The Structural Interplay between Critical Cultural Awareness, Institutional Identity, Self-Efficacy, Reflective Teaching and Job Performance of EFL Teachers

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Abstract

The present study explored the relational patterns of critical cultural awareness, institutional identity, self-efficacy, reflective teaching, and job performance of Iranian EFL teachers. To this end, 300 Iranian EFL teachers from different private language institutes were selected based on convenience sampling and took part in the study by completing the critical cultural awareness questionnaire, the teachers' sense of self-efficacy scale, the institutional identity questionnaire, and the reflective teaching questionnaire. Moreover, 1500 EFL students (i.e., five students per teacher) were randomly selected from teachers' classrooms to take part in the present study. A Structural Equation Modeling (SEM) analysis was adopted, the results of which revealed that all the predictor variables except critical cultural awareness predicted EFL teachers' job performance. However, self-efficacy was found to be the strongest predictor of Iranian EFL teachers' job performance. The implications, grounded in the findings of the study, are presented and discussed in more detail in the paper.

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1. Introduction

As teachers play an effective role in educational settings, they have recently gained attention in education (Akbari, Kiany, Imani Naeeni & Karimi Allvar, 2008). Accordingly, during the past few decades, numerous research investigations (e.g., Brown, 2001; Darby, 2008; Soodmand Afshar & Hamzavi, 2017; Tschannen-Moran & Johnson, 2011) have inspected various teacher-related features and their possible relationships with and/or effects on educators' performance and their students' accomplishment. The four most significant ones include critical cultural awareness, institutional identity, self-efficacy, and reflective teaching.

The development of critical cultural awareness (CCA) is regarded as one of the significant events in foreign language instruction (Houghton, 2008), which basically aims at fostering intercultural communicative competence (ICC). According to Byram (2012), CCA might consist of two different dimensions, i.e., social and psychological. These dimensions help teachers in focusing on how culture and the social context of language influence interactions. Consequently, individuals who become more aware of the distinction that underlies culture will become better trained to participate adequately and effectively in intercultural relationships.

Another influential factor in the field of language learning and teaching is the notion of identity that incorporates "how one perceives oneself and how one is perceived by others. It also includes how one positions oneself in relation to the existing background (native culture) and the new settings (target culture)" (Wang, 2010, p. 51). According to Morita (2004), teachers' identity captures educators' definition of themselves concerning their professions. The concept of teachers' institutional identity, as one of the main kinds of identity, is defined by Hogg (2006) as teachers' status of identification with the institutes, colleges, or schools wherein they teach. Similarly, Hogg (2006) maintains that institutional identity is considered as the relevant juncture of the concept of social identity theory.

Another important teacher-related variable thought to determine success in L2 learning is the concept of self-efficacy (Brouwers & Tomic, 2003), which is defined as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (Bandura, 1986, p. 391). A highly efficacious teacher has better planning and pays more attention to students' needs (Tschannen-Moran & Woolfolk Hoy, 2001).

Another important factor in teacher education is reflective teaching, which is regarded as a teacher-related variable that basically plays a vital role in problem-solving and decision-making processes (Akbari, 2007). As Pennington (1992) holds, the aim of reflective teaching is to suggest a movement in teacher education wherein teachers analyze their own practices and consider alternative choices for attaining their goals.

Another factor is job performance in teacher education, which is regarded as the most important criterion for educational outcomes and failures (Ryeau, 2007). As Viswesvaran and Ones (2000) state, many organizations utilize the notion of job performance as a vital benchmark to detect their employees' possible obstacles and easiness at work involving their strengths and weaknesses in order to anticipate the most appropriate teaching courses which lead to promoting their job performance.

2. Theoretical Framework

The concept of CCA is defined as "the ability to critically analyze one's social and political world on multiple levels" (Kreisberg, 1992, p. 19). CCA, supported by the intercultural competence concept, is also defined as "the ability to interact effectively with people from cultures that we recognize as being different from our own" (Guilherme, 2000, p. 297).

Most teachers agree that cultural awareness is an essential factor in EFL contexts; however, they are in doubt about how to manifest cultural knowledge or expose students to culture in a purposeful, practical, and unbiased method (Stapleton, 2000). Moreover, Sercu (2002) points out that autonomy is the main element of cultural awareness course development. In addition, a key element that is omitted at promoting cultural awareness includes

conversion of one's own identity, tensions, anxieties, prejudices and attitudes (Sercu, 2002).

The literature shows that identity requires more attention due to manifold reasons, one of which is the fact that we can investigate various aspects of teaching through the analytic lens of identity (Olsen, 2008). MacLure (1993), states that identity can be considered as a reinforcing factor in teachers' professional lives, even a "resource that people use to explain, justify and make sense of themselves in relation to others, and to the world at large" (p. 311).

The notion of self-efficacy is defined as "beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations" (Bandura, 1995, p. 2). Furthermore, teacher self-efficacy is defined as "the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998, p. 22). In fact, the self-efficacy of teachers helps them to find out a pattern for their behavior, emotion, and thought (Bandura, 1989). Thus, self-efficacy means the understanding of one's capabilities in doing something and the amount of awareness of what kinds of actions one can do and finding out the needed motivation in task performance.

The concept of reflection is defined 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" (Dewey, 1993, p. 9). Dewey (1933) holds that reflective thought generates a continuous consciousness in the situation wherein the ideas have been formed. Furthermore, Dewey (1933) states that reflectivity is not about blindly accepting other peoples' opinions, but making progress by means of real attention to experience, knowledge, and thought. According to Akbari (2007), reflective teaching displays itself as a feasible solution to the dilemma when there is disagreement and disorganization between theoreticians and practitioners. The teaching profession has been illustrated as complicated and situation-specific (Sparks-Langer & Colton, 1991), which calls for the need to attend more to reflection.

Viswesvaran and Ones (2000) state that many organizations utilize the job performance concept as a vital benchmark to detect their employees' possible obstacles or easiness at work involving their strengths and weaknesses in order to anticipate the most appropriate factors influencing their employees' job performance. According to Soodmand Afshar and Doosti (2016), several factors such as work engagement and organizational commitment might affect job performance.

Several studies have been conducted investigating the role of CCA in EFL teacher education. For one, Soodmand Afshar and Yousefi (2019) investigated 150 Iranian EFL teachers' perceptions of CCA in terms of academic degree, teaching context, and professional development programs. The participants all filled out the CCA questionnaire. Fifteen participants attended a semi-structured interview, in addition. The findings showed that EFL teachers' perceptions of CCA located at a medium level, that the higher the academic degree of the participants was, the higher engagement they showed in CCA, that the EFL teachers in the private sector reported higher levels of CCA than their counterparts in the public sector, and that local teacher professional development programs did not highlight culture instruction in general and CCA in particular.

Pishghadam, Hashemi, and Barzi (2013) conducted a study to determine the factors underlying the Home Culture Attachment Scale (HCAS) and to confirm, via Structural Equation Modeling (SEM) analysis, these factors. They distributed the scale among 374 English language students in Mashhad, Iran. The findings yielded five underlying factors for culture attachment which incorporated *religious attachment* (e.g., keeping fast, making a pilgrimage, going to a mosque, etc.), *western attachment* (e.g., one's tendency towards the western style of dressing or appearance, one's tendency for western culture, etc.), *Iranian attachment* (e.g., learners' love of Iranian historical monuments, orientation towards national traditions and culture, etc.) *cultural attachment* (e.g., learners' tendency towards Persian literature, their orientation to traditional culture, etc.) and finally *artistic attachment* (e.g., learners' attachment to western stories and movies compared to Persian ones).

Different studies have also been conducted on teachers' self-efficacy. For instance, the relationship between self-reported English proficiency level and classroom management styles of teachers and their efficacy belief was investigated by Ghasemboland and Hashim (2013) in the Iranian EFL context. The results indicated a positive correlation between perceived efficacy and proficiency. The study also reported a high correlation between personal teaching efficacy and each of the styles as well as overall classroom management styles. However, no significant relationship was reported between general teaching efficacy and styles. Moreover, adopting Structural Equation Modeling, Fathi and Saeedian (2020) examined the role sense of efficacy and resilience of 213 Iranian EFL teachers played in predicting their burnout. They found that, compared to teacher resilience, teacher self-efficacy was a stronger, but negative predictor of teacher burnout, which is typically assumed to have a reverse relationship with teacher job performance.

Similarly, various investigations have been conducted on teachers' reflective teaching. For example, Mohammadi and Mulmir (2016) explored the relationship between Iranian EFL teachers' reflective teaching, self-efficacy, and their success based on learners' attitudes. Twenty-eight EFL teachers and 168 EFL learners from different language institutes in Tehran took part in the study by completing the Self-efficacy Questionnaire (Tschannen Moran & Hoy, 2001) and the Reflective Teaching Inventory (Behzadpour, 2007). Then, 168 EFL learners were randomly selected out of the teacher participants' students to complete the Successful Iranian English Teacher Questionnaire, developed and validated by Moafian and Pishghadam (2009). The findings indicated that both reflective teaching and self-efficacy relatively predicted EFL teachers' professional success.

Different studies have been conducted on teachers' job performance. For one, Soodmand Afshar and Doosti (2016) examined the effect of job satisfaction/dissatisfaction on Iranian English teachers' job performance. In so doing, 64 Iranian English teachers and 1774 of their students were asked to fill out the Successful Iranian English Teacher Questionnaire (Moafian & Pishghadam, 2009). The findings indicated that satisfied teachers had a better performance in their job in contrast to dissatisfied teachers.

According to Aaronson, Barrow, and Sander (2007), teachers are the most crucial elements in education and are believed to shape the learners' academic achievement. Therefore, it is significant to explore the teacher-related variables and identify those which are more associated with their job performance.

Concerning the importance of CCA, Byram (1997) holds that the concept of CCA must be included in different teaching programs in general, and foreign language teaching programs in particular, so that students and teachers can elucidate their ideological viewpoints and engage with others intentionally. With regard to the significance of institutional identity, Gu and Day (2007) argue that identity, especially institutional identity has a significant effect on such different teaching issues and features as teachers' commitment and promise. In addition, it would be useful to know the status of the teachers' institutional identity and its relationship with other teacher-related variables that can develop several dimensions of teaching (Azimi, 2012). Thus, analyses of teachers' institutional identity might result in better consideration of teaching theories and practices.

Moreover, pertaining to the significance of teachers' sense of efficacy, it is believed that teachers' self-efficacy is associated with a multitude of positive teaching behaviors and learning outcomes (Henson, Kogan, & Vacha-Hassa, 2001), which might eventually lead to effective teaching. Additionally, concerning the significance of reflective teaching, Farrell (2001) argues that reflective teaching requires instructors to use and improve their cognitive (and, of course, metacognitive) abilities which could result in improving their practices.

In spite of the significance attached to the variables mentioned above in relation to (EFL) teacher education, to the best of the researchers' knowledge, few studies, if any, have explored the causal association between these constructs in a single study, especially in the EFL context of Iran. The present study was thus an attempt to fill the gap felt in this respect and address the following research questions.

1. Does critical cultural awareness strongly predict Iranian EFL teachers' job performance?
2. Does self-efficacy strongly predict Iranian EFL teachers' job performance?
3. Does institutional identity strongly predict Iranian EFL teachers' job performance?
4. Does reflective teaching strongly predict Iranian EFL teachers' job performance?
5. What is a valid model of Iranian EFL teachers' job performance in terms of their critical cultural awareness, self-efficacy, institutional identity, and reflective teaching?

3. Methodology

3.1. Participants

The participants of this study included 300 (150 male, and 150 female) Iranian teachers teaching English as a foreign language at different private language institutes in Kermanshah and Hamedan provinces, who were selected based on convenience sampling. Their age ranged from 25 to 42. Their teaching experience varied from 3 to 25 years. Both genders were included in the study. Moreover, 1500 EFL students (i.e., five students per teacher) were randomly selected from the teachers' classrooms to take part in the study. The student participants' age ranged from 18 to 30 and both genders were included.

3.2. Data Collection Instruments

3.2.1. Critical Cultural Awareness Questionnaire (CCAQ)

In order to assess EFL teachers' CCA, the Critical Cultural Awareness Questionnaire developed by Atai, Babaii, and Taghipour Bazargani (2017) was administered. This questionnaire includes 37 five-point Likert scale items ranging from strongly disagree (= 1) to strongly agree (= 5). The possible range of scores was from 37 to 185. This instrument has three main components, namely, 'CCA in ELT Programs' (20 items), 'CCA in ELT Textbooks and Materials' (13 items), and 'CCA in General Terms' (4 items). The participants were asked to complete this instrument in about 20 minutes. The Cronbach's alpha internal consistency reliability of this instrument was estimated to be 0.75 (Atai et al., 2017). Moreover, the validity of this instrument was verified by Atai et al. (2017), adopting an expert view, pilot testing, and factor analysis. They estimated the KMO Measure of Sampling Adequacy and Bartlett's Test of Sphericity to be 0.94 and 0.000, respectively. Additionally, the Cronbach's Alpha internal consistency reliability of CCAQ in this study was estimated to be 0.73.

3.2.2. Teachers' Sense of Self-Efficacy Scale

In order to assess EFL teachers' self-efficacy, the Teachers' Sense of Self-Efficacy Scale (TSES) developed by Akbari and Abednia (2009) was administered. This instrument is composed of 33 items on a nine-point Likert scale, ranging from nothing (=1) to a great deal (=9). The potential range of scores was from 33 to 297. This scale has three main components, namely, 'Efficacy for instructional strategies' (12 items), 'Efficacy for classroom management' (10 items), and 'Efficacy for learner engagement' (11 items). The participants were asked to fill this questionnaire in about 15 minutes. Akbari and Abednia (2009), estimated the reliability of the Teachers' Sense of Self-Efficacy Scale to be 0.93. They also validated the questionnaire through an expert view, pilot study, and factor analysis. They estimated the KMO Measure of Sampling Adequacy and Bartlett's Test of Sphericity to be 0.92 and 0.000, respectively. Furthermore, Cronbach's Alpha consistency was run to calculate the reliability of this instrument in the current study, which came to be 0.83.

3.2.3. Institutional Identity Questionnaire

To assess EFL teachers' institutional identity, the Institutional Identity Questionnaire constructed by Azimi (2012) was administered. This questionnaire comprises 34 five-point Likert scale items ranging from strongly disagree (= 1) to strongly agree (= 5). The potential range of scores was from 34 to 170. The participants were asked to complete this questionnaire in about 20 minutes. The Cronbach's alpha internal consistency reliability of this instrument was estimated to be 0.84 (Azimi, 2012). According to Azimi (2012), the questionnaire enjoyed a high validity rate and also its appropriateness for use in the Iranian context was verified in a pilot study. Moreover, Cronbach's Alpha internal

consistency of the questionnaire in this study was estimated to be 0.78.

3.2.4. English Language Reflection Inventory

In order to assess EFL teachers' reflective teaching, the English Language Reflection Inventory developed by Akbari, Behzadpoor, and Dadvand (2010) was administered. The questionnaire includes 29 items on a five-point Likert-scale format ranging from never (=1) to always (=5). The potential range of scores was from 29 to 145. The participants were asked to complete this inventory in about 15 minutes. Akbari et al. (2010) reported that this questionnaire enjoyed a high- reliability rate of 0.91, adopting Cronbach's alpha internal consistency index. They also validated the questionnaire through an expert view, pilot study, and factor analysis. They estimated the KMO Measure of Sampling Adequacy and Bartlett's Test of Sphericity to be 0.86 and 0.000, respectively. Additionally, the results of Cronbach's Alpha consistency estimation in the present study showed that the instrument enjoyed an internal consistency index of 0.74.

3.2.5. Characteristics of Successful Teachers' Questionnaire (CSTQ)

In order to assess EFL teachers' job performance, the Characteristics of Successful Teachers' Questionnaire primarily developed by Moafian and Pishghadam (2009) was administered to the teacher participants' students. This questionnaire includes 47 five-point Likert scale items ranging from completely disagree (=1) to completely agree (=5). The potential range of scores was from 47 to 235. As pointed out by Moafian and Pishghadam (2009), this instrument measures twelve different constructs, i.e., 'Interpersonal relationships', 'Teaching accountability', 'Attention to all', 'Commitment', 'Examination', 'Learning boosters', 'Creating a sense of competence', 'Physical and emotional acceptance', 'Teaching boosters', 'Class attendance', 'Empathy', and 'Dynamism'. The participants were asked to complete this questionnaire in about 20 minutes. Roohani and Darvishi (2015) reported that this questionnaire obtained a high-reliability rate of 0.93. Moafian and Pishghadam (2009) validated the questionnaire through an expert view, pilot study, and factor analysis. They estimated the KMO Measure of Sampling Adequacy and

Bartlett's Test of Sphericity to be 0.98 and 0.000, respectively. Furthermore, Cronbach's Alpha consistency was run to calculate the reliability of this instrument. The Cronbach's Alpha reliability of the questionnaire in the present study was estimated to be 0.89.

3.3. Design of the Study

The design of the present study can be considered correlational since the study was an attempt to scrutinize the causal interplay between Iranian EFL teachers' critical cultural awareness, self-efficacy, institutional identity, reflective teaching, and their job performance. The predictor variables of the study incorporated Iranian EFL teachers' critical cultural awareness, self-efficacy, institutional identity, and reflective teaching. Iranian EFL teachers' job performance was also regarded as the predicted or dependent variable of the study.

3.4. Procedure

This study was conducted at various private language institutes in Kermanshah and Hamedan provinces. To collect the required data, two samples of Iranian EFL teachers and students took part in the present study. Initially, the second researcher asked the teacher participants if they agreed to take part in the study. That is, their informed consent was obtained.

Afterwards, the research instruments, i.e., the Critical Cultural Awareness Questionnaire (Atai et al.,2017), the Teachers' Sense of Self-Efficacy Scale (Tschannen-Moran & Hoy, 2001), the Institutional Identity Questionnaire (Azimi, 2012), and the English Language Reflection Inventory (Akbari et al.,2010) were distributed among the EFL teachers in two subsequent sessions to avoid the impact of fatigue on their responses.

In the first session, the Critical Cultural Awareness Questionnaire, and the Teachers' Sense of Self-Efficacy Scale were administered. In the subsequent session, the Institutional Identity Questionnaire and the English Language Reflection Inventory were administered. Afterwards, 1500 EFL students (i.e., five students per teacher) were randomly selected from the teachers' classrooms and were asked to fill out the Characteristics of

Successful Teachers' Questionnaire (Moafian & Pishghadam, 2009). The student participants' informed consent was also obtained. The correlations between the variables mentioned were estimated and the calculations needed were performed.

3.5. Data Analysis

The research questions were answered through the Pearson correlation and Structural Equation Modeling (SEM) via AMOS 24. Pearson correlation was used to explore the

relationships between the variables. Additionally, to find a valid model of the interrelationship among variables, a SEM analysis was applied.

4. Results

4.1. Descriptive Statistics of the Scores Obtained from Various Instruments

The descriptive statistics related to the scores obtained from the instruments of the study are presented in Table 1.

Table 1
Descriptive Statistics of the Scores

	N	Minimum	Maximum	Mean	Std. Deviation
Reflective Teaching	300	74.00	145.00	105.03	12.25
Self-Efficacy	300	97.00	204.00	146.57	25.00
Critical Cultural Awareness	300	90.00	161.00	123.01	15.76
Institutional Identity	300	89.00	170.00	124.19	16.15
Job Performance	1500	101.00	225.00	173.64	23.50

As indicated in Table 1, the mean and standard deviation for EFL teachers' reflective teaching were 105.03 and 12.25, respectively, for self-efficacy, M = 146.57 and SD = 25.00, for critical cultural awareness, M = 123.01 and SD = 15.76, for institutional identity, M = 124.19 and SD = 16.15, and for job performance, M = 173.64 and SD = 23.50.

4.3. Results of the Confirmatory Analyses

For the confirmatory analysis, SEM was used to identify whether the final model was in harmony with the hypothesized model and also to report the final model accordingly (Lei & Wu, 2007). The hypothesized model is shown in Figure 1.
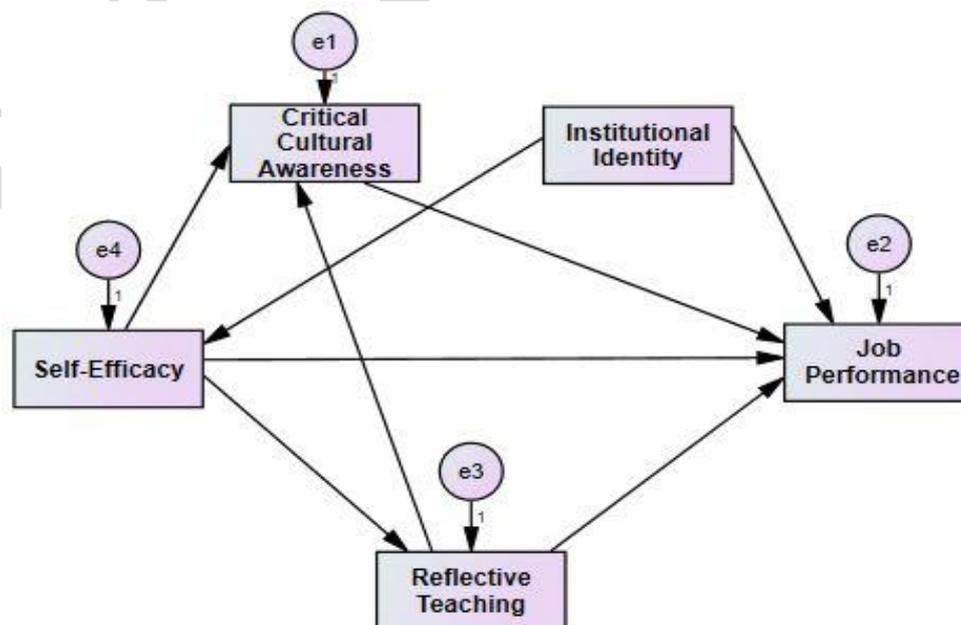

Figure 1
The Hypothesized Structural Model of the Variables

4.4. Results of the Structural Relations Analyses

To explore the structural relations, the suggested model (Figure 1) was tested using Amos 24 statistical package. A series of fit indices were examined to assess the model fit: the chi-square magnitude which should not be significant, Chi-square/df ratio which should be lower than 2 or 3, the good fit index (GFI), the normed fit index (NFI), and the comparative fit index (CFI) with the cut-value greater than .90, and the Root Mean Square Error of Approximation (RMSEA) of about .06 or .07 (Schreiber, Nora, Stage, Barlow, & King, 2006). Figure 2 shows the model of interrelationships among variables. To assess the strengths of the causal relationships among the variables, the standardized estimates were examined. Moreover, Table 2 shows the Goodness of fit indices.
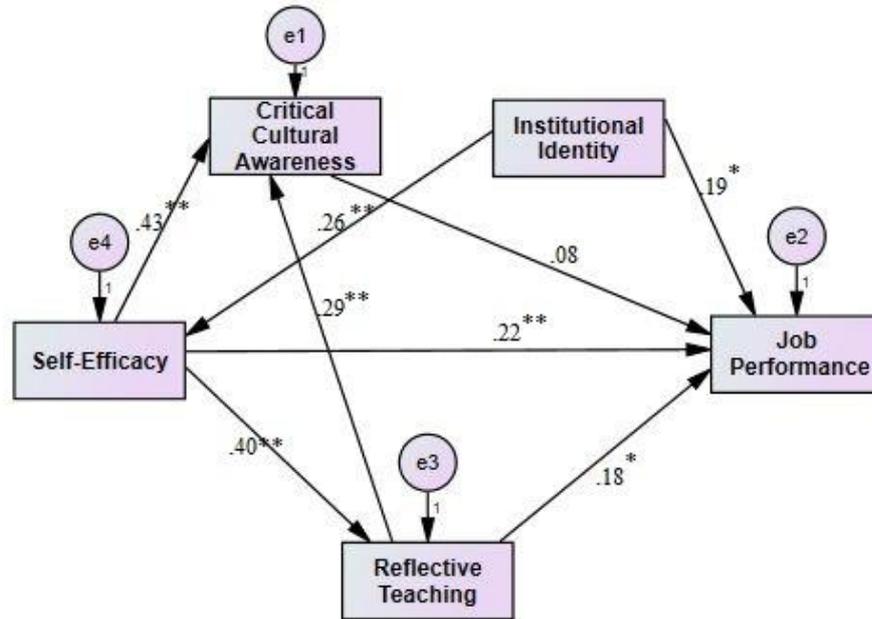

Figure 2
The Model of Interrelationship among Variables

Table 2
The Goodness of Fit Indices

	X2/df	NFI	GFI	CFI	RMSEA
Acceptable fit	<3	>.90	>.90	>.90	<.08
Model	3.02	.89	.90	.88	.07

As demonstrated by Table 2, some of the fit indices (i.e., NFI (.89), and CFI (.88)) did not lie within the acceptable fit thresholds. Therefore, it became evident that the model needed modification. To modify the model, the non-significant path from critical cultural awareness to job performance was removed (β = .08, p > .05). Figure 3 shows the model of interrelationships among variables after modification. Additionally, Table 3 shows the Goodness of fit indices after modification.
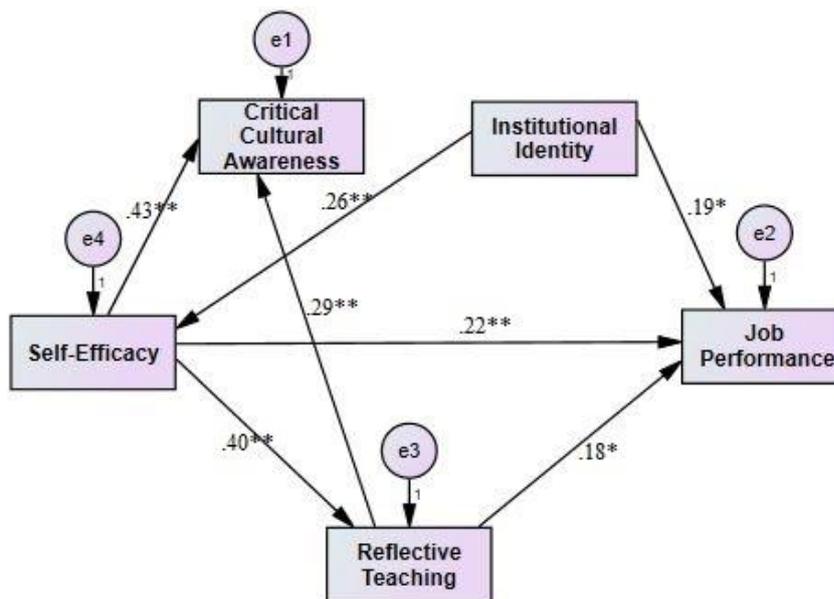
Figure 3
The Model of Interrelationship among Variables after Modification

Table 3
The goodness of Fit Indices after Modification

	X2/df	NFI	GFI	CFI	RMSEA
Acceptable fit	< 3	> .90	> .90	> .90	< .08
Model	2.98	.91	.91	.90	.07

As demonstrated in Table 3, all the fit indices (i.e., chi-square/df ratio (2.98), RMSEA (.07), NFI (.91), GFI (.91), and CFI (.90)) lie within the acceptable fit thresholds. Hence, it can be stated that the model had a perfect fit with the empirical data after modification.

As indicated in Figure 3, an estimate is shown on each path. This standardized estimate is the standardized coefficient or beta coefficients (*β)* coming from an analysis conducted on standardized independent variables. It explains the predictive power of the independent variables and the effect sizes. The closer the magnitude is to 1.0, the higher the correlation would be, and the greater the predictive power of the variable is.

4.5. Results of the First Research Question

To answer the first research question (i.e., to examine the correlation between EFL teachers' critical cultural awareness and their job performance), Pearson correlation and Path analysis were adopted. Table 4 shows the results of Pearson correlations.

Table 4
Results of Pearson Correlation between EFL Teachers' Critical Cultural Awareness and their Job Performance

		Job Performance
Critical Cultural Awareness	Pearson Correlation	.15[**]
	Sig. (2-tailed)	.00
	N	300

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

As the results in Table 4 indicate, there was a significant positive relationship (r = 0.15, n = 300, p < .05) between EFL teachers' critical cultural awareness and their job performance. However, as the model before modification demonstrated (see Figure 2), critical cultural awareness did not predict Iranian EFL teachers' job performance (β = 0.08, p >. 05). Therefore, the first null hypothesis was maintained and this path was removed after modification (see Figure 3).

4.6. Results of the Second Research Question

To answer the second research question, (i.e., to explore the association between EFL teachers' self-efficacy and their job performance), Pearson correlation and Path analysis were run; the results of the former are summarized in Table 5.

Table 5

Results of Pearson Correlation between EFL Teachers' Self-Efficacy and their Job Performance

		Job Performance
Self-Efficacy	Pearson Correlation	.27**
	Sig. (2-tailed)	.00
	N	300

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

As shown in Table 5, there was a significant positive relationship (r = 0.27, n = 300, p < .05) between EFL teachers' self-efficacy and their job performance. Moreover, as Figure 3 shows, self-efficacy predicted Iranian EFL teachers' job performance significantly positively (β = 0.22, p < .05).

4.7. Results of the Third Research Question

To investigate the relationship between EFL teachers' institutional identity and their job performance (i.e., to answer the third research question of the study), Pearson correlation and Path analysis were adopted. The results of Pearson correlation are presented in Table 6.

Table 6

Results of Pearson Correlation between EFL Teachers' Institutional Identity and their Job Performance

		Job Performance
Institutional Identity	Pearson Correlation	.25**
	Sig. (2-tailed)	.00
	N	300

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

As indicated in Table 6, there was a significant positive relationship (r = 0.25, n = 300, p <. 05) between EFL teachers' institutional identity and their job performance. Moreover, as Figure 3 showed, institutional identity predicted Iranian EFL teachers' job performance significantly positively (β = 0.19, p <. 05).

4.8. Results of the Fourth Research Question

To answer the fourth research question of the study (i.e., to explore the association between EFL teachers' reflective teaching and their job performance), Pearson correlation and Path analysis were used. The results of Pearson correlation are presented in Table 7.

Table 7

Results of Pearson Correlation between EFL Teachers' Reflective Teaching and their Job Performance

		Job Performance
Reflective Teaching	Pearson Correlation	.26**
	Sig. (2-tailed)	.00
	N	300

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

As demonstrated in Table 7, there was a significant positive relationship (r = 0.26, n = 300, p < .05) between EFL teachers' reflective teaching and their job performance. Moreover, as Figure 3 shows, reflective teaching predicted Iranian EFL teachers' job performance significantly positively (β = 0.18, p < .05).

4.9. Results of the Fifth Research Question

As stated earlier, a SEM analysis was run to answer the last research question of the study, the results of which finally yielded a valid model already presented in Figure 3, wherein all the predictor variables except for critical cultural awareness predicted Iranian EFL teachers' job performance. Based on the results, it was found that EFL teachers' self-efficacy was the strongest predictor (β = 0.22, p < .05) of their job performance (see Figure 3).

5. Discussion

The main aim of this study was to investigate the relationship between EFL teachers' CCA, institutional identity, self-efficacy, reflective teaching, and their job performance. The results showed that although there was a significant relationship between EFL teachers' CCA and their job performance, the findings of path analysis indicated that CCA did not significantly predict EFL teachers' job performance. The findings also showed that all other predictor variables (i.e., institutional identity, self-efficacy, and reflective teaching) significantly predicted Iranian EFL teachers' job performance. However, self-efficacy came out to be the strongest predictor.

As the results of the first research question indicated, CCA and the job performance of Iranian EFL teachers were significantly correlated. This finding is in line with those of Menard-Warwick (2008) and Ennser-Kananen and Wang (2016), both of which concluded that there was a significant relationship between teachers' cultural competence and their pedagogical practice and job performance.

As aptly asserted by Byram (1997), CCA is considered as "an ability to evaluate critically and on the basis of explicit criteria, perspectives, practices, and products in our own and other cultures and countries" (p. 53). According to Menard-Warwick (2008), educators' transnational life involvements can

basically contribute to improvement and meta-consciousness of intercultural competence which might lead to their better job performance and improved teaching practice. As Menard-Warwick (2008) holds, educators basically rely on their own cultural awareness as a resource to discuss ideological, linguistic, and also cultural issues in their classrooms. Moreover, it is believed that in order to raise CCA, teachers should be stimulated to merge language and culture in EFL classrooms and pass to their students the cultural norms and regulations of the English language as used by native speakers (Byram, 2008). However, as the results of several studies (e.g., Soodmand Afshar & Yousefi, 2019) indicate, Iranian EFL teachers' critical cultural awareness is not high enough, which might be a plausible reason why the path from critical cultural awareness to job performance was not significant in the present study as already shown in Figure 2. In other words, because Iranian EFL teachers are not highly culturally competent, they might assume that CCA would not play a crucial part in their job performance. Nevertheless, further research is required in this regard to shed more light on the issue.

The results of the second research question indicated that Iranian EFL teachers' self-efficacy was significantly correlated with their job performance. In other words, when EFL teachers' self-efficacy level increased, their job performance increased as well. It was also found that self-efficacy was the strongest predictor of EFL teachers' job performance. As Tschannen-Moran and Woolfolk Hoy (2001) maintain, teachers' sense of efficacy is positively related to their performance in the classroom.

The findings of the present study in this regard are in agreement with those of Schwarzer (1999) and Hanif (2004), who concluded that teachers' self-efficacy significantly correlated with their job performance. Moreover, the results are aligned with those of Malmir and Mohammadi (2018), who reported that teachers' self-efficacy was a significant predictor of their job performance and success. The results are also strongly supported by the findings of Soodmand Afshar and Hosseini Yar (2019), who investigated the relationship between attitude towards professional development, self-efficacy, reflective teaching,

and job performance of Iranian EFL teachers found, based on the results of multiple regression, that self-efficacy was the strongest predictor of their job performance.

According to Allinder (1994), a sense of efficacy influences the efforts teachers basically make in teaching, the objectives they set, and also their aspiration level. A plausible justification for the results in this regard might be that educators with higher levels of self-efficacy tend to show greater levels of organization and planning (Allinder, 1994), which might improve their job performance since job performance is considered as "the extent to which an employee is able to accomplish the task assigned to him or her and how the accomplished task contributes to the realization of the organizational goal" (Mawoli & Babandako, 2011, p. 2).

Self-efficacy is also considered as "individual teachers' beliefs in their own abilities to plan, organize, and carry out activities required to attain specific educational goals" (Skaalvik & Skaalvik, 2007, p. 612). As pointed out by Bandura (1993), teachers with a high sense of efficacy typically visualize scenarios that mainly provide a guide and support for their job performance, reasoning also supported by Battersby and Cave (2014), who argue that teachers with high self-efficacy are more likely to accomplish more educational objectives than their lower efficacious counterparts, which might justify our findings in this respect.

Concerning the role of EFL teachers' institutional identity in their job performance, which was the subject of the third research question of the study, the results showed that Iranian EFL teachers' institutional identity was significantly correlated with their job performance, which means that when EFL teachers' institutional sense of belonging increases, their job performance increases as well. Moreover, the findings also revealed that institutional identity could strongly predict EFL teachers' job performance.

The findings in this regard could, partially, be corroborated by those of Delima (2015), who found that there was a significant relationship between teachers' identity and their job performance. Moreover, Prytula and Weiman (2012) concluded that teachers' professional identity and their job performance were positively related. However, more studies need to be conducted to explore the direct relationship between EFL teachers' institutional identity and their job performance.

The possible reason for the existence of a positive relationship between the teacher participants' institutional identity and their job performance could lie in the fact that work engagement and organizational commitment, as two crucial components of teacher institutional identity, influence teachers' job performance (Bakker, Albrecht, & Leiter, 2011). It is noteworthy that work engagement mainly focuses on inclination and capacity to work, while organizational commitment basically refers to an expressive reaction of teachers to their employing institution as a unit (Stride, Wall, & Catley, 2007).

According to Ghafar Samar, Kiany, Akbari, and Azimi (2011), teachers' job performance is influenced by different variables related to them themselves, such as their personality traits and their institution. They add that institutional identity affects educators' practice/performance and the theory of their profession. Furthermore, it is believed that institutional identity is not realized without individuals' sense of commitment to the institution wherein they work (Crosswell, 2006). The findings of the study also support Puglia's (2008) theory that the quality of teachers' work might be negatively affected by their weak professional and institutional identity which could consequently influence the image of the profession.

The findings of the fourth research question of the study showed that Iranian EFL teachers' reflective teaching was significantly positively correlated with their L2 job performance. The findings also showed that reflective teaching could strongly predict EFL teachers' job performance. Thus, based on the findings, it could be argued that, as Soodmand Afshar and Donyaie (2019) rightly maintain, reflective practice can be regarded as an effective tool for EFL teachers' collaboration in their professional community and their instructional performance.

The findings in this regard are in agreement with those of other researchers in the field (i.e., Behzadpour, 2007; Cimer, Cimer, & Vekli, 2013; Malmir & Mohammadi, 2018), which

revealed that there existed a significant positive relationship between EFL teachers' reflective teaching and their job performance. As Behzadpour (2007) maintains, reflective teaching can pave the way for EFL teachers' fruitful job performance in the classroom.

One plausible reason for this finding could lie in the fact that reflective teaching naturally makes educators conscious of their classroom realities and helps them find out the applicable steps to take in handling their job (Black, 2015). Black (2015) adds that EFL teachers' reflective teaching is regarded as an essential factor in enhancing their actual job performance as well as future professional accomplishment.

In line with this line of reasoning, Behzadpour (2007) asserts that teachers' reflective teaching is highly associated with their practices and job performance. As aptly pointed out by Bolton (2010), reflective teaching typically requires teachers to pay "critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively and reflexively" (p. 22).

Another possible justification for the finding of the study in this respect might lie in the fact that reflective teaching provides educators with various opportunities 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" (Javadi & Khatib, 2014, p. 86). Moreover, the findings of the present study can be supported by Pacheco's (2005) argument that reflective teaching makes both teaching performance and experience more successful and influences the whole realm of EFL/ESL teaching positively. Additionally, Brown and Marks (1994) assert that language educators with high levels of job performance can conduct a successful critical analysis of their own teaching performance in the classroom.

Concerning the last research question of the study, a valid model of Iranian EFL teachers' job performance was developed wherein all the predictor variables except CCA predicted their job performance. Moreover, the findings also revealed that EFL teachers' self-efficacy was the strongest predictor of their job performance. It is believed that high levels of self-efficacy

can basically change teachers' perspective towards their own career and have a significant effect on their job performance (Bandura, 2005). Hence, not paying sufficient attention to EFL teachers' institutional identity and reflective teaching, in general, and self-efficacy, in particular, might, in turn, lead to their ineffectiveness to gain success in their job performance. The findings of the present study are in line with those of several other studies (i.e., Chacón, 2005; Cheung, 2006; Penrose, Perry, & Ball, 2007) which reported that teachers' self-efficacy was a stronger predictor of their job performance and success.

In conclusion, it can be stated that although there was a significant positive relationship between EFL teachers' CCA and their job performance, CCA did not significantly predict Iranian EFL teachers' job performance. Also, it was concluded that both self-efficacy, and institutional identity, as well as reflective teaching, predicted Iranian EFL teachers' job performance significantly positively. The findings also led to the development of a valid model of Iranian EFL teachers' job performance in terms of their CCA, self-efficacy, institutional identity, and reflective teaching wherein all the predictor variables except CCA predicted Iranian EFL teachers' job performance significantly positively. Finally, it was concluded that EFL teachers' self-efficacy was the strongest predictor of their job performance.

The findings might yield some implications. As self-efficacy was found in the current study to be the strongest predictor of the job performance of Iranian EFL teachers, they are suggested to make efforts to amplify their self-efficacy if they seek a higher level of job performance. There are various tools for EFL teachers to improve their self-efficacy. However, to be more well-informed, EFL teachers are suggested to study various sources and dimensions of teachers' self-efficacy and the techniques which are available for promoting self-efficacy provided by Bandura (1997), some of which include making a friendly and supportive teaching environment, developing their own intrinsic motivation through reflection, trying to manage their affective state and developing their emotional intelligence levels.

Furthermore, since reflective teaching was also found to be a strong predictor of EFL teachers' job performance, EFL policymakers and curriculum developers are thus recommended to incorporate reflection into both pre-service and in-service teacher education courses with the aim of growing more successful educators who could exhibit higher levels of job performance. Similarly, as institutional identity also came out to be a strong predictor of EFL teachers' job performance, EFL teachers should be informed of the significant role this construct could play in shaping their job performance. Thus, EFL teachers are recommended to pay due consideration to their own institutional identity and try to apply different practical strategies likely to improve the level of their institutional identity. Additionally, foreign language institute managers are recommended to improve their teachers' living conditions and welfare facilities so that they grow higher levels of organizational commitment and work engagement which could eventually affect their job performance. Last but not least, the findings of the present study can help teacher educators and curriculum developers grasp a better picture of EFL teachers' characteristics (i.e., CCA, self-efficacy, institutional identity, and reflective teaching) and their relationships with their job performance.

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