

International Journal of English Language & Translation Studies

ISSN: 2308-5460



The Relationship between Motivation and Job Satisfaction as Potential Predictors of Teacher Ethnic Identity

[PP: 17-27]

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ABSTRACT

This study aimed to examine whether there is any significant relationship between ethnic identity, teaching motivation and job satisfaction. In so doing, a total number of 120 teachers who were teaching at high school were selected to participate in this study based on criterion-based selection method. To gather the relevant data, the questionnaires of ethnic identity, teaching motivation and job satisfaction were distributed to the participants in certain weeks. The results obtained from Pearson Correlation Coefficient confirmed that there was a large, positive correlation between the two variables of teaching motivation and ethnic identity, and that there was a large, positive correlation between the two variables of job satisfaction and ethnic identity. However, the results of One-way ANOVA confirmed that there was *no* statistically significant difference at the $p < .05$ level in the teachers' scores with respect to their ethnic identity including Persian, Kurdish, Turkish and Qashqai. Moreover, the results obtained from Multiple Regression confirmed that teaching motivation made the strongest unique contribution to explaining the dependent variable, when the variance explained by all other variables in the model was controlled. The results emerged from the interviews revealed that the role of ethnic identity has not been taken into consideration in Iranian EFL teaching context.

Keywords: *Teacher Ethnic Identity, Teaching Motivation, Job Satisfaction, EFL context, Predictors*

ARTICLE	The paper received on	Reviewed on	Accepted after revisions on
INFO	05/09/2021	10/11/2021	30/12/2021

Suggested citation:

Salari Allah Abad, R., Rahimi, F. & Esfandiari, M. (2021). The Relationship between Motivation and Job Satisfaction as Potential Predictors of Teacher Ethnic Identity. *International Journal of English Language & Translation Studies*. 9(4). 17-27

1. Introduction

In the past two decades, teachers had been neglected to a large extent in the research agenda despite the fact that they always constitute one of the main rings of the educational chain (Tsui, 2007). However, in recent years, with the postulation of postmethod pedagogy which empowers language teachers “to theorize from their practice and practice what they theorize” (Kumaravadivelu, 2001, p. 541) and critical pedagogy which considers teachers as “transformative intellectuals” (Pennycook, 1989, p. 613), more attention has been paid to them. Consequently, some researchers have investigated different characteristics of language teachers such as their pedagogical knowledge base (e.g.,

Watzke, 2007), professional development (e.g., Ross, 1992), and identity (e.g., Tsui, 2007), which affect teachers' classroom practices and subsequently students' achievement.

Among the different characteristics of second language teachers, identity development can be considered as one of the most complicated issues within the domain of applied linguistics; as learning and then deciding to teach a foreign language brings about great changes in the value system one holds which, in turn, might result in their identity changes. Individuals construct their identities based on factors such as gender, ethnicity, culture and religion. Ryan and Powelso (1991) also believe that the development of the self is characterized by



the simultaneous processes of, on the one hand, becoming increasingly differentiated and refined as a result of new experiences, and, on the other hand, becoming more and more coordinated and cohesive as a result of the synthetic process.

Research on L2 motivation has traditionally been interested in the social-psychological perspectives that generate interest in learning and facilitate in sustaining it among which factors like “integrative motivation” and “intrinsic motivation” (Gardner & Lambert, 1972) were more salient. Following this, the role of motivation was investigated from cognitive psychology perspectives and motivation was conceived of “intrinsic motivation” (i.e., doing something as an end in itself) and “extrinsic motivation” (i.e., doing something as a means to some separable outcome) (Ryan & Deci, 2000).

Moreover, the attention to the extent to which teachers have good vibes about their jobs play important roles in the educational system and students’ achievement. Job satisfaction has been defined differently. For instance, according to Hoppock (1935, as cited in Lester, 1987), job satisfaction is “any combination of psychological, physiological, and environmental circumstances that cause a person truthfully to say I am happy with my job” (p. 47). Finding the factors that constitutes the job satisfaction for the teachers in the field of second language acquisition has also been an issue of concern among practitioners. The present study, however, focuses on teacher job satisfaction and among the professionals in ELT, Lester (1987) works on the components of job satisfaction seems to be the pioneering work who tried to determine the constituents of teacher job satisfaction.

Works on teachers’ motivation is not only interwoven with the students’ achievement but also it is related to other important factors in teacher education agenda among which is teacher job satisfaction. Although in the educational context, a great number of studies has been conducted with respect to teachers’ job satisfaction, particularly in developed countries such as the UK and the USA (Koustelios, 2001), as pinpointed by Hinks (2009), the topic is correspondingly important to developing countries. In our educational system, there is a lack of research into the teacher job satisfaction and the moderating role of income that officially

employed teachers receive from the Iranian Ministry of Education. Recently, the gradual fall in teachers’ satisfaction with their jobs in other countries has been documented (see Klassen & Anderson, 2007), and a few studies have been conducted on the job satisfaction issue in Iran (Hessamy & Kheiri, 2013); however, the topic has not been touched by the researchers in our country to examine the relationship between income, job satisfaction and motivation.

Research on teachers’ job satisfaction suggests that educators are most satisfied with teaching itself and their supervision and dissatisfied with their salary and promotional opportunities (Dinham & Scott, 2000). These findings seem to be robust across several different countries and cultural contexts. As far as early educators are concerned, Fenech (2006) reported poor work conditions, low salaries, heavy workloads, unrealistic expectations from managers, low professional status, organizational conflict, and reduced autonomy as important factors that contribute to teacher dissatisfaction. Some researchers argue that teachers who do not feel supported in their work may be less motivated to do their best in the classroom (Ostroff, 1992; Ashton & Webb, 1986). In addition, highly satisfied teachers are less likely to change schools or to leave the teaching profession altogether than those who are dissatisfied with many areas of their work life. Despite a number of studies in the field of job satisfaction, there are still some problematic areas left.

The current study is an attempt to fill the gap of research regarding the association between high school teacher identity, teaching motivation and job satisfaction since these three factors are among the most important factors in teachers’ success.

1.1 Objectives of the Study

According to Norton (1997), teacher education should concentrate more on building the inner image of being a teacher, i.e. identity and core beliefs rather than just providing ways of performing the roles of a teacher. The study mainly aimed at: 1) examining whether there is any significant relationship between ethnic identity, teaching motivation and job satisfaction, 2) investigating the significant difference among the teachers with respect to their ethnic identity including Persian, Kurdish, Turkish and Qashqai, 3) determining the best predictor of teacher ethnic identity in teaching motivation and job satisfaction, and

4) exploring the high school teachers' perspectives of the role of ethnic identity in their teaching motivation and job satisfaction.

1.2 Research Questions

The following research questions were posed by the researcher based on the objectives of the study:

1) Is there any significant relationship between ethnic identity, teaching motivation and job satisfaction?

2) Is there any significant difference among the teachers including Persian, Kurdish, Turkish and Qashqai with respect to their ethnic identity?

3) How much of the variance in scores obtained from teacher ethnic identity could be predicted by scores obtained from teaching motivation and job satisfaction?

4) What do high school teachers think about the role of ethnic identity in their teaching motivation and job satisfaction?

2. Methodology

2.1 Design of the Study

The present study enjoyed a mixed-method design employing both qualitative and quantitative research methods to yield more in-depth data (Riazi, 2016). The present study was an attempt to use correlational quantitative method of research which is based on the collection and analysis of numerical data, and it also involved using enough samples of participants to provide statistically meaningful data and employing data analyses that rely on statistical procedures. Teaching motivation and job satisfaction were regarded as the predictive variables and ethnic identity was taken as the standard variable of the study. Moreover, the study made use of interview method to collect qualitative data as the complementary step of the present study.

2.2 Participants

A total number of 120 teachers who were teaching at high school from Shirvan, Quchan, Bojnord and Shiraz participated in this study. A criterion-based selection method, rather than a random one was chosen as the sampling method. In this method, the researcher specified the criteria essential to the purposes of the study, and sought out participants fulfilling those specific attributes (Le Compete & Preissle, 1993). Moreover, since qualitative research is context-bound, it is mandatory for the researcher to select participants who would remarkably bear a part in finding tangible and well-organized answers to the questions (Kairuz, Crump, & O'Brein, 2007). The criteria set in this phase were: a) Being an

EFL high school teacher, and b) Having experience of teaching for at least three years. Some of the participants were asked to complete the questionnaires by e-mail or telegram because of the limitations imposed by the government for Covid-19 outbreak. The participants were divided into four groups based on their ethnic identity. Table 1 illustrates the number and frequency of each group.

Table 1: Frequency and percent of ethnic groups

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Persian	34	28.3	28.3	28.3
	Kurdish	32	26.7	26.7	55.0
	Turkish	27	22.5	22.5	77.5
	Qashqai	27	22.5	22.5	100.0
	Total	120	100.0	100.0	

2.3 Instruments

The researcher employed four major instruments to gather the relevant data:

The first instrument used to gather information about the identity was Possible Identities questionnaire developed by Dastgoshadeh and Ghafarsamar (2013). The main purpose of this questionnaire is to have a better understanding of what has actually shaped the different L2 identities of EFL teachers. This questionnaire includes 54 questions which measure 4 constructs and each construct has some sub domains. The results of the Cronbach's alpha showed that the internal consistency of the whole questionnaire was .86. Next, item analysis was carried out to check the correlation of each item with the whole reliability index. 37 items with correlation coefficients less than .2 or negative correlation were removed from the questionnaire. Then, the reliability index of the instrument after deleting those items increased to .91. The present study focuses on ethnic identity; therefore, the study just includes the 17 items of the questionnaire that are related to this identity to gather the relevant information (see Appendix A).

The second questionnaire used by the researcher was Teaching Motivations with 15 items from Wong, Tang, & Cheng (2014) (Appendix B). Five items are used to measure altruistic motivation (e.g. teaching allows me to influence the next generations), six items are used to measure intrinsic motivation (e.g. I like teaching), and four items are used to measure extrinsic motivation (e.g. the salary is relatively high). Participants completed the scale on a six-point Likert type scale ranging from 1 (strongly disagree) to 6 (strongly agree) (see Appendix B).



The third instrument utilized by the researcher to gather the data for teacher job satisfaction was the Persian version of Lester's (1987) Teachers' Job Satisfaction Questionnaire. Lester developed the teachers' job satisfaction questionnaire (TJSQ) specifically for using in various educational settings. The original questionnaire is made of 67 items in nine subscales and in five-point Likert scale format. The internal consistency of the instrument was calculated (coefficient alpha) for the total score as .93, which was totally acceptable. The subscales are defined as supervision, colleagues, working conditions, pay, and responsibility, work itself, advancement, security, and recognition (see Appendix C).

The last instrument utilized by the study was semi-structured questions, asking the participants regarding how the high school teachers reacted to the role of identity and ethnic background in their teaching practice (Appendix D). The content validity of the questions was checked by two experts in the field of ELT who had been teaching English at Islamic Azad University of Shiraz. Having received the feedback from the experts, the researcher revised the questions in terms of their validity.

2.4 Procedure

The relevant data were gathered in four major sessions:

Week One: During the first week, the researcher administered the questionnaire of ethnic identity to the high school teachers teaching at different high schools in four cities of Shirvan, Quchan, Bojnord and Shiraz. The purpose of the questionnaire was initially explained for them. The questionnaire consisted of 17 items. The responses that the participants provided for each component was also important for this study. For answering, there are no "right" or "wrong" answers. All 54 items were answered on a 6-point Likert scale with the following scale points: 1 Strongly disagree, 2 Disagree, 3 Slightly Disagree, 4 Slightly Agree, 5 Agree, 6 Strongly Agree.

Week Two: During the second week, the researcher administers the questionnaire of teaching motivation to the teachers. The questionnaire contains three major components and participants are asked to complete the scale on a six point Likert type scale ranging from 1 (strongly disagree) to 6 (strongly agree).

Week Three: During this week, the researcher gathers the data for teacher job

satisfaction administering the relevant questionnaire to the participants. The participants were from different schools such as high schools for the gifted, Exemplary high schools, and public high schools located in different regions of each city.

Week Four: During the third week of the study, the data are gathered from ten teachers in the by means of face-to-face interview sessions held by the researcher. Different teachers from the four cities with different ethnic identity are chosen by the researcher based on availability sampling. The interview sessions takes 20 minutes and the teachers are free to speak in either English or Persian language.

3. Data Analysis

As for the first research question of the study regarding the relationship of ethnic identity, teaching motivation with job satisfaction, the researcher used Pearson Correlation Coefficient since the three variables yield interval data. As for the second research question of the study regarding the significant difference among the teachers with respect to their ethnic identity, the researcher ran One-way ANOVA since the independent variable has four levels including Persian, Kurdish, Turkish and Qashqai. As for the third research question of the study regarding the best predictor of teacher ethnic identity in teaching motivation and job satisfaction, the researcher performed Multiple Regression. As for the last research question of the study regarding the high school teachers' reactions to the role of ethnic identity in their teaching motivation and job satisfaction, the researcher used theme-based categorization.

4. Results

4.1 Teaching Motivation, Job Satisfaction and Ethnic Identity

As for the first research question regarding the significant relationship between ethnic identity, teaching motivation and job satisfaction, the researcher ran Descriptive Statistics and Pearson Correlation Coefficient Formula since the two variables yielded interval data. Teaching motivation included 15 items in 6-likert scale. The lowest score one could obtain on the questionnaire was 15 and the highest score one could obtain was 90. Moreover, the Job satisfaction Questionnaire included 67 items in 5-likert scale. The lowest score one could obtain on the questionnaire was 67 and the highest score one could obtain was 335. Finally, the questionnaire of ethnic

identity included 17 items in 6-likert scale. The lowest score one could obtain on the questionnaire was 17 and the highest score one could obtain was 102.

Before running the formula, the researcher, first, examined the assumptions of normality for the scores. He analyzed the scatter-plots to give a better idea of the nature of the relationship between the variables.

Table 2: Descriptive Statistics for the students' scores

	N	Mean	Std. Deviation	Skewness	Kurtosis
Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Teacher motivation	120	64.10	8.08	.35	.22
Job satisfaction	120	256.75	19.00	-.18	.22
Ethnic identity	120	69.91	7.75	-.11	.22
Valid N (listwise)	120				

Initially, the researcher performed the preliminary analysis to ensure no violation of the assumptions of normality (i.e., skewness and kurtosis which were between +2 and -2 for the variable). Table 2 shows the means and standard deviations of the scores for teaching motivation (M=64.10; SD=8.08), for job satisfaction (M=256.75; SD=19.00) and for ethnic identity (M=69.91, SD=7.75).

Table 3: Correlations between the three variables

		Ethnic identity
Teacher motivation	Pearson Correlation	.64**
	Sig. (2-tailed)	.00
	N	12
Job satisfaction	Pearson Correlation	.58**
	Sig. (2-tailed)	.00
	N	120

** Correlation is significant at the 0.01 level (2-tailed).

After performing the preliminary analysis to ensure no violation of the assumptions of normality, the results obtained from Pearson product-moment correlation coefficient showed the relationship between scores of teaching motivation, job satisfaction and ethnic identity (See Table 3). There was a large, positive correlation between the two variables of teaching motivation and ethnic identity [$r=.64, n=120, p<.05$], with higher scores on teaching motivation associated with higher scores on ethnic identity; moreover, there was a large, positive correlation between the two variables of job satisfaction and ethnic identity [$r=.58, n=120, p<.05$], with higher scores on job satisfaction associated with higher scores on

ethnic identity, based on the guideline proposed by Cohen (1992):

$r=.10$ to $.29$ or $r=-.10$ to $.29$ small

$r=.30$ to $.49$ or $r=-.30$ to $.49$ medium

$r=.50$ to 1.0 or $r=-.50$ to 1.0 large

4.2 The Significance Difference among Teachers with respect to Ethnic Identity

As for the second research question of the study regarding if the significant difference among the teachers including Persian, Kurdish, Turkish and Qashqai with respect to their ethnic identity was statistically significant, the researcher ran One-way ANOVA since there was one independent variable with four levels. Initially, the researcher checked the normality of data.

Table 4: Test of homogeneity of variances for ethnic identity

Levene Statistic	df1	df2	Sig.
.664	3	116	.57

Checking the significance value (Sig.) for Levene's test, since this number is greater than .05, the assumption of homogeneity of variance had not been violated (Pallant, 2002). As shown in Table 4, the significant value was .57 and as this was greater than .05, the homogeneity of variance assumption was not violated. Since the data were confirmed to be normally distributed, then, the researcher ran One-way ANOVA to find out the difference between the four groups or components of instructions.

Table 5: Descriptive statistics for four groups

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean			
					Lower Bound	Upper Bound	Minimum	Maximum
Persian	34	69.58	8.29	1.42	66.69	72.48	48.00	84.00
Kurdish	32	69.93	7.07	1.24	67.38	72.48	54.00	83.00
Turkish	27	70.00	8.01	1.54	66.82	73.17	56.00	83.00
Qashqai	27	70.22	8.01	1.54	67.05	73.39	58.00	84.00
Total	120	69.91	7.75	.70	68.51	71.31	48.00	84.00

As displayed in Table 5, the means and standard deviations of the scores were as follows: for Persian group (M=69.58; SD=8.29), Kurdish group (M=69.93; SD=7.07), Turkish group (M=70.00; SD=8.01) and Qashqai group (M=70.22; SD=8.01).

Table 6: ANOVA test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.39	3	2.13	.03	.99
Within Groups	7156.77	116	61.69		
Total	7163.16	119			

Using the statistical formula of one-way ANOVA, the researcher examined the

significant difference between the teachers' scores obtained from the four groups of teachers with a different native language, as measured by the ANOVA. There was *no* statistically significant difference at the $p < .05$ level in the teachers' scores for with respect to their ethnic identity including Persian, Kurdish, Turkish and Qashqai [$F(2, 42) = 1.10, p = .34$] (See Table 9). The means plot also displayed that the mean score of the four groups.

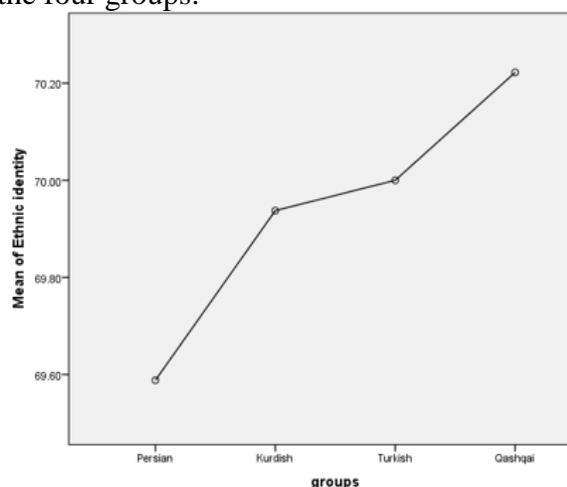


Figure 1: Mean plot for teachers' scores

4.3 The Best Predictor of Ethnic Identity in Teaching Motivation and Job Satisfaction

As for the third research hypothesis of the study regarding the best predictors of ethnic identity in teaching motivation and job satisfaction components, the researcher opted for Multiple Regression. The results obtained from the statistical analyses are reported as follows:

The researcher initially checked the following assumptions: *Multicollinearity*: This refers to the relationship among the independent variables. Multicollinearity exists when the independent variables are highly correlated ($r = .9$ and above) (Pallant, 2002). The correlations between the variables in the model were already provided in Table 3 labeled Correlations below. The independent variables showed at least some relationship with the dependent variable (above .3 preferably).

SPSS 'collinearity diagnostics' was also performed on the variables as part of the multiple regression procedure. This could pick up on problems with multicollinearity that might not be evident in the correlation matrix. The results are presented in Table 10 as labeled Coefficients. Two values are given: Tolerance and VIF. Tolerance is an indicator of how much of the variability of the specified independent variables is not explained by the other independent variables in the model and is calculated using the formula $1 - R^2$ for each

variable. If this value is very small (less than .10), it indicates that the multiple correlation with other variables is high, suggesting the possibility of multi-collinearity (Pallant, 2002). The other value given is the VIF (Variance inflation factor), which is just the inverse of the Tolerance value (1 divided by Tolerance). VIF values above 10 would be a concern here, indicating multi-collinearity.

The researcher used cut-off points for determining the presence of multi-collinearity (tolerance value of less than .10, or a VIF value of above 10). In this study, the tolerance value for each independent variable were not less than .10; therefore, there was no violation of the multi-collinearity assumption. This was also supported by the VIF value, which were well below the cut-off of 10. Therefore, there was no violation.

These assumptions were checked by analyzing the Normal Probability Plot of the regression standardized residuals (figure 2) that was accounted as part of the analysis. In the Normal Probability Plot the points should lie in a reasonably straight diagonal line from bottom left to top right, as displayed in figure 2. This would suggest no major deviations from normality.

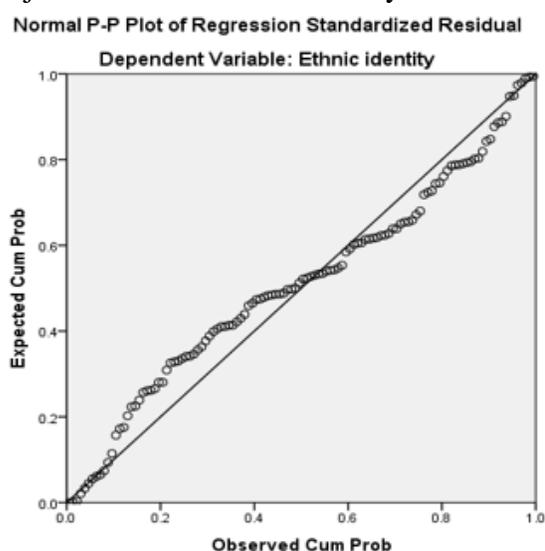


Figure 2: Normal probability plot of the regression standardized residuals

The next step was to check Outliers, Homoscedasticity, and Independence of Residuals. Outliers were also checked by inspecting the Mahalanobis distances from Table 7. To identify which cases were outliers, the researcher determined the critical chi-square value, using the number of independent variables as the degrees of freedom. The number of independent variables in this study was four and using Tabachnick and Fidell's (2001) guidelines, the critical value in this case should not exceed 18.47.

Table 7: Residuals statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	59.23	86.26	69.916	5.56	120
Std. Predicted Value	-1.92	2.93	.00	1.00	120
Standard Error of Predicted Value	.50	2.09	.82	.24	120
Adjusted Predicted Value	59.28	87.09	69.94	5.62	120
Residual	-22.19	13.93	.00	5.40	120
Std. Residual	-4.07	2.55	.00	.99	120
Stud. Residual	-4.41	2.64	-.00	1.01	120
Deleted Residual	-26.03	14.94	-.03	5.71	120
Stud. Deleted Residual	-4.81	2.71	-.00	1.04	120
Mahal. Distance	.01	16.55	1.98	2.08	120
Cook's Distance	.00	1.12	.02	.10	120
Centered Leverage Value	.00	.13	.01	.01	120

a. Dependent Variable: Ethnic identity

As indicated in Table 7, the critical value was 16.55 which was less than 18.74. Therefore, there was no violation. Then, the researcher checked the value given under the heading **R Square** in Table 8, Labeled Model Summary box. This indicated how much of the variance in the dependent variable (scores on ethnic identity) was explained by the model (which included the variables of teaching motivation and job satisfaction).

Table 8: Model summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.71 ^a	.515	.506	5.45

a. Predictors: (Constant), Job satisfaction, Teacher motivation

b. Dependent Variable: Ethnic identity

As displayed by Table 8, in this case the value was .515. Expressed as a percentage (multiply by 100, by shifting the decimal point two places to the right), it implied that the model (which included scores on teaching motivation and job satisfaction components) explained 51.5 percent of the variance in teachers' ethnic identity scores. This is a respectable result.

Table 9: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3686.90	2	1843.45	62.04	.00 ^b
	Residual	3476.26	117	29.71		
	Total	7163.16	119			

a. Dependent Variable: Ethnic identity

b. Predictors: (Constant), Job satisfaction, Teacher motivation

To assess the statistical significance of the results, it was necessary to look in Table 9 labeled ANOVA. This tested the hypothesis that multiple R in the population equals zero (0). The model reached statistical significance (F=62.04, Sig = .010, this really means p<.05).

Table 10: Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.	Tolerance	VIF
		B	Std. Error	Beta	t			
1	(Constant)	3.57	6.80		.52	.60		
	Teacher motivation	.45	.07	.47	6.35	.00	.75	1.32
	Job satisfaction	.14	.03	.35	4.81	.00	.75	1.32

To know which of the variables included in the model contributed to the prediction of the dependent variable, the researcher checked the column labeled Beta under Standardized Coefficients in the output box labeled Coefficients (Table 10). To compare the different variables, it felt necessary to look at the *standardized* coefficients, not the *unstandardized* ones. 'Standardized' means that these values for each of the different variables have been converted to the same scale so that one can compare them (Pallant, 2002). If interested in constructing a regression equation, one would use the unstandardized coefficient values listed as B.

In this study, the researcher was interested in *comparing* the contribution of each independent variable; therefore, he used the beta values. Looking down the Beta column, he found that the largest beta coefficient was .47, which was for teaching motivation. This means that this variable made the strongest unique contribution to explaining the dependent variable, when the variance explained by all other variables in the model was controlled. The Beta value for job satisfaction was also .35 and since the Sig value for it was less than .05 so that it also made significant contribution to the prediction of the dependent variable.

4.4 Results Emerged from the Interviews

The last question of the study explored to see how high school teachers reacted to the role of ethnic identity and ethnic background in their teaching motivation and job satisfaction. Having gathered the information from the semi-structured interview questions with 10 participants, the results were analyzed and categorized based on the three major stages of the constant comparison analysis as suggested by Strauss and Corbin (1998). After transcription of the interviews, the researcher read them several times, highlighting and annotating major common themes. Initially, the researcher asked the participants to introduce themselves. Then, he asked the questions regarding the teachers' perspectives of ethnic identity in their teaching practice. The main themes



extracted from the interviews are reported below:

The teachers mainly believed that even though the role that ethnic identity plays in teacher self-construction has increasingly been gaining importance in the literature on teacher self and identity formation, this has not been taken into consideration in Iranian EFL teaching context. They believed that students feel more comfortable when they see their teachers have some shared discourse and language so that they have more rapport and mutual understanding. The results from the interviews revealed that teachers' personal discourses regarding ethnic identity may include their values and beliefs about their own competence, their relationship with the students, their encouraging feedback, their emotional support and their past teaching experiences. Teachers believed that the ethnic identity and teaching motivation are interwoven when the students have shared discourse and can create a warm and emotional environment.

Teachers believe that they are seen as exemplary models for the students and students find that if their teachers have motivation to teach and interact energetically with them so that they can ask their questions easily and they think of gaining more knowledge to be a success in the prospective future. Most of the teachers said that they could speak more effectively in their native language with their students of the same native language whether Persian, Kurdish, Turkish or Qashqai. They also had experienced that they could get along with the parents of the students more easily when they find that they have the same native language.

5. Discussion and Conclusion

The present study was mainly a cross-sectional study. The study was an attempt to explore the relationship between ethnic identity, teaching motivation and job satisfaction and it confirmed that the relation between the three aspects of the teachers was statistically significant. The results of the study align with the previous studies on the role of identity and motivation such as Dornyei and Ushioda (2009) who developed L2 motivational self-system based on which they could describe better EFL learners' self and identity. Among the ideals of EFL teachers, the development of a positive identity can be observed which is in line with the findings of the study conducted by Hiver (2013) on a group of Korean EFL

teachers. He found out that every participant in the study had a clearly elaborated identity, composed primarily of the positive future self-images they possessed.

It was also among the findings of the interviews of this study that motivated teachers are more concerned about to shape an ethnic identity by becoming a perfect moral and academic model in the social community in which they are living. Hsu's (2009) study showed that EFL teachers in Japan face confounding expectations from a variety of sources which in term shape their ethnic identity and classroom practice. Japanese students might be hoping that their foreign teachers to be more "entertaining" than their Japanese counterparts, while still similarly expecting the foreign teachers to be a "bearers of knowledge". What is interesting is that the goals and values are also among the expectations, from teachers' perspectives, language learners have developed about their teachers. Moreover, the results of the study revealed that with regard to how teachers view their job and what sense of self they have developed about the different aspects of their job, the content of the teaching motivation questionnaire showed that teachers have developed positive efficacy beliefs in their profession and this has constituted a major part of their selves.

The results of the study are in line with the study conducted by Mertler (2002) who found a direct relationship between increased levels of motivation and higher job satisfaction.

Moreover, the results of the study were align with the findings of Karsli and Iskender (2009) who interviewed with 400 teachers in Turkey and concluded that those who were more highly motivated. However, the relationship between motivation, job satisfaction and income has not been positive in all previous studies. As Spector (1997) concluded, pay has been found to have differing effects on teachers' job satisfaction. Indeed, some studies confirmed that income contributes positively (Kearney, 2008; Tickle, Chang, & Kim, 2011), while for others, it correlates with teachers' dissatisfaction (Akiri & Ugborugbo, 2009).

The present study was an attempt in the Iranian context to focus on the unrated aspect of identity, that is, ethnic identity. The findings of the current research project make a strong case for expanding this focus and embracing the future perspective of language teachers' ethnic identity: their

goals, aspirations as well as fears and worries. These identity goals, which are conceived in this project as the native language of the teachers, appear to be at the very center of language teachers' social lives and further systematic inquiry into these constructs is therefore warranted. Indeed, Content exploration of the different components of EFL teachers' L2 identity revealed that teachers have career-related goals and wishes at the center of their identity which means that they prefer to identify with their native language more. Sociopolitical aspirations are also an integral component of the value system teachers have developed with respect to their job.

The motivational factors also contribute to the present situation and prospective future of the teachers since the teachers who are successful in their career are pursuing some aspects of motivation whether altruistic, intrinsic or extrinsic and the ethnic identity of the teachers were more accounted for by the intrinsic motivation in this study that shows that teachers have internal reasons for integrating themselves with their own community whether Kurdish, Turkish or Qashqai.

The researcher came to the conclusion that teacher have nurtured in their first language community in their family and ethnic identity is formed during the time and teachers have extended their identity while learning a second language and English language as an international language is replete with cultural and social loadings, but the native language is the language of feeling and emotion and emotions give birth to cognition so that the teachers bring their own 'selves' to the second language classroom.

The way they react to the students' learning development is an indication of different aspects of identity including self-identity, social identity, ethnic identity, religious identity and career identity. Offering students with an acquaintance of L2-related values, including introducing cultural background of the target language or inspiring students to utilize the target language as much as possible, is a noticeable strategy for enlarging learners' motivation. The researcher believe that that teachers can offer clear instructions and adequate cultural values of the target language in comparison to their own values which emerge from their ethnic identity to motivate learners. Indeed, we can get a holistic picture of our Iranian English high school teachers' identity and their sense of belonging to their profession.

Such an understanding informs our policy makers, English teachers, and many others involved in the field to make judicious decisions about teaching profession and learning development in Iran.

Finally, attention to the job satisfaction including the salary and economic factors contribute greatly to the pedagogical success of the teachers and the teachers are the most influential and key factors in any educational setting and current findings showed that instruction from the teachers could promote students' learning development (Leont'ev, 2002). Indeed, teachers with low socioeconomic levels are susceptible to the discouragement and demotivation since their income is directly associated with their satisfaction, and the higher income they received from the Education Department, the job satisfaction and teaching motivation are more likely to increase. Putting values to the positive aspects of the new language would make teachers participate in classes actively and attentively and these factors could foster their perseverance and motivation and they can exert more endeavor in their teaching practice.

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APPENDICES

Appendix A: Ethnic Identity Questionnaire

Degree: Associate Diploma □ Bachelor of Arts □ Master of Arts □ PhD □
Major: English literature □ English Translation □ English Teaching □
 Current average hours of teaching per week (if you are engaged in teaching): _____
 Your native language: Persian □ Kurdish □ Turkish □ Qashqai □
 Name of the city/province in which you are currently working: _____
Instructions: This survey is conducted to better understand what has actually shaped the different ethnic identity of EFL teachers. Please give your answers sincerely as only this will guarantee the success of the investigation. Thank you very much for your help!

Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1	2	3	4	5	6
1. I try to shape a community having shared discourse in the classroom.					
2. I would like to understand and tolerate cultural differences.					
3. I would like to help my students recognize the feelings of other classmates as members of the same community.					
4. I am a successful language teacher since I try to associate my identity to positive outcome for the students.					
5. I think that, for me, there is a danger of becoming a fossilized teacher.					
6. I think that there is a danger of losing my perceptions and values while learning English language.					
7. I would like to gain dignity, respect, and appreciation.					
8. I would like to retain and develop my first language.					
9. I would like to become an effective citizen.					
10. I would like to be considered as a model in language use.					
11. It is a value to me to be considered as a legitimate speaker of the target language.					
12. Ethnic identity has been linked with positive self-evaluation.					
13. I tell my students that English language is an instrument for social, educational, and economic success in society.					
14. Developing my "self" (self-development) through my career is one of my aspirations.					
15. I would like to teach local and global values.					
16. I would like to experience positive changes in the policies of English language teaching in Iran.					
17. In my context, I am more capable of teaching than a native English language teacher.					

Appendix B: Teaching Motivation Questionnaire

Name: Teaching Experience:

Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1	2	3	4	5	6
1. Teaching allows me to influence the next generations.					
2. The subject(s) I teach is/are important for students.					
3. The salary is relatively high					
4. Being a teacher can help improve society.					
5. Good teachers are much needed.					
6. After pursuing an educational degree, it is natural that I become a teacher.					
7. Teaching is a meaningful job.					
8. I like teaching.					
9. It is a stable job.					
10. Teaching gives me a chance to serve as a positive role model for children/youth.					
11. I feel more competent in teaching than in other jobs.					
12. Teachers are generally respected.					
13. I want to help children/youth in their development.					
14. The skills I acquire in teaching can be transferred to other jobs in the future.					
15. Teaching involves various kinds of work and so is not boring.					

Appendix C: Job Satisfaction Questionnaire

Job Satisfaction Questionnaire	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
	1	2	3	4	5
Factor 1: Supervision					
1. My immediate supervisor gives me assistance when I need help	1	2	3	4	5
2. My immediate supervisor praises good teaching	1	2	3	4	5
3. My immediate supervisor provides assistance for improving instruction	1	2	3	4	5
4. I receive recognition from my immediate supervisor	1	2	3	4	5
5. My immediate supervisor does not back me up	1	2	3	4	5
6. My immediate supervisor explains what is expected of me	1	2	3	4	5
7. My immediate supervisor is not willing to listen to suggestions	1	2	3	4	5
8. My immediate supervisor treats everyone equitably	1	2	3	4	5
9. My immediate supervisor makes me feel uncomfortable	1	2	3	4	5
10. When I teach a good lesson, my immediate supervisor notices	1	2	3	4	5
11. My immediate supervisor offers suggestions to improve my teaching	1	2	3	4	5
12. My immediate supervisor makes available the material I need to do my best	1	2	3	4	5
13. My immediate supervisor turns one teacher against another	1	2	3	4	5
14. I receive too many meaningless instructions from my immediate supervisor	1	2	3	4	5

Factor 2: Colleagues					
15. I like the people with whom I work	1	2	3	4	5
16. I dislike the people with whom I work	1	2	3	4	5
17. My colleagues seem unreasonable to me	1	2	3	4	5
18. I get along well with my colleagues	1	2	3	4	5
19. I do not get cooperation from the people I work with	1	2	3	4	5
20. My colleagues stimulate me to do better work	1	2	3	4	5
21. My colleagues are highly critical of one another	1	2	3	4	5
22. I have made lasting friendships among my colleagues	1	2	3	4	5
23. My interests are similar to those of my colleagues	1	2	3	4	5
24. My colleagues provide me with suggestions or feedback about my teaching	1	2	3	4	5
Factor 3: Working Conditions					
25. Working conditions in my school are good	1	2	3	4	5
26. Working conditions in my school are comfortable	1	2	3	4	5
27. Physical surroundings in my school are unpleasant	1	2	3	4	5
28. The administration in my school does not clearly define its policies	1	2	3	4	5
29. The administration in my school communicates its policies well	1	2	3	4	5
30. Working conditions in my school could not be worse	1	2	3	4	5
31. Working conditions in my school could be improved	1	2	3	4	5
Factor 4: Pay					
32. Teacher income is barely enough to live on	1	2	3	4	5
33. Teacher income is adequate for normal expenses	1	2	3	4	5
34. Teaching provides me with financial security	1	2	3	4	5
35. I am well paid in proportion to my ability	1	2	3	4	5
36. Teacher income is less than I deserve	1	2	3	4	5
37. Insufficient income keeps me from living the way I want to live	1	2	3	4	5
38. Pay compares with similar jobs in other school districts	1	2	3	4	5
Factor 5: Responsibility					
39. I get along well with my students	1	2	3	4	5
40. I try to be aware of the policies of my school	1	2	3	4	5
41. I am not interested in the policies of my school	1	2	3	4	5
42. I do have responsibility for my teaching	1	2	3	4	5
43. My students respect me as a teacher	1	2	3	4	5
44. I am responsible for planning my daily lessons	1	2	3	4	5
45. Teaching provides me the opportunity to help my students learn	1	2	3	4	5
46. I am not responsible for my actions	1	2	3	4	5
Factor 6: Work Itself					
47. Teaching discourages originality	1	2	3	4	5
48. Teaching is very interesting work	1	2	3	4	5
49. Teaching encourages me to be creative	1	2	3	4	5
50. Teaching does not provide me the chance to develop new methods	1	2	3	4	5
51. The work of a teacher consists of routine activities	1	2	3	4	5
52. Teaching provides an opportunity to use a variety of skills	1	2	3	4	5
53. I am indifferent toward teaching	1	2	3	4	5
54. I do not have the freedom to make my own decisions	1	2	3	4	5
55. The work of a teacher is very pleasant	1	2	3	4	5
Factor 7: Advancement					
56. Teaching provides a good opportunity for advancement	1	2	3	4	5
57. Teaching provides an opportunity for promotion	1	2	3	4	5
58. Teaching provides me with an opportunity to advance professionally	1	2	3	4	5
59. Teaching provides an opportunity for promotion	1	2	3	4	5
60. Teaching provides limited opportunities for advancement	1	2	3	4	5
61. I am not getting ahead in my present teaching position	1	2	3	4	5
Factor 8: Security					
62. I am afraid of losing my teaching job	1	2	3	4	5
63. Teaching provides for a secure future	1	2	3	4	5
64. I never feel secure in my teaching job	1	2	3	4	5
Factor 9: Recognition					
65. I receive full recognition for my successful teaching	1	2	3	4	5
66. No one tells me that I am a good teacher	1	2	3	4	5
67. I receive too little recognition	1	2	3	4	5