Investigating the Relationship between Attitude towards Professional Development, Reflective Teaching, Self-Efficacy, and Job Performance of Iranian English as a Foreign Language Teachers

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Abstract

This study investigated the relationship between attitude toward professional development, reflective teaching, self-efficacy, and Job Performance (JP) of Iranian English as a Foreign Language (EFL) teachers. To this end, 150 advanced Iranian EFL teachers completed three Likert-scale questionnaires including English Language Teaching Reflection Inventory, Iranian English Teacher Professional Development Needs Questionnaire, and Teacher Sense of Efficacy Scale. In addition, 550 advanced Iranian EFL learners of the same teachers completed a Likert-scale questionnaire called Successful Iranian English Teacher Questionnaire. The results of three separate Pearson Product Moment correlations revealed that there was a significant positive relationship between Iranian EFL teachers': a) reflective teaching and their job performance, b) self-efficacy and their job performance, c) attitude toward professional development and their job performance. Additionally, the results of Multiple Regression Analysis indicated that Iranian EFL teachers' self-efficacy was a stronger predictor of their job performance. Moreover, the results of the qualitative data analysis of the interviews showed that self-efficacy, professional development, and reflective teaching could lead to Iranian EFL teachers' better job performance.

***Keywords*:** Attitude toward Professional Development, Iranian EFL Teachers, Job Performance, Reflective Teaching, Self-Efficacy

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1. Introduction
1.1 Overview
There is a general consensus among educators and policy makers that teachers play a crucial role in today's educational systems, the success or failure of which seems to be, at least partially, dependent upon the quality of teachers' performance in their jobs. Both theoretical and empirical studies highlight the significant role teachers can play in ensuring efficient and effective teaching and learning (Tschannen-Moran & Woolfolk-Hoy, 2001). As held by Freeman and Johnson (1998), teachers, apart from the methods or materials they adopt, are deemed as the main factors in understanding and promoting English language teaching, including teaching learners how to learn and enhancing their confidence, boosting their self-esteem and motivation and organizing a proper learning environment (Williams & Burden, 2000). In addition, a widespread consensus seems to exist on the fact that teachers are among the key factors in successful education who play a substantial role in advancing educational reforms (Suwandee, 1995). Within the same lines of reasoning, Wright, Hom, and Sanders (1997) believe that "more can be done to improve education by improving the effectiveness of teachers than by any other single factor" (p. 63). However, job performance measurement is a complicated process because what counts for job performance is basically complex, changes over situation and time, and consists of multiple dimensions (Hough & Oswald, 2001). Additionally, the concept of job performance "is perhaps the most central construct in work psychology" (Viswesvaran & Ones, 2000, p. 224) and is thus worth attention, which, as Scullen, Mount, and Goff (2000) state, also acts as a concept of paramount importance in organizational research and practice.

The variables thought to affect the EFL teachers' job performance include, among other factors, professional development, reflective teaching, and self-efficacy which are elaborated next.

1.2 Theoretical Framework and Literature Review
1.2.1 Job performance

Motowidlo (2003) defines job performance (JP) "as the total expected value to the organization of the discrete behavioral episodes that an individual carries out over a standard period of time" (p. 39). Similarly, Cook (2008) defines teacher JP as teachers' observable behaviors which are coordinated to the outcomes that are relevant to educational goals. However, a number of factors including organizational commitment and work engagement might influence JP (Soodmand Afshar & Doosti, 2016). As Bakker, Albrecht, and Leiter (2011) maintain, work engagement is a combination of both willingness to work (e.g., involvement, dedication, conscience, commitment, etc.) and the capability to work (e.g., strength, energy, patience, etc.); two elements of crucial importance which can impact upon JP (Soodmand Afshar & Doosti, 2016).

Moreover, Barge (2012) holds that an evaluation of teachers' JP is related to such factors as teaching plan, professional knowledge, teaching strategy, feedback, teaching-learning environment, professionalism, challenging academic environment, and evaluation techniques among many other factors. Various studies have been conducted on teacher job satisfaction. For one, Soodmand Afshar and Doosti (2016) investigated the impact of job satisfaction/dissatisfaction on Iranian EFL teachers' JP. To this end, 64 Iranian EFL teachers and 1774 of their students completed Successful Iranian English Teacher Questionnaire developed by Moafian and Pishghadam (2009). The results revealed that satisfied teachers were significantly different from their dissatisfied counterparts regarding their JP. In addition,

the findings showed that the most important factors which led to poor JP of dissatisfied Iranian secondary school EFL teachers included such variables as insufficient subject and pedagogic knowledge, demotivation, lack of professional commitment, unequal attention to individual students, and interpersonal relationship problems.

Similarly, Corcoran and O'Flaherty (2018) studied the factors that predicted 400 preservice teachers' teaching performance. The data were collected via teacher performance rankings that resulted from classroom observations and analyzed the factors which contributed to various levels of teacher performance. In this regard, personality characteristics, preservice teachers' prior teaching performance, and also their previous academic achievement were evaluated as the predictive factors of their teaching performance. The outcomes, demonstrated no significant correlation between the participants' personality traits and their teaching performance although academic achievement scores and previous teaching performance were specified as the significant predictors of teaching performance.

1.2.2 Attitude toward professional development

Darling-Hammond and McLaughlin (1995) define teacher professional development as enhancing educators' knowledge of the processes of learning and teaching, and also facilitating the process of teachers' understanding of the learners they teach. Professional development activities can thus help teachers solve some of the problems they face during their teaching (Bailey, Curtis, & Nunan, 2001).

Richards and Farrell (2005) identified four broad categories of professional development activities including institutional, group-based, one-to-one, and individual activities, each of which has several subcategories including workshops, self-monitoring, keeping a teaching journal, teacher support groups, peer observation, analyzing critical incidents, teaching

portfolios, case analysis, team teaching, peer coaching, and action research. Thus, in line with this issue, learning new skills and enhancing knowledge are among the main reasons why educators try to attend practices which are designed for professional development (Bailey et al., 2001).

Teacher professional development has also been studied widely in the literature. As an example, Cabaroglu (2014) studied professional development through action research and its impact on self-efficacy. The study involved a 14-week course in which action research was utilized and involved a course evaluation form, the use of thematic reflective journals, and also self-efficacy scales, to collect data on the participants' learning experiences in the course and their self-efficacy belief changes. Based on the results it was revealed that the participants experienced enhanced teaching efficacies, increased self-awareness, improved problem-solving skills, and promoted autonomous learning. The results also indicated that, action research, as a means of professional development, was an important factor to develop preservice English language teacher candidates' self-efficacy.

Moreover, Alibakhshi and Dehvari (2015) also investigated Iranian High School EFL teachers' perceptions of continuing professional development. The researchers tried to identify the participants' major professional development activities. To this aim, a phenomenological research design was applied and twenty English teachers were interviewed, after which the data were subjected to content analysis based on Randor model (2001). The results revealed that the participants perceived continuing professional development as keeping up-to-date, developing language skills, learning for interest, continuous learning, and finally professional revitalization. In addition, they developed professionally via formal education, work, and through attending professional development events.

Furthermore, in a recent study, Nazari, Nafissi, Estaji, and Marandi (2019), investigated 427 experienced and novice Iranian EFL teachers' perception of Technological Pedagogical Content Knowledge (TPACK) and its impact on their professional development. The results indicated that there was a significant difference between experienced and novice teachers with regard to their perception of TPACK. Their findings, among other things, indicated that experienced and novice EFL teachers preferred different professional development activities and programs based on their needs.

1.2.3 Reflective teaching

Akbari (2007), defines reflective teaching as contemplating and critically examining one's teaching practices and then coming up with some ideas regarding how to modify the process of teaching performance which could finally enhance the students' achievement. Reflective teaching has been positively linked to such various benefits in the teaching contexts as job satisfaction, enhancing the interpersonal relationship between the students and their teachers and also within teachers themselves, making sense of this interplay, and consequently developing sense of self-efficacy beliefs of educators (Akbari, 2007). Bartlett (1990), describes reflective teaching as "another form of inquiry intended to help teachers improve their practice" (p. 202). In this regard, Zeichner and Liston (2013) believe that the teachers who are engaged in examining, planning, and also attempting to work out classroom dilemmas, and raise questions regarding the values and assumptions can be considered as reflective teachers. Most of the definitions on the concept of reflection, reflective teachers and reflective teaching, are related to the basic notions first developed by Dewey (1933), then expanded by Van Manen (1977), and followed by Schӧn (1983, 1987).

Dewey (1933) made a distinction between two types of action by the teacher: The routine action and the reflective action. The concept of routine action is guided via authority, tradition and impulse, whereas reflective action aims at "active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further conclusions to which it tends" (Dewey, 1933, p. 9).

Van Manen (1977), whose discussion about reflection has also been profoundly effective in the reflective teaching literature, maintains that reflection includes three different, but interrelated stages: The first stage of reflectivity (i.e., technical reflection), mainly focuses on the technical means which lead to a given end goal. The second stage (i.e., practical reflection), is the process of analyzing notions, perceptions, and assumptions, based on practical actions. The third and the most considerable stage of reflection (i.e., critical reflection), generally depends on critical questions which are related to ethical, moral, and even political dimensions of teaching, training and schooling.

In addition, Schön (1983), as another influential researcher in this domain, developed two types of reflection: reflection-*in*-action and reflection-*on*-action. According to Schön reflection-*in*-action, refers to the kinds of decisions made and guided by tacit knowledge which occur in the middle of the process of acting, and which may result in the action improvement while it is still in progress. On the other hand, reflection-*on*-action is characterized, in nature, as a kind of retrospective reflection which occurs after the action has happened, and which may result in subsequent actions that might be corrected based on such reflection. Furthermore, Thompson and Pascal (2012) suggest a third type of reflection, which is called reflection-*for*-action,

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and is defined as a kind of anticipatory reflection which occurs before the action is done to help one plan and think ahead of what is to come.

In a recent study, Zulfikar and Mujiburrahman (2018) examined the impact of reflective writing on the reflective practice of in-service English teachers attending a MA Linguistics program at a US Mid-Western University. The results of the interviews showed that most participants believed that reflective journals helped them become reflective teachers. It was also revealed that most in-service teachers regarded reflective journal as a valid tool in enhancing their involvement, and in improving their performance during teaching.

In a quite recent study, Soodmand Afshar and Farahani (2018) investigated Iranian EFL teachers' perception of their own reflective teaching, of inhibitors to their reflective teaching, and also the impact of academic degree and teaching experience on their perception of reflective teaching. In so doing, 304 EFL teachers completed English Language Teaching Reflection Inventory developed by Akbari, Behzadpoor, and Dadvand (2010), and also Inhibitors to EFL Teachers' Reflective Teaching Questionnaire developed and validated by the researchers. The findings showed that Iranian EFL teachers' perception of their own reflective teaching was not high enough. In addition, based on the results, there were three categories of inhibitors to EFL teachers' reflective teaching including lack of knowledge, teaching situation and affective-emotional barriers. Moreover, it was revealed that the higher the academic degree and the experience of the teachers were, the more positive perceptions they held towards reflective teaching, which was justified by the researchers in terms of the fact that reflective practice abilities naturally increase as teachers become more experienced both academically and practically.

1.2.4 Self-efficacy

The construct of teacher efficacy is related to the basic theoretical foundation of self-efficacy, as a component of Bandura's Social Cognitive Theory (SCT) (Bandura, 1977). Based on Bandura's (1977) SCT, the concept of self-efficacy, which is one of the most essential predictors of individual's motivation, is defined as "people's beliefs about their capacities to produce designated levels of performance and exercise influence over events that affect their lives" (Bandura, 1994, p. 71). As a cognitive representation of people's beliefs about their capabilities to perform certain tasks, the concept of self-efficacy has been recognized to predict greater persistence, optimism, effort, and subsequently higher levels of success, in challenging the achievement settings (Bandura, 1977, 1993). Bandura (1977) adds, self-efficacy is "the conviction that one can successfully execute the behavior required to produce a given attainment" (p. 3).

Influenced by sociocognitive model of Bandura, Tschannen-Moran, Woolfolk-Hoy, and Hoy (1998) define teachers' self-efficacy as beliefs related to one's capability to regulate classroom behavior, to teach, and also to motivate students to learn. Bandura (1977, 1997) believes on four sources of efficacy expectations including mastery experiences, vicarious experiences, 'physiological and emotional states', and 'social persuasion'. Furthermore, according to Tschannen-Moran et al. (1998), teacher efficacy has four main sources which include 'mastery experiences' or enactive self-mastery which refers to the direct experiences in teaching which are mostly challenging, but at the same time, highly successful. Vicarious experiences, also called role-modeling, refer to watching the peers with similar levels of teaching capability to teach challenging ideas with high levels of success. Emotional and physiological states which are related to the sense of confidence and feelings of success; and finally verbal and social persuasion

which refer to receiving positive and actually affirmative feedback from peers, students and their superordinates.

Furthermore, the review of teacher education literature reveals that teachers' self-efficacy is related to such factors as innovation enhancement (Guskey, 1988), the goals teachers set and the efforts they invest in their teaching (Woolfolk Hoy & Spero, 2005), effective classroom management (Woolfolk & Hoy, 1990), students' error tolerance (Ashton & Webb, 1986), and students' higher motivation (Gibson & Dembo, 1984; Guskey, 1988).

Different studies have also been conducted on teacher self-efficacy. Wolters and Daugherty (2007), for example, exploring the relationship between goal structures and teachers' sense of efficacy, asked 1024 teachers to complete the 24-item Teachers' Sense of Efficacy Scale developed by Tschannen-Moran and Woolfolk Hoy (2001). In addition, the participants responded to nine Likert-scale questions by completing the Patterns of Adaptive Learning Scales (Midgley et al., 2000). The results revealed that teachers' sense of efficacy showed the classroom mastery goal structure that they reported.

In another attempt, Huangfu (2012) also investigated the effect of EFL teachers' self-efficacy on their motivational teaching behaviors. To this end, 112 English teachers were selected from China's tertiary education institutes to participate in the study. The participants completed a questionnaire which included demographic information, their motivational teaching strategies in the English classroom, and also their perception of self-efficacy. The results indicated that the participants' self-efficacy was significantly related to the prediction of their motivational teaching strategies and even accounted for more than one third of the variance in their motivational teaching behaviors. In addition, the study showed a direct correlation between English teachers'

realization of their sense of self-efficacy and development of their motivational strategies.

1.3 Significance of the Study

On the one hand, as Griffiths (2007) states, "teacher practices and perceptions are critically important since they have the potential to influence the effectiveness of the teaching/learning process" (p. 91). On the other hand, in order to understand teachers or educators, we should consider the cultural, political, professional, and also individual identities that are mainly assigned to them (Varghese, Morgan, Johnston, & Johnson, 2005). Furthermore, regarding the influential role of teachers' professional development and in line with the emphasis exerted upon teachers' professional development, McLaughlin (1994) maintains that the current students are substantially different from those of the past regarding their family, cultural perspectives and circumstances, their values, and some other factors which they bring to their schools and their classrooms; therefore, these conditions cause new, unprecedented demands for educators to develop their skills and knowledge (Smylie & Conyers, 1991) in order to deal with the new challenges in their classrooms.

Corroborating this, Richards and Lockhart (1996) also state that a reflective approach to teaching is "one in which teachers and student teachers collect data about teaching, examine their attitudes, beliefs, assumptions and teaching practices, and use the information obtained as a basis for critical reflection about teaching" (p. 1). Thus, this reevaluation via reflection impacts teachers' views about various dimensions of teaching, which, as a result, leads to significant innovations and also developments in their teaching experiences (Wood & Bennett, 2000). Reflection is thus considered vital to the teachers' thinking as well as a goal for teacher education programs. As the last influential variable, teacher efficacy has also

proved fruitful in the educational contexts and has come to be known as a very serious element in predicting many useful educational variables (Ross & Bruce, 2007). Hence, this study tried to empirically investigate the possible relationships between such important variables as attitude toward professional development, reflective teaching, self-efficacy, and job performance of Iranian EFL teachers, which, to the best of the researchers' knowledge, has not been previously addressed in a single study.

1.4 Research Questions

The study was an attempt to answer the following research questions:

1. Is there any statistically significant relationship between Iranian EFL teachers' reflective teaching and their job performance?
2. Is there any statistically significant relationship between Iranian EFL teachers' self-efficacy and their job performance?
3. Is there any statistically significant relationship between Iranian EFL teachers' attitude towards professional development and their job performance?
4. Among attitude towards professional development, reflective teaching, and self-efficacy, which one is a stronger predictor of Iranian EFL teachers' job performance?
5. What are EFL teachers' perceptions of the role of professional development, reflective teaching, and teachers' self-efficacy in their job performance and the relationship between the variables mentioned?

2. Methodology
2.1 Participants

The participants included 150 (62 male & 88 female) BA and MA Iranian (advanced level) EFL teachers from private language institutes, and their advanced level students (N=550). The teachers' age ranged from 24 to 45 years old. They were mostly experienced teachers who were selected based on convenience sampling.

2.2 Instruments

The participants were required to respond to the following questionnaires:

2.2.1 Successful Iranian English Teacher Questionnaire (SIETQ): The (student) participants completed the Persian version of Successful Iranian English Teacher Questionnaire, developed and validated for the EFL context of Iran by Moafian and Pishghadam (2009). It consists of 47 items which require participants to evaluate their teachers' job performance based on a five-point Likert scale. Moafian and Pishghadam (2009) ran a principal component factor analysis with Varimax rotation, the results of which showed that the questionnaire measured 12 factors based on the characteristics of successful language teachers, namely teaching accountability, examination, interpersonal relationships, learning boosters, commitment, creating a sense of competence, attention to all, empathy, physical and emotional acceptance, teaching boosters, dynamism, and class attendance (Moafian & Pishghadam, 2009). In this study, the reliability of the questionnaire was recalculated through Cronbach's Alpha consistency estimation (α= .803).

2.2.2 Iranian English teacher professional development needs questionnaire (IETPDNQ): The IETPDNQ (section 4) was developed and validated by Soodmand Afshar, Fazelimanie, and Doosti (2017). The results of factor analysis run by Soodmand Afshar, Fazelimanie, and Doosti (2017) revealed a high index of Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO= .85). The Bartlett's Test of Sphericity for this section was also found to be significant (P=.000 <.05). The results of the factor analysis run on the questionnaire showed that the 11 items in the section yielded two factors with factor loadings ranging from .63 to .84. The rotated factor matrix showed five items loaded onto Factor 1 which was found to be related to more individualized methods of PD which were called *Individualized PD activities*. The six other items, loaded on to Factor 2, were found to be

associated with more interactive methods of PD, which were named Interactive PD activities. In this study, the reliability, recalculated through Cronbach's Alpha consistency estimation, was found to be .73 (α = .73).

2.2.3 English Language Teaching Reflection Inventory (ELTRI): The ELTRI, developed and validated by Akbari, Behzadpoor, and Dadvand (2010) in Iranian context, has widely been used by other similar studies both home and abroad. The questionnaire includes 29 items on a five-point Likert scale. The robust quantitative and qualitative analyses done on the measure, have identified some underlying factors regarding the teacher reflectivity construct, including affective, critical, cognitive, metacognitive, and 'practical' dimensions. Moreover, the results of factor analysis, revealed a high index of KMO Measure of Sampling Adequacy (KMO =. 86) and the Bartlett's Test of Sphericity was found to be significant (p = .000<.05). In this study, the reliability of the questionnaire was recalculated through Cronbach's Alpha consistency estimation which came to be .78 (α = .78).

2.2.4 Teacher Sense of Efficacy Scale (TSES): Teachers' sense of efficacy in the study was measured using the TSES developed by Tschannen-Moran and Woolfolk-Hoy (2001). This scale consists of 24 items, assessed along a nine-point Likert scale containing three major categories of efficacy in 'instructional strategies', 'classroom management', and 'student engagement'. Moreover, the questionnaire was subjected to factor analysis by Moghadasi (2016), the results of which found KMO Measure of Sampling Adequacy to be .76 (KMO = .76) and the Bartlett's Test of Sphericity to be significant (p = .000). In this study, the reliability of the questionnaire was recalculated through Cronbach's Alpha consistency estimation (α = .87).

2.2.4. Semistructured interview: Because the design of the study was selected to be mixed in nature, to answer the last question of the study (i.e., the qualitative question) and to triangulate as well as to make an in-depth interpretation of the data gathered through the four Likert-scale

questionnaires, a number of qualitative questions (in the form of a semistructured interview) was also formulated by the researchers and validated by two experts in the field.

2.3 Procedure

First, 150 Iranian EFL teachers, who taught advanced level learners in privet language institutes were selected from several language institutes in Tehran and Hamadan provinces based on convenience sampling.

Second, the teacher participants were asked to complete the ELTRI, IETPDNQ, ELTRI and TSES as explained in 2.2.2., 2.2.3 and 2.2.4 respectively in two sessions to avoid the impact of fatigue on their responses. Third, the teacher participants' students (N=550) were asked to complete the Persian version of SIETQ as explained earlier, which provided us with the required data to investigate the possible relationship among reflective teaching, professional development, self-efficacy, and JP of Iranian EFL teachers.

Finally, based on a random sampling procedure, 30 of the teacher participants, selected from among the above-cited participants of the study, were interviewed individually by the second researcher to find out their perceptions of the possible role of each of the three independent variables of the study (i.e., attitude towards professional development, reflective teaching, self-efficacy) in the dependent variable (i.e., job performance) as well as their viewpoints about why the possible relationships might exist between various variables of the study.

2.4 Data Analysis

To answer the first three research questions, three separate Pearson Product Moment correlations were run to find out the possible relationships between a) reflective teaching and JP, b) self-efficacy and JP and c) attitudes towards professional development and job performance of Iranian EFL teachers.

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Regarding the fourth research question of the study, a multiple regression analysis was applied in order to discover, which one of the predictor variables mentioned above, was a stronger predictor of Iranian EFL teachers' job performance. Further, to answer the fifth research question (i.e. in order to analyze the qualitative data collected through the interviews), the participants' (N=30) responses, were examined via qualitative content analysis. That is, the interviews were audio-recorded and transcribed. Then, the recurring themes and the common patterns of the responses were extracted and coded by the researchers which were then "quantitized" (Dörnyei, 2007), subjected to frequency analysis, and tabulated.

3. Results
3.1 The Results of Quantitative Data Analyses

Before presenting the results of the first research question, the descriptive statistics of the participants' responses to the Job Performance (JP), reflective teaching (RT), self-efficacy (SE) and attitudes toward professional development (PD) questionnaires were calculated which are summarized in Table 1.

Table 1
Descriptive Statistics of the Participants' Scores to the JP, RT, SE, and PD Questionnaires

Main Variables	Mean	Std. Deviation	N
JP	205.70	12.20	550
RT	105.64	12.40	150
SE	181.58	7.75	150
PD	31.03	4.75	150

As mentioned earlier, to answer the first, second and third research questions of the study, which investigated whether the relationship between Iranian EFL teachers' RT and their JP, their SE and JP and their attitudes towards PD and their JP was significant, three separate Pearson Product Moment correlations were run, the results of which are presented in Table 2.

Table 2
Pearson Product-Moment Correlations between RT, SE, attitudes toward PD and JP

			JP
		Pearson Correlation	.46**
	RT	Sig. (2-tailed)	.00
		N	150
		Pearson Correlation	.53**
Pearson correlations	SE	Sig. (2-tailed)	.00
		N	150
		Pearson Correlation	.41**
	PD	Sig. (2-tailed)	.00
		N	150

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

As the results in Table 2 indicate, the correlation between teachers' RT and their JP ($r = .46$) was positively significant at 0.01 level ($p = .00 < .01$, N=150). Also the relationship between SE and JP ($r = .53$) was found to be positively significant at 0.01 level ($p = .00 < .01$, N=150). Moreover, the results showed the correlation between attitudes towards PD and JP ($r = .41$) was positively significant at 0.01 level ($p = .00 < .01$, N=150).

The fourth research question investigated among PD, RT, and SE, which one was a stronger predictor of Iranian EFL teachers' JP.

The multiple correlation coefficient, the adjusted, and unadjusted R Square of the teachers' PD, RT, SE, and JP are presented in Table 3.

Table 3
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.577[a]	.33	.31	10.07

a. Predictors: (Constant): RT, attitudes toward PD, SE
b. Dependent Variable: job performance (JP)

As shown in Table 3, the multiple correlation coefficient (R), using the three predictors (teachers' SE, RT, and PD) simultaneously, is .577[a] ($R^2 =$

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.33) and the adjusted R Square is .31. Thus, it indicates that 31% of the variance in teachers' JP can be explained by the combination of the independent variables, (i.e., teachers' SE, RT, and PD).

Next, the results of ANOVA examining the regression model in predicting teachers' JP regarding teachers' SE, attitude toward PD, and RT, are presented in Table 4.

Table 4
ANOVA Table

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	7387.13	3	2462.37	24.25	.00[b]
1	Residual	14825.29	146	101.54		
	Total	22212.42	149			

a. Dependent Variable: JP
b. Predictors: (Constant), SE, attitude toward PD, RT

As indicated in Table 4, the combination of teachers' SE, attitude toward PD, and RT, predict their JP, [F (3, 146) = 24.25, *p* = .00 < .01].

To investigate the amount of contribution of each of the independent variables (i.e., SE, attitude toward PD, & RT) to the dependent variable (JP), a Multiple Regression Analysis was run, the results of which are summarized in Table 5.

Table 5
Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	68.58	20.94		3.27	.00
1	SE	.59	.13	.37	4.27	.00
	RT	.24	.08	.24	2.89	.00
	PD	.11	.23	.04	.51	.61

a. Dependent Variable: JP

As the results of multiple regression analysis in Table 5 indicate, the standardized coefficients Beta of .37 and *t* of 4.27 show that among the three

independent variables, Iranian EFL teachers' SE is a stronger predictor of their JP compared to other variables.

3.2 The Results of Qualitative Data Analysis

The last research question set out to investigate EFL teachers' perceptions of the role of PD, RT, and teacher's SE in their JP and their views on the relationship among the variables based on the qualitative interview. The interviews were audio-recorded, transcribed, subjected to frequency analysis and tabulated as stated earlier, the results of which are presented in Tables 6, 7, 8, and 9.

The first question of the interview investigated how EFL teachers' SE was related to their JP. The results are presented in the Table 6.

Table 6 *The Interviewees' perception of the Relation between SE and JP*

Rank	Reasons	Frequency (out of 30)	Percentage
1	It raises teacher's power and self-belief	23	76.66%
2	It decreases fear of teaching	22	73.33%
3	It raises teaching practicality	16	53.33%
4	It boosts creativity	13	43.33%
5	It enhances teaching security	8	26.66%

As shown in Table 6, the interviewees believed SE raised their self-belief (77%), decreased their fear of teaching (73%), raised their teaching practicality (53%), boosted their creativity (43%) and enhanced their teaching security (27%).

Question 2 of the interview explored how EFL teachers' RT was related to their JP. The results are summarized in Table 7.

Table 7
The Interviewees' Perception of the Relation between RT and JP

Rank	Reasons	Frequency (out of 30)	Percentage
1	RT helps one use their previous experiences	30	100%
2	RT helps one investigate one's strengths and weaknesses during teaching process	27	90%
3	RT can result in schematization	21	70%
4	RT enhances practicality	7	23.33%

As indicated in Table 7, the interviewees believed RT helped them use their previous experiences (100%), helped them investigate their strengths and weaknesses (90%), resulted in schematization (70%) and enhanced their practicality (23%).

Question 3 of the interview investigated how EFL teacher's PD was related to their JP. The results are presented in Table 8.

Table 8
The Interviewees' Perception of the Relation between PD and JP

Rank	Reasons	Frequency (out of 30)	Percentage
1	PD raises teachers' consciousness about what they teach	30	100%
2	PD helps teachers keep up-to-date	26	86.66%
3	PD enhances creativity	22	73.33%
4	PD can result in skills development	22	73.33%
5	PD enhances motivation	12	40%
6	PD raises teachers' self-efficacy	12	40%

As shown in Table 8, the interviewees believed that PD raised their consciousness on teaching (100%), helped them keep up-to-date (87%), enhanced their creativity (73%), could result in skills development (73%), enhanced their motivation (40%) and raised their self-efficacy (40%).

Question 4 of the interview explored why they perceived SE as the stronger predictor of their JP as found earlier by the results of the multiple regression analysis. The results are presented in Table 9.

Table 9
The Interviewees' Perception of Why SE was a Stronger Predictor of JP

Rank	Reasons	Frequency (out of 30)	Percentage
1	Generally the sense of SE is enough to manage a teaching context as it enhances teachers' hope and motivation.	26	86.66%
2	Teacher's sense of SE, as a kind of mental stability results in decreasing fear of teaching and	20	66.66%

	boosting teaching practicality more than any other factors.		
3	Teachers via higher levels of SE can solve most of their problems through creativity even those who have lower levels of RT, or PD.	11	36.66%

As indicated in Table 9, the interviewees believed SE was enough to manage a teaching context as it enhanced teachers' hope and motivation (87%). Also, SE, as a kind of mental stability, resulted in decreasing fear of teaching and boosting teaching practicality more than any other factors (67%). Moreover, they believed that teachers with higher levels of SE can solve most of their problems through creativity even those who have lower levels of RT, or PD (37%).

4. Discussion

The first research question sought to investigate the possible relationship between Iranian EFL teachers' RT and their JP. A significant positive relationship was found between teachers' RT and their JP which has been demonstrated through many other studies (e.g., Soodmand Afshar and Farahani, 2018); Zulfikar & Mujiburrahman, 2018). Dewey (1933) maintains that reflection is a purposeful attempt to measure the effectiveness of one's teaching and also educational experiences which can lead to further teacher learning and growth and consequently their better job performance. However, the method of reflection is also important. Moradkhani (2019) for instance, comparing two famous reflection approaches (i.e. teaching journals and peer observation), concluded that both can prove fruitful although he found that the participants preferred the latter (i.e. peer observation) over the former. That is, as Moradkhani argues, interactive collaborative oral reflective practices should be given priority over individualized written reflective activities, a finding also supported by the results of Donyaie and

Soodmand Afshar (2019), who found that collaborative journal writing, which was materialized in their study through focus-group discussions, was favored more by the participants compared to the individualized written reflective journals. Research has also revealed that encouraging teachers to reflect on their practices has positive consequences on boosting their self-awareness (Farrell, 2013), receiving higher evaluation scores from their students (Winchester & Winchester, 2014), and gaining new insights into their performance (Farrell, 2016). Farrell (2008) indicated that teachers who engaged in reflective practices developed a deeper grasp of their teaching and informed decision-making skills, assessed their professional growth, and became proactive and confident in their teaching, all of which show the crucial role reflection can play in teacher' success. Moreover, as Burns (2010) maintains, adopting RT practices by teachers can help them create conditions that enable them to realize any kind of inconsistency between their practices and the ideal view of the current situation. Richards (1990), states that reflective teachers adopt higher levels of inquiry and also problem-solving skills which are essential in the process of learning and teaching. Furthermore, according to Lowery (2003), reflective teaching has useful outcomes which are not only effective for students to succeed in their classroom, but it also has beneficial outcomes for the teachers to develop their autonomy, self-efficacy, competence and confidence in teaching which might eventually lead to better job performance. Therefore, due to the continuing evolution of the concept of reflection, teacher educators have come to a consensus that reflection is vital to effective teaching, and also a key ingredient for teacher inquiry (Schön, 1987).

The second research question of the study investigated the possible correlation between Iranian EFL teachers' SE and their JP. As shown earlier, a significant relationship was found between the two variables of the study.

The results in this respect are in line with those of Huangfu (2012), Wolters and Daugherty (2007), who similarly found a significant positive relationship between teachers' SE and their JP. Tschannen-Moran, Woolfolk-Hoy, and Hoy (1998) also asserted that teacher efficacy was a joint, and simultaneous function of teachers' analysis of the teaching tasks and assessment of their personal teaching skills or competences. Because SE is defined as the belief that teachers develop according to their effect on their student learning processes (Ashton & Webb, 1986), teachers with higher SE feel empowered to influence their students' outcomes, while teachers with lower SE have little confidence in their ability to boost their students' learning (Tschannen-Moran & Woolfolk-Hoy, 2001) and might thus have a weaker JP. In addition, teachers with high SE beliefs declared being more receptive to applying new and more appropriate instructional practices compared to their colleagues with less SE beliefs (Guskey, 1988); an argument which as a result, might lead to their higher levels of JP. As an important advantage, higher sense of efficacy makes educators somehow less critical of learners while they make errors (Ashton & Webb, 1986) and even urges them to function better and longer with students who are struggling (Gibson & Dembo, 1984), the conditions which might have a positive impact on teachers' commitment, JP, and their professional growth (Tschannen-Moran & Woolfolk-Hoy, 2001).

The third research question of the study investigated the possible relationship between Iranian EFL teachers' attitude toward PD and their JP. The results found a significant positive relationship between the two variables. The results of the study in this regard are partially in line with those of Cabaroglu (2014), who also found that PD had positive effect on teachers' self-efficacy and consequently on their JP. Darling-Hammond and McLaughlin (1995) define PD as enhancing teachers understanding of the

processes of learning and teaching, and also facilitating their understanding of the learners whom they teach. The process of teachers' PD thus includes an opportunity which enables teachers to get empowered, as part of the process of constructing their professional identity (Bolam, 2002). Guskey (2003) asserted that, through PD, teachers' classroom practices will be improved which, in turn, affects students' learning outcomes. Further, Mizell (2010) argues that, PD can also raise educators' careers (i.e., improve their JP), prepare them for supervisory positions, and even help them get a pay raise which can lead to their job satisfaction and consequently their JP (Soodmand Afshar & Doosti, 2016). In fact, teachers are expected to promote levels of achievement in schools and colleges and also meet high standards of teaching (Campbell, McNamara, & Gilroy, 2004). As it is clear, teachers who are substantially responsible for student performance and achievement, face new learning realities, a pre-requisite for which they can promote their PD (Bransford, Darling-Hammond, & LePage, 2005) in such a way that, "they can be agents for change in a world in desperate need of change: change from competition to cooperation, from powerlessness to empowerment, from conflict to resolution, from prejudice to understanding" (Brown, 2001, p. 445). As the result, it could be argued that PD cannot be left to take care of itself. Educational policy makers and teacher educators, especially in EFL contexts, should provide their teachers with abundant opportunities to become professionally developed and, as a result, gain higher job satisfaction and JP.

The fourth research question of the study investigated among RT, attitude toward PD, and SE of Iranian EFL teachers, which one was a stronger predictor of their JP. As the results indicated, teachers' SE came to be a stronger predictor of their JP, a finding which is in line with those of Chen,

Gully, Whiteman, and Kilcullen (2000) who also found that teachers' SE along with their cognitive abilities and goals influenced their JP and that SE was significantly positively correlated with their performance.

The study of teacher efficacy has proved much fruitful in the educational contexts and has come to be known as a highly significant factor in predicting some beneficial teacher-related issues (Ross & Bruce, 2007). Also, as Woolfolk and Hoy (1990, p. 81) note "researchers have found few consistent relationships between characteristics of teachers and the behavior or learning of students. Teachers' sense of efficacy . . . is an exception to this general rule" indicating the important role SE could play in the success of teachers or lack thereof. Corroborating this stance, Ross and Bruce's (2007) results revealed that teachers with a higher sense of SE focused substantially on student autonomy and the needs of low-performing students, which, as a result, might lead to better teacher JP. By the same token, Brouwers and Tomic (2000) believe that teachers who are not sure about their capability to manage and control disruptive classes and students, start to discourage students for their doubts and so show negative attitudes towards the class and the students and cannot thus, develop professionally. Bandura (1997) maintains that the teachers with lower levels of SE recognize many aspects of their profession as facing with danger. Moreover, the low sense of SE of teachers is specified to be linked with anxiety, depression, and also helplessness (Bandura, 1997). It seems that, teachers who have a higher sense of SE tend to imagine themselves in a successful position, which can function as a positive driving force for their performance (Schwarzer et al., 2000). Thus, it could be argued that, teacher sense of efficacy is correlated with their actions in the classroom, as well as with their students' achievement, and motivation (Tschannen-Moran et al., 1998; Wolters & Daugherty, 2007).

Further, the last research question investigated the EFL teachers' perceptions of the role of PD, RT, and SE in their JP qualitatively. The results indicated that the teachers believed that their sense of SE could lead to their better JP via raising their sense of power and self-belief, decreasing their fear of teaching, raising teaching practicality, boosting creativity, and also enhancing teaching security. The findings support those of Ross (1994) and Tschannen-Moran et al. (1998) who found that teachers with higher levels of SE and professional control of their life showed higher levels of effort, persistence and resilience.

In addition, the participants believed that higher levels of teachers' RT could lead to their better JP by using previous teaching experiences, investigating their strengths and weaknesses during the teaching process, schematization, and enhancing practicality which are supported by Farrell (2003) who maintains that reflection helps educators to shape their daily experiences, enables an insightful understanding, raises their consciousness about teaching, allows them to develop in a deliberate and critical manner, and triggers positive change. The results are also partially supported by the findings of Akbari (2007) who holds that RT is positively correlated with such different beneficial outcomes in the context of teaching as job satisfaction, improving the relationship between teachers and their learners and mainly among teachers and their colleagues.

Moreover, the participants believed that higher levels of teachers' PD resulted in the higher levels of JP through consciousness raising, keeping them up-to-date, enhancing their creativity, developing their skills, enhancing their motivation, and raising their SE which are supported by the findings of Zein (2017) who believes that PD programs which are in line with their needs are more likely to lead to teachers' deepened pedagogical knowledge, increased instructional practice, enhanced levels of SE beliefs, and

consequently their better JP. Thus, it can be concluded that, the results of qualitative analysis are in line with those of quantitative data of the study. Furthermore, according to the qualitative data, it was revealed that Iranian EFL teachers currently do some kinds of PD activities which might be different from what they need. They, thus, believed that, to have a better JP, participating in up-dated PD activities consistent with their needs was necessary.

5. Conclusion and Implications of the Study

This study investigated the relationship between three variables of crucial importance in teacher education (i.e., RT, attitudes toward PD, and SE) and their JP. Based on the results of the statistical analysis, it was revealed that the teacher characteristics mentioned were significantly positively correlated with their JP. Particularly, EFL teachers' SE was found to be a stronger predictor of their JP, a finding which is, indeed, supported by the results of qualitative data.

As Roberts (1998) states, teachers, especially nonnative teachers, should not be expected to be able to handle English classes without any special training. Because the results of this study indicated a significant relationship between such teacher characteristics as RT, PD, SE and their JP, it seems reasonable to suggest that teacher education programs make pre-service and in-service teachers aware of such effective teacher characteristics as those mentioned above if the aim is to educate effective teachers, who, in turn, could boost students' achievement.

In addition, the findings of the study might be fruitful for foreign language education policy makers in general and language institute managers in particular to enhance language teachers' awareness of the significance of such crucial factors as RT, PD, and SE, in order to see the phenomenon of

language learning and teaching from deeper perspectives and to improve their teachers' JP.

English Language teachers should thus be given more attention due to the fact that they need various sources, materials, and books which incorporate the tenets of RT, PD, and SE in their syllabi. Moreover, it can be suggested that reflective practice and PD programs be incorporated in both in-service and preservice teacher training programs.

Finally, considering the significant role of teachers' SE (Woolfolk & Hoy, 1990), and because language teachers with poor SE in teaching were found in the study to have lower JP, teacher trainers and language center managers can thus help teachers enhance their SE which was shown in the study to be significantly related to better teacher JP and which might consequently lead to enhanced L2 achievement of their EFL learners.

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