

## Teachers' Reflective Teaching and Self-Efficacy as Predicators of their Professional Success: A Case of Iranian EFL Teachers

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### Abstract

Language teacher's professional successes has become a very important topic in SLA specially after the introduction of post-method era. Furthermore, L2 teacher's professional successes can be influenced by some traits of the teachers including self-efficacy and way of teaching. The present study, therefore, was an attempt to investigate whether Iranian EFL teachers' reflective teaching and their self-efficacy can predict their professional success. Twenty-eight male and female EFL teachers were asked to fill out the questionnaires of Teacher Sense of Efficacy Scale and Reflective Teaching Questionnaire. Then, 168 male and female EFL learners with the age range of 18-32 from three branches of Safir language institute in Tehran were randomly selected out of the teachers' students. This initial sample included more than 400 EFL students. In the next step, the selected learners were asked to fill out the Teachers' Professional Success Survey. The data analysis using multiple regression revealed that both self-efficacy and reflective teaching could relatively predict EFL teachers' professional success. Secondly, the results revealed that there was not any significant difference between the prediction ability of the two variables aforementioned in predicting teachers' success from the point of view of their students. The findings of the present suggest that EFL teachers should enhance their self-efficacy and reflective teaching to increase their professional success.

**Keywords:** Learner's attitudes, Reflective teaching, Teachers' professional success, Teachers' self-efficacy

## 1. Introduction

Good language educators are integral to learners' intellectual development and language achievement. Furthermore, it is of utmost importance for language educator to discover, signify, and analyze research concerned with language learning and teaching in order to develop and employ effective methods to promote students' language achievement. As Partovi and Tafazoli (2016) pointed out, EFL teachers' professional experience is related to many features including self-regulation, resilience, previous teaching, and so forth. Reflective teaching is one of such variables. Cunningham (2001) states reflective practice helps teachers make the best use of their time to progress. Besides, Pacheco (2005) stipulates that "through reflection English as a Second Language or English as Foreign Language (ESL/EFL) professionals can react, examine and evaluate their teaching to make decisions on necessary changes to improve attitudes, beliefs and teaching practices" (p.2).

As Pacheco (2005) declares reflection contributes to attitudes, beliefs, and teaching practices. As such, teachers' sense of self-efficacy which refers to their capability to affect students' performance has overwhelming effects on teachers' performance in the classroom. Regarding the importance of teachers' sense of efficacy for teachers' effectiveness as well as learners' achievement in the classroom, it is imperative to identify possible factors that hinder or promote these beliefs. Although a tremendous number of studies have ever been conducted on the relationship between teachers' self-efficacy and different classroom variables (e.g. Woolfolk-Hoy, 1993), to the best knowledge of the researchers, adequate research has not been conducted on the relationship between teacher's sense of self-efficacy and reflective teaching perhaps due to the lack of valid measurement instruments for measuring reflective teaching.

On the other hand, although reflective teaching contributes to teachers' profession development (Fendler, 2003), the relationship between reflective teaching and teachers' self-efficacy which has remarkable effects on teachers' performance in the classroom is not clear and there is controversy among scholars. So, there is a need for such a study to determine the relationship between Iranian EFL teachers' reflective teaching, self-efficacy and their success based on learners' attitudes which are remarkable issues in the areas of language teaching and learning. In other words, since many Iranian language educators are not aware of the importance of reflective pedagogy and its effects on different dimensions of language teaching, they do not try to apply reflective teaching in their classroom.

## **2. Literature Review**

It is widely believed that teachers play a critical role in any educational system. Teachers should be able to monitor and think about what they do in the classroom. In fact, they should be quite aware of a process of self-observation and self-evaluation in the classroom. Keeping this in mind, teachers should control and manage their classrooms as well as improve their methods of teaching to meet all learners' needs in the classroom because learners can learn better in such a situation. Furthermore, a good teacher should know weaknesses and strengths of her teaching to overcome them. Dewey who is the founding father of the concept of reflection considers reflective practice as an "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends" (1933, p.6). He also stipulates that reflection:

emancipates us from merely impulsive and routine activity...enables us to direct our activities with foresight and to plan according to ends-in-view, or purposes of which we are aware. It enables us to act in deliberate and intentional fashion to know what we are about when we act. (p.17)

Reflection contributes to professional growth and helps teachers to gain new insights into their teaching process. Another important concept which considerably contributes to the teachers' effectiveness and success is "self-efficacy". Self-efficacy was originated from social cognitive theory by Albert Bandura. Social cognitive theory states that the belief each individual has about his capabilities is critical to improvement and mastery. Usher and Pajares (2008) state that self-efficacy can be considered as a prime factor in teaching various subjects to the learners and through increasing self-efficacy factors, the educators can be hopeful to have helped the learners improve various skills they need. On the other hand, self-efficacy has overwhelming effects on "cognitive, motivational, affective and decisional processes, and cause individuals to think positively and hopefully or negatively and cynically, in self-enhancing or self-debilitating manners" (Usher & Pajares, 2008, p. 120). Thus, self-efficacy has undoubtedly a remarkable role in determining teachers' effectiveness which, in turns, leads to training more successful learners.

## **2.1. Reflective Teaching**

The positive effect of reflective practice is considerably acknowledged in the literature (e.g., Black, 2015; Dewey, 1933; Moore, 2002). Black (2015) defines Reflective practice as “a strategy to self-evaluate and make judgments on knowledge, capacity, competence, and confidence as a teacher” (p.72). Dewey (1933) as one of the originators of reflective practice believes that “teachers are not just passive curriculum implementers, but they can also play an active role in curriculum design and educational reform” (p. 49). He also accentuates that teaching must be a practice embracing a process of reasoning, hypothesizing, investigation, testing, and assessment, which results in reforms and further investigation and he called this practice of teaching “reflective teaching”. As Putney and Broughton (2010) mentioned, teachers’ primary concern is about self, situations, tasks or influences on learners which is generally activated during their teaching practicum.

According to Bolton (2010), reflective teaching demands "paying critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively and reflexively” (p. 22). In another sense, reflective teaching means the process of self-observation and self-assessment of teachers through the whole process of teaching. Dewey (1933) states that reflection is a purposeful activity which revolves around teaching experience and leads to further teacher and student improvement and learning.

With regard to Farrell’s (2004) three moments of reflection, Stanley (1998) states “such reflective thinking and examination either during or after the fact can lead to greater awareness on classroom teachers’ part in relation to their knowledge-in-action, or the theories, ideas, metaphors, and images they use as criteria for decision making” (p. 585). In the same fashion, Pacheco (2005) declares that “through reflection ESL/EFL professionals can react, examine and evaluate their teaching to make decisions on necessary changes to improve attitudes, beliefs and teaching practices” (p. 2). As it is clear from above-mentioned statements, reflective teaching can make teaching practice and experience more effective and positively affects the whole areas of EFL/ESL education. According to Javadi and Khatib (2014), reflective teaching provides teachers with chances to explore “attitudes, develop management skills, and reflect on the ethical implications of practice in classrooms and thereby encourages teachers to step back and critically reflect not only on how they teach, but also on why they teach in a particular way” (p. 86).

## **2.2. Teacher's Effectiveness and Success**

Brown (2001) considers language educators and teachers as agents of change and posits 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" (p. 445). King (2003) declares that teaching is a complicated activity which is affected tremendously by teacher quality which is a key predictor of learners' achievement. Some studies have confirmed the critical role of teacher in language learning and they suggest numerous characteristics for successful and effective teachers (e.g., Brookfield, 1995; Brown & Marks, 1994). Some of the studies accentuate the teachers' thinking skills while other put emphasis on cognitive, affective and personality traits. Furthermore, different definitions were offered for teacher success. Brookfield (1995) asserts that a successful teacher should teach at appropriate pace, apply a wide range of instructional strategies, check and monitor learners' participation and comprehension, focus on educational objectives and topics, and use sense of humor.

Brown and Marks (1994) declare that successful teachers assess their own teaching experience and compare their own teaching experience with others. Furthermore, they can become more aware of their strong and weak points in their teaching experience; in another sense, they can conduct critical analysis of their teaching performance in the classroom. According to Anderson (1997), a successful teacher is one who sets some goals and has the necessary skills and knowledge to reach the intended goals. Elizabeth, May, and Chee (2008) develop a model for describing teacher success. They consider not only personal professional qualities but also they pay attention to contextual factors including, school context, teachers' personal context and context beyond school. They consider enthusiasm as personal qualities.

Korthagen (2004) has proposed an interactive model to present "the essence of a good teacher"; going from the outermost to the innermost. These layers are the Behavior, Competencies which refer to skill, attitude, and knowledge, Beliefs, Identity and Mission. Korthagen considers not only teachers' own characteristics, but also the way they operate and their possible effects. These five levels may also change under different circumstances. He also demonstrates through his model that educational systems can boost good teacher characteristics as cooperation, self-esteem, self-efficacy, and critical thinking by establishing a nourishing environment. The following figure illustrates Korthagen's interactive model of successful teacher. Mission level deals with "what inspires me?"; Identity level is concerned

with “Who am I in my work?”; Beliefs layer deals with “What do I believe?”; Competencies deal with “What am I competent at?”; Behavior is associated with “what do I do?”; Environment deals with “What do I encounter” and “What am I dealing with?”.



*Figure 1.* Korthagen’s (2004) onion model of successful teacher.

Roney (2000) aimed to identify the characteristics of effective teachers from the principals’ perspectives. The findings reveal the most critical features are kindness, adaptation, honesty, creativity, classroom management, communication skills, enthusiasm, flexibility, and patience. Roney also mentions some distinguishing features for effective and good teachers. These features are realizing what students need now and in future, establishing rules for dealing with students, helping students to be independent and self-esteemed as well as expecting the highest from them that motivates them to do their best, and consequently be happy of what they accomplish. Successful teachers also communicate well, simplify the instructional materials, use exciting materials to attract learners’ attention, they have kindness and cheerfulness, they employ different methods, promote students’ desire and encourage them to learn more and more, and introduce a quick assessment for their work.

Moafian and Pishghadam (2009) surveyed the relationship between teacher success and multiple intelligences. They discovered kinesthetic and interpersonal intelligences play important roles in teacher success. Abdullah's (1997) study indicates that learners regard professors successful when they are a good model of teaching and they have linguistic competence and the good teaching method, modesty, flexibility in treatment, classroom interaction, good-looking appearance, the social qualities like kindness, sympathy, passion for

students, leadership, the personal qualities including intelligence, patience, self-confidence, specialized scientific knowledge, and the professional qualities such as the alive professional conscience, motivation and being committed to teaching objective, respecting students, and fairness in assessment.

### **2.3. Learners' Attitude**

Learners' attitude plays a significant role in language learning. While positive attitude toward the classroom environment and teacher's teaching method leads to effective language learning, negative attitude toward the classroom teaching, assignments, and method of teacher inhibits the successful learning. Learning English language is very challenging and demanding for some learners because they experience anxiety and hold less favorable attitude toward teacher, classroom, and language learning, etc. Students approach the classroom and educational task differently and the teaching method of teachers and the strategies that teachers employ have direct effects on their attitude toward learning and classroom.

Brown (2001) declares that attitude toward language learning context is the foundation of motivation. He points out that language learners' motivation first originated from the learners' attitude, which grows in the home and in society, then the language learning context advances and shapes this attitude. Learner's attitude toward the learning situation which includes the teacher, the textbook, classroom activities, other classmates, and so on has a remarkable role in shaping learners' motivation in learning language. The learner's attitudes toward these variables would affect their core motivation as well as their orientation.

Positive attitudes toward the learning situation especially teachers may create greater excitement in language learning, encourage them to learn the language, and cause students exert more effort in learning language. Brown (2001) claims that two attitudinal constructs including integrativeness and attitude toward the learning situation affect motivation to learn a second language. The first construct, integrativeness involves learners' attitudes toward the language community and target people. The second construct, attitudes toward the learning situation includes learners' attitude toward the language course, the language teacher, and the learning materials. These two constructs have an impact on learners' motivation, which is comprised of three aspects such as desire to learn the language, motivational intensity, and attitudes toward learning the second language.

Lack of awareness and paucity of research in this area highlights the need of conducting the present study to shed lights on the relationship between Iranian EFL teachers' reflective teaching, self-efficacy and their success based on learners' attitudes. In order to investigate this issue, the following research questions were proposed:

1. Is there any significant relationship between Iranian EFL teachers' reflective teaching and their professional success?
2. Is there any significant relationship between Iranian EFL teachers' self-efficacy and their professional success?
3. Which one is a better predictor of Iranian EFL teachers' professional success: self-efficacy or reflective teaching?

### **3. Methodology**

#### **3.1. Design of the Study**

The current study employed an Ex-Post Facto correlational design applying quantitative approach with respect to the data collection and data analysis phases of the study. In fact, Ex post facto design includes examining existing conditions. Besides, no control was exerted over the effect of independent variables of the study (reflective teaching and L2 teachers' sense of self-efficacy) on the dependent variable (learners' attitude toward teachers Success) and none of the variables of the current study were manipulated to cause changes and the only important issue was the strength of relationship between the variables. Keeping in mind the aforementioned points, the correlational design seems to best fit the purpose of the present study (based on Mackey & Gass, 2012).

#### **3.2. Participants**

The participants were 28 non-native English speakers, that is, 13 male and 15 female teachers with the age range of 23 to 38 who were selected based on random sampling constituted the sample. They teach English language at three branches of Safir language institute in Tehran and their teaching experiences vary from two years to more than ten years. Besides, 168 EFL learners including 78 males and 90 females who were studying English at four branches of Safir language institute participated in this study. These participants were randomly selected out of the initial sample of 400 Iranian EFL learners three branches of Safir institute. The selected learners had different proficiency levels including intermediate, upper

intermediate, and advanced levels bases on their performances on institute placement tests and report cards. Their age ranged from 18 to 32 years old. To be more precise, 36.2% of the learners were at intermediate, 32.6% were at upper intermediate, and 31.2% were at advanced levels.

### **3.3. Instruments**

Three instruments were utilized the present research including: a) Reflective Teaching Measurement Scale (Behzadpour, 2007); b) Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk-Hoy, 2001); c) Iranian English Language Teacher's Success Scale developed (Moafian & Pishghadam, 2009). The features of each measurement instrument is described in detail below. These instruments have high reliability indices based on reported studies and acceptable validity for the purposes of the current research.

#### **3.3.1. Reflective Teaching Measurement Scale**

Reflective Teaching Questionnaire developed by Behzadpour (2007) was adopted to measure reflective teaching in this study. It includes 42 five-point Likert scale items in a multiple-choice test format ranging from *never to always* response options. Besides, the questionnaire embraced six factors, namely, cognitive, metacognitive, affective, practical, critical, and moral factors. Behzadpour' questionnaire was used to gain insight into reflective teaching because it was designed for measuring teachers' reflection in the context of Iran and it enjoys a high reliability of ( $r=.90$ ). Behzadpour (2007) has also done the construct-related validation process, indicating high content and construct validity of this questionnaire.

#### **3.3.2. Teachers' Self-Efficacy Scale**

The teacher self-efficacy questionnaire developed by Tschannen-Moran and Hoy (2001) was administered to Iranian EFL teachers to measure their sense of self-efficacy. This questionnaire included 12 nine-point Likert type items and was made up of three sub-factors i.e., classroom management, ensuring students' engagement in classroom, and using instructional strategies in class. Each sub-factor encompassed 4 questions. The instrument enjoys high reliability of ( $r=.91$ ) based previous studies.

### **3.3.3 Iranian EFL Teachers' Professional Success Scale**

The EFL Teacher's Professional Success Questionnaire designed by Pishghadam and Moafian (2009) was utilized to examine students' attitude towards their teachers' success. The questionnaire is comprised of 47 items based on five-point Likert scale ranging from 'strongly agree' to 'strongly disagree'. The reliability of the measurement was calculated through KR-21 method which turned out to be .94. The questionnaire measures 12 constructs, namely, teaching accountability, interpersonal relationships, attention to all, examination, commitment, learning boosters, creating a sense of competence, teaching boosters, physical and emotional acceptance, empathy, class attendance, and dynamism.

### **3.4. Data Collection Procedure**

Several steps were taken to carry out the present study. At the first phase of the study, permission for data collection was granted by the principals of the 4 branches of Safir language institute. The data were collected in Fall 2015. The participants were informed about the purpose of the study to make their best contribution. Furthermore, the researcher provided the consent form, which presented detailed information about the research and assured confidentiality. Then, the questionnaires which were numbered to provide confidentiality were randomly administered to both teachers and students. Firstly, at the beginning of the semester, Reflective Teaching Questionnaire developed by Behzadpour (2007) was administered to 28 EFL teachers including 13 male and 15 female teachers who taught English at 4 branches of Safir language institute in Tehran, Iran. Secondly, the teachers were asked to complete the long version of self-efficacy questionnaire developed by Tschannen-Moran and Woolfolk Hoy (2001). Then, after the final exam, the EFL Teacher's Professional Success Questionnaire designed by Moafian and Pishghadam (2009) was administered to 6 students of each teacher to demonstrate their attitude toward their teachers' success.

### **3.5. Data Analysis Procedure**

The data collected from the questionnaires were processed using the Statistical Package for Social Sciences (SPSS) version 22. The Pearson product-moment correlation was employed to check the relationships between variables and answer research questions 1 and 2. To answer questions 3, a Step-Wise Multiple Regression was conducted to discover the relationship between teachers' reflective teaching and their sense of self-efficacy on one hand and learners' attitude toward teachers' success on the other.

**4. Results**

**4.1. Descriptive Statistics**

Prior to the inferential statistics, the needed assumptions were checked using descriptive statistics. First it was checked if the gathered data enjoyed normal distribution. As displayed in Table 1, the Kolmogorov-Smirnov tests were non-significant ( $p > .05$ ) for reflective teaching, self- efficacy, and learners’ attitudes toward teacher’s success; hence normality of the data was confirmed for all the three scales.

Table 1

*Tests of Normality for the Measurement Scales Used in the Study*

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Professional Success Scale	.100	28	.200	.978	28	.787
Teachers’ Self-Efficacy Scale	.093	28	.200	.979	28	.834
Reflective Teaching Scale	.131	28	.200	.971	28	.614

The Cronbach’s alpha reliability indices for the reflective teaching, self-efficacy and teachers’ success were .86, .81, and .88 respectively which are high and acceptable based on the criteria provided in statistics (e.g. Richards, Ross, & Seedhouse, 2011). The application of Kolmogorov-Smirnov test also supported the normality of the distributions. The three questionnaires reliability indices were also calculated.

Table 2

*Reliability Statistics for the Measurement Scales Used in the Study*

	N of Items	Cronbach’s Alpha
Professional Success Scale	42	.86
Teachers’ Sense of Efficacy Scale	12	.81
Reflective Teaching Scale	47	.89

A factor analysis through the varimax rotation was also run to probe the construct validity of the reflective teaching, self-efficacy and teachers’ success construct in the used scales. It should be mentioned that the assumption of sampling adequacy was met. As displayed in Table 3, the KMO index of .62 was higher than .50, indicating acceptable construct validity (Lowie, & Bregtje, 2013).

Table 3

*KMO and Bartlett's Test for Construct Validity of the Involved Scales*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.621
Bartlett's Test of Sphericity	Approx. Chi-Square	63.973
	Df	3
	Sig.	.000

The Bartlett's test was significant [ $\chi^2$  (3) = 63.97,  $p = .000$ ] indicating that the correlation matrix did not suffer from multicollinearity – too high or too low correlations among all variables. The SPSS extracted two factors that accounted for 98.71 percent of the total variance (Table 4).

Table 4

*Total Variance Explained for the Construct Validity Model*

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
	1	1.87	62.35	62.35	1.87	62.35	62.35	1.67	55.88
2	1.09	36.35	98.71	1.09	36.35	98.71	1.28	42.83	98.71
3	.03	1.28	100.00						

As displayed in Table 5, the reflective teaching and self-efficacy loaded on the first factor, while successful teacher loaded on the second factor. The self-efficacy also had a partial loading on the second factor.

Table 5

*Rotated Component Matrix for the Construct Validity Model*

	Component	
	1	2
Reflective Teaching	.985	
Self-Efficacy	.840	.525
Professional Successful		.996

The descriptive statistics related to the obtained scores on the instruments, including the calculated values of skewness ratio and kurtosis ratio, appear below in Table 6.

Table 6

*Descriptive Statistics for the Scores on the Three Used Measures*

				Skewness			Kurtosis		
	N	Man	SD	Statistic	Std. Error	Ratio	Statistic	Std. Error	Ratio
Reflectivity	28	134.24	11.45	.57	.37	.89	-.49	.46	.60
Self-Efficacy	28	42.56	5.68	.53	.38	.79	-.41	.66	-.64
Professional Success	168	152.37	12.71	-.43	.38	-.43	-.79	.66	-.87

Table 6 shows that the distribution for the scores obtained for each of the used instruments was normal since all of the skewness ratios fell within the range of -1.96 and +1.96. Accordingly, the use of parametric test such as coloration and multiple regressions for inferential statistics were permissible if other assumptions were also met.

#### 4.2 Inferential Statistics

To answer research questions 1 and 2 and to check the relationship between either reflective teaching or self-efficacy and Iranian EFL teachers’ professional success from their students’ point of view, Pearson product-moment correlation coefficient was applied (Table 7).

Table 7

*Correlations for Teachers’ Professional Success with Self-Efficacy and Reflective Teaching*

		Professional Success
Reflective	Pearson Correlation	.642**
	Sig. (2-tailed)	.000
	N	28
	Sig. (2-tailed)	.000
	N	28

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

As displayed in Table 7, the reflective teaching [ $r(26) = .64, p = .000$ , representing a large effect size] and self-efficacy [ $r(26) = .53, p = .000$ , representing a large effect size] both had significant relationships with teachers' professional success.

The third question aimed to scrutinize how well teachers' self-efficacy and reflective teaching variables predicted Iranian EFL teachers' professional success and which one was a better predictor of Iranian EFL teachers' professional success. Before running the regression analysis, its key assumptions such as multicollinearity, outlier presence, normality, linearity, homoscedasticity, and the independence of residuals were examined using the related analyses using the SPSS program. The bivariate correlation between the two independent variables was moderate (.36) and therefore, multicollinearity assumption was met.

The obtained Tolerance value teachers' reflectivity and self-efficacy was .96 that is larger than .10; and the obtained VIF index was 1.14 which is less the 10 determined as the criterion value (according Tabachnick & Fidell, 2007), furtherer showing that multicollinearity was met (see Table 8).

Table 8

*Tolerance and VIF Values for Teachers' Reflectivity and Self-efficacy*

Model		Collinearity Statistics	
		Tolerance	VIF
1	Reflectivity	.963	1.142
	Self-efficacy	.963	1.142

Dependent Variable: Teachers' Professional Success

The availability of all assumptions permitted the application of multiple regression analysis. A multiple regression through the stepwise method was run to predict teachers' professional success by using the self-efficacy and reflective teaching variables. See Table 9 below for more details about the constructed model.

Table 9

*Model Summary<sup>c</sup> for Relationship between Self-efficacy, Reflectivity, and Professional Success*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.532 <sup>a</sup>	.283	.256	3.731	
2	.908 <sup>b</sup>	.824	.810	1.886	1.666

- a. Predictors: (Constant), Self-Efficacy
- b. Predictors: (Constant), Self-Efficacy, Reflective
- c. Dependent Variable: Successful

The teachers’ self-efficacy entered into the regression model on the first step to predict 28.3 percent of their success ( $R = .832$ ,  $R^2 = .283$ ). The reflective teaching entered into the regression model on the second step to increase the percentage of prediction to 82.4 percent ( $R = .908$ ,  $R^2 = .824$ ). The negligible difference between the R-squared and Adjusted R-squared values ( $.824 - .810 = .014$ ) indicated that the present results can safely be generalized to the population. The Durbin-Watson (DW) index was 1.66. As noted by Tabachnick and Fidell (2007), DW indices between 1 and 3 are acceptable indicating that there are not any serial correlations between residuals (errors). The F-ratio in the ANOVA table (Table 10) examines if the overall regression model is a reliable fit for the data.

Table 10

*ANOVA<sup>a</sup> Test of Significance of Regression Model*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	142.986	1	142.986	10.273	.004 <sup>b</sup>
	Residual	361.874	26	13.918		
	Total	504.860	27			
2	Regression	415.977	2	207.989	58.501	.000 <sup>c</sup>
	Residual	88.883	25	3.555		
	Total	504.860	27			

The results of ANOVA tests of significance of the regression model (Table 10) indicated that the regression models enjoyed statistical significance at first [(F (1, 26) = 10.27,

$p = .004$ ] and second steps [ $F(2, 25) = 58.50, p = .000$ ]. Table 11 displays the regression coefficients (b and beta values) which can be used to build the regression equation. For example, the regression equation for the first step is;  $\text{Success} = 126.48 + (\text{self-efficacy} \times .697)$ .

Table 11  
*Regression Coefficients<sup>a</sup> for the Relationship between Teachers' Self-efficacy, Reflectivity, and Professional Success*

Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	126.481	17.750		7.126	.000		
	Self-Efficacy	.697	.217	.532	3.205	.004	1.000	1.000
2	(Constant)	151.088	9.400		16.073	.000		
	Self-Efficacy	1.767	1.176	.650	10.756	.000	.447	2.237
	Reflectivity	1.695	1.162	.621	8.763	.000	.447	2.237

a. Dependent Variable: Teachers' Professional Success

The assumption of non-multicollinearity should be reported when running linear regression. The Value of Tolerance should not be lower than .10 (Tolerance=.44) and the value of VIF (Variance inflation rate) should not be higher than 10 (VIF=2.37) to conclude that the assumption is met; as is the case in this study.

The comparison of  $\beta$  values revealed that self-efficacy has the largest  $\beta$  coefficient ( $\beta = 0.650, t = 10.756, p = 0.000$ ). This means that self-efficacy makes the strongest statistically significant unique contribution to explaining EFL teachers' professional success. Therefore, it was concluded that self-efficacy could predict more significantly the EFL teachers' professional success. Moreover, reflectivity was ranked as the second predictor of teachers' professional success ( $\beta = 0.621, t = 8.763, p = 0.000$ ).

## 5. Discussion

The results of data analyses revealed that both self-efficacy and reflective teaching have significant relationships with teachers' success. Moreover, the findings revealed that there was not any significant difference between the two correlation coefficients, meaning that none

of the two variables of self-efficacy and reflective teaching enjoyed a higher contribution to teachers' success when compared together.

The present findings are in line with the results of the previous research on the relationship between reflective teaching, self-efficacy, and EFL teachers' professional success: Bartlett's (1990) study found that teacher development is possible through reflective teaching. Richards and Lockhart's (1996) studies on n L2 classroom proved that reflective teaching helps the teacher be more useful in second language classrooms. York-Barr, et al. (2001) also found that school improvement is bound to reflective practice as it pays the way for teacher development and then learner engagement.

As the present findings approved that reflective teaching affects teachers' success and also can predict this success, an assumption which could be raised is that enabling the student teachers in the training centers in terms of reflective teaching methods is useful and can help them in their future classroom orientations. In this regard, the present findings are in line with Braun and Crumpler's (2004) study, which proved to be highly significant in their real classroom performance. Pacheco's (2005) study, which asserted that reflective teaching has a significant impact on foreign language teaching, could be considered a support for the present findings. Also, Behzadpour (2007) who developed a measuring instrument for reflective teaching of EFL teachers in the Iranian context proposed that reflective teaching and teachers' success highly correlate.

The second finding of the study proved that both self-efficacy and reflective teaching can predict teachers' success in the language classroom, but none of them takes priority over the other one. Unlike the result of this study, in a recent study done by Mahinpoor (2016) it was revealed that between critical thinking and self-efficacy, critical thinking is a better predictor of teachers' success in the language classroom.

On the discussion of self-efficacy and EFL teachers' success, the present study found that self-efficacy beliefs of the EFL teachers can predict their professional success. The present finding is in line with Cheung's (2006) study which in the Hong Kong context found that primary in-service teachers' self-efficacy beliefs vastly predicts their likely success in the classroom. Research reports in other settings also has proved the same: Penrose, et al. (2007) in Canada, and Wolters and Daugherty (2007) in America, all have come to the conclusion that teachers' self-efficacy beliefs can vastly predict their probable success in the second or foreign language classroom. Also, the findings of the present study are supported by those of

Chacón (2005) who studied the teachers' perceived efficacy among EFL teachers in middle schools in Venezuela and reported self-efficacy as reliable predictor of L2 teachers' success.

Based on the present study findings, both reflective teaching and self-efficacy belief can help the improvement of EFL teachers' success in their own profession. The reason might lie in the fact that teachers' belief in what they do will provide them with the energy and spirit required to do their job more skillfully and find ways to be better teachers. As Bandura (2005) discusses, High self-efficacy beliefs can change the perspective of the teachers towards their own profession. This might help us think that both of these factors can predict teachers' success moderately and if we use one of them we do not need to use the other one.

Reflective teaching showed to be a significant factor in predicting EFL teachers' success in the Iranian context. It seems that teachers with high reflective thinking ability can perform better in the EFL classrooms based on their students' views. Behzadpour (2007) and Fatemipour and Hosseingholikhani (2014) confirmed that training of reflective teaching to the EFL teachers could pave the way for their successful performance in the classroom. Reflective teaching makes the teachers aware of their classroom realities and helps them find out the appropriate steps to take in managing their work. Black's (2015) study on developing teacher candidates' self-efficacy through reflection also emphasized the value of EFL teachers' reflective teaching as a crucial factor in their future professional success.

The present findings in terms of predicting ability of self-reflection for EFL teachers' success are also in line with Liu and Zhang's (2014) study which confirmed that enhancing teachers' professional development is highly possible through reflective teaching. As a conclusion, the present study findings revealed that both self-efficacy belief and reflective teaching could be predictors of EFL teachers' professional success. Also, it was found that these two factors had somehow the same power in predicting EFL teachers' success. These findings are in line with the previous research findings in the same area reported in the literature.

## **6. Conclusion**

The present study was an attempt to investigate the relationship between Iranian EFL teachers' reflective teaching, self-efficacy and their success based on learners' attitudes. More specifically, the study was an attempt to measure the power self-efficacy and reflective teaching as predictors of teachers' professional success among Iranian EFL teachers. The

findings of the study revealed that both reflective teaching and self-efficacy could relatively predict EFL teachers' professional success. Secondly, it was revealed that both of these variables could predict teachers' success similarly. Considering Bandura's (2005) study in social cognitive theory which indicates that self-efficacy could be a reliable predictor of learning, we can say that the present findings can take support from his perspective as well.

Both reflective teaching and self-efficacy belief proved to be reliable predictors of professional success for the EFL teachers in the Iranian context. English teachers, material developers, policy makers in the ELT domain as well as the teacher trainers can be benefitted from the findings of the present study. As based on the present findings, both self-efficacy and reflective teaching play significant roles in the teachers' professionalism, it is suggested that EFL teachers should be checked for their level of self-efficacy and reflective teaching as well as for their language proficiency.

Second, the would-be-teachers should be encouraged through the principles of reflective teaching and how to enhance their self-efficacy. These will help them have better performance in their classrooms. It is also suggested that working EFL teachers be exposed to principles of self-efficacy belief and reflective teaching in the in-service training programs so as to get familiar with the ways through which they could improve their own abilities in this regard.

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