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Research Article**The Effect of Well-developed Communication Skills between Supervisors and Teachers on English Teachers' Job Satisfaction**Davood Sepahi*¹, Shiva Marzoughi², Masoume Hasani³¹Assistant Professor, English Department, Takestan Branch, Islamic Azad University, Takestan, Iran²Assistant Professor, English Department, Takestan Branch, Islamic Azad University, Takestan, Iran³MA Candidate in TEFL, English Department, Takestan Branch, Islamic Azad University, Takestan, Iran

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ABSTRACT

A cooperative relationship between supervisors and teachers significantly enhances English teachers' job satisfaction. This study seeks to evaluate the impact of productive communication between supervisors and teachers on job satisfaction and teaching quality in Iran's language institutes. By comparing teacher responses on job satisfaction with their perceptions of communication quality and quantity with supervisors, the study reveals the influence of well-developed communication skills on English teachers' satisfaction. A combination of quantitative and qualitative data was collected through questionnaires and teachers' professional views and experiences.

Keywords: job satisfaction of teachers, supervisors' communication skills

1. INTRODUCTION

Job satisfaction among teachers has attracted considerable attention in the social sciences, and numerous scholarly works have been written about it due to its impact on the overall culture of schools (Vyacheslav, 2021). Teachers' satisfaction with their work plays a vital role in the commitment and productivity of a language institute. It significantly influences their dedication to the institute and positively affects their teaching performance (Baluyos et al., 2019).

2. REVIEW OF LITERATURE

According to Kenneth (2007), effective communication is indispensable for the teaching and learning process. Teachers with strong communication skills create a conducive environment for successful instruction. Additionally, individuals with excellent communication skills possess the potential to influence others, and employing effective communication strategies leads to triumph (Guerrero & Floyd, 2006, as cited in Abdul Majid et al., 2010, p.1).

Over the past few decades, educational supervision has garnered increasing attention. Many educators contemplate the role of supervisors in the educational process. Sergiovani and Strat (1988, p. 36) assert that the lack of clarity surrounding educational and supervisory concepts can be attributed to differing educational philosophies and the expanding range of supervisory practices and objectives.

Kayaoglu (2007) contends that simply mentioning the term "supervision" is enough to evoke negative emotions mixed with anger in some teachers due to the disturbing conditions they face. In general education, Daresh (2001) describes supervision as overseeing individuals' ability to meet organizational objectives. Bailey (2006) states, "Language teacher supervisors can encourage the kinds of awareness that promote teacher development. (p.67)"

Cheng and Lam (2010) argue that effective supervisor communication has a positive impact on job satisfaction and organizational commitment. The researchers found that supervisors who communicated effectively were perceived as more supportive, leading to increased job satisfaction and commitment among employees. The findings suggest that communication from supervisors plays a critical role in shaping employee attitudes towards the organization, ultimately influencing their job satisfaction and commitment.

Luthans and Walumbwa (2004) conducted a meta-analysis to investigate the relationship between leadership and happiness in the workplace. Their findings suggest that transformational leadership, particularly the characteristics of inspirational motivation and intellectual stimulation, have positive effects on follower happiness. The researchers conclude that effective leadership can play an important role in creating a positive work environment that contributes to the overall well-being and happiness of employees.

Rashidi and Forutan (2015) suggest that within the Iranian educational system, certain guiding teachers observe language classrooms and assist teachers in their professional development, but they do not perform as effectively as supervisors in the private sector. In Iran, limited research has been conducted on language teacher supervision in general and, more specifically, on language teacher supervision in language institutes (Rashidi, & Forutan, 2015).

Herzberg (1959) and his colleagues discovered that employees often express contentment based on inherent aspects connected to the job, while dissatisfaction arises from external factors associated with the work atmosphere. Drawing on these findings, they introduced a theory known as motivation-hygiene, consisting of two key factors. Certain job aspects lead to satisfaction, whereas others avert dissatisfaction. According to Herzberg (1959), these job factors can be categorized as follows:

Hygiene elements do not bring long-term positive satisfaction, but their absence leads to dissatisfaction. Therefore, hygiene factors are crucial in preventing dissatisfaction. The two-factor theory can assist educational leaders in concentrating on enhancing the school environment. However, they must understand that hygiene factors alone cannot sustain satisfaction (Gemeda & Tynjala, 2015 as cited in Bahtilla & Xue, 2021). Teachers strive for satisfaction by fulfilling hygiene needs such as interpersonal relationships, working conditions, and instructional resources (Roby, 2012). It is also vital to create opportunities for teachers to connect. Principals can organize regular social events where teachers can interact and feel more engaged in school activities. Establishing an environment where teachers can freely bond and experience warmth and camaraderie without any indifference is crucial.

However, hygiene needs are not enduring, so teachers require motivators such as professional development, personal growth, recognition, achievement, advancement, responsibility, and the nature of their work (Chandra et al., 2011). In many schools, teachers experience dissatisfaction due to the prevalence of dissatisfying factors identified by Herzberg (Bahtilla & Xue, 2021). Thus, school leaders must address hygiene factors to minimize teachers' dissatisfaction and ensure the inclusion of motivators, as they are crucial for sustaining teachers' job satisfaction and enabling effective curriculum implementation (Bahtilla & Xue, 2021).

This study utilized a quantitative correlational design. According to Creswell (2009), correlational design is employed when the researcher aims to determine the mutual influence of two or more variables. The study aimed to explore the impact of well-developed communication skills between supervisors and English language teachers on teachers' job satisfaction. The main question was to find out the effect of communication skills developed in the optimum level of attainment between language teachers and supervisors working together in a language school on the degree of overall job satisfaction of the teachers.

By applying Herzberg's (1959) Motivator-Hygiene Theory, also known as the Two Factor Theory, as the theoretical framework, this study seeks to address the research questions. According to this theory, job satisfaction and dissatisfaction lie at opposite ends of a continuum.

The purpose of this research was to investigate the at least one contextual factor playing a role between the two players, teachers and supervisors, in language institutes where the quality and depth of cooperation can create a progressive and evolving atmosphere.

Through an examination of diverse methods and frameworks for communication within the English language institutes in Qazvin and Alborz provinces, this study explored the correlation between supervisory practices and the level of job satisfaction among English language teachers. Furthermore, the study aimed to assess the impact on English language teachers' job satisfaction resulting from improvements in their communication with supervisors.

3. METHODOLOGY

Participants

The study participants included 76 English teachers and 101 supervisors from various language institutions across the country. All participants had at least undergraduate-level education, with varying levels of teaching and supervisory experience. Gender and employment status were not considered in the selection process.

The demographic characteristics of the teacher participants were as follows:

The gender distribution among participants was roughly equal, with 48.7% identifying as male and 51.3% identifying as female. The majority of participants were between the ages of 20 and 40, making up 76.3% of the total group. The remaining 26.7% of participants were between the ages of 41 and 60.

Instruments

To collect the necessary data, two questionnaires were developed and validated for this study: the Supervisor Questionnaire and the Job Satisfaction Questionnaire. The Supervisor Questionnaire consisted of 30 descriptive statements about different aspects of teachers' work conditions and communication with supervisors, rated on a five-point Likert scale. The Job Satisfaction Questionnaire comprised 30 statements addressing factors related to job satisfaction, including supervision, communication with colleagues, and working conditions.

Teachers' Questionnaire

The questionnaire for educators was divided into three major sections and was slightly modified and prepared in English. In each section, participants were instructed to read the statements and then indicate their level of agreement based on their knowledge or perspective, selecting from the following options: (1) Strongly disagree, (2) Disagree, (3) Neither agree nor disagree, (4) Agree, (5) Strongly agree. The initial

section consisted of five questions regarding demographic information related to teachers' characteristics, including gender, age, educational qualifications, and years of teaching experience.

The second section comprised 10 items of a more general nature, focusing on the teachers' views on supervision. In this section, teachers were to carefully read each statement and provide an answer reflecting their attitude and sentiments about supervision.

The final section encompassed 15 items pertaining to job satisfaction among teachers. These items were developed based on Lester's Teachers' Job Satisfaction Questionnaire (1987), specifically designed for different educational environments. Three independent experts in the field reviewed and commented on the items, this guaranteed the validity of the items in the questionnaire.

Supervisors' Questionnaire

The Supervisors' Questionnaire aims to investigate the relationship between EFL teachers' job satisfaction and their communication skills as perceived by their supervisors. The questionnaire consists of three sections, focusing on EFL teachers' overall job satisfaction, communication skills, and working relationship with supervisors. The first section involves five questions regarding supervisors' demographic characteristics, including gender, age, educational qualifications, and years of teaching experience.

Procedure

Data Collection

To gather the necessary data, questionnaires assessing EFL teachers' overall job satisfaction and communication with supervisors were distributed to 76 teachers and 101 supervisors. Teachers completed the questionnaires, providing insights into their job satisfaction and communication experiences. By comparing the teachers' responses on job satisfaction and communication, the relationship between the two could be identified.

The questionnaires underwent several stages of validation, including a pilot study, face and content validation, and construct validity testing. The questionnaires were then distributed to the selected sample via email.

Data Analysis

The data collected from both quantitative and qualitative sources were analyzed using a combination of statistical methods and qualitative techniques. To address the research questions, the following statistical methods were employed: The Pearson Correlation test was used to examine the relationship between well-developed communication skills and job satisfaction among EFL teachers. Multiple Regression Analysis was used to determine the extent to which the sub-components of well-developed communication skills explained the variance in EFL teachers' job satisfaction.

4. RESULTS AND DISCUSSIONS

This study sought to investigate the impact of well-developed communication skills on job satisfaction among English language teachers in Iran. The findings of this study provide valuable insights into the relationship between effective communication and job satisfaction, highlighting the importance of interpersonal and organizational communication skills for EFL teachers.

To determine the normality of job satisfaction scores among teachers and supervisors, the Shapiro-Wilk test was employed. The outcome of the Shapiro-Wilk normality test is provided in Table 1.

Table 1. Normality test of job satisfaction scores by group.

Job Description	Group	Test Statistic	Degrees of Freedom	P-value
	Supervisors	0.977	101	0.074
	Teachers	0.957	76	0.012

As displayed in Table 1, the Shapiro-Wilk test reports significance levels of 0.074 and 0.012 for the normality assessment of supervisors' and teachers' job satisfaction scores, respectively. Since the value of 0.012 is less than the predetermined error level of 0.05, the assumption of normality concerning teachers' job satisfaction is invalidated. Therefore, the subsequent analysis should employ the Mann-Whitney non-parametric test.

The Shapiro-Wilk test results indicate that the assumption of normality is violated for the teachers' job satisfaction scores, as the p-value (0.012) is less than the predetermined error level of 0.05. However, the normality assumption holds for supervisors' job satisfaction scores, with a p-value (0.074) greater than 0.05. Hence, non-parametric statistical techniques (i.e., the Mann-Whitney test) should be employed for subsequent analysis to ensure the validity and reliability of the results.

In addition to the findings on the relationship between communication skills and job satisfaction, the researchers found that the job satisfaction scores among teachers were not normally distributed. This non-normal distribution of scores potentially indicates that the data may be skewed, which can have implications for how we interpret the findings. However, the researchers appropriately adjusted their analysis to account for this by using the Mann-Whitney non-parametric test, ensuring that the conclusions drawn are still valid despite the non-normal distribution of scores.

The outcome of the Mann-Whitney test is presented in Table 2.

Table 2. Average job satisfaction rating by the group.

Job Description	Group	Number	Mean
	Supervisors	101	123.90
	Teachers	76	42.63

Table 2 illustrates that supervisors' average job satisfaction rating amounts to 123.90, whereas teachers' rating is 42.63. The significance level for the Mann-Whitney non-parametric test is 0.000. Since this value is smaller than the error level of 0.05, the null hypothesis, which suggests no disparity in job satisfaction scores between teachers and supervisors, is discarded. Hence, it can be inferred that supervisors exhibit greater job satisfaction than teachers.

Furthermore, when comparing job satisfaction scores between supervisors and teachers, the researchers found a statistically significant difference, with supervisors reporting higher levels of job satisfaction. This finding suggests that supervisors may have access to resources or support that help to foster their job satisfaction, such as greater decision-making power or a more comfortable working environment. This highlights the need for further research into the specific factors that contribute to job satisfaction among supervisors, which could inform strategies to improve job satisfaction among EFL teachers.

An external and independent data analyst manually conducted quantitative content analysis on open-ended responses in completed questionnaires to measure and evaluate communication skills, which are difficult to assess. Data on communication skills were obtained using a self-designed "Communication Skills Questionnaire" consisting of ten open-ended questions. The following presents the results of this part of the study:

Hypothesis 1: There is no significant correlation between communication skills and teachers' job satisfaction.

Table 3. Communication skills and teachers' job satisfaction.

Variation	N	Mean	SD	Real	r-tab
	76	10.18	3.13	0.527*	0.201
	76	54.06	18.07		

*P<0.05

Table 3 demonstrates a significant correlation between communication skills and teachers' job satisfaction. The rejection of the hypothesis occurred because the real value (0.527) exceeded Spearman's

Rho (r-tab) value (0.201) at a significance level of 0.05. This indicates a substantial relationship between communication skills and teachers' job satisfaction.

Moreover, the researchers tested the relationship between communication skills and job satisfaction among teachers, finding a significant correlation between the two variables. This result contradicts the original hypothesis, suggesting that communication skills do play a substantial role in influencing teachers' job satisfaction. This finding aligns with previous research, which has indicated that positive communication can have a significant impact on employee well-being and engagement. Therefore, it is crucial to emphasize the importance of developing effective communication skills among EFL teachers and their supervisors to enhance job satisfaction and the overall work environment.

Hypothesis 2: There is no significant difference between the communication skills of teachers and supervisors and teachers' job satisfaction.

Table 4. T-test Analysis of teachers' and supervisors' communication skills teachers' job satisfaction.

Variation	N	Mean	SD	Df	t-cal	t-tab
Teacher	76	21.00	1.438	69	1.753*	0.01
Supervisor	101	19.71	3.672			

* $P < 0.05$

Table 4 reveals a significant difference between the communication skills of teachers and supervisors. The t-cal value (1.753*) with 75 degrees of freedom is higher than the t-tab value (0.01) at a significance level of 0.05. Therefore, the null hypothesis is rejected. The mean scores suggest that supervisors have better communication skills ($x = 21.00$) compared to teachers ($x = 19.71$), indicating a distinction between supervisors and teachers in terms of communication skills. Consequently, teachers need to enhance their communication skills to fulfill their job requirements.

The analysis of the data concludes that the connection between communication skills and teacher job satisfaction cannot be overstated. The study found a significant relationship between communication skills and teacher job satisfaction. Teachers require clear communication skills to effectively deliver content, foster positive relationships with students and colleagues, and facilitate comprehension during teaching and learning. The research also highlights the impact of supervisory communication skills on teacher job satisfaction and underscores the importance of communication skills in the supervisory and teaching processes. Teachers who have better communication with supervisors, experience higher job satisfaction. Additionally, there is a positive correlation between job satisfaction and managerial communication skills. However, what distinguishes this study from others is its examination of the influence of communication skills on job satisfaction.

This study illustrates the significance of communication skills in shaping job satisfaction among EFL teachers. Effective communication skills are crucial for successful teaching and are also influenced by supervisory communication skills. Higher job satisfaction among teachers is associated with better communication skills and higher-quality communication from supervisors.

A significant difference in communication skills between teachers and supervisors was observed, with supervisors demonstrating superior skills. Enhancing communication skills among teachers could not only improve job satisfaction but also contribute to overall effectiveness.

5. CONCLUSION

The study itself provides valuable insights into the role of communication skills in shaping job satisfaction among EFL teachers, adding to existing literature on the subject.

Individuals in managerial positions, such as supervisors in language institutes, must effectively utilize their communication skills to ensure continuous improvement. This study confirms the disparity in communication skills between supervisors and teachers, with supervisors exhibiting superior skills. The research concludes that communication skills significantly impact teacher job satisfaction and contribute to overall success.

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