

## **Investigating Iranian Female EFL Teachers' Motivation and Job Satisfaction Level at Public Schools and Private Language Institutes in Shiraz**

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**Abstract:** *Most of the EFL research has investigated students' motivation, but there is very little research on teachers' motivation especially in Iran. This study examined female EFL teachers' motivation and job satisfaction level and why they entered the teaching profession. A convenient sample of 100 female teachers from public guidance school and private language institutes in Shiraz were given a four-part questionnaire. Data were analyzed by the SPSS (15) program. The results showed that both groups of teachers were satisfied with various aspects of their job. They showed dissatisfaction with physical structure of their school, benefits, working hours, government and professional association work, and school administration. They felt burned out and emotionally drained from their work. They entered the teaching profession because of intrinsic and altruistic reasons.*

**Keywords:** *Teacher motivation, job satisfaction, EFL teachers, public schools, private language institutes.*

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### **1. INTRODUCTION**

As all of us know that motivation and job satisfaction are good not only for employers, but also for employees. Without these two factors, the staffs leave their profession, stay away from their work and dislike their jobs. In the field of education, the importance of motivation and job satisfaction is more vivid and necessary for principals, students and especially teachers. In the educational system of Iran, teachers, especially English teachers, have not been the center of attention of researchers. Most research has been done on students' motivation and other factors related to them. Teachers have always been the centre of attention in the classroom, but their concerns and needs have not always been addressed in the same way. Nowadays, EFL/ESL teachers, along with teachers in other fields, have heavier responsibilities than before, and studies show that teaching is one of the most stressful jobs in comparison to other occupations (Adams, 2001).

(Dornyei, 200, p. 8) defined motivation as the reasons that people have for doing something, their willingness to keep the activity and how much they follow it. It determines the extent of active, personal involvement in an activity (Oxford & Shearin, 1994, p. 12). It energizes human behavior, controls this behavior and maintains it (Steers & Porter, 1991).

The term employee motivation is a complex and difficult term to define; therefore a precise definition of this concept is elusive as the notion comprises the characteristics of individuals and situations as well as the perception of these situations by the individuals (Ifinedo, 2003; Rosenfeld & Wilson, 1999). An organization's liveliness, whether public or private, comes from the motivation of its employees, although their abilities play just as crucial a role in determining their work performance and their motivation (Lewis, Goodman & Fandt, 1995).

Motivation and job satisfaction are related but are not synonymous. Job satisfaction is one part of the motivational process. While motivation is primarily concerned with goal-directed behavior, job satisfaction refers to the fulfillment acquired by experiencing various job activities and rewards. It is possible that an employee may display low motivation from the organization's perspective yet may enjoy every aspect of the job. This state represents high job satisfaction (Peretomode, 1991, citing Gibson, et al). According to Williams & Burden (1997), a motivated language teacher will teach students with more enthusiasm and has more genuine devotion to them. Motivated people have passion, interest, enthusiasm for work. When a teacher is motivated and loves the teaching profession, the students not only learn the content taught by the teacher, but are also motivated toward learning (Cezubaj, 1996).

EFL teachers are expected to empathize with learners, try to motivate them and encourage them to participate in classroom activities, and facilitate learning. Since teachers and students are constantly interacting with each other, the emotional state of one group should be recognized along with paying attention to the concerns of the other. Therefore attention to teachers' needs and concerns is very important, especially in an area such as language teaching, where more interaction between the teacher and learner is involved (Mousavi, 2007).

## 2. LITERATURE REVIEW

Teacher motivation and job satisfaction have become a central area of concern for many educational contexts which are experiencing high teacher attrition rates, i.e. teachers increasingly leaving the profession after a few years in service (Shann, 1998, Huberman, 1993, Woods et al., 1997). Moreover, studies worldwide have found that teachers report the highest level of occupational stress (Kyriakou & Sutcliffe, 1979), and that they are less satisfied with their jobs than any other professional group (Neves De Jesus & Lens, 2005). As Zembylas & Papanastasiou (2004) argue, research and concern with teacher satisfaction is becoming more and more important not only because teachers are leaving the profession but also because job dissatisfaction is associated with decreased commitment and productivity, reduced ability to meet student needs, significant incidences of psychological disorders leading to absenteeism and high levels of stress related disability (Farber, 1982, Day, 2002, Hargreaves, 1994, 1998, Houtte, 2006).

There are a variety of factors that affect job satisfaction and teacher motivation: 1) Factors intrinsic to teaching (factors relating to the core business of teaching) 2) Factors operating at the school level (relating to the conditions under which work must be performed). 3) Factors operating at the system level (factors relating to the wider domain of society, the state government and the system) (Dinham & Scott, 1998).

The vast majority of studies (Day *et al*, 2006, Dinham & Scott, 1998, Evans, 2001, Farber, 1982, Papanastasiou & Zembylas, 2005, Scott & Dinham, 2003, Shann, 1998, Zembylas & Papanastasiou, 2004), maintain that working with student, developing warm personal relationships with them, the intellectual challenge of teaching autonomy and independence and having opportunities to try out new ideas are intrinsic factors to teaching (Houtte, 2006). School leadership, school climate and participation in decision making, support from leadership and peers, school infrastructure, the school's relation with its local community, workload, staff supervision, class size, school communication networks are intrinsic factors to the task of teaching (Dinham & Scott, 1998). The importance of a school culture with strong support networks that promotes collaboration, communication, and collegiality has been identified by many studies (Dinham & Scott, 1998, Farber, 1982, Morgan O'Leary, 2004, Papanastasiou & Zembylas, 2005, Woods & Weasmer, 2004) as a central determinant of teacher job satisfaction.

The third source of factors include imposed educational change, increased expectations on schools to deal with and solve social problems, community's opinion of teachers, the image of teachers portrayed in the media, level of support by the system to implement curricular changes, support services to teachers, promotion prospects, status of teachers, conditions of service, salary (Farber, 1982, Hargreaves, 1994, Shann, 1998). Job dissatisfaction is caused by work overload, poor pay and perceptions of how teachers are viewed by society (Zembylas & Papanastasiou, 2004).

Another important construct in the study of teacher job satisfaction is teacher efficacy. It is the belief of teachers that they can have a positive effect on their students' progress and success (Tschannen-Moran & Woolfolk-Hoy, 1998). Teachers with a high sense of efficacy exhibit greater enthusiasm for and commitment to teaching, display greater willingness to cope with students' emotional and behavioral difficulties, have greater desire and readiness to experiment and find better ways of teaching and generally show higher levels of job satisfaction (Bandura, 1997, Morgan & O'Leary, 2004, Pajares, 1997).

Numerous studies on the motives of teachers entering the teaching profession have been conducted in the US and Britain; however, few have been conducted in Asian countries (Yong, 1995). In a study of non-graduate pre-service teacher education students by Chan (1998), it was found that their major motives in enrolling in the teacher education program were mainly extrinsic. A national survey of 3,560 public school teachers named the work environment as the main problem, and only one-third of the teachers strongly agreed with the statement that they "felt supported by parents" (Lewis, Parsad, Carey, Bartfai, Farris & Smerdon, 1999). Loss of respect from students was the major problem identified in a phone survey of 914 K-12 teachers by Farkas, Johnson, & Foleno (2000). They also found that three-fourths of the teachers interviewed believed that they were seriously underpaid, and 86% said that reducing class size would improve teacher quality. A survey of 1,400 teachers by Henke, Chen, Geis & Knepper (2000) found that only small percentages of teachers were satisfied with the following aspects of their job: Only 26.5% were satisfied with students' motivation to learn; 32.7% were satisfied with student discipline and/or behavior; and, 31% were satisfied with parental support.

### **3. PURPOSE AND RESEARCH QUESTIONS**

This study is designed to gather Iranian female EFL teachers' views on their motivation and job satisfaction level. It also tries to examine their reasons for entering the teaching profession. Since there has been much research so far on students' motivation but little research on teachers' motivation and job satisfaction especially English teachers in Iran, the goal of this study is to investigate this area of neglect. To test the above objectives, the following research questions are posed:

- 1) How satisfied do EFL teachers feel in relation to a) factors operating at the school-based level and b) factors operating at the system-based level?
- 2) To what extent do EFL teachers agree with factors relating to school culture, students' attitudes and behaviors and the task of teaching that affect their motivation?
- 3) What reasons motivated teachers to enter the EFL profession?

### **4. METHODOLOGY**

#### **4.1 Participants**

100 EFL female teachers (50 from public schools and 50 from private language institutes) were selected for this study. Public school teachers were selected from guidance schools in the Education District 1 and Private language institute teachers were selected from the Iran Language Institute, Navid, Bahar and some other institutes (Binesh, Baran, Danesh Novin).

This researcher selected teachers from these districts and institutes because they showed more cooperation than teachers in other districts and institutes. Most public school teachers were 31-50 years old with 10-28 years of teaching experience and private institute teachers were 22-40 years old with 1-10 years of teaching experience and the level of their teaching for both groups was teenager level.

#### **4.2 Instrument**

A questionnaire developed by Karavas (2010) consisting of closed questions was used for this study. The questionnaire consists of four main parts: Part 1 is biographical information from teachers (age, sex, years of teaching experience, types of school /institute in which they have taught, geographical region of schools/institute in which they have taught). Part 2 consists of a series of 15 Likert type statements focusing on the first research question of the study. This part of

the questionnaire asked respondents' questions about their level of satisfaction with various aspects extrinsic to the task of teaching such as their recognition by students, peers, parents and the wider community, the image of teachers, their status in society, their salary, working hours, benefits etc. The questions in this part use a 5 point scale ranging from 1= highly satisfying to 5= highly dissatisfying. Part 3 consists of a series of 20 Likert type statements focusing on the second research question of the study. More specifically, this part of the questionnaire elicited respondents' attitudes towards various school based factors, towards their work and their relationship with students. The questions in this part were measured on a 5 point scale ranging from 1= strongly agree to 5= strongly disagree. Finally, Part 4 investigates teachers' reasons for choosing teaching as a career. The content validity of the questionnaire was determined by some English teachers and also by the explanations that the researcher gave to her consulting advisor. The reliability of the questionnaire with 48 items was calculated by Coefficient Alpha for both school teachers and institute teachers and it was .62 and .67 for them respectively which, according to the accepted industry standard for reliability coefficients developed by Cicchetti & Sparrow (1981), 0-.4 Poor, .4-.59 Fair, .60-.74 Good, .75-1.00 excellent, has a good reliability.

### 4.3 Procedures

The 4 part questionnaire was given to participants by this researcher personally in their public schools and private language institutes. After giving a short introduction about the questionnaire, they were asked to read items and answer them in the school or institute and if not they can do it at home. Some of them answered it at schools or institutes and returned it that very moment and some of them did it at their home because they were not free at their work. After many requests and contacts, all the questionnaires were returned to me.

## 5. RESULTS AND DISCUSSIONS

The SPSS program was used to analyze the responses to the items of the questionnaires. Percentage, and t-test were the statistical analyses used to answer the research questions.

### Question1

1) How satisfied do EFL teacher feel in relation to i) factors operating at the school based level and ii) factors relating to wider domain of society (system-based level)?

**Table1.** Public school and private institute teachers' attitudes towards school- based factors.

How satisfying do you find:	Public schools					Private institutes				
	HS %	S %	N %	D %	HD %	HS %	S %	N %	D %	HD %
1.The amount of recognition you receive for your efforts from people in your school.	12	<b>56</b>	28	4	-	12	<b>70</b>	14	4	-
2.The amount of recognition you receive for your efforts from your employer.	10	<b>64</b>	16	8	2	14	<b>54</b>	22	8	2
4.The amount of recognition you receive for your efforts from your students.	16	54	26	4	-	22	<b>64</b>	12	2	-
6.Your status as an EFL teacher in your school.	18	<b>58</b>	20	4	-	16	<b>56</b>	22	6	-
13.The physical working environment of your school	2	34	36	<b>26</b>	2	6	<b>40</b>	28	<b>22</b>	4
14.Your benefits( holidays, educational leaves, etc.).	4	<b>54</b>	24	<b>18</b>	-	2	<b>38</b>	30	<b>16</b>	14
15.Your "official" working hours (in terms of quantity).	6	62	10	<b>18</b>	4	12	38	26	<b>18</b>	6

The results of the above tables show the amount of satisfaction and dissatisfaction of both group of teachers with school based factors. They are considered from the most to the least. (Bold in the tables).A general look at both tables reveals that both public schools and private institute teachers show satisfaction to school-based factors more than dissatisfaction. The only factors which both

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are dissatisfied with in comparison to other factors are their physical working environment, benefits and official working hours.

**Table 2.** T-test results for the teachers' attitudes of public schools and private institutes towards school-based factors.

Groups	N	Mean	SD	t	df	sig
School teachers	50	16.8000	3.37457	-.267	98	.790>.05
Institute teachers	50	17.000	4.07581			

T-test was used to examine whether both groups of teachers had different attitudes towards school-based factors. From the table it can be seen that the significance level (.790) is greater than .05 so there is no significant difference between the two groups with respect to their attitudes towards school-based factors.

**Table 3.** Public school and private institute teachers' attitudes towards system-based factors.

How satisfying do you find:	Public schools					Private institutes				
	HS %	S %	N %	D %	HD %	HS %	S %	N %	D %	HD %
1.The amount of recognition you receive for your efforts from parents and community.	4	<b>44</b>	38	14	-	28	<b>40</b>	30	2	-
5. Your status as an EFL teacher in society.	14	<b>54</b>	18	14	-	22	<b>52</b>	20	4	2
7.The image of EFL teachers as portrayed in the media.	6	18	<b>38</b>	32	6	4	22	46	20	8
8.The way that educational professional associations work for the betterment of your profession.	2	<b>30</b>	30	<b>36</b>	2	12	24	28	<b>28</b>	8
9.The way that governments work for the betterment of your status.	2	16	38	<b>44</b>	-	8	28	<b>42</b>	<b>22</b>	-
10.The range of professional in service courses/programs/ /support offered to teachers	2	<b>34</b>	36	4	4	6	28	<b>36</b>	20	10
11.salary	22	<b>26</b>	<b>38</b>	14	-	2	20	24	<b>32</b>	22
12.Your opportunities for promotion or advancement.	4	<b>22</b>	36	<b>38</b>	-	10	<b>46</b>	26	12	6

Public school teachers expressed 38% and private institute teachers 46% neutral idea towards the images of teachers in media which was more than their degree of satisfaction and dissatisfaction with this factor .!! The same results can be seen for public school teachers' salary in which 38% were neither satisfied nor dissatisfied with it. Private institute teachers also expressed 36% neutral attitudes with the in-service program support offered to them and 42% with government initiatives for improving the status of EFL teachers.

**Table 4.**T-test results for the teachers' attitudes of public schools and private institutes towards system-based factors.

Groups	N	Mean	SD	t	df	sig
School teachers	50	23.8400	3.96598	.824	98	.412>.05
Institute teachers	50	23.0800	5.18176			

From the table it can be seen that the significance level (.412) is greater than .05 so there is no significant difference between the two groups with respect to their attitudes towards system-based factors.

### Question 2

How much do EFL teachers agree with factors relating to school culture, students' attitudes and behavior, self efficacy and the task of teaching?

**Table 5.** Public school and private institute teachers' attitudes towards school culture.

	Public schools					Private institutes				
	SA %	A %	DN %	D %	SD %	SA %	A %	DN %	D %	SD %
1. School administration doesn't support my efforts to try out new ideas with my students.	2	<b>52</b>	10	30	6	8	<b>38</b>	20	30	4
3.Cooperation with colleagues in my school is rewarding and beneficial.	14	<b>50</b>	18	14	4	26	<b>48</b>	10	16	-
6.Extra curricular activities (school project, organizing school events, etc are as stimulating to me as teaching is.	6	<b>50</b>	28	14	2	6	<b>46</b>	28	20	-
8.Administrative meetings at school are not helpful in solving teachers' problems	18	<b>32</b>	14	30	6	8	<b>14</b>	20	<b>48</b>	10
11.I feel my workload (teaching and administrative work) is too heavy.	8	<b>42</b>	8	40	2	8	<b>20</b>	18	<b>46</b>	8
18.My school provides a collegial supportive environment for me to work in.	4	<b>50</b>	14	32	-	10	<b>54</b>	16	18	2

Contrary to public school teachers, private institute teachers didn't feel burdened by their orkload (46%) and they believed that administrative meetings are helpful in solving teachers' problems (48%).

**Table 6.** T-test results for the teachers' attitudes of public schools and private institutes towards school culture.

Groups	N	Mean	SD	t	df	sig
School teachers	50	16.2000	2.39046	-1.179	98	.241>.05
Institute teachers	50	16.7400	2.18352			

The significance level (.241) is greater than .05 so there is no significant difference between the two groups with respect to their attitudes towards school culture.

**Table7.** Public school and private institute teachers' attitudes towards students.

	Public schools					Private institutes				
	SA %	A %	DN %	D %	SD %	SA %	A %	DN %	D %	SD %
12.Students' discipline problems affect my motivation and enthusiasm for teaching	16	<b>46</b>	10	28	-	14	<b>36</b>	16	32	2
17.My students' low motivation levels for learning English create great stress to me.	4	32	2	<b>54</b>	8	6	<b>46</b>	14	26	8
20.Students' attitudes problems (misbehavior in class, lack of interest in the subject ,etc.) have an effect on the quality of my teaching.	8	34	2	<b>48</b>	8	4	30	8	<b>40</b>	18

In contrary to school teachers, institute teachers believed that their students' lack of motivation for learning English creates great stress to them (46%).

**Table 8.** T-test results for the teachers' attitudes of public schools and private institutes towards students.

Groups	N	Mean	SD	t	df	sig
School teachers	50	8.9400	2.06437	.000	98	1.000<.05
Institute teachers	50	8.9400	1.85615			

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From the table it can be seen that the significance level (1.000) is smaller than .05 so there is significant difference between the two groups with respect to their attitudes towards students' behaviors.

**Table 9.** Public school and private institute teachers' attitudes towards their self-efficacy.

	Public Schools					Private Institutes				
	SA %	A %	DN %	D %	SD %	SA %	A %	DN %	D %	SD %
13.I have dealt effectively with the problems of my students.	8	60	10	22	-	18	50	18	14	-
15.I have positively influenced students' lives through my teaching	4	44	40	10	2	12	40	46	2	-

As can be seen from tables, the majority of public school and private institute teachers agree that they have dealt with their students' problem and have positively influenced students lives through their teaching.

**Table 10.** T-test results for the teachers' attitudes of public schools and private institutes towards their self-efficacy.

Groups	N	Mean	SD	t	df	sig
School teachers	50	5.0800	1.17526	1.692	98	.094 >.05
Institute teachers	50	4.6600	1.30321			

From the table it can be seen that the significance level (.094) is larger than .05 so there is no significant difference between the two groups with respect to their perception of self-efficacy.

**Table11.** Public school and private institute teachers' attitudes towards task of teaching.

	Public schools					Private institutes				
	SA %	A %	DN %	D %	SD %	SA %	A %	DN %	D %	SD %
2. If I had to do it again, I would still chose to become a teacher.	32	26	22	16	4	26	36	26	8	4
4. I feel that working closely with young people is the most fascinating aspect of my work.	28	58	8	6	-	26	56	10	8	-
5. I feel emotionally drained from my work.	8	24	24	26	18	2	14	24	48	12
7. I cannot myself continuing to teach for the rest of my career.	14	52	12	18	4	24	48	20	4	4
9. I feel total commitment to teaching.	26	54	10	10	-	36	44	16	4	-
10. Teaching increases my self-esteem.	24	64	6	6	-	44	44	6	4	2
14. Teaching often stresses me.	6	14	4	56	20	28	12	40	20	-
16. I have felt burned out from my work.	8	26	14	42	10	18	24	42	16	-
19. I find my work mentally stimulating.	6	72	12	10	-	16	68	10	6	-

Public school teachers feel more emotionally drained from their work. They have the same idea in relation to other factors.

**Table 12.** T-test results for the teachers' attitudes of public schools and private institutes towards task of teaching.

Groups	N	Mean	SD	t	df	sig
School teachers	50	23.0800	2.90559	.530	98	.598>.05
Institute teachers	50	22.7600	3.13349			

From the table it can be seen that the significance level (.598) is larger than .05 so there is no significant difference between the two groups with respect to their attitudes towards students' behaviors.

### Question 3

What reasons motivate teachers to enter the EFL profession?

**Table13.** *Reasons motivating teachers of public schools and private institutes.*

I .What were your main reasons for entering the teaching profession? (tick more than one if necessary).	Public schools	Private institutes
1.Working with young people	54%	60%
2. Salary and benefits	38%	28%
3. Job security	70%	52%
4. Teaching fitted in with my lifestyle/ family situation	66%	54%
5. Variety in teaching	24%	38%
6. Mentally stimulating work	26%	48%
7. Love of the subject	64%	74%
8. Promotion prospects	12%	38%
9. Contributing to society	58%	56%
10. Status of the profession	38%	48%
11. Potential of changing students' lives/attitudes	30%	32%
12. Family approval	38%	60%
13. Other ( please state)	2%	6%

Among all the reasons that both groups of teachers chose, job security (70%) and love of the subject (74%) were the most important reasons that were chosen.

**Table 13.** *T-test results for the teachers' reasons of public schools and private institutes for entering the teaching profession.*

Groups	N	Mean	SD	t	df	sig
School teachers	50	5.2000	2.70298	-1.386	98	.169 <.05
Institute teachers	50	5.9400	2.63733			

From the table it can be seen that the significance level (.169) is larger than .05 so there is significant difference between the two groups with respect to their reasons for entering the teaching profession.

## 6. CONCLUSION

Similar to the findings of Chan (1998), the results of this study also indicated that the reasons that motivated teachers to enter the EFL profession were mainly extrinsic. Similar to (Lewis, Parsad, Carey, Bartfai, Faris & Smerdon , 1999) , it was found that teachers were dissatisfied with working environment, but contrary to their study, they felt supported by parents.

Considering the results of the study the following conclusions were made:

- Both groups of teachers were dissatisfied with physical working environment, benefits, their working hours, school administration, and the way that educational profession and government work for them. Also they feel burned out from their work and can not continue for the rest of their career
- Government and ministry of education should recognize that improving teachers working conditions is obligatory and basis of each policy making. Society's attitude towards the role and purpose of foreign language education should be changed in order to avoid considering teachers as the only source that should motivate students.
- Administrative support, attention of media to teachers, better working conditions and teachers' participation in decision making and reform efforts may result in increased teacher job satisfaction



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**APPENDIX 1**

**EFL Teacher Motivation and Job Satisfaction questionnaire**

**Background Information**

	22-30	31-40	41-50	50+
A. Age				
	Male		Female	
B. Gender				
c.Total number of years service in teaching .				

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D. Type(s) of school(s) in which you taught in the past	Please tick more than once if necessary.	Number of years' service
a. Public primary school		
b. Public Secondary school		
c. Public Technical Vocational school		
d. Private Primary school.		
e. Private Secondary school		
f. Private language school		
g. Other (please specify)		

E. Types of school in which you currently teach (please tick).	Number of years service
a. Public primary school	
b. Public secondary school	
c. Public Technical Vocational school	
d. Private primary school	
e. Private secondary school	
f. Private language school	
g. Other ( please specify)	

F. Geographical area of school in which you currently teach. city / town / village

**G. Job Satisfaction**

How satisfying do you find :	Highly satisfying	satisfying	Neither satisfying nor dissatisfying	Dissatisfying	Highly dissatisfying
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 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. Your status as an EF teacher in school.					
7. The image of EFL teachers as portrayed in the media.					
8. The way that educational professional associations work for the betterment of your profession.					
9. The way that governments work for the betterment of your status .					
10. The range of professional in- services courses/ programmes/ support offered to EFL teachers.					
11. Your salary					
12. Your opportunities for promotion or advancement .					
13. The physical working					

environment of your school. (infrastructures, resources, etc.).					
14. Your benefits (holidays, educational leaves, etc.).					
15. Your "official" working hours (in terms of quantity).					

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

**H .Teacher Motivation**

Below is a list of statements relating to factors which have been found to affect teacher motivation. Please read each statement and tick your degree of agreement or disagreement with each one

	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
1. School administration does not support my efforts to try out new ideas / practices with my students.					
2. If I had to do it again, I would still choose to become a teacher.					
3. Cooperation with colleagues in my school is rewarding and beneficial.					
4. I feel that working closely with young people is the most fascinating aspect of my work.					
5. I feel emotionally drained from my work.					
6. Extracurricular activities (school project, organizing school events, etc.) are as stimulating to me as teaching is.					
7. I can not see myself continuing to teach for the rest of my career.					
8. Administrative meetings at school are not helpful in solving teachers' problems.					
9. I feel total commitment to teaching.					
10. Teaching increases my self-esteem.					
11. I feel my workload (teaching and administrative work) is too heavy.					
12. Students' discipline problems affect my motivation and enthusiasm for teaching.					
13. I have dealt effectively with the problems of my students.					
14. Teaching often stresses me.					
15. I have positively influenced students' lives through my teaching.					
16. I have felt burned out from my work.					
17. My students' low motivation levels for learning English create great stress to me.					
18. My school provides a collegial supportive environment for me to work in.					
19. I find my work mentally stimulating.					
20. Students attitude problems ( misbehavior in class, lack of interest in subject, etc) have an effect on the quality of my teaching.					

<b>I. What were your main reasons for entering the teaching profession (tick more than one if necessary).</b>	
1. Working with young people	
2. Salary and benefits	
3. Job security	
4. Teaching fitted in with my lifestyle/ family situation	
5. Variety in teaching	
6. Mentally stimulating work	

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7.Love of the subject	
8.Promotion prospects	
9.Contributing to society	
10. Status of the profession	
11.Potential of changing students' lives/attitudes	
12.Family approval	
13.Other (please state)	