



ORIGINAL RESEARCH PAPER

The Amount of Job Satisfaction among EFL Teachers in Iran: A Comparison of Gender Groups, Academic Degree, and Major

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A lot of studies have been done in the developed countries due to the importance of job satisfaction; however, only a limited number of studies have been conducted on English teachers' job satisfaction in Iran. Therefore, this study has been designed to recognize the amount of job satisfaction among Iranian EFL teachers regarding their gender, academic degree, and major. To do this end, both qualitative and quantitative research methods, a questionnaire and a structured interview were utilized. To collect data, a validated questionnaire which was developed by Karavas (2010) administered to a sample of 53 both males and females English teachers, teaching in different institutes, at private schools, and at universities in Genaveh Port, Bushehr Province. After gathering the questionnaires, all of the teachers were interviewed. The study findings provided the evidence that females were more satisfied than males. Moreover, results indicated that the participants with BA/BSc significantly had higher job satisfaction than the participants with MA/MSc degree. But the comparison between the other groups did not reveal any significant difference. Furthermore, the findings clearly demonstrated that there is no significant difference between teachers' job satisfaction and their major. The results of the interview revealed that Iranian EFL teachers satisfied with their jobs because they like teaching, and the most important reason of all teachers' job dissatisfaction is their low salary.

Keywords: Academic Degree, Major, Gender, Iranian English Teachers, Job Satisfaction.

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Introduction

Job satisfaction is a difficult term to delineate and there are substantive differences in the definitions. Based on Smith, Kendall, and Hulin (1969, 6), job satisfaction defined as “feeling or affective responses to facets of the (workplace) situation”. Thus, in many educational systems, job satisfaction is vital for long-term growth. Therefore, it is important as much as professional knowledge, teaching skills, and access to educational resources (Oloube, 2005). Investigators agreed that job satisfaction is a phenomenon best delineated as having both cognitive (thought) and affective (feelings) character. According to Ahmadzadeh (2014), this cognitive factor structured of judgments and beliefs about the job while the affective factor encompasses feelings and emotions associated with the job. Moreover, job satisfaction includes both intrinsic and extrinsic factors. The most enormous impacts on job satisfaction are the intrinsic factors like a sense of achievement, a sense of worth, and personal development (Davis & Wilson, 2000). Job satisfaction might also originate from the success in working with learners, communication with colleagues, and the success of daily activities in classroom (Perie & Baker, 1997). Herzberg, Mausner, Peterson, and Capwell (1959) characterized three principal facets of job satisfaction such as: 1) especial activities of the job, b) location and worker's situation of the job, and c) factors containing economic rewards, security, or social prestige. In order to increase the level of job satisfaction among teachers, there are a number of strategies that can be done by the school administrators and governments. Thus, job satisfaction has paramount importance in educational system than any other organization. Education is not only a transition of information, but the general progress of human personality. This is only possible if teachers are satisfied with their jobs. Quality education and human development is merely possible in those people who concerned in the system to be justified with their work.

Research Questions

The present study was carried out to address the following research question:

1. Does gender have any significant effect on EFL teachers' job satisfaction?
2. Does academic degree have any significant effect on EFL teachers' job satisfaction?
3. Does the field of education have any significant effect on EFL teachers' job satisfaction?

Hypotheses

To provide focus and direction, three research null hypotheses were formulated for the study. They are as follows:

1. Gender does not have any significant effect on EFL teachers' job satisfaction.

2. Academic degree does not have any significant effect on EFL teachers' job satisfaction.
3. Field of education does not have any significant effect on EFL teachers' job satisfaction.

Objectives of the Study

The current study aims at revealing job satisfaction of Iranian EFL teachers regarding their genders, their academic degree, and their field of education.

Statement of the Problems

According to Al-zaidi (2008), job satisfaction has become progressively more vital in the educational environment, because both head teachers and teachers are coping with the future of the community of society in which they manage. Therefore, one of the most important issues that should be taken into account to improve the entire teaching-learning process outcomes is the level of job satisfaction among teachers (Khalf Ibnian, 2016).

Significance of the Study

Bavendam (2000) pointed out that since educational system is the backbone of each society and teachers are builder of the backbone, teachers' attitude towards job satisfaction affect the learning process of the students, the job satisfaction of them is one of the key issues. Therefore, only satisfied teachers outperformed in their classrooms and their quality of teaching will be improved. As a result, the current investigation can help the Ministry of Education, and the government to explore the level of job satisfaction among public school teachers and EFL teachers in particular and try to fulfill their needs, and improve EFL teachers' conditions in Iran. Doing so will encourage and motivate teachers and the satisfaction of teachers will influence on their performance.

Review Literature

Theoretical Framework

According to Bataineh (2014), one of the important issues both for individuals and societies is job satisfaction because the individual satisfaction of his job is required for accomplishing his social and psychological harmonious. So, job satisfaction is closely related to success in a job which is a subjective criterion upon which the society's evaluation of its individual is based.

Johnson and Johnson (1999) also believed that when teachers are satisfied with the success they have in the region of their individual responsibility, challenging work, occasion for accomplishment, and job satisfaction promotion happen to them. Salary, fringe benefits, school safety, level of building and level of support, and job security are extrinsic factors that influence on job satisfaction.

The success or failure of educational programs relies on teachers because they play an essential role in meeting the aims of educational systems. Job satisfaction is

“positive emotional state, resulting from the appraisal of one's job or job experiences” (Lambrou, Kontodimopoulos & Niakas, 2010, P. 1). Skaalvik and Skaalvik (2011, 1030) defined teachers' job satisfaction as “teachers' affective reactions to their work or to their teaching role”.

Locke (1967) mentioned two sets of factors affecting job satisfaction: “agent” and “events”. Agents are factors causing an event to occur, for instance, managers, supervisors, colleagues, and clients, while events are things causing employees satisfaction or dissatisfaction such as success or failure, promotion or demotion, money, and working conditions.

Empirical studies

Soodmand Afshar and Doosti (2016) designed a study to recognize the impact of job satisfaction or dissatisfaction on Iranian English teachers' job performance. The results indicated that satisfied teachers considerably differed from their dissatisfied counterparts in terms of their job performance signifying that the observed differences in their job performance might have principally been caused by the degree to which they were satisfied with their profession. The results also proved a considerable difference between students' evaluation of their teachers' job performance and the teachers' self-evaluation of their job performance. In addition, through a semi-structured interview, the most vital factors contributing to poor job performance of dissatisfied Iranian secondary school EFL teachers were recognized to be an insufficient subject and academic knowledge, unequal attention to individual students, lack of professional dedication, interpersonal relationship problems, and demotivation.

Khalf Ibnian (2016) conducted a study to investigate the level of job satisfaction among EFL teachers in Jordan. The study findings provided the evidence that by and large level of job satisfaction among EFL teachers is high. Though, female teachers showed a higher level of job satisfaction in comparison with male teachers.

Salehi and Taghavi (2015) explored the Iranian EFL teachers' job satisfaction and their attitudes toward their learners. Results demonstrated that teachers' level of job satisfaction was high, while they are not satisfied financially. Besides, the findings of interview showed that almost none of the interviewees thought their colleagues are satisfied with their job. The findings from the interviews also gave an idea about having friendly teachers-students relationship can influence students' motivation, particularly Iranian learners, as they are more emotional.

Ahmadzadeh (2014) investigated the relationship between Iranian EFL teachers' job satisfaction and their English language proficiency. The study's findings shed light on that official working hours, recognition from parents, community and students, the advantages of their job, and their position as an EFL teachers in society are the most important job satisfaction factors whereas salary and the way that the

government work for improving the condition of EFL teachers are fundamental resources of dissatisfaction for English teachers in Iran. The discoveries of the present study also showed that there was a considerable weak positive relationship between teacher job satisfaction and Language Proficiency.

Methodology

Tools and Instruments

To achieve objectives of the study, the researcher used a 15-item questionnaire which was developed by Karavas (2010). The questionnaire consisted of two sections. The first section included information about teachers' demographic background (age, gender, years of teaching experience, level of education, and field of education). The Cronbach's alpha coefficient of this questionnaire was 0.72 ($r = 0.72$). The second section consisted of 15 Likert type items focusing on their level of job satisfaction in different aspects extrinsic to the duty of teaching like their understanding by learners, peers, parents, and the image of teacher and their status in society, their salary, working hours, etc. The questions in this section measured on a 5 point scale ranging from highly satisfying=5 to highly dissatisfying=1 (Appendix A).

The second data collection instrument of the present research was a structured interview. The interview provided a list of 5 questions about the topic, the teachers level of job satisfaction and dissatisfaction (Appendix B).

Setting and Participants

Participants of the study were 53 (8 males and 44 females) English language teachers teaching in different institutes, at private schools, and at the universities in Genaveh Port, Bushehr Province. The participants' age ranged from 22 to 50, and the total number of year service in teaching varied from 1 to more than 16. Their fields of study were English teaching, English literature, and English translation. Their level of education also was various from BA/BSc to Ph. D.

Data Collection Procedure

In order to obtain the desired information for this study, the researcher applied two frequently used instruments: an EFL teachers' job satisfaction questionnaire developed by Karavas (2010) with 15-item in five-point Likert scale type format along with a structured interview. The questionnaire was administered in English because all participants were teachers of English language. Participants were asked to check the questions carefully, read them thoroughly, and if there were some questions regarding the comprehension of the questions, they were allowed to ask them. The participants had enough time to complete the task. The participants were informed that no names would be given, the information they gave would be kept confidential, nobody would have an access to the data except the researchers and the data would be used only for research purposes. In addition, the researcher conducted

structured interview with all of the participants to determine their level of job satisfaction and dissatisfaction. The interviews were all conducted in English. They were audiotaped. Then, the researcher transcribed the tapes. All participants gave their consent orally, which was recorded along with the interview.

Results and Discussion

The Effect of Gender on EFL Teachers' Job Satisfaction

To investigate the effect of gender on EFL teachers' job satisfaction, the researcher ran the independent sample *t*-test. Table 1 reports the descriptive statistics such as mean, standard deviation, minimum, and maximum scores.

Table 1: Descriptive Statistics

		N	Minimum	Maximum	Mean	Std. Deviation
Job Satisfaction	Males	8	1.40	2.73	1.9333	.58119
	Females	44	1.27	3.53	2.3879	.55485

As demonstrated in Table 1, the mean scores of the male and females teachers' job satisfaction are 1.93 and 2.38, respectively. Table 2 demonstrates the results of the independent sample *t*-test.

Table 2: Results of the Independent Sample *t*-test for Males and Females

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Job Satisfaction	Equal Variances Assumed	.099	.755	-2.117	50	.039	-.45455	.21470	-.88579	-.02330
	Equal Variances Not Assumed			-2.049	9.470	.069	-.45455	.22185	-.95264	.04355

According to Table 2, the difference between males' and females' job satisfaction was significant (sig=0.03, $p < .05$). Based on the results of the descriptive statistics presented in Table 1, females (mean= 2.38) were more satisfied with their job compared with the males (mean= 1.93). It shows that the two groups were different in terms of their job satisfaction. Figure 1 shows the mean scores of the male and female participants.

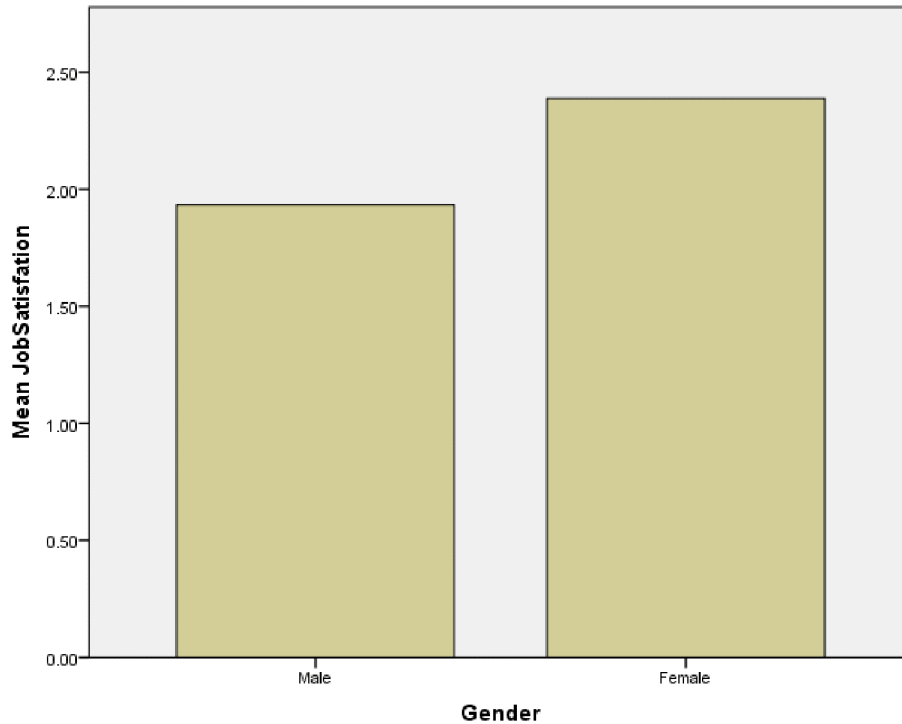


Figure 1: Bar Graph of Mean Scores of Male and Female Participants

The Effect of Academic Degree on EFL Teachers' Job Satisfaction

To find out if teachers' academic degree affect their job satisfaction or not, one-way ANOVA was run between the four groups' academic degree (Lower than BA/BSc, BA/BSc, MA/MSc, and Ph. D. Student). Tables 3 and 4 show the results of the descriptive statistics and the one-way ANOVA, respectively.

Table 3: Descriptive Statistics

		N	Minimum	Maximum	Mean	Std. Deviation
Job Satisfaction	Lower than BA/BSc	4	1.27	3.53	2.4000	1.30866
	BA/BSc	26	1.87	3.20	2.5487	.43505
	MA/MSc	16	1.40	2.80	2.0417	.50118
	Ph. D. Student	6	1.80	2.13	2.0000	.15776

Based on the findings presented in Table 3, the mean scores of the four groups were as the following: Lower than BA/BSc (mean=2.40), BA/BSc (mean=2.54), MA/MSc (mean=2.04), and Ph. D. Student (mean=2.00).

Table 4: One-way ANOVA to Compare Job Satisfaction of Four Groups with Academic Degree

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.239	3	1.080	3.766	.017
Within Groups	13.762	48	.287		
Total	17.001	51			

As Table 4 shows, there is a significant difference between the four groups in terms of their job satisfaction (sig=0.01). To find out the exact difference among the groups, the Scheffe test was run. Table 5 depicts the pertaining results.

Table 5: Scheffe Test to Compare the Differences among Educational Degree Groups

Multiple Comparisons						
Dependent Variable: Job Satisfaction						
Scheffe						
(I) Education Level	(J) Education Level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Lower than BA/BSc	BA/BSc	-.14872	.28758	.966	-.9819	.6845
	MA/MSc	.35833	.29932	.699	-.5089	1.2256
	Ph. D. Student	.40000	.34563	.721	-.6014	1.4014
BA/BSc	Lower than BA/BSc	.14872	.28758	.966	-.6845	.9819
	MA/MSc	.50705*	.17013	.041	.0141	1.0000
	Ph. D. Student	.54872	.24251	.178	-.1539	1.2513
MA/MSc	Lower than BA/BSc	-.35833	.29932	.699	-1.2256	.5089
	BA/BSc	-.50705*	.17013	.041	-1.0000	-.0141
	Ph. D. Student	.04167	.25632	.999	-.7010	.7843
Ph. D. Student	Lower than BA/BSc	-.40000	.34563	.721	-1.4014	.6014
	BA/BSc	-.54872	.24251	.178	-1.2513	.1539
	MA/MSc	-.04167	.25632	.999	-.7843	.7010

*The mean difference is significant at the 0.05 level.

According to Table 5, the mean difference in one of the comparisons is significant. The results reveal that the participants with BA/BSc degree had significantly higher job satisfaction than the participants with MA/MSc degree. But the comparison between other groups did not show any significant difference. Figure 2 demonstrates the bar graph of mean scores of job satisfaction of four groups' academic degree.

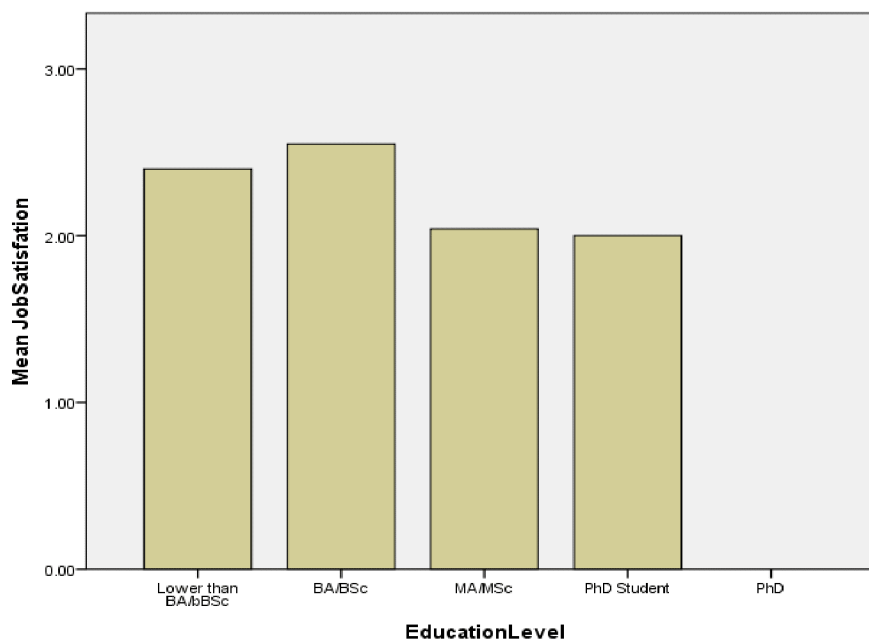


Figure 2: Bar Graph of Mean Scores of Job Satisfaction of Four Groups' Academic Degree

The Effect of Field of Education on EFL Teachers' Job Satisfaction

In order to find out whether EFL teachers' field of education affects their job satisfaction, the researcher ran the one-way ANOVA. Table 6 and 7 show the results of the descriptive statistics and the one-way ANOVA, respectively.

Table 6: Descriptive Statistics

		N	Minimum	Maximum	Mean	Std. Deviation
Job Satisfaction	English Literature	16	1.40	3.00	2.1500	.59004
	English Translation	20	1.27	3.53	2.3667	.66964
	Teaching English	16	1.80	3.07	2.4250	.41446

Table 7: One-way ANOVA to Compare the Three Field of Study Groups' Job Satisfaction

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.682	2	.341	1.024	.367
Within Groups	16.319	49	.333		
Total	17.001	51			

As it is evident in the above table, the significance level for group differences in terms of their job satisfaction is 0.36 which is greater than 0.05 ($p > 0.05$), suggesting that there is no significant difference between their job satisfaction. Figure 3 depicts the bar graph of teachers' job satisfaction based on their field of education.

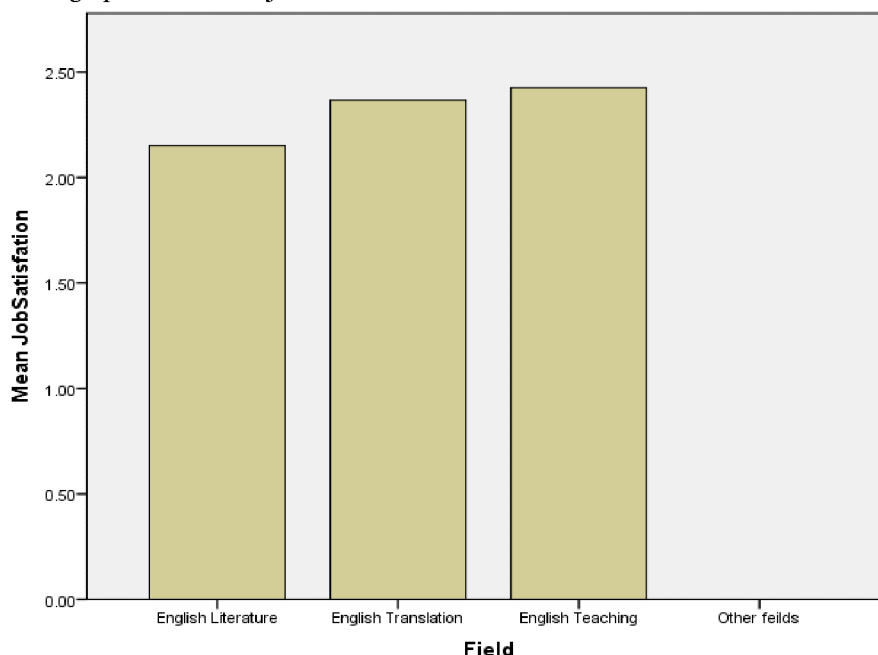


Figure 3: Bar Graph of Three Field of Education Groups' Job Satisfaction

In the next step, the interview data were qualitatively analyzed. As mentioned earlier, the researcher also conducted a structured interview to investigate teachers' level of job satisfaction and dissatisfaction. According to the gathered data from this phase of data collection, all of the teachers expressed that they are satisfied with their jobs because they like teaching, they can help people to learn, and they are satisfied when they can observe their students improvement. All of teachers were dissatisfied with their salaries. They mentioned that their salaries are significantly low. The next reasons of dissatisfaction were facilities, employers, parents, and community attention. All in all, the teachers agreed that the income must be increased, the institutes insure them, and the government provides job security and stability.

Conclusion

This study examined whether gender has any significant effect on level of EFL teachers' job satisfaction. Results of the study revealed that the difference between

males' and females' job satisfaction was significant. Based on the results females were more satisfied than males with their job. It shows that the two groups were different in terms of the job satisfaction. Therefore, the result of this part of study go in the same line with the findings of study of Khalf Ibnian (2016); that is, female teachers showed a higher level of job satisfaction than male teachers. Based on Ahmadzadeh (2014), female teachers are more satisfied than male teachers because their viewpoints are different. However, most of Asian school teachers are dissatisfied with poor salary, males are more satisfied compared with females in Japan and Germany. The second research question was in an attempt to explore the effect of educational degree on EFL teachers' job satisfaction. Results of the study indicated that participants with BA/BSc degree had significantly higher job satisfaction than the participants with MA/MSc degree. But the comparison between other groups did not show any significant difference among them. The third research question of the study investigated the effect of field of education on EFL teachers' job satisfaction. As the study proved there is no significant difference between their job satisfaction and field of education. The researcher could not find any study which was in line with the results of these two research questions.

Limitations of the Study

This research like many other studies confronted with some limitations, for instance, the study is confined to explore the level of job satisfaction only among teachers of English as a foreign language, it limited discover job satisfaction among EFL teachers in Genaveh Port, and the number of males was less than females as well.

Suggestion for Further Research

In future studies, researchers can expand the number of participants, especially the number of males. They can also conduct study in different province of Iran, and in cities which are larger than Genaveh Port. They can study the level of job satisfaction among teachers in public schools or only at universities.

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Appendix A

Teacher's Job Satisfaction Questionnaire

Background Information

A. **Age** 22 - 30 31 - 40 41 - 50 50+

B. **Gender** Male Female

C. **Total number of year service in teaching:**

1 - 5 years 6 - 10 years 11 - 15 years 16 years or more

D. **Where did you teach in the past? Please tick more than once if necessary.**

Please write number of year service.

Public schools

Private schools

Language Institutions

Universities

Where do you currently teach? Please tick more than once if necessary.

Please write of year service.

Public schools

Private schools

Language Institutions

Universities

In which fields did you study?

1. English literature 2. English translation 3. English teaching 4. Other fields

What is your level of education?

1. Lower than BA/BSc 2. BA/BSc 3. MA/MSc 4. Ph. D. Student 5. Ph. D.

Please tick your degree of satisfaction with each of the statements below.

(Highly satisfying 5, Satisfying 4, Neither satisfying nor dissatisfying 3, Dissatisfying 2)

How satisfying do you find:	5	4	3	2
1. The amount of recognition you receive for your efforts from people in your school.				
2. The amount of recognition you receive for your efforts from your employer/school governing body.				
3. The amount of recognition you receive for your efforts from parents and your community.				
4. The amount of recognition you receive for your efforts from your students.				
5. Your status as an EFL teacher in society.				
6. The image of EFL teachers as portrayed in the media.				
7. The way that educational professional associations work for the betterment of your profession.				
8. The way that governments work for the betterment of your status.				
9. The range of professional in-services courses/programmers/ support offered to EFL teachers.				
10. Your salary				
11. Your opportunities for promotion or advancement				
12. The physical working environment of your school (infrastructure, resources etc.).				
13. Your "official" working hours (in terms of quantity).				
14. Your benefits (holidays, educational leaves etc.).				
15. Your status as an EFL teacher in your language institution.				

Appendix B

- 1) How satisfied are you with your job?
- 2) What gives you satisfaction in this particular career?
- 3) What causes you to feel dissatisfied on the job?
- 4) What is the one thing you would change about this career path if you could?
- 5) Are you satisfied with your current job and the salary you receive?

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اگرچه در ایران مطالعه‌ی کمی در زمینه‌ی رضایتمندی شغلی معلمان صورت گرفته است؛ در کشورهای توسعه‌یافته به دلیل اهمیت رضایتمندی شغلی، مطالعات زیادی انجام شده است. این تحقیق برای کشف میزان رضایتمندی شغلی بین معلمان زبان انگلیسی در ایران با در نظر گرفتن میزان تحصیلات، رشته‌ی تحصیلی و همچنین تأثیر جنسیت طراحی شده است. برای دستیابی به این هدف هم روش تحقیق کمی و هم کیفی، پرسشنامه و مصاحبه‌ی ساختاریافته به کار گرفته شد. برای جمع‌آوری داده‌ها یک پرسشنامه‌ی معتبر که به وسیله‌ی کاراواس ۲۰۱۰ طراحی شده بود، برای ۵۳ معلم زبان انگلیسی مرد و زن در مؤسسات، مدارس غیرانتفاعی و دانشگاه‌ها در استان بوشهر، شهرستان گناوه داده شد. بعد از جمع‌آوری پرسشنامه‌ها، همه‌ی معلمان مصاحبه شدند. یافته‌های تحقیق نشان می‌دهد که میزان رضایتمندی زنان از مردان بیشتر بوده است. علاوه بر این، نتایج نشان داد که شرکت‌کنندگان با سطح تحصیلات لیسانس به‌طور چشمگیری رضایتمندی شغلی بالاتری نسبت به شرکت‌کنندگان با مدرک تحصیلی فوق لیسانس داشته‌اند؛ اما مقایسه‌ی بین گروه‌های دیگر هیچ تفاوت چشمگیری بین آن‌ها نشان نداد. به علاوه، یافته‌ها به وضوح نشان دادند که هیچ تفاوت چشمگیری بین رضایتمندی شغلی در رشته‌ی تحصیلی وجود نداشته است. نتایج مصاحبه حاکی از آن بود که معلمان زبان انگلیسی در ایران از شغل خود راضی بودند؛ زیرا خودشان به تدریس علاقه‌مند بوده‌اند. مهم‌ترین نارضایتی شغلی همه‌ی معلمان حقوق کم بوده است.

واژه‌های کلیدی: مدرک تحصیلی، رشته‌ی تحصیلی، جنسیت، معلمان زبان انگلیسی ایران، رضایتمندی شغلی.

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