

## JOB SATISFACTION BASED ON GENDER AND YEARS OF EXPERIENCE AMONG TEACHERS OF ENGLISH LANGUAGE IN IRAN

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### Abstract:

The aim of the current study is to examine the possible role of English teachers' Experience (regardless of their gender) in job satisfaction. Respondents included 98 teachers Of English in Iranian Language Schools. A Likert-type questionnaire was distributed online among Iranian EFL language teachers. The main purpose was to examine if the independent variables (gender and years of experience) can significantly explain the variation of job satisfaction. The findings indicate that only years of teaching variable explained most of the increment of job satisfaction ( $\beta_i = -0.334$ ,  $p < .05$ ) However, gender did not influence job satisfaction ( $\beta_i = -0.88$ ,  $p > .05$ )

### Introduction

Job satisfaction is one's feelings of contentment and fulfillment he or she experiences because of their job. As Spector (1997, P. 2) puts it "job satisfaction can be considered as a global feeling about a job". Expressed beyond just an abstract experience, job satisfaction is possible to be sought and reached. It can be defined as the intention and spontaneity to rise in the morning to seek the pleasure and pursue purposes in fulfilling their everyday responsibilities. As the research endeavor to shed light on various aspects of job satisfaction grows, more attention is directed towards diverse careers, due to the conjecture that different professions and work settings pose manifold variables determining job satisfaction agenda. Teaching is one of many professions drawing the researchers' attention, especially owing to the high rate of drop out (Duffy & Lent, 2009).

The main body of ESL research revolves around applied linguistics and teaching methodology. However, as Al-Qaseem (1999, P. 3) argues, "there is a need for focusing on the administrative aspects of ESL programs", one of which is "job satisfaction". One can argue that even a well-developed ESL program or learning material is unable to serve educational purposes as long as the system is bereft of at least moderately satisfied English teachers who can implement the teaching programs successfully due to their contentment with their teaching English job. In fact, a better performance, which results in success in a learning environment hinges upon high level of satisfaction (Wong, 1989). Despite diverse elements leading to workplace satisfaction, some factors seem to be ubiquitous in almost all teachers determining the extent to which they can be satisfied with the teaching career. They include an easy and close rapport with colleagues, the approach to manage the prospects of professional development, pragmatic equilibrium between life and work and, perhaps equally important, receiving a reasonable payment.

Due to differences inherent in the generated concepts of job satisfaction aspects, researchers' endeavor to meaningfully compare staff's job satisfaction scores might be unfavorably impacted. Organizations regularly employ employee job satisfaction to determine problematic parts and measure the effectiveness of proposed intervention (Spector, 1997). Hence, employing a consensus in terms of measuring the issue of job satisfaction reliably and correctly across a broad range of work settings is highly anticipated. The present study sought to approach this gap through the comparison of measurement properties proposed in Spector's (1997) Job Satisfaction Survey across gender and experience.

### Definition & Concept of job satisfaction

Although achieving a common consensus over the concept of job satisfaction seems unlikely, one irrefutable understanding is that job satisfaction is adequately defined in the prior literature. While, the old-fashioned concept of job satisfaction assumes that worker dissatisfaction or satisfaction hinges upon variables related to work, Spector (1997), and Rocca and Kostanski (2001) offer an attitudinal approach towards the definition of job satisfaction: Simply put, job satisfaction is people's feelings about their career and various features they encounter due to their



jobs. Yet, in a rather distant outlook towards the concept of job satisfaction Robbins (2001) raises the issue of monetary compensation as in this concept, job satisfaction is defined as the difference between the expected amount a worker anticipates to receive and the amount they are really paid.

Job satisfaction in the literature is divided into affective and cognitive satisfaction. According to Moorman, (1993, p. 761) the former is “based on overall positive emotional appraisal of the job, and the later i.e. cognitive satisfaction is “based on a more logical and rational evaluation of the job conditions”.

### **Importance of job satisfaction**

An indispensable facet of organizational success, human kind requires satisfaction with what he does to earn a living to safeguard the achievement of business targets. Studied by disciplines like economics, psychology, economics and management, job satisfaction can exert positive or destructive effects on labor performance, productivity, employee absence, work effort, and staff turnover. Beyond the realm of research studies, job satisfaction proves imperative in daily life. People’s attitude towards their job is induced within the workplace as organizations produce substantial effects on their workforce (Spector, 1997). More specifically job satisfaction effects are clearly manifested in a teaching job. According to Gupta (1988) job satisfaction and monetary backup play an irrefutable role in teaching effectiveness. Quite evidently, a teacher bereft of work-related satisfaction is unable to yield effective educational results.

Job stress as an inherent variable in almost all professions, according to Bruhn (1989) is determined by job satisfaction. Hence, one can conclude that a satisfied teacher is able to deal with frequent job stress instances, an advantage which will boost creativity, rapport and innovation. Apart from job stress, teaching competence according to Naseema (1994) is determined by job satisfaction. Equally important factors inherent in a teaching job are highly correlated with job satisfaction. Occupational and organizational commitment (Cetin, 2006), teaching performance (Indhumathi, 2011), relation to students and other teachers (Spector, 1997), and employees’ well-being (Michaelowa, 2002) are all determined by job satisfaction.

### **Significance of the Study**

Based on the afore-mentioned remarks on the role, goal, and importance of job satisfaction, and considering that this issue is untouched, having been neglected in the field of English Language Teaching in the Iranian context, the authors decided to study measurement invariance of the Job Satisfaction among English language teachers in Iranian Language Schools. There exist two distinguishable traditions of gauging job satisfaction: general job satisfaction, which measures the global satisfaction of the people surveyed regarding their job- and specific job satisfaction, which will explain one of the variables of job satisfaction such as satisfaction with the payment, with the colleagues, manager, and so on. The present study will take the overall job satisfaction as the purpose of the study.

### **Purpose of the study**

Despite the studies described in the literature on job satisfaction, there is a scarcity of such research on job satisfaction among English language teachers in Iran. The insufficiency of enquiry into the possible relationship between Teachers’ years of experience and their job satisfaction shows a clear need to undertake identical studies in this area. Therefore, the existing research efforts to investigate the possible role of English teachers’ gender and their experience in job satisfaction. More specifically, the study addresses the following questions:

- Is there any relationship between EFL teachers’ gender and overall job satisfaction?
- Is there any relationship between EFL teachers’ years of experience and job satisfaction?

### **Hypothesis statements**

- Ho: The independent variables (gender and years of experience) do not significantly explain the variation of job satisfaction.
- Ha (nd) : The independent variables (gender and years of experience) significantly explain the variation of job satisfaction



- Ha (d) : The independent variables (gender and years of experience) significantly explain the increment of job satisfaction.

## **Method**

### **Participant**

The participants consisted of 98 EFL teachers aged between 20 and 30 years old with a range of between 1 and 9 years of teaching experience ( $M = 4.92, SD=2.627$ ). They were 49 females and 49 males from different socioeconomic backgrounds,

### **Instrument**

To evaluate English language teachers' job satisfaction, the researchers employed the EFL teachers' job satisfaction questionnaire designed and piloted by Pajvak Andisheh Language Institute and consists of 18 items ranging from 'strongly agree' to 'strongly disagree'. The results of reliability analysis display that the total reliability of the questionnaire is optimal (Cronbach's  $\alpha=0.938$ ). The results of factor analysis indicated that the questionnaire measures 18 constructs; salary, benefits and perks, connection between pay and performance, workload, students' appreciation, flexibility of working hours, opportunity for advancement, ability to influence day-to-day language school success, opportunity to use new technologies, communication with the school's headmaster, availability of supplementary materials, schools headmaster's management capabilities, overall relationship with school's headmaster, relationship with colleagues, relationship with the students, overall satisfaction with teaching material, overall satisfaction with the language school, overall satisfaction with the job. In this study, the total reliability of the questionnaire, estimated via Cronbach's  $\alpha$ , was 0.938.

### **Data collection**

The participants were invited to take part in the job satisfaction survey via face book, Google document, email, and Google plus invitations sent by the researchers. Their selection was based on credibility and feasibility criteria with the participants' particular institutes being among the most creditable in Iran. To obtain a reliable appraisal by the teachers, the researchers explained the purpose of finishing the questionnaire and guaranteed that their outlooks would be confidential.

### **Preliminary Data Analysis:**

The data was screened and it was concluded that the data was not skewed as the statistics for skewness are .045 and .289 for years of teaching and overall job satisfaction variables. Also, the data was screened for missing data and outliers. The boxplots show the outliers in the data, later, the researchers planed on deletion of the outliers manually.

### **Assumptions of multiple regression:**

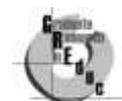
#### **Sample Size:**

Tabachnick and Fidell (2001) give a formula for calculating sample size requirements, taking into account the number of independent variables that the researcher wishes to use.  $N > 50 + 8m$ , (where  $m$ = number of independent variables). As we have two independent variables we needed at least 66 cases, Therefore, it is concluded this assumption is not violated as the number of cases is  $98 > 66$ .

#### **Multicollinearity:**

If the VIF for any IV is more than 5 then we should be worried about the issue of Multicollinearity. According to the following table we conclude that in this research Multicollinearity assumption is not violated.  $VIF=1.000$

In order to check that the correlation between each of independent variables is not too high we analyzed the following table to not include two independent variables with a bivariate correlation of 0.7 Or more. And the correlation between two IVs is  $0.016 < 0.7$  we conclude that



we can retain these variables. In other words the assumption of Multicollinearity is among IVs is not violated

### Results & Discussion

The findings indicate that predictors variables (years of teaching, gender) significantly explain the variation of job satisfaction,  $F(2, 95)=6.49$ ,  $R^2=.10$ ,  $p<.05$ . Specifically, only years of teaching variable explained most of the increment of job satisfaction ( $\beta = -0.334$ ,  $p < .05$ ). However, gender did not influence job satisfaction ( $\beta = -0.088$ ,  $p > .05$ ). In sum, the 10% of total variance explained of job satisfaction is due to years of experience. Job satisfaction can also be perceived in the wider context, which touches one's work experience, or their quality of working life. As mentioned earlier, job satisfaction can be assumed inherent in relation to other crucial factors, such as general well being, work-related stress, control at work, home-work boundary, and working conditions (Spector, 1997). The findings of this study provide evidence that years of experience has positive relationship with job satisfaction but not gender. It is suggested experience of work is a positive predictor of job satisfaction. Thus, we can imply that the longer the individual remain in the same workplace the most satisfied he or she will be. Nevertheless, with more advance data analysis tool such structural equation modeling future study may examine whether the individual remain longer in the same workplace because they are satisfied or vice versa.

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