

CHAPTER V

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

This chapter presents the conclusion of the research and the suggestion for further research with the same or similar topic.

1.1 Conclusions

As mentioned in the first chapter, this research is intended to answer two purposes of research: (1) to investigate the degree of EFL teachers' autonomy over their instructional planning decision-making and (2) to investigate the internal and external factors that facilitate and constrains the teacher autonomy.

In terms of the first research question, all domains of teacher autonomy were found, and each domain was reflected in various degrees. According to the questionnaire results, it can be concluded that more than half of the teachers (63%) attained a high degree of autonomy while 37% of teachers gained a moderate degree of autonomy and none of the teachers had a low degree of autonomy. Moreover, the degree of teacher autonomy in curricular autonomy domain was in a moderate degree. Meanwhile, the degree of teacher autonomy in instructional autonomy and assessment procedure was relatively in a high degree.

The high percentage of moderate autonomous teachers in the curricular autonomy means that the majority of the participants were permitted, or even encouraged, to initiate new ideas and programs which are related to the curriculum development. In this case, the teachers were able to initiate and administer new enrichment and cultural activities and purpose changes to the learning method that is not in accordance with the characteristics of the subject matter and the students' and schools' condition. Moreover, the teachers who were categorized as low autonomous teachers in curricular autonomy are higher than those who are categorized as a high autonomous teacher. This revealed that there were a quite few teachers who are not autonomous enough in curricular autonomy. They were not authorized to take the initiative and were not given discretion in introducing changes to the curriculum and any other aspects of it.

A large number of high autonomous teachers in general autonomy revealed that most of the participants were granted the wisdom to innovate and

implement new teaching methods, media, and classroom activity within commonly accepted moral and legal principles. Similarly, the high percentage of autonomous teachers in assessment procedure subscale shows that the teachers are granted the liberty to make the choice of several aspects in constructing learning assessment based on the learning indicators and objectives. In this case, the teachers were allowed to develop their assessment tools in accordance with all competences, decide the testing and scoring criteria, establish students' achievement evaluation criteria, create daily tasks for students and participate in creating students' tests.

Regarding the second research question, there were three external factors that facilitate the teachers' autonomy, including job satisfaction, working condition, and school climate. Regarding the job satisfaction, the power of control in the classrooms and the freedom given to the teacher in making decisions related to their teaching practices makes them feel happy and motivates them to become an autonomous teacher. In terms of the working condition, facilities provided by the school and the way teachers' maintain their relationship with the people around them at school may influence their practice of promoting autonomy. Moreover, support from the school principal is also needed in order to encourage the teachers' self-confidence and leadership. In relation to the school climate, a positive school climate is critical to the cultivation of an effective school and results from individuals feeling valued and being active participants in the success of the school. Furthermore, teachers' self-empowerment indicated as the internal factor that facilitates teachers' autonomy. Self-awareness, awareness of what happens around them, responsibility, challenges, and participation and collaboration were identified as the key elements of the internal aspects of the development of autonomy.

Moreover, there were four external factors that constrain teacher autonomy. These include educational policy and institutional requirements, lack of time, classroom complexity, and the variation of students' needs and characteristics. Regarding educational policy and school requirement, the teachers agreed that several aspects that have been determined in the curriculum leaving little room for teachers' creativity and critical analysis. In addition, the lack of

study hours, the number of class section and levels, and the variation of students' needs and characteristics are also identified as other factors that constrain the teachers' autonomy development in teaching and learning process. Moreover, the issues related to teachers' personal attitude and lack of self-empowerment were identified as the internal factors that constraints the teachers' autonomy. Their resistance to invest time, effort and money in their personal and professional development and growth might be the reason why they prefer to be followers and not to lead, the reason why they depend on their old practices, experiences, materials and habits instead of trying new things, even after they have had the evidence that they could improve their work and their students' learning.

1.2 Implications

This research shows a description of the degree of EFL teachers' autonomy over their instructional planning decision-making in three subscales. Based on the results, the degree of teacher autonomy in curricular autonomy subscale is in a moderate degree. But, there are still teachers who are categorized as low autonomous teachers in curricular autonomy. This revealed that there were a quite few teachers who are not autonomous enough in curricular autonomy. They are not authorized to take the initiative and are not given discretion in introducing changes to the curriculum and any other aspects of it. The findings are in respect not as satisfactory as expected since giving the teachers space to initiate their opinion into the aspects of the curriculum is necessary for learners' progression in learning. Therefore, the policy implication drawn from this finding is addressed to the school administrators to be more aware of the importance of giving the teachers the opportunity to initiate their creative idea into the curriculum aspects and examine the curriculum in class as an important phase and as an element of the overall administrative support. This is because teachers are required to implement the curriculum, to adapt the curriculum with school characteristics and local needs, to design curriculum and to conduct curriculum research. In other words, it could be considered that curriculum development starts from the class. Therefore, teachers should be given the opportunity to initiate ideas and personal opinion related to the curriculum aspects.

Moreover, the issues related to teachers' personal attitude and lack of self-empowerment were identified as the internal factors that constraints the teachers' autonomy. Therefore, the pedagogical implication drawn from this finding is addressed to teachers to be more aware of their students' needs and not always depend on the conventional teaching practices because through awareness they are better able to identify their students' needs, capabilities, desires, and dreams, so they can help their students develop their own awareness of their learning processes.

1.3 Limitations of the Study

There are some limitations of the study. Firstly, this research only analyzed the degree of EFL teachers' autonomy in instructional planning decision-making in secondary schools and factors that facilitate and constrain the development of teacher autonomy. Therefore, the results of the study cannot be generalized to the other area of teacher autonomy. It is expected that future researcher may also analyze the other area of teacher work autonomy, including school identity and praxis, parental involvement, staff development, and extracurricular subjects.

Secondly, among the three forms of teachers' autonomy, this study only focuses on examining the teacher's individual autonomy. Therefore, the results of the study cannot be generalized to the other form of teacher autonomy. It is expected that future researcher may also analyze the other area of teacher work autonomy, including general professional autonomy and collegial professional autonomy. These may include teachers' professional tasks such as the organization of school tasks, rules, and regulations (laws) and teacher training.

Thirdly, in surveying the degree of EFL teachers' autonomy, there are only thirty teachers who are invited to this research. The participants are taken only from one city. It may cause less heterogeneous participants in the study. Moreover, in surveying the implementation process, this study was conducted only in three schools and three teachers. It is better for future researcher to conduct the study in several schools to gain comprehensible results. However, it becomes more challenging if future researcher may include other aspects of gender, school levels and location, and experiences. It might have specific

information about how the teacher perceived work-autonomy based on gender, school levels and location, and experiences.

1.4 Recommendations

The results emerged in this study promotes future research opportunities regarding teacher autonomy. *First*, this research sample was limited to the secondary schools in Palembang, South Sumatera. Generalization from this study may be insignificant due to variations in school culture, leadership and school policy. Further investigation into teacher autonomy in the other area of schools' environment may provide more comprehensive understandings of teacher autonomy. The research would possibly have had different results if teachers from different areas and different countries had participated. *Second*, this study only focuses on the teachers' perceived autonomy in instructional planning decision-making and the external and internal factors that facilitates and constrains the teacher autonomy. Future research should investigate the other area of teacher work autonomy, including school identity and praxis, parental involvement, staff development, and extracurricular subjects. The research would possibly have had different results if the data was collected through deep individual interviews interpreting all the personal opinions and experiences of the participants.