The Relationship between EFL Teachers' Critical Thinking, Self-Actualization Level and Quality of Job Performance

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ABSTRACT

The current study aims to investigate the relationship among teachers' critical thinking, self-actualization and job performance. For the purpose of the study, the sample included 60 Iranian EFL teachers all of whom were chosen from among different language institutes in Ardabil city of Iran. Three instruments were used including Honey's Critical Thinking Questionnaire, Personal Orientation Inventory (POI) by Shostrom and Job performance questionnaire. The questionnaires were scored and analyzed by SPSS software. As the design of the study, it was ex post fact correlation alone; therefore, Pearson product-moment correlation coefficient was run in order to determine the relationship between variables. The findings indicated significant, positive correlations among all scales and subscales. Regression analysis was also run to measure the extent to which the predictor variable can predict the response variable.

1. Introduction

One of the very significant cornerstones of education is the role of teachers. In recent years, there has been an increasing interest in the role of teachers in as much as their job is to counsel students as they grow and mature and help them integrate their social, emotional, and intellectual growth. It should also be mentioned that Iranian teachers are not trained as critical thinkers in their professional education system. Although teachers do not represent the components of teachers' thinking in teaching the language setting, teaching requirements with critical thinking ability can assess the students' improvements and also their language proficiency. The major concern is, however, whether critical thinking influences job performance. A careful examination of the literature has revealed almost no research on the direct impact of critical thinking on job performance. Research has been conducted, however, on a number of components of job performance, such as reflective judgment, decision-making, problem solving, and the ability to accurately evaluate situations and information.

Critical thinking is defined as the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness (The National Council for Excellence in Critical Thinking, 1987). Critical thinking is also a mode of thinking about any subject, content, or problem in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it. Additionally, critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking.

On the other hand, one of the other related factors in becoming an effective

teacher can be self-actualization level of individuals. Self-actualization of a person has been examined as an aim-oriented process, which contains growth, process, and shift, revealing, and overcoming in a long process of personal and social life. In addition, self-actualized learners follow the reality and find doubts. In sum, it can be mentioned that enhancing teachers' self-actualization should be the purpose of an educational system so that they can have many successful learners. Therefore, self-actualized teachers can support their learners to be successful in education. Self-actualized individuals share a range of characteristics, most of which contribute to the development of their greater potential. Furthermore, another factor that this paper considers as an effective factor on the role of teachers is Job performance. It is the assessment of whether an employee has done his job well. It's an individual evaluation—one measured based on a single person's effort. Hence, training considered in a broad perspective not only covers the training for initial job placement but also continues in-service training that is helpful in dealing with emerging issues in the field of education. This study attempts to investigate the relationship between teachers' critical thinking and their job performance in order to seek answers to the following research questions:

1. Is there any significant relationship between teachers' critical thinking ability and their self-actualization level?

2. Is there any significant relationship between teachers' critical thinking ability in their educational context and their job performance?

3. Is there a significant relationship between teachers' self-actualization level in their educational context and their job performance?

2.Review of the Related Literature

2.1 Critical Thinking

Parsi (2017), in his study title, The Relationship between EFL Teachers' Critical Thinking and Use of Motivational Strategies, indicated that there is no correlation between critical thinking and motivational strategies. This result may help teacher educators to consider the relationship of critical thinking and teachers' use of motivational strategies as an integral part of the teaching and learning process in teacher training courses. Fahim and Mirzaii (2013) introduced dialogic CT as a new method of instructing CT in an educational setting. They analyzed the effect of writing instruction and dialogic CT on argumentative writing of EFL learners. This process leads to a thorough understanding on the part of the students about a topic. The interlocutors in a conversation examine their ideas through feedbacks which they get and develop new ones. This interaction affects the overall cognitive systems of students. Consequently, interactions stimulate thinking and expansion of knowledge. It also transforms social relations and the feeling of becoming a member of the group in the process of dialogic CT. The results reveal that both experimental groups overtook the control groups and also the experimental group who received both dialogic CT and argumentative writing performed better than them.

Bulut (2018), in her case study, has tried to evaluate the barriers that prevent students from achieving life satisfaction among students. She remarks the neurotic tendencies that unable students to meet their educational goals, such as lack of concentration, feeling insecure, etc. Kevin et al (2012), in their study, Deficient Critical Thinking Skills among College Graduates: Implications for leadership indicated that although higher education understands the need to develop critical thinkers, it has not lived up to the task consistently. Students are graduating deficient in these skills, unprepared to think critically once in the workforce. Limited development of cognitive processing skills leads to less effective leaders. Various definitions of critical thinking are examined to develop a general construct to guide the discussion as critical thinking is linked to constructivism, leadership, and education. Most pedagogy is content-based built on deep knowledge. Successful critical thinking pedagogy is moving away from this paradigm, teaching students to think complexly. Some of the challenges faced by higher education moving to critical thinking curricula are discussed, and recommendations are offered for improving outcomes.

The results of the current study is in parallel with Tosuncuoglu's (2018) investigations and viewpoints who think that in order to nourish students thoughts we first need resourceful teachers and teachers must show their commitments to critical thinking and its perception in detail. Norris and Ennis (1989) argue that idyllic critical thinkers are able to: (1) Focus on a question, (2) Analyze arguments, (3) Ask and answer clarification and/or challenging questions,

(4) Read and use graphs and math, (5) Judge the credibility of a source, (6) Observe; judge observation reports, (7) Deduce; judge deductions, (8) Make; judge material inferences: (a) Enumerative induction, (b) Argument to best explanation. (9) Make and judge value judgments, (10) Define terms; judge definitions; handle equivocation, (11) Attribute unstated assumptions; judge such attributions, (12) Think suppositional, (13) Integrate one's dispositions and abilities, (14) Proceed in an orderly manner appropriate to the situation, (15) Employ, recognize, and appropriately react to rhetorical strategies and "fallacy" labels.

These scholars propose an active and skillful use of a set of information processing skills to guide belief and action. According to Mayer and Good in (1990), critical thinking is active, systematic process of understanding and evaluating arguments. An argument provides an assertion about the properties of some object or the relationship between two or more objects and evidence to support or refute the assertion. Critical thinkers acknowledge that there is no single correct way to understand and evaluate arguments and that all attempts are not necessarily successful (p.4).

Given the fact that CT is a perspective that has been largely absent in educational systems, currently most educators favor the view that CT skill must be taught (Presseisen, 1988). Taken into consideration that children cannot be expected to progress in their development of thinking unless a kind of intervention is present, the instructor has to engage the students in learning about meaningful, rich, domain specific subject matter (Brown, 1997). According to Walsh and Paul (1988), CT is not the same as intelligence and does not develop with maturity, but it must be taught because the learners do not just pick up CT.

2.2 Self-Actualization

Arsalan (2017), in his study, Basic Needs as a Predictors of prospective Teachers self-actualization, indicated that the most effective factor on prospective teachers' self-actualization is the fun need which is one of the sub-dimension of basic needs.

Aravin and Prasad, (2016), in their study title, a study on the Relationship between Self-Actualization Level of Teachers and their Teaching Effectiveness at a Post Graduate Program, indicated that since language teaching involves theoretical as well as practical work, the teachers should have adequate level of self-actualization so that they can influence students to think critically. So the present study tries to analyze the influence of level of self-actualization on teaching effectiveness of teachers at a post graduate program. The study reveals that the level self-actualization in teachers has an influence on their teaching effectiveness.

Rawat (2015), in her study, A Study of the Self-Actualization of B.Ed Teacher Trainees, found that majority of B.Ed teacher trainees have medium self-actualization. In relation to personal factors, gender, medium of language and education streams have insignificant influence on self-actualization of B.Ed teacher trainees.

A research done on 55 participants by Mohamadi, Alishahi and Soleimani (2014) investigated the relationship between self-actualization and students' test anxiety. Students' self-actualization was measured by The Self-Actualization Index (SAI) by Jones and Crandall (1986). It was concluded that there is a negative relationship between students' self-actualization possession and their test anxiety. It means the more self-actualized students become the less anxious during the time of test taking. Test scores can be adversely influenced by test anxiety (e.g. DordiNejadHakimi, Ashouri, Dehghani, Zeinali, Daghighi&Bahrami, 2011). Therefore, teachers are recommended to look for ways to boost students' self-actualization in case they suffer the least anxiety degree while test taking.

2.3 Job Performance

Inayatollah and Jehangir (2016), in their study, Teacher's Job Performance, indicated that there is a significant and positive relationship between teacher's motivation and their job performance. There have been studies on the influence of motivation on performance; however, there is a lack of research on the relationship in public and private school teachers in KPK. The study seems to fill the gap. The study would help organizations (schools, colleges) to improve the motivation level of teachers that would lead to better job performance.

Amin et al (2014), in their study titled, teachers job performance at secondary level in Khyber Pakhyunkhwa, Pakistan, indicated that findings of this study should be used in the appointment and training of secondary school teachers, and to enhance teachers' performance in-service training programs should be offered for present school teachers.

Omieri (2009) focuses on influence of in-service training on teachers' job performance in public secondary schools in Manga Sub-County of Kisii County. Omieri also observes that learning institutions should invest more in training their personnel to build human capital with suitable knowledge and skill so as to discharge their duties competently. The more the training is continuously embraced, the more the people can enrich their skills for productivity performance of tasks.

Based on the above literature, it can be mentioned that there are some requirements to be met in the process of self-actualization. Hanlon (1968, p. 24) argues that schools can and must equip individuals with these requirements. It is important to know that without education true self-actualization of individuals is impossible. Also, there is a true vision of the self within the world and a set of self-actualizing goals that provide the momentum for willing, planning, evaluation, and problem-solving. Today's educational system seems to be shorthanded in conceptualizing and operationalizing a holistic view of education. The high pressure of good academic performance has often left the students' psychological nurturing, their personal growth, and their overall well-being to themselves. Despite long-standing self-actualization philosophies of education, yet this vision has not found its way into contemporary educational policies and school practices.

Moreover, it is important for our educational system which is currently influenced by many behavioral and academic interventions to examine the interventional strategies which accommodate students' personal growth and well-being in addition to their academic and behavioral learning. Among these instructional interventions are the development and application of general critical thinking. The popularity of critical thinking in educational settings is for their hoped effects on training independent effective learners. We know that thinking critically, communicating effectively, and solving problems are abilities found in the academic experience and at work. Furthermore, methodologies allow the measurement of these abilities in the work place.

3. Methodology

3.1 Design and Purpose of the Study

The current study aims to explore the relationship between Iranian EFL teachers' critical thinking, self-actualization level and job performance. To this end, it empirically explored the postulated correlation between teachers' critical thinking, self-actualization and job performance. 60 EFL teachers from various private language institutes were asked to complete the Critical Thinking Questionnaire (CTQ), "Self-actualization Scale" and the teachers 'Job Performance Questionnaire. Accordingly, in order to measure the frequency and duration of the teachers' practices, quantitative research methodology was employed. This study also views critical thinking and self-actualization variables as conscious and deliberate processes that involve pursuing one's intrinsic, self-concordant, constitutive, and personally expressive goals, and recognizes holistic education as the gateway for development. This study will establish a conceptual and empirical foundation to incorporate into the school curricula some psychological aspects of life and human development that students need to build bright futures and fulfilling lives.

3.2 Participants

The sample included 60 Iranian EFL teachers (N=60) between the ages of 20 to 50 years old, all of whom had teaching experiences from 5 years to 21 years. Among these participants, 24 are male and 36 are female. The majority of these participants graduated in different fields of English, 30 are teachers of intermediate level of English teaching, 21 upper-intermediate, and 9 are teachers for advanced level students. All of them were from different language institutes in Ardabil city of Iran.

3.3 Materials and Instruments

Peter Honey's Critical Thinking Questionnaire (CTQ)

The test was developed by Honey (2000) as an instrument to measure L2 learners' levels of CT ability. It is pivotal to note that he made some further adaptations later on to make it more suitable for its desired purposes. As regards the format of CTQ, it comprises of 30 items in the form of short statements seeking to measure L2 learners' ability in different CT abilities. Regarding the CTQ response format, it employs a 5-point Likert scale ranging from 1 (Never) to 5 (Always) with Always carrying the maximum score and Never the minimum score. The time estimation for the completion of CTQ is approximately 15 min. Because CTQ enjoys a very good

readability index (e.g., Honey, 2000), we preferred to utilize the English version in the current study. The critical thinking ability questionnaire aims at investigating the comprehension, analysis and evaluation skills of the participants. It is a 5point Likert scale questionnaire ranging from 1 (never) to 5 (always) including 30 items examining the participants' abilities in summarizing, paraphrasing, questioning, note-taking, classifying, researching, discussing, comparing and contrasting, inductive and deductive reasoning, outlining, distinguishing, inference and synthesizing.

Measures of Self-Actualization: Personal Orientation Inventory (POI)

One widely accepted scale for measuring self-actualization is the short 15-item SISA index (Jones & Crandall, 1986). The SISA was developed from the longer Personal Orientation Inventory (POI) index (Shostrom, 1964) and designed to provide a shorter, simpler scale correlating highly to the POI. SISA was chosen for this research because it is both highly correlated with POI and has been repeatedly validated (Richard & Jex, 1991). The SISA scale includes 15 statements that relate to an individual's beliefs, attitudes, feelings, and emotions. Agreement with items 1, 3, 4, 7, 10, 12 and 15 is considered to manifest self-actualization. Similarly, disagreement with the remaining items (2, 5, 6, 8, 9, 11, 13 and 14) is considered to manifest self-actualization. A self-actualizing response from the four options equates to four points, decreasing to one point for the non-self-actualizing response. For example, four points would be scored if the subject marked "agree" for item 1 and one point would be scored if "disagree" was marked. The maximum possible score for the SISA inventory is 60. An individual scoring higher than 50 on the SISA is said to manifest self-actualization.

Job Performance Questionnaire

The job performance level among the respondent's will be tested. Questions which are based on factors that lead to job satisfaction were selected and the respondents were requested to answer the questions confidentially and they were also allowed to take their own time to complete the answers within a week. Since all the respondents were from the same working field, the same set of questions was given to all respondents. In order to answer the questions, respondents needed to follow the instructions given and only had to circle their choice of answer.

This section consists of 40 questions related to:
i. Level of work stress (10 questions)
ii. Employees' perception on the work load (10 questions)
iii. Salary (10 questions)
iv. Work environment (10 questions)

The Likert scale was used to measure and evaluate the respondents' answers. The Likert scale is a rating scale, which measures the strength of agreement with a statement (Phillips, 2010). The choices of responses for each of the statements designed in this section were constructed using the 5-point Likert scale. The questions were selected and modified from the online job satisfaction questionnaire (Gobi,2012) and (Chandran,2005).The type of rating scale used is 'Agreement' and the rating scales are as follow:1= Strongly Disagree, 2= Disagree, 3= Not Sure, 4=Agree, 5= Strongly Agree

3.4 Procedure

In order to achieve the purpose of the study, the following procedure was carried out. The process of data collection was carried out for eight weeks. A critical thinking ability questionnaire which had been developed by Honey (2000) was administered. Then, the researcher presented a POI questionnaire to observe teachers' level of self-actualization. To receive the reliable data, the goal of filling out the questionnaires was explained to the subjects and they were assured that endeavor would be made to observe the confidentiality and anonymity considerations. Besides, the participants' questionnaires were coded numerically and they were asked not to write a name on their questionnaires. Finally, job performance questionnaire was given to the teachers and then, the collected data were analyzed.

3.5 Data Analysis

The researcher applied a Pearson product-moment test to analyze and compute the probable positive correlation. The Pearson product-moment correlation coefficient (r) assesses the degree that quantitative variables are linearly related in a sample. Each individual or case must have scores on two quantitative variables (i.e., continuous variables measured on the interval or ratio scales). The significance test for r evaluates whether there is a linear relationship between the two variables in the population. The appropriate correlation coefficient depends on the scales of measurement of the two variables being correlated

4. Results & Findings

4.1 Normality of the Data

In order to investigate the normality of variables, Klomogrov- Esmirenov (K-S) test was used, which revealed that the distribution of variables was not normal.

Table 1: Kolmogorov- Smirnov Test for examining the Normality

Variable	N	Mean	Std. Deviation	Kolmogorov- Smirnov	Sig
Self-actualization	60	77.71	6.900	0.950	0.327
Critical thinking	60	41.95	1.983	0.884	0.415
Job performance	60	108.92	10.844	0.619	0.838

The result displayed that all variables do have normal distribution; therefore, the Pearson correlation coefficient was used to investigate the hypotheses.

Investigation of the first research question

1. Is there any significant relationship between teachers' critical thinking ability and their self-actualization level?

As Table 2 shows, there is a descriptive statistics of teacher's self-actualization and its subscales in the following.

Table 2: Descriptive statistics of self-actualization and its subscales

Self-actualization scale	N	Range	Minimum	Maximum	Mean	Std. Deviation
Existentiality (Ex)	60	9	13	22	18.65	2.414
Feeling Reactivity (FR)	60	12	14	26	21.03	2.954
Self-Regard (SR)	60	15	10	25	21.16	2.957
Self-Acceptance (SA)	60	27	45	72	60.84	6.285

In the following, correlation coefficient between self-actualization and critical thinking is run:

Table 3: Pearson Correlation Coefficient between self-actualization and critical thinking

Critical thinking		
Self-actualization	Pearson Correlation	0.178
	Sig. (2-tailed)	0.039
	N	60

Table 3: Thesignificance level is 0.039 which was less than 0.05 with significance of 95% and the first null hypothesis would be rejected. Therefore, there was a significant relationship between self-actualization and critical thinking.

Investigation of the second research question

2. Is there any significant relationship between teachers' critical thinking ability and their job performance?

The second research question was attempted to respond to the question whether there is a relationship between critical thinking and job performance of teachers who participated in the study. Descriptive statistics of job performance can be shown in the following:

Table 4: Descriptive statistics of job performance and its subscales

Job performance scale	N	Range	Minimum	Maximum	Mean	Std. Deviation
Level of work stress	60	9	13	22	18.65	2.414
Employees perception on the work load	60	12	14	26	21.03	2.954
Salary	60	15	10	25	21.16	2.957
Work environment	60	27	45	72	60.84	6.285

In the following, the correlation coefficient between job performance and critical thinking is examined:

Table 5: Pearson Correlation Coefficient between job performance and Critical Thinking

	Critical Thinking
Job performance Pearson Correlation	0.256
Sig. (2-tailed)	0.003
N	60

As indicated in table 4, the significance level was 0.003 which is less than 0.05 with significance of 95% and the second null hypothesis would be rejected. Therefore, there was a significant relationship between job performance and critical thinking.

Investigation of the third research question

Is there any significant relationship between teachers' self-actualization level and their job performance?

Table 6: Pearson Correlation Coefficient between self-actualization and job performance

	Self-actualization
Job performance Pearson Correlation	0.238
Sig. (2-tailed)	0.002
N	60

As indicated in table 6, the significance level was 0.002 which is less than 0.05 with significance of 95% and the third null hypothesis would be rejected. Therefore, there was a significant relationship between job performance and critical thinking. Next, the correlation coefficient between the three variables including self-actualization, critical thinking and job performance is investigated through Pearson correlation coefficient.

Table 7: Pearson Correlation Coefficient among Variables

Variables	Self-actualization	Critical thinking	Job performance
Self-actualization	1		
Critical thinking	.339**	1	
Job performance	.256**	.178*	1

The obtained result in table 7 represented that there was 33.9 percent relationship between critical thinking and self-actualization, 25.6 percent relationship between job performance and self-actualization and 17.8 percent relationship between job performance and critical thinking in 95% significance level. Furthermore, it was observed that their significance level is less than 0.05 and this relationship was direct and positive.

Multiple Regressions

Multiple regressions were used for linear components. Before carrying out multiple regressions, the correlation between the variables had been investigated in order to determine whether this correlation can somehow predict the problem of linearity among variables or not. In order to investigate the linear relationship and prediction factors of self-actualization and critical thinking on dependent variable, job performance, a correlational matrix was used. Table 8represents the correlation among the predicted variables.

Table 8: Multiple regressions for the prediction of job performance by independent variables

Model	B	T	Sig
Constant	19.502	2.371	0.019
Self-actualization	1.053	3.721	0.000
Critical thinking	0.129	2.489	0.014
F= 12.052	Sig= 0.000		
R=0.393	R^2=0.154		

According to the obtained results in multiple regressions, while self-actualization increased per unit, job performance score increased 1.053 unit and while critical thinking increased per unit, job performance score increased 0.129 unit. Meanwhile, it could be concluded that self-actualization was more effective on job performance than critical thinking.

5. Discussion and Conclusion

The present study investigated the assumed relationship between critical thinking, self-actualization and job performance among English teachers in Ardabil-Iran. The results revealed that both critical thinking and self-actualization were significantly and positively correlated with job performance. Regression analysis also divulged that both predictor variables including critical thinking and self-actualization can predict the response (predicted) variable that is job performance. Based on the results, solving the problems and being self-actualized have positive effect on the teachers' job performance, such as reflective judgment (King & Kitchener, 1994), decision-making (Pardue, 1987), and the ability to assess the settings and information appropriately (Tanner, 1986).

To put it in a nutshell, it was concluded that critical thinking and self-actualization followed with their sub-scales, bear positive and direct effect on job performance of teachers. But how? It seems that thinking critically, communicating effectively, and solving problems are abilities found in the academic experience and at work. Furthermore, all these variables impact teachers' job performance. As a conclusion, the current study attempted to investigate the relationship between critical thinking, self-actualization and job performance. Then, it examined this relationship among Iranian EFL teachers. The findings indicated that there is a significant relationship between teachers' critical thinking and their job performance. This relationship between these variables was significant.

It entails the examination of those structures or elements of thought implicit in all reasoning: purpose, problem, or question-at-issue; assumptions; concepts; empirical grounding; reasoning leading to conclusions; implications and consequences; objections from alternative viewpoints; and frame of reference. Critical thinking- in being responsive to variable subject matter, issues, and purposes- is incorporated in a family of interwoven modes of thinking, among them: scientific thinking, mathematical thinking, historical thinking, anthropological thinking, economic thinking, moral thinking, and philosophical thinking; as it was mentioned, critical thinking covers all aspects of a subject. Indeed we can claim that a teacher with critical thinking can answer all questions of students, whether those which asked or in the mind of students. It may be a good factor to judge job performance. The teacher who answers all asked questions by students and also considered social, cultural and other factors (components of critical

thinking) in the class environment, has a job performance in a high level.

The other investigated variable in this study is self-actualization whose effect on job-performance was analyzed and it was determined that self-actualization has positive and significant effect on teacher's job-performance.   Self–actualization   is related to self. It is an ability to better comprehend the self.

According to Kaur (2008) as cited by Vikram(2012),   self-actualization   is considered a social communication skill and the ability to better comprehend the self. To advocate the sentence, Sheldon, Gable, Roscoe and Ryan (2000) identified self-actualization as what we can be or must think critically to all concerns. It is worth because of an important effect on the self-actualization of teachers. When teachers' requirements   are met, it enhances their psychological   well-being   and   creates appropriate   duty   and   performance.   In addition, self-actualization is a process or act of becoming oneself, attaining information of one's identity, (Le François, 1996).This variable (self-actualization) was investigated by many researchers before our study. If we investigate   the   definition   of   self-actualization, the answer to question of how it effects on job-performance will be very easy. "The psychological process aimed at maximizing the use of a person's abilities and resources. This process may vary from one person to another" (Couture et al., 2007).By   considering   the   definition   by Couture   et   al,   it   is   easy   to   guess   that maximum using abilities and resources leads to better performance of person whether in his/her job or any other field. There are many researches and studies about self-actualization,   but   all   of   them   have   a common   point   that,   self-actualization   can improve human performance in job or other fields.   Aravind&   Prasad   (2016)   also investigated the self- actualization and its effects on teacher efficacy. They found that self-actualization   has   effect   on   teaching effectiveness and so it must be investigate carefully.   They   found   that   the   reason   of effectiveness of self-actualization is that it leads to increased attempts and works by teachers or any other people to reach to maximum.   Mohamadi   et   al   (2014), investigated the results of self-actualization one   of   which   is   decreasing   stress   and anxiety.   Kiaei   (2014)   investigated   self-actualization and metacognition. The result also shows that teachers suffer from some

difficulties like stress, lack of safety and disappointment at work place. Based on this dissatisfaction,   they   are   discomposed. Therefore,   their   focus   in   teaching   will decline. They can't emphasize much on teaching.   In   order   to   achieve   self-actualization,   one   requires   being   self-satisfied. Job satisfaction is another factor contributing to self-actualization. Some of the variables assisting job satisfaction are demography   variables,   workload,   income, working   atmosphere,   social   connection, management   and   policies   of   the   school.   If the teacher does not have job satisfaction, he will   never   achieve   the   noticeable   self-actualization. The other finding pointed out that the requirements of teachers must be considered and different techniques should be   accepted   to   satisfy   them.   One   way   to assist a teacher to become self-actualized is to supply motivational policies. It is a vital factor which affects both the reaction of the teacher   and   the   individuals   working   in teaching learning field.

Additionally, the findings suggest that the   teachers'   job   performance   level satisfactorily   increases   when   they   become critical   thinkers   and   self-actualized.   The higher the satisfaction levels, the better the performance of the teachers and vice versa. Amin et al (2014) also confirmed the finding and   in   their   research   which   was   done   in Pakistan,   found   that   teachers'   job performance   is   dependent   on   many   factors which are including critical thinking, social relationship, cultural cognition and so on (p, 7).   Also   Enueme   &   Egwunyenga   (2008) investigated   various   factors   which   have affected on job performance, among which are self- efficacy, self-actualization and self-evaluation. Inayatullah & Jehangir(2016) in their book, job performance, investigated the effective   factors   on   job   performance   and also the ways to be successful in doing a job. They noted that critical thinking has effect on   job   performance   more   than   any   other thing (p, 234).

The findings of this study have some implications for EFL teachers. Maybe one of the most important challenges for teachers is   that   how   to   improve   their   job performance? There are many factors to ameliorate job- performance which cannot be investigated in one research. The present research also investigated the effect of two variables   (self-actualization   and   critical thinking)   on   job-performance.   Teachers who want to raise their performance, but don't know how do it, can use the results

and solutions which were indicated in the study, whether in form of review of other studies or find them experimentally and by data analyzing. Also, the other implication is that critical thinking can be one factor utilized in the promulgation process. The Watson-Glaser Critical Thinking evaluation can be manipulated on current learners for the purpose of limiting the pool of learners. In consequence, further research needs to be conducted to determine what instructional strategies are best for developing critical thinking. This research would aid the development of effective instructional strategies in both the academic and basic training settings. Furthermore, we can provide some recommendations. The teacher training colleges should provide a proper training to the prospective teachers as how to develop their skills for critical thinking and how to foster themselves as self-actualized individuals. As we noted, teachers can use the findings of the study to maximize their job performance, but how can teachers improve their self-actualization and critical thinking? In other word, which strategy or strategies should teachers use to reach to self-actualization and critical thinking? Regarding the findings of the study and review of the related literature, two strategies are recommended for that. 1- Self-monitoring refers to "a systematic approach to the observation, evaluation, and management of one's own teaching behavior" (Richards & Farrell, 2005, p. 34) in order to achieve a greater understanding about it. 2- Exploring our teaching within dialogic meditational spaces, Johnson (2009) outlines several frameworks for reflective practice that place value on teachers' narrative accounts of their pedagogic experiences and "create the potential for sustained dialogic mediation among teachers as they engage in goal-directed activity . . . and struggle through issues that are directly relevant to their classroom lives" (p. 95). One such framework is Edge's (2002) Cooperative Development (CD) in which two teachers agree to work together for a set period of time to discuss their teaching. The meditational space is "deliberate and carefully regulated" (Johnson, 2009, p. 105) to maximize the opportunity for one teacher (the Speaker) to talk about and explore a topic of his or her choice whilst being supported by a supportive, non-judgmental listener (the Understand). Through a process of articulating about classroom experiences and explaining them in a way that can be understood by the Understand, the Speaker

can externalize and give coherency to his or her previously internal random and chaotic thoughts. Besides, various professional development programs such as seminars, workshops, conferences need to be provided for the learners by the school, institute and the Ministry of education to bring up more self-actualized and critically thinking teachers.

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Appendix A: *Peter Honey's Critical Thinking Questionnaire*

Name/ Last name: years of experience: institute:

Gender: Male …. Female ….. Major: Age:

Here are 30 statements exploring things you might or might not do when critically thinking about a subject. Simply read each description and click on the box to indicate how often you do it. The choices are:

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

Be sure to mark every item.

1. I make notes on the important elements of people's arguments or propositions (e.g. the topic, issues, thesis and main points).
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

2. I test the assumptions underpinning an argument or proposition.
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

3. I state my reasons for accepting or rejecting arguments and propositions
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

4. I put material I have read or seen into my own words to help me understand it.
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

5. I distinguish between facts and opinions.
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

6. I double-check facts for accuracy.
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

7. I check other people's understanding of issues.
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

8. I search for parallels and similarities between different issues.
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

9. I use a set of criteria against which to evaluate the strength of the argument or proposition.
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

10. I summarize what I have heard or read to ensure I have understood properly.
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

11. I break down material so that I can see how ideas are ordered and raised.
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

12. I assess the credibility of the person presenting the material I am evaluating.
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

13. I play devil's advocate in order to improve my grasp of an argument or proposition.
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

14. I set aside emotive language to avoid being swayed by bias or opinionated statements.
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

15. I evaluate the evidence for an argument or proposition to see if it is strong enough to warrant belief.
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

16. I explore statements for ambiguity to ensure I do not misconstrue their meaning.
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

17. I challenge proposals and arguments that appear to lack rigour.
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

18. I weigh up the reliability of people's opinions.
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

19. I ask questions to reinforce my understanding of the issue.
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

20. I establish the assumptions that an argument rests upon.
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

21. I draw conclusions from data I have analyzed in order to decide whether to accept or reject a proposition or argument.

22. I solicit input from other people to broaden my understanding of a subject.
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

23. I analyze propositions to see if the logic is sound.
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

24. I set aside my prejudices to evaluate arguments in a dispassionate, objective way.
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

25. I distinguish major points from minor points.
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

26. I look for what isn't there rather than concentrate solely on what is there.
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

27. I reach my own conclusions rather than let myself be swayed by the opinions of others.
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

28. I research a subject to enhance my understanding.
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

29. I establish the underlying purpose of an argument or proposition.
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

30. I consider new information to see whether I need to re-evaluate a previous conclusion.
☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

Appendix B: *Personal Orientation Inventory (POI)*

Item	Agree	Somewhat Agree	Somewhat Disagree	Disagree
1) I do not feel ashamed of any of my emotions				
2) I feel I must do what others expect me to do				
3) I believe that people are essentially good and can be trusted				
4) I feel free to be angry at those I love				
5) It is always necessary that others approve of what I do				
6) I don't accept my own weaknesses				
7) I can like people without having to approve of them				
8) I fear failure				
9) I avoid attempts to analyze and simplify complex domains				
10) It is better to be yourself than to be popular				
11) I have no mission in life to which I feel especially dedicated				
12) I can express my feelings even when they may result in undesirable consequences				
13) I do not feel responsible to help anybody				
14) I am bothered by fears of being inadequate				
15) I am loved because I give love				