it may be deposited both in print and online in the University archives to facilitate its use in future research. If so, the thesis will be openly accessible.

9. *[Where the research is externally funded]: Who is funding the research?*

The research is funded by the researcher as part of her Masters requirements

10. *Who has reviewed this study?*

This study has been reviewed by, and received ethics clearance through, the University of Oxford Central University Research Ethics Committee (Reference number: ED-CIA-21-151).

11. *Who do I contact if I have a concern about the study or I wish to complain?*

a) For studies reviewed by a University research ethics committee only:

If you have a concern about any aspect of this study, please do not hesitate to contact the researcher, who will happily also put you in contact with her research supervisor if needed.

Nika Nazari

Email: nika.nazari@st-annes.ox.ac.uk

The research is supervised by Professor Leon Feinstein, who can be contacted by email:

leon.feinstein@education.ox.ac.uk

and we will do our best to answer your query. We will acknowledge your concern within 10 working days and give you an indication of how it will be dealt with. If you remain unhappy or wish to make a formal complaint, please contact the Chair of the Research Ethics Committee at the University of Oxford who will seek to resolve the matter as soon as possible:

[only for applications reviewed by the SSH IDREC] Chair, **Social Sciences & Humanities Inter-Divisional Research Ethics Committee**; Email: ethics@socsci.ox.ac.uk; Address: Research Services, University of Oxford, Wellington Square, Oxford OX1 2JD

12. Data Protection

The University of Oxford is the data controller with respect to your personal data, and as such will determine how your personal data is used in the study.

The University will process your personal data for the purpose of the research outlined above. Research is a task that is performed in the public interest.

Further information about your rights with respect to your personal data is available from <http://www.admin.ox.ac.uk/councilsec/compliance/gdpr/individualrights/>.

13. Further Information and Contact Details

If you would like to discuss the research with someone beforehand (or if you have questions afterwards), please contact:

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APPENDIX I: TEACHERS INFORMATION SHEET IN PERSIAN



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"درک معلمان از نقش و مسئولیت دانش‌آموزان در یادگیری"

فرم اطلاعات پژوهش

کد تائیدیه اخلاقی دانشگاه آکسفورد برای این پژوهش: ED-CIA-21-151

1. هدف این پژوهش چیست؟

باور داریم که هویت شغلی همه ما در باورها، تجربه‌ها و تصمیمات امروزه‌مان تأثیر می‌گذارد. در این پژوهش درک معلمان از نقش و مسئولیت دانش‌آموزان در یادگیری را با توجه به هویت شغلی ایشان بررسی می‌کنیم. این نه یک پروژه انفرادی است که من به تنهایی انجام دهم؛ بلکه با کمک تک تک معلمان و باورهایشان شکل می‌گیرد. از این رو هیچ جواب درست یا غلطی در این پژوهش وجود ندارد. بدین منظور قصد داریم با شماری از معلمان زن که در پایه نهم یا دهم مدارس متوسطه دولتی، در شهر تهران تدریس می‌کنند، یک مصاحبه شبه ساختاری به صورت آنلاین ترتیب دهم. داده‌های جمع‌آوری شده برای این تحقیق فقط به منظور نوشتن پایان‌نامه این محقق استفاده خواهد شد و نتایج آن در آینده در جایی منتشر یا ارائه نخواهد شد.

2. چرا من برای شرکت در این پژوهش دعوت شدم؟

شما برای شرکت در این پژوهش دعوت شده‌اید زیرا یکی از معلمان خانمی هستید که در پایه نهم یا دهم یکی از مدارس دولتی شهر تهران تدریس می‌کنید. محدودیتی در مناطقی که مدرسه‌تان در آن واقع شده است وجود ندارد.

3. آیا من باید در این پژوهش مشارکت کنم؟

خیر. شما این حق را دارید که قبل از تصمیم‌گیری برای مشارکت در این پروژه هرگونه سوال مربوطه را بپرسید. چنانچه پذیرفتید در این پژوهش شرکت کنید، می‌توانید حین انجام تحقیق نیز با مطلع کردن محقق بدون بیان دلیلی انصراف دهید. در این صورت تمام اطلاعات شما سریعاً نابود خواهد شد. چنانچه تصمیم گرفتید بخشی از اطلاعاتی که در اختیار پژوهشگر قرار دادید را حذف کنید یا تغییر دهید می‌توانید تا قبل از تاریخ 1 مرداد 1400 محقق را مطلع کنید.

4. اگر تصمیم به مشارکت در این پژوهش گرفتم چه اتفاقی می‌افتد؟

این پژوهش از شرکت‌کنندگان دعوت می‌کند که در یک مصاحبه شبه ساختاری شرکت کنند. به دلیل اهمیت تنوع باورهای معلمان در این پروژه ابتدا به مدت 10-15 دقیقه با شما عزیزان گفتگوی کوتاهی می‌شود؛ پس از یافتن گوناگونی لازم در باورهای معلمان، برای انجام مصاحبه کامل (30-45 دقیقه) با شما عزیزان تماس گرفته می‌شود. پژوهشگر از همه معلمان عزیزی که به وی پیغام می‌دهند بسیار سپاسگزار خواهد بود و با تعدادی از شما عزیزان مصاحبه کامل را انجام می‌دهد.

مصاحبه‌ها از طریق واتس‌آپ انجام می‌شوند. شرکت‌کنندگان این حق را دارند برای انجام مصاحبه بین تماس صوتی یا تصویری انتخاب کنند. چنانچه شرکت‌کننده‌ای امکان برقراری تماس صوتی یا تصویری را نداشت،

محقق از طریق ارسال پیام صوتی سوالات خود را مطرح می‌کند و شرکت کننده می‌تواند با نوشتن یا ضبط پیام صوتی، پاسخ خود را ارسال کند.

در این پژوهش از معلمان درباره باور هایشان از نقش و مسئولیت دانش‌آموزان و نحوه شرکت کردن دانش‌آموزان در کلاس درس سوالاتی پرسیده می‌شود. همچنین محقق درباره چرایی تصمیمات معلمان در این باره نیز سوالاتی می‌کند.

در ابتدای مصاحبه، محقق بار دیگر درباره روند تحقیق توضیحات مختصری می‌دهد و شرکت کنندگان این امکان را دارند که سوالات خود را بپرسند. پس از آن اگر معلمان هنوز راضی به شرکت در این پروژه بودند، محقق از آنان می‌خواهد تا به صورت کتبی یا شفاهی رضایت خود را اعلام کنند. معلمان همچنین می‌توانند حین مصاحبه گفتگو را متوقف کنند.

پژوهشگر برای در دست داشتن توضیحات دقیق معلمان برای نوشتن پایان نامه خود رضایت شما را برای ضبط صوتی مصاحبه‌ها می‌خواهد.

5. آیا هیچ خطری در شرکت کردن در این پژوهش وجود دارد؟

این امکان وجود دارد که شرکت کنندگان با راحتی کامل باورهای شخصی خود را بیان نکنند. بعلاوه اضطراب فاش شدن اطلاعات شخصی نیز می‌تواند برای عده‌ای از عزیزان وجود داشته باشد.

برای از بین بردن اینگونه اضطراب‌ها، شرکت کنندگان از طریق واتس‌آپ به عنوان یک فضای مجازی امن مصاحبه می‌شوند.³ همچنین تمامی شرکت کنندگان در تمامی گزارشات این تحقیق ناشناس خواهند بود و از نام مستعار بجای نام اصلی ایشان استفاده می‌شود. محقق از هیچگونه اطلاعات شخصی که امکان فاش شدن هویت شرکت کنندگان را داشته باشد در هیچ یک از گزارشات این پژوهش استفاده نمی‌کند. برای اطمینان خاطر شرکت کنندگان، تمامی نقل قول‌هایی که از ایشان برای نوشتن پایان نامه استفاده می‌شود در اختیارشان گذاشته شده و معلمان می‌توانند به مدت دو هفته محقق را از هرگونه تغییر یا حذف نقل قول‌ها مطلع کنند. همچنین محقق از حجم کار معلمان آگاه هست. از این رو روند مصاحبه‌ها بیشتر از یک ساعت به طول نمی‌انجامد. بعلاوه معلمان این حق را دارند که از پاسخگویی به هرگونه سوالی حین مصاحبه خودداری کنند.

6. آیا هیچگونه منفعتی در شرکت کردن در این پژوهش وجود دارد؟

شرکت کردن در این پژوهش برای معلمان هیچگونه منفعتی به صورت مستقیم نخواهد داشت. هر چند محقق پس از انجام چند مصاحبه از مایشی بازخوردی مثبت از مصاحبه‌شوندگان دریافت کرد که مصاحبه‌ها دید کلی‌تری به معلمان درباره بخش‌هایی از روش تدریس‌شان در کلاس درس ارائه کرد.

7. چه اتفاقی برای داده‌های جمع‌آوری شده می‌افتد؟

تمامی اطلاعاتی که شما در طول انجام تحقیق در اختیار پژوهشگر قرار می‌دهید داده‌های تحقیق خواهند بود. هرگونه داده‌ای که هویت شخصی شما را فاش کند به عنوان داده‌های شخصی تعریف می‌شود. مانند اسم و فامیل، نام مدرسه، راه‌های ارتباط شخصی، پیام‌های واتس‌آپ، صدای ضبط شده در حین مصاحبه، فهرست نام اصلی و مستعار شرکت کنندگان.

تمامی داده‌های شخصی شرکت کنندگان در یک پوشه رمزدار روی یک کامپیوتر رمزدار محافظت می‌شوند و به محض پایان یافتن تحقیق در مرداد ماه سال 1400 نابود می‌شوند.

دیگر داده‌ها شامل رضایت‌نامه کتبی یا شفاهی، متن نوشته شده و ناشناس فایل‌های صوتی و یادداشت‌های میدانی تحقیق به صورت ناشناس به مدت 5 سال در یک پوشه و کامپیوتر رمزدار ذخیره شده و پس از آن نابود می‌شوند.

تنها محقق و استاد راهنمای او به این داده‌ها دسترسی خواهند داشت. در صورت لزوم تنها افراد مسئول دانشگاه آکسفورد برای نظارت بر داده‌ها نیز امکان دسترسی به آن‌ها را خواهند داشت.

محقق این پژوهش رضایت شرکت کنندگان را برای استفاده از نقل قول‌های ایشان به صورت ناشناس در نوشتن پایان نامه خود نیز می‌خواهد.

8. آیا این پژوهش منتشر خواهد شد؟

نتایج این پژوهش در آینده در جایی منتشر یا ارائه نخواهد شد. این تحقیق تنها به عنوان پایان‌نامه کارشناسی ارشد این محقق امکان دارد در صورت موفقیت بر روی سایت دانشگاه آکسفورد بارگذاری شود. دانشگاه آکسفورد خود را متعهد می‌داند برای منفعت جامعه، تحقیقات انجام شده را به صورت آنلاین بایگانی کند تا در

قابلیت end-to-end encrypted در واتس‌آپ از فاش شدن هرگونه اطلاعات جلوگیری می‌کند.³

آینده محققان دیگر از دانشگاه آکسفورد نیز به آنان دسترسی داشته باشند. محققى خارج از دانشگاه آکسفورد امکان دسترسی به این پایان نامه‌ها را نخواهد داشت.

9. چه کسی منابع این تحقیق را تامین می‌کند؟

این پژوهش به عنوان بخشی از نیازمندی‌های کارشناسی ارشد توسط محقق تامین می‌شود.

10. چه کسی این پژوهش را بررسی کرده است؟

این تحقیق توسط کمیته اخلاقی دانشگاه آکسفورد در بخش تحقیقات بررسی و تایید شده (ED-CIA-21-151) است. (کد تأییدیه:

11. اگر سوال یا نگرانی درباره این پژوهش داشتیم با چه کسی می‌توانم تماس بگیرم؟

اگر هرگونه نگرانی درباره این پژوهش داشتید خواهش میکنم با محقق تماس بگیرید و او در صورت لزوم با کمال میل شما را با استاد راهنمای خود در ارتباط قرار می‌دهد.

نیکا نظری

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ما تمام تلاش خود را می‌کنیم که حداکثر ظرف 10 روز کاری به نگرانی و سوال شما پاسخ دهیم. در صورتی که بعد از آن نگرانی شما برطرف نشد لطفاً با کمیته اخلاقیات در پژوهش‌های دانشگاه آکسفورد تماس بگیرید تا در اولین فرصت نگرانی‌تان برطرف شود.

آدرس ایمیل کمیته اخلاقیات در پژوهش‌های علوم اجتماعی و انسان‌شناسی دانشگاه آکسفورد: ethics@socsci.ox.ac.uk

12. محافظت از داده‌ها

دانشگاه آکسفورد ناظر بر داده‌های شماست و مشخص می‌کند که داده‌های شما در یک پژوهش چطور استفاده می‌شوند. دانشگاه با توجه به هدف تحقیق که بیشتر توضیح داده شد داده‌های شخصی شما را پردازش می‌کند. یک تحقیق برای نفع عمومی انجام می‌شود. برای دریافت اطلاعات بیشتر درباره حقوق خود در رابطه با داده‌های شخصی‌تان لطفاً به سایت زیر مراجعه فرمایید.

<http://www.admin.ox.ac.uk/councilsec/compliance/gdpr/individualrights/>

خواهشمندم هر گونه سوالی در رابطه با این پژوهش داشتید با محقق این پروژه از طریق راه‌های ارتباطی توضیح داده شده در این متن تماس برقرار کنید. با تشکر از وقت و توجه‌تان.

APPENDIX J: TEACHERS CONSENT FORM IN ENGLISH

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CONSENT FORM FOR TEACHERS

Central University Research Ethics Committee (CUREC) Approval Reference: ED-CIA-21-151

‘The relationship between teachers’ personal experience of right of choice with their teaching methods’

*Please initial
each box*

- | | | |
|---|--|--------------------------|
| 1 | I confirm that I have read and understand the information sheet for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily. | <input type="checkbox"/> |
| 2 | I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason, and without any adverse consequences or penalty. | <input type="checkbox"/> |
| 3 | I understand that research data collected during the study may be looked at by authorised people outside the research team. I give permission for these individuals to access my data. | <input type="checkbox"/> |
| 4 | I understand that this project has been reviewed by, and received ethics clearance through, the University of Oxford Central University Research Ethics Committee. | <input type="checkbox"/> |
| 5 | I understand who will have access to personal data provided, how the data will be stored and what will happen to the data at the end of the project. | <input type="checkbox"/> |
| 6 | I understand how this research may be written up and published. | <input type="checkbox"/> |
| 7 | I understand how to raise a concern or make a complaint. | <input type="checkbox"/> |
| 8 | I consent to being audio recorded. | <input type="checkbox"/> |

- 9 I understand how audio recordings will be used in research outputs.
- 10 I give permission to be quoted directly in research outputs but only fully anonymously.
- 11 I agree to take part in the study

	<u>dd / mm / vvvv</u>	
Name of Participant	Date	Signature
	<u>dd / mm / vvvv</u>	
Name of person taking consent	Date	Signature

APPENDIX K: TEACHERS CONSENT FORM IN PERSIAN



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"درک معلمان از نقش و مسئولیت دانش آموزان در یادگیری"

فرم رضایت نامه معلمان

کد تأییدیه اخلاقی دانشگاه آکسفورد برای این پژوهش: ED-CIA-21-151

علامت بزنید		
	من تایید می‌کنم که اطلاعات مربوط به این پژوهش را خوانده و متوجه شده‌ام. من امکان سوال کردن را داشته و جواب رضایت بخش را دریافت کرده‌ام.	1
	من متوجه هستم که مشارکت من داوطلبانه است و هر زمان که بخواهم بدون آوردن هیچ دلیلی و بدون پرداخت هیچ هزینه یا عواقبی می‌توانم از شرکت در این پژوهش انصراف دهم.	2
	من متوجه هستم که داده‌های جمع آوری شده در این پژوهش در صورت نیاز توسط افراد مسئول در دانشگاه آکسفورد نیز بررسی می‌شوند.	3
	من متوجه هستم که این پژوهش توسط کمیته اخلاقیات در پژوهش‌های دانشگاه آکسفورد بررسی شده و به لحاظ اخلاقی تایید شده است.	4
	من متوجه هستم که چه کسانی به داده‌های جمع آوری شده در این پژوهش دسترسی خواهند داشت و چگونه این داده ها ذخیره و در پایان پژوهش پردازش می‌شوند.	5
	من متوجه هستم که چگونه این پژوهش نوشته و منتشر می‌شود.	6
	من متوجه هستم که چگونه می‌توانم سوال یا نگرانی خود را درباره این پژوهش مطرح کنم.	7
	من رضایت می‌دهم که فایل صوتی مصاحبه‌ها ضبط شود.	8
	من متوجه هستم که فایل‌های صوتی ضبط شده از مصاحبه‌ها چگونه در نتایج تحقیق استفاده می‌شود.	9
	من رضایت می‌دهم که نقل قول‌های من به صورت ناشناس در نوشتن نتایج تحقیق استفاده شود.	10
	من رضایت می‌دهم که در این پژوهش مشارکت کنم.	11

امضا:

تاریخ:

نام شرکت کننده:

امضا:

تاریخ:

نام فرد رضایت گیرنده:

APPENDIX L: INTERVIEW QUESTIONS IN ENGLISH

Recruitment chat questions:

1. Greeting
2. Reading the information sheet and informed consent form. Giving time for any further questions, participants might have, and ask for their consent.
3. Could you please tell me a little bit about yourself?
If participants do not answer some parts, I ask these questions directly:
 - a) What subject(s) do you teach in school?
 - b) In which grade(s) are you teaching?
 - c) In which district in your city are you teaching?
4. What comes to your mind when someone talks about students taking responsibility for their learning?
5. How much do you think students have the capability to make decisions about their learning process? Individually and collectively?
6. How much do you think it is necessary to engage students in their learning process and making decisions about it?
7. What kinds of issues do you think it might cause if you get students involved in those decision-making and learning processes?
8. How do you define a good students-teacher relationship?

The second interview questions (focusing on what and how students act in this process):

1. Could you please tell me about your teaching methods a little bit?
 - a) What activities do students do in the classroom? How?
 - b) How do you evaluate students?
 - c) How do you motivate students to study?
 - d) How do you manage the classroom?
2. What factors impact your teaching methods?
 - a) What is the role of family, school, macro educational system, students or teachers (yourself) on your teaching methods?
 - b) Would you change anything in your methods if you could? Why?
3. How do you see your role as a teacher?

APPENDIX M: INTERVIEW QUESTIONS IN PERSIAN

سوالات دور اول مصاحبه با معلمان:

احوالپرسی.

خواندن فرم اطلاعات پژوهش و دادن زمان به شرکت‌کنندگان برای پرسیدن هرگونه سوالی که داشتند و گرفتن رضایت ایشان در آخر.

میشه لطفا کمی درباره خودتان بگویید؟ در کدام پایه و چه درسی را تدریس میکنید؟ در کدام منطقه از تهران؟

چه چیزی به ذهن تان میرسد وقتی کسی از این صحبت میکند که دانش آموزی مسئولیت یادگیری خود را به عهده بگیرد؟

فکر میکنید دانش آموزان تا چه اندازه توانایی تصمیم‌گیری درباره روند آموزشی خود را دارند؟

تا چه اندازه فکر میکنید لازم است که دانش آموزان را در روند تصمیم‌گیری دخیل کرد؟

چه مسائلی از نظر شما امکان دارد پیش بیاید اگر دانش آموزی را در این روند درگیر کرد؟

یک رابطه خوب بین معلم و دانش آموز را چطور تعریف میکنید؟

سوالات دور دوم مصاحبه با معلمان (با تمرکز بر نقش دانش آموزان):

لطفا کمی درباره روش تدریس تان در کلاس درس توضیح میدهید؟

به چه صورت مطالب را به بچه‌ها درس میدهید و دانش آموزان چه فعالیت‌هایی انجام میدهند و نقش‌شان در انجام آن فعالیت‌ها چیست؟

چطور پیشرفت دانش آموزان را ارزیابی میکنید؟

آیا روش خاصی برای انگیزه دادن به دانش آموزان دارید؟

چطور کلاس را مدیریت میکنید؟

نقش خود را به عنوان یک معلم چطور میبینید؟

چه عواملی بر روی تصمیم‌های تان درباره روش تدریس تان اثرگذار هست؟

نقش خانواده، مدرسه، سیستم آموزش و پرورش و دانش آموزان و خودتان به عنوان معلم بر روی روش تدریس تان به چه صورت هست؟

آیا در روش تدریس تان چیزی هست که مایل به تغییر آن باشید؟