

Factors Affecting English Teachers' Job Satisfaction in Ilam, Iran

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Abstract

This study intended to explore English teachers' job satisfaction in Ilam Province in the west of Iran. To do so, a quantitative approach including teacher job satisfaction survey aimed at gathering personal information (demographics) and teacher job satisfaction questionnaire, the purpose of which was to gather teachers' attitudes toward their profession, was used. Two-hundred English teachers in Ilam province responded the questionnaires. The gathered data were classified and analyzed via SPSS software (version 18.00) conducting independent samples t-tests and one-way MANOVA techniques. The results indicated that that students' level of IQ and numbers of students in each class are important variables that affect level of job satisfaction of EFL teachers in Ilam province. But the results revealed that teachers' experience, teachers' school type, and teachers' level of education do not affect level of job satisfaction of EFL teachers in Ilam province.

I. INTRODUCTION

Teacher job satisfaction should be taken into consideration and it should be the primary objective of a school to be able to promote good teaching and high quality education. Teachers who perceive the teaching job as a profession that is highly significant to their lives feel greater job satisfaction, and this, in turn, can affect their teaching quality and their intent to remain in the teaching profession (Bogler, 2002), although it is often said that a teacher's job is rewarding and rewarding does not necessarily mean monetary advantages but job satisfaction. Teachers feel rewarded because they can affect and change the lives of students by helping them enhance their abilities and give a sense of purpose in their future life. When the teachers feel motivated and satisfied, when they see that the students have learned something from what they teach, they find joy in teaching (Sugino, 2010).

In empirical pedagogical research, teacher job satisfaction is considered as an important issue because of its impact on the school achievement of students and the quality of teaching (Menlo & Poppleton, 1990; Nabi, 1995). Furthermore, the quality of teachers' work-life is held to be contributed by teacher job satisfaction (Menlo & Poppleton, 1990). Research findings indicate that the amount of satisfaction of teachers will likely affect the achievement and advancement of students, teachers' collegial relations within a school, their approach to teaching and their retention within the profession (Crossman & Harris, 2006; Chaplain, 1995).

In addition to external factors such as salary, fringe benefits, school safety, level of support by administration, and job security which might affect the level of job satisfaction, there are some intrinsic factors, as Johnson and Johnson (1999) states, that relate to job satisfaction. They include individual responsibility, challenging work, opportunities for achievement and advancement, and achievement of the goal of performing a task effectively, morale and self-confidence.

Woods and Weasmer (2002) hold that teacher satisfaction leads to a reduction in attrition, increase in collegiality and improvement of job performance. If there is lack of support for teachers' work, they will not be motivated to do their best in teaching, and if they are dissatisfied with their working conditions; they will probably change schools or leave teaching career. It also has been found to predict retreat or withdrawal awareness (Hall, Pearson & Carroll, 1992; Lam,

Foong & Moo, 1995), and can be viewed as a considerable aspect in keeping the stability of teaching staff and their intention to remain in the job.

Job satisfaction therefore, as an important work variable has significant influence on the individual worker as well as the organization. Many scholars believe that job satisfaction can affect workers behavior and influence work productivity, employee absenteeism, work effort and turnover (Mabekoje, 2009).

II. LITERATURE REVIEW

2.1. Job Satisfaction

Job satisfaction is a feeling which describes how content or discontent a person is with the job that he/she holds. It is a pleasurable or positive emotional state caused by the appraisal of one's job or job experience (Locke, 1976). Robbins (2005) also defines the term job satisfaction as the employee's feelings about her or his job. Whereas, for Mbua (2003) it means experiencing various job activities and rewards which result in the fulfillment of those jobs.

Similarly, according to Robbins and Judge (2008) an evaluation of job's characteristics which leads to a positive feeling about one's job is job satisfaction. Furthermore, even scholars such as Lunenburg and Ornstein (2004) job satisfaction is defined as the extent to which human resources are important for school administrators. It is also referred to as morale by some researchers as Luthans and Kreitner (1975).

Considering above of definitions of the term job satisfaction, it can be inferred that a comprehensive, totally agreed upon description cannot be obtained. Moreover, Evans (1997) argues that the lack of compatibility and agreement among different scholars' definitions of the concept of job satisfaction is not that much of importance. She confirms the ambiguity existing over the term job satisfaction and she state that re-conceptualization of the term is necessary. It can be concluded that there exists a conceptual gap which requires to be filled by scholars and researchers in the field of organizational science or behavior. Altogether, it can be said that the teachers' feelings, perceptions and attitudes that they have towards their job can be regarded as components of job satisfaction. The extent to which teachers are happy with their jobs is teachers' job satisfaction. The qualities such as positive attitudes or good feelings which teachers have, describing satisfied dimension of their job means teachers' job satisfaction (Organ & Bateman, 1991).

2.2. Job Characteristics and Dimensions

According to Spector (1997), the jobs themselves are of a sort of content and nature which can be referred to as job characteristics. The elements such as (1) skill variety, (2) task variety, (3) task significance, (4) autonomy and (5) job feedback are considered as job characteristics (Spector, 1997). Lu, While, and Louise Barriball (2005) also reported incidence of organizational commitment, interpersonal relationship with co-workers, job stress), the perception of professional practice work content, physical work environment, and the leadership of managers as facets of a work, pay, promotion, supervision and coworkers are among the factors identified for job satisfaction (Luthans, 2005).

According to Borman and Dowling (2008), administrative support means the effectiveness of school in issues such as student discipline, instructional methods, curriculum, and adjusting to the school environment. Some researchers like Loeb, Darling-Hammond, and Luczak (2005) found that lack of administrative support was very important factor for the teachers leaving their

profession. Furthermore, research by Weiss (1999) showed that that administrative support was also one of the most significant predictors of the teachers' intent to stay in teaching.

However, different scholars and different researchers have pointed out different dimensions, factors and characteristics for job satisfaction. As Luthans (1998) claims, job satisfaction has three important dimensions:

- Job satisfaction is described as an emotional response to a job situation.
- How well outcome meet or exceed expectations determines job satisfaction. If people working in an organization think that they are working much harder than others but fewer rewards are given to them they possibly have negative attitudes towards the work, the boss and or colleagues. The reverse is also probable, if organization directors treat them well and pay them equitably, they are likely to have positive attitudes towards the job.
- Job satisfaction includes several related attitudes which people have about the characteristics of a job such as work itself, pay, promotion opportunities, supervision and coworkers about which people have effective response.

Generally speaking, it can be inferred from the previous studies that various job satisfaction facets or dimensions include recognition, nature of the job (job-itself), job security, communication, rewards, responsibility, salary, fringe benefits, promotion opportunities, collegiality (co-workers or social relations, acceptance), physical working environment or working conditions, supervision/leadership styles, achievement and advancement or personal growth opportunities and so on. Altogether, these factors and dimensions of job satisfaction were identified in different countries whether developing, developed or underdeveloped. The concept is defined as "the extent that an individual perceives their work as significant and important and the degree to which an individual perceives their job as affecting other people's lives" (Gosnell, 2000).

2.3. Teachers' Job Satisfaction in Different Countries

It was actually difficult to find related researches conducted in different countries; but available sources are presented here. In Nigeria, Mabekoje (2009) conducted a study to determine if differences would exist along Spector's (1985) nine dimensions of pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, co-workers, nature of work, and communication. Three hundred and thirty-eight teachers were randomly sampled from ten secondary schools. He found that no gender differences existed in all the dimensions of job satisfaction as well as the overall job satisfaction of teachers. In other words, teachers' job satisfaction is not gender specific.

Zeinabadi (2010) inquired 652 teachers and 131 principals in Tehran in Iran to investigate job satisfaction and organizational commitment as antecedents of organizational citizenship behavior of teachers by investigating casual relationships through testing 36 structural models. His findings showed that organizational citizenship behavior is influenced directly and indirectly by the dominant variable of intrinsic job satisfaction through partial mediating role of value commitment.

A hundred and twenty teachers were studied in Bandar Abbas in Iran to investigate the correlation between organizational justice and job satisfaction by Zainalipour, Sheikhi Fini, and Mirkamali (2010). They also analyzed the impact of organizational justice and its components on job satisfaction. Organizational justice components included distributive justice, procedural justice, and interactional justice. In their study, job satisfaction included five dimensions:

supervision, co-worker, pay, promotion and nature of job. Findings of their study showed that there were significant positive relationships between organizational justice and job satisfaction. They performed correlation analysis on the three components of organizational justice and found that two dimensions of organizational justice namely, distributive and interactional justice had positive relations with four dimensions of job satisfaction namely supervision, coworker, pay and promotion and they didn't have correlation with nature of job as a dimension of job satisfaction. A significant correlation of procedural justice was found for all dimensions of job satisfaction. Significant impact of distributive justice and interactional justice on job satisfaction was indicated by multiple regressions.

Akhtar ,Muhammad Amir, Hashmi, and Naqvi (2010) conducted a comparative study on job satisfaction in public and private school teachers at secondary level. The population of their study was mainly based on all the male and female teachers of the public and private secondary schools of Lahore district in Pakistan. They found no significance difference between teacher's job satisfaction in public and private schools. They concluded that majority of the teachers of public and private schools were satisfied with their jobs. Furthermore, female teachers seemed to be more satisfied than male school teachers and less qualified teachers were indicated to be more satisfied than high qualified teachers.

Heller, Clay, and Perkins (1993) found dissatisfaction with the job among nearly 50% of the public school teachers sampled in their study North Carolina in the United States. The least satisfaction of the teachers related to teaching finances and their most satisfaction related to their co-workers. They also found that there is no significant relation between job satisfaction and school type, years of experience and teacher or principal gender.

Fairchild, ,Tobias Corcoran ,Djukic ,Kovner ,and Noguera (2012) studied the effects of relational demography on teacher job satisfaction adjusting for other known determinants of job satisfaction in the United States based on a secondary data analysis. According to Fairchild et al. (2012), relational demography was defined as a set of racial and gender congruency items between teachers and principals, teachers and teachers, and teachers and students. The results of their study showed that teacher job satisfaction was directly affected by some components of relational demography over and above the effects of work-related attitudes. The results of their study showed that supervisor support autonomy and procedural justice are positively related to job satisfaction. There is relationship between experiences in the classroom and teacher job satisfaction. Teacher dissatisfaction was also found to be related to high job stress and poor teacher– student relationships. On the basis of their research findings teachers who worked in high schools were more satisfied; moreover, female teachers were more satisfied than male teachers.

Ferguson, Frost, and Hall (2012), conducted a study in which they investigated predictors of job satisfaction, depression and anxiety in teachers in Canada. They used self-report questionnaires and performed factor analysis and multiple linear regression to determine which sources of stress predict stress-related symptoms among teachers and to explore job satisfaction as predicted by: stress, depression, anxiety, years of teaching experience, gender, grade level assignment and position (part-time vs. full-time). The significant predictors of depression in teachers were workload and student behavior as it was revealed from the results of their study. The significant predictors of anxiety were workload, student behavior, and employment conditions. Moreover, it was revealed that stress and depression had a significant and negative impact on job satisfaction.

III. METHOD

3.1. Research Questions

1. Does the level of job satisfaction of EFL teachers in Ilam province vary significantly with their teaching experience?
2. Does the level of job satisfaction of EFL teachers in Ilam province vary significantly with their school type?
3. Does the level of job satisfaction of EFL teachers in Ilam province vary significantly with their students' IQ?
4. Does the level of job satisfaction of EFL teachers in Ilam province vary significantly with the number of students in their classes?
5. Does the level of job satisfaction of EFL teachers in Ilam province varies significantly with their level of education?

3.2. Participants

Two-hundred EFL teachers, both male and female who were teaching English in private schools and state run schools in addition to language institutions working on the same area of interest. The participants were chosen from different schools and institutions in different parts of Ilam province. They hold both B.A. and M.A. degrees in English language who teach English in language institutions, secondary schools and high schools in both public and state run. They all share a usual characteristic of teaching English as a foreign language, that is to say, they are all English teachers. The population of the study varies concerning their age and teaching experience. They have the experience of teaching from 3 to 28 years, and they varies from 22 to 55 years old.

3.3. Instrumentation

A 5-Likert scale survey instrument developed by Ngimbudzi (2009) was used in the current study to collect data, a copy of which will be presented in appendices. The instrument is of two parts. As he asserts, in the first part, by the title of Teacher Job Satisfaction Survey, including Personal Information (Demographics), there are 6 questions regarding demographic or personal factors including issues such as teaching experience, educational qualification, type of school or institution, location of school or institution, teacher specialization, number of students per class. Additionally, he adds that the items concerning various factors of job satisfaction are included in the second part of the survey entitles of Teacher Job Satisfaction Survey including Teacher Job Satisfaction Questionnaire consisting of 36 questions. Five Likert scale items which participants had to select in order to express their ideas. These five items include, strongly agree, agree, neutral, disagree and strongly disagree. By choosing one item from five and putting a tick (√) in appropriate spaces prepared, each teacher was wanted to reveal his /her satisfaction with each of the job satisfaction facets using such a scale. We applied Likert data as interval data assigning 1 point to 'strongly disagree', 2 points to 'disagree', 3 points to 'Neutral', 4 points to 'agree', and 5 points to 'strongly agree'.

The authors of his research verified the validity and reliability of the questionnaire used. We translated the instrument used to collect data for the present study into Persian. The Persian translation of the instrument was given to the teachers for data collection. Before that, it was presented to the professors, experts and peers for further corrections, editions, revision and confirmation of validity. Concerning the reliability of the Persian translation of the questionnaire, it was presented to a smaller sample of 30 English teachers in various high schools and language

institutions. Then, on the basis of the collected data, the reliability value was assessed 0.83 via Cronbach alpha, which is a good reliability value.

3.4. Procedures

We informed the participants from the nature of the study so that they participate in the research process willingly and voluntarily. The teachers were asked to answer the survey on English Teacher Job Satisfaction. They had no time limit for the participants to answer the questionnaire. The participants were also assured that the completion of such a questionnaire had nothing to do with their yearly performance evaluation. The researcher personally delivered the copy of the translated questionnaire to the participants, and for the participants who were not easily accessible the questionnaire was emailed electronically. The completed copies of the survey instrument were collected by the researcher personally from in hand participants. The other participants who received the questionnaires via email, returned the filled copies by e-mailing them. After collecting data through the survey instrument, the data were analyzed.

IV. RESULTS

4.1. Construct Validity

We performed a factor analysis through varimax rotation to underlying construct of the job satisfaction questionnaire comprising 36 items (Table 1) in a pilot study. To ensure that our data was appropriate for factor analysis, the Kaiser-Meyer-Olkin Measure of sampling adequacy (KMO) value and Bartlett's test were tested. KMO value (.87), which is above .60. In addition, Bartlett's test was significant ($p = .000, p < .05$). Thus factor analysis was appropriate. The SPSS found five factors and explained 50.85 of variance: F1: job characteristics (14 items, $\alpha = 0.86$), F2: social benefits (10 items, $\alpha = 0.84$), F3: support from administration (4 items, $\alpha = 0.82$), F4: intention to remain (4 items, $\alpha = 0.80$), and F5: meaningfulness of the job (4 items, $\alpha = 0.78$). We applied five-point Likert scales for each statement, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Table 1: *Total Variance Explained (Job Satisfaction Questionnaire)*

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	of Variance	Cumulative	Total	of Variance	Cumulative
Job Characteristics	10.146	28.183	28.183	10.146	28.183	28.183
Social Benefits	3.051	8.476	36.659	3.051	8.476	36.659
Support	2.068	5.743	42.402	2.068	5.743	42.402
Intention	1.616	4.490	46.892	1.616	4.490	46.892
Meaningfulness	1.426	3.962	50.854	1.426	3.962	50.854

4.2. Investigation of Research Question 1

The first research question sought to see whether the level of job satisfaction of EFL teachers in Ilam province varies significantly with teachers' experience. In order to answer this research question, a one-way multivariate ANOVA (1-way MANOVA) was used. Table 2 contains the related descriptive statistics before discussing the results of MANOVA. As can be seen in Table 2, that means for all five dimensions of job satisfaction (job characteristics, social benefits, meaningfulness of the job, support from administration, and intention to remain) in the four

teaching experience groups (1-10, 11-20, 21-30, and 31+ Years) are not so different from each other.

Table 2: Descriptive Statistics for Teachers' Job Satisfaction Scores in the Four Teaching Experience Groups

Factor	Experience	Mean	SD	N
Job Characteristics	1-10	2.5082	.72934	52
	11-20	2.3920	.76720	82
	21-30	2.5242	.88120	68
	31+	3.0000	.60609	2
	Total	2.4716	.79572	204
Social Benefits	1-10	3.7442	.51465	52
	11-20	3.7890	.55954	82
	21-30	3.8515	.56397	68
	31+	4.2500	.07071	2
	Total	3.8029	.54789	204
Meaningfulness of the job	1-10	3.3317	.71008	52
	11-20	3.2927	.64287	82
	21-30	3.3199	.63752	68
	31+	3.2500	.35355	2
	Total	3.3113	.65318	204
Support from Administration	1-10	3.3221	.83627	52
	11-20	3.4634	.78678	82
	21-30	3.3088	.69529	68
	31+	3.8750	.53033	2
	Total	3.3799	.76904	204
Intention to Remain	1-10	3.4279	.94627	52
	11-20	3.3841	.90625	82
	21-30	3.3529	.76568	68
	31+	3.2500	.00000	2
	Total	3.3836	.86438	204

The assumptions of homogeneity of variances and covariance were met since the probabilities associated with the Levene's *F*-values were higher than .05 for all five dimensions, but, the assumption of homogeneity of covariance was not met (Box's *M* = 60.05, *p* < .01). So we set a more stringent significance level (e.g., .01) for evaluating the results.

Multivariate tests (Table 3) revealed that there are not any statistically significant differences in job satisfaction concerning teaching experience (Wilks' Lambda = .94; *F* (15, 541) = .80; *p* = .67; *p* > .01; Partial η^2 = .02 representing a low effect size based on Cohen's guidelines (1988, pp. 284-7)).

Table 3: Multivariate Tests (One-way MANOVA) (Experience Group)

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Experience	Pillai's Trace	.060	15.000	594.000	.672	.020
	Wilks' Lambda	.941	15.000	541.471	.677	.020
	Hotelling's Trace	.061	15.000	584.000	.682	.020
	Roy's Largest Root	.031	1.237	5.000	198.000	.293

Tests of between-subjects effects of MANOVA (Table 4) further examine each dimension individually. The results revealed that teachers, in all five dimensions of job satisfaction (job characteristics, social benefits, meaningfulness of the job, support from administration, and intention to remain), did not differ significantly in relation to experience group ($p > .01$). As a result we confirm the sixth null hypothesis and declare that the level of job satisfaction of EFL teachers in Ilam province does not vary significantly with teachers' experience.

Table 4: Tests of Between-Subjects Effects (Experience Group)

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Experience	Job Characteristics	1.336	3	.445	.700	.553	.010
	Social Benefits	.755	3	.252	.836	.475	.012
	Meaningfulness of the job	.063	3	.021	.048	.986	.001
	Support from Administration	1.579	3	.526	.889	.448	.013
	Intention to Remain	.202	3	.067	.089	.966	.001
Error	Job Characteristics	127.199	200	.636			
	Social Benefits	60.183	200	.301			
	Meaningfulness of the job	86.546	200	.433			
	Support from Administration	118.478	200	.592			
Total	Intention to Remain	151.471	200	.757			
	Job Characteristics	1374.770	204				
	Social Benefits	3011.260	204				
Total	Meaningfulness of the job	2323.375	204				
	Support from Administration	2450.500	204				
	Intention to Remain	2487.188	204				

4.3. Investigation of Research Question 2

The second research question investigates whether the level of job satisfaction of EFL teachers in Ilam province varies significantly with teachers' school type. A one-way multivariate ANOVA (1-way MANOVA) was used to answer this research question. Before discussing the results of inferential statistics, the descriptive statistics are represented in Table 5. The table shows that means for all five dimensions of job satisfaction (job characteristics, social benefits,

meaningfulness of the job, support from administration, and intention to remain) in the five school types (state run, non- state run, selective, semi state run, and private) are not far from each other.

Table 5: Descriptive Statistics for Teachers' Job Satisfaction Scores in the Five School Types

	School type	Mean	SD	N
Job Characteristics	State Run	2.4661	.80032	173
	Non- State Run	1.9643	.35355	2
	Selective	2.6071	1.46472	2
	Semi State Run	2.5417	.81751	12
	Private	2.5286	.75968	15
	Total	2.4716	.79572	204
Social Benefits	State Run	3.8145	.54535	173
	Non- State Run	3.6500	.35355	2
	Selective	4.0500	.77782	2
	Semi State Run	3.7417	.66532	12
	Private	3.7067	.52163	15
	Total	3.8029	.54789	204
Meaningfulness of the job	State Run	3.3121	.66536	173
	Non- State Run	2.7500	.35355	2
	Selective	3.3750	1.23744	2
	Semi State Run	3.3125	.32201	12
	Private	3.3667	.70626	15
	Total	3.3113	.65318	204
Support from Administration	State Run	3.3699	.77693	173
	Non- State Run	2.6250	.88388	2
	Selective	3.8750	.53033	2
	Semi State Run	3.7083	.63812	12
	Private	3.2667	.73477	15
	Total	3.3799	.76904	204
Intention to Remain	State Run	3.3714	.84376	173
	Non- State Run	2.8750	.88388	2
	Selective	3.3750	1.59099	2
	Semi State Run	3.8333	.86164	12
	Private	3.2333	1.01536	15
	Total	3.3836	.86438	204

The probabilities associated with the Levene's F-values were above .05 for all five dimensions. Therefore, the assumption of homogeneity of variances was met. However, the assumption of

homogeneity of covariance was not met (Box's $M = 53.86$, $p = .03$, $p < .05$). Thus, we set a more stringent significance level (e.g., .01) for evaluating the results.

Multivariate tests (Table 6) revealed that there are not any statistically significant differences in job satisfaction on the dimension of school type (Wilks' Lambda = .93; $F(15, 647) = .70$; $p = .81$; $p > .05$; Partial $\eta^2 = .01$ indicating a low effect size based on Cohen's guidelines (1988, pp. 284-7)). Hence we support the seventh null hypothesis and assert that the level of job satisfaction of EFL teachers in Ilam province does not vary significantly with teachers' school type (state run, non- state run, selective, semi state run, and private).

Table 6: Multivariate Tests (One-way MANOVA) (School Type)

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	
School type	Pillai's Trace	.071	.712	20.000	792.000	.816	.018
	Wilks' Lambda	.931	.709	20.000	647.692	.819	.018
	Hotelling's Trace	.073	.707	20.000	774.000	.821	.018
	Roy's Largest Root	.047	1.880	5.000	198.000	.099	.045

For further probing each dimension individually, Tests of between-subjects effects was run (Table 7). MANOVA showed that teachers in all five dimensions of job satisfaction (job characteristics, social benefits, meaningfulness of the job, support from administration, and intention to remain) did not differ significantly in view of school type ($p > .05$).

Table 7: Tests of Between-Subjects Effects (School Type)

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Age	Job Characteristics	.664	4	.166	.258	.904	.005
	Social Benefits	.376	4	.094	.309	.872	.006
	Meaningfulness of the job	.684	4	.171	.396	.811	.008
	Support from Administration	3.134	4	.783	1.333	.259	.026
	Intention to Remain	3.309	4	.827	1.110	.353	.022
Error	Job Characteristics	127.871	199	.643			
	Social Benefits	60.562	199	.304			
	Meaningfulness of the job	85.925	199	.432			
	Support from Administration	116.924	199	.588			
Total	Intention to Remain	148.363	199	.746			
	Job Characteristics	1374.770	204				
	Social Benefits	3011.260	204				
	Meaningfulness of the job	2323.375	204				
	Support from Administration	2450.500	204				
	Intention to Remain	2487.188	204				

4.4. Investigation of Research Question 3

The third research question sought to see whether the level of job satisfaction of EFL teachers in Ilam province varies significantly with students' level of IQ. In order to answer this research question, a one-way multivariate ANOVA (1-way MANOVA) was used. Table 8 contains the related descriptive statistics before discussing the results of MANOVA. Table 8 shows that means for four dimensions of job satisfaction (job characteristics, social benefits, meaningfulness of the job, support from administration, and intention to remain) in the students' four levels of IQ groups (weak, moderate, good, and excellent) are different from each other. In fact, based on the results (Table 8), mean score of job satisfaction in "job characteristics" dimension for teachers with excellent IQ students ($\bar{x} = 2.98$, $SD = .98$) is the highest, followed by good ($\bar{x} = 2.89$, $SD = .77$), moderate ($\bar{x} = 2.43$, $SD = .76$), and weak ($\bar{x} = 2.10$, $SD = .87$).

Likewise, as Table 8 indicates, mean score of job satisfaction in "social benefits" dimension for teachers with excellent IQ students ($\bar{x} = 4.20$, $SD = .47$) is the highest, followed by good ($\bar{x} = 3.87$, $SD = .55$), moderate ($\bar{x} = 3.81$, $SD = .51$), and weak ($\bar{x} = 3.38$, $SD = .51$). In other words, these differences are almost dramatic.

Similarly, based on results in Table 8, mean score of job satisfaction in "meaningfulness of the job" dimension for teachers with good IQ students ($\bar{x} = 3.44$, $SD = .63$) is the highest, followed by excellent ($\bar{x} = 3.33$, $SD = .66$), moderate ($\bar{x} = 3.30$, $SD = .65$), and weak ($\bar{x} = 2.89$, $SD = .57$). In fact, these differences are almost noticeable.

Equally, Table 8 shows that mean score of job satisfaction in "intention to remain" dimension for teachers with excellent IQ students ($\bar{x} = 4.41$, $SD = .58$) is the highest, followed by moderate ($\bar{x} = 3.43$, $SD = .72$), good ($\bar{x} = 3.38$, $SD = .97$), and weak ($\bar{x} = 2.79$, $SD = .82$). And, these differences are almost considerable.

Besides, as it is presented in Table 8, mean score of job satisfaction in "support from administration" dimension for teachers with excellent IQ students ($\bar{x} = 3.62$, $SD = .87$) is the highest, followed by good ($\bar{x} = 3.44$, $SD = .76$), moderate ($\bar{x} = 3.33$, $SD = .78$), and weak ($\bar{x} = 3.30$, $SD = .70$) but these differences do not seem to be substantial for support from administration dimension.

Table 8: Tests of Between-Subjects Effects (School Type)

Factor	Education group	Mean	SD	N
Job Characteristics	Weak	2.1088	.87645	21
	Moderate	2.4313	.76108	104
	Good	2.5910	.77338	73
	Excellent	2.9881	.98708	6
	Total	2.4716	.79572	204
Social Benefits	Weak	3.3857	.51603	21
	Moderate	3.8135	.51672	104
	Good	3.8753	.55272	73
	Excellent	4.2000	.47329	6
	Total	3.8029	.54789	204

Meaningfulness of the job	Weak	2.8929	.57321	21
	Moderate	3.3005	.65022	104
	Good	3.4452	.63771	73
	Excellent	3.3333	.66458	6
	Total	3.3113	.65318	204
Support from Administration	Weak	3.3095	.70669	21
	Moderate	3.3341	.78488	104
	Good	3.4452	.76177	73
	Excellent	3.6250	.87678	6
	Total	3.3799	.76904	204
Intention to Remain	Weak	2.7976	.82013	21
	Moderate	3.4399	.72949	104
	Good	3.3870	.97007	73
	Excellent	4.4167	.58452	6
	Total	3.3836	.86438	204

Table 9 indicates that the assumptions of homogeneity of variances were met since the probabilities associated with the Levene's F -values were larger than .05 for all five dimensions. In addition, the assumption of homogeneity of covariance was met (Box's $M = 57.04, p > .05$). Multivariate tests (Table 9) revealed that there are statistically significant differences in job satisfaction concerning students' level of IQ (Wilks' Lambda = .80; $F(15, 541) = .80; p = .000; p < .05$; Partial $\eta^2 = .07$ representing a moderate effect size based on Cohen's guidelines (1988, pp. 284-7)).

Table 9: *Multivariate Tests (One-way MANOVA) (IQ Group)*

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	
IQ Level	Pillai's Trace	.210	2.979	15.000	594.000	.000	.070
	Wilks' Lambda	.800	3.046	15.000	541.471	.000	.072
	Hotelling's Trace	.239	3.100	15.000	584.000	.000	.074
	Roy's Largest Root	.177	6.996 ^b	5.000	198.000	.000	.150

Tests of between-subjects effects of MANOVA (Table 10) further examine each dimension individually. The results revealed that teachers differ significantly in job characteristics dimension ($F = 3.02, p = .03, p < .05$) of job satisfaction regarding students' level of IQ, Social Benefits ($F = 5.95, p = .001, p < .01$), meaningfulness of the job ($F = 4.08, p = .008, p < .01$), intention to remain dimension of job satisfaction ($F = 6.75, p = .000, p < .01$) differ significantly. However, the results showed that teachers do not differ significantly just in one dimension, that is, support from administration ($F = .64, p = .55, p > .01$) dimension of job satisfaction concerning students' level of IQ but in other four dimension teachers differ significantly. Therefore, we reject the eighth null hypothesis and claim that the level of job satisfaction of EFL teachers in Ilam province varies significantly with students' level of IQ.

Table 10: Tests of Between-Subjects Effects (IQ Group)

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Student IQ Level	Job Characteristics	5.573	3	1.858	3.022	.031	.043
	Social Benefits	4.996	3	1.665	5.953	.001	.082
	Meaningfulness of the job	5.001	3	1.667	4.085	.008	.058
	Support from Administration	.994	3	.331	.556	.644	.008
	Intention to Remain	13.945	3	4.648	6.750	.000	.092
Error	Job Characteristics	122.961	200	.615			
	Social Benefits	55.942	200	.280			
	Meaningfulness of the job	81.608	200	.408			
	Support from Administration	119.064	200	.595			
	Intention to Remain	137.728	200	.689			
Total	Job Characteristics	1374.770	204				
	Social Benefits	3011.260	204				
	Meaningfulness of the job	2323.375	204				
	Support from Administration	2450.500	204				
	Intention to Remain	2487.188	204				

Multivariate tests (Table 10) revealed that there are not any statistically significant differences in job satisfaction on the subject of school type (Wilks' Lambda = .93; $F(15, 647) = .70$; $p = .81$; $p > .05$; Partial $\eta^2 = .01$ indicating a low effect size based on Cohen's guidelines (1988, pp. 284-7)).

4.5. Investigation of Research Question 4

The fourth research question sought to see if the level of job satisfaction of EFL teachers in Ilam province varies significantly with number of students in each class. A one-way multivariate ANOVA (1-way MANOVA) was used to answer this research question. Before discussing the results of inferential statistics, the descriptive statistics are provided in Table 11. The table reflects that means for two dimensions of job satisfaction (meaningfulness of the job and intention to remain) in the number of students in each class (7-13, 14-20, 21-27, and 28+) differ from each other. In fact, based on the results in Table 11, mean score of job satisfaction in "job characteristics" dimension for "34+" students in each class ($\bar{x} = 3.49$, $SD = .72$) is the highest, and "7-13" students in each class ($\bar{x} = 3.12$, $SD = .80$) is the lowest. On the other hand means for other three dimensions of job satisfaction (i.e., job characteristics, social benefits, and support from administration) do not differ noticeably from each other in the number of students in each class (7-13, 14-20, 21-27, and 28+).

Table 11: Descriptive Statistics for Teachers' Job Satisfaction Scores with Different Number of Students in Class

Factor	Experience	Mean	SD	N
Job Characteristics	7-13	2.2857	.82685	12
	14-20	2.4965	.78965	61
	21-27	2.4679	.76192	78
	28+	2.4906	.85966	53
	Total	2.4716	.79572	204
Social Benefits	7-13	3.6917	.40104	12
	14-20	3.7016	.59259	61
	21-27	3.8590	.52457	78
	28+	3.8623	.54955	53
	Total	3.8029	.54789	204
Meaningfulness of the job	7-13	3.1250	.80128	12
	14-20	3.1475	.63799	61
	21-27	3.3462	.56152	78
	28+	3.4906	.72051	53
	Total	3.3113	.65318	204
Support from Administration	7-13	3.2500	.66572	12
	14-20	3.3361	.76904	61
	21-27	3.4231	.68768	78
	28+	3.3962	.90728	53
	Total	3.3799	.76904	204
Intention to Remain	7-13	2.6458	1.15532	12
	14-20	3.3443	.85655	61
	21-27	3.4712	.75912	78
	28+	3.4670	.88800	53
	Total	3.3836	.86438	204

The probabilities associated with the Levene's F-values exceed .05 for all five dimensions. So the assumption of homogeneity of variances was met. The assumption of homogeneity of covariance was met as well (Box's $M = 66.08$, $p > .05$).

Multivariate tests (Table 12) revealed that there are statistically significant differences in job satisfaction regarding number of students in each class (Wilks' Lambda = .93; $F(15, 541) = 1.76$; $p = .03$; $p < .05$; Partial $\eta^2 = .04$ indicating a relatively low effect size based on Cohen's guidelines (1988). Then, we reject the ninth null hypothesis and declare that the level of job satisfaction of EFL teachers in Ilam province varies significantly with number of students in each class.

Table 12: Multivariate Tests (One-way MANOVA) (No. of Students)

Effect	Value	<i>F</i>	Hypothesis <i>df</i>	Error <i>df</i>	<i>Sig.</i>	Partial Eta Squared
Pillai's Trace	.128	1.760	15.000	594.000	.037	.043
Wilks' Lambda	.877	1.764	15.000	541.471	.037	.043
Hotelling's Trace	.136	1.765	15.000	584.000	.036	.043
Roy's Largest Root	.079	3.144	5.000	198.000	.009	.074

Tests of between-subjects effects of MANOVA (Table 13) further examine each dimension individually. The results revealed that teachers differ significantly in Meaningfulness of the job dimension ($F = 3.10, p = .02, p < .05$) of job satisfaction regarding number of students in each class, and intention to Remain ($F = 3.51, p = .01, p < .05$). In contrast, the results of tests of between-subjects effects showed that teachers do not differ significantly in Job Characteristics ($F = .24, p = .86, p > .05$), Social Benefits ($F = 1.34, p = .26, p > .05$), and Support from Administration ($F = .26, p = .84, p > .05$) concerning number of students in each class.

Table 13: Tests of Between-Subjects Effects (No. of Students)

Source	Dependent Variable	Type III Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>Sig.</i>	Partial Eta Squared
No. of Students	Job Characteristics	.473	3	.158	.246	.864	.004
	Social Benefits	1.206	3	.402	1.346	.261	.020
	Meaningfulness of the job	3.850	3	1.283	3.102	.028	.044
	Support from Administration	.479	3	.160	.267	.849	.004
	Intention to Remain	7.592	3	2.531	3.513	.016	.050
Error	Job Characteristics	128.062	200	.640			
	Social Benefits	59.732	200	.299			
	Meaningfulness of the job	82.759	200	.414			
	Support from Administration	119.578	200	.598			
Total	Intention to Remain	144.080	200	.720			
	Job Characteristics	1374.770	204				
	Social Benefits	3011.260	204				
Total	Meaningfulness of the job	2323.375	204				
	Support from Administration	2450.500	204				
	Intention to Remain	2487.188	204				

4.6. Investigation of Research Question 5

The fifth research question aimed to explore whether the level of job satisfaction of EFL teachers in Ilam province vary significantly with teachers' level of education. A one-way multivariate ANOVA (1-way MANOVA) was used to answer this research question. Before discussing the results of inferential statistics, the descriptive statistics are represented in Table 14. According to the table, means for all five dimensions of job satisfaction (job characteristics, social benefits,

meaningfulness of the job, support from administration, and intention to remain) in the teachers' levels of education (MA, BA, and AA) do not differ highly.

Table 14: Descriptive Statistics for Teachers' Job Satisfaction Scores in the Five School Types

	Education	Mean	SD	N
Job Characteristics	MA	2.3946	.84469	40
	BA	2.4718	.78161	157
	AA	2.9082	.79936	7
	Total	2.4716	.79572	204
Social Benefits	MA	3.8000	.53875	40
	BA	3.7968	.54425	157
	AA	3.9571	.73452	7
	Total	3.8029	.54789	204
Meaningfulness of the job	MA	3.4063	.71765	40
	BA	3.2707	.63104	157
	AA	3.6786	.68791	7
	Total	3.3113	.65318	204
Support from Administration	MA	3.2250	.79219	40
	BA	3.4172	.75127	157
	AA	3.4286	1.02789	7
	Total	3.3799	.76904	204
Intention to Remain	MA	3.5625	.80214	40
	BA	3.3328	.87724	157
	AA	3.5000	.88976	7
	Total	3.3836	.86438	204

Table 15 reflects that the probabilities associated with the Levene's F-values were above .05 for all five dimensions. Hence, the assumption of homogeneity of variances was met. Moreover, the assumption of homogeneity of covariance was met (Box's $M = 44.01$, $p > .05$).

Multivariate tests (Table 15) revealed that there are not any statistically significant differences in job satisfaction on the subject of level of education (Wilks' Lambda = .93; $F(10, 394) = .92$; $p = .14$; $p > .05$; Partial $\eta^2 = .03$ indicating an almost low effect size based on Cohen's guidelines (1988, pp. 284-7)). So, we confirm the tenth null hypothesis which states that the level of job satisfaction of EFL teachers in Ilam province does not vary significantly with teachers' level of education (MA, BA, and AA).

Table 15 *Multivariate Tests (One-way MANOVA) (Teacher Education Level)*

Effect	Value	<i>F</i>	Hypothesis <i>df</i>	Error <i>df</i>	<i>Sig.</i>	Partial Eta Squared
Pillai's Trace	.072	1.475	10.000	396.000	.146	.036
Wilks' Lambda	.929	1.475 ^a	10.000	394.000	.146	.036
Hotelling's Trace	.075	1.475	10.000	392.000	.146	.036
Roy's Largest Root	.058	2.296 ^b	5.000	198.000	.047	.055

For further probing each dimension individually, tests of between-subjects effects were run (Table 16). MANOVA results revealed that teachers in all five dimensions of job satisfaction (job characteristics, social benefits, meaningfulness of the job, support from administration, and intention to remain) do not differ significantly considering teacher level of education ($p > .05$).

Table 16: *Tests of Between-Subjects Effects (Teacher Education Level)*

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	<i>F</i>	<i>Sig.</i>	Partial Eta Squared
Education Level	Job Characteristics	.664	4	.166	.258	.904	.005
	Social Benefits	.376	4	.094	.309	.872	.006
	Meaningfulness of the job	.684	4	.171	.396	.811	.008
	Support from Administration	3.134	4	.783	1.333	.259	.026
	Intention to Remain	3.309	4	.827	1.110	.353	.022
Error	Job Characteristics	127.871	199	.643			
	Social Benefits	60.562	199	.304			
	Meaningfulness of the job	85.925	199	.432			
	Support from Administration	116.924	199	.588			
Total	Intention to Remain	148.363	199	.746			
	Job Characteristics	1374.770	204				
	Social Benefits	3011.260	204				
Total	Meaningfulness of the job	2323.375	204				
	Support from Administration	2450.500	204				
	Intention to Remain	2487.188	204				

V. DISCUSSIONS & CONCLUSIONS

This study was an attempt to inspect the extent to which English teachers' in Ilam province are satisfied with their job. It was also an attempt to determine if English teachers' job satisfaction varies with gender, age, marital status, teaching experience, type of school, level of education and level of school or institution in which they teach. Ten research questions and hypotheses were raised in order to achieve the above mentioned goals. The results of independent *t*-test and one-way MANOVA that were used to test these hypotheses showed that the sixth hypothesis, which asserted that teachers with different teaching experience levels of 1-10, 11-20, 21-30, and 31+ differ significantly in their level of job satisfaction, was also rejected.

Moreover, the seventh hypothesis, which declared that EFL teachers in Ilam province with different school type (state run, non- state run, selective, semi state run, and private) have approximately the same job satisfaction level, was rejected.

In contrast, the eighth hypothesis, which claimed that teachers with different IQ level students (weak, moderate, good, and excellent) show different level of job satisfaction, was confirmed. In other words, the teachers with excellent IQ level students are relatively the most satisfied teachers, followed by good, moderate and then the weak IQ level students. Likewise, the ninth hypothesis, which claimed that teachers' job satisfaction varies with the number of students in their classes (7-13, 14-20, 21-27, and 28+), was confirmed. Surprisingly, it was found that teachers who have more number of students in their classes are relatively more satisfied than those who have fewer students in their classes. Nevertheless, the tenth hypothesis, which stated that EFL teachers in Ilam province with different level of education (MA, BA, and AA) have almost similar level of job satisfaction, was rejected, although teachers with MA degree are a bit less satisfied than the others, and the BA teachers are a bit less satisfied than the AA teachers.

Besides, the results of the present study are in accordance with Sari's (2004) work. His study examined whether there is a difference between teachers' and head teachers' job satisfaction and burnout concerning their work status, gender and work experiences, and to analyze the factors influencing their burnout and job satisfaction. Two hundred and ninety-five teachers and head teachers took part in the survey. The results of Sari's research indicated that there were no significant differences between head teachers and teachers on two burnout dimensions, namely emotional exhaustion and depersonalization, and job satisfaction. Based on the findings of his study females were more satisfied with their jobs than their male counterparts on the topic of gender. In terms of teachers' work experiences, however, the results of Sari's probe showed that more experienced teachers had less job satisfaction than less experienced counterparts and this contradicts the findings of this research which found that there is no difference among Ilami English teachers regarding their teaching experience, that is to say, teaching experience had no effect on job satisfaction of Ilami English teachers.

However, the results of this study, on one side, are not in line with Crossman and Harris's (2006) research in which they inspected job satisfaction among secondary school teachers in different types of secondary schools in UK. The results of their study revealed a significant difference in the overall job satisfaction scores of teachers by type of school. Teachers in independent and privately-managed schools expressed the highest satisfaction levels and the lowest level of satisfaction was seen among those who worked in foundation schools. The results also do not confirm their research in that they found that job satisfaction of teachers does not vary with gender. But, on the other side, these results also confirm Crossman and Harris (2006) findings in that they discovered that age and teaching experience do not influence job satisfaction.

On the contrary, Van Maele and Van Houtte's (2012) study confirms the finding of the present research. They examined teaching experience as a moderator of the trust-satisfaction relationship. Based on multilevel analyses of the data of 2091 teachers across 80 secondary schools in Belgium, faculty trust did not affect job satisfaction and teaching experience did not moderate the trust-satisfaction relationship.

We also came to a conclusion that teachers with different teaching experience levels of 1-10, 11-20, 21-30, and 31+ do not vary greatly in their level of job satisfaction, and EFL teachers in Ilam province with different school type (state run, non- state run, selective, semi state run, and private) have almost the same level of job satisfaction.

Furthermore, we conclude that teachers with different student IQ level (weak, moderate, good, and excellent) have different level of job satisfaction. In other words, the teachers with excellent IQ level students are the most satisfied teachers, followed by good, moderate and then the weak IQ level students. Besides, teachers with different number of students in each class (7-13, 14-20, 21-27, and 28+) are satisfied with their jobs differently. Surprisingly we found that teachers who have more number of students in their classes are relatively more satisfied than those who have fewer students in their classes.

Finally, it is concluded in the current study that EFL teachers in Ilam province with different level of education (MA, BA, and AA) have almost similar level of job satisfaction, though teachers with MA degree are a bit less satisfied than the others, and the BA teachers are a bit less satisfied than the AA teachers.

As a result, job satisfaction as a vital work variable has significant impact on the individual worker as well as the organization. Many scholars argue that job satisfaction can have an effect on workers' behavior and affect work, employee absenteeism, work effort, productivity, and income (Mabekoje, 2009). According to Demirtas (2010), educational aims are to a great extent are influenced positively by the level of job satisfaction of teachers. He concludes that a school which has teachers with high level of job satisfaction is expected to give qualified education and bring up successful students.

More researches can be conducted to determine the relationship and correlation between burnout and job satisfaction. Also the interaction between teacher job satisfaction and school factors that influences educational outcomes can be sought in further studies.

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