**International Journal of Ethics & Society (IJES)**
*Journal homepage:* **www.ijethics.com**
*Vol.* **2**, *No.* **1 (2020)**

(Original Article)

# Ethical Consideration and Job Satisfaction: Analyzing EFL Teachers' Job Satisfaction and Their Performance with Focus on Ethical Issues

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## Abstract

**Background:** This research intended to explore the effect of teachers' job satisfaction on their performance with focus on ethical consideration in some the high schools of Keman. More specifically, the present paper explored Iranian EFL teachers' attitudes towards job satisfaction and ethical issues. It also assessed their performance and ethical matters in the EFL classes. Moreover, the study investigated relationship between teachers' job satisfaction and their performance with regard to ethical consideration.
**Method:** To do this, 30 Iranian EFL teachers from both genders were selected as the participants of the study that were chosen based on available sampling. Two related questionnaires, Teacher Job Satisfaction Questionnaire (TJSQ) and Characteristics of Successful EFL Teachers Questionnaire (CSETQ) were employed for gathering data. The questionnaires were published among the EFL teachers of three high schools, and they had to answer them without time limitation. After that, the questionnaires were collected by the researcher and the data were analyzed using SPSS software.
**Results:** The obtained results indicated that the teachers had positive attitude on job satisfaction and their performance in the EFL classes. Also, the findings of the study revealed that there was a significant relationship between the mentioned variables.
**Conclusion:** It can be said that teachers' job satisfaction had impact on their performance in the EFL classes.

**Keywords:** Ethical issues, Job satisfaction, Job performance, Iranian EFL teachers

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Received: 20 July 2020
Accepted: **13 Aug 2020**

## Introduction

Schools are one of the elementary places where different patterns of children's behavior and future educational fulfillment are shaped. Children will become the leaders of the country by teacher's correct way of educating. The teacher's feeling have direct relation among students, for example felling of anger or joy. So, it will get spread among students. Thus, teachers are in charge of the social behavior in the classroom. Teachers can enhance a young generation of children for the better society. Job performance is a construct that is central too much of work psychology (1). Some authors have found a positive correlation between job satisfaction and organizational performance (2, 3), whilst, on the other hand, some have not discovered any statistically significant correlation between these two variables (4). A review of literature in the discussions on organizational success, managers often say that employees' morale is one of the crucial factors for success (5). Managers want to have fulfilled employee who are pleased in their workplace; they favor to work with people who have positive outlook to their job. Workers who are satisfied with their job usually take pleasure from their job; they feel justice in their work place and feel that their job gives them some useful characteristics such as variety, challenge, good pay and security, independence, pleasant co-workers, etc. Workers who are satisfied will even put time and energy into their work activities. They will look for a way to overcome an obstacle which might exist in their jobs. If the employees have motivation, satisfaction, and high spirit, they handle their talents and skills toward organizational purposes.

Researchers suggested that when employees act diligently and have outstanding performance, the organizational performance will be superior (5). When employees are hired, they will have a set of needs in other words job expectations. Organization's responses to these needs will produce negative or positive attitude among personnel toward their job. Actually, job satisfaction shows the relation between human expectations and advantages taken from job (6). Effective factors of job satisfaction divided in two categories: environmental and personal factors. The examples for the first one is, job level, its content, conservative management, income and promotion opportunity, and examples for the latter are as follows: age, education and gender. The higher level of responsibility and independency in job, the better it will be. Worse performance and quitting the job, lead to negative effects on productivity (7). Job satisfaction is an emotional reaction of person perception that whether his job satisfies his needs and requests. Also, it must be in accordance with personal needs, and reaction of employee against their tasks. A researcher expressed five aspects that can be used to determine job satisfaction: being satisfied from job (i.e. interesting tasks and opportunities for learning and training), being satisfied from supervisor (i.e. technical and managing abilities and their considerations about employees), being satisfied from coworkers (technical qualification and support they show), being satisfied from promotion (achieving real opportunity to advance), being satisfied from income (amount of income, its equality and way of paying to stuffs). Job performance, on the other hand, consists of the observable behaviors that people do in their jobs that are relevant to the goals of the organization (8). Job performance is of interest to organizations because of the importance of high productivity in the workplace. A researcher explained that performance is not the consequence of behaviors, but rather the behaviors themselves. In other words, performance consists of the behaviors that employees actually engage in which can be observed (9).

The progress of any countries relies upon the sort of education provided and especially on the teacher who is the core of the educative process. From a practical perspective, understanding the effects of teacher's profile on student's performance and achievements can be beneficial for managers, teachers in assuring quality. The teacher's role is very significant in educational process. The relationship between job satisfaction and job performance has not always been directed. Researchers maintained it is possible that there are employees who are not fulfilled with their jobs, but their function might not



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come under the influence of their annoyance for such causes like devotion and their moral sense since there were some employees who were pleased with their works but they might not perform their duties appropriately (10). A researcher examined the topic from three different outlooks, that is, from the principals, the teachers, and the students' point of view (11). He also found that commitment, adjustment, and psychological stress extremely correlated with students' school effectiveness and achievement. A study argued that the idea of offering rewards to those working in service industries with lower wages might be an effective one, but in careers such as librarianship, intrinsic motivation (e.g., the sense of fulfillment that can be obtained by helping others) has a more important role and contributes more to job performance. (12, 13). In this study the researcher regarded ethical issues and estimated teachers' job performance and teachers' performance from their perspective. As mentioned earlier, despite the important role that teachers play in fulfilling the goals of educational systems, investigating the relationship between teachers' job satisfaction and job performance has received little attention. As the review of the literature of the field revealed, it still remains unclear whether higher levels of job satisfaction would lead to better job performance. Accordingly, this paper made an attempt to explore the link between job satisfaction and organizational performance and to determine whether there is a provable relationship between these two variables.

The present paper explored Iranian EFL teachers' attitudes towards job satisfaction and ethical issues. It also assessed their performance and ethical matters in the EFL classes. Moreover, the study investigated relationship between teachers' job satisfaction and their performance with regard to ethical consideration.

The present study evaluated the following research questions;

Q1. What is Iranian EFL teachers' attitudes on their job satisfaction and ethical issues in the EFL classes of high schools?

Q2. What is the Iranian EFL teachers' attitudes on their performance and ethical issues in the EFL classes of high schools?

Q3. What is relationship between the Iranian EFL teachers' job satisfaction and their performance with regard to ethical consideration?

### *Significance of study:*

As mentioned earlier, the results of study (11), meta-analysis (14), and recent research on satisfaction-performance relationship e.g. (12, 15) showed that the magnitude of the relationship is greater than most researchers believe and that the results might vary across professions. According to a study, it is deemed essential to reconsider satisfaction-performance relationship and to delve more deeply into this relationship (14). Furthermore, with regard to the integral role played by teachers as the ones fulfilling the goals of educational systems, the number of research studies investigating the relationship between teachers' job satisfaction and their job performance is considerably limited in comparison with other professions. Also, to the best of our knowledge, little research seems to have been conducted on the relationship between job satisfaction/dissatisfaction and the performance of EFL teachers, in general, and in the context of the present study (i.e. Iran), in particular. To this end, in a parallel study, we identified a number of satisfied and dissatisfied EFL teachers and compared these two groups in the present study in relation to their overall job performance (13). Additionally, the result of this study will assist the respective school administration to make some innovative plans in order to improve and enhance the morale and motivation of the teaching staff. This is because "An effective motivational program and an interesting reward system relevant to the needs of the teachers would bring forth effective, dedicated, and committed teachers" (16). Eventually, the results provide some insights to the Ministry of Education regarding job satisfaction from the perspective of the private schools.

## Material and Methods

The questionnaire survey is a very effective quantitative technique since they enable large scale numerical data to be obtained over a short period of time (17). Therefore, the suitable method for the

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present project is quantitative. In this particular study, the researcher tried to gain numerical data to obtain teachers' views on job satisfaction and their performance.

The participant of this study was EFL teachers who participated in the present study were selected among the Iranian EFL teachers in Kerman. The present study was conducted in 3 Iranian secondary public schools. 30 experienced EFL teachers were selected based on available sampling. They had B.A and M.A degree and their ages were 32 to 46. The EFL teachers of both genders participated in this study; 17 of them were female teachers and 13 of them were the male ones. As mentioned before, selecting the participants was based on available sampling in which the participants (EFL teachers) were chosen based on their availability. It is one of the major forms of nonprobability sampling which was applied in the current research. Probability sampling is the ideal, but in practice, available sampling would be all that is available to the researcher (17).

The first employed questionnaire adopted by (18) includes 47 items about features of successful EFL teachers (Characteristics of Successful EFL Teachers Questionnaire) and verified its construct validity. It consists of the items include a five-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree" which evaluates teachers' performance. The questionnaire (CSETQ) was developed using the guidelines specified by EFL professors, teachers, and learners. To investigate the validity of the questionnaire, studies distributed it among 250 language learners to evaluate their teachers' performance. The results of the factor analysis indicated that the questionnaire measured 12 factors regarding the characteristics of successful language teachers with focus on ethical matters, namely teaching accountability, interpersonal relationship, attention to all, examination, commitment, learning boosters, creating a sense of competence, teaching boosters, physical and emotional acceptance, empathy, class attendance, and dynamism. The second employed questionnaire developed by researcher was used to measure the EFL teachers' job satisfaction of high schools (19). In other words, for estimating participants' job satisfaction and ethical issues, Teacher Job Satisfaction Questionnaire (TJSQ) was used a session after administrating the first questionnaire. It encompassed of 66 items in 9 subscales. The subscales are: supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition. Each item of the questionnaire includes Five-Likert Scale which are "Strongly Disagree" to "Strongly Agree". This survey was also chosen because it was suitable to be used in any educational setting.

Validity and reliability of both questionnaires were checked by the researcher. The wording of the survey instrument, and the ease of the implementation of the procedures were examined by two experienced professors in order to avoid any ambiguity and if any final adjustments needed to be done. In other words, the adapted research instruments were checked according to research questions and objectives. According to a study (20), the items have acceptable level of reliability when Cronbache's alpha coefficients is greater than 0.70 ($\alpha>0.70$). In the following part the result of reliability analysis is provided. In table 3.1, all proposed items in the questionnaire represented Cronbache's alpha value greater than 0.70 which indicated acceptable level of reliability. The overall reliability analysis was tested in the first questionnaire (CSETQ) where the overall Cronbache's alpha value was 0.79. Also, the overall reliability of the second questionnaire (Job satisfaction) was analyzed and reported as 0.83.

After choosing the questionnaires, data collection started from the three high schools. At first, the permission was received from the managers and EFL teachers of high schools. Then, the researcher explained the purpose of the study for every participant and made sure that their answers are confidential. After that, she asked the participants if there were any questions or problems. After their preparing for responding, the first questionnaire was distributed to them. They had to answer all questions carefully without any time limitation. By gathering the first questionnaire, the researcher administered the second one in the following session. All the necessary explanation was given to the participants (EFL teachers) patiently. Since the participants were EFL teachers, it was not necessary to

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translate the questionnaires. Finally, all the questionnaire was collected for analyzing and interpreting them.

Data analysis addressed quantitative data, including the two questionnaires. The collected data were analyzed by SPSS software. The purpose of the statistical analysis was to demonstrate relationships between the variables. Descriptive statistics, including frequency, mean, and percentages were reported for respondents' answers. However, inferential statistics was used for evaluating the possible relationship between the teachers' job satisfaction and teachers' performance.

## Results

The results are presented in the following table.

**Table 1. Analysis of job satisfaction and ethical issues questionnaire**

| N | Items | Strongly Disagree | Disagree | Neutral | Agree | Strongly agree |
|---|---|---|---|---|---|---|
| 1 | Teaching provides me with an opportunity advance professionally. | 2 | 4 | 1 | 10 | 13 |
| | | 8% | 13% | 5% | 33% | 41% |
| 2 | Teacher income is adequate for normal expenses. | 6 | 10 | 2 | 7 | 5 |
| | | 21% | 31% | 8% | 24% | 16% |
| 3 | Teaching provides an opportunity to use a variety of skills. | 1 | 3 | 10 | 12 | 4 |
| | | 5% | 9% | 33% | 39% | 14% |
| 4 | Insufficient income keeps me from living the way I want to live. | 2 | 3 | 1 | 12 | 10 |
| | | 7% | 12% | 4% | 41% | 36% |
| 5 | My immediate supervisor turns one teacher against another. | 3 | 7 | 5 | 9 | 6 |
| | | 10% | 23% | 18% | 28% | 21% |
| 6 | No one tells me that I am a good teacher. | 4 | 7 | 3 | 12 | 4 |
| | | 14% | 25% | 10% | 36% | 15% |
| 7 | The work of a teacher consists of routine activities. | 2 | 5 | 5 | 12 | 6 |
| | | 7% | 16% | 15% | 45% | 17% |
| 8 | I am not getting ahead in my present teaching position. | 3 | 8 | 2 | 14 | 3 |
| | | 17% | 26% | 6% | 40% | 11% |
| 9 | Working conditions in my school can be improved. | 0 | 0 | 4 | 14 | 12 |
| | | 0% | 0% | 12% | 51% | 37% |
| 10 | I receive recognition from my immediate supervisor. | 3 | 8 | 6 | 8 | 5 |
| | | 9% | 29% | 22% | 29% | 11% |
| 11 | I do not have the freedom to make my own decisions. | 5 | 9 | 6 | 6 | 4 |
| | | 18% | 25% | 20% | 20% | 17% |
| 12 | My immediate supervisor offers suggestions to improve my teaching. | 5 | 9 | 6 | 6 | 4 |
| | | 15% | 32% | 20% | 19% | 14% |
| 13 | Teaching provides for a secure future. | 5 | 6 | 3 | 10 | 6 |
| | | 18% | 20% | 10% | 33% | 19% |
| 14 | I receive full recognition for my successful teaching. | 4 | 5 | 4 | 8 | 9 |
| | | 14% | 21% | 13% | 23% | 29% |
| 15 | I get along well with my colleagues. | 0 | 8 | 5 | 10 | 7 |
| | | 0% | 25% | 19% | 32% | 24% |
| 16 | The administration in my school does not clearly define its policies. | 2 | 3 | 10 | 12 | 3 |
| | | 7% | 8% | 33% | 43% | 9% |
| 17 | My immediate supervisor gives me assistance when I need help. | 3 | 8 | 7 | 8 | 4 |
| | | 12% | 25% | 22% | 28% | 13% |
| 18 | Working conditions in my school are comfortable. | 4 | 13 | 3 | 7 | 3 |
| | | 12% | 38% | 10% | 25% | 15% |
| 19 | Teaching provides me the opportunity to help my students learn | 2 | 3 | 5 | 12 | 8 |
| | | 7% | 8% | 19% | 40% | 26% |
| 20 | I like the people with whom I work. | 2 | 3 | 8 | 10 | 7 |
| | | 8% | 16% | 21% | 31% | 24% |
| 21 | Teaching provides limited advancement. | 3 | 3 | 5 | 12 | 7 |
| | | 15% | 15% | 18% | 33% | 19% |
| 22 | My students respect me as a teacher. | 4 | 3 | 6 | 10 | 7 |
| | | 10% | 9% | 22% | 36% | 23% |
| 23 | I am afraid of losing my teaching job. | 4 | 7 | 7 | 9 | 3 |
| | | 11% | 23% | 23% | 28% | 15% |
| 24 | My immediate supervisor does not back me up. | 2 | 4 | 8 | 9 | 7 |

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| | | | | | | |
|---|---|---|---|---|---|---|
| | | 8% | 17% | 24% | 28% | 23% |
| 25 | Teaching is very interesting work. | 2 | 6 | 5 | 9 | 8 |
| | | 6% | 22% | 15% | 29% | 28% |
| 26 | Working conditions in my worse. | 4 | 2 | 8 | 9 | 7 |
| | | 16% | 7% | 24% | 32% | 21% |
| 27 | Teaching discourages originality. | 4 | 6 | 5 | 9 | 6 |
| | | 14% | 18% | 16% | 32% | 20% |
| 28 | The administration in my school policies well. | 3 | 9 | 4 | 10 | 4 |
| | | 9% | 32% | 14% | 34% | 11% |
| 29 | I never feel secure in my teaching job. | 3 | 6 | 4 | 9 | 8 |
| | | 9% | 21% | 17% | 29% | 24% |
| 30 | Teaching does not provide me to develop new method. | 5 | 7 | 8 | 8 | 2 |
| | | 21% | 23% | 24% | 24% | 8% |
| 31 | My immediate supervisor treats equitably. | 5 | 8 | 4 | 10 | 3 |
| | | 22% | 24% | 13% | 31% | 10% |
| 32 | My colleagues stimulate me to do better work. | 2 | 8 | 5 | 6 | 9 |
| | | 7% | 26% | 18% | 21% | 28% |
| 33 | Teaching provides an opportunity for promotion. | 3 | 7 | 5 | 7 | 8 |
| | | 10% | 21% | 16% | 26% | 27% |
| 34 | lam responsible for planning my daily lessons | 3 | 1 | 2 | 11 | 13 |
| | | 7% | 2% | 5% | 36% | 50% |
| 35 | Physical surroundings in my school are unpleasant | 6 | 6 | 3 | 8 | 7 |
| | | 20% | 20% | 10% | 27% | 23% |
| 36 | I am well paid in proportion to my ability | 7 | 9 | 8 | 2 | 4 |
| | | 21% | 33% | 27% | 6% | 13% |
| 37 | My colleagues are highly critical of one another | 2 | 6 | 9 | 7 | 6 |
| | | 5% | 21% | 29% | 24% | 21% |
| 38 | I do have responsibility for my teaching | 3 | 0 | 3 | 11 | 13 |
| | | 6% | 0% | 6% | 40% | 47% |
| 39 | My colleagues provide me with suggestions or feedback about my teaching | 3 | 8 | 6 | 12 | 1 |
| | | 9% | 28% | 19% | 40% | 4% |
| 40 | My immediate supervisor provides assistance for improving instruction | 4 | 10 | 6 | 7 | 3 |
| | | 13% | 33% | 23% | 22% | 9% |
| 41 | I do not get cooperation from the people I work with | 5 | 9 | 3 | 11 | 2 |
| | | 18% | 27% | 9% | 38% | 8% |
| 42 | Teaching encourages me to be creative | 2 | 8 | 6 | 6 | 8 |
| | | 7% | 25% | 21% | 21% | 26% |
| 43 | My immediate supervisor is not willing to listen to suggestions | 2 | 6 | 5 | 9 | 8 |
| | | 6% | 21% | 16% | 29% | 28% |
| 44 | Teacher income is barely enough to live on | 3 | 4 | 5 | 8 | 10 |
| | | 11% | 15% | 17% | 26% | 31% |
| 45 | I am indifferent toward teaching | 3 | 9 | 10 | 5 | 3 |
| | | 11% | 30% | 33% | 15% | 11% |
| 46 | The work of a teacher is very pleasant | 3 | 4 | 5 | 8 | 10 |
| | | 10% | 13% | 15% | 28% | 34% |
| 47 | I receive too many meaningless instructions my immediate supervisor. | 3 | 3 | 7 | 7 | 10 |
| | | 11% | 11% | 23% | 23% | 32% |
| 48 | I dislike the people with whom I work. | 12 | 9 | 5 | 3 | 1 |
| | | 41% | 30% | 16% | 11% | 2% |
| 49 | I receive too little recognition. | 4 | 5 | 11 | 7 | 3 |
| | | 12% | 15% | 37% | 26% | 10% |
| 50 | Teaching provides a good opportunity advancement. | 3 | 7 | 8 | 7 | 5 |
| | | 11% | 22% | 25% | 22% | 20% |
| 51 | My interests are similar to those of my colleagues. | 2 | 10 | 6 | 8 | 4 |
| | | 9% | 32% | 19% | 28% | 12% |
| 52 | I am not responsible for my actions. | 11 | 9 | 7 | 2 | 1 |
| | | 36% | 35% | 21% | 5% | 3% |
| 53 | My immediate supervisor makes available material I need to do my best. | 6 | 10 | 5 | 4 | 5 |
| | | 19% | 35% | 16% | 12% | 18% |
| 54 | I have made lasting friendships among colleagues. | 1 | 9 | 2 | 11 | 7 |
| | | 6% | 29% | 8% | 37% | 20% |
| 55 | Working conditions in my school are good. | 4 | 9 | 2 | 8 | 7 |
| | | 16% | 29% | 8% | 25% | 22% |
| 56 | My immediate supervisor makes me feel uncomfortable | 3 | 6 | 5 | 12 | 4 |

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| | | | | | | |
|---|---|---|---|---|---|---|
| | | 9% | 20% | 17% | 43% | 11% |
| 57 | Teacher income is less than I deserve. | 2 | 1 | 7 | 8 | 12 |
| | | 4% | 3% | 25% | 28% | 40% |
| 58 | I try to be aware of the policies of my school. | 1 | 3 | 6 | 13 | 7 |
| | | 2% | 9% | 18% | 47% | 24% |
| 59 | When I teach a good lesson, my immediate supervisor notices. | 7 | 7 | 5 | 6 | 5 |
| | | 23% | 23% | 17% | 20% | 17% |
| 60 | My immediate supervisor explains what is expected of me. | 6 | 9 | 9 | 4 | 2 |
| | | 18% | 32% | 32% | 12% | 6% |
| 61 | Teaching provides me with financial security. | 5 | 9 | 11 | 2 | 3 |
| | | 21% | 31% | 35% | 4% | 9% |
| 62 | My immediate supervisor praises good teaching. | 7 | 8 | 5 | 4 | 6 |
| | | 23% | 29% | 16% | 14% | 18% |
| 63 | I am not interested in the policies of my school. | 5 | 5 | 7 | 4 | 9 |
| | | 20% | 20% | 22% | 11% | 27% |
| 64 | I get along well with my students. | 1 | 2 | 10 | 13 | 4 |
| | | 5% | 10% | 27% | 44% | 14% |
| 65 | Pay compares with similar jobs in other school districts. | 3 | 8 | 8 | 5 | 6 |
| | | 9% | 26% | 26% | 18% | 21% |
| 66 | My colleagues seem unreasonable to me. | 0 | 10 | 8 | 10 | 2 |
| | | 0% | 33% | 27% | 31% | 9% |

The above table examined the EFL teachers' attitudes toward job satisfaction in public schools. At first, most of the teachers (74%) ensured that teaching provided them with an opportunity advance professionally. However, less than half of them (40%) noted that their income is adequate for normal expenses. More than half of them (53%) agreed that teaching provided an opportunity to use a variety of skills and 77% of them said that insufficient income kept them from living the way they want to live. Once again, less than half of them (49%) referred to their immediate supervisor that turned one teacher against another, but more than half of them (51%) claimed that nobody told them that they were good teachers. In addition, most of the participants (62%) believed that the work of a teacher consists of routine activities and almost half of them (51%) stated that they were not getting ahead in their present teaching position. Surprisingly, a high percentage of the teachers (88%) believed that working conditions in their school can be improved, but a low percentage of them (40%) agreed that they receive recognition from their immediate supervisor. Also, a few of the participants (37%) did not have the freedom to make their own decisions and 33% of them said that their immediate supervisor offered suggestions to improve their teaching. Besides, the same percentage (52%) of the teachers said that teaching provides for a secure future and they receive full recognition for my successful teaching. Once more, the same percentage of the subjects (52%) got along well with their colleagues and the administration in their school does not clearly define its policies, but less than half of them (41%) told that their immediate supervisor gives them assistance when they need help and 40% mentioned that working conditions in their school are comfortable. Moreover, 66% of them agreed that teaching provided them the opportunity to help their students learn, 55% of them liked the people with whom they work, 52% agreed that teaching provides limited advancement, and 59% agreed that their students respect them as a teacher, but less than half of the teachers (43%) were afraid of losing their teaching job. Moreover, 51% thought that their immediate supervisor does not back them up, 57% stated that teaching is very interesting work, 53% felt that working conditions in their worse, and 52% said that teaching discourages originality. Once again, less than half of the participants (45%) noted that the administration in their school policies well to be organized, 32% believed that teaching does not provide them develop new method, 41% claimed that their immediate supervisor treats equitably, and 49% referred to their colleagues that stimulate them to do better

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work. Analysis of the teachers' job satisfaction indicated that 53% of the teachers believed that teaching provides an opportunity for promotion and 86% of them agreed that they were responsible for planning their daily lessons. Exactly half of them (50%) uttered that physical surroundings in their school are unpleasant, but 54% of them disagreed that they were well paid in proportion to their ability. After that, 41% and 47% of the participants respectively agreed that their colleagues are highly critical of one another and their colleagues provide them with suggestions or feedback about their teaching. Surprisingly, a high percentage of the teachers (87%) believed in their responsibility for teaching. However, a low percentage of the EFL teachers (31%) mentioned that their immediate supervisor provides assistance for improving instruction, and the same percentage (46%) did not get cooperation from the people they work with and teaching encourages them to be creative. Again the same percentage (57%) of the participants said that their immediate supervisor is not willing to listen to suggestions and they said teacher income is barely enough to live on, but a few of them (26%) were indifferent toward teaching. Furthermore, most of them (62%) felt that the work of a teacher is very pleasant, 55% received too many meaningless instructions, 36% received too little recognition, and 13% disliked the people with whom they work. Additionally, 42% of the teachers believed that teaching provides a good opportunity advancement, 40% stated their interests are similar to those of their colleagues, 30% noted that their immediate supervisor makes available material they need to do their best, and 57% of them made lasting friendships among colleagues. Descriptive analysis of the questionnaire indicated that 47% of the teachers believed that working conditions in their school are good, 54% felt that their immediate supervisor makes them uncomfortable, 68% said that teacher income is less than they deserve, 71% of them tried to be aware of the policies of their school, and 37% said that When they teach a good lesson, their immediate supervisor notices, but 18% told that their immediate supervisor explains what is expected of them. Most of the EFL teachers of public schools (52%) disagreed that teaching provides them with financial security and the same percentage (40%) disagreed that their immediate supervisor praises good teaching and they were not interested in the policies of their school. Finally, 58% of the teachers got along well with their students, 39% of them compared with similar jobs in other school districts, and exactly 40% of them agreed that their colleagues seem unreasonable to them.

### *Descriptive Statistics of Teachers' Performance Questionnaire (TPQ):*

In this section descriptive statistics analysis was conducted in order to evaluate the items of the questionnaire related to teachers' performance. The results are presented in the following tables.

**Table 2. Analysis of teachers' performance and ethical matters questionnaire**

| N | Items | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| 1 | I have a good knowledge of subject matter. | 4 | 2 | 8 | 9 | 7 |
| | | 13% | 6% | 27% | 21% | 33% |
| 2 | I have up to date information. | 2 | 7 | 9 | 6 | 6 |
| | | 5% | 24% | 29% | 21% | 21% |
| 3 | I am friendly towards learners. | 0 | 6 | 3 | 11 | 13 |
| | | 0% | 6% | 6% | 40% | 47% |
| 4 | I respect learners as individuals. | 3 | 1 | 6 | 12 | 5 |
| | | 9% | 4% | 19% | 40% | 28% |
| 5 | I understand learners well. | 3 | 4 | 4 | 10 | 9 |
| | | 9% | 11% | 14% | 34% | 32% |
| 6 | I have the ability to manage the classroom well. | 3 | 4 | 6 | 9 | 8 |
| | | 9% | 17% | 21% | 29% | 24% |
| 7 | I am good-tempered. | 0 | 2 | 8 | 13 | 7 |
| | | 0% | 8% | 24% | 45% | 23% |

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| | | | | | | |
|---|---|---|---|---|---|---|
| 8 | I am patient. | 5 | 0 | 4 | 9 | 12 |
| | | 22% | 0% | 13% | 31% | 34% |
| 9 | I have a sense of humor. | 1 | 4 | 2 | 10 | 13 |
| | | 5% | 13% | 8% | 33% | 41% |
| 10 | I am aware of new teaching methods and strategies. | 6 | 5 | 2 | 7 | 10 |
| | | 21% | 16% | 8% | 24% | 31% |
| 11 | I use extra instructional materials such as tapes, movies, etc. | 4 | 7 | 3 | 13 | 3 |
| | | 12% | 25% | 10% | 38% | 15% |
| 12 | I enjoy teaching. | 2 | 5 | 3 | 12 | 8 |
| | | 7% | 19% | 8% | 40% | 26% |
| 13 | I am interested in the subject matter he/she is teaching. | 2 | 3 | 8 | 10 | 7 |
| | | 8% | 16% | 21% | 31% | 24% |
| 14 | I have self-confidence. | 3 | 5 | 3 | 12 | 7 |
| | | 15% | 18% | 15% | 33% | 19% |
| 15 | I have the ability to stimulate learners in learning. | 3 | 4 | 6 | 10 | 7 |
| | | 9% | 10% | 22% | 36% | 23% |
| 16 | I know his/her learners well (talents, abilities, weaknesses). | 4 | 4 | 3 | 12 | 7 |
| | | 14% | 15% | 10% | 36% | 25% |
| 17 | I use good learners to help weaker ones. | 2 | 5 | 5 | 12 | 6 |
| | | 7% | 16% | 15% | 45% | 17% |
| 18 | I give sufficient number of assignments. | 3 | 3 | 2 | 14 | 8 |
| | | 17% | 11% | 6% | 40% | 26% |
| 19 | I hold adequate number of tests. | 0 | 1 | 3 | 14 | 12 |
| | | 0% | 3% | 9% | 51% | 37% |
| 20 | I am prompt in returning test results. | 3 | 0 | 6 | 13 | 8 |
| | | 9% | 0% | 22% | 40% | 29% |
| 21 | Is am well-prepared for the class. | 5 | 0 | 5 | 7 | 13 |
| | | 18% | 0% | 18% | 23% | 41% |
| 22 | I am careful and precise in answering learners' questions. | 2 | 3 | 9 | 12 | 4 |
| | | 10% | 5% | 27% | 44% | 14% |
| 23 | I Emphasize important materials and points. | 3 | 1 | 4 | 12 | 10 |
| | | 11% | 2% | 16% | 41% | 30% |
| 24 | I am a dynamic and energetic person | 4 | 0 | 11 | 10 | 5 |
| | | 12% | 0% | 37% | 36% | 15% |
| 25 | I Pay attention to all students. | 3 | 5 | 8 | 7 | 7 |
| | | 11% | 20% | 25% | 22% | 22% |
| 26 | I am willing to help learners in and out of the classroom. | 5 | 5 | 3 | 8 | 9 |
| | | 18% | 18% | 9% | 30% | 25% |
| 27 | I encourage learners in different ways (encouraging diversity) | 2 | 6 | 6 | 8 | 8 |
| | | 7% | 21% | 21% | 25% | 26% |
| 28 | I Speak clearly with a correct pronunciation. | 2 | 2 | 1 | 14 | 11 |
| | | 6% | 6% | 3% | 49% | 36% |
| 29 | I have clean and tidy appearance. | 0 | 3 | 0 | 12 | 15 |
| | | 0% | 11% | 0% | 41% | 48% |
| 30 | I Present materials at learners' level of comprehension. | 2 | 0 | 8 | 9 | 11 |
| | | 6% | 0% | 26% | 32% | 36% |
| 31 | I Enter the classroom on time. | 3 | 0 | 4 | 10 | 13 |
| | | 9% | 0% | 14% | 34% | 43% |
| 32 | I leave the classroom on time. | 0 | 3 | 3 | 11 | 13 |
| | | 0% | 6% | 6% | 40% | 47% |
| 33 | I respect all ideas. | 3 | 1 | 0 | 12 | 14 |
| | | 9% | 4% | 0% | 40% | 47% |
| 34 | I accept constructive criticism. | 2 | 6 | 9 | 7 | 6 |
| | | 5% | 21% | 29% | 24% | 21% |
| 35 | I have the subject matter well-organized according to the number of sessions and hours. | 3 | 2 | 4 | 9 | 12 |
| | | 9% | 6% | 17% | 29% | 39% |
| 36 | I am impartial in grading. | 5 | 2 | 8 | 8 | 7 |
| | | 21% | 8% | 24% | 24% | 23% |
| 37 | I have creativity in teaching. | 5 | 3 | 4 | 10 | 8 |
| | | 22% | 10% | 13% | 31% | 24% |
| 38 | I involve all students in learning. | 0 | 4 | 7 | 11 | 8 |
| | | 0% | 13% | 22% | 40% | 25% |
| 39 | | 4 | 3 | 3 | 7 | 13 |

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| | | | | | | |
|---|---|---|---|---|---|---|
| | I Create equal opportunities for learners' participation in the classroom. | 12% | 15% | 10% | 25% | 38% |
| 40 | I Create opportunities for discussion and asking questions. | 2 | 3 | 5 | 12 | 8 |
| | | 7% | 8% | 19% | 40% | 26% |
| 41 | I Avoid discriminating against learners. | 2 | 0 | 8 | 10 | 10 |
| | | 8% | 0% | 28% | 32% | 32% |
| 42 | I Attend to the learners problems in learning. | 4 | 4 | 3 | 12 | 7 |
| | | 14% | 15% | 10% | 36% | 25% |
| 43 | I divide class time appropriately for the different language skills according to the purposes of the course. | 2 | 5 | 5 | 12 | 6 |
| | | 7% | 16% | 15% | 45% | 17% |
| 44 | I Avoid making fun of the learners. | 0 | 0 | 4 | 14 | 12 |
| | | 0% | 0% | 12% | 51% | 37% |
| 45 | I Avoid being too strict. | 3 | 3 | 2 | 14 | 8 |
| | | 17% | 11% | 6% | 40% | 26% |
| 46 | I Create self-confidence in learners. | 0 | 5 | 6 | 9 | 10 |
| | | 0% | 15% | 22% | 29% | 34% |
| 47 | I emphasize the presence of students in the classroom. | 0 | 2 | 6 | 9 | 13 |
| | | 0% | 7% | 18% | 32% | 43% |

Descriptive statistics toward the teachers" performance is provided by the above table. At first, more than half of the teachers (54%) believed that had a good knowledge of subject matter. However, less than half of them (41%) noted they had up to date information. Most of the EFL teachers (87%) were friendly towards learners, 68% of them respected learners as individuals, and 66% of the teachers claimed that they understand learners well. More than half of them (53%) stated that they had the ability to manage the classroom well. also, 68% of them were good-tempered, 65% of the teachers were patient in their classes, and and74% of the teachers had a sense of humor. Once again, more than half of them (55%) were aware of new teaching methods and strategies, 53% of the teachers used extra instructional materials in their classes, and 66% of them enjoyed teaching .In addition, more than half of the participants (55%) were interested in the subject matter that they were teaching, 52% of them claimed that they have self-confidence, and 59% stated they had the ability to stimulate learners in learning. Moreover, 61% of the teachers noted they knew their learners well, 62% of them used good learners to help weaker ones, and 66% of the teachers gave sufficient number of assignments. A high percentage of the teachers (88%) mentioned they hold adequate number of tests, 69% of them were prompted in returning test results, and 64% of the teachers were well-prepared for the class. Once more, more than half of the participants of this study (55%) were careful and precise in answering learners' questions, 71% of them emphasized important materials and points, and 51% of them emphasized important materials and points, but less than half of them (44%) paid attention to all students. Data analysis towards the teachers' performance indicated that 55% of the EFL teachers were willing to help learners in and out of the classroom and 51% of them encouraged learners in different ways. Then, a high percentage of them (85%) spoke clearly with a correct pronunciation, 89% thought they were clean and tidy, and 68% of the teachers mentioned that they presented materials at learners' level of comprehension. Besides, 77% of the participants stated that they enter the classroom on time, 87% of them noted they leave the classroom on time, and 87% of the teachers believed they respected all ideas. Furthermore, 68% of the high school teachers had the subject matter well-organized according to the number of sessions and hours, 47% of them were impartial in grading, and 55% of them had creativity in teaching. Analysis of the teachers' performance indicated that 65% of the teachers believed that they involved all students in learning, 63% of them created equal opportunities for learners' participation in the classroom, and 66% of the teachers created opportunities for discussion and asking questions. After that, 64% of the participants avoided discriminating against learners, 61% attended to the learner's problems in learning, and 62% divided class time appropriately for the different language skills according to the purposes of the course.



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Again, the same percentage (57%) of the participants said that their immediate supervisor is not willing to listen to suggestions and they said teacher income is barely enough to live on, but a few of them (26%) were indifferent toward teaching. In addition, 88% avoided making fun of the learners and 66% avoided being too strict. Finally, 63% of the teachers felt that they create self-confidence in learners and exactly 40% of them agreed that their colleagues seem unreasonable to them and 75% emphasized the presence of students in the classroom.

Comparison of the Variables

More than half of the EFL teachers (60.88%) agreed and strongly agreed on the items of the job satisfaction questionnaire, while a low percentage (29.76%) disagreed on the job satisfaction. In other words, most of the EFL teachers indicated their agreements on the mentioned items of related questionnaire which showed the teachers' overall satisfaction. Regarding teachers' performance, once again, more than half of the participants of this study (EFL teachers), exactly 66.5% of them indicated their agreement on the mentioned items of the questionnaire on examining the performance. However, a low percentage of them, exactly 29% disagreed on the mentioned items. That is to say, the data analysis displayed the high degree of teachers' performance in the EFL classes.

**Table 3. Comparison of the variables**

| | | | Mean | | | | |
|---|---|---|---|---|---|---|---|
| N | Item | Group | SA | A | N | D | SD |
| 1 | Teachers' Job Satisfaction | Teachers | 30.38% | 30.50% | 9.38% | 21.63% | 8.13% |
| 2 | Teachers' Performance | Teachers | 33.00% | 33.50% | 4.50% | 20.25% | 8.75% |

**Table 4. Correlation test (teachers' job satisfaction and teachers' performance)**

| Correlations | | | |
|---|---|---|---|
| | | Teachers' Job satisfaction | Teachers' Performance |
| Teachers' Job satisfaction | Pearson Correlation | 1 | 0.63 |
| | Sig. (1-tailed) | | 0.031 |
| | N | 30 | 30 |
| Teachers' Performance | Pearson Correlation | 0.63 | 1 |
| | Sig. (1-tailed) | 0.031 | |
| | N | 30 | 30 |

## *Correlation Test*

The study also tried to find the possible relationship between the teachers' job satisfaction and their performance with focus on ethical consideration. After collecting and analyzing the scores of the two questionnaires, correlation test was employed for finding the possible relationship between the variables, teachers' job satisfaction and their performance in EFL classes of some high schools.

As the above table indicates, Sig. (1-tailed) is reported as 0.031 which is less than 0.05. If the amount of p-value (sig) is less than 0.05, it shows the Pearson test is meaningful. Moreover, the correlation coefficient of job satisfaction and teachers' performance is 0.63 which indicates acceptable correlation. Also, the table indicated that teachers' job satisfaction and teachers' performance had a positive impact on each other which shows by increasing the level of job satisfaction, the level of teachers' performance will increase. Accordingly, based on to the received data, it can be said that there is a positive relationship between

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the two mentioned variables, teachers' job satisfaction and their performance with focus on ethical consideration in EFL classes of Kerman high schools.

## Discussion

The results of this study indicate that whatever the instrumental climate variable is strengthened in banks the more, traumatic factors are the more reinforced. Therefore, it is consistent with the results of research that showed negative relationship between ethical climate and job stress and intention to quit the job (20). By increasing caring climate, independent climate, professionalism climate and rule climate, human traumatic factors decrease .Thus with research results that described the effect of ethical climate on trust of supervisor and organizational trust (21)and the results of research showed that components of benevolent leadership have a significant and meaningful effect on the behavior of employees in the organization (22), It is aligned.The results of a study that found leadership styles effective in managing employees' psychological trauma (23) and a study conducted at Shiraz University of Medical Sciences showed that there was a meaningful relationship between To answer the first research question, the related questionnaire distributed among the EFL teachers. The collected data from the questionnaire indicated that most of the teachers ensured that teaching provided them with an opportunity of advance professionally and they believed working conditions in their school can be improved. Also, most of them believed in their responsibility for teaching and for planning their daily lessons. Besides, most of them agreed on insufficient income, and they thought teaching provided them the opportunity to help their students. In addition, more than half of the teachers agreed that teaching provided an opportunity to use a variety of skills, also provided for a secure future and they receive full recognition for their successful teaching. Moreover, they got along well with their colleagues, liked them, and their students respect them as a teacher. Furthermore, more than half of the teachers believed that teaching provided an opportunity for promotion, but they referred to unpleasant surroundings in their school. Moreover, they said teaching is very interesting work and felt that their work is very pleasant that they got along well with their students. However, less than half of them noted that their income is adequate for them, received recognition from their immediate supervisor, and they did not have the freedom to make their own decisions that their immediate supervisor offered some suggestions, but they told that their immediate supervisor gives them assistance. Again, less than half of them mentioned the comfortable working conditions, organized administration, and developing new method. Also, they referred to their colleagues that stimulate them to do better work, their interests are similar to those of their colleagues, and mentioned working conditions in their school are good. Based on the received data, a low percentage of the EFL teachers mentioned that their immediate supervisor provides assistance for improving instruction and they did not get cooperation from their coworkers. Also, they referred to little recognition and disliked the people with whom they work, their immediate supervisor notices and explains. Finally, less than of them compared their jobs with similar jobs in other school districts and agreed that their colleagues seem unreasonable to them. According to the received data, it can be said that more than half of the EFL teachers agreed and strongly agreed on the items of the job satisfaction questionnaire, while a low percentage disagreed on the job satisfaction.

Descriptive statistics towards the teachers' performance and ethical issues are provided by this study, and the results showed that most of the EFL teachers were friendly towards learners and respected learners as individuals. Also, they claimed they spoke with a correct pronunciation, they were clean and tidy, and they presented materials at learners' level of comprehension. Besides, most of them stated that they entered and left the classroom on time, respected all ideas and present well-organized subject matter. A high percentage of the teachers held adequate number of tests,

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were prompted in returning test results, emphasized important materials and points, and were well-prepared for the class. Then, more than half of the teachers believed they have a good knowledge, the ability to manage the classroom well, good-tempered, were patient in their classes, and had a sense of humor. Once again, more than half of them were aware of new teaching methods and strategies, used extra instructional materials, enjoyed teaching, were interested in the subject matter, have self-confidence, and had the ability to stimulate learners in learning. Moreover, the teachers noted they know their learners well, gave sufficient number of assignments. Once more, more than half of the teachers were careful and precise in answering learners' questions, emphasized important materials and points, were willing to help learners in and out of the classroom, and encouraged learners in different ways. Analysis of the teachers' performance indicated that they involved all students in learning, created equal opportunities for learners' participation, discussion and asking questions. Additionally, more than half of them avoided discriminating against learners, attended to the learners' problems in learning, and divided class time appropriately for the different language skills according to the purposes of the course. However, less than half of them noted they had up to date information and were indifferent toward teaching. Regarding teachers' performance, more than half of the participants indicated their agreement on the mentioned items of the questionnaire on examining the performance. However, a low percentage of them disagreed on the mentioned items. That is to say, the data analysis displayed the high degree of teachers' performance in the EFL classes. After collecting the scores, the Correlation Test was used to find the possible relationship between the variables, teachers' job satisfaction and their performance in some high schools. As the related table (4) indicated, Sig. (1-tailed) is reported as 0.031 which is less than 0.05. If the amount of p-value (sig) is less than 0.05, it shows the Pearson test is meaningful. Moreover, the correlation coefficient of job satisfaction and teachers' performance is 0.63 which indicated acceptable correlation. Also, the analysis demonstrated that teachers' job satisfaction and teachers' performance can have a positive impact on each other which shows by increasing the level of job satisfaction, the level of teachers' performance will increase. Accordingly, based on to the received data, it can be said that there is a positive relationship between teachers' job satisfaction and their performance with focus on ethical consideration. Therefore, the teacher's job satisfaction had a positive effect on their performance in the EFL classes of Kerman high schools.

## Conclusion

Job satisfaction is an important variable of this study. Regarding ethical issues, this paper investigated the impact of teachers' job satisfaction and their performance. To do this, the possible relationship between the two mentioned variables was examined. Evidence from the study showed that the majority of the teachers were hopeful of advancement in their job they also believed their job was effective and they can help their students learn. Many of them thought about teaching as a pleasant job which encouraged them to be creative. A great number of them also believed in their responsibility of their job. These results showed that teachers mostly regard ethical matter and loved their job, this indicated that they tried to keep their positive feelings through their job. According to a study, teachers' job satisfaction reduced attrition, enhanced job performance, and had a positive influence on student outcomes (21). Job satisfaction can be one of factors that affect learners' motivation. It concluded that there is a positive correlation between the academic achievement and teaching experience (22). The results of this current study are also in accordance with a study finding that there was a significant relationship between teacher's satisfaction and teacher's job performance (23). However, as researchers stated, there is not a significant difference between the job performance of male and female teachers (13). Put it in a nutshell, the deduc-

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tion of their findings is that gender difference regarding job performance is neutral when the ethical workplace is equal for both males and females.

## Ethical Consideration

Ethical issues (Including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, redundancy, etc.) have been completely observed by the authors.

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