

EFL Teachers' Self-Efficacy, Reflective Teaching, and Sense of Teaching Style as Predictors of Their Job Satisfaction in Iraqi Kurdistan

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Abstract

EFL teachers play a pivotal role in the success of educational systems. This study aimed to achieve two main objectives: first, to explore the relationship among EFL teachers' self-efficacy, reflective teaching, and sense of teaching style; second, to identify which of these variables predict job satisfaction among EFL teachers. To achieve these aims, a total of 120 EFL teachers from Iraqi Kurdistan were selected using convenience sampling from schools in Hawler, Sulaimani, and Halabja. Data were gathered through the Teachers' Sense of Efficacy Scale, the English Language Teaching Inventory, the Teachers' Sense of Teaching Style Questionnaire, and the Minnesota Job Satisfaction Questionnaire. The analysis revealed significant relationships among the variables. Furthermore, findings highlighted that reflective teaching was the only significant predictor of job satisfaction among EFL teachers in Iraqi Kurdistan.

Key Words: Self-efficacy, Reflective Teaching, Sense of Teaching Style, Job Satisfaction, EFL Teachers

Irak Kürdistanı'nda İngilizce Öğretmenlerinin Öz Yeterliliği, Yansıtıcı Öğretimi ve Öğretme Stili Anlayışı, İş Tatmininin Belirleyicileri Olarak

Özet

EFL öğretmenleri eğitim sistemlerinin başarısında çok önemli bir rol oynamaktadır. Bu çalışma iki ana hedefe ulaşmayı amaçlamıştır: birincisi, İngilizce öğretmenlerinin öz-yeterliği, yansıtıcı öğretim ve öğretme stili anlayışı arasındaki ilişkiyi araştırmak; ikincisi, bu değişkenlerden hangisinin İngilizce öğretmenleri arasında iş tatminini yordadığını belirlemek. Bu hedeflere ulaşmak için Irak Kürdistanı'ndan toplam 120 İngilizce öğretmeni Hawler, Süleymani ve Halepçe'deki okullardan kolayda örnekleme yöntemiyle seçildi. Veriler öğretmenlerin Yeterlik Duygusu Ölçeği, İngilizce Öğretmenliği Envanteri, Öğretmenlerin Öğretme Stili Algısı Anketi ve Minnesota İş Doyumu Anketi aracılığıyla toplanmıştır. Analiz, değişkenler arasında anlamlı ilişkiler ortaya çıkardı. Ayrıca bulgular, Irak Kürdistanı'ndaki İngilizce öğretmenleri arasında iş memnuniyetinin tek önemli belirleyicisinin yansıtıcı öğretim olduğunu vurguladı.

Anahtar Kelimeler: Öz-yeterlik, Yansıtıcı Öğretim, Öğretme Stili Duygusu, İş Doyumu, Yabancı Dil Öğretmenleri

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Introduction

Research on EFL teacher preparation, competence, and development has grown increasingly sophisticated over the past two decades. Understanding teachers' characteristics and psychological factors remains a significant area of study in teacher preparation. Self-efficacy, reflective teaching, sense of teaching style, and job satisfaction are critical factors that influence teachers' effectiveness in the educational process (Heidari, Nourmohammadi, and Nowrouzi, 2012).

Self-efficacy, a key concept of social cognitive theory introduced by Bandura (1977), refers to an individual's belief in their ability to organize and execute the actions required to achieve specific goals. Bandura et al. (1999) highlighted that self-efficacy beliefs are strong predictors of human behavior, focusing on perceived abilities in given tasks. In the context of education, teacher self-efficacy refers to "the teacher's belief in their aptitude to shape and implement courses of action essential to effectively achieve specific teaching tasks in a particular context" (Tschanne-Moran, et al, 1998, p. 233). It is a crucial factor in determining how teachers perceive their own capabilities, satisfaction, and effectiveness in achieving educational goals (Gaumer Erickson, et al. 2016).

Reflective teaching, another vital aspect of teacher development, involves systematic thinking and critical analysis of the teaching environment to improve educational outcomes (Korthagen, 1993). This reflective practice fosters professional growth and creates effective learning environment. As the field of EFL education evolves as a sub-discipline of applied linguistics, it continues to inform teacher preparation and instructional practices (Lazaraton and Ishihara, 2005). In the post-method era, where rigid teaching frameworks are absent (Kumaradavadiel, 1994, 2001, 2003, 2006), classroom practices rely heavily on teachers' sense of teaching style and professional development.

A sense of teaching style refers to teachers' methods and behaviors in transmitting knowledge and managing learning environments (Kaplan and Kies, 1995). Effective classroom management extends beyond maintaining discipline; it involves fostering positive relationships with learners and creating a supportive atmosphere conducive to learning (Wright, 2005). However, research has paid limited attention to the relationship between classroom management and teaching style in EFL contexts (Brown, 2007).

Job satisfaction is another essential factor affecting teachers' performance and commitment. It is broadly defined as "an affective reaction to a job that results from the incumbent's comparison of real outcomes with those that are desired" (Cranny, Smith, and Stone, 1992). Researchers describe it as an individual's positive or negative feelings toward their occupation, influenced by various factors related to the nature of the job and the individual's characteristics (Koustelios, 2005; Sunal, Sunal, and Yasin, 2011). While efforts have been made to establish EFL instruction, challenges persist, particularly in addressing teachers' self-efficacy, reflective practices, and teaching styles. These challenges, including

lack of confidence and professional training, often hinder teachers' effectiveness in fostering language acquisition (Butler, 2004; Nunan, 2003).

In the Iraqi Kurdistan context, EFL teachers face unique challenges in aligning their practices with the demands of the profession. Reflection on classroom practices, effective lesson planning, appropriate material selection, and employing suitable teaching styles are crucial for addressing these challenges and enhancing job satisfaction (Harmer, 2007; Malmir and Mohammadi, 2018). This study aims to examine the relationship among self-efficacy, reflective teaching, and sense of teaching style, and their collective impact on EFL teachers' job satisfaction. Furthermore, it seeks to identify organizational and contextual factors that explain variations in job satisfaction among Iraqi Kurdistan EFL teachers.

In the 1980s, researchers developed a significant interest in teacher efficacy, focusing on the extent to which teachers believe they can influence student learning (Coladarci, 1992). Over recent decades, self-efficacy has been widely studied as a crucial measure for understanding and predicting human behavior and its outcomes. Rooted in Bandura's (1977) social cognitive theory, self-efficacy refers to "beliefs in one's capabilities to organize and execute the courses of action required to produce specific accomplishments." Bandura et al. (1999) further highlighted that self-efficacy beliefs influence individuals' effort, their resilience in the face of challenges, and their emotional responses in demanding situations.

EFL teacher education has rapidly evolved as a subfield of applied linguistics, focusing on equipping educators with theoretical and practical knowledge (Lazaraton and Ishihara, 2005). However, the absence of rigid teaching frameworks in the post-method era (Kumaravadivelu, 1994, 2001, 2003, 2006) has shifted the emphasis to individual teachers' growth and reflective practices (Akbari, 2007; Lockhart and Richards, 1994). Reflective practice, recognized as a fundamental aspect of professional development, requires teachers to engage in systematic, critical analysis of their teaching environments (Korthagen, 2001). Braun and Crumpler (2004) suggest that reflective practice positively influences both teachers' self-efficacy and job satisfaction.

Teaching style, another essential aspect of teacher behavior, is broadly defined in the literature. Conti (1989) described teaching style as the qualities displayed by educators in diverse classroom contexts. Learner-centered teaching emphasizes collaboration, problem-solving, and shared decision-making between teachers and students, while teacher-centered teaching is characterized by formality and control (Dupin-Bryant, 2004). Kaplan and Kies (1995) defined teaching style as the behavior and media teachers use to transmit knowledge. Similarly, Grasha (2002) viewed teaching style as consistent patterns in teachers' interactions with learners, while Kazemi and Soleimani (2013) considered it a reflection of teachers' theoretical assumptions and practices.

Job satisfaction, a key determinant of teachers' professional fulfillment, has been studied extensively through various theoretical frameworks. Locke (1976) defined it as "a pleasurable or

positive emotional state resulting from the appraisal of one's job experiences." Herzberg's (1968) two-factor theory categorizes job satisfaction determinants into motivators (e.g., recognition, responsibility) and hygiene factors (e.g., salary, job security). These factors collectively influence whether teachers perceive their work positively or negatively.

Several studies have examined the interplay among self-efficacy, reflective teaching, and teaching style in EFL contexts. Stallions, Murrill, and Earp (2012) identified a significant relationship between self-efficacy and reflective teaching. Similarly, Thoonen, et al, (2011) found self-efficacy to be a powerful motivator for teachers' experimentation and reflection. In the Iranian context, Babaei and Abednia (2016) observed a significant correlation between self-efficacy and reflective teaching, while Akbari, Kiani, Imani, and Karimi (2008) demonstrated a link between self-efficacy and teaching style. In addition, Kazemi and Soleimani (2013) investigated teaching styles among EFL educators, revealing that formal styles are predominant in structured settings. Dordinejad and Rashvand (2014) found a significant correlation between reflectivity and teaching style. Further, self-efficacy has been associated with innovative teaching practices and the quality of instruction (Tschannen-Moran and Hoy, 2001). Aliakbari, Khany, and Adibpour (2020) demonstrated that reflective teaching significantly predicts job satisfaction among EFL teachers. Similarly, Moradian, et al, (2016) confirmed the positive relationship between reflective teaching and job satisfaction.

These studies highlight the intricate relationships among self-efficacy, reflective teaching, teaching style, and job satisfaction in EFL contexts. Understanding these dynamics is critical for fostering professional growth and enhancing teachers' effectiveness in diverse educational environments.

The study aimed to answer the following research questions:

1. Is there a significant relationship between EFL teachers' self-efficacy and reflective teaching in Iraqi Kurdistan?
2. Is there a significant relationship between EFL teachers' self-efficacy and sense of teaching style in Iraqi Kurdistan?
3. Is there a significant relationship between EFL teachers' reflective teaching and sense of teaching style in Iraqi Kurdistan?
4. Do self-efficacy, reflective teaching, and sense of teaching style significantly predict EFL teachers' job satisfaction in Iraqi Kurdistan?

Method

This study employed a descriptive quantitative correlational research design to examine the relationships among EFL teachers' self-efficacy, reflective teaching, sense of teaching style, and job satisfaction in the Iraqi Kurdistan context.

Sampling

The participants consisted of 120 EFL teachers selected through convenience sampling from schools in Hawler, Sulaymaniyah, Halabja, Kalar, and Rania in the Iraqi Kurdistan educational system. The sample included 81 males and 39 females, who are teaching English as a foreign language. The participants held either BA or MA degrees in English Language Literature or English Language Education.

Data Collection Tools

Teachers' Self-Efficacy Questionnaire. The Teachers' Sense of Efficacy Scale (TSES) also known as the Ohio State Teacher Efficacy Scale (OSTES) was developed by Tschannen-Moran and Woolfolk Hoy (2001). The instrument has two versions: a long-form with 24 items and a short form with 12 items. This study utilized the long form, which measures three subscales: Efficacy in Student Engagement, Efficacy in Instructional Strategies, and Efficacy in Classroom Management. Each subscale was assessed using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

Teachers' Reflective Teaching Questionnaire. The Teacher Reflectivity Questionnaire, designed and validated by Akbari, Behzadpour, and Dadvand (2010), was used for this study to measure reflective teaching practices. The English Language Teaching Inventory (ELTI) includes 29 items, formatted as a five-point Likert scale. These items evaluate various dimensions of reflective teaching among EFL teachers. Regarding the reliability of the instrument, the Cronbach's alpha coefficient was calculated to be 0.94, indicating a high level of internal consistency.

Teachers' Sense of Teaching Style Questionnaire. To measure teaching style, Grasha's (1996) Teaching Style Inventory (TSI) was employed. The TSI identifies five core elements of teaching style: Expert, Authority, Personal Model, Facilitator, and Delegator. These elements range from teacher-oriented (e.g., "Expert") to student-oriented (e.g., "Delegator"). The instrument contains 30 items, scored on a five-point Likert scale. To ensure reliability, Cronbach's Alpha for the sense of teaching style scale was 0.75, which is considered acceptable based on the threshold of 0.7 or higher (Cohen, Manion, and Morrison, 2007).

Teachers' Job Satisfaction Questionnaire. The Minnesota Satisfaction Questionnaire (MSQ), developed by Weiss, Davis, England, and Lofquist (1967), was used to assess job satisfaction. The MSQ Short Form includes 15 items that evaluate three dimensions of satisfaction: 1. Intrinsic Satisfaction: Related to personal feelings about the nature of the job. 2. Recognition and Advancement: Opportunities for acknowledgment and career growth. 3. Extrinsic Satisfaction: Focused on workplace environment factors, such as resources and collaboration with colleagues. The MSQ demonstrated high reliability, with coefficients reaching 0.97 in various dimensions, including general satisfaction, remuneration, and environmental conditions (Weiss et al., 1967; George, Louw, and Badenhorst, 2008).

Data Analysis

Data for this study were collected from 120 public high school EFL teachers across 34 schools in the cities of Hawler, Sulaymaniyah, and Halabja. Four questionnaires were administered to measure teachers' self-efficacy, reflective teaching, sense of teaching style, and job satisfaction. Participants were informed that the data collected would be used exclusively for research purposes, and to maintain anonymity, the questionnaires were coded, with no names required. Each teacher was given 60 minutes to complete the 113 items across all four questionnaires, which were filled out on-site without the option to take them home.

Once data collection was completed, the responses were analyzed using SPSS Version 23. For Research Questions 1, 2, and 3, Pearson correlation analysis was conducted to examine the relationships between the key variables. For Research Question 4, which aimed to explore how various factors predict job satisfaction, multiple linear regression analysis was used. This technique assessed the influence of different independent variables on the dependent variable, allowing for a detailed understanding of the relative significance of each factor (Hatch and Lazaraton, 1991, pp. 467-468). Throughout the process, participant anonymity was ensured through the process, and all data were kept confidential and used solely for research purposes.

Findings

Exploring the First Research Question

The first research question aimed to investigate whether there is a significant relationship between EFL teachers' self-efficacy and reflective teaching. Pearson correlation was used to analyze the data, with the results presented in Table 1. The correlation coefficient of $r(117) = .470$, which represents a moderate to large effect size, was found to be statistically significant ($p = .000$). This indicates that there is a significant relationship between EFL teachers' self-efficacy and reflective teaching, leading to the rejection of the first null hypothesis.

Table 1

Pearson Correlation between Self-Efficacy and Reflective Teaching

| | | Self-Efficacy |
|---------------------|---------------------|---------------|
| | Pearson Correlation | .470** |
| Reflective Teaching | Sig. (2-tailed) | .000 |
| | N | 119 |

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

Exploring the Second Research Question

The second research question aimed to investigate whether there is a significant relationship between EFL teachers' self-efficacy and teaching style. Pearson correlation was used to analyze the data, with the results presented in Table 2. The correlation coefficient of $r (117) = .599$, which represents a large effect size, was found to be statistically significant ($p = .000$). This indicates that there is a significant relationship between EFL teachers' self-efficacy and teaching style, leading to the rejection of the second null hypothesis.

Table 2

Pearson Correlation between Self-Efficacy and Teaching Style

| | | Self-Efficacy |
|----------------|---------------------|---------------|
| | Pearson Correlation | .599** |
| Teaching Style | Sig. (2-tailed) | .000 |
| | N | 119 |

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

Exploring the Third Research Question

The third research question aimed to explore whether there is a significant relationship between EFL teachers' reflective teaching and teaching style. Pearson correlation was used to analyze the data, with the results presented in Table 3. The correlation coefficient of $r (117) = .396$, representing a moderate effect size, was found to be statistically significant ($p = .000$). This indicates a significant relationship between EFL teachers' reflective teaching and teaching styles, leading to the rejection of the third null hypothesis.

Table 3

Pearson Correlation between Reflective Teaching and Teaching Style

| | | Reflective Teaching |
|----------------|---------------------|---------------------|
| | Pearson Correlation | .396** |
| Teaching Style | Sig. (2-tailed) | .000 |
| | N | 119 |

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

Exploring the Fourth Research Question

A linear regression using the backward method was conducted to examine how EFL teachers' self-efficacy, reflective teaching, and sense of teaching style can predict their job satisfaction. The regression model was run in three steps. In the first step, all three predictors—self-efficacy, reflective teaching, and teaching style—entered the regression model, predicting 9.4% of EFL teachers' job satisfaction ($R = .307$, $R^2 = .094$) (see Table 4). In the second step, self-efficacy was excluded, which reduced the

percentage of prediction to 7.8% ($R = .279$, $R^2 = .078$). Finally, in the third step, teaching style was excluded, further reducing the prediction percentage to 6.4% ($R = .252$, $R^2 = .064$).

Table 4

Model Summary^d

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .307 ^a | .094 | .070 | 9.115 |
| 2 | .279 ^b | .078 | .062 | 9.155 |
| 3 | .252 ^c | .064 | .056 | 9.186 |

a. Predictors: (Constant), Teaching Style, Reflective Teaching, Self-Efficacy

b. Predictors: (Constant), Teaching Style, Reflective Teaching

c. Predictors: (Constant), Reflective Teaching

d. Dependent Variable: Job Satisfaction

Analysis of Variance (ANOVA)

Table 5 presents the results of ANOVA tests on the significance regression models. The results showed that the regression models were statistically significant at all three steps: first step ($F (3, 115) = 3.977$, $p = .010$), second step ($F (2, 116) = 4.906$, $p = .009$), and third step ($F (1, 117) = 7.967$, $p = .006$). These outcomes led to the rejection of the fourth null hypothesis.

Table 5

ANOVA^a Tests of Significance of Regression Model

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|-------|-------------------|
| | Regression | 991.092 | 3 | 330.364 | 3.977 | .010 ^b |
| 1 | Residual | 9554.084 | 115 | 83.079 | | |
| | Total | 10545.176 | 118 | | | |
| | Regression | 822.396 | 2 | 411.198 | 4.906 | .009 ^c |
| 2 | Residual | 9722.781 | 116 | 83.817 | | |
| | Total | 10545.176 | 118 | | | |
| | Regression | 672.272 | 1 | 672.272 | 7.967 | .006 ^d |
| 3 | Residual | 9872.905 | 117 | 84.384 | | |
| | Total | 10545.176 | 118 | | | |

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Teaching Style, Reflective Teaching, Self-Efficacy

c. Predictors: (Constant), Teaching Style, Reflective Teaching

d. Predictors: (Constant), Reflective Teaching

Standardized and Unstandardized Regression Coefficients

Finally, table 6 shows the statistical significance of standardized and unstandardized regression weights is probed through t-tests. The results indicated that self-efficacy ($t = -1.42$, $p = .157$) and teaching style ($t = 1.88$, $p = .062$) did not have statistical significance in the first step. In the second step, the teaching style ($t = 1.33$, $p = .183$) was not statistically significant. Finally, reflective teaching ($t = 2.82$, $p = .006$) was the third step's only significant predictor of job satisfaction.

Table 6

Regression Coefficients^a

| Model | Unstandardized | | Standardized | | T | Sig. |
|-------|-------------------------|------------|--------------|------|--------|------|
| | B | Std. Error | Coefficients | Beta | | |
| 1 | (Constant)18.238 | 9.468 | | | 1.926 | .057 |
| | Reflective Teaching.221 | .091 | .247 | | 2.423 | .017 |
| | Self-Efficacy-.133 | .093 | -.167 | | -1.425 | .157 |
| | Teaching Style.149 | .079 | .212 | | 1.883 | .062 |
| 2 | (Constant)17.085 | 9.476 | | | 1.803 | .074 |
| | Reflective Teaching.180 | .087 | .201 | | 2.070 | .041 |
| | Teaching Style.092 | .069 | .130 | | 1.338 | .183 |
| 3 | (Constant)22.649 | 8.544 | | | 2.651 | .009 |
| | Reflective Teaching.226 | .080 | .252 | | 2.823 | .006 |

a. Dependent Variable: Job Satisfaction

Discussion, Conclusion and Recommendations

This study aimed to investigate the relationships between self-efficacy, reflective teaching, and teaching style, and to explore their potential to predict EFL teachers' job satisfaction in Iraqi Kurdistan. The study also aimed to contribute to the limited research available on these constructs in the context of public high school EFL teachers in the region. The findings of this study have significant implications for both educational theory and practice.

The results revealed meaningful relationships between self-efficacy, reflective teaching, and teaching style. Specifically, a significant correlation was found between self-efficacy and reflective teaching, supporting findings from previous studies (e.g., Stallions et al., 2012). Additionally, a notable correlation was observed between self-efficacy and teaching style, aligning with the work of Akbari et al. (2008). The relationship between reflective teaching and teaching style also proved significant,

echoing the research of Ghorban Dordinejad and Rashvand (2014). These correlations underline the interconnectedness of these factors in influencing teaching quality and outcomes.

When examining job satisfaction, the study found that self-efficacy, reflective teaching, and teaching style collectively predicted job satisfaction. However, reflective teaching emerged as the sole significant predictor of job satisfaction, supporting findings from Aliakbari, Khany, and Adibpour (2020) and Moradian, et al, (2016). This underscores the importance of reflective practices in enhancing teachers' overall satisfaction with their profession.

This study contributes to the understanding of the factors that impact the performance and job satisfaction of EFL teachers in Iraqi Kurdistan. It highlights that reflective teaching is the key factor in predicting job satisfaction, while self-efficacy and teaching style also play important roles in shaping teaching practices and teachers' perceptions of their effectiveness. The study provides both theoretical and pedagogical insights that can inform policies and practices aimed at improving the quality of education in the region.

From a theoretical perspective, the findings provide a comprehensive framework for understanding how self-efficacy, reflective teaching and teaching style interact to affect EFL teachers' job satisfaction. This framework can guide future research and inform the development of teacher education programs. Pedagogically, the study suggests that teacher education programs in Iraqi Kurdistan should focus on enhancing reflective teaching practices. By fostering self-reflection, teachers may experience greater job satisfaction and improve their classroom management skills, leading to better student educational outcome. Moreover, school administrators and supervisors can design targeted professional development programs that encourage reflective teaching practices, which can contribute to enhanced teaching quality.

Given the limitations of this study, there are several avenues for future research. Subsequent studies could explore the impact of additional variables such as age, gender, teaching experience, and proficiency levels on the relationships between self-efficacy, reflective teaching, teaching style, and job satisfaction. Furthermore, expanding the study to include teachers from different educational contexts, such as primary schools, private schools, and universities, could provide a broader understanding of these factors across various teaching environments. Additionally, future research could investigate how these factors interact with novice versus experienced teachers to explore differences in how self-efficacy, reflective practices, and teaching style influence job satisfaction at different career stages. Such research would provide valuable insights for designing tailored interventions that address the unique needs of novice and experienced educators.

In conclusion, this study offers valuable insights into the factors influencing job satisfaction among EFL teachers in Iraqi Kurdistan. The findings contribute to both theoretical knowledge and practical strategies for improving teaching quality, ultimately enhancing the educational experiences of both teachers and students in the region.

Ethical Declaration

During the writing process of the study titled “*EFL Teachers’ Self-Efficacy, Reflective Teaching, and Sense of Teaching Style as Predictors of Their Job Satisfaction in Iraqi Kurdistan*”, scientific rules, ethical and citation rules were followed; no falsification was made on the collected data and this study was not sent to any other academic publication environment for evaluation.

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GENİŞ ÖZET

EFL (English as a Foreign Language) öğretmenleri, eğitim sistemlerinin başarısında kritik bir rol oynamaktadır. Öğretmenlerin yeterlilikleri, öğretim stratejileri ve iş tatminleri, eğitimdeki verimlilik ve öğrenci başarıları üzerinde doğrudan etkili olan unsurlardır. Bu çalışma, EFL öğretmenlerinin öz yeterlilik algıları, yansıtıcı öğretim uygulamaları ve öğretim tarzı anlayışları ile iş tatmini arasındaki ilişkileri incelemeyi ve bu faktörlerden hangilerinin öğretmenlerin iş tatminini öngördüğünü belirlemeyi amaçlamaktadır. Çalışma, Irak Kürdistanı'ndaki Hewlêr, Süleymaniye ve Halepçe illerinde görev yapan toplam 120 EFL öğretmeni üzerinden gerçekleştirilmiştir. Bu öğretmenler, kolay örnekleme yöntemiyle seçilmiş ve veriler Öğretmenlerin Yeterlilik Duygusu Ölçeği (TSES), İngilizce Öğretim Envanteri (ELTI), Öğretmenlerin Öğretim Tarzı Duygusu Anketi ve Minnesota İş Tatmini Anketi (MSQ) gibi geçerli ve güvenilir araçlarla toplanmıştır. Veri analizleri, öğretmenlerin öz yeterlilik düzeyleri, yansıtıcı öğretim anlayışları, öğretim tarzları ve iş tatminleri arasındaki ilişkileri ortaya koymak amacıyla Pearson korelasyonu ve çoklu doğrusal regresyon tekniklerini içermektedir. Analizlerin sonuçları, öğretmenlerin öz yeterlilik algıları ile yansıtıcı öğretim uygulamaları ve öğretim tarzı anlayışları arasında anlamlı ve güçlü ilişkiler bulmuştur. Özellikle, öz yeterlilik ile yansıtıcı öğretim arasında orta ila büyük düzeyde pozitif bir korelasyon ($r = .470, p < .001$) gözlemlenmiştir. Ayrıca, öz yeterlilik ile öğretim tarzı arasında güçlü bir ilişki ($r = .599, p < .001$) bulunmuş, yansıtıcı öğretim ile öğretim tarzı arasında ise orta düzeyde bir korelasyon ($r = .396, p < .001$) gözlemlenmiştir. Bu sonuçlar, öğretmenlerin öz yeterlilik algılarının öğretim tarzlarını şekillendirdiğini ve yansıtıcı öğretim uygulamalarının pedagojik yaklaşımlarını geliştirdiğini ortaya koymaktadır. İş tatmini açısından yapılan regresyon analizleri, öz yeterlilik ve öğretim tarzının öğretmenlerin iş tatmini üzerinde anlamlı bir etkisi olduğunu, ancak yansıtıcı öğretimin iş tatmini ile ilişkili olan tek önemli öngörücü değişken olarak öne çıktıığını ortaya koymuştur ($\beta = .252, p = .006$). Bu bulgu, öğretmenlerin iş tatminini artırmada yansıtıcı öğretim stratejilerinin kritik bir rol oynadığını ve öğretmenlerin iş memnuniyetlerini artırmak için bu tür stratejilerin nasıl kullanılabileceğine dair önemli bir yol gösterici sunmaktadır. Yansıtıcı öğretim, öğretmenlerin yalnızca kendi mesleki gelişimlerine katkıda bulunmakla kalmaz, aynı zamanda öğrencilerin öğrenme süreçlerine daha etkili bir şekilde rehberlik etmelerine de olanak tanır. Yansıtıcı öğretim, öğretmenlerin

uygulamalarını gözden geçirmelerine, öğrenci geri bildirimlerini değerlendirmelerine ve öğretim yöntemlerini geliştirmelerine olanak tanır. Bu süreç, öğretmenlerin mesleki tatminlerini artırırken aynı zamanda öğretim kalitesini de yükseltir. Yansıtıcı öğretim uygulamaları, öğretmenlerin pedagojik anlayışlarını derinleştirirken, öğrencilerle olan etkileşimlerini de geliştirir. Bu sayede öğretmenler, öğrencilerinin öğrenme ihtiyaçlarını daha iyi anlama ve öğretim yöntemlerini buna göre uyarlama becerisi kazanır. Bu da, öğretim kalitesinin artırılması ve öğrenci başarısının iyileştirilmesi için önemli bir faktördür. Çalışmanın bulguları, özellikle yansıtıcı öğretim uygulamalarının eğitimdeki rolünü vurgulamaktadır. Yansıtıcı öğretim, öğretmenlerin mesleki becerilerini geliştirmenin yanı sıra, onların iş tatminlerini artırır ve öğretim süreçlerinde daha etkili hale gelmelerini sağlar. Bu bağlamda, yansıtıcı öğretim, öğretmenlerin profesyonel yaşamlarına çok yönlü bir katkı sağlamaktadır. Aynı zamanda, öğretmenlerin öğrencilere daha etkili bir şekilde rehberlik etmelerini sağlar, çünkü öğretmenler kendilerini sürekli olarak değerlendirir ve geliştirmeye çalışırlar. Teorik açıdan, bu araştırma, öz yeterlilik, yansıtıcı öğretim ve öğretim tarzının, öğretmenlerin iş tatmini üzerindeki etkilerini açıklamak için bir çerçeve sunmaktadır. Bu çerçeve, öğretmenlerin profesyonel gelişim süreçlerinin daha iyi anlaşılmasına katkı sağlar ve öğretmen eğitimine dair yeni stratejiler geliştirilmesine olanak tanır. Özellikle, bu bulgular öğretmen eğitiminde yansıtıcı öğretim stratejilerinin nasıl daha etkin bir şekilde kullanılabileceğini ve öğretmenlerin mesleki gelişim süreçlerinin nasıl iyileştirilebileceğini ortaya koymaktadır. Gelecekteki araştırmalar, bu bulguları daha geniş bağlamlarda test ederek öğretmen eğitimi ile ilgili daha fazla bilgi sağlayabilir. Pedagojik açıdan, bu araştırma, yansıtıcı öğretim stratejilerinin öğretmen eğitim müfredatlarına entegre edilmesini savunmaktadır. Öğretmen eğitim programları, öğretmenlerin profesyonel gelişim süreçlerini desteklemek için yansıtıcı öğretimi teşvik etmeli ve öğretmenlerin mesleki tatminlerini artırma konusunda daha fazla fırsat sunmalıdır. Ayrıca, okul yöneticileri ve eğitim politikası yapıcısı, öğretmenlerin yansıtıcı uygulamalara öncelik veren mesleki gelişim fırsatlarına katılmalarını teşvik etmelidir. Bu tür bir yaklaşım, öğretmenlerin mesleki tatminlerini artırmakla kalmaz, aynı zamanda eğitim kalitesini de yükseltir. Çalışmanın bazı sınırlamaları bulunmaktadır. Kolaylık örneklemesi kullanımını ve yalnızca belirli coğrafi bölgelerdeki okullarla sınırlı olması, bu araştırmanın genellenebilirliğini kısıtlayan unsurlardır. Gelecekteki araştırmalar, yaş, cinsiyet, öğretim deneyimi gibi ek değişkenleri de dikkate alarak bu dinamiklerin daha geniş bir bağlamda nasıl işlediğini keşfetmelidir. Ayrıca, farklı eğitim bağlamlarında yapılacak benzer çalışmalar, bu bulguların geçerliliğini daha geniş bir yelpazeye taşıyabilir. Farklı seviyelerdeki öğretmenlerin karşılaştırılması da, bu faktörlerin nasıl değiştigini anlamak adına değerli bir katkı sağlayabilir. Eğitim politikalarındaki bu tür değişiklikler, öğretmenlerin mesleki memnuniyetlerini ve genel eğitim sisteminin başarısını önemli ölçüde iyileştirebilir.