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Dil Okulu Türünün ve Cinsiyetin İran İngilizcesi Öğretmenlerinin İş Tatmini Üzerindeki Etkisi*

Masoumeh Seyyed REZAEI**, Mehdi SARKHOSH***

Makale Bilgisi	ÖZET
<i>Geliş Tarihi:</i> 11.11.2019	Bu çalışma, dil okulu türünün (devlet okulu ve özel okul) ve cinsiyetin İngilizce öğretmenlerinin İran topluluğu içindeki iş tatmini üzerindeki etkisini araştırmıştır. Bundan dolayı, 198 İngilizce öğretmeninden bir örnek, Spector'un İş Memnuniyeti Anketine cevap vererek ve takip görüşmelerine katılarak iş tatmini hakkındaki tutumlarını yansıtıyordu. Bulgular, dil okulu türünün ve cinsiyetin, İranlı İngilizce öğretmenleri arasında önemli ölçüde farklı iş tatmini düzeylerine katkıda bulunduğunu ortaya koydu. Araştırmanın nitel aşaması olan takip görüşmeler, öğretmenlerin anketlerdeki soruların belirli bir şekilde cevaplama nedenlerini incelenmiştir ve araştırmacıların olgu hakkındaki anlayışlarını zenginleştirmeye yardımcı olmuştur. Keywords: İş tatmini, İngilizce öğretmeni, cinsiyet, devlet okulu, özel okul
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The Impact of Language School Type and Gender on the Iranian English Language Teachers' Job Satisfaction

Article Information	ABSTRACT
<i>Received:</i> 11.11.2019	The present study investigated the influence of the type of language school (public vs. private) and gender on English teachers' job satisfaction within the Iranian community. A sample of 198 English teachers reflected their attitudes toward their sense of job satisfaction by responding to Spector's Job Satisfaction Survey and taking part in the follow-up interviews. The findings revealed that the type of language school and gender both contributed to significantly different levels of job satisfaction among Iranian English teachers. The follow-up interviews, as the qualitative phase of the study helped enrich the researchers' understanding regarding the phenomenon under investigation by discussing in details the reasons and explanations provided by the teachers as to why they responded to survey items in the questionnaires in certain ways. Keywords: Job satisfaction, English teacher, gender, public school, private school
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1. INTRODUCTION

The ever-growing worldwide demand for learning English has bestowed upon English teachers a unique professional stance, making the profession a highly popular career choice at the international level (Pennington & Riley, 1991). In response to these demands, most school districts in foreign language (FL) contexts (e.g., China, Turkey, United Arab Emirates, Slovenia, etc.) have executed international searches for hiring and recruiting qualified English teachers, have reformed salary structure to pay relocation costs, and have approved to increase pay level for those who come on board (Kissau et al., 2019; Kyriacou & Kobori 1998; Pennington 2016; Stelma & Onat-Stelma 2010). However, recent reports are indicative of English teacher shortage and high attrition rate in FL contexts in a way that it seriously impedes students' language skill development and their subsequent

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** Ph.D. student, Urmia University, Faculty of Letters and Humanities, Department of English Language, Urmia-IRAN. e-mail: masoumeh.s.rezaei@gmail.com (ORCID: 0000-0002-8340-884X)

***Assist. Prof., Urmia University, Faculty of Letters and Humanities, Department of English Language, Urmia-IRAN. e-mail: m.sarkhosh@urmia.edu.ir (ORCID: 0000-0003-2483-4662)

academic success (Kissau et al., 2019). In particular, Sadeghi and Saadatpourvahid (2016) report that higher levels of burnout and turnover rates among English teachers are serious causes for concern within the Iranian FL teaching context, as well. This implies that stepping up efforts to recruit prospective applicants will not be sufficient to eliminate the shortage of qualified English teachers in the FL communities like Iran, as "pouring more water into the bucket will not do any good if we do not patch the holes first." (Ingersoll & May, 2011, p. 33) Patching up these metaphorical punctures and ensuring teacher retention is a corollary of developing a sense of job satisfaction (Carmel & Badash, 2018; Stockard & Lehman, 2004). As males and females value different aspects of their job to perceive satisfaction at work (Bigoness, 1988), gender remains an issue of significant concern for developing and further promoting teachers' sense of job satisfaction (Liu & Ramsey, 2008; Sharma & Sehravat, 2014; Skaalvik & Skaalvik, 2017; Tran, 2015). Further, type of school as "the meaning organizational employees attach to policies, practices, and procedures they experience and the behaviors they observe getting paid, rewarded, supported, and expected," (Schneider & Barbera, 2014, p. 10) has the position of considerable influence and dominance in educational achievement for both teachers and students (Collie, Shapka, & Perry, 2012; Olanrewaju, 2002; Skaalvik & Skaalvik, 2009, 2017; You, Kim, & Lim, 2015; Weiqi, 2007). As the topic of research for many decades (Collie et al., 2012) and a dynamic area of research in the years ahead (Malinen & Savolainen, 2016), however, gender and school type (Razavipour & Yousefi, 2017) are evidenced to have received scant attention in job satisfaction research on English teachers in the Iranian context. Therefore, the researchers found this study warranted and cost-and-effort worthy in the context of their country.

1.1. Work Environment and Job Satisfaction

This study ties in with Locke's (1976) Range of Affect Theory and Oliver's (1977, 1980) Expectation Confirmation Theory, whose major premises are that job satisfaction is derived from individuals' appraisal of the job itself and environmental conditions to see if their career ambitions and expectations, which they typically develop before entering the profession, are fulfilled by the organization. These expectations range from physiological needs at the very basic level, to safety, social affiliation, ego, and self-actualization at the pinnacle of what Maslow (1943) has defined as the Hierarchy of Human Needs. As of their nature, the first three proposed dimensions at lower levels of the hierarchy are classified as extrinsic variables and encompass such demands as a fair and reasonable salary, pleasant working conditions, job tenure, promotional prospects, patterns of communication within the organization, and social interactions with colleagues. Meanwhile, the other two succeeding aspects at higher levels are tabulated as intrinsic variables and embrace features like recognition, self-esteem, autonomy, self-fulfillment, professional development, and achievement.

As for fulfilling teachers' work-related expectations and developing subsequent sense of job satisfaction, the moderator effect of environmental conditions is evidenced to take both theoretical support (e.g., Herzberg, Mausner, & Snyderman, 1959; Hackman & Oldham, 1975; Locke, 1976; Vroom, 1964) and empirical evidence (e.g., Crossman & Harris, 2006; Kuo, Yin & Li, 2008; Scotti, Harmon, & Behson, 2007; Skaalvik & Skaalvik, 2011, 2017; Taylor & Tashakkori, 1995). Empirical research suggests that environmental conditions differ in terms of frequency and variety of the opportunities offered to teachers (Akhtar, Hashmi, & Naqvi, 2010; Gupta & Gehlawt, 2013; Kaur & Sidana, 2011; Mahmood, Nudrat, Asdaque, Nawaz, & Haider, 2011; Rahaman, 2012) concerning the level of salary, working hours, school size, interaction with colleagues, quality performance, and meeting the needs of individual students, for instance (Rudd & Wiseman, 1962; Zembylas & Papanastasiou, 2004). The support teachers receive from environmental circumstances in this regard means less emotional exhaustion and psychological distress (Kinman, Wray, & Strange, 2011), more teacher self-efficacy (Malinen & Savolainen, 2016), active participation, commitment, and quality performance, and accordingly higher levels of contribution to organizational development (Nabil, Syduzzaman, & Shayekh Munir, 2016; Pasaoglu & Tonus, 2014). Despite its significance in educational psychology, reviewing the related literature in broad strokes represented only two recent domestic reports explaining the association between work environment and English teachers' job satisfaction (i.e., Razavipour & Yousefi, 2017; Rezaee, Khoshsima, Zare-Behtash, & Sarani, 2019). Both studies identified a significant and positive association with English teachers' job satisfaction in each workplace setting and discussed public school English teachers had developed an inferior sense of work-related satisfaction in contrast to their counterparts in private language schools as the work environment in public schools was less supportive than that of private language schools in Iran. On the other hand, unfavorable environmental conditions were evidenced to overshadow the participated English teachers' psychological wellbeing in both settings.

1.2. Gender and Job Satisfaction

The current research further hypothesizes that English teachers' job satisfaction may be a function of cultural legitimacy in developing countries like Iran where "gender equality is an unrealized achievement, and social dynamics persist in limiting equal opportunities for women in all spheres of life." (Samar et al., 2014, p. 77) According to Role Congruity Theory (Eagly & Diekmann, 2005) and Role Congruity Prejudice Theory (Eagly & Karau, 2002), females have to take on feminine roles within traditional communities to be favored by society. That is, the extent to which females honor the fundamental principles of true womanhood and perform their roles in a conventional family defines their civic membership (Dodd, 2013). Nevertheless, William (1992) argues that social dynamics overshadow the potential benefits of feminine roles offered to females as their male counterparts enter the profession. This implies that a feminine occupation like teaching functions as a 'glass elevator' for males and provides a ground for them to advance faster than their female colleagues due to some invisible factors while the reverse is not valid and females tend to experience the 'glass ceiling' or hidden obstacles, which might impede their sense of job satisfaction, professional development, and career success in the field.

In previous research, there is equivocal empirical evidence to the contribution of gender to teachers' job satisfaction. While some research findings reported male teachers had equal (e.g., Aytac, 2015; Menon & Reppa, 2011) or even higher (e.g., Sharma & Sehravat, 2014; Thekedam, 2010) levels of job satisfaction than their female peers, there are some research results available that identify female teachers more satisfied than male teachers (e.g., DeNobile & McCormick, 2008; Kearney, 2008). These findings reveal a paradox in the light of the fact that the proportion of females who hold inferior occupational positions and experience lower pay and fewer career-advancement opportunities is clearly higher than that of male peers, all of which are commonly expected to attribute to a diminished sense of fulfillment and achievement for the female population at work (Crosby, 1982; Hodson, 1989). On the other hand, some empirical research uncovers distinct levels of demands and expectations for each gender group to meet satisfaction at work (e.g., Kifle & Desta, 2012). The research posits that while addressing extrinsic variables (e.g., financial support, favorable work environment, social interactions, promotion) provides job satisfaction for female employees, taking intrinsic variables (e.g., self-fulfillment, self-esteem, autonomy, achievement) into account to the top of the list of priorities for male employees to predict their level of satisfaction at work. Hence, it seems that teacher feminization in the context of Iran, the predictive power of school type on job satisfaction, and conflicting empirical findings leave potential space for exploring the contribution of the two variables on English teachers' job satisfaction.

1.3. Purpose of the Study

The present study provides insights into if the type of language school (public vs. private) and gender make a difference in levels of job satisfaction among Iranian English teachers. Public and private language schools are two prominent recruiting grounds for the majority of English teachers in Iran, and females constitute the vast majority of English teachers in this country. Therefore, the following research questions were propounded:

- 1- Is there a significant difference between Iranian male and female English teachers' levels of job satisfaction?
- 2- Is there a significant difference between Iranian English teachers' levels of job satisfaction in public schools and private language institutes?
- 3- What are Iranian male and female English teachers' opinions about their level of job satisfaction?
- 4- What are Iranian English teachers' opinions about their level of job satisfaction at public schools and private language institutes?

2. METHODOLOGY

This study aimed to examine whether the type of language school and gender explain Iranian English teachers' needs and expectations at work and their subsequent job satisfaction. Using both a well-established questionnaire (quantitative) and semi-structured interviews (qualitative) data, the researchers followed a mixed-method design to do an in-depth analysis and deliver a rich, descriptive understanding of the issue in the overall interpretation of the results (Creswell, 2009; Mackey & Gass, 2016).

2.1. Setting

Public schools and private language institutes represent two distinct sets of environmental conditions for English teachers in Iran, as each setting follows distinct policies and administration procedures concerning teaching content, pay-level structure, and the possibility of attaining a tenured teaching position, for instance. At public schools, due to the country's highly centralized education system, the Ministry of Education is in charge of teacher recruitment, educational planning and administration, curriculum and textbook development, and further financing (including teachers' payment of salaries). The Ministry of Education annually introduces a limited number of quotas to recruit the prospective public school English teachers through the National University Entrance Test in Iran. The successful applicants attend pre-service developmental programs at teacher training colleges of the Ministry, while enjoying a tenure position and not having concerns over job security and health insurance. Having graduated, they are assigned to teach English four hours a week to Iranian students from the first year of junior high school for three years and continue instruction for more four years at senior high school as a compulsory school subject in the national curriculum. The monthly pay public school teachers receive ranges from 125 US \$ to 300 US \$, which is far below the 504 US \$ cost of living for two people with average consumption for one month in Iran. However, since it is increasingly difficult for the Iranian population to acquire a tenure-track position, getting employed as an English teacher at public schools can be found almost an incredible job opportunity in the given context. Nevertheless, only a limited number of candidates find the chance to join the Ministry and keep their status secure, and thus private language institutes are a prime recruiting ground for the majority of newly graduated English teachers from other state or private colleges and universities who would like to enter the English teaching profession in Iran. Unlike public schools, private language institutes follow a decentralized education system in a way that every institute locally devises its educational planning and programs, curriculum, grading, and administration. These settings offer multi-level English language courses for children, teenagers, and adults four hours a week. English teachers' payment is within the range of 34 US \$ and 394 US \$, which is subject to change from institute to institute with regard to the qualifications, educational degrees, and years of teaching experience. Meanwhile, they do not enjoy a tenure position in private institutes as well as job security and health insurance, and problems like delayed payment or nonpayment of salaries and abuses of power by local officials are typical for Iranian English teachers in private language institutes.

2.2. Participants

The target sample consisted of 198 Iranian (male= 91; female = 107) English teachers (public schools= 88; private schools= 110) in West and East Azerbaijan Provinces of Iran during the 2018-2019 academic year (see Table 1). The study used proportional stratified random sampling to minimize selection bias and obtain a representative sample of each group of the participants. As teaching is a feminine occupation, and there exists a gender ratio imbalance among English practitioners within the Iranian FL teaching context, a relatively higher proportion of female English teachers were involved in the sample population compared to male English teachers. Similar conditions were also set for the participants' level of education and for splitting them in two groups of public and private language schools. All respondents voluntarily participated after they were assured of the confidentiality of their identities and responses. Moreover, the gender frequency of the 30 English teachers who agreed to participate in the interview was 18 for females and 12 for males, whose years of teaching experience were running from 12 to 27 and from 10 to 42, respectively.

Table 1.

Demographic Features of the Participants

Gender		Age		Education			Experience		Monthly pay	
M	F	Min	Max	B.A.	M.A.	Ph.D.	Min	Max	Min	Max
91	107	20	60	89	102	7	1	42	34 \$	394 \$

2.3. Instrument and Data Collection

As for the quantitative phase, the participants' work-related attitudes were captured using Spector's (1985) Job Satisfaction Survey (JSS), tapping into the following nine dimensions, that is, salary, promotion, supervision, fringe benefits, contingent rewards, operating conditions, nature of work, colleagues, and communication. Each dimension assessed the participants' attitudes with four items, and computation of the total score was by summing up all 36 items. Evaluation of the participants' responses and attitudes toward their job was on a Likert scale, which was coded within the range of 1 (strongly disagree) to 6 (strongly agree). A reverse-coding procedure was further established for the 19 items of the survey instrument in negative utterances before adding the 17 positively worded items on a total score. The internal consistency was estimated for each subscale on a sample of 2,870 by Spector. The internal consistency reliability coefficients, measured by Cronbach's alpha was 0.91 for the whole scale and varied between 0.60 (i.e., Coworkers) and 0.82 (i.e., Supervision) for the subscales of the survey instrument. Although the Cronbach's alpha coefficient should ideally be above 0.70 for a scale or subscale to be considered reliable (De Vellis, 2003), 0.60 is a normal value for the Coworkers subscale as number of items remains a quite sensitive issue in respect of calculating the Cronbach's alpha and, with short scales or subscales (i.e., fewer than ten items), below 0.70 Cronbach's alpha coefficient values are typical and acceptable (Pallant, 2007). Thus, all in all it was a trustworthy questionnaire (Spector, 1985, 1997) and one of the most frequently used measures of job satisfaction in empirical terms (Crossman & Harris, 2006; Giri & Kumar, 2010; Liu, Borg, & Spector, 2004; Saiti & Papadopoulos, 2015; Spector, 2000; Watson, Thompson, & Meade, 2007; Yelboga, 2009). Translation and back translation of the survey instrument were iteratively generated to increase the validity and reliability of the responses and account for the confounding variable of participants' differential L2 knowledge through equating items across English and Persian versions of the questionnaire. Pilot testing also confirmed the content and face validity of the instrument as well as the reliability of the responses. An adjunct part eliciting participants' demographic information was also incorporated.

Besides, for qualitative data (second phase), a detailed interview protocol was designed as a standardized open-ended guide to elicit additional insights and more details concerning relevant topics to the status of job satisfaction among English teachers in both settings. The questions were flexible enough to let the interviewer probe into the interviewees when needed. A preliminary version of the interview was prepared in English, translated into Persian, and examined for validity and applicability in pilot interviews with four participants to suit the convenience of the interviewees in explaining their perspectives. Before the interview meeting, the research topic was also discussed with the interviewees and assurances were given concerning anonymity and confidentiality of their attitudes conveyed during the interviews. Average time span of the interview meetings was 30 minutes and the debates ranged over nine dimensions of job satisfaction proposed by Spector's survey instrument (1985). Further, the participants were asked to reflect on their attitudes concerning other factors that they found significant to impact on their level of satisfaction at work. Following Lincoln and Guba (1989), member checking and respondent validation were utilized to retrospectively let the interviewees monitor the extent to which their recorded statements in the interview meetings resembled their literal intentions and attitudes towards their job and ensure they enjoyed an opportunity to provide any further information, which might in a sense be contributing to the research findings.

2.4. Data Analysis

The methodological approach concerning data analysis took place at two phases: a quantitative and qualitative analysis of the data in the questionnaires and conducted interviews. Descriptive statistics and *t-tests* were run for the total job satisfaction score of the participants to find out how the Iranian English teachers perceived their level of satisfaction at work. Following this, the qualitative data was systematically put into analysis using an inductive qualitative approach to analyze the transcribed

content of the semi-structured interviews through categorizing, encoding, and addressing the most common themes (Creswell & Clark, 2007; Mackey & Gass, 2016).

3. FINDINGS

3.1. Quantitative Phase

Descriptive statistics were run to give general portrayals of how satisfied Iranian English teachers were in respect to the school they worked in and their gender (see Table 2). As for the school type, the focus was on the calculated mean value of the research participants' job satisfaction scores in two workplace settings, namely public schools and private language institutes. Comparing each group's mean score with the mean composite score on the job satisfaction ($M = 126$) showed that the nine tested dimensions of job satisfaction contributed to developing a moderate sense of job satisfaction for English teachers in private language schools ($M = 138.14$, $SD = 25.99$). Likewise, tabulated mean score ratings by gender disparity indicated that female English teachers ($M = 131.87$, $SD = 26.37$) enjoyed a moderate level of job satisfaction compared with their male colleagues ($M = 117.96$, $SD = 25.82$), whose mean score value was lower than the composite mean. These findings were followed by running another set of statistical analyses to examine if gender differences and school type were significant elements in explaining English teachers' satisfaction at work. Before further analyses, however, data normality was determined for each group of scores using the Kolmogorov-Smirnov test. The test results indicated p values for job satisfaction ratings in public schools (0.20) and private language schools (0.20) as well as male (0.20) and female respondents (0.18), which were higher than the significant level ($p > 0.05$), that is, the distribution of scores was normal. As the overall strength of assumptions of normality was confirmed for parametric tests, two independent samples t -test were run for both sets of scores to inspect the patterns of difference on the Iranian English teachers' level of job satisfaction in terms of the type of school and gender.

Table 2.

Descriptive Statistics for Job Satisfaction Scores

Job satisfaction scores		N	Min	Max	Mean	SD	Skewness	Kurtosis
School	Public	88	65	181	112.19	22.58	0.29	0.09
	Private	110	85	205	138.14	25.99	0.44	0.12
Gender	Male	92	65	181	117.96	25.82	0.17	-0.39
	Female	106	68	205	131.87	26.37	0.41	0.17

As for school type, comparing the mean value of two sets of scores for the Iranian English teachers in public schools and private language institutes indicated that there was a significant difference ($t = -7.39$, $p = .000 < .05$) between two groups in terms of job satisfaction (see Table 3). To interpret the attribution of this part of findings, spotting the strength of difference was crucial (Field 2009; Hatch & Lazartan, 1991), and a relatively low value of 0.095 led to the conclusion that, ultimately, a remarkable amount of variance remained disregarded. The findings provided statistical support for higher levels of job satisfaction for the English teachers in private language institutes ($M = 138$). Moreover, a t -test means comparison between the male and female respondents indicated gender disparity took on a statistically significant role ($t = -3.74$, $p = .000 < .05$) on fluctuating the levels of job satisfaction for the Iranian English teachers (see Table 3). Therefore, the female English teachers ($M = 131$) showed a significantly higher job satisfaction level.

Table 3.

Independent Samples T-Test for the Job Satisfaction Scores in terms of School Type and Gender Disparity

		Mean	SD	t -value	df	Sig. (2-tailed)
School Type	Public	112.19	22.58	-7.39	196	.000
	Private	138.14	25.99			
Gender	Male	117.96	25.82	-3.74	196	.000
	Female	131.87	26.37			

3.2. Qualitative Phase

To get complementary and more in-depth insights into the predictive power of school type and gender on the level of job satisfaction for the Iranian English teachers, the audio scripts of the interviews with 30 English teachers were coded and analyzed. As for the tested dimensions of the JSS (Spector, 1985), the participants' attitudes implied that assigning significance to each of the given work-related aspects in constructing and cultivating the phenomenon was liable to change following both workplace settings (i.e., public schools and private language institutes) and individual characteristics (i.e., gender).

As for inspecting the qualitative data from gender perspective, both male and female groups of the Iranian English teachers verified the predictive power of financial support for promoting job satisfaction. Nevertheless, the male English teachers reported more concerns over financial dimensions as a 60 year-old male English teacher with 42 years of teaching experience declared, "I've got retired after 30 years of hard work and still have to work in nonprofit schools with the least possible pay. Meanwhile, I can't make both ends meet." The participants also felt disappointed about arising any chances to be rewarded by

a promotion. A 28 year-old female English teacher with ten years of teaching experience expressed, "Actually, there is no chance for promotion; few people, after all, get the chance and others [have no choice but to] stick to their job. They may pay a lip service to appreciate teachers, but lip service is all it is [no fringe benefits]." A 40 year-old male English teacher's reaction with 20 years of teaching was also thought-provoking when he was asked to reflect on his level of satisfaction with the existing promotional opportunities in his profession over the years, "Promotion opportunities?! You must be kidding [there's none]." Following this, both gender groups reflected their dissatisfaction with the lack of a direct and open communication with the organization and discussed communication and interaction patterns with organization was solely limited to bureaucratic affairs, mediated with anxiety and uncertainty, and thus failed to overshadow their sense of job satisfaction in a supportive manner. For instance, a 32 year-old female English teacher with six years of teaching experience declared, "There are few chances of interaction with the organization, and nobody concerns with our needs and desires." Nevertheless, both male and female groups of the participants were satisfied with the nature of work and described it as the best part of their profession. In this regard, a 52 year-old male English teacher with 28 years of teaching experience expressed, "I love my job and spare no pains in developing and strengthening my students' language skills. The only factor which I find satisfying at work is the nature of my job and the contribution I make to my students' learning and achievement." With regard to supervision, as a group, the female English teachers depicted the role of supervisory support as critical in ultimate occupational success and signified their satisfaction with supervisors' performance and behavior; however, their male counterparts did not find a meaningful connection between supervision and their job satisfaction level. In particular, a 32 year-old female English teacher with 11 years of teaching experience expressed satisfaction with her supervisor at school and elaborated, "Absence of supervision negatively impacts on lowering the level of teachers' job-related literacy, quality performance, and job satisfaction." Meanwhile, the male group of the participants described their contentment with supervisory support at rudimentary level and supervisors' contribution to teachers' professional development and achievement as incredibly trivial, reasoning that, "Supervisors follow obsolete criteria dictated on the part of the organization to judge teachers' performance and do not offer much freedom of choice ... [constructive] suggestions are ignored and requests are left unanswered," a 45 male English teacher with 23 years of teaching experience complained. Although the female participants put their satisfaction into words concerning the current educational policies and administration procedures in a sense, they were not satisfied with the mismatch between the teaching load and their duty hours. The male English teachers further indicated their general dissatisfaction with operating conditions and, in particular, complained about lack of autonomy support. In this regard, a 32 male English teacher with ten years of teaching experience pointed out, "Teachers' autonomy support is so critical to ensure that they feel comfortable implementing teaching approaches and supplementary material." Similarly, while both male and female English teachers were generally satisfied with their colleagues, interaction with colleagues had more explanatory power for the male teachers' level of job satisfaction than for the female teachers. A male participant, for instance, expressed, "Interaction with colleagues sparks off my sense of satisfaction at work", and his female counterpart described, "The strength of the relationships among colleagues is a relative issue. Some are nice, but some issues pose threats to establishing a good relationship with them. [For example,] I stay far away from those colleagues, who tattletale on other teachers and are rewarded with a promotion."

In terms of workplace settings, both groups of public school and private institute English teachers reflected their concerns over unfair and low salary conditions, lack of promotional prospects, fringe benefits, organization policies, and communication. For instance, a private institute teacher with ten years of teaching experience complained, "With high inflation, which is increasingly worsening economic conditions, we are enslaved [in foreign language schools as] the salary is not ample even to afford the commute." Likewise, the public school teachers categorized their overall financial conditions in a terrible state, so limited as to just let them scratch a living. A participant, who had been serving as a public school teacher for 20 years, confirmed, "Coping with financial problems makes teachers psychologically frustrated and has a direct impact on their overall teaching performance as they can barely find time for continuous professional development." While the participated English teachers expressed discontent with organization policies and administration practices in public schools and to some extent in private language institutes, inspecting their views unraveled distinct concerns that mattered to each group most. Several participants from public schools discussed managing expectations of the organization meant the customizing curriculum to match the students' needs, immersing them in learning, and recording a high pass rate, which seemed quite reasonable. However, insufficient teaching duty hours, deficient student per-capita budget, and limited availability of teaching resources and supplies undermined teachers' "school performance to contribute in a meaningful way to students' language skill development," a 40 year-old participant with over 15 years' experience in teaching English stated. Further, parents' persistence to increase students' test scores notified to exacerbate the participants' negative work-related feelings and to imply a sense of dissonance whenever they stepped in class to teach. While organizationally-defined pedagogical goals were not reinforced by covering the currently prescribed coursebooks, using commercial textbooks as supplementary sources of input had been prohibited. This implied no margin for teacher autonomy, raised discontent among teachers, and further "inspired the students to take part in supplementary English classes held out of school," a 46 year-old teacher, whose judgment had come through working over 20 years as an English teacher, remarked. Meanwhile, private institute English teachers reflected no discontent over lack of autonomy support, inconsistent teaching materials as well as the discrepancy between teachers' duty hours and teaching load. As for communication and interaction patterns, the research participants unraveled that few opportunities were provided for them to meet superintendents and relevant authorities to share their concerns. An educator, who had been involved in teaching English at public schools for eight years, argued, "Communication with the organization is also close to zero and is limited for such minor issues as receiving payslips." Similarly, private institute teachers expressed few interaction patterns with superintendents had potentially left several enduring issues unresolved and implied adverse consequences for their sense of job satisfaction. When it came to the nature of work, the research participants in both settings were content with their work, on

balance, expressing that they had entered the profession with a great passion, and that it was the most significant motivating factor for them to continue. However, the participated English teachers' attitudes appeared to be ambivalent in respect of interaction with colleagues and supervision in both workplace settings. Most of the public school teachers expressed they had been taking delight in working with their colleagues and reflected their joy so openly. For instance, a 34 year-old English practitioner described the convivial companionship of her colleagues throughout her 12 years of service at public schools and stated, "Most of my colleagues are nice and admirable. They are the main reason I've been teaching here for years... [They are] so considerate, kind, and constantly trying to find ways to help me and others." By contrast, the private institute teachers described their colleagues as rivals who caused such tension at work that they preferred to maintain a distance from them. Furthermore, despite the fact that supervisory support meaningfully captured the private school teachers' interest as a critical dimension for their ultimate job satisfaction and occupational success, it sent a confusing message to some of their counterparts in public schools as no supervisory visits had ever been conducted throughout their years of teaching. Meanwhile, in rare cases where the supervisors were present and available, the English teachers raised criticisms against their offering support in the context of their emotional ties as well as supervisory skills and performance, which were at a rudimentary level and negatively affected their sense of job satisfaction.

4. RESULTS, DISCUSSION AND RECOMMENDATIONS

A general appraisal of the Iranian English practitioners' fulfillment at work through the analysis of mean values disclosed that they, by and large, maintained a moderate sense of job satisfaction as the findings revealed a sharp gap between their initially-developed needs, desires, expectations, and the work setting realities and implied that there was no mechanism available to account for realizing their work-related expectations and minimizing the gaps in a satisfactory manner. In line with Locke's (1976) Range of Affect Theory and Oliver's (1977, 1980) Expectation Confirmation Theory, these circumstances might contribute to the English teachers' perception that their desire to reduce the distance between the current and ideal situation was not endorsed in their job, and consequently developed a moderate sense of job satisfaction. In this regard, the research results were also akin to some preliminary research (e.g., Kim, 2002; Taris, Feij, & Capel, 2006; Taris, Van Horn, Schaufeli, & Schreurs, 2004; Turnley & Feldman, 2000).

Regarding the first research question, the current study identified gender as a significant variable to explain variances on the level of job satisfaction among the Iranian English teachers. The research results were similar to findings by DeNobile and McCormick (2008), and Kearney (2008), who provided support to higher levels of job satisfaction among female English teachers than their male counterparts. These findings could, in part, be interpreted as the contribution of the stereotyped feminine identity of female English teachers to perceive job satisfaction in-depth for such caring professions as teaching (Magee, 2013; Menon & Reppa, 2011; Pena, Rey, & Extremera, 2012). In line with Role Congruity Theory (Eagly & Diekmann, 2005) and Role Congruity Prejudice Theory (Eagly & Karau, 2002), women have to take on feminine roles within traditional communities like Iran to be favored by society. Meanwhile, they still take the primary responsibilities at home (Skaalvik & Skaalvik, 2017). Although the transition to motherhood is generally considered protective within these communities, lifetime motherhood would increase role responsibility for female teachers. These circumstances, among other things, create an extrinsically great challenge for them to fit within a particular role. The topic of concern is in the light of work-life balance (Leyenaar, 2008). In an attempt to maintain their position outside home, it is not then surprising that the female participants of the current research expressed relatively higher levels of job satisfaction whereas they suffered from more time squeeze and emotional draining than their male counterparts (Skaalvik & Skaalvik, 2011) and many of their expectations (e.g., pay, promotion, fringe benefits, and contingent rewards) still could not be met. Moreover, it can be argued that since distinct levels of demands and expectations explain each gender group's level of satisfaction at work (Kifle & Desta, 2012; Klecker & Loadman, 1999; Koustelios, 2001), male and female English teachers develop distinct expectations and career ambitions and relative authorities should be notified to consider these differences while addressing each gender group's needs and expectations.

Concerning the second research question, the results confirmed that type of school took on a significantly intervening role in realizing the Iranian English teachers' sense of job satisfaction as different patterns of satisfaction were evident in the survey attitudes of the participated English teachers from public schools and private language institutes. As the English teachers from private language institutes expressed a relatively higher sense of job satisfaction than their counterparts at public schools, it could be inferred that the former institutional work environment was comparatively more favorable than the latter and thus overwhelmed the practitioners' status of job satisfaction in private teaching settings. In contrast, the environmental conditions at public schools were not found satisfying enough to fulfill the Iranian English teachers' relevant desires and expectations in a statistically significant manner. Derived from Maslow's (1943) Hierarchy of Needs Theory, a pleasant work environment can be underlined as one of the very basic needs of English teachers at physiological level to the point that their job satisfaction in a sense stems from their perception of whether the job is fulfilling their needs at this level. While a miniature difference sets out to accelerate their status of job satisfaction in a pleasing manner, a huge difference would exacerbate their sense of satisfaction at work. Hence, when the Iranian English teachers from public schools came in to perceive that even their basic-level needs and expectations were largely left unmet, they would in all likelihood encounter several negative work-related outcomes, including diminished level of job satisfaction. Following this and derived from Vroom's (1964) Valence Expectancy theory, policy makers and authorities in the field are recommended to do an in-depth needs analysis in order to identify English teachers' expectations of the level of needs to be met since job satisfaction and efficient performance are closely associated with an individual's expectation about an act to be followed by a given outcome and the attractiveness an individual has towards that outcome. In

this regard, the present research was in line with earlier research (e.g., Adeymi, 2006; Huang & Waxman, 2009; Razavipour & Yousefi, 2017; Rezaee et al., 2019; Thekedam, 2010; Vinay, 2011) and provided support to the significant impact of a safe, productive, and effective work environment on cultivating the Iranian English teachers' overall sense of job satisfaction.

With regard to the third research question, a careful consideration of conducted semi-structured interviews based on gender disparity suggested that with the exception of nature of work, which brought great satisfaction for both groups of the participants as an intrinsic variable, the Iranian male and female English teachers took distinct attitudes to the other explored variables on the research. As a group, the female population of participated English teachers were generally satisfied with two extrinsic variables of supervision and operating conditions even though they voiced concerns about unevenly distributed teaching workload and duty hours in a sense. On the other hand, their male colleagues declared themselves solely satisfied with social interactions while the variables of supervision and operating conditions failed to provide them with a sense of job satisfaction. In particular, the male group were dissatisfied that they had neither received proper recognition and respect as a teacher nor enjoyed autonomy at work. Further, they felt deep frustration that their current working circumstances had rarely provided them with opportunities for professional development or a record of achievement. Meanwhile, these intrinsic aspects appeared to hardly matter to the Iranian female English teachers. Following this, both groups of the practitioners held dissatisfaction in common with the two extrinsic variables of promotional prospects and financial support. To give a clear picture of the Iranian English teachers' work-related desires and expectations, it can be discussed that while such extrinsic variables as social interactions, promotion, workload, and duty hours need to be addressed to provide job satisfaction for the female practitioners, intrinsic variables like self-fulfillment, self-esteem, autonomy, recognition, and achievement top the list of priorities for their male counterparts to predict their level of satisfaction at work. Derived from Maslow's Hierarchy of Needs Framework, the Iranian female English teachers' needs and expectations can be assorted as physiological, security, and social needs at lower levels while those of the male English practitioners move up to ego and self-actualization needs at higher levels of the hierarchy. This implies that while meeting lower level needs might develop a sense of job satisfaction for female English teachers in the current circumstances, stakeholders should provide a ground for addressing higher level needs for male English teachers in an attempt to promote and encourage their sense of job satisfaction as each group would develop positive work-related attitudes if their teaching experience confirms they have already met or exceeded their assumed level of expectation at work. The reverse is also true for negative work-related attitudes as for gender disparity.

As for the fourth research question, an in-depth inspection of the attitudes presented in the interviews with the participants from both workplace settings unraveled that the nature of work was the main intrinsic factor, which contributed to both groups' feeling of contentment with work in a remarkably meaningful manner. In terms of extrinsic features, the public school teachers mainly derived satisfaction from interpersonal relationships with colleagues while had concerns over lack of promotional opportunities and existing patterns of communication within the organization. Further, the administration policies and procedures gave them no ground for satisfaction. In particular, they believed that inefficient teaching materials and the mismatch between workload and duty hours were two extrinsic factors, which demolished quality teaching performance. Furthermore, a desperate struggle for gaining autonomy, as an intrinsic aspect of the operating conditions, had developed a sense of psychological frustration among the Iranian public school English teachers and negatively affected their status of job satisfaction. Meanwhile, the private institute English teachers rated efficiency of teaching resources, balanced amount of workload, duty hours, and supervision more satisfying than other extrinsic variables explored in the present study. On the other hand, lack of efficient financial support (i.e., salary, rewards, and fringe benefits) had the most explanatory power to account for the Iranian English teachers' discontentment at work and thus was the most significant extrinsic variable, which could raise significant challenges in this regard. The salary public school English teachers received was barely sufficient to manage on expenses, and having been retired, they still compelled to work overtime. Similarly, their counterparts in private language institutes unveiled their received salary was not sufficient enough to let them even afford the commute. That is, both groups perceived the salary system was completely unfair and constantly imposed financial problems on them, and, as a further complication, they experienced their job satisfaction subsided seriously and their work performance was disrupted accordingly. With regard to the growing discontent over socioeconomic conditions, which is overwhelmingly dominated across the country, these deficiencies might further impede the Iranian English teachers from enjoying life and discourage them to find satisfaction at work. It is then implied that organizational policies should be revolved around reforming salary structure, pay levels, and incentives as powerful motivators for English teachers to promote their sense of satisfaction and encourage their ultimate performance at work. These results were largely consistent with Lambert, Hogan, Barton, and Lubbock (2001) whose findings had demonstrated the significant impact of efficient financial support on individuals' job satisfaction in any organization. In this regard, it seems reasonable that even English teachers from private language institutes mainly expressed their concern about lack of efficient financial support even if they did not enjoy tenure and full job security at work. Following Maslow's (1943) Hierarchy of Needs Theory, once individuals' needs were satisfied at the basic level, other levels of needs take precedence and dominate behavior, including safety and security needs, social and belongingness (affiliation) needs, self-esteem and ego (status) needs, and the need for self-actualization, respectively. Hence a pleasant work environment is expected to satisfy and motivate its respective employees by first meeting their needs at the basic level and then moving up to meet their needs at the security level (e.g., job tenure, satisfying pension, health care plans), social level (e.g., interactions with colleagues, belongingness, acceptance, social and sports facilities), ego level (e.g., achievement, autonomy, recognition, promotion), and self-actualization level (self-fulfillment, personal growth). Following this and derived from Vroom's (1964) Valence Expectancy theory, policymakers and authorities in the field are recommended to do an in-depth needs analysis in order to identify English teachers' expectation of the level of needs to be met since job satisfaction and efficient performance are closely associated with

an individual's expectation about an act to be followed by a given outcome and the attractiveness an individual has towards that outcome.

The findings of the study provided support to the complex nature of job satisfaction which goes beyond a unified concept and encompasses various levels moving from extrinsic factors (e.g., financial support, favorable work environment, job tenure, social interactions, promotion) at the basic physiological, security, and social levels up to intrinsic factors (e.g., self-fulfillment, self-esteem, recognition, autonomy, achievement) at ego and self-actualization levels. In this regard, the contribution of the type of language school and gender to English teachers' sense of job satisfaction is of paramount significance since each variable imposes divergent perceptions and expectations to be satisfied if English teachers "are to lead full and healthy lives and perform effectively in the workplace." (Morgan, 1986, p. 40). It is then implied that, in the current socioeconomic conditions, English teachers' efficacy is not solely grounded in their language and pedagogical skills, but they need satisfaction and environmental protection in the given context.

Previous research suggests that teachers' needs, values, and expectations undergo dramatic changes over time in a way that the currently significant variables conducive to job satisfaction could potentially lose their significance in the future. Hence, there is a need for ongoing research to explore the level at which teachers meet satisfaction at work as well as to identify the significant variables changing their attitudes over time regarding job satisfaction (Gesinde & Adejumo, 2012; Klassen & Anderson, 2009). In addition, across a range of Iranian language-centered institutions, more diversity is needed concerning both the institutional work environment and a sample of participants for more generalizable results. Besides, cross-sectional studies may yield insights in respect of the impact of prevailing environmental conditions of language schools with distinct policies and administration frameworks on developing and further promoting English teachers' sense of fulfillment at work and to explore the extent to which political systems and school administration can make a difference in this regard. Moreover, there are several other organization-related concerns like justice, fairness, organizational culture and discourse, which can be issued for further exploration and research in the field. Finally, inspecting if and to what extent gender disparity and environmental conditions overshadow issues like English teachers' burnout, self-efficacy, professional development, self-actualization, and sense of belonging may be widely entrancing for future inquiry, as well.

5. REFERENCES

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Research and Publication Ethics Statement

This research meets all applicable standards for the ethics of research integrity.

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Statement of Interest

The authors report no conflict of interest related to this study.

6. GENİŞ ÖZET

Örgütsel psikolojide, örgütsel hedeflerin gerçekleştirilmesi ve organizasyonların etkin işleyişi bireylerin iş tatmini düzeyleri ile ilişkisi hem teorik hem de ampirik olarak kanıtlanmıştır. Bu, birçok araştırmacının iş tatmininin doğası hakkında doğru bilgiler edinmesine ve bir organizasyon içindeki bireyler arasındaki fenomeni geliştirmeye ve daha da ilerletmeye anlamlı bir katkı sağlayan temel faktörlerden faydalanma konusunda hem teorik hem de ampirik araştırma yapmak için ilham verdi. Bu bağlamda, İki Faktör Teorisi, Ajan-Değer Teorisi ve İş Özellikleri Modelini de içeren çeşitli teorik modeller, iş ortamının bireyler arasındaki iş tatmini durumunu belirleme ve açıklamada önemli bir faktör olarak işlev gördüğüne dikkat çekmektedir. Ayrıca, erkekler ve kadınlara, işteki memnuniyeti algılamak için işlerinin farklı yönlerine değer verdiği için, cinsiyet, bireylerin işte yaşadıkları çeşitli iş tatmini düzeylerini tartışırken her zaman önemli bir endişe kaynağı olmuştur. Ancak, onlarca yıldır araştırma konusu ve önümüzdeki yıllarda dinamik bir araştırma alanı olarak, her iki faktörün de İran bağlamında İngilizce öğretmenleri ile ilgili iş tatmini araştırmalarında az dikkat çektiği kanıtlanmıştır. Devlet ve özel dil okulları İran'daki İngilizce öğretmenlerinin çoğunluğu için iki önemli işe alım merkezidir ve kadınlar bu ülkede İngilizce öğretmenlerinin büyük çoğunluğunu oluşturmaktadır. Dolayısıyla, bu çalışma, devlet ve özel dil okullarındaki çalışma ortamının ve cinsiyet eşitsizliğinin, İranlı İngilizce öğretmenleri arasındaki iş tatmini düzeylerinde bir fark yaratıp yaratmadığına dair bilgiler sunmaktadır.

Teorik çerçeveye gelince, mevcut araştırma, Locke'un Etki Alanı Teorisi ve Oliver'ın Beklenti Onayı Teorisi'nden türemiştir ve iş tatminini, bireylerin işin kendisini ve çevresel koşullarını mesleğe girmeden önce genellikle geliştirdikleri kariyer istek ve

beklentilerinin yerine getirilip getirilmediğini değerlendirmesi olarak tanımlanmıştır. Bu amaçla, 198 İngilizce öğretmeninden oluşan bir örnek, Spector'un İş Tatmini Anketine (İTA) cevap vererek ve takip görüşmelere katılarak kendi iş tatmini duygularını yansıttılar. Katılımcıların İTA'ye verdiği yanıtlar üzerinde tanımlayıcı istatistikler (ortalama, minimum ve maksimum puanlar, standart sapmalar, Skewness ve Kurtosis) yapılmıştır.

İlk tanımlayıcı istatistikler, tüm örnek populasyon için ortalama iş memnuniyet puanının ($M = 121.95$, $SD = 29.42$) bileşik ortalamasının ($M = 126$) altında olduğunu ve test edilen boyutların iş tatmininin İranlı İngilizce öğretmenleri tarafından hoş bir şekilde karşılanmadığını öne sürüyor. Ayrıca, grup karşılaştırmaları, devlet okulu İngilizce öğretmenlerinin ($M = 112.19$, $SD = 22.58$) ve erkek katılımcıların ($M = 117.96$, $SD = 25.82$) toplam ortalama puanları bileşik ortalamadan düşük olduğu için özel dil okullarındaki meslektaşlarına ($M = 138.14$, $SD = 25.99$) ve kadın katılımcılarına ($M = 131.87$, $SD = 26.37$) karşı meslek memnuniyetsizliğinin yayıldığını gösterdi. Kolmogorov-Smirnov'un yönelik test sonuçları, devlet okuldaki ($p = 0.20$), özel okuldaki ($p = 0.20$) ve ayrıca erkek ($p = 0.20$) ve kadın ($p = 0.18$) İngilizce öğretmeni katılımcılarının İş tatmini puanları için p değerlerinin anlamlı düzeyden yüksek olduğu belirlendi ($p > 0.05$) ve genel normallik varsayımlarının gücünü doğruladı. Bağımsız örnekler t-testi sonuçları, dil okulu türünün ($t = -7.39$, $p = .000 < .05$) ve cinsiyetin ($t = -3.74$, $p = .000 < .05$) anlamlı derecede İranlı İngilizce öğretmenleri arasında iş tatmini farklı düzeylere katkıda bulunduğunu ortaya koydu ve özel dil okullarındaki ($M = 138$) ve kadın ($M = 131$) İngilizce öğretmenleri için daha yüksek düzeyde iş memnuniyeti için istatistiksel destek sağlandı. Ayrıca, 30 katılımcıyla yapılan takip görüşmeleri, İranlı İngilizce öğretmenlerinin ihtiyaçlarını algıladıklarını ve beklentilerin mevcut sistem tarafından tatmin edici bir şekilde desteklenmediğini doğruladı. Görüşmeler boyunca, katılımcılar haksız ve düşük maaş, tanıtım fırsatlarının eksikliği, maaş dışında verilen yan haklar, organizasyon politikaları ve iletişim konusunda her iki işyeri ortamında endişelerini yansıtıyorlardı. Devlet okulu İngilizce öğretmenlerinin iddiasına göre, tutarsız öğretim materyalleri, öğretmenlerin çalışma saatleri ile öğretim yükü arasındaki tutarsızlık ve özerklik desteğinin yetersizliği ve denetim desteğinin eksikliği konusundaki hoşnutsuzluk, iş tatmini duygularını olumsuz yönde etkiledi. Ancak özel okullardaki meslektaşları ise bu konudaki memnuniyetlerini yansıtıyor. Bununla birlikte, işin doğası söz konusu olduğunda, her iki ortamdaki araştırma katılımcıları, mesleğe büyük bir tutkuyla girdiklerini ve iş için en önemli motive edici faktör olduğunu ifade ederek çalışmalarından memnun kaldılar. Cinsiyet eşitsizliği ile ilgili olarak, her ikisi de iş memnuniyetini arttırmak için maddi desteğin öngörülen gücünü doğrularken, erkek İngilizce öğretmenleri, finansal boyutlara ilişkin endişelerini kadın meslektaşlarına göre daha fazla yansıttılar. Ayrıca, hem erkek hem de kadın İngilizce öğretmenleri genel olarak meslektaşlarından memnun kalırken, meslektaşlarla etkileşimin erkek öğretmenlerin iş tatmin düzeyi için kadınlardan daha açıklayıcı bir gücü vardı. Hem erkek hem de kadın öğretmenler, bürokratik işlerle sınırlı örgütle iletişim ve etkileşim kalıpları buldular ve iş tatmini duygularını destekleyici bir şekilde gölgede bırakmayan kaygı ve belirsizlikle arabuluculuk yaptılar. Bununla birlikte, hem erkek hem de kadın İngilizce öğretmenleri, denetim desteğinden memnun kaldılar. Sonuç olarak, bu çalışma dil okulu türünün ve cinsiyetin İranlı İngilizce öğretmenlerinin iş tatmini için katkıda bulunduğuna ve her iki değişkenin büyük önem taşımasına destek sağlamıştır.

Ancak, mevcut araştırma, Batı ve Doğu Azerbaycan Bölgelerine İran dil okulları arasında odaklanmıştır. Daha kurumsal sonuçlar için hem kurumsal çalışma ortamı hem de katılımcılardan oluşan bir örnek için daha fazla çeşitliliğe ihtiyaç var. Ayrıca, farklı yönetim sistemlerine sahip çeşitli ülkelerdeki dil enstitülerinin kurumsal iklimlerini incelemek için ulusal sınırları aşan çalışmalar, politik sistemlerin etkileşimi ve dil okullarının yönetimi hakkında fikir verebilir. Daha fazla soruşturma için bekleyen çok sayıda başka örgütsel düşünceler varki örgütsel adalet, adalet ve örgütsel kültür ve söylem gibi konular sadece birkaç örnektir. Son olarak, nasıl diğer faktörler öğretmen yansımaları, biliş, tükenmişlik, öz yeterlik ve profesyonel geliştirme gibi diğer öğretmen faktörlerinin kurumsal düşüncelere aracılık etmesi ve cinsiyet, gelecekteki araştırmalar için etkileyici alanlardır.