

EFL Teachers' Job Satisfaction and Their Social Capital in Relation to Students' Motivation

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Abstract

The present study explored the relationship among teacher job satisfaction, social capital and students' motivation. The under study participants were 69 EFL teachers and their students of Mashhad and Ghoochan English private institutes. The population surveyed using JSQ (job satisfaction questionnaire) and SCQ (social capital questionnaire) for teachers. The researcher also used Gardener's (1985) motivation questionnaire to measure students' motivation. The researcher used the Persian format of the questionnaire in this study. The results revealed that teacher job satisfaction is related to students' motivation but teacher social capital is an independent variable and does not have any correlation with students' motivation. These results mean that if teachers have high level of job satisfaction students will have higher level of motivation, but the level of social capital has not any direct effect on students' motivation. According to results job satisfaction and social capital are independent from each other.

Keywords: job satisfaction, teacher job satisfaction, social capital, motivation

INTRODUCTION

Some reasons such as ever-growing interest in learning English as a prestigious language encourage people to learn it (Chalak & Kassaian, 2010). These days parents are interested in learning more than one language especially for their children, so they send them to English classes at age four or five. For several years, the willingness for attending in English classes has increased in Iran both for kids and adults. English is becoming as a high-level profession in recent years, as the number of English institutes have raised, the number of English teachers and English students have increased. Kramesh (2001), claims that learning another language is not like learning math or word processing, especially in adolescence it is likely to involve not only the linguistic and cognitive capacities of the learner as an individual but her social, historical, emotional, cultural, and moral sense of self as a subject (as cited in Dai, 2009).

The purpose of the present study is to search more about teachers and their effectiveness on students from different points of view and to examine the overall level of teacher job satisfaction and social capital. As a teacher, it is very crucial for me to understand more about the importance of my job, because if someone become aware of his/her role and responsibility he/she can perform better in different situations. There are some studies that investigate the impact of teacher job satisfaction and social capital on motivation of teachers, but there is a few about their effect on motivation of students, which is the main objective of the present study.

A number of researchers have investigated what teachers' factors positively affect learner motivation in what way (see e.g. Dörnyei 1994a, 2001a; Dörnyei and Csizér 1998; Jacques 2001; Tanaka 2005 as cited in Pishghadam et al. 2011). These studies have claimed that L2 teachers play one of the most important and influential roles for learners engagement and persistence in the long process of L2 acquisition. Learners' relationships with teachers which we name it as social capital may have a profound influence upon, what and how any individual learns a language (Pishghadam et al. 2011).

We can conclude from the result of Pishghadam et al. (2011), that teachers' relationship and their level of social capital can affect learners' achievement. The most important purpose of this study is to understand how English teachers' job satisfaction and social capital will affect students' motivation. Teachers are the building blocks of universities and organizations. Undoubtedly, teachers are the developers of a positive and progressive society in any country (Rasheed, Aslam & Sarwar, 2010). A great number of studies contained some documentation or examination of job satisfaction; However, not many of these studies were conducted in educational setting. Most of them were conducted in business and industrial settings (Locke, 1976, as cited in Ching, 2001).

Dudley (2004) defined social capital as "intra-community connections among individuals which form a catalytic network by which individual, group and community wide efforts are made more effective" (p.1). Since the path-breaking work of Banfield (1958), Coleman (1990), and Putnam (1993, 2000), social scientists have argued that social capital, defined broadly as the capacity of people in a community to cooperate with others outside their family, is an important determinant of various social outcomes (cited in Algan, Cahuc and Shleifer, 2011). Social and cultural capital including information channels, networks, value systems, social norms and cues about social class are related to decisions to attend and when to attend college and have been found to vary by racial/ ethnic groups (Bohon et al 2006, cited in Brooks nd). We can name these relations social capital or according to some scientists (e.g. Coleman) emotional intelligence.

For Bourdieu(1985), social capital is the product of time and energy directed toward a series of material and symbolic exchanges among members that help to reproduces social relationships with the conscious or unconscious objective of promoting long term obligations from which tangible or intangible profits accrue. The profits amassed can be economic, cultural or symbolic (cited in Smith, Dewey, Giraud, Ring & Gore, 2011).

People with high social capital are able to find and keep good jobs, initiate projects, serving public interests, monitor another's behavior and respond to citizens' concerns more promptly (Herzberg, 2005).

According to Halse et al (2007), individuals in the organization are not likely to work for the common good if they believe that what is going on is unjust. It is expected that high social capital among teachers will increase their positive performance in their job environment. Robbins (1989: p.163) defined motivation as, "the willingness to exert high levels of effort toward organizational goals conditioned by the effort's ability to satisfy some individual need" (Umur, 2011). Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language (L2) learning (Dornyei & Csizer, 1998).

Motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent. Motivation is a factor that exerts a driving force on our actions and works. The effect of teachers' job satisfaction and their social capital on students' motivation is the aim of the present study.

RESEARCH QUESTIONS

1. Is there any significant relationship between EFL teachers' job satisfaction and students' motivation?
2. Is there any significant relationship between EFL teachers' social capital and students' motivation?
3. Is there any significant relationship between EFL teachers' job satisfaction and their social capital?

METHODOLOGY

Participants

There were 69 EFL teachers, (72%) female and (28%) male. The population was randomly selected from Mashhad and Ghoochan English institutes. The age range of teachers was from 20 to 35 (see Table 1).

Table 1. The Demographic background of the target Population and Participants of the study

	population	participant	female	Male	Age	experience
Teacher	72	69	72%	28%	20 - 35	8
Student	700	684	73%	27%	14-18	*

Instruments

To measure the level of job satisfaction, the present study used teacher job satisfaction questionnaire (TJSQ) developed by Lester (1987), this is a 5-point likert scale format questionnaire. Maslow's (1954) research on the hierarchy of personal needs and

Herzberg, Mausner, and Snyderman's (1959) focus on workers' quest for a pleasant work environment and meaningful tasks were specifically used to generate a taxonomy for the development of the TJSQ instrument. To test the reliability of the TJSQ, an Alpha coefficient was calculated. These tests of reliability were run for the total and for each of the nine factors. The total scale Alpha coefficient of the sample ($N = 526$) was 0.93. The scale coefficients range from 0.71 on the factor of security to 0.92 for the factor of supervision. A split-sample technique was used for cross-validation. To measure social capital the researcher used social capital questionnaire, which was developed by Pishghadam et al (2011). The items are scored according to the five-points Likert-scale ranging from (1) "strongly disagree" to (5) "strongly agree". In the present study social capital questionnaire consists of 29 questions.

Pishghadam et al (2011), have measured the construct validity of the questionnaire. For the scoring of the Social Capital Questionnaire we simply assign values 1, 2, 3, 4, and 5 to options strongly disagree, disagree, undecided, agree, and strongly agree, respectively. The reliability estimates for the five underlying factors of SCQ are as follows: social competence, $r = .89$; social solidarity, $r = .75$; extraversion, $r = .51$. The reliability of the whole items is 0.88. To measure students' motivation level, the researchers employed a questionnaire adopted from Gardner's AMTB (1985). Integrative and instrumental orientation scales of the original 6-point Likert Scale format of Gardner's Attitude/Motivation Test Battery (AMTB) (Gardner, 1985) were used, ranging from 'Strongly Agree' to 'Strongly Disagree'. The AMTB is reported to have good reliability and validity (Gardner, 1985). Additionally, the Cronbach's Alpha coefficient test was done for the sixty four (64) items, result revealed that alpha value is .96, suggesting that the items have relatively high internal consistency (Tahaineh and Daana, 2013). The adapted questionnaire had 64 items which was translated to Persian by Akram Mohammadi (2014). The Persian version of the questionnaire was used for students to have more reliable data.

Procedures

The result of this survey is derived through some questionnaires that were distributed to teachers and their students in private institutes in the presence of researcher. The data collection process is designed to seek convergence of findings. The questionnaires examined three variables of the study: job satisfaction and social capital, which were independent variables, and motivation that was considered as the dependent one. Job satisfaction and social capital questionnaires were distributed among teachers. Motivation questionnaire was used to measure students' motivation.

Data analysis

TJSQ provided a score for each of the nine factors of job satisfaction. The TJSQ was self-administered in about 15 minutes. A Likert scale registered agreement or disagreement for each of the 66 items. Each of the items on this questionnaire pertained to only one of the factors. Reverse scoring was necessary for the 29 questions that were written negatively. The items were presented randomly to mix up the factors. A favorable

(strongly agree) response received five points, agree received four points, neutral (neither agree nor disagree) received three points, disagree received two points, and strongly disagree received one point. The SCQ questionnaire comprises 29 items which are measured Social capital. The items are scored according to the five-points Likert-scale ranging from (1) "strongly disagree" to (5) "strongly agree". A favorable response (strongly agree) received five points, agree received four points, undecided (neutral) received three points, disagree received two points and strongly disagree received one point. The overall score for motivation questionnaire was calculated after that, the mean score of each class on MQ was compare with the total score to reach the high and low score of learners. To calculate the score of MQ questionnaire the researcher assigned a number for each scale. Scales of MQ questionnaire ranging from (1) "strongly agree" to (6) "strongly disagree". A favorable (strongly agree) response received six points, moderately agree received five points, slightly agree received four points, slightly disagree received three points, moderately disagree received two points and strongly disagree received one point.

RESULTS

Table 2 presents the results of SPSS program for three variables of this study.

Table 2. Descriptive statistics (A. job satisfaction, B. social capital, C. motivation)

		A	B	C
N	Valid	69	69	69
	Missing	0	0	0
	Mean	217.32	88.99	233.83
	Median	210.00	89.00	240.00
	Mode	190(a)	99	199
	Std. Deviation	36.727	17.325	31.200
	Variance	1348.867	300.162	973.410
	Range	170	81	113
	Minimum	130	54	176
	Maximum	300	135	289

Based on this table for job satisfaction the mean is 217.32, median is equal to 210, and mode is 190. Other statistics are as follow, standard deviation is 36.272, variance is 1348.867, and range is equal to 170. The maximum number is 300 and the minimum number for job satisfaction is 130.

This table presents that for social capital questionnaire the mean is 88.99, median is 89.00, mode is equal to 99, standard deviation is 17.325, variance is 300.162, range is 81 and the minimum number for social capital is 54 and the maximum number is 135.

Based on this table results of motivation questionnaire are as follow, them mean is 233.83, median is 240.00, mode is 199, standard deviation 31.200, variance is 973.410, range is equal to 113, and the minimum number for motivation is 176 and the maximum number is 289.

Histogram graph is presented for each variable, these diagrams show the frequency of data.

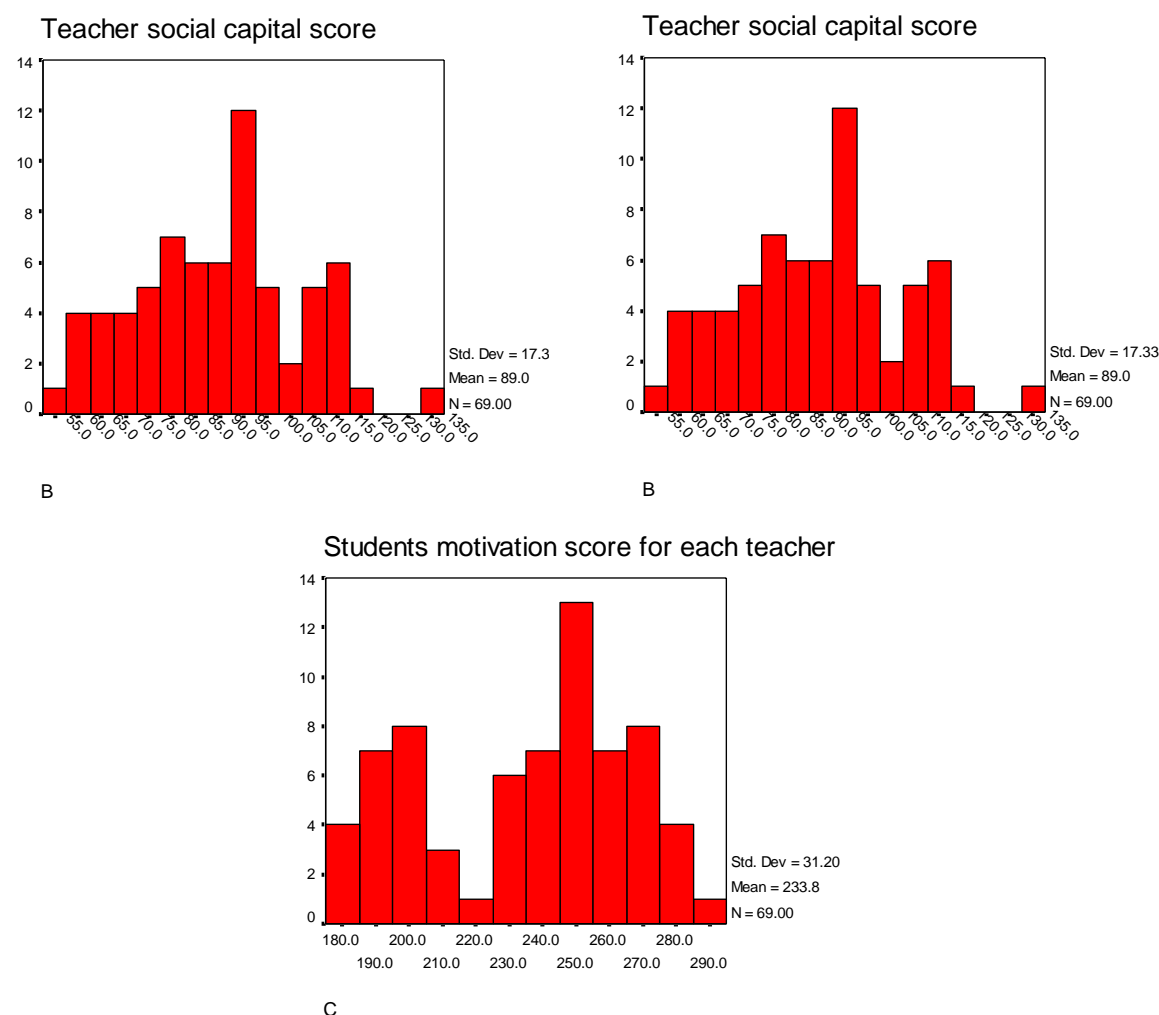


Table 3 presents the correlation number for three variables of the study.

Table 3. Pearson correlation and p-value numbers for three variables

		A	B	C
A	Pearson Correlation	1	-.105	.244(*)
	Sig. (2-tailed)	.	.390	.044
	N	69	69	69
B	Pearson Correlation	-.105	1	-.029
	Sig. (2-tailed)	.390	.	.816
	N	69	69	69
C	Pearson Correlation	.244(*)	-.029	1
	Sig. (2-tailed)	.044	.816	.
	N	69	69	69

* Correlation is significant at the 0.05 level (2-tailed).

Based on this table the first line of each row shows the number of Pearson correlation. The Pearson correlation between A and B is equal to -0.105, the negative point means that these variables have negative correlation. The basic analysis of this table is done by

the measure of p-value. If p-value is less than 0.05, it means that two variables are dependent to each other but if the number is more than 0.05, it means that two variables are independent. From the table this number for A and B is equal to 0.39, which is more than 0.05, so A is independent from B. We can have the same conclusion from the Pearson correlation number that is near zero. If the Pearson correlation is between -1 and 1, two variables are dependent. P-value for A and C is equal to 0.044 that is less than 0.05, so these variables are dependent to each other. For C and B p-value is 0.816 that is more than 0.05, so the two variables are independent from each other.

Table 4. represents coefficient number for A and B that are related to each other.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	Constant	189.361	31.056		6.097	.000
	A	.207	.102	.243	2.028	.047
	B	-.005	.216	-.003	-.025	.980

The final line of this table shows that p-value for A and C is 0.047, which is less than 0.05, this means that the two variables are dependent. This number for the variables B and C is equal to 0.98 which is more than 0.05, so there is no relationship between the two variables. The final result is that just A (teacher job satisfaction) has effect on C (students' motivation), and based on Table 4 row B, the linear relationship between the two variables is $C = 0.207A + 189.361$, the first number in row B of Table 4 shows the constant number. Because B and C are independent, C value is deleted from the equation.

DISCUSSION AND CONCLUSION

The aim of this study was to find out the overall level of teachers job satisfaction and social capital, the relationship between EFL teachers job satisfaction and social capital and the relationship of these two variables with students' motivation, the researcher also provide comparison of these variables. As discussed earlier with growing number of English institutes and English learners in Iran the role of English teacher has increased nowadays.

The focus of the present study was private English institutes' teachers. According to Sargent & Hannum (2005), in most public schools teachers are happy with good pay, big schools where they have the chance of professional growth, and there is not much workload. So the researcher chose private schools which are more challenging in this topic for doing her research. English as a language has social and cognitive effects on learners. Language is a broad component and has different dimensions. Job satisfaction is an important independent variable of this study. As mentioned before teacher burned out is become an important issue that can affect job satisfaction of teachers. Teaching is a demanding job so according to Cobb (2004), because of these demands many teachers experience job dissatisfaction. The focus of the present study was on Herzberg's et al

(1959) theory of job satisfaction. Based on this theory job satisfaction and dissatisfaction depend on substantially different sets of work-related conditions and are influenced by different factors. From the results of questionnaires, teacher job satisfaction is correlated with students' motivation (p-value was less than 0.05). As stated earlier according to Robins(2001), job satisfaction is an individual issue but can have different general and social dimensions. According to Shann (1998), teacher job satisfaction reduce attrition, enhance job performance, and had a positive influence on student outcomes. Job satisfaction is one of factors that affect learners' motivation. The present study asks whether there is a relationship between EFL teachers' social capital and students' motivation. According the quantitative findings of the study the answer of this question is no. the results of this study declared that social capital is an independent variable and has not any direct effect on students' motivation. Based on the results of the study the answer of the third question is no, the researcher could not find any relationship between teacher job satisfaction and their social capital, they were independent from each other (p-value = 0.39).

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