



Paradise Negar Pub.



JESPP

## Exploring the Relationship between Critical Thinking, Job Satisfaction and Organizational Commitment among EFL Iraqi Teachers

Haider Al-Mayalee<sup>1</sup>, Hossein Ahmadi<sup>2,\*</sup>

<sup>1</sup> Department of English Language Teaching, ST.C., Islamic Azad University, Tehran, Iran;

[m.daneshmandi.89@gmail.com](mailto:m.daneshmandi.89@gmail.com)

<sup>2,\*</sup> Corresponding author, Department of English Language, Mal.C., Islamic Azad University, Malayer, Iran;

[hossein.ahmadi@iau.ac.ir](mailto:hossein.ahmadi@iau.ac.ir)

Original Research Article

Date of Submission: 5 April 2025

Date of Acceptance: 24 July 2025

### Abstract

This study explored the connections among critical thinking skills, organizational commitment, and job satisfaction among Iraqi EFL teachers. To this end, 110 EFL instructors were selected from various English language centers and public schools in Baghdad. These individuals completed three surveys: The Critical Thinking Questionnaire by Honey (2000), the Organizational Commitment Questionnaire (OCQ) by Allen and Meyer (1990), and Spector's Job Satisfaction Survey (1994). Employing a descriptive correlational approach, the analysis utilized Spearman's rank-order correlation, which indicated only a weak, insignificant link between overall critical thinking and job satisfaction. In contrast, a positive significant association emerged between teachers' general critical thinking levels and their overall organizational commitment. As for the relationship no meaningful connection was observed overall. Finally, a regression analysis showed that organizational commitment served as a stronger predictor of EFL teachers' critical thinking than job satisfaction did.

*Keywords:* Job satisfaction; Organizational commitment; critical thinking; Iraqi EFL teachers, English, Arabic, cognitive linguistics, linguistic typology, conceptual metaphor, semantic flexibility

### 1. Introduction

In the growing context of world education, EFL teachers have a pivotal function in building learners' linguistic competence. The success of EFL instruction is largely reliant on teachers' cognitive and emotional investment in their professional practice. Key elements shaping teaching effectiveness include critical thinking, job satisfaction, and organizational commitment.

The initial focus is critical thinking. Scholarly sources offer diverse characterizations of it, but they converge on Mizner's famous quip: "I respect faith, but doubt is what gets you an education" (as quoted in Vaughn, 2008), along with elements like analysis and evaluation. Echoing this, Brookfield (1987, p. 229) describes it as encompassing two interconnected activities: "identifying and challenging assumptions, and imagining and exploring others." Pithers and Soden (2000) further elaborate that it entails skills such as spotting issues and their underlying premises, narrowing down the issue, examining it, grasping inferences, applying deductive and inductive reasoning, and assessing the credibility and soundness of premises and information sources.

The second factor examined here is organizational commitment, which captures the emotional bond that educators develop with their workplaces, affecting their drive, loyalty, and retention. As noted by Malik et al. (2010), staff with strong affective ties to their organizations persist in their efforts with enthusiasm. This concept serves as a key driver of favorable organizational results. Per Mathieu and Zajac (1990), commitment correlates with drive, job contentment, and productivity, while inversely relating to tension, absences, and departures. In education, such dedication can profoundly shape pedagogy and learner outcomes, and it has been analyzed through multiple conceptual lenses (Reyes, 1990; Rozenholtz, 1989).

The third element addressed in this work is job satisfaction, a compelling area of inquiry due to its ties to both practical and ethical perspectives (Yücel, 2012). Yücel explains that elevated satisfaction signals fair handling of individuals within a company. From a utilitarian angle, it fosters actions that boost collective efficiency. Simatwa (2011) defines it as an affective condition and sense of fulfillment derived from one's work duties. For educators in schools or higher education, this factor is pivotal, as it underpins their output. Contented teachers tend to exhibit originality, ingenuity, and adaptive improvements over time (Simatwa, 2011).

Though each of these variables has received separate attention in EFL studies, their interrelations have received comparatively little attention. It is necessary to understand how the critical thinking of EFL instructors to inform policy, training, and administrative practice. This research seeks to unveil the intricate interactions among these variables with insights to enhance educator well-being and organizational efficiency in EFL environments.

## 2. Literature Review

This section briefly summarizes the conceptual foundations of the research.

### 2.1. Conceptual Foundations of the Research

Critical thinking is a multifaceted concept with inherent characteristics shaped as a product of extensive debates across many scholarly disciplines regarding its definition. Paul and Elder (2007) of the Foundation for Critical Thinking defined it as "the art of analyzing and evaluating one's own thinking to improve it," stating further that the quality of our thinking directly affects the quality of our life (p. 4). Thus, possessing innovative thought processes requires a systematized process.

Marin and Pava (2017) define EFL critical thinkers as information-seeking and questioning individuals who are constantly asking questions, enabling them to connect second language acquisition to daily life in general. Similarly, Vdovina and Gaibisso (2013) equate critical thinking with quality thinking.

Facione (2011) defines critical thinking as a ubiquitous, self-regulating aspect of human nature but not necessarily a guarantor of improved reasoning (p. 26). In Latin America, critical thinking manifests in three major forms: political and cultural criticism, methodological and pedagogical approaches, and institutional policies for incorporating, developing, and assessing it within schools. At one level, it does a political and cultural work by redefining new challenges in the area—e.g., economic, social, religious, political, and technological tensions—to find new solutions. At another level, inspired by Freire's global scope, it has a methodological and pedagogical approach, viewing education as a democratic practice based on humanistic, transformatory pedagogy aimed at

freeing individuals from oppression and injustice. Third, it is focused on specific methods of instilling and fostering critical thinking in conventional systems of education.

Job satisfaction defines as workers enjoy their work (Hirschfeld, 2000); the state of being content and enthusiastic about a profession (Osakwe, 2014); and overall satisfaction an employee acquires from work (Maharjan, 2019). It is a product of subjective employment judgment based on individual needs, desires, and values (Sempane et al., 2002). According to Armstrong (2006), job satisfaction is indicated by positive views and dissatisfaction by negative views.

For educators, job satisfaction is the affective response and psychological attitude toward teaching or instructional duties, which reflects the congruence between their anticipatory expectations of the work and their experience (Skaalvik & Skaalvik, 2011). It is a significant factor in delivering quality teaching and has been the subject of intense academic interest (Crossman & Harris, 2006; Duyar et al., 2013; Toropova et al., 2021). Teacher satisfaction at high levels can create a positive classroom or school environment, enhancing teacher-student relationships, improved learner performance, and greater educator involvement in excellence-oriented education (Griffith, 2004; Skaalvik & Skaalvik, 2011).

Becker (1960) introduced organizational commitment through the "side-bet" theory, which posits that individual, cultural, and institutional stakes make people remain with their organization. Such side-bets, as aforementioned, consist of societal norms, interactions with people, and modifications to professional statuses, all of which compel organizational loyalty (Becker, 1960).

Even though organizational commitment has been subjected to several reinterpretations, the main theories and empirical studies always suggest three major dimensions: 1) attitudinal, 2) calculative, and 3) normative (Hom & Griffeth, 1995). The attitudinal dimension is concerned with compatibility between an employee's and organization's values. The calculative dimension involves material incentives. The normative dimension is concerned with a moral bond towards the employer.

Rosenholtz and Simpson (1990) observed that low-organizational-commitment instructors who continued to work manifested little effort and persistent absenteeism, with negative impacts on classroom performance and achievement.

## **2.2. Review of Empirical Research on Critical Thinking, Job Satisfaction, and Organizational Commitment**

In EFL contexts, critical thinking, organizational commitment, and job satisfaction have been studied in isolation, but their relationships, especially in EFL teaching, have been quite ignored. This paper summarizes some essential research on interrelations among these variables in non-EFL settings.

Cengel et al. (2023) reported that intensive care nurses with strong critical thinking ability were also found to be more satisfied with their jobs. There were positive cross-influence effects between the subscales of job satisfaction and critical thinking.

Tavakoli et al. (2024) investigated the correlation between critical thinking and professional commitment in nursing. They hired 201 nurses with stratified random sampling in a cross-sectional design and assessed them with the Critical Thinking Disposition Inventory, Nurses' Professional Commitment Scale, and demographic questionnaire. Critical thinking scores averaged moderate

(115.70 ± 13.55), while professional commitment scores were high (91.37 ± 11.77). Interestingly enough, professional commitment was highly correlated with critical thinking tendencies ( $r = 0.67$ ,  $P = 0.001$ ).

In regards to organizational commitment and job satisfaction, empirical studies have confirmed positive relationships across commitment subscales (Reichers, 1985; Bagozzi, 1980).

In a Turkish manufacturing company, Yücel (2012) surveyed 250 employees using questionnaires distributed during working hours and collected 188 usable responses. The research positioned job satisfaction. Results indicated that greater levels of satisfaction.

LY et al. (2021) have also designated three drivers of organizational commitment: productivity, meeting, leadership, and job satisfaction. Leadership, specifically, significantly enhanced meeting performance (weight: 0.838). Job satisfaction was also suggested by the study as promoting stronger organizational loyalty.

### 3. Research Questions

Educators who demonstrate significant job satisfaction, critical thinking, and organizational commitment are likely to achieve superior performance and pursue ongoing professional development. This study investigates the interconnections among organizational commitment, job satisfaction, and critical thinking among Iraqi EFL students, addressing the following research questions:

1. Is there any statistically significant relationship between Iraqi EFL teachers' critical thinking and their job satisfaction?
2. Is there any statistically significant relationship between Iraqi EFL teachers' critical thinking and their organizational commitment?
3. Is there any statistically significant relationship between Iraqi EFL teachers' job satisfaction and their organizational commitment?
4. Is Iraqi EFL teachers' critical thinking predicted by job satisfaction and organizational commitment?

### 4. Method

#### 4.1 Design of the Study

Regarding the nature of the research question of this study, it is descriptive in methodology. Also, the ex post facto (correlational) design was used in this study because the researcher did not have control over the selection and manipulation of the independent variable. The researcher looked at the type and degree of relationship between the three variables (i.e., the organizational commitment of EFL teachers, their job satisfaction, and critical thinking abilities) rather than as a cause-and-effect relationship. Since there is no causal relationship between the two variables, the distinction between independent and dependent variables is not well defined.

## 4.2. Participants

The scope of the research is confined to Iraqi schools and language institutes. 110 teachers were selected by convenience sampling from a range of schools and language institutes. The age of the participants varied from 20 to 49 years ( $M = 28.21$ ,  $SD = 5.97$ ). Their years of teaching experience ranged from 1 to 22 years ( $M = 7.48$ ,  $SD = 5.35$ ). The educational qualifications ranged from bachelor's to master's in English Teaching, English Translation, and English Literature.

## 4.3. Instruments

### 4.3.1. Job Satisfaction Survey (JSS)

The first tool was a job satisfaction survey developed by Spector (1994). This scale remains valid and reliable, as seen from its application in recent research (Rastegar & Moradi, 2016). Job Satisfaction Survey (JSS) is a 36-item 9-point Likert scale, ranging from "strongly disagree" to "strongly agree," to capture respondents' opinions of their job and its various facets. It assesses nine facets of job satisfaction, and a total score is derived from all items. These elements include: opportunities for promotion, compensation, benefits for employees, support from the supervisor, rewards dependent on performance, operating procedures (standard rules and processes), work characteristics and communication, and relationships between co-workers. Respondents answer 36 statements—four per subscale—on a six-point scale ranging from "Disagree very much" to "Agree very much." Spector (1994) has produced a reliability coefficient of 0.92 for the measure.

### 4.3.2. Organizational Commitment Questionnaire (OCQ)

The Organizational Commitment Questionnaire (OCQ) from Allen and Meyer (1990) is the second scale. The OCQ has 24 items and three subscales. Continuance Commitment Scale (CCS), Affective Commitment Scale (ACS), and Normative Commitment Scale (NCS). The ACS measures the participants' affective commitment to the job; the CCS measures their perceived costs of leaving the job; and the NCS measures their moral obligation to the job.

### 4.3.3. Honey (2000) Critical Thinking Questionnaire

This assessment is used to indicate the likely action—or lack of it—on critical thinking problem-solving tasks. Honey (2000) created it to deal with underlying competencies in understanding, analysis, and evaluation. Nosratinia and Abbasi (in press) validated it by Cronbach's alpha at 0.79. The tool contains 30 Likert-type items rated on a "never" (1 point) to "always" (5 points) scale, and ranging from 30 to 150. It allows exploration of skills such as summarizing, note-taking, rephrasing, questioning, researching, and arguing. Participants rated the frequency of using each item on the 5-point scale and completed the task in approximately 20 minutes.

## 4.4. Data Collection

This study conducted in certain language schools and public schools in Iraq, which were chosen by convenience. Questionnaires were distributed both in hard copies and online links to available teachers. Social media sites were employed in the distribution of digital copies of the three surveys to participants. The responses were corrected online by selecting the appropriate response on mobile phones. For ease of matching to analyze, the same identifier was used by each respondent on all three questionnaires. Anonymity of the replies was guaranteed. The replies were analyzed after they were collected.

#### 4.5. Statistical Analysis

Initially, descriptive statistics were calculated to describe the dataset. Spearman's correlation analysis was employed to examine relationships among critical thinking and organizational commitment, organizational commitment and job satisfaction, and critical thinking and job satisfaction. The non-parametric test was selected in order to find monotonic relationships among the variables that are suitable for causal as well as relational research questions, with a capability to detect positive or negative relationships.

### 5. Results

The current study aimed to explore if there is a connection between how happy EFL teachers are with their jobs, how committed they are to their schools or organizations, and how they use critical thinking in their work. One hundred and ten teachers who taught English in Iraq were given three questionnaires to fill out.

The study examined the relationship between organizational commitment, job satisfaction, and critical thinking. Furthermore, to find out if EFL teachers' job satisfaction and commitment to their organization could predict changes in their critical thinking, regression analysis was used. The statistical analysis results appear below.

#### 5.1. Reliability Analysis

To check how reliable the three questionnaires were, we used a method called Cronbach's Alpha. The analysis results revealed that all the scales had higher coefficient alphas than the minimum required value ( $\alpha = 0.70$ ), which means all the scales were reliable enough. They are shown in Table 1.

The reliability indices for the questionnaires were higher than the minimum value required for acceptable reliability and thus were satisfactory ( $\alpha$  job satisfaction = 0.78;  $\alpha$  organizational commitment = 0.76;  $\alpha$  critical thinking = 0.73).

**Table 1**

*The Reliability Statistics of the Scales*

Scale	Cronbach's Alpha	N of Items
Job satisfaction questionnaire	0.784	36
Organization commitment questionnaire	0.762	24
Critical thinking questionnaire	0.732	24

#### 5.2. Descriptive Statistics for the Job Satisfaction Survey

The researchers looked at how satisfied EFL teachers were with their jobs by giving them a questionnaire with 36 statements about their job satisfaction. We found the average rankings and variability for the questionnaire items, which are shown in Table 2

**Table 2**

*Item Statistics for the Items of the Job Satisfaction Questionnaire*

Item	Mean	SD	N
------	------	----	---

1. My compensation feels appropriate for my duties.	2.881	1.733	110
2. My salary makes me feel underappreciated by the company.	3.663	1.777	110
3. There are limited chances for promotion in this organization.	4.245	1.314	110
4. Top performers have a genuine opportunity to advance here.	4.145	1.707	110
5. Career progression here is comparable to other companies.	3.600	1.692	110
6. I am satisfied with my prospects for promotion.	4.100	1.567	110
7. My manager is highly competent and capable.	5.018	1.013	110
8. My supervisor treats me unfairly.	2.881	1.890	110
9. My manager seems indifferent to the staff's well-being.	3.754	1.782	110
10. There are too few policies in place.	3.163	1.449	110
11. Employees who excel have a chance to get promoted.	3.745	1.523	110
12. My supervisor acts unjustly.	2.354	1.499	110
13. The benefits here are comparable to those offered by other organizations.	2.118	1.566	110
14. I feel my work isn't valued enough.	3.709	1.829	110
15. My attempts to perform well are frequently hindered.	3.236	1.734	110
16. I find myself needing to put in extra effort at work.	3.236	1.734	110
17. I enjoy the tasks I perform at my job.	4.372	1.635	110
18. The objectives of this organization are unclear.	3.418	1.804	110
19. I feel undervalued when I reflect on my compensation.	3.709	1.849	110
20. Those who advance here could also advance at other companies.	2.918	1.708	110
21. My supervisor demonstrates insufficient concern for the emotions of team members.	3.672	1.509	110
22. Our benefits program is fair and impartial.	2.927	1.629	110
23. There are limited incentives for employees working here.	4.145	1.596	110
24. I am overwhelmed with tasks at work.	4.227	1.398	110
25. I appreciate the company of my colleagues.	4.672	1.126	110
26. I frequently feel out of the loop about what's happening in the organization.	3.790	1.609	110
27. I feel proud of the work.	4.527	1.290	110
28. I am happy with my opportunities for a pay raise.	3.118	1.810	110
29. There are benefits we lack that we ought to have.	4.127	1.745	110
30. I have a positive opinion of my supervisor.	4.218	1.480	110
31. I have a positive opinion of my supervisor.	4.109	1.814	110
32. I feel my efforts aren't recognized or rewarded as they deserve to be.	4.163	1.634	110
33. I am pleased with my opportunities for advancement.	3.263	1.606	110
34. There's excessive arguing and conflict in the workplace.	3.581	1.610	110
35. I find my job satisfying.	4.754	1.264	110
36. Job tasks are not thoroughly clarified.	3.600	1.615	110

Overall Mean= 3.69 ; Overall SD= 0.3643

### 5.3. Descriptive Statistics for the Organizational Commitment

The first part of the questionnaire asked the participants about how they feel personally connected to the organization. Table 3 shows statistics about how EFL teachers feel emotionally and how much they are involved in their organization.

The data analysis for the participants' job satisfaction showed that the overall mean of job satisfaction among EFL teachers came to ( $M = 3.69$ ), with a standard deviation. Deviation ( $SD =$



0.364). The mean rank and standard deviations were also computed that measured different factors that may affect teachers' job satisfaction, including *colleagues* "the people I work with" ( $M_{item\ 7} = 5.018$ ;  $SD_{item\ 7} = 1.013$ ), "My job is enjoyable" ( $M_{item\ 35} = 4.754$ ;  $SD_{item\ 35} = 1.264$ ), "enjoy coworkers" ( $M_{item\ 25} = 4.672$ ;  $SD_{item\ 25} = 1.126$ ). These three items received the highest mean ranks. On the other hand, the item related to the *pay and benefits*, "The benefits here are comparable to those offered by other organizations", received the lowest mean rank ( $M_{item\ 13} = 2.118$ ;  $SD_{item\ 13} = 1.566$ ). The respondents also reflected a negative viewpoint towards item 12. This item measured the respondents' perceptions of the *supervision factor* "My supervisor is unfair to me" ( $M_{item\ 12} = 2.354$ ;  $SD_{item\ 12} = 1.499$ ). This item received the second-lowest mean rank.

**Table 3**

*Item Statistics for the Organizational Commitment (Affective Commitment Scale Items)*

Item	Mean	SD	N
1. I would be delighted to remain with this organization for my entire career	3.709	2.367	110
2. I like talking about my organization.	4.045	2.104	110
3. I feel a personal connection to the challenges faced by this organization.	4.345	1.965	110
4. I believe I could just as easily develop loyalty to another organization.	3.954	2.239	110
5. I don't feel like I'm part of the community.	3.427	1.992	110
6. I lack an emotional bond with this organization.	3.181	2.014	110
7. This organization holds significant personal importance for me.	4.054	1.760	110
8. I don't experience a strong sense of connection.	4.227	2.034	110

The teachers' emotional attachment varied from a low level to a high level. They also had different feelings towards the problems in their organization. The following section focuses on the second part about how committed teachers are to their organization because they don't want to lose the benefits they have received.

The results of the analysis for the second section of the questionnaire, as shown in Table 4, revealed that the respondents made the highest rating for the second item that assessed their views towards the costs of leaving the organization ( $M = 5.20$ ,  $SD = 1.49$ ). Similarly, the rating made for the fifth item was relatively high ( $M = 4.95$ ,  $SD = 1.76$ ). In contrast, they made their lowest rating for the first item that asked them about their feelings towards quitting their job ( $M = 3.14$ ,  $SD = 1.87$ ). The next Table presents item statistics for the last section.

**Table 4**

*Item Statistics for the Organizational Commitment (Continuance Commitment Scale)*

Item	Mean	SD	N
1. I'm not worried about the consequences of leaving my job without another one secured.	3.145	1.876	110
2. Leaving my organization right now would be very difficult, even if I wanted to.	5.209	1.490	110
3. Departing from my organization now would cause significant disruption to my life.	4.809	1.758	110

Leaving my organization at this time wouldn't come with a high personal cost.	3.690	1.856	110
5. Staying with my organization is currently as much about necessity as it is about choice.	4.945	1.760	110
6. I feel I have limited alternatives to consider.	4.663	1.604	110
7. A major downside of leaving would be the lack of viable job options elsewhere.	4.763	1.696	110
8. A key reason I stay is that leaving would demand significant personal sacrifice, as other organizations may not offer comparable overall benefits.	4.072	1.717	110

The results of the item statistics of the third subscale found that EFL teachers generally felt committed to their organization. The seventh item got the highest rating, with an average score of 5.018 and a SD of 1.38. On the other hand, the second item received the lowest rating, with an average score of 3.03 and a SD of 1.99. We calculated stats for the three-part organizational commitment scale, which includes three smaller scales.

**Table 5**

*Item Statistics for the Organizational Commitment (Normative Commitment Scale Items)*

	Mean	SD	N
1. I believe people nowadays switch companies too frequently.	3.954	1.964	110
2. I don't think a person needs to always remain loyal to their organization.	3.036	1.995	110
3. Moving between organizations doesn't strike me as unethical at all.	3.509	1.957	110
4. A primary reason I stay with this organization is my belief in the importance of loyalty, which creates a sense of moral duty to stay.	4.318	2.067	110
5. If I received a better job offer elsewhere, I wouldn't feel it was appropriate to leave.	3.536	2.170	110
6. I was raised to value staying loyal.	4.463	1.618	110
7. Things were better when people remained with one organization.	5.018	1.381	110
8. I don't believe aspiring to be a lifelong "company man" or "company woman" makes sense anymore.	4.045	1.633	110

Table 6 depicted that while EFL teachers' level of continuance Commitment, which was related to the costs that they associated with leaving the organization was relatively high ( $Mean=4.41$ ,  $SD=.802$ ), their level of affective commitment and normative commitment were almost the same ( $Mean_{normative}=3.98$ ,  $SD_{normative}=.820$ ;  $M_{affective}=3.86$ ,  $SD_{affective}=.747$ ).

**Table 6**

*Descriptive Statistics for the Subscales of the Organizational Commitment Questionnaire*

	Commitment Scale Affective	Continuance Commitment Scale	Normative Commitment Scale
N	110	110	110
Mean	3.87	4.41	3.98
SD	0.747	0.80	0.82
Range	4.00	4.00	3.25
Minimum	2.25	2.88	2.63
Maximum	6.25	6.88	5.88



#### 5.4. Descriptive Statistics for the Teacher’s Critical Thinking Questionnaire

Teachers' ratings for the questionnaires about their critical thinking as teachers were looked at separately for three different groups. Then, the average rating was calculated for each group. Additionally, we measured the average rating of how confident individuals felt about their abilities in all areas. The findings from the study about what teachers believe in them are shown in Table 7.

**Table 7**

*Item Statistics for Critical Thinking (Comprehension)*

Item	Mean	SD	N
1. I jot down key aspects of people’s arguments or proposals, such as the topic, issues, thesis, and main points.	5.545	2.248	110
2. I examine the assumptions that form the basis of an argument or proposal.	6.554	2.260	110
3. I rephrase material I’ve read or viewed to better grasp its meaning.	6.718	1.478	110
4. I verify facts to ensure their accuracy.	7.291	1.522	110
5. I apply a specific set of standards to judge the strength of an argument or proposal.	7.091	1.716	110
6. I evaluate the trustworthiness of the individual presenting the material I’m reviewing.	7.273	1.513	110
7. I disregard emotionally charged language to avoid being influenced by biased or opinionated statements.	7.282	1.421	110
8. I seek feedback from others to deepen my understanding of a topic.	6.300	2.248	110

Table 8 depicts the teachers’ sense of critical thinking. For this section, the highest mean was reported for the sixth item in which the teachers reflected that they were likely to be able to improve their own ability ( $M = 7.29$ ,  $SD = 1.52$ ). Items 14 and 12 closely followed this item. They perceived they had high efficacy in improving the understanding of their own ( $M = 7.28$ ,  $SD = 1.42$ ) and in fostering student creativity ( $M = 7.27$ ,  $SD = 1.51$ ) to keep themselves updated.

**Table 8**

*Item Statistics for the Critical Thinking (Analysis)*

	Mean	SD	N
7. I verify others’ comprehension of issues.	7.300	2.016	110
10. I restate what I’ve heard or read to confirm my understanding.	6.645	2.127	110
11. I deconstruct material to understand the sequence and presentation of ideas.	7.327	1.491	110
17. I question proposals and arguments that seem to lack rigor.	6.954	1.588	110
18. I assess the dependability of people’s opinions.	7.200	1.613	110

20. I identify the underlying assumptions of an argument	7.509	1.674	110
23. I examine propositions to determine if their logic is valid.	7.327	1.402	110
24. I put aside my biases to evaluate arguments objectively and impartially.	7.627	1.298	110

Eight items (7, 10, 11, 17, 18, 20, 23, and 24) evaluated teachers' critical thinking. The majority of the participants reflected, "They could provide appropriate challenges for a very capable teacher." ( $M = 7.627$ ). On the other hand, item (10) that inspected the teachers' perceptions received the lowest mean rank in this category ( $M = 6.64$ ). While the participants were slightly divergent in their perceptions of items (7 & 10) that asked about others' understanding ( $SD = 2.01$ ) and their own understanding ( $SD = 0.2.12$ ), they appeared to be consistent in their ratings for item (24). This item measured their ability to evaluate themselves ( $SD = 1.29$ ).

Items (3, 5, 8, 13, 15, 16, and 19) of the self-efficacy questionnaire reflected the teachers' demonstrations of their critical thinking in classroom management. The highest rating was reported for the thirteenth item that revealed the teachers' perceived ( $M = 7.23$ ,  $SD = 1.71$ ). In comparison, they made the lowest rating for the third item that looked at the teachers' perceived critical thinking in controlling their own behavior in the classroom ( $M = 6.50$ ,  $SD = 2.03$ ). Table 10 presents descriptive statistics for the three separate subscales.

**Table 9**

*Item statistics for the critical thinking (Evaluation)*

Item	Mean	SD	N
3. I explain my rationale for agreeing with or dismissing arguments and propositions.	6.500	2.035	110
5. I differentiate between factual information and personal opinions.	6.709	1.964	110
8. I look for connections and commonalities across different issues.	6.800	1.573	110
13. I adopt a contrarian perspective to deepen my understanding of an argument or proposition.	7.327	1.719	110
15. I assess the evidence supporting an argument or proposition to determine if it's compelling enough to believe.	7.091	1.541	110
16. I scrutinize statements for unclear language to avoid misinterpreting their intent.	6.936	1.783	110
19. I pose questions to strengthen my grasp of the topic.	7.163	1.523	110
21. I form conclusions based on analyzed data to decide whether to accept or reject a proposition.	7.154	1.551	110

Table 10 shows teacher critical thinking values for each of the three subscales. The mean for the efficacy of student comprehension was ( $M = 54.04$ ), starting at an average of 28, and ending at 72. The mean for the teacher efficacy for analysis equaled ( $M = 57.89$ ) and started at an average of 33 and ended at 72; and the mean for the efficacy for evaluation amounted to ( $M = 55.68$ ) while starting at an average of 32 and ending at 72. Besides, the descriptive data analysis revealed that the overall mean was ( $M = 167$ ). The results showed that the teachers' critical thinking in comprehension was lower than their efficacy in analysis and evaluation.

**Table 10***Descriptive Statistics for the Subscales of the Critical Thinking Questionnaire*

	Comprehension	Analysis	Evaluation	Total Critical Thinking
N	110	110	110	110
Mean	54.054	57.890	55.681	167.627
Median	55.000	60.000	56.500	173.500
Std. Deviation	10.343	9.795	9.7151	28.360
Range	44.00	39.00	40.00	120.00
Minimum	28.00	33.00	32.00	96.00
Maximum	72.00	72.00	72.00	216.00

### 5.5. Addressing the first research question

The initial research question explored whether there was a significant connection between teachers' critical thinking abilities and their job satisfaction. The Spearman Rank Order Correlation test was employed to compare the average rankings from a questionnaire assessing teachers' opinions and critical thinking levels across various job aspects. The rationale for using the Spearman Rank Order Correlation test was that the data from the Likert-scale job satisfaction questionnaire was ordinal, and the goal was to examine the relationship between this ordered data and other numerically measured data.

**Table 11***Correlation between Teachers' Critical Thinking and Their Job Satisfaction*

			Job satisfaction
Spearman's rho	Total critical thinking	Correlation Coefficient	0.159
		Sig. (2-tailed)	0.098
		N	110
	Comprehension	Correlation Coefficient	0.146
		Sig. (2-tailed)	0.128
		N	110
	Analysis	Correlation Coefficient	0.081
		Sig. (2-tailed)	0.400
		N	110
	Evaluation	Correlation Coefficient	0.219*
		Sig. (2-tailed)	0.021
		N	110

The teachers' total critical thinking and how happy they are with their jobs are related in a positive way. However, the relationship between the variables was not strong enough to be considered meaningful. The correlation between the comprehension component of critical thinking and job satisfaction was positive, but it was not statistically significant. Moreover, there was no significant correlation between the teachers' critical thinking in analysis and their happiness with their job. However, the results revealed that there was a positive relationship between teachers' ability to evaluate and their job satisfaction. Nonetheless, the correlation coefficient (0.219) was small (See *Cohen's guidelines* in Table 12.).

**Table 12**

*Cohen's Guidelines for Interpreting the Results of the Correlation Coefficient*

Interpretation	Correlation value
Small	0.10 to 0.29
Medium	0.30 to 0.49
Large	0.50 to 1.00

**5.6. Answering the Second Research Question**

The second research question assessed whether there was a meaningful connection between organizational commitment and critical thinking. We used Spearman's rank order to study the connection between critical thinking and organizational commitment. The findings can be seen in Table 13.

The Spearman rho coefficient for total organizational commitment of teachers and overall critical thinking ( $\rho = 0.244$ , sig self-efficacy organizational commitment = 0.010) revealed a positive, although small, correlation, reflecting a statistically significant relationship between these two variables ( $p < 0.05$ ). For the subscales, all of the correlations between affective commitment and each of the three subscales of critical thinking—comprehension, analysis, and evaluation—were medium-strength correlations that were statistically significant. Specifically, the examination revealed (Rho affective commitment comprehension = 0.387, sig = 0.00,  $p < 0.05$ ; Rho affective commitment analysis = 0.434,  $p = 0.00$ ,  $p < 0.05$ ; Rho affective commitment evaluation = 0.098,  $p = 0.00$ ,  $p > 0.05$ ; sig affective commitment comprehension = 0.317,  $p < 0.05$ ) medium correlations.

Also, continuance commitment and the evaluation subscale of critical thinking were statistically significant (Rho continuance commitment evaluation = 0.195,  $p = 0.041$ ,  $p < 0.05$ ). Correlations for overall organizational commitment and all of the three subscales for critical thinking were also statistically significant. The correlational results revealed (Rho overall organizational commitment understanding = 0.265,  $p = 0.005$ ,  $p < 0.05$ ; Rho overall organizational commitment analysis = 0.210,  $p = 0.027$ ,  $p < 0.05$ ; Rho overall organizational commitment assessment = 0.220,  $p = 0.021$ ,  $p < 0.05$ ) low correlations.

However, no statistically significant relationships were found between the remaining subscales ( $p > 0.05$ ). Overall, teachers who were high on critical thinking were higher on organizational commitment compared with those who were low.

**Table 13**

*Relationship between Language Teachers' Critical Thinking and their Organizational Commitment*

Spearman's rho	Comprehension	Analysis	Evaluation	Total Critical Thinking	
Affective Commitment Scale	Correlation Coefficient	0.387	0.434	.317	0.411
	Sig. (2-	0.000	0.000	0.001	0.000



	tailed)				
	N	110	110	110	110
Continuance Commitment Scale	Correlation Coefficient	0.120	0.009	0.195	0.128
	Sig. (2- ailed)	0.212	0.925	0.041	0.182
	N	110	110	110	110
Normative Commitment Scale	Correlation Coefficient	0.164	0.084	0.069	0.102
	Sig. (2-tailed)	0.087	0.382	0.472	0.288
	N	110	110	110	110
Total organizational commitment	Correlation Coefficient	0.265	0.210	0.220	0.244
	Sig. (2-tailed)	0.005	0.027	0.021	0.01
	N	110	110	110	110

### 5.7. Addressing the Third Research Question

The third research question looked at how much teachers feel committed to their organization and how satisfied they are with their job. We used Spearman's rank order to see if there is a connection between the three parts of how committed people are to their organization. The findings are shown in Table 14.

Table 14 illustrates the correlation matrix linking job satisfaction to the various subscales of organizational commitment. The analysis showed no substantial association between total organizational commitment and job satisfaction ( $\rho = 0.089$ ,  $p > 0.05$ ). In contrast, the connection between the continuance commitment subscale and job satisfaction proved statistically significant at the 0.05 level ( $\rho = 0.162$ ), indicating a high positive relationship. Curiously, however, the ties between affective commitment and job satisfaction ( $\rho = -0.205$ ) and between normative commitment and job satisfaction ( $\rho = -0.203$ ) were negative and statistically significant ( $p < 0.05$ ).

**Table 14**

*Relationship between Language Teachers' Organizational Commitment and Job Satisfaction*

Spearman's rho	Total job satisfaction	
Affective Commitment Scale	Correlation Coefficient	-0.205*
	Sig. (2-tailed)	0.032
	N	110
Continuance Commitment Scale	Correlation Coefficient	0.616**
	Sig. (2-tailed)	0.000
	N	110
Normative Commitment Scale	Correlation Coefficient	-0.203*
	Sig. (2-tailed)	0.033

	N	110
Total organizational commitment	Correlation Coefficient	0.089
	Sig. (2-tailed)	0.355
	N	110

### 5.8. Addressing the Fourth Research Question

The fourth research question examined the extent to which job satisfaction and organizational commitment account for variability in EFL teachers' critical thinking levels. Initially, the data on job satisfaction and organizational commitment were transformed into a semi-interval format. Subsequently, a regression analysis was conducted to evaluate the impact of these predictors on critical thinking. Before the regression, the collinearity assumption was verified by calculating VIF and tolerance values, confirming no multicollinearity between the two variables. The findings are summarized in Table 15.

As it was found in Table 15, the consequences of the ANOVA for the relapse examination were genuinely critical,  $F(2, 107) = 8.935, p = 0.000$ . Hence, it was demonstrated that something like one of the two elements could add to the model and could anticipate the variety in the dependent variable, which was the educators' degree of critical thinking. Model rundown is given in Table 16.

**Table 15**

*ANOVA for the Effects of Teachers' Organizational Commitment and Job Satisfaction on Critical Thinking*

Model <sup>a</sup>		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12545.901	2	6272.951	8.935	0.000 <sup>b</sup>
	Residual	75123.817	107	702.092		
	Total	87669.718	109			

a. Dependent Variable: critical thinking

b. Predictors: (Constant), organizational commitment, job satisfaction

In view of the outcomes introduced in Table 15 and Table 16, since the value of R<sup>2</sup> (.143) was measurably huge, it can be presumed that organizational commitment and job satisfaction seriously affected the EFL educators' critical thinking. It very well may be construed from the R<sup>2</sup> coefficient that 14.3 % of the fluctuation in the EFL educators' critical thinking could be represented by the organizational commitment and job satisfaction. The following stage was to figure out which variable affected educators' critical thinking.

**Table 16**

*Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.378 <sup>a</sup>	0.143	0.127	26.49701

a. Predictors: (Constant), organizational commitment, job satisfaction

As per beta qualities introduced in Table 17, EFL educators' critical thinking is noticeably impacted by organizational commitment ( $\beta = 325, p = 0.00$ ). That is, organizational commitment had a higher effect on instructors' critical thinking. It ought to be noted that in this review, educators' job satisfaction didn't significantly affect educators' critical thinking.

**Table 17***Regression Coefficients*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
	B	Std. Error				Beta	Zero-order	Partial
(Constant)	51.515	30.614		1.684	0.094			
job satisfaction	11.544	7.052	0.148	1.635	0.102	0.201	0.154	0.142
Organizational commitment	17.953	4.993	0.325	3.592	0.000	0.342	0.325	0.323

**6. Discussion**

The influence of a teacher is a critical determinant of a student's academic performance. Moreover, they promote conducive environments for learning, as noted by Moafian and Ghanizadeh (2009). Given the central role of teachers in providing ideal learning environments, the research assessed EFL teachers' critical thinking, job satisfaction, and organizational commitment. It also assessed the interrelations among these variables and determined whether organizational commitment and job satisfaction can be used to predict teachers' critical thinking skills.

The findings showed a meaningful relationship between critical thinking and organizational loyalty among teachers. However, no significant relationship was found between critical thinking and job satisfaction. Organizational commitment and job satisfaction were also not significantly related. The analysis also demonstrated that organizational commitment predicts EFL teachers' critical thinking, while job satisfaction does not.

These discoveries align with findings from Rastegar and Moradi (2015), who observed no substantial relationship between teachers' job contentment and their self-efficacy. Salehi et al. (2015) noted that satisfied teachers perceive their students as valuing English more, particularly at advanced proficiency levels, due to students' well-defined learning objectives. Such perceptions motivate educators to strive for excellence in instruction. Also, Moafian and Ghanizadeh (2009) thought that teachers' management of their own feelings and those of their students enhances students' involvement, motivation, and collaboration.

In order to study the correlations among the three facets of organizational commitment and the three dimensions of critical thinking, the researchers employed Spearman's rank-order correlation. The results indicated a moderate yet statistically significant relationship between teachers' self-perceived critical thinking and organizational loyalty. For the second research question, findings emphasized that the level of teacher commitment is a primary driver in moving forward the performance and effectiveness of school personnel, consistent with research by Miskel and Ogawa (1988), Reyes (1990), and Rowan (1990). The level of commitment among teachers needs to be understood because it reflects the degree to which teachers value and are invested in their professional work. Firestone and Pennell (1993) reported that lower teacher commitment is linked with lower student success, with less committed teachers less likely to try new teaching strategies and minimizing their empathy towards students experiencing stress.

Responding to the third research question, the study explored potential relationships between institutional commitment and job satisfaction of EFL teachers. The results showed there was no significant relationship between the two, and this implies that greater job satisfaction does not automatically lead to increased institutional commitment, nor does commitment significantly affect satisfaction. That said, the teachers' overall job commitment, affective commitment to their job, and moral obligation had a firm impact on their job satisfaction. These results are different from those of Getahun et al. (2016).

### **7. Conclusions and Implications**

This investigation explored EFL instructors' levels of job contentment, their loyalty to their institutions, and their self-assessed critical thinking capabilities. To fulfil the study's goals and gain deeper insights into these dynamics, the researcher posed four specific research questions. The outcomes revealed only a modest and insignificant link between participants' critical thinking proficiency and their job satisfaction.

Moreover, a slight positive association emerged between teachers' self-perceived critical thinking and their organizational dedication. In essence, those educators who demonstrated stronger critical thinking in their self-evaluations exhibited greater allegiance to their workplaces. As for the interplay between organizational commitment and job satisfaction, the evidence indicated no substantial overall connection between the two.

It is noteworthy that EFL teachers' critical thinking proficiency serves as a predictor of their job satisfaction and institutional loyalty. The results demonstrated that job satisfaction exerted minimal influence on critical thinking. By contrast, organizational commitment displayed a robust association with critical thinking. Thus, teachers' critical thinking is more effectively forecasted by their commitment to the organization than by their job satisfaction.

These insights into the linkages among teachers' job satisfaction, organizational commitment, and critical thinking hold practical value for policymakers. They can leverage this knowledge of personal attributes to inform teacher recruitment decisions. It also encourages policymakers to enhance faculty dedication, thereby enhancing teaching and learning outcomes, increasing professional quality, and minimizing staff turnover. Educational leaders can develop a more motivated and contented core staff by strategically offering intrinsic and extrinsic rewards, thereby fostering institutional excellence.

Since teachers have a vital contribution in facilitating student success, teachers should cultivate greater self-knowledge of their own job satisfaction, organizational commitment, and thought levels, and how these elements impact their behavior, performance, and contribution to student motivation.

The examination of correlations among EFL teachers' job satisfaction, organizational commitment, and critical thinking employed a correlational framework. Drawing from the current findings and the study's inherent constraints, the following recommendations emerge for subsequent investigations: Replicate this research in diverse schools and contexts. Expanding to a larger participant pool might yield divergent outcomes. Future inquiries should probe the factors contributing to educators' departure from the field, including declines in job satisfaction and organizational commitment, to pinpoint the elements driving turnover.

### **Acknowledgment**

We all thank the participants for their time, energy, and cooperation.

### **Authors' Contributions**

All authors have conducted the study, collected data, analyzed and interpreted the data, and written up the manuscript.

### **Funding**

The study did not receive any funding.

### **Competing Interests**

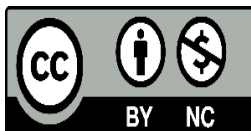
The authors declare that there is no conflict of interest.

### **References**

- Allen, N., & Meyer, J. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of Occupational Psychology*, *63*, 1–18.
- Armstrong, M. (2006). *A handbook of human resource management practice* (10th ed.). Kogan Page.
- Bagozzi, R. P. (1980). Performance and satisfaction in an industrial sales forces: An examination of their antecedents and simultaneity. *Journal of Marketing*, *15*(4), 65–67.  
<http://dx.doi.org/10.2307/1249978>
- Becker, H. S. (1960). Notes on the concept of commitment. *Journal of Sociology*, *66*, 32–42.
- Brookfield, S. (1987). *Developing critical thinkers*. Milton Keynes: Open University Press.
- Celep, C. (2001). Teachers' organizational commitment in educational organizations. *National Forum of Teacher Education Journal*, *10*(3), 125–136.
- Cengel AB, Ates E, & Ugur E. (2023). Investigating the relationship between critical thinking disposition and job satisfaction among critical care nurses. *CURARE - Journal of Nursing* *1*, 29–37. <https://doi.org/10.26650/CURARE.2023.005>
- Crossman, A. & Harris, P. (2006) Job satisfaction of secondary school teachers. *Educational Management Administration and Leadership*, *34*, 29-46.  
<http://dx.doi.org/10.1177/1741143206059538>
- Duyar, I., Gumus, S., & Sukru Bellibas, M. (2013). Multilevel analysis of teacher work attitudes: The influence of principal leadership and teacher collaboration. *International Journal of Educational Management*, *27*(7), 700–719.
- Facione, P. A. (2011). *Critical Thinking: Why it is and why it counts*. Retrieved in 2012, March from [www.insightassessment.com/content/download/1176/7580/](http://www.insightassessment.com/content/download/1176/7580/).
- Firestone, W. A. & Pennell, J. R. (1993). Teacher commitment, working conditions, and differential incentive policies. *Review of Educational Research*, *63*(4), 489–525.

- Griffith, J. (2004). Relation of principal transformational leadership to school staff job satisfaction, staff turnover, and school performance. *Journal of Educational Administration*, 42(3), 333–356. <https://doi.org/10.1108/09578230410534667>
- Hirschfeld, R.R. (2000). Does revising the intrinsic and extrinsic sub-scales of the Minnesota satisfaction questionnaire short form makes a difference? *Educational Psychological Measures*, 60(2), 255–270.
- Hom, P. W., & Griffeth, R. W. (1995). *Employee turnover*. Cincinnati, OH: South-Western College of Publishing.
- Honey, P. (2000). CT questionnaire. Retrieved October 8, 2009, from Peter Honey Learning Website: <http://www.PeterHoneyPublications.com>
- Ly, D. T., Le, V. C., Bui, Q. T., & Nguyen, N. T. (2021). Critical factors for organizational commitment: An empirical study in Vietnam. *Journal of Asian Finance, Economics and Business*, 8(5), 1055–1063.
- Maharjan, R. (2019). Job satisfaction, gender and salary: A study on correlation. *Journal of Interdisciplinary Studies*, 5(1), 59–69.
- Malik, M. E., Nawab, S., Naeem, B., & Danish, R. Q. (2010). Job satisfaction and organizational commitment of university teachers in public sector of Pakistan. *International journal of business and management*, 6.
- Marin, M. A., & Pava, L. (2017). Conceptions of critical thinking from university EFL teachers. *Engl. Lang. Teach.* 10, 78–88. <https://doi.org/10.5539/elt.v10n7p78>
- Mathieu, J. E., & Zajac, D. M. (1990). A review and meta-analysis of the antecedents, correlates and consequences of organizational commitment. *Psychological Bulletin*, 108(2), pp. 171–194.
- Miskel, C., & Ogawa, R. (1988). Work motivation, Job satisfaction, and Climate. In N. Boyan (ed.), *Hand book of Educational Administration*. Longman.
- Moafian, F., Ghanizadeh, A. (2009). The relationship between Iranian EFL teachers' emotional intelligence and their self-efficacy in language institutes. *Elsevier, Science Direct*, 37, 708–718.
- Osakwe, R. N. (2014). Factors affecting motivation and job satisfaction of academic staff of universities in SouthSouth Geopolitical Zone of Nigeria. *International Education Studies*, 7(7), 43–51.
- Paul, R., & Elder, L. (2007). *The Miniature Guide to Critical Thinking: Concepts & Tools*. Foundation Critical Thinking.
- Pithers, R. T., & Soden, R. (2000). *Critical thinking in education: A review*. *Educational Research*, 42: 237–249.
- Rastegar, M., & Moradi, S. (2016). On the relationship between EFL teachers' job satisfaction, self-efficacy, and their spiritual sense of well-being. *Open Journal of Modern Linguistics*, 6, 1–12
- Reichers, A. E. (1985). A review and reconceptualization of organizational commitment. *Academy of Management*, 10, 465–476.

- Reyes, P. (1990). *Teachers and their workplace: Commitment, performance and productivity*. Newbury Park, CA: Sage.
- Rosenholtz, S., & Simpson, C. (1990). Workplace conditions and the rise and fall of teacher commitment. *Sociology of Education*, 63(4), 241–257
- Rowan, B. (1990). Commitment and control: Alternative strategies for the organizational design of schools. *Review of research in Education*, 16.
- Rozenholtz, S. J. (1989). Workplace conditions that affect teacher quality and commitment: Implications for teacher induction programs. *The Elementary School Journal*, 89, 421–439.
- Sempene, M., Rieger, H., & Roodt, G. (2002). Job satisfaction in relation to organizational culture. *Journal of Industrial Psychology*, 28, 23–30.
- Simatwa, E. M. W. (2011). Job satisfaction and dissatisfaction among teachers in Kenya. *Kenya Journal of Education Planning Economics and Management*, 3(3), 114–123.
- Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, 27(6), 1029–1038.
- Spector Paul, E. (1994). Job satisfaction survey. *Tampa, FL*: Department of Psychology, University of South Florida.
- Tavakoli, M. A., Foroughameri, G., Farokhzadian, J., & Khodabandeh Shahraki, S. (2024). Nurses' critical thinking disposition and professional commitment: Across-sectional study. *Frontiers of Nursing*, 11(1), 119–126. <https://doi.org/10.2478/fon-2024-0013>
- Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: The importance of school working conditions and teacher characteristics. *Educational Review*, 73(1), 71–97.
- Vaughn, L. (2008). *The power of critical thinking: Effective reasoning about ordinary and extraordinary claims* (2nd ed.). Oxford: Oxford University Press.
- Vdovina, E., & Gaibisso, L. (2013). Developing critical thinking in the English Language classroom: a lesson plan. *ELTA J.* 1, 54–68.
- Yücel, I. (2012). Examining the relationships among job satisfaction, organizational commitment, and turnover intention: An empirical study. *International Journal of Business and Management*, 7, 44–58. <https://doi.org/10.5539/ijbm.v7n20p44>



© 2024 by the authors. Licensee Journal of English for Specific Purposes Praxis, Iran. This is an open access article under the Creative Commons Attribution Non-Commercial 4.0 International (CC BY-NC 4.0 license) (<http://creativecommons.org/licenses/by-nc/4.0/>).