Examining the Issues and Challenges of Female Contract Teachers: A Grounded Theory Research

Esmail Zare[1], Mohsen Shakeri[2*], Maryam Zare[3]

1. Master of Educational Research, Psychology and Edcatonal Sciences, Yazd University, Yazd, Iran.
2. Psychology and Educational Sciences Department, Yazd University, Yazd, Iran. Corresponding author: shakerimohsen@yazd.ac.ir
3. Assistant Professor, Psychology and Edcatonal Sciences, Yazd University, Yazd, Iran.

Abstract

A female teacher plays multiple roles in her life as a teacher, mother, wife, etc., and her occupational dissatisfaction can override her other roles. The present study investigated the issues and challenges of female contract teachers. **Method:** A qualitative approach and grounded theory design were adopted in this research. The target population included all the female contract teachers of Ashkezar in Iran, and 12 participants were selected by theoretical sampling in the academic year 2021-2022. Semi-structured interviews continued until the theoretical saturation, were used to collect data, which were then analyzed by open, axial, and selective coding and categorization. **Results:** The analysis led to the development of 27 sub- and 11 main categories within a paradigmatic model. The main categories encompassed causal conditions (cultural and organizational factors), core category (dissatisfaction), strategies (behavioral changes and thinking about economic alternatives), intervening environmental conditions (familial-cultural and economic-political environment), contextual conditions (financial-software and inhibitory contexts), and consequences (teacher-centered and educational consequences). **Discussion:** The results indicated that cultural and organizational causes engender teacher dissatisfaction. In the face of these conditions, teachers change their behaviors and think about economic alternatives, leading to teacher-centered and educational consequences. **Conclusion:** Female contract teachers faced many challenges that negatively influenced their efficiency and motivation and made them feel disappointed. These challenges brought about some sensible and insensible issues and intricacies. In general, this study suggests considering approaches to motivate and involve in making decisions and putting the guidance and consultation of female contract teachers on the agenda.

Keywords: Contractual employment, Female Teachers, Grounded-Theory Research, Qualitative Approach, Teachers' issues.

Introduction

Teachers represent, as a group, one of the largest professions in developing countries (Wagner & Guillotte, 2023). Various methods have been used for teacher employment. Two main methods include recruiting the graduates of teacher training centers and employing contract teachers (Tayebinia, 2014). Since teacher training centers cannot respond to the severe lack of human forces in some less-privileged provinces of Iran due to the allocated quotas, the education administration uses contract forces to compensate for these deficits partially. The difference between contract and in-service teachers lies in the types of payment and governmental services, and this difference has been clarified in the circular letter of the General Office of Administrative Affairs (Ebadi & Elhampour, 2007).

Teachers' cultural capitals are reservoirs of knowledge, skills, competencies, and cultural creativities through which the production, representation, and reproduction of social inequalities are developed (Zokaei, 2015). If the administrators of different occupations enjoy higher levels of job satisfaction, they will extensively benefit from mental health, inner vitality, creativity, and innovation and limitedly suffer from job burnout. Teachers' job satisfaction, as one of the most crucial elements in the educational system, enormously impacts the efficiency of the education administration (Fakhraei & Asadi, 2008). Female teachers, including in-service, contract, supportive, etc. instructors, form a large share of this capital. A female teacher plays multiple roles in her life as a teacher, mother, wife, etc., and her occupational dissatisfaction can override her other roles (Safaei Movahed & Javanroudi, 2016). With all the social and cultural changes that have occurred, women are still not at the same level as men in the social situation and they experience a kind of social isolation (Fallahzadeh, 2021).

Now that the contribution of female teachers and their impacts on society is clear from different aspects, it is imperative to pay specific attention to the problems tied to their careers and working environments. The unmet needs of contract female teachers will interfere with their normal development and give rise to their inefficiency in various social, cultural, and educational areas. Hence, factors related to teachers' problems can be examined for the preparation of useful and effective programs. Predicting different techniques, programs, and methods that remove teachers' problems can help teachers apply all their competence to realize educational goals. Accordingly, investments toward supplying efficient contract female forces, on the one hand, and attempts made for the elimination of their problems, on the other hand, are extensively significant in the education system. Furthermore, paying specific attention to the problems of this group of teachers as chief forces of education, identifying and rating them based on their importance, and formulating strategies to remove these problems can improve the efficiency of the educational system, enhance the quality of schools, and bestow health to this group of teachers (Salsabili, 2003).

Numerous researchers have investigated teachers' problems. For instance, Jane and Courtney (2014) concluded that teachers' problems, including employment, low payments, and non-access to technology, could directly impact the quality of schools and students. Johnson (2017) showed that managers' responsibility and leadership styles were two significant factors directly influencing teachers' job satisfaction or dissatisfaction.

Wilson (2017) found that further payments for extra work made teachers not abandon the profession since they gave teachers more freedom of action, raised their motivation, and helped with their job satisfaction. Aldrup, Klusmann, Lüdtke, Göllner, & Trautwein (2018) discovered that overpopulated classes, which created disorder in class and reduced teachers' enthusiasm, were among the problems teachers faced at work. According to the results of the study by Curcio (2018), managers that are responsive to teachers' needs, minimize their financial problems and support them positively impact teachers' job satisfaction. Jackson (2018) concluded that job dissatisfaction was one of the teachers' problems and resulted from limiting and strict spaces at schools. Randall (2019) displayed that stress not only had detrimental effects on the physical and mental health of teachers but also influenced interpersonal concepts associated with the relationship of student success with teachers and their interactions. According to the results of the study by Chudgar & Sakamoto (2021) private school teachers have lower access to teacher unions and thus weaker collective bargaining to negotiate their working conditions. Private teachers are more frequently likely to seek additional work and alternate work. Patahuddin, Rokhmah, Caffery & Gunawardena (2022) displayed that female teachers have less access as cultural barriers restrict their engagement in face-to-face activities. Gʹandara & Laesecke (2022) concluded that female teachers who engage in inclusive classroom practices are associated with improved attendance among girls. These results highlight the importance of teacher practices and the role that gender-sensitive pedagogy plays in minimizing gendered achievement gaps.

Likewise, the results of the study by Ebadi and Elhampour (2007) in Iran showed that in-service teachers received more formal training, knew many techniques and skills, and were more aware of modern teaching methods and skills than their part-time contract counterparts. Janalizadeh Chubasti (2005) asserted that academic women in Iran and some developed countries faced various sociocultural barriers, such as sexism in employment, vertical mobility, and decision-making, family pressures, and presence in informal social networks, for achieving success and scientific and professional positions either inside or outside the science space. Dostdar and Kabini Moghadam (2011) also revealed that there was a significant difference between in-service and contract teachers in educational affairs and classroom management. In their study, Geravand and Abbaspour (2011) displayed that there was a significant difference between the efficacy of recruited teachers from teacher training centers and contract teachers with a confidence level of 95% according to the perspectives of guidance school managers of Tehran city. Jahangiri and Elmi (2016) concluded that teachers' received compensation, access to welfare facilities, enrolment in guilds, and enhanced skills, besides citizens' degree of social trust in teachers and the media's extent of attention to teachers' dignity, were significantly associated with the social promotion of teachers.

But why do female contract teachers still experience different problems despite enjoying equal working conditions? What problems in this area make female contract teachers face challenges? Of course, different studies have referred to several factors such as the deficiency of budget, quality of teaching, position of teachers in society, management, structures, rules, regulations, etc. These factors are valid in research terms. However, a few points should be considered: 1) These studies have employed various methodologies,

2) The target contexts and populations vary in these studies, and 3) The identified factors were so dispersed and dependent on temporal, spatial, and contextual demands. Hence, we can infer that the validity of these factors is not independent of the context and thus signify the main gap in the present literature. In the grounded-theory qualitative method, the researcher does not start the work with a theory that already has in mind but seeks to discover the theory based on the systematic collection of data, the theory that was derived from data systematically gathered and analyzed through the research process (Strauss & Corbin, 2016). Therefore, the present study followed a grounded-theory qualitative approach to answer the question, what is the model of challenges and issues of female contract teachers?

Methods

A qualitative approach and grounded-theory methodology were adopted in this research, and semi-structured interviews were used to collect data. The interviews lasted about 75-120 minutes. The target population consisted of all female contract teachers in Ashkezar city in Iran in the academic year 2021-2022. Theoretical sampling was used to select participants, and the interviews continued until data saturation. Theoretical sampling is a well-known method in grounded theory studies to seek additional data based on concepts developed from initial data analysis. This method involves following where the data have led to expand and refine the evolving theory during the analytical process (Ligita, Harvey, Wicking, Nurjannah & Francis, 2020). The saturation was reached in the 10th interview but interviewing continued until the 12th participant for more confidence. The interviews were recorded with the consent of the interviewees. At the outset, the researcher informed participants of the research topic, purpose, and procedure, observation of ethical principles, and confidentiality of their identities. The data were analyzed by theoretical coding and categorization. In the systematic method, which is attributed to Strauss and Corbin (2016), in general, data obtained from information sources is converted into a set of codes, common codes into categories, and then the categories are formulated into theories. The systematic method includes open coding, axial coding, and selective coding.
1- In the first stage, concepts are extracted as the basic units of analysis. At this stage, the researcher creates new concepts that explain what is happening.
2- In open coding, concepts are identified and expanded in terms of characteristics and dimensions. The result of open coding is a list of codes and categories that are linked to the text.
3- Axial Coding: In this stage, the core category is selected and related with other categories depending on the type of the relationships in a systematic way.
4- Selective coding: In selective coding, the categories are presented in the form of a model concerning each other, and the relationship between categories is described (Creswell, 2005).
Furthermore, the criteria discussed by Lincoln and Guba were used to assess the study's creditability. The researcher considered creditability by transcribing the interviews

promptly and recording all research phases accurately. To ensure the confirmability of the research, several supervisors, who were familiar with qualitative studies, evaluated some interview segments and the extracted codes, concepts, and categories. Likewise, three techniques were used to achieve creditability: 1) Member checks, where participants were asked to evaluate the general findings of the research, 2) Referential adequacy, where the researcher referred to the raw data to compare and assess the theoretical structuring, and 3) external analysis, where experts in qualitative research supervised all research phases.

Results

Core category

By reviewing the transcriptions of the interviews repeatedly and profoundly, the researcher found that the main dissatisfaction category involved social dignity, occupational security, feelings of discrimination, and all factors and effects described in this category (Table 1). A key informed participant asserted: "Although contract teachers work like in-service teachers, they are ranked lower than in-service teachers and are less significant".

Table 1. Coding results of the core category

Main Category	Sub-categories	Concepts
Dissatisfaction	Social dignity	Distance of education from its position, organizational status, damages to the social popularity of teachers
	Occupational security	Lacking occupational security, not hoping for the future, lacking any hope for employment, giving short-term working guarantees
	Feelings of discrimination	Negative attitudes of colleagues to contract teachers, unequal behaviors with teacher women and women working in other organizations

Causal conditions

Causal conditions are elements that directly result in the main dissatisfaction phenomenon. According to Table 2, causal factors consist of two main categories: 1) Cultural factors (gender-derived problems in the work environment and the criteria for the validity of careers in society) and 2) Organizational factors (professionalism, structures and rules, and compensations and welfare facilities).

Cultural factors are composed of two main categories, i.e., gender-derived problems in the work environment and the criteria for the validity of careers in society.

Gender-derived problems in the work environment: These problems form one of the most significant categories that directly challenge occupational positions and security and lead to feelings of discrimination. In this respect, a key informed interviewee explains: "Another topic female teachers are long facing is the misconduct of women. In these conditions, they are called to the security custody for a solution, while the handling of such problems should be delegated to women's affairs".

Criteria for the validity of careers in society: Concerning this concept, a key informed interviewee says: "When I ask my students what job they would like to take in the future, they usually reply they prefer to be a doctor or an engineer since they witness the economic conditions of teachers".

Organizational factors constitute three subcategories of professionalism, structures and rules, and compensations and welfare facilities.

Professionalism: A key informed individual claims: "If teachers are insufficiently aware of students' differences, characteristics, and age requirements, they discriminate against them, impose double pressure on some students, and ignore some others. Thus, teachers should be familiar with educational and psychological sciences".

Compensations and welfare facilities: In this respect, a key informed interviewee declares: "As I mentioned earlier, there is a gross difference between contract and in-service teachers in civil and material terms, and contract teachers' welfare facilities are fewer than those of in-service teachers".

Structures and rules: In this regard, a key informed individual asserts: "If contract teachers know that there is an organizational or institutional structure pursuing these problems, they go on with their jobs more peacefully".

Table 2. Coding results of causal factors

Main categories	Subcategories	Concepts
Cultural factors	Gender-derived problems in the work environment	False feelings associated with men's superiority, the negative effect of gender in the men-women competition, inequality in managerial opportunities
	Criteria for the validity of careers in society	Degressive attractiveness of the teaching profession, declining social dignity of teachers, lower ranks of scientific works, changes in teachers' positions
Organizational factors	Teachers' professionalism	Tolerance threshold of teachers, flexibility in behavior, familiarity with educational and psychological sciences, discriminating against students
	Structures and rules	Numerousness of circulars, vague conditions of contract teachers in the organizational chart, lacking HR letters
	Compensations and welfare facilities	Extensively low salaries, unequal payments, nonpayment of salaries on time, lack of teachers' welfare facilities, lack of insurance

Strategies

According to Strauss and Corbin (2016), strategies are actions, interactions, and deeds individuals apply to face problems when normally reacting to and managing situations. The present study identified two groups of basic strategies for intervention: 1) Behavioral changes (using maladaptive emotion regulation strategies and focusing on weaknesses and inabilities) and 2) Thinking about economic alternatives (turning to a second job and deciding to change the occupation)

Using maladaptive emotion regulation strategies: In this respect, a key cognizant interviewee explains: "Sometimes, my work pressure and mental concerns inflate to the extent that I lose my temper and yell when a student does not understand a topic".

Focusing on weaknesses and inabilities: A key informed individual says: "Unfortunately, contract teachers, especially females, misbehave with themselves. For example, when we want to teach in grades that are more sensitive and difficult, like grades 1 and 4, we desist easily if the manager disagrees since we fear being accused of slumbering or incompetence.

Thinking about economic alternatives: In this respect, a participant explains: "Indeed, we have inferior economic conditions. Every day, we think about what alternative we can find if we abandon this job".

Table 3. Coding results of strategies

Main categories	Subcategories	Concepts
Behavioral change	Using maladaptive emotion regulation strategies	Inter-colleague disputes and arguments, the emergence of disappointment and inconvenience, quarrels with the spouse and children, draining away the anger in children
	Focusing on weaknesses and inabilities	Women's disbelief in their abilities, distrust of women in women, silence against improper criticisms due to the lack of self-confidence
Thinking about economic alternatives	Turning to a second job	Turning to private teaching, teaching in other educational centers as a second job, serving as students' school services
	Deciding to change the occupation	Deciding to change the occupation due to economic problems and profession-life conflicts

Contextual conditions

While environmental conditions impact the development of female contract teachers' challenges through mediation, contextual factors directly influence this process with no intermediaries. The present study identified contextual factors in two categories: 1) financial-software contexts (educational finance and school facilities and equipment) and 2) inhibitory contexts (place of service, supervision and guidance, pre-service training, and participation).

Financial-software contexts consist of two subcategories, including educational finance and facilities and equipment.

Educational finance: In this respect, a participant says: "Since the government can't or doesn't want to allocate budget to this issue, and contract teachers bear the burden of training a certain community, it tends to preserve the current condition".

School facilities and equipment: Concerning school facilities and equipment, a cognizant interviewee asserts: "Equipping less-privileged regions with educational aids, especially video training, and using laboratories, libraries, and wireless internet in villages and tribes can help such regions effectively.

Inhibitory contexts constitute four subcategories, including the place of service, supervision and guidance, pre-service training, and participation.

Place of service: In this respect, a participant says: "It is difficult for some teachers to commute due to the far distance of the place of service from their homes. However, they should wait for the settlement of their payments as their indisputable rights".

Supervision and guidance and pre-service training: In this regard, a cognizant interviewee claims: "The lack of suitable mechanisms in pre-service classes paves the way for the easy acquisition of scores".

Participation: A participant explains: "It is awkward if a teacher who is to act as the executor of the compiled subjects sees the book on the first day of school and tries to find a teaching method for it".

Table 4. Coding results of contextual conditions

Main categories	Subcategories	Concepts
Financial-software contexts	School facilities and equipment	Teaching in schools with few educational facilities, difficulty in supplying tools, and equipping less-privileged regions with educational aids
	Educational finance	Allocating employment budget, creating new human resources in education, the heavy financial burden of employment
Inhibitory contexts	Place of service	Teaching in less-privileged regions, the far distance of the place of service from home, working in remote regions
	Supervision and guidance	Not using control mechanisms, controlling and supervising the educational quality, organizing human resources, and teachers' self-control
	Pre-service training	Low practical aspects and poor content of pre-service classes, not employing specialized teachers in pre-service classes
	Participation	Organizational silence, using experienced women's ideas and suggestions, involving contract teachers in big educational projects

Intervening environmental conditions

Environmental or mediatory conditions can be considered as a broader structural base indirectly impacting the main phenomenon and strategies contrary to contextual factors.

In the present study, environmental conditions comprised two main categories: The familial-cultural environment and the economic-political environment.

The familial-cultural environment encompasses two categories: The family environment and the cultural environment.

Family environment: In this respect, an informed interviewee says: "In these adverse economic conditions, family members provide negative feedback when they see that the mother's long years of efforts for creating job security and supplying welfare along her husband are fruitless".

Cultural environment: In this concern, a participant explains: "When our people and social culture recognize you under the title of a contract teacher, they think you are not a member teacher of the education administration and are scientifically and practically inferior to other teachers unless they see your work and effort and thus change their perspectives".

The economic-political environment involves two categories of the economic environment and the political environment.

Economic environment: Associated with this category, an informed interviewee argues: "No step for employment is taken, perhaps since the government pays more attention to privatization and downsizing of the governmental cadre".

Political environment: Concerning this category, a participant says: We have repeatedly heard from formal sources that women are the bases of families and societies. A female teacher bears these two responsibilities simultaneously. But as mentioned, policy-makers of the education system only forward the constraining approach, not bothering themselves to revise it according to principles".

Table 5. Coding results of intervening environmental conditions

Main categories	Subcategories	Concepts
Familial-cultural environment	Family environment	The disagreement of the family with the teaching occupation, involvement of family with problems, expectations of the husband and children, detriments to the contract teacher's family
	Cultural environment	The negative attitude of society to contract teachers, teaching children to respect women, housekeeping as a responsibility from the media's point of view, parent's cultural poverty
Economic-political environment	Economic environment	The rent of houses, the government's economic status, the relationship between handling teachers' economic and sustenance conditions, and work efficiency and vitality
	Political environment	Government's ignorance, low sensitivity of authorities, centered administrative structure and policies, a decline in the formal employment of teachers

Consequences

According to the paradigmatic model of Strauss and Corbin (2016), any interaction or non-interaction individuals select to respond to present challenges or manage and preserve a situation brings about wanted or unwanted consequences. In the present research, consequences involve two main categories: 1) teacher-centered consequences

(motivation and job satisfaction, professional development, and work-life conflicts) and 2) educational consequences (students' academic achievement and education, the efficiency of the educational system).

The teacher-centered consequences comprise three categories of motivation and job satisfaction, professional development, and work-life conflicts.

Motivation and job satisfaction: In this regard, an informed interviewee describes: "If the problems of female contract teachers are not seriously accentuated, they will become unmotivated, and unmotivated female teachers can demotivate the class".

Professional development: Related to this category, a participant says: "Education whose main forces are teachers should pay more attention to their quality".

Work-life conflicts: In this respect, a key informed participant explains: "Unfortunately, housekeeping tasks are assigned only to women. If we fail in their accomplishment, we become accused, no difference if we are employed or housewives".

Educational consequences consist of two categories: The efficiency of the educational system and students' academic achievement and education.

The efficiency of the educational system: In this regard, a cognizant respondent replies: "When the problems of contract teachers outnumber, their teaching is influenced, and students are poorly educated. This issue hurts the country's scientific rate".

Students' academic achievement and education: Related to this category, an informed participant expresses: "If education cannot modify the human resource and female teacher-organizing systems, both teachers and students will be negatively impacted, and gaps will arise in educating students correctly".

Table 6. Coding results of consequences

Main categories	Subcategories	Concepts
Teacher-centered consequences	Motivation and job satisfaction	Reducing teachers' motivation and occupational enthusiasm, traumatizing contract teachers' mentality, decreasing job satisfaction
	Work-life conflicts	Mothers' concerns about the education of their children, double tasks due to being responsible for housekeeping, difficulty in managing time for personal and professional lives
	Professional development	Limitedness of development, not accessing higher organizational positions, not being employed in managerial positions
Educational consequences	Students' academic achievement and education	Preventing student growth, deficits in learning, educational problems, and attention to the civil training of students
	The efficiency of the educational system	The leave of efficient forces, the entrance of unqualified forces to the body of education, and the scientific degradation of the country

Lastly, the theoretical model of female contract teachers' challenges and problems was developed and presented in Figure 1.
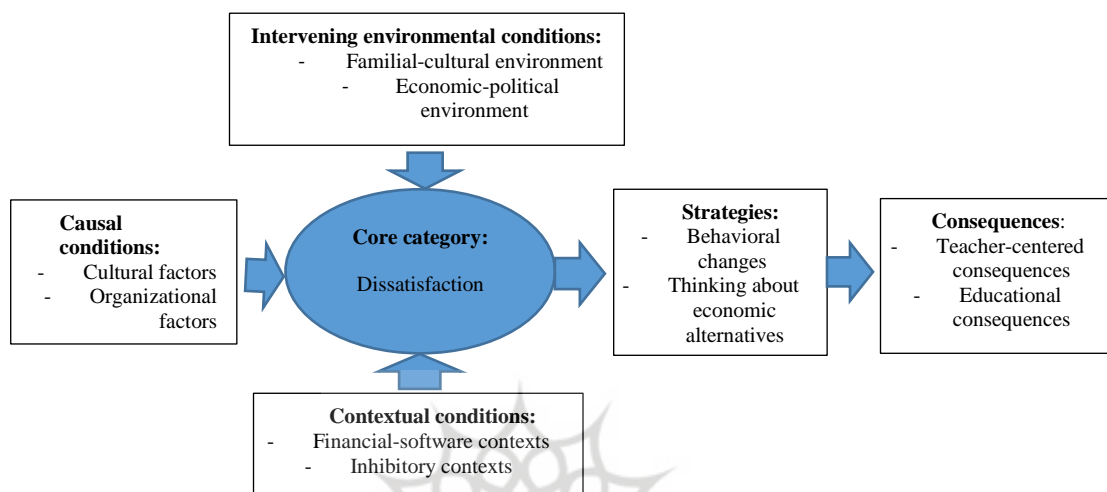
Figure 1. Paradigmatic model female contract teachers' challenges and problems

Discussion

The present study investigated the issues and challenges of female contract teachers based on the grounded theory approach. The examination of the respective literature showed that female contract teachers faced many challenges that negatively influenced their efficiency and motivation and made them feel disappointed. These challenges brought about some sensible and insensible problems and intricacies. Notably, few studies tackling female contract teachers' challenges have encountered complications in delineating an inclusive picture to explain their circumstances and consequences. A bulk of studies have partially and indirectly analyzed and identified factors and failed to build relationships between variables and consider them into a process. However, to better recognize educational phenomena and teaching-learning behaviors in educational environments and explain them thoroughly, we should resort to post-positivism paradigms and respective approaches, i.e., qualitative studies (Bazargan, 2016).

The paradigmatic model indicated that the main dissatisfaction category (occupational position and security and feelings of discrimination) stemmed from some cultural and organizational causes that should be eliminated to overcome the dissatisfaction challenge. In the present system, contract teachers' dissatisfaction as a focal category seems logical and reflects the validity of the findings and analyses since occupational position and security, and discrimination are among the most significant challenges of contract

teachers. Cultural causes encompassed two subcategories, i.e., gender-derived problems in the work environment and criteria for the validity of careers in society. Women in Iran and some developed countries face various sociocultural barriers, such as sexism in employment, vertical mobility, and decision-making, family pressures, and presence in informal social networks, for achieving success and scientific and professional positions either inside or outside the science space (Janalizadeh Chubasti, 2005). Occupational values indicate individuals' mindsets about professions and factors that are important for individuals in their lives and careers. They can mirror more general values individuals consider outside their work environments, i.e., in their social lives (Yazdi & Hosseinian, 2005).

Organizational causes involved three subcategories of professionalism, structures and rules, and compensations and welfare facilities. Teachers' professional competencies shape a system of knowledge, skills, abilities, and motivational wills and pave the way for realizing professional education efficiently (Bjekic, Krneta & Milosevic, 2010). Teachers' professional competencies include industrial professional competence, planning development competence, teaching preparation competence, student counseling competence, public and interpersonal relations promotion competence, and cooperation project competence (Lin, 2011, as cited in Nasiri Valikbani & Abd al-Maleki, 2014). Likewise, the degree to which teachers receive compensation and access welfare facilities is significantly related to the promotion of their social dignity (Jahangiri & Elmi, 2016). Fayol believes that managers' behaviors with their subordinates should be based on organizational regulations, fairness, justice, and friendship. In his mindset, fair behavior makes individuals accomplish their duties committedly and conscientiously (Alaghehband, 2008). On the other hand, organic structures with transformations and flexibility form the lowest level of the organizational hierarchy that owns only essential regulations and emphasizes horizontal boundary spanning. Such structures provide employees with opportunities for creation, innovation, and entrepreneurship and enhance organizational efficiency and employee self-efficacy (Kozechian et al., 2010).

Furthermore, some strategies emerged concerning the attitudes of the interviewees and their experiences and perceptions of the problems and challenges of female contract teachers. These strategies encompassed behavioral changes and thinking about economic alternatives. This finding is consistent with the findings of Chudgar & Sakamoto (2021). Here, teachers' problems and concerns appeared in the form of maladaptive emotions influencing their behaviors with their students, colleagues, and even husbands and children. Although teaching is still a privileged profession in society, what we now observe as an undeniable reality is the distancing of teaching from its real status, mostly due to the economic problems and compensations of this career.

On the other hand, in settling and implementing these strategies, we should not ignore the contribution of environmental conditions, such as the familial-cultural and economic-political environments, as well as financial-software and inhibitory contexts. The familial-cultural environment consists of two categories: The family environment and the

cultural environment. The family environment can impact occupational performance in different ways. The environment can negatively or positively influence employees' motivation and decrease or increase their efforts (Nowrouzi Sayed Hosseini, 2012). Real success occurs in job and family when women integrate their roles harmonically and accentuate their careers and families equally. In this circumstance, satisfaction with the job, marriage, and family rises to a degree that positive feelings arise and the roles do not conflict (Karimi Ziveh, 2007). Culture shapes the most paramount level of environmental conditions (Farasatkhah, 2008). The educational goals of every country are realized at schools, which are undoubtedly influenced by the education-governing culture (Niknami, 2106). The economic-political environment constitutes the economic environment and the political environment. The quality of life embraces several dimensions, including cognitive well-being, e.g., life satisfaction, material well-being, e.g., adequate income, home, and vehicle, and social well-being, e.g., respect, worthy relations, and selection rights. Endangering any of these indices interferes or threatens teachers' quality of life. By explaining social problems and challenges, social policy formulates them within a conceptual framework and seeks to eliminate them to promote society, improve conditions, and reach higher levels of welfare (Hezarjaribi & Safari Shali, 2012).

Financial-software bases comprise two categories: Educational finance and school facilities and equipment. Economic success or failure, development, dynamism, or underdevelopment of society are tied to a set of policies adopted and implemented by the political and economic decision-makers of that country. ICT development makes learning tools and methods transform, as well (Zarabian, 2018). Accordingly, accessing and benefiting from respective technology, equipment, and facilities at schools pave the way for learning and research and make teachers and students interested in school. From the perspectives of the interviewees, the place of service is a factor impacting the strategies used for facing the axial phenomenon of dissatisfaction. In the educational system, the operationalization of the prospects and theories of educational supervision and guidance and their utilization to continuously improve quality and produce new educational qualities depend on paying attention to the principles and fundamentals of supervision (Soltani, 2015). Concerning teachers' participation, the managers of educational organizations can contribute to the qualitative and quantitative growth of education and pedagogical excellence by accentuating intellectual capacities inside and outside education (Tousi, 2010).

Conclusion

Finally, with these actions and reactions and the wane of the dissatisfaction challenge, we should wait for teacher-centered and educational consequences. When employees are dissatisfied with their jobs, they do not become present in their work environments for different excuses or look for other organizations. Teachers are the main agents of education and the spirits of the educational system of every country. The exalted goals of the education system are realized with their wise attempts (Abdollahi, Dadjoo Tavakoli,

& Yousliani, 2013). Conflicts are sometimes experienced due to the overwhelming pressure of a role that interferes with individuals' capacities in playing other roles effectively (Asgari, Pour Soltani, & Aghaei, 2013). Teachers' job satisfaction is crucial since it improves their performance and influences students' achievement (Weasmer, 2002).

The present study faced some limitations, such as not including the perspectives of educational managers, officials, and policy-makers. Likewise, the non-availability of conditions for collective interviews in the form of focus groups for more accurate data collection was another limitation of the study. All in all, according to the outcomes of this study, this study suggests considering approaches to motivating female contract teachers, involving female contract teachers in making decisions, reinforcing the relations and cooperation of educational managers and authorities with female contract teachers, and putting the guidance and consultation of female contract teachers on the agenda. Also, it is suggested that the capacity of focus groups be used in future studies, and the viewpoints of educational managers, officials, and policy-makers are analyzed.

Disclosure Statements

This paper was extracted from the M.A. theses of the first author at Yazd University, and its results do not conflict with the interests of any organization.

References

Abdollahi, B; Dadjoo Tavakoli, A & Yousliani, G. (2013). Identification and validation of professional competencies of effective teachers. Educational Innovation Quarterly, 3 (49).12-15. [In persian]

Alagheband, A. (2008). Introduction to educational management, Tehran, Ravan Publication. [In persian]

Aldrup, K, Klusmann, U, Lüdtke, O. Göllner, R, Trautwein, U. (2018). Student misbehavior and teacher well-being: Testing the mediating role of the teacher-student relationship. *Learning and Instruction*.58, 126–136.

Asgari, B; Pour Soltani, H & Aghaei, N. (2013). The relationship between the perceived organizational support and the job performance of the employees of the sports and youth departments in the western provinces of Iran. Physiology and management research in sports, 2 (1), 19-28. [In persian]

Bjekic, D. Krneta, R. & Milosevic, D. (2010). Teacher Education from Elearner to E-Teacher: Master Curriculum. *Journal of Educational Technology*. 9: 202- 212.

Chudgar, A. Sakamoto, J. (2021). Similar work, different pay? Private school teacher working conditions
in India. International Journal of Educational Development, 86, 102478.

Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Hoboken.

Curcio, L. (2018). District office leadership practices' impact on principal job satisfaction. University of l a Verne la Verne, ProQuest Dissertations Publishing.

Ebadi, G H; Elhampour, H. (2007). Comparison of the academic performance of students of a part-time, conscript, and official teachers in mathematics and science courses of the fifth grade of an elementary school in Ahvaz city. Journal of Educational Sciences and Psychology of Shahid Chamran University of Ahvaz, 14(3), 116-97. [In persian]

Fakhraei, S; Asadi, M. (2008). A comparative study of the relationship between teachers' social capital and teachers' job satisfaction and organizational commitment among formal and teaching teachers in Maragheh, Journal of Sociology, 1 (1), 137-163. [In persian]

Fallahzadeh, T. (2021). *The mediating role of physical activity concerning the social identity and social isolation of female primary school teachers in Abarkooh*. Curriculum planning master's thesis. Taft Payame Noor University. [In persian]

Farastakhah, M. (2008). Future thinking about the quality of higher education in Iran; A model derived from grounded theory (GT), Higher Education Research and Planning Quarterly, 4 (50), 95-67. [In persian]

G´andara, E. Laesecke, A. (2022). Unpacking the relationship between female teachers and gender gaps in the

Democratic Republic of the Congo: The critical role of gender-sensitive pedagogy in student attendance and achievement. *Social Sciences & Humanities Open*, 6, 100347.

Geravend, M; Abbaspour, A. (2011). Comparison of the effectiveness of teachers recruited from teacher training and teaching centers from the point of view of directors of secondary schools in Tehran. Educational Psychology Quarterly, 8 (24).4-40. [In persian]

Hezarjaribi, J; Safari Shali, R. (2012), Anatomy of Social Welfare, Tehran: Society and Culture Publishing House. [In persian]

Jackson, M. (2018). Examining the relationship between school climate and teacher absenteeism, teacher job satisfaction, and teachers' intentions to remain. Trevecca Nazarene University, ProQuest Dissertations Publishing.

Jahangiri, A; Elmi, M. (2016). Social factors related to improving the social status of middle school teachers in Meshkinshahr from the perspective of the teachers themselves. Sociological Studies, 7(28). 7-22. [In persian]

Janalizadeh Chubasti, H. (2005). An analysis of the position of women in elite scientific and specialized institutions, Women's Research, 5 (1). 173-198. [In persian]

Jane, B, & Courtney, C. (2014). Rural Education: Examining Capacity Challenges that Influence Educator Effectiveness, McREL International.

Johnson, Z. (2017). Teacher Perceptions of Administrator Leadership Styles Regarding Job Satisfaction. Lindenwood University, ProQuest Dissertations Publishing.

Karimi Ziveh, M. (2007). Effectiveness of communication skills training on social growth and social acceptance of first-year high school male students of Tehran Education District, Allameh Tabatabai University Master's Thesis. Faculty of Psychology and Educational Sciences. [In persian]

Kozechian, H; Ehsani, M; Seifi Salehi, M H; Soleimani Kashaneh, S; Rezaei, S. (2010). The relationship between entrepreneurial structure and organizational

effectiveness in the physical education organization of the Islamic Republic of Iran. Sports Management, 6, 5-27. [In persian]

Ligita, T., Harvey, N., Wicking, K., Nurjannah, I. and Francis, K. (2020). A practical example of using theoretical sampling throughout a grounded theory study: A methodological paper, *Qualitative Research Journal*, Vol. 20 No. 1, pp. 116-126. https://doi.org/10.1108/QRJ-07-2019-0059

Nasiri Valikbani, F; Abd al-Maleki, S. (2014). Analysis of teachers' professional qualifications in explaining self-direction in students' learning. Scientific Journal of Research in Education, 1 (1). 75-67. [In persian]

Niknami, M. (2016). Educational supervision and guidance. Tehran: Samt Publications. [In persian]

Nowrouzi Seyed Hosseini, R. (2012). The effect of perceived organizational support on the performance and organizational citizenship behavior of employees of physical training departments, sports management, (15). 87. [In persian]

Patahuddin, S.M. Rokhmah, S. Caffery, J. Gunawardena. M. (2022). Professional development through social media: A comparative study on male and female teachers' use of Facebook Groups. *Teaching and Teacher Education*, 114, 103700.

Randall, P. (2019). Teacher stress in rural schools: a phenomenological study on stress and its effect on teacher perceived physical and mental well-being. Northwest Nazarene University, ProQuest Dissertations Publishing.

Safaei Movahed, S; Javanroudi, B. (2016). Analysis of job burnout among female teachers in Marivan city. Management and planning in educational systems, 9 (17). 84-69. [In persian]

Salsabili, N. (2013). Curriculum perspectives: perceptions, integrations, and patterns. Tehran: Publication of the Research Institute of Education and Training. [In persian]

Soltani, I. (2015). Educational supervision, a better platform for educational quality, Isfahan: Arkan Publications. [In persian]

Strauss A, Corbin J. (2016) Basics of Qualitative Research: Grounded Theory Procedures and Techniques. Translation: Ebrahim Afshar, Tehran: Ney. [In persian]

Tayebinia, M. (2014). Investigating sociological factors related to the social status of female teachers. Contemporary Sociological Researches, 4, 168-141. [In persian]

Tousi, M A. (2010). Participation and participation management. Tehran: Industrial Management Institute. [In persian]

Wagner, D.A., Guillotte, A.E. (2023). Teachers and teaching in low-income countries. *International Encyclopedia of Education*, 4th edition, 5, 99-105. https://doi.org/10.1016/B978-0-12-818630-5.04065-3

Weasmer, J. (2002). Maintaining job satisfaction: Engaging professionals as active participants. *The Clearing Hours*, 75(4), 186-189.

Wilson, J. (2017). Pay for performance and teacher job satisfaction: a mixed-methods study. Northwest Nazarene University, ProQuest Dissertations Publishing.

Yazdi, M; Hosseinian, S. (2005). Comparing the career values of college-educated men and women before entering the labor market. New educational ideas of the University of Educational Sciences and Psychology. 1 (1). 51-61. [In persian]

Zarabian, F. (2018). Investigating the effect of electronic content based on the principles of multimedia design on the learning of mathematics and science subjects of sixth-grade students. Curriculum Research, 8, (2), 48-69. [In persian]

Zokaei, M S. (2015). Inequality of cultural capital in Tehran. Iranian Cultural Research Quarterly, 8(4). 169-196. [In persian]