



الكفاءة الذاتية للمعلمين وعلاقتها بالتفكير التأملي والدافعية لديهم

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ماجستير في طرائق تدريس اللغة الإنكليزية / مدرس مساعد

ملخص البحث:

إن أهمية دور المعلمين في المؤسسات التعليمية تجعل من الضروري أن تولي جهة التعليم اهتماماً كبيراً بدوافعهم وتفكيرهم التأملي وكفاءتهم الذاتية وتحفيزهم. لذلك بحثت الدراسة الحالية في العلاقة بين دوافع المعلمين والتفكير التأملي وكفاءتهم الذاتية وتأملاتهم. وقد شارك في الدراسة ٣٠٠ مدرس لغة عراقي من الذكور والإناث. وكأدوات للدراسة، طُلب منهم الإجابة على استبيانات المعدة ومقياس كفاءة المعلمين الذاتية. وأشارت نتائج تحليل البيانات من الاستبيانات الثلاثة المذكورة أعلاه إلى عدم وجود ارتباط كبير بين دوافع المعلمين والتفكير التأملي أو بين دوافعهم وكفاءتهم الذاتية. وأظهرت النتائج وجود ارتباط جوهري بين المعلمين.

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Self- Efficacy of Teachers and Its Relation to Their Reflecting Thinking and Motivation

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Abstract:

The importance of the roles of teachers in educational institutions makes it necessary for the education to pay close attention to their motivation, reflective thinking, and self-efficacy. The current study therefore investigated the connection between the motivation of the teachers, reflective thinking, and self-efficacy. 300 Iraqi language teachers, both male and female, took part in the study for this reason. As they the study sample, they were required to respond to the Motivation to the questionnaire, Reflective Thinking Questionnaire. The results of the data analysis for these three factors show that there is no significant association between the motivation of the instructors and the reflective thinking or between their motivation and self-efficacy. The results showed that there is a substantial correlation between teachers.



1. Introduction

Education is the cornerstone of any civilization, and in today's educational institutions, teachers are crucial because they can create educational reforms, which can either succeed or fail depending on how successfully they carry out their duties¹. Therefore, it is not unexpected that many researchers have focused on the traits of effective language teachers and the ways in which language teachers can advance their careers in the workplace². Numerous theoretical and empirical studies have emphasized the significance of instructors in delivering efficient and successful teaching and learning³. (Freeman and Johnson,)⁴ state that teachers are the key players in understanding and advancing the teaching of English as a second language. This includes instructing students on how to learn and build their confidence, as well as raising their self-esteem and motivation and creating a conducive learning environment.

Most studies in this field have focused on the attitudes and motivations that students bring to the classroom; very little has been written about the attitudes and motivations that language teachers bring to the classroom⁵. One of the components of learning a second language that is most usually neglected is the teacher's level of motivation⁶. Instead of blindly accepting everything that is said or done, reflective thinking suggests strategies to halt, stand back, and think

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- 1 Soodmand Afshar, H and Hosseini Yar, Sh. "Investigating the Relationship between Attitude towards Professional Development, Reflective Teaching, Self-Efficacy, and Job Performance of Iranian English as Foreign Language Teachers.," *Teaching the English Language* 2 (13AD): 13.
 - 2 Birjandi, P and Bagherkazemi, M "The Relationship between Iranian EFL Teachers' Critical Thinking Ability and Their Professional," *Journal English Language Teaching* 3, no. 2 (2010): 135_145.
 - 3 Tschannen-Moran, M and Woolfolk-Hoy, A "Teacher Efficacy: Capturing and Elusive Construct," *Teaching and Teacher Education* 17 (2001): 783_805.
 - 4 Freeman, D. and Johnson, K. "Re-Conceptualizing the Knowledge Base of Language Teacher Education," *TESOL Quarterly* 32 (1998): 397_417.
 - 5 Syamananda, P. "Factors Affecting EFL Teachers' Motivation in Thai University: A Case Study of EFL Teachers at Tertiary Level," *LEARN Journal: Language Education and Acquisition Research Network Journal* 10, no. 2 (2017): 120_131.
 - 6 Praver, M. and Oga-Baldwin, W. "What Motivates Language Teachers: Investigating Work Satisfaction and Second Language Pedagogy," *Polyglossia* 1, no. 8 (2008): 251_253.

carefully⁷. With reflective thinking, individuals can assess their learning processes and chart their development from beginners to seasoned experts⁸.

Self-efficacy is viewed yet another important factor in predicting success in life. The ability to plan, organize, and carry out a variety of educational tasks that are necessary to achieving pedagogical goals is the essence of a teacher's self-efficacy, according to the social cognitive theory⁹ as cited in Skaalvik & Skaalvik¹⁰. Self-efficacy influences instructors' views of opportunities and problems, as well as the amount of work and solutions needed to solve them, according to (Bandura)¹¹.

This study is going to answer these questions:

RQ.1 Is there a statistically significant link between the motivation and reflective thinking of Iraqi EFL teachers?

RQ.2 Is there a statistically significant link between the motivation and self-efficacy of Iraqi EFL teachers?

RQ.3 Is there a statistically significant link between the reflective thinking and self-efficacy of Iraqi EFL teachers?

2. Review of Literature

The researcher will first discuss what motivation is, then the many sorts of motivation, and finally, the motivation of ESL/EFL teachers. In the second section, the researcher will introduce the idea of reflective thinking and relevant research on it. In addition, the self-efficacy of instructors, their primary sources, their dimensions, their constituent parts, and related studies on their self-efficacy will be highlighted. Finally, related research will be reviewed about the relationship between motivation and self-efficacy in pairs as well as the relationship between reflective thinking and self-efficacy in pairs.

7 Heydarnejad, T. Ebrahimi, M. and H. Najjari, "On the Associations among Critical Thinking, Reflective Thinking, and Emotions; A Case of Iranian EFL Teachers," *International Journal of Applied Linguistics & English Literature* 7, no. 6 (2018): 97_103.

8 Heydarnejad, Ebrahimi, and Najjari, 97_103.

9 Bandura, A. "Self-Efficacy: Toward a Unifying Theory of Behavioral Change," *Psychological Review* 84 (1977): 84.

10 Skaalvik, E. M. and Skaalvik, S. "Teacher Self-Efficacy and Teacher Burnout: A Study of Relations," *Teaching and Teacher Education*, 2010, 191_215.

11 Bandura, "Self-Efficacy: Toward a Unifying Theory of Behavioral Change," 84.

2.1 Motivation

All acts are supposed to be driven, and motivation governs people's reasons for doing things as well as how vehemently and for how long they will pursue them¹². While (Robertson & Smith)¹³ defined motivation as a psychological construct related to the strength and direction of human activity, it defined motivation as the explanation of choice or direction. These ideas clearly demonstrate that most human activities are motivated¹⁴.

2.2 Reflective Thinking

Reflection is utilized as a generic concept to help us better understand the world, which is quite complex. According to Boud and colleagues¹⁵, "Reflection in the context of learning is a generic term that motivates learners to explore their experiences in order to gain new understandings and appreciation. Dewey¹⁶ asserted that reflection is a method for letting go of ingrained behaviors. He believes that everyone has the capacity to act intentionally and plan activities in a way that is forthright and long-sighted. Through reflection, people can assess their learning processes and chart their development from beginners to experts in their fields¹⁷. The first to propose the concept of reflective thinking, and that their substantial contributions advanced it. Dewey approached reflective thinking philosophically, but Schön approached it practically. In an effort to link reflection with action after that, Schön used Dewey's theories of inquiry, thinking, and problem-solving¹⁸.

12 Dornyei, Z. *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition* (Mahwah: NJ: Lawrence Erlbaum, 2007), 77_84.

13 Robertson, I. and Smith, M., "Motivation and Job Design," London: Institute of Personnel Management 7, no. 1 (1985): 77.

14 Syamananda, "Factors Affecting EFL Teachers' Motivation in Thai University: A Case Study of EFL Teachers at Tertiary Level," 120_131.

15 Boud, D., Keogh, R. and Walker, D., "Reflection: Turning Experience into Learning," London, Kogan Page 41, no. 3 (1985): 19.

16 Dewey, J. *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process* (New York D.C: Heath and company, 1933), 2461_2477.

17 Heydarnejad, Ebrahimi, and Najjari, "On the Associations among Critical Thinking, Reflective Thinking, and Emotions; A Case of Iranian EFL Teachers," 97_103.

18 Heydarnejad, Ebrahimi, and Najjari, 97_103.

2.3 Teacher's Self-Efficacy

The concept of teacher efficacy is linked to the core theoretical tenet of self-efficacy as part of Bandura's Social Cognitive Theory¹⁹. Self-efficacy is one of the most significant indicators of a person's motivation, according to Bandura²⁰. The definition of it is given as "people's beliefs about their capacities to produce designated levels of performance and exercise influence over events that affect their lives". As a cognitive representation of people's opinions about their abilities to execute tasks, the concept of self-efficacy has been demonstrated to predict better persistence, optimism, effort, and ultimately higher degrees of success in hard completion scenarios²¹. Self-efficacy, as defined by Bandura²², is the belief that an individual has in their capacity to succeed in each situation. How people view environmental changes affects their level of effort towards goals and their willingness to preserve them when faced with obstacles²³. According to Tschanen-Moran et al²⁴, self-efficacy has to do with how individuals see their capacity to execute at a specific level of achievement. According to Klassen²⁵, self-efficacy may be molded and varies depending on the subject. According to (Scholz et al²⁶ self-efficacy is a single, universal notion with different levels of perceived self-efficacy. Self-efficacy is defined as "beliefs in one's capacities to organize and carry out courses of action required to produce given attainments"²⁷.

19 Bandura, "Self-Efficacy: Toward a Unifying Theory of Behavioral Change," 84.

20 Bandura, 84.

21 Bandura, 84.

22 Bandura, 84.

23 Pajares, F. "Current Directions in Self-Efficacy Research," *Advances in Motivation and Achievement* 10, no. 149 (1997): 1_49.

24 Tschanen-Moran and Woolfolk-Hoy, "Teacher Efficacy: Capturing and Elusive Construct," 783_805.

25 Klassen, R. et al., "Investigating Pre-Service Teacher Motivation Across Cultures Using the Teachers' Ten Statements Test," *Journal of Teaching and Teacher Education* 27, no. 1 (2011): 579_588.

26 Scholz, U. et al., "Is General Self-Efficacy a Universal Construct? Psychometric Findings from 25 Countries," *European Journal of Psychological Assessment* 1 (2002): 242_251.

27 Bandura, "Self-Efficacy: Toward a Unifying Theory of Behavioral Change," 84.

3. Methodology

3.1 Participants and Settings

In this study, 300 male and female Iraqi language instructors from Iraqi language schools took part. The individuals were chosen through convenience sampling²⁸. One of the most popular sampling techniques in studies of second language acquisition is convenience sampling, which should be noted as a non-random sampling technique. Four age groups were created for the contestants. Their teaching experiences range from one year to 25 years, and they are all different. There were 214 individuals who had never lived abroad in an English-speaking nation. Two hundred sixty-five individuals held a BA, and the remaining participants had an MA. All 300 participants were English language teaching graduates who spoke Arabic as their mother tongue. The setting was within the Holy Karbala Governorate for high schools' teachers for the year 2023.

3.2 Instruments

The researcher used the following tools to obtain the essential data:

3.2.1 Motivation to Teach Questionnaire (MTQ)

The motivational teaching of EFL teachers was evaluated using the MTQ²⁹. Self-Regulation Questionnaire-Academic, which was first produced, was modified to create this measure. Four subscales of the MTQ—external regulation (4 items), identified regulation (4 items), internal regulation (4 items), and internal motivation (4 items)—reflect a total of 16 items in the questionnaire. On a 5-point Likert scale, the evaluations range from 1 (absolutely disagree) to 5 (entirely agree). The validity and reliability of the MTQ have received widespread support from academics. In this study, Cronbach's Alpha consistency calculation was used to recalculate the questionnaire's reliability.⁸³ ($\alpha = .83$).

28 Dornyei, *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*, 213_237.

29 Deci, E. L. and Ryan, R. M. The Importance of Universal Psychological Needs for Understanding Motivation in the Workplace. In M. Gagné. *The Oxford Handbook of Work Engagement, Motivation, and Self-Determination Theory* (Oxford: Oxford University Press., 2014), 13_32.

3.2.2 Reflective Thinking Questionnaire (RTQ)

The RTQ created by Kember et al.³⁰ was used to rate reflective thinking. It has 16 questions that assess habitual action, understanding, reflection, and critical reflection—four different types of reflective thinking. State that the reliability estimates for the RTQ's four subscales range from .58 to .74. For example, "When I am working on some activities, I can do them without thinking about what I am doing," are statements that are responded on a seven-point scale from 1 ("absolutely agree") to 7 ("strongly disagree"). I need to comprehend the stuff taught by my colleagues to carry out practical duties. "I sometimes question how others do something and try to think of a better way," the speaker is saying (understanding). considering, and "As a result of this course, I have changed my normal way of doing things." (Critical reflection). In this study, the reliability of the questionnaire was recalculated through Cronbach's Alpha consistency estimation which came to be .78 ($\alpha = .78$).

3.2.3 Teachers' Self-Efficacy Scale

(Tschannen-Moran and Woolfolk-Hoy, (2001), *ibid*) teacher sense of efficacy scale has 24 items and is broken down into three factors: the management of the classroom (8 items), the management of the students (8 items), and the management of the instructional tactics (8 items). On a scale of 1 to 9, with 1 denoting "nothing," 3 denoting "very little," 5 denoting "some influence," 7 denoting "quite a bit," and 9 denoting "a great deal," the participants were asked to rate their beliefs. In this study, Cronbach's Alpha consistency calculation was used to recalculate the questionnaire's reliability.87 ($\alpha = .87$).

3.3 Procedure

The administration of the classroom (8 items), management of the students (8 items), and management of the instructional techniques (8 items) are the three components that make up the 24 items that make up the teacher feeling of efficacy scale³¹. The participants were asked to rank their beliefs on a scale of

30 D. Kember et al., "Determining the Level of Reflective Thinking from Students' Written Journals Using a Coding Scheme Based on the Work of Mezirow," *International Journal of Lifelong Education*, 1999, 18–30.

31 Tschannen-Moran and Woolfolk-Hoy, "Teacher Efficacy: Capturing and Elusive Construct," 783_805.

1 to 9, with 1 representing "nothing," 3 denoting "very little," 5 denoting "some influence," 7 denoting "quite a bit," and 9 denoting "a great deal." In this study, the reliability of the questionnaire was recalculated using Cronbach's Alpha consistency computation.⁸⁷ ($\alpha = .87$).

3.4 Data Analysis

The information was gathered using four separate questionnaires, and IBM SPSS (version 24) was utilized to analyse it. Three non-parametric statistical tests—Spearman rho correlations—were used to examine the connection between the motivation, reflective thinking, and self-efficacy of Iraqi teachers. In order to assess the qualitative data received from the three surveys, the data were further looked into utilizing qualitative content analysis.

3.5 Study Design

In this study, questionnaire-based correlational and descriptive research designs were employed. A non-experimental research method is correlational analysis. With no control or manipulation over any of the variables, this research approach examines correlations between two or more variables. This study looked at how instructors' motivation, reflective thinking, and sense of self-efficacy interact. First teachers' motivation, second teachers' reflective thinking, and third instructors' sense of self-efficacy are the three variables in this study. It was conducted on February 2023.

4. Results

This section has made use of data from the Motivation, Reflective Thinking, and Sense of Self-Efficacy questionnaires. There are 13 questions on the first questionnaire, 16 questions and four subsections on the second, and 24 questions and three subsections on the third. The research hypotheses were verified using Excel and SPSS 26 software. The study's hypotheses were next examined using Pearson's parametric tests after stating the descriptive statistics.

4.1. Descriptive Statistics

The graphic below displays the descriptive statistics of the results of the Reflective Thinking questionnaire broken down by gender. 3.11 is the average score. Additionally, for every sub-section, male teachers received greater scores

than female teachers. Additionally, the Reflection part receives the lowest average score from female teachers (3.04), while Habitual Action receives the highest average score from male teachers (3.19), which is related to habitual action.

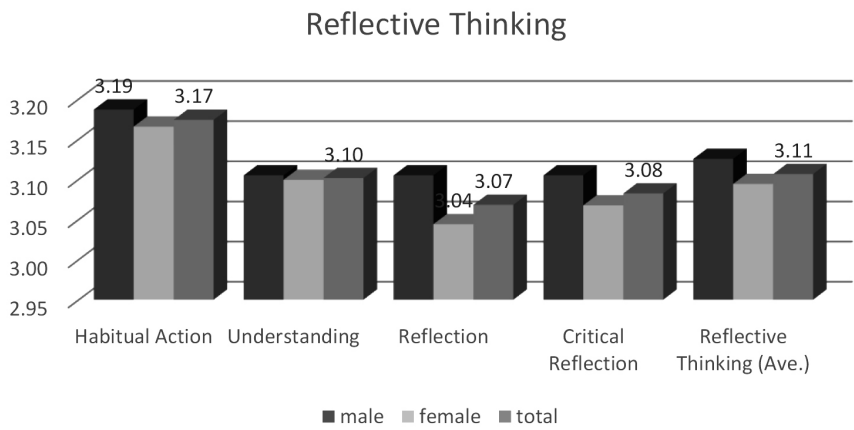


Figure (4-1): *The descriptive statistics of the Reflective Thinking Questionnaire Disaggregated by Gender*

The chart below displays the descriptive data of the Motivation Questionnaire broken down by gender. The questionnaire has an average score of 2.99. Additionally, male teachers received a 3.05, while female teachers received a 2.95.

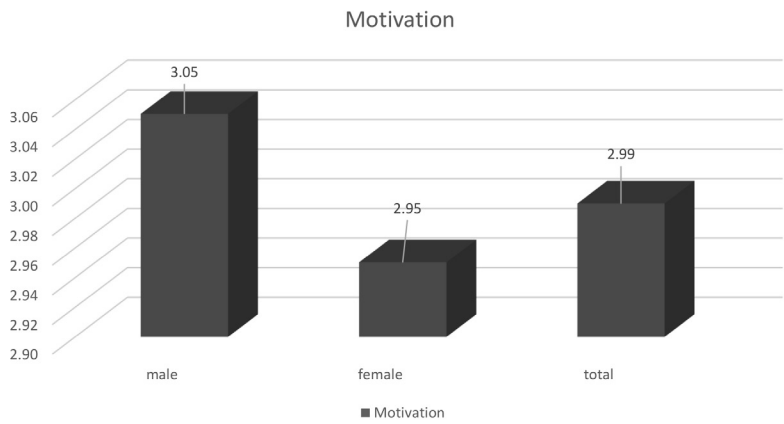


Figure (4-2): *The descriptive statistics of the Motivation Questionnaire Disaggregated by Gender*

The graphic below displays descriptive statistics of Self-Efficacy Questionnaire results broken down by gender. The typical rating is 5.01. Additionally, for every sub-section, male teachers received greater scores than female teachers. Additionally, the teaching techniques portion received the lowest average score for female teachers (4.91) while the student engagement subsection received the highest average score (5.13) for male teachers.

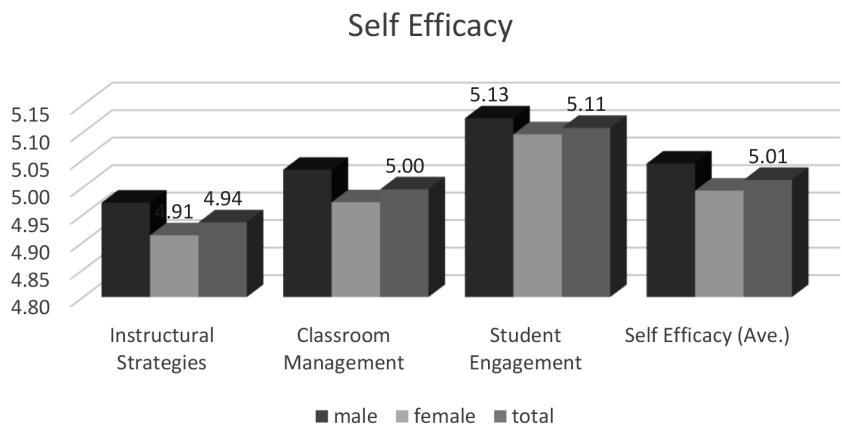


Figure (4-3): *Descriptive statistics of Self-Efficacy Questionnaire Disaggregated by Gend*

In this study, there are 300 teachers who are 119 male (%40) and 181 female (%60).

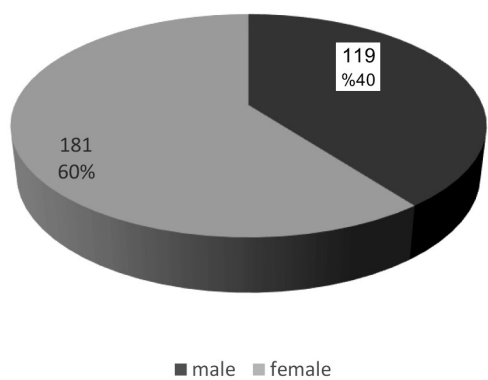


Figure (4-4): *Descriptive statistics of participants Disaggregated by Gender*

4.2. Inferential Statistics

4.2.1 Test of Normality

To carry out statistical processes, compute proper test statistics, and reach logical conclusions about research hypotheses, choosing the best statistical technique for the research is the most important step before taking any action. Knowledge of data dispersion is essential for this goal. The normality test of distribution is one of the most widely used applications of the distribution matching test, and the right test for this is the valid Kolmogorov-Smirnov test. The Kolmogorov-Smirnov normality test makes the following statistical predictions.

H_0 : The data are normally distributed.

H_1 : Data are not normally distributed.

Therefore, rejecting the statistical null hypothesis (H_0) means that the data are not normal, and reject the null hypothesis if the significance level of the test is less than 0.05 (sig <0.05). According to the results of the table and since sig or P-Value is more than 0.05, can be accepted the null hypothesis that the data distribution is normal.

Table (4.1) One-Sample Kolmogorov-mirnov Test

		Reflective Thinking (Ave.)	Motivation	Self-Efficacy (Ave.)
N		300	300	300
Normal Parameters ^{a,b}	Mean	3.1067	2.9900	5.0131
	Std. Deviation	.37957	.36651	.53869
Most Extreme Differences	Absolute	.051	.050	.036
	Positive	.051	.050	.034
	Negative	-.035	-.048	-.036
Test Statistic		.051	.050	.036

Asymp. Sig. (2-tailed) .060^c .071^c .200^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

To investigate the existence of differences in Reflective Thinking of male and female teachers, Independent T-Test was used. First, descriptive statistics are presented and then their equality of variance is examined.

Table (4-2): The Average Scores of the Reflective Thinking Questionnaire

Group Statistics					
	sex	N	Mean	Std. Deviation	Std. Error Mean
Reflective Thinking (Ave.)	male	119	3.1255	.39348	.03607
	female	181	3.0943	.37073	.02756

According to the information in the above table, the average scores of the Reflective Thinking questionnaire for male and female teachers are 3.12 and 3.09, respectively. One of the assumptions of the Independent T-Test is the equality of the variances for which Levene's Test was used.

Table (4-3): Equality of the Variances Related to Reflective Thinking

Independent Samples Test									
Levene's Test for Equality of Variances					t-test for Equality of Means				
					Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper	
Reflective Thinking (Ave.)	Equal	1.541	.215	.697	.486	.03126	.04484	-.05698	.11949
	variances assumed								
Reflective Thinking (Ave.)	Equal			.689	.492	.03126	.04539	-.05816	.12067
	variances not assumed								

According to the test results, the confidence level is sig= 0.215 which is more than 0/05 and can be an accepted assumption of variances equality of both groups, therefore the first row of the table is used. According to the first row of the table and p-value=0.486 which is more than 0/05, in other words, there is no significant difference between male and female teachers.

To investigate the existence of differences in the Motivation of male and female teachers, Independent T-Test was used. First, descriptive statistics are presented and then their equality of variance is examined.

Table (4-4): The Average Scores of the Motivation Questionnaire

Group Statistics					
	sex	N	Mean	Std. Deviation	Std. Error Mean
Motivation	male	119	3.0504	.37302	.03420
	female	181	2.9503	.35766	.02658

According to the information in the above table, the average scores of the Motivation questionnaire for male and female teachers are 3.05 and 2.95, respectively. One of the assumptions of the Independent T-Test is the equality of the variances for which Levene’s Test was used.

Table (4-5): The Equality of the Variances Related to Motivation

Independent Samples Test										
F		Levene's Test for Equality of Variances			t-test for Equality of Means					
		Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std.Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Motivation	Equal variances assumed	.027	.869	2.332	.298	.020	.10014	.04294	.01564	.18464
	Equal variances not assumed			2.312	.245.061	.022	.10014	.04331	.01483	.18546

According to the test results, the confidence level is sig= 0.869 which is more than 0/05 and can be an accepted assumption of variances equality of both groups, and therefore the first row of the table is used. According to the first row of the table and p-value=0.020 which is less than 0/05, in other words, there is a significant difference between male and female teachers. According to the upper and lower borders, the average motivation for male teachers is more than that of female teachers.

Due to the purpose of investigating the existing difference in the Self-Efficacy of male and female teachers, Independent T-Test has been used. First descriptive statistics have been provided and then their variances, equality will be examined.

Table (4-6): The Equality of the Variances Related to Self-Efficacy

Independent Samples Test										
F		Levene's Test for Equality of Variances			t-test for Equality of Means					
		Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std.Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Self-Efficacy (Ave.)	Equal variances assumed	.256	.614	.773	298	.440	.04916	.06362	-.07603	.17436
	Equal variances not assumed			.762	240.540	.447	.04916	.06451	-.07791	.17624

According to the test results, the confidence level is sig= 0.614 which is more than 0/05 and can be an accepted assumption of variances equality of both groups, and therefore the first row of the table is used. According to the first row of the table and p-value=0.440 which is more than 0/05, in other words, there is no significant difference between male and female teachers.

4.2.2 Hypotheses Testing

In this section, the hypotheses of the study were investigated using the parametric correlation. An indicator of the degree to which two variables with normal distributions are related to one another is the Pearson correlation coefficient. A correlation does not imply the existence of a cause-and-effect link; it just indicates whether changes in two variables are happening in the same direction (direct) or the other direction (inverse). The highest and lowest correlation coefficients are +1 and -1, respectively. A strong direct linear link between the two variables, in which an increase in one variable causes an increase in the other, is indicated if the correlation coefficient (r) is close to 1.

1.5. Summary of the Findings for the Hypotheses

The first hypothesis of the study states that 'There is no statistically significant relationship between Iraqi EFL teachers' motivation and reflective thinking.' The findings of this study, as already presented in section four, indicated that there is no statistically significant relationship between Iraqi EFL teachers' motivation and reflective thinking.

The second hypothesis of the study states that 'There is no statistically significant relationship between Iraqi EFL teachers' motivation and their sense of self-efficacy.' The findings of this study, as already presented in section four, indicated that there is no statistically significant relationship between Iraqi EFL teachers' motivation and their sense of self-efficacy.

The third hypothesis of the study states that 'There is no statistically significant relationship between Iraqi EFL teachers' reflective thinking and their sense of self-efficacy.' The findings of this study, as already presented in section four, indicated that there is a significant relationship between thinking and a sense of self-efficacy.

In section four, the research questions were examined using Pearson's parametric test with the Kolmogorov-Smirnov test and Independent T-Test. A T-test with one sample was used to analyze the data. The null hypothesis in the design of paired data was that there was no relationship between the values of the means in the two paired samples of the population, as opposed to the assumption that there was a relationship between the values

6. Conclusions

There was no statistically significant difference in motivation and reflective thinking among male and female Iraqi teachers, according to the descriptive statistics pertaining to this relationship. The descriptive statistics concerning the relationship between motivation and a sense of self-efficacy among male and female Iraqi instructors showed that there was no significant relationship between these two variables. Reflective thinking and a sense of self-efficacy were shown to be statistically significant and positively correlated among male and female Iraqi instructors, according to the descriptive statistics pertaining to this relationship. The findings support the claim that teachers' motivation is unaffected by their reflective thinking. In other words, teachers' motivation and their capacity for reflective thought are independent of one another. Additionally, the sense of self-efficacy variable is included by this as well. This suggests that the researcher was unable to discover any relationship between the variables measuring motivation and sense of self-efficacy in this study. In other words, it might be claimed that these three components operate independently of one another and that instructors' motivation levels, whether high or low, have no bearing on their reflective thinking or feeling of self-efficacy.

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