

The Impact of Job Commitment and Job Satisfaction on Iraqi EFL Teachers' Reflective Thinking

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Abstract

Reflective thinking constitutes a self-directed process wherein educators cultivate personal development, thereby augmenting accomplishments and mitigating errors. This study seeks to investigate the interconnection among job commitment, job satisfaction, and reflective thinking (RT) within the context of Iraqi English as a Foreign Language (EFL) instructors. The research delves into issues of teacher discontent, antiquated methodologies, and systemic challenges related to teacher empowerment and psychosocial support, underscoring the pivotal role of motivated educators. Despite substantial allocations in education budgets, the study underscores the imperative for more holistic remedies to surmount these obstacles.

Keywords : Job Commitment; Job Satisfaction; Reflective Thinking; Iraqi EFL teachers.

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أثر الالتزام الوظيفي والرضا الوظيفي على التفكير الانعكاسي لمعلمي اللغة الإنجليزية كلغة أجنبية

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المستخلص

يعتبر التفكير الانعكاسي او التأملي سلوك ذاتي من خلاله يطور المعلم ذاته فيعزز نجاحاته ويقلل الأخطاء. هدفت الدراسة إلى استكشاف العلاقة بين الالتزام الوظيفي والرضا الوظيفي والتفكير الانعكاسي لدى معلمي اللغة الإنجليزية كلغة أجنبية في العراق. يتناول البحث استياء المعلمين، والأساليب التي عفا عليها الزمن، والقضايا النظامية، من تمكين المعلمين وظيفياً والدعم النفسي الاجتماعي، مع التركيز على الدور الحاسم للمعلمين المتحمسين. وعلى الرغم من ميزانيات التعليم الكبيرة، تسلط الدراسة الضوء على الحاجة إلى حلول أكثر شمولاً للتغلب على هذه التحديات. اختارت الباحثة 65 معلماً من مدارس مختلفة في مدينة الشامية / العراق، بخبرات متفاوتة. تم جمع البيانات باستخدام استبيان التفكير الانعكاسي ومقياس الرضا الوظيفي ومقياس التزام الوظيفي. أظهرت النتائج وجود علاقة ذات دلالة إحصائية بين التفكير الانعكاسي والرضا الوظيفي والالتزام الوظيفي.

كلمات مفتاحية: : الالتزام الوظيفي, الرضا الوظيفي, التفكير الانعكاسي , معلمي اللغة الإنجليزية كلغة أجنبية.

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Introduction

This work discusses the importance of reflective thinking in secondary education, emphasizing its role in considering the broader context, meaning, and implications of an experience or action. Students in secondary education are encouraged to go beyond subject material and engage in mental reflections, as it is recognized as a key skill for sustainable development. The American National Professional Training Standards (ANPTS) recommends reflective thinking for both instructors and students, along with rigorous evaluation to enhance learning from experiences and improve teaching practices. Commitment is a shared responsibility for both teacher-school and organizational commitment, which can motivate workers and drive organizational success. School structure, the teaching profession, and students are all crucial components of an organization. Commitment is a feeling, conviction, and behavioral intention towards work. Teacher dedication to good teaching enhances student interest, engagement, and learning, especially for at-risk students. Similarly employees are committed to their companies. Job satisfaction is also a crucial aspect of teaching, as it affects teachers' emotional state and retention. Job dissatisfaction can lead to absenteeism, hostile conduct, early career departures, and psychological retreat from work. Reflective thinking, professional dedication, and job happiness are essential for effective teaching and school performance. This research aims to examine Iraqi EFL teachers' reflective thinking, professional dedication, and job satisfaction using a correlational design to determine their relationship (Kanungo, 1979; Shokouhi and Moghimi, 20015). Teachers' discontent and dedication are linked to outdated teaching methods and their inability to develop. To improve work satisfaction, instructors need incentives to increase work satisfaction. In Kenya, teacher discontent has led to strikes, professional drain, and a loss of confidence. Poor housing facilities, work overload, and transportation issues also affect teachers. These issues can undermine schools' aims and objectives (Simatwa, 2011). This study endeavors to assess the levels of job satisfaction among educators while concurrently investigating the associations between reflective teaching practices, professional contentment, and occupational commitment—an aspect heretofore underexplored in extant literature. The research will inspire teachers to reflect on their teaching, help students become reflective learners, and introduce new teaching methods. The results will help EFL instructors, students,

families, syllabus designers, and policymakers understand and support teachers' requirements. Reflective thinking is crucial for improving education and making it easier for students (Mart, 2013).

1.1. Background

Reflective thinking stands as a pivotal skill imperative for the sustainable development of secondary education, given its capacity to delve into the broader contextual, semantic, and consequential dimensions of experiences or actions. Within the realm of secondary education, educators underscore the significance of reflective thinking within professional disciplinary frameworks. Students, in turn, exhibit a propensity to transcend the superficial layers of novel subject matter, gravitating towards cognitive introspection. The American National Professional Training Standards (ANPTS) advocate for a culture of reflection among both educators and students, urging a systematic examination of techniques aimed at augmenting the teaching and learning processes. Emotional commitment from teachers to the school emerges as a crucial component, alongside organizational commitment encompassing students, teachers, and the school's structural framework. Work commitment, encapsulating belief, conviction, and action, is identified as a linchpin in this context (Guskey and Roy, 2014).

Notably, the correlation between excellent teaching and heightened student attention, engagement, and learning outcomes, especially for academically vulnerable students, underscores the profound impact of pedagogical effectiveness. Fostering a sense of loyalty among educators is paramount, with contemporary educational discourse increasingly emphasizing the role of teacher well-being. Empirical research underscores the detrimental effects of job dissatisfaction, manifesting in recurrent teacher absenteeism, adversarial conduct towards colleagues and students, premature exits from the profession, and psychological disengagement from work. The relationship between poor instructional quality and ensuing challenges is evident, with job evaluation-induced satisfaction emerging as a pivotal factor influencing positive emotional states. Furthermore, the nexus between teacher satisfaction and its predictive role in terms of retention, commitment, and overall school success is well-documented. Against this backdrop, Iraqi English as a Foreign Language (EFL) instructors undertake an exploratory investigation utilizing a correlational methodology. This study seeks to unravel the interconnections among reflective thinking, professional devotion, and work satisfaction within the academic context (Henderson and Hurley, 2013).

1.2. Statement of the Problem

Teachers' lack of satisfaction and commitment is a significant issue, as they rely on outdated teaching strategies and struggle to improve their methods. Teachers play a crucial role in guiding learning institutions towards their goals and encouraging students to succeed in exams. To enhance job satisfaction, teachers must be motivated to shoulder their responsibilities efficiently. The study tries to address the problems faced by teachers, such as strikes, professional drain, fewer youth entering the profession, and erosion of teacher confidence and integrity. Poor housing facilities, heavy work overload due to teacher shortages, and poor transport systems can hinder teachers' ability to perform well in exams and contribute to teacher shortages. Addressing these issues is crucial for schools to achieve their goals and objectives. The government's significant education budget expenditures may not be enough to address these issues. Furthermore, the research hypotheses are:

1. Is there a significant correlation between reflective thinking and work dedication among Iraqi English as a Foreign Language (EFL) educators?
2. Is there a discernible relationship between the job satisfaction of Iraqi EFL instructors and the frequency or quality of their reflective writing?
3. Is there a statistically significant association between work commitment and job satisfaction among Iraqi EFL instructors?
4. To what extent can reflective thinking or work commitment serve as a more reliable predictor of the job satisfaction of Iraqi EFL educators?

1.3. Significance of the Study

Reflective thinking is a crucial tool for self-improvement in various aspects of life, including work and personal life. Teachers can discover their strengths and improve their methods to achieve maximum success in their jobs. The study will also benefit learners by encouraging them to become reflective learners. The results may provide new teaching methods and enhance teachers' understanding, leading to better job commitment and satisfaction. The findings will also help EFL teachers, students, families, syllabus designers, and policymakers understand their needs and help them perform their duties appropriately.

1.4. limitations of the Study

The present research has certain limitations due to the current epidemics situation, as finding teachers with expertise may be more challenging when some teachers do not have a strong online presence. In this fashion, the answers to the questions were entered into Google Doc files and sent to the participants by email or social media. Since the study was done in the city in which the researchers reside, the other restriction will be the small sample size of 65 English EFL instructors in Alshamyaa, Iraq. Since all teachers were not included in this study and only EFL instructors were examined, other sorts of teachers could not be covered by it.

2.0. Review of the Related Literature

The literature review will include a variety of definitions of the variables, followed by a concise analysis of the evolution of thinking about those variables.

2.1. Reflective Thinking

Reflective thinking is a vital aspect of learning and personality development, promoting self-assessment, self-awareness, moral judgments, and an understanding of character. It can be achieved through various methods like journaling, art, essay writing, and pair-talking. Reflection can help students set objectives, follow up on class sessions, and develop service-learning projects. Teachers can demonstrate contemplation by sharing moral learning, emphasizing that character building is a lifetime process that requires effort and ethical living. In second language teacher education, reflective teaching can help teachers better understand their careers and develop a better understanding of their careers. Engaging in reflective thinking leads to a deeper understanding of one's own and others' perspectives, ultimately leading to a more ethical and fulfilling life. Reflective thinking is a valuable tool for both students and teachers to improve teaching practices and character development (Rogers, 2002; Yang and Chang, 2008).

2.1.1. The Nature of Reflective Thinking

Reflective thought, invented by renowned author John Dewey, is a crucial component of learning and education that helps students develop problem-solving skills. It involves six stages:

- 1) an event;
- 2) a spontaneous interpretation;
- 3) identifying the problem(s) or question(s);
- 4) coming up with plausible explanations;

- 5) turning these explanations into full-fledged theories; and
- 6) experimenting with or testing the chosen theory.

Dewey's six-phase inquiry method includes antecedent conditions, problem establishment, problem solution selection, deductive reasoning, the operational nature of facts meanings, scientific inquiry, and common sense. However, the concept has faced criticism from educational experts, who argue that it is too time-centered, problem-centered, and critical. Reflective thought can be divided into two categories: critical reflection, which involves deeper contemplation, and reflective thought, which involves quick judgments without considering all options (Dewey, 2018, pp. 9-10-11). Technical reflection focuses on efficiency and efficacy in achieving goals, while practical reflection analyzes methods, objectives, assumptions, and results. Critical reflection concerns moral and ethical standards, making judgments about professional action's fairness, justness, and respect for others (Dewey, 2018). Griffith and Frieden (2000) distinguish three forms of reflective thinking: pre-reflective, quasi-reflective, and reflective (the highest level). Open-mindedness, directness, wholeheartedness, and responsibility are essential for reflective action. Accessible teaching requires a lack of bias and a genuine interest in the subject, while enthusiasm and sincerity rely on personal experience. Responsibility requires an evaluation of consequences and being prepared to suffer consequences. Professional development encourages teachers to develop their reflection practice. An analytical framework evaluates studies on teachers' reflective practice, finding a need for agreement on administration and various types of reflection. Teachers' limited knowledge of developing reflective practice may hinder its use(Anderson,2001).

2.2. Job Commitment

Personal commitment to work is a common term for corporate employees' dedication, while organizational devotion has three components: affective, persistent, and normative. Emotional commitment refers to a person's sentiments for their workplace, continuity commitment reflects their desire to leave the firm, and morality and responsibility to the organization. Job commitment encompasses all aspects of devotion. Work commitment is often measured by stress or turnover rates, but this work focuses on managerial behavior and job devotion. Employee motivation is crucial, as job passion breeds dedication. Employees are motivated by fairness, and normative commitment is a concept that assumes corporations provide incentives

to employees. In the 1980s, normative commitment meant staying in the organization, but after 20 years, some scholars believe it benefits workers and companies (Vakola and Nikolaon, 2005).

2.3.1. Role and Significance of Teacher's Job Satisfaction

The India Education Commission (2021) determined that teachers are vital to national development. Schools, colleges, and universities need teachers the most. They advance education. "Guru" instructors have trained students for life since ancient times. Teacher knowledge, purity, and perfection are recognized globally. Professor's mold and enhance higher education. Teachers instruct, shape knowledge and innovations, and motivate students. The classroom teaches educational philosophy and goals. Satisfied teachers gain greatly. It means that joyful, dedicated, and committed teachers may serve students, parents, and society. Teacher retention, devotion, and school performance depend on professional satisfaction. Job and corporate interest are commitments. Job happiness, morale, and motivation impact instructors' efficacy. National development and integration depend heavily on teachers. Colleges are degrading. Only dedicated instructors can enhance education in such an environment. Educators must increase quality (Valaei and Rezaei, 2016). Teachers must understand their professional and societal duties to perform well. Teachers now influence national advancement. Rapid output using people and resources builds a nation. Teachers are upset today. Work dissatisfies them. Education has deteriorated. Despite government programs, they're unhappy at work. Excellent education requires well-trained instructors. Job dissatisfaction, burnout, absenteeism, indifference, and turnover are factors that may affect highly talented and competent employees. Dissatisfied instructors complain. Dissatisfaction has many faces. Unmotivated employees threaten civilization. This unhappiness reflects in their job, which lacks enrichment, school goals and objectives, frequent teacher absenteeism, and antagonism toward colleagues and students. Bad teaching follows these negative effects (Pettijohn and Taylor, 2007). The deleterious effects of occupational discontent within the realm of education manifest as the generation of sentiments such as fear, despair, wrath, hate, and futility. Notably, professionals in the fields of medicine, law, engineering, and analogous domains have been subjected to scrutiny by experts who expound upon available resources. Regrettably, educators confront a scenario marked by limited facilities, with a substantial proportion obtaining their

education as a result of constrained alternatives. Consequently, dissatisfaction among educators significantly impinges upon the educational landscape. (Boody, 2008).

The deficiency of adequately trained and committed personnel within both high-quality and high-quantity educational institutions emerges as a pivotal variable influencing students' educational objectives. The competence and knowledge of staff exert a pronounced influence on the overall productivity of educational institutions. Notably, advancements in professional rank may significantly impact the satisfaction levels of educators, thereby influencing their commitment to their roles. Factors such as personal and professional growth, societal recognition, and career progression are plausible outcomes contingent upon promotions. The constrained advancement opportunities for teachers have discernible repercussions on the educational sphere. Adequate remuneration is pivotal in fulfilling the basic needs and desires of educators, with equitable compensation fostering a sense of work contentment. Conversely, dissatisfactory remuneration contributes to negative repercussions not only for educators personally but also for societal well-being, thereby compromising the prospective trajectory of the nation. Dissatisfaction within any facet of the profession engenders stagnation and attenuation of career trajectories, with potential adverse implications, including instances of professional burnout and, regrettably, in extreme cases, the tragic phenomenon of teaching-related suicide. The broader societal undervaluation of the teaching profession compounds these issues, with contemporary educators often finding themselves marginalized and overlooked in comparison to other vocations (Saxena, 2019).

Luthans (1998) asserts that a positive, visually appealing work environment boosts productivity, while unmet needs impact morality, the economy, and psychology. Instructors' morale, influenced by various factors, directly affects their performance and job satisfaction within comparable employment contexts. Work commitment and valuation of labor vary, with engaged employees experiencing higher contentment. Job satisfaction hinges significantly on the perceived fairness of compensation relative to peers in equivalent roles. Unfair outcomes lead to dissatisfaction, prompting employees to seek additional incentives or reduce effort. Performance outcomes have multifaceted consequences, with employee satisfaction emerging as a pivotal metric for corporations. Job satisfaction positively correlates with increased work

motivation, organizational citizenship, and a reduction in turnover, burnout, apathy, and absenteeism. Enhanced work satisfaction contributes to a better quality of life for teachers, motivating their professional pursuits (Bergman, 2006). Instructor job satisfaction is influenced by a range of internal and external factors. External influences, such as salary, career prospects, and positive relationships with colleagues and superiors, significantly impact overall satisfaction. Intrinsic rewards, derived internally from tasks like utilizing one's talents, facing challenges, achieving goals, receiving praise, and experiencing kindness, contribute to satisfaction. Managerial actions, including psychological incentives, play a role in shaping internal motivation. Intrinsic motivation is further fueled by a sense of task passion. Internal pressures arise from pursuing challenges, assuming responsibilities, and a commitment to personal and professional growth. This nuanced exploration provides a comprehensive understanding of teacher job satisfaction, systematically assessing various factors. (Barton and Ryan, 2014).

3. Methodology

This study employed a quantitative research strategy utilizing correlation analysis to investigate the interrelationships among three key variables. The sample consisted of 65 English as a Foreign Language (EFL) instructors in Iraq, selected from diverse schools and institutions in Alshamyaa city, centrally located in Iraq. The sample comprised 30 male and 35 female instructors with varying years of teaching experience. Participants' ages ranged from 22 to 45, and their educational qualifications spanned from a Bachelor's degree (B.A.) to a Master's degree (M.A.). The assessment of reflective thinking utilized a 29-item questionnaire employing a Likert scale ranging from 1 = never to 5 = often, as developed by Akbari et al. (2010). The questionnaire items were categorized into five dimensions: critical thinking, learner-oriented thinking, metacognitive thinking, practical thinking, and cognitive thinking.

3.1. Job Satisfaction Scale

The Minnesota Job Satisfaction Scale (MSQ) was a 1967 data gathering tool, consisting of a 20-item questionnaire with a 5-point Likert-type answer structure. It measures inner job satisfaction, external job satisfaction, and extrinsic work satisfaction, with Cronbach's alphas ranging from .84 to .96.

3.2. Teacher Commitment Scale

The 'Organizational Commitment Questionnaire' (OCQ) by Mowday et al. (1979) was used for this investigation. In place of the normative or continuity areas of organizational commitment, this test's 15 questions assess the emotional domain (Mowday et al., 1979). The three-dimensional measures of teacher commitment to the educational system (TCO), teacher commitment to teacher preparation (TCP), and teacher commitment to students (TCS) were utilized to construct the tutorial class. TCO is the sum of three questions on a Likert scale with a range of 1 to 5, with 5 denoting strong agreement.

3.4. Procedure and Data Collection

In the present study, 65 Iraqi EFL instructors were chosen from a variety of public schools and institutions in the Iraqi city of Alshamyaa in order to gather the necessary data. The participants ranged in age from 22 to 45 and included both male and female EFL instructors. Then, in order to get the necessary information from the EFL instructors, the researcher distributed the Reflective Thinking Questionnaire, Teaching Satisfaction Scale, and Teacher Commitment Scale. Additionally, to gather the data, an electronic version of each of the three scales was developed and delivered to the EFL Iraqi instructors through email or other apps.

Results

4.0. Overview The study hypotheses are tested in this section using the data from the completed surveys. Excel and SPSS 26 are the programs that are used to describe the data and evaluate hypotheses. In this study, three questionnaires were employed: the first was about reflective thinking, the second was about job dedication, and the third was about job satisfaction. Each of the three was given a score depending on their performance range. In this study, 65 instructors are included, including 35 women and 30 men. Following the presentation of descriptive data, the research hypotheses are tested using Pearson correlation analysis.

Table 4.

Demographical Information on Participants

Participant.	The mean of the age	Males	Females	Occupation
1-65	33.7	30 (43.75%)	35 (56.25)	EFL Teachers

4.1. Descriptive Statistics

The 29-question Reflective Thinking Questionnaire, which is evaluated on a Likert scale from 1 to 5, provides descriptive data broken down by gender. For female mistresses, the average score on the questionnaire is 3.65, while for male educators, it is 3.66. Additionally, it displays the 3.66 average overall score. Additionally, in the second graphic, the scores connected to each question are shown individually for male and female instructors.

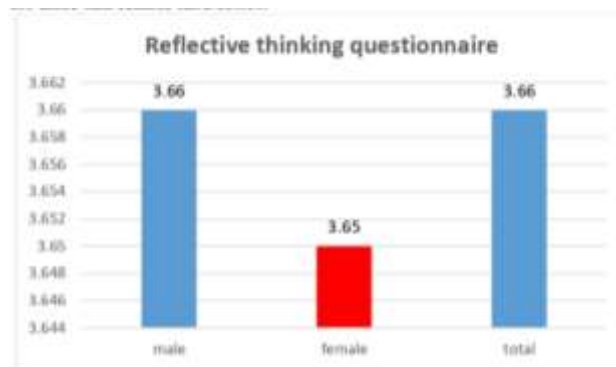


Figure 4.1. Score Distribution for Male and Female Teachers

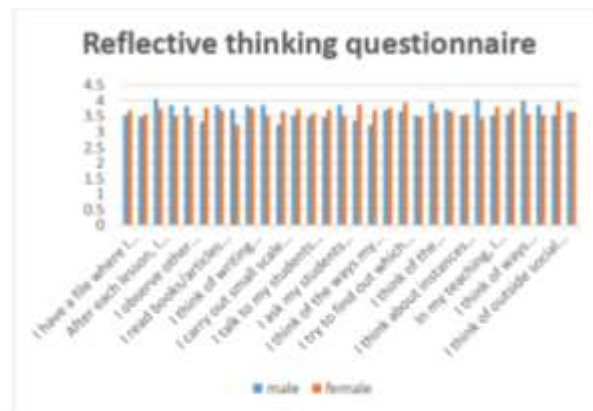


Figure 4.2. Bar Graph for Score Distribution of Male and Female Teachers in Reflective Thinking Questionnaire

4.1.1. Descriptive Statistics of the Scales

The second Teaching Satisfaction Scale (TSS) questionnaire, which consists of 20 items and is graded on a scale of 1 to 5, provides descriptive data broken down by gender. For female teachers, the average score on the questionnaire is 3.8, whereas for male instructors, it is 3.85.

Additionally, it displays the 3.83 average overall score. In the second graphic, the scores connected to the questions are also displayed individually for male and female instructors.

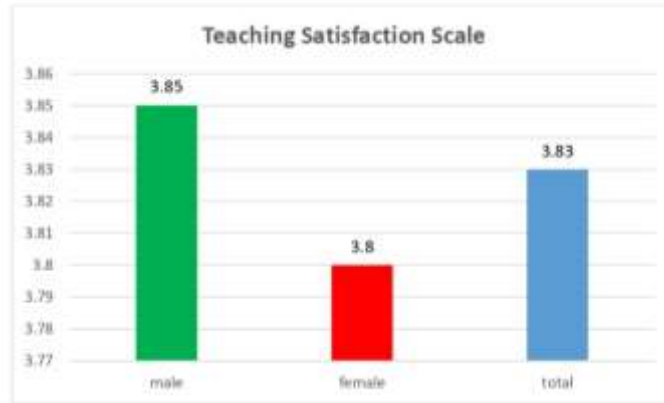


Figure 4.3. Bar Graph for Score Distribution of Male and Female Teachers in TSS



Figure 4.4. Bar Graph for Score Distribution of Male and Female Teachers in TSS

The gender distribution of descriptive data for the second Teacher Commitment Scale questionnaire, which consists of 15 questions and scores them on a scale from 1 to 5, is displayed. For female instructors, the average score on the questionnaire was 3.92, while for male teachers, it was 3.76. Additionally, it displays the 3.85 average overall score. In the second graphic, the scores connected to the question are also displayed individually for male and female instructors.



Figure 4.5. Bar Graph for Gender Distribution in Teacher Commitment Scale



Figure 4.6. The diagram for Gender Distribution in Teacher Commitment Scale

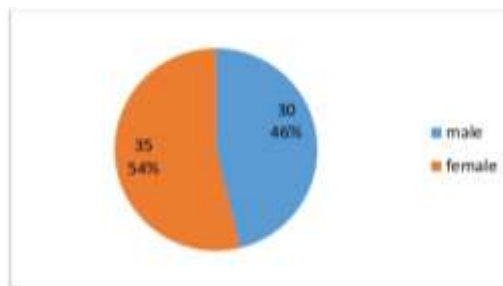


Figure 4.7. The Pie Chart for Gender Distribution in the Study

4.2.1. Test of normality

The most important step before taking any action is to choose the best statistical method for the study, calculate reliable test statistics, and draw logical conclusions about research hypotheses. For this goal, data dispersion knowledge is crucial. One of the most common applications of the Distribution Matching Test is the normalcy test of a distribution, which is appropriate for the valid Kolmogorov-Smirnov test. The Kolmogorov-Smirnov normality test's statistical presumptions are as follows:

Table 4.2
One-Sample Kolmogorov-Smirnov Test

		Teacher Commitment	Reflective Thinking
N		65	65
Normal Parameters ^{a,b}	Mean	3.8531	3.6562
	Std. Deviation	.57129	.40878
Most Extreme Differences	Absolute	.108	.109
	Positive	.065	.077
	Negative	-.108	-.109
Test Statistic		.108	.109
Asymp. Sig. (2-tailed)		.060 ^c	.055 ^c

H₀ :The data are not normally distributed.

H₁ :Data are normally distributed. As a consequence, if the level of significance of the test is less than 0.05 (sig 0.05), the null hypothesis (H₀) is rejected, which indicates that the data are not typical. Based on the results of the table and the fact that all of the variables' sig or P-Values are larger than 0.05, the hypothesis of normality of data distribution is accepted.

5. Discussion

Reflective thinking does not exert a discernible influence on the professional commitment of Iraqi English as a Foreign Language (EFL) teachers. This lack of impact is attributable to the imperative shift from perceiving professional challenges merely as issues to adopting a perspective that considers them as opportunities for reflective contemplation. The employment of reflective thinking methodologies, however, demonstrates the potential to augment both situational awareness and instructional acumen, thereby offering a plausible avenue for enhancing instructors. The findings of Saxena (2019) revealed a subtle yet positive correlation between reflective thinking and the commitment of pre-service teachers. Furthermore, a robust and statistically significant association emerged between teachers' reflective thinking and their job satisfaction, underscoring noteworthy links between job satisfaction, teacher autonomy, and the practice of reflection. Notable hindrances to reflective teaching were identified as time constraints, diminished student enthusiasm, and disciplinary challenges, all of which exerted a substantial impact. The cultivation of reflective practice was found to be contingent upon the provision of social support. In contrast, Mart (2015) reported that reflective practice significantly influenced the job satisfaction of lower primary and subject teachers. Additionally, Kothari et al. (2021) demonstrated an escalation in work satisfaction among EFL instructors through the integration of reflective practices. This study further established a significant nexus between the

work happiness of Iraqi EFL instructors and their professional commitment. Organizational commitment, a construct intertwined with employee satisfaction and investment, was identified as a predictor of job satisfaction. Paradoxically, work dedication, rather than reflective thinking, emerged as the predictor of job satisfaction specifically for Iraqi EFL instructors. Consequently, this research posits that work commitment stands out as a superior predictor of job satisfaction. Extant literature aligns with the notion that job satisfaction tends to be a more reliable predictor of organizational commitment than reflective thinking. It is crucial to note that the directional nature of these relationships may exhibit variability.

6. Conclusion The principal objective of this research was to investigate the interplay between teachers' reflective thinking, professional devotion, and job satisfaction. The study's findings revealed a lack of statistically significant correlation ($Sig = 0.026, 0.05$) between the professional devotion of English as a Foreign Language (EFL) teachers and reflective thinking. This suggests that reflective thinking does not consistently translate into full commitment to the teaching profession, and conversely, high professional devotion does not necessarily imply reflective thinking. Furthermore, the Pearson correlation coefficient between reflective thinking and job satisfaction yielded a value of 0.403, signifying a substantial and positive relationship between the two variables. This notable correlation indicates that teachers who engage in reflective practices exhibit an interest in enhancing their instructional methods, consequently improving classroom performance. This improvement, in turn, contributes to elevated levels of job satisfaction among teachers. Similarly, the Pearson correlation coefficient for the relationship between work devotion and job satisfaction also produced a value of 0.403, underscoring a significant and positive association. This finding suggests that teachers demonstrate heightened commitment to their profession when they experience satisfaction in their roles. Consequently, the outcomes of this research hold potential utility for educators, offering insights into the importance of their commitment to teaching. The implications of this study extend to students, illustrating the relevance of pedagogical concepts, their interconnectedness, and their substantial impact on overall student achievement in a course. Policymakers and educational authorities may also find value in these findings, as they underscore the critical importance of teacher commitment and satisfaction. Consideration of

these factors as essential goals in teacher education programs is warranted, emphasizing the provision of autonomy and fulfillment to educators in their professional roles.

Recommendations

While recognizing the inherent imperfections in the current research, it is imperative for future scholars to proactively address these limitations and explore new avenues of investigation. Specifically, the study's exclusive focus on Iraqi English as a Foreign Language (EFL) instructors suggests a potential area for improvement. Future research endeavors are advised to broaden their scope by including educators from diverse academic disciplines. This expansion will facilitate a more comprehensive exploration of the relationships between reflective thinking, professional commitment, and job satisfaction across a wider range of educational domains.

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Appendices

Please fill in the appropriate square to indicate your level of agreement with statements about your actions and thinking in this course.

A—definitely agree

B—agree with reservation

C—only to be used if a definite answer is not possible

D—disagree with reservation

E—definitely disagree

A_ Reflection Thinking Questionnaire

Self-awareness:

1-I have initial thoughts and feelings about the situation or experience.

2- did your emotions evolve throughout the process?

Understanding the Situation:

3-You can distinguish the main issue or challenge you faced?

4-Can you identify any assumptions you made at the beginning?

5- This course requires us to understand concepts taught by the lecturer.

6- To pass this course you need to understand the content.

7- I need to understand the material taught by the teacher in order to perform practical tasks.

8- In this course you have to continually think about the material you are being taught.

Critical Thinking:

9-can you identify the information or data did you rely on when making decisions?

10-Were there any biases in your thinking that influenced your actions?

Decision Making:

10- Did you consider the relevant factors when making important decisions?

11-Were there any ethical considerations that influenced your choices?

Learning and Growth:

12- Did you learn from this experience?

13- Has this experience contributed to your personal or professional development?

Alternative Perspectives:

14-You can identify different viewpoints on the situation?

15- To what extent do you believe others might perceive the same situation differently?

Communication:

16-How effectively did you communicate your thoughts and ideas?

17-Were there any misunderstandings, and if so, how could they have been prevented?

Feedback:

18-Did you seek feedback from others? If so, what did you learn from it?

19- To what extent were you open to receiving feedback, and how did you incorporate it into your reflections?

Goal Setting:

20-Did your actions align with your initial goals or objectives?

21- To what extent would you consider approaching similar situations differently in the future?

Continuous Improvement:

22- Can you take to improve your performance in similar situations?

23- Can you apply what you've learned to future challenges?

Habitual Action

24- When I am working on some activities, I can do them without thinking about what I am doing.

25- In this course we do things so many times that I started doing them without thinking about it.

26- As long as I can remember handout material for examinations, I do not have to think too much.

27- If I follow what the lecturer says, I do not have to think too much on this course.

Reflection

28. I sometimes question the way others do something and try to think of a better way.

29. I like to think over what I have been doing and consider alternative ways of doing it.

B_ This questionnaire is designed to help us gain a better understanding of the teaching satisfaction.

Job Satisfaction:

1-On a scale from 1 to 10, how satisfied are you with your current teaching position?

2- I identify some significant factors contribute most to my overall job satisfaction?

Work Environment:

3-How would you describe the overall atmosphere and environment in the school?

4-Are there specific aspects of the work environment that enhance or hinder your job satisfaction?

Administrative Support:

5-Do you feel supported by the school administration in your teaching role?

6-How satisfied are you with the level of communication and collaboration with school leadership?

Colleague Relationships:

7-How would you rate your relationships with fellow teachers and staff?

8-Are there ways in which these relationships could be strengthened?

Professional Development Opportunities:

9-How satisfied are you with the professional development opportunities provided by the school?

10-Are there specific areas of professional growth you would like to focus on?

Teaching Resources:

11-Do you feel adequately equipped with the necessary teaching resources and materials?

12-Are there specific resources or tools you believe would enhance your teaching experience?

Student Engagement and Success:

13-How satisfied are you with the academic success of your students?

Recognition and Appreciation:

14-Do you feel adequately recognized and appreciated for your contributions as a teacher?

Workload and Stress:

15-How would you rate your current workload and stress level?

Career Development:

16- How satisfied are you with your current career path as a teacher?

Communication Channels:

17-How effective do you find the communication channels within the school?

18-Are there improvements that could be made to enhance communication?

Job Security and Benefits:

19-How secure do you feel in your position as a teacher?

20-Are you satisfied with the benefits and compensation provided?

C_ Teacher Commitment questionnaire,

Personal Commitment:

1- On a scale of 1 to 10, how dedicated do you feel to your role as a teacher?

2- I am motivated to come to work each day.

Job Satisfaction:

3- Can you rate your satisfaction with your current teaching position.

4- What aspects of your job bring you the most satisfaction?

Work-Life Balance:

5- Do you feel as a teacher your current work-life balance is?

6- Do you feel adequately supported in managing your workload?

Professional Development:

7- Can you rate your satisfaction with the professional development opportunities provided by the school?

Collaboration and Teamwork:

8- Can you rate the level of collaboration among teachers and staff in your school?

Student Engagement:

9- I am able to measure the success of student engagement in my classroom.

10- Do you face significant challenges in your teaching role?

11- Do you feel supported in overcoming these challenges, and if not, how could support be improved?

Communication:

12- How effective do you find the communication channels within the school?

Innovation and Creativity:

13- To what extent are you encouraged to bring innovation and creativity into your teaching methods?

14- Are there barriers that hinder your ability to implement innovative teaching approaches?

Future Goals:

15- How can the school better support you in achieving your professional goals?