

ON THE RELATIONSHIP BETWEEN TEACHERS' CHARISMA AND THEIR JOB SATISFACTION

^[1]Farnaz Shateri, ^[2] Andisheh Saniei

^[1] Visiting Lecturer, Tehran Central Branch, Islamic Azad University, ^[2] Assistant Professor, ELT Department, Roudehen Branch, Islamic Azad University

Abstract— There has been growing attention to the quality and effectiveness of teaching in recent years and the importance of job satisfaction among teachers is one of the related variables. Charismatic language teachers can considerably affect their students through maintaining relationships between students and themselves [1]. Thus, the following study was an attempt to examine the relationship between EFL teachers' charisma and their job satisfaction. For this purpose, 54 EFL teachers and 849 learners in five ELT institutes in Tehran were selected. Teacher charisma was measured by a 30-item questionnaire adopted from Huang and Lin's [2] and then adapted to the Iranian context, and the teachers' degree of job satisfaction was measured by an adapted version of Lester's [3] job satisfaction questionnaire. The construct validity and reliability of the questionnaires were calculated in the pilot study. The results of the main study showed no significant relationship between teachers' charisma and their job satisfaction. This finding can indicate that charismatic teachers do not let their low job satisfaction affect the quality of their teaching.

Index Terms— teacher job satisfaction, teacher charisma, charismatic teaching.

I. INTRODUCTION

Throughout history, charismatic teachers have consistently proven to be effective teachers. Their ability to connect with students and convey their ideas makes a significant impact on the learning process. When students are drawn to their teachers, they are more likely to actively engage in class and develop a deeper understanding of the subject matter [4]. Charismatic educators possess a natural magnetism, communicating warmly, embracing challenges, inspiring vision, fostering trust, exuding high energy, enthusiasm, and empathy, while encouraging and exciting their students. They also cultivate caring, motivating, and trusting relationships, equipping them with the potential to nurture their students' inner motivation [5].

On the other hand, there has been growing attention on the significance of teacher job satisfaction as a pertinent variable in recent studies [6]. Teacher job satisfaction plays a crucial role in influencing the factors that either drive or hinder performance, and the external elements outside the classroom are vital in motivating teachers to teach [7], [8]. It appears that the satisfaction of teachers in their role contributes to the happiness of both teachers and students [9]. Despite teaching being perceived as gratifying by many educators, there are also prevalent reports of high levels of stress and burnout [10].

While many teachers find teaching to be rewarding, research shows high rates of stress and burnout among them [10]. Therefore, fostering healthy school climates is crucial not only for increasing

teachers' job satisfaction but also for enhancing the learning environments for students and the overall productivity of the school [10], [11], [12]. Through the preservation of sufficient levels of job satisfaction, teachers will feel more motivated and happier with their career, which will eventually affect their students' academic achievement positively and decrease teacher attrition rates [13]. Thus, it seems necessary to measure teachers' job satisfaction levels and to find the factors affecting it, because the employees' attitudes and feelings towards their job, as remarked by Song and Mustafa [9], can influence their behaviors, causing the organizations' successes or failures.

With respect to the stated problem and purpose of the study, the researcher raised the following research question:

Is there any statistically significant relationship between EFL teachers' charisma and their job satisfaction?

Literature Review

Teacher Charisma

Charismatic people tend to be appealing to others and are considered to have a magnetic charm and outstanding qualities, such as being dynamic, approachable, intelligent, visionary, and often humorous [14]. In educational settings, teachers may exhibit behaviors that students perceive as charismatic in order to positively impact the learning environment. For instance, through charisma, teachers can mitigate student resistance [15]. According to the review of the teaching literature, four key factors (knowledge, character traits, teaching techniques, and appearance) were identified as valuable factors of a charismatic teacher for students and these factors should provide an appropriate outline for further work on understanding teachers' charisma.

A charismatic teacher needs to have an understanding of a range of constantly growing knowledge of the subject s/he teaches. Effective teaching requires the integration of areas of expertise [16]. Subject knowledge is defined as "the basis of a teacher's professional experience and an important factor in teaching effectively" [17]. Teachers' subject knowledge affects whatever happens in the classroom. It is not only a key component in the quality of student foreign language learning, but also essential for the teacher in handling many key features of classroom practice. Knowledge of the subject is essential for teachers to have the ability to effectively adapt or supplement the course book, assess the effectiveness of the resources [18], and use authentic materials [19] that will prepare and encourage learners to use language outside the classroom [20].

In addition to their knowledge, a charismatic teacher should also demonstrate character traits [2]. Teacher character refers to the teacher's personal characteristic qualities, which are significant of his/her, complex mental and moral traits. This refers to the teachers' behaviors and how those behaviors are influenced by the values that the teachers are following. Peterson and Seligman [21] listed six character strengths that affect thoughts, feelings, and behaviors. They are positive mental elements for a successful life. The six character strengths are wisdom, knowledge, justice, temperance, courage, humanity, and transcendence. The strength of wisdom and knowledge refers

to; creativity, open-mindedness, curiosity, wise perspectives, and a love of learning. Justice, which is the fourth character strength, includes citizenship, leadership, and fairness, and, which encompasses social responsibility, loyalty, and teamwork. The fifth character strength, temperance includes forgiveness and mercy modesty, humility, prudence, and self-control. Courageous people are brave and persistent and demonstrate honesty and vitality. Humanity character refers to love and kindness, which include altruistic love, nurturance, care, compassion, and niceness. Humanity also includes social intelligence, which involves emotional intelligence, and personal intelligence. Transcendence is the last character strength which encompasses appreciation of beauty and excellence, gratitude, humor, spirituality, and hope which include optimism, future orientation, and future-mindedness [21], [22].

Teaching techniques have been defined as the implementation of activities that teachers do in their classrooms with their students. Educators work in specific areas of the teaching process according to the goals they set. In this respect, Brown's assertion [23] is useful. He notes that: A teaching technique is a superordinate term to refer to different activities that either teachers or learners do in the classroom since they contain all tasks and activities. In addition, most of them are planned and deliberate, bearing in mind that they are the product of the teachers' choice that can address the pedagogical units or components of a classroom session (p.165)."

At the same time, Crookes [24] claimed, "an activity is a part of classroom life . . . planned to cover all distinguishable behavioral parts in a classroom (p.144)." Following this attitude, it is clear that although teachers' planning includes the activities to be developed in the classroom, these plans are affected by how actions occur, depending on the stages of the class, as well as students' characteristics such as type of motivation, learning styles, interests and needs among others. The teaching techniques need the sense of depending on how they are implemented by teachers; moreover, the objective they follow is based on their students' needs. So, it involves the design and implementation of different activities that respond to both teachers' use of strategies and the objectives of class parts.

There is a study done by Gaviln [25] whose results can help characterization of teaching techniques. The purpose of the study was to define the activities implemented by two first-semester English teachers and to classify them within the frame of language teaching techniques stated by Brown [23], namely controlled, semi-controlled, and free, within the context of a language teaching program. The techniques used for data collection were based on class observations, teachers' records, and a semi-structured interview. The results of the study indicated that the objective that teachers follow is based on their students' needs. Therefore, the results suggest designing and applying various kinds of activities that are suitable for teachers' control and the objectives of the class. At the same time, the achievement of such objectives is essentially related to the student's abilities to face the challenges through the instructional parts of a class.

A physical appearance is defined as the description of the physical properties of an object [26].

Most of the time, people are judged by their physical appearance. For example, by imagining a beautiful woman, good physical properties come into our minds; such as beauty, good shape of body, and, the like. Similarly, by imagining a bad person; we think of a big body, a cruel face, etc. Thus, physical appearance can affect the ways we look at other people and the way we look at ourselves. Physical appearance is the outward or visible aspect of a person or thing. In other words, physical appearance is the physical look of each person and it is one of the most important factors of a personality which shows how people look at you or what they think about you [26].

The current generation of students have access to technology. Therefore, it is reasonable to suggest that they use online resources such as the department, faculty, or institute websites to select their teachers. Given the availability of such online information to students as photographs, the biases that might be present in evaluating faculty based on physical appearance were examined by Mendez and Mendez [27]. Their findings show that the physical appearance of teachers affects student perceptions of them. Further, students prefer to have a class with teachers who are perceived to be attractive and approachable, regardless of perceived knowledge [27].

In a study by Hamermesh and Parker [28], the relationship between attractiveness and students' perception of class quality was investigated, using institutional-level teaching evaluations, at the University of Texas at Austin. The results showed a positive relationship between attractiveness and students' perception of class quality from end-of-course evaluations with marginal benefits for attractiveness accruing more to men than to women. The results were interpreted as indicating that better-looking individuals are more productive, perhaps because students simply pay more attention to good-looking instructors.

Chaikin, Gillen, and Derlega [29] had a make-up consultant who manipulated the physical attractiveness of a high school psychology teacher before videotaping lectures and revealed that appearance influenced the students' opinions of that teacher. In another research by Melville and Maddalozzo [30], it was investigated whether or not a male physical educator's appearance of body fatness affects his ability to teach well and instill good exercise intentions among high school students. They concluded that a male physical educator's appearance is a very powerful variable in teaching effectiveness. Students' perceptions of motivating and demotivating factors in their teachers' behavior were studied by Gorham and Christophel [31]. They found that dissatisfaction with assignments and grading, time/ length of class, and negative teacher appearance were assumed strongly demotivating factors.

Job Satisfaction

Teaching is a difficult job compared to other jobs and the reason is a greater amount of emotional labor and work that it needs [32]. Job satisfaction is an important issue to be studied because attitudes and feelings can influence the behaviors of employees, which cause the organization's successes or failures. Understanding and measuring the job satisfaction of teachers in schools is particularly important. Caparara, Barbaranelli, Steca, and Malone [33] claim that job satisfaction,

in the educational field, is the decisive element that has a strong effect on teachers' attitudes and also their performance. It is believed that job satisfaction is an inside reaction to the concept of working conditions. It is also defined as the overall evaluation that somebody receives from his working environment. This evaluation has been linked to high levels of productivity and motivation [34].

The teachers' job satisfaction questionnaire developed by Lester [3] was adopted and then adapted by the researcher in this study. In the TJSQ, supervision, colleagues, working conditions, payment and security, work itself, and recognition were subscales of an educator's job satisfaction. Each of these aspects of job satisfaction was explored based on the scholars' perspectives in the existing literature in what follows.

The first aspect of the TJSQ and literature review category is supervision defined by Lester [3] as the amount of regulation and control provided by the administration and the interpersonal relationships the employee has with the supervisor. Supervisors can influence subordinates' work through the quantity, depth, appropriateness, and timing of the feedback given to their employees. Appropriate feedback regarding work performance can create a feeling of importance as the worker feels he/she has been given the support necessary for success. Teachers chose the profession of education for the opportunity to influence the lives of children. Often, teachers perceive paperwork, meetings, and rules as unnecessary bureaucracy and overreaching policies that distracts from their goal of educating students. Administration is often perceived as a hindrance to teachers' goal of connecting with students [35].

Co-workers play an integral part in the job satisfaction of employees. Teachers who collaborate with co-workers have increased technical skills and gain confidence through teamwork within colleagues. The sense of confidence leads the employee into an increased sense of belonging, self-esteem, and job satisfaction [36].

Working condition is another important factor in job satisfaction. The working conditions include the formation of school policies by administration and the overall physical condition of work environment. Teachers are less likely to properly deliver adequate education to students while teaching with inadequate facilities. Not only do poor working conditions contribute to the level of happiness of teachers, it can cause them to leave their school and the profession [37].

The third job satisfaction aspect of the TJSQ is pay which is defined as the employee's monetary compensation for work performed. Pay includes the economic aspect of teaching, including the teacher's annual income as well as financial recognition for accomplishments [38]. A worker who faces financial stress is likely to react negatively to external stimuli in the workplace as pay is a component of one's security and safety needs. Security is the next identifier used in the TJSQ. School policies including tenure, seniority, layoffs, pension, retirement, and dismissal are all factors of a teacher's job security. Many employers believe that a worker who is confident in employment and satisfied with the pay can focus on the job and do not have to worry about layoffs,

retirement, and pay scale. A person who is not confident with job security will worry about providing for family resources and bills. Medical insurance, job security, and financial reserves are modern factors that help build one's safety needs. The people who feel they are in harm way will not be able to give any attention to the higher needs [36].

Work itself is the next category used in the TJSQ that contributes to teacher job satisfaction. Teachers' daily tasks and routines are specific to the grade level and the content area taught. The daily tasks, routines, and activities associated with teaching, however, essentially define teachers' work. Creativity, influence, control, and freedom to experiment are also facets of work itself. People want to know their existence is meaningful, and this can be accomplished through one's occupation. Employees gain job satisfaction when they understand their job positively influences others and the organization [39].

Career advancement is the next category used by the TJSQ to understand teacher job satisfaction. Advancement is defined by Lester [3] as the teacher's opportunity for promotion in pay, status, or title. In some instances, giving a teacher influence and additional responsibilities can be the equivalent to an increase in title due to the way the employee is perceived. Advancement references a change in status or position for the employee. As employees achieve promotions, they attain the esteem needs by gaining confidence and self-respect [40].

The final characteristic used in the TJSQ to identify job satisfaction is employee recognition. This is defined as employees' attention, appreciation, and prestige [41]. Recognition is related to one's self-esteem, achievement, mastery, independence, status, dominance, prestige, and managerial responsibility. These factors create a sense of belonging and influence a person's self-image [36].

Method

Participants

The participants of this study included 148 children, 354 teenagers, and 347 adult EFL learners who were selected through convenience sampling from five ELT institutes located in Tehran. The participants were both male and female all native speakers of Persian. The students were at different language proficiency levels and their age ranged from eight to 40. Therefore, language proficiency and gender were not controlled in this study. It is worth mentioning that 100 other learners who were studying at two of the institutes participated in the pilot study. The purpose of piloting was to test the construct validity and reliability of the questionnaires developed by the researcher.

Instrumentation

Teacher charisma questionnaire

The researcher adopted the inventory of teaching charisma in the college classroom which was developed by Huang and Lin [2] for the Asian context. In order to make the questionnaire more

suitable for an Iranian EFL context, some items of the adopted questionnaire were replaced through a brainstorming session by a group of 40 Iranian EFL learners from different age levels. The new questionnaire included 30 items (four reversed ones) and four components of “knowledge”, “teaching techniques”, “character trait”, and “appearance”. The translated questionnaire was administered among 100 participants in the pilot study, and then its construct validity and reliability (0.93) were calculated based on the respondents’ answers.

Teacher job satisfaction questionnaire

In this study, Lester’s [3] questionnaire to measure teachers’ job satisfaction, namely the TJSQ, was adopted and adapted. The TJSQ is designed as a tool to help administrators understand their teachers’ feelings and expectations in their working environment. It consists of seven components, namely supervision, co-workers, recognition, payment, security, work itself, and working conditions, and is comprised of 66 items, answered in a five-point Likert-scale format.

Due to administration limitations and for observing the construct validity of the questionnaire with respect to the number of teachers answering it, the researcher minimized the items to 24 with the supervision of the supervisor and considered payment as the financial security and put it under the category of security. Then the questionnaire was administered to 48 teachers in two institutes in a pilot study. Their responses to the questions were used to confirm the construct validity of the questionnaire, and the reliability of the questionnaire was calculated as 0.86 through Cronbach’s Alpha.

Procedure

After doing the pilot study, the second step was to hand out the questionnaires among the main participants in five English institutes in Tehran. After collecting the questionnaires, they were scored by the researcher in a one-to-five Likert Scale and the negatively worded items were reversed. After that, the point-biserial correlation was run to probe any significant relationships between the two variables of teachers’ charisma and teachers’ job satisfaction.

Results

This study aimed at investigating the relationships between Iranian EFL teachers’ charisma, and their job satisfaction. To this end, a total of 849 learners and 54 teachers answered the intended questionnaires. The descriptive statistics related to teacher charisma, and their job satisfaction, are displayed by Table1.

Table 1. Descriptive Statistics

		N	Min	Max	Mean	Std. Deviation	Variance
		849	67.0	148.0	130.81	12.838	164.825
Charisma			0	0	9		
	Job	54	62.0	110.0	89.048	11.462	131.381
	Satisfaction		0	0			
Valid		849					
N							

The point-biserial correlation was run to probe any significant relationships between the two variables of teachers' charisma and teachers' job satisfaction. A preliminary analysis was performed to ensure no violation of the assumptions of normality and equality of variances which underlie r pb. To check the equality of variances, the Levene's test was used. The Levene's test is not significant because the values under sig column are more than .05, indicating that the variances are not significantly different. For the teachers' charisma, the variances were equal for satisfied and dissatisfied teachers, $F(1, 847) = 1.33, p < .01$.

The results of running point-biserial are presented in Table 2. As the Table shows, the results ($r_{pb} = .085, p = .014, 95\% \text{ CI } (.018, .155)$) indicated that charisma can predict .007 percent of job-satisfaction. Since the lower bound of the 95 percent confidence interval of .018 was close to zero, it can be concluded that the correlation between the two variables could have been zero. However, the point-biserial coefficient of .085 was flagged as significant due to the extremely large sample size of 849. Therefore, there was no statistically significant relationship between teachers' charisma and their job satisfaction.

Table 2. Point-biserial correlation; charisma with job satisfaction

		Job Satisfaction
	Pearson Correlation	.085*
	Sig. (2-tailed)	.014
	N	849
Charisma	Bias	-.001
	Std. Error	.034
Bootstrap	95% Confidence Interval	Lower .018 Upper .155

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

Discussion

No significant relationship between teachers' charisma and their job satisfaction. The results of this research opposed the findings of Biggerstaff [42], Bogler [43], and Nguni, Slegers, and Denessen [44] who shared the view that leadership styles and teacher job satisfaction are positively correlated. Similarly, Nyenyembe, Maslowski, Nimrod, and Peter [45] reported that job satisfaction is dependent on leadership styles (for example, charismatic leadership, individualized consideration, and passive management by exception) and teacher characteristics. However, the result of this study showed no significant relationship between teachers' charisma and their job satisfaction.

However, the results of this research is similar to the findings of DeGroot, Kiker, and Cross [46] who reported that the relationship between leader charisma and leader effectiveness is much weaker than reported in the published literature. In their study, when the leader effectiveness was measured at the individual level, the effects of charismatic leadership and job satisfaction revealed a lower correlation. Similarly, the current study showed a very weak correlation (.085) between teachers' charisma and their job satisfaction.

Conclusion

The aim of this study was to determine the relationship, if any, between Iranian EFL teachers' charisma, their job satisfaction. The results show that there is not a statistically significant relationship between teachers' charisma and their level of job satisfaction. Thus, more charismatic teachers are not necessarily more satisfied with their jobs. This means that teachers can still be charismatic to their students and motivate them to learning although they may not be satisfied with their working conditions and have little financial security. This finding can indicate that charismatic teachers do not let inappropriate working conditions or their low satisfaction with their job influence the quality of their teaching.

This study was the first attempt to study the relationship between teachers' charisma and their job satisfaction in Iran and even in other EFL/ESL contexts. A number of research studies have previously been conducted on teachers' charisma, job satisfaction. However, to the best of the researcher's knowledge, the relationship between charisma and job satisfaction has never been investigated so far. Therefore, the findings of this study could be a breakthrough in the research domain regarding teachers' charisma. It is hoped that the findings emerged from the results of this study would contribute to the existing literature in both Iran and other EFL/ESL settings. Further research can investigate such a relationship among university teachers to see whether the conclusion will be the same or not. In addition, subsequent studies could also be conducted to investigate the relationship between teachers' charisma and some other variables such as students' academic achievement, students' willingness to communicate, and teachers' burn out.

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