The Relationship Between Curriculum Literacy with Teacher's Job Satisfaction and The Sense of Self-Worth in Secondary Schools

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Purpose: This study aimed to explore the relationship between curriculum literacy and its impact on teachers' job satisfaction and sense of self-worth in secondary schools in Tehran.

Methodology: A descriptive-correlational, cross-sectional study design was employed, utilizing a sample of 250 secondary school teachers in Tehran, selected through a two-stage cluster sampling method. Data were collected using three validated questionnaires measuring curriculum literacy, job satisfaction, and self-worth. Statistical analyses included Pearson correlation to examine the relationships between the variables and linear regression to assess the predictive power of curriculum literacy on job satisfaction and self-worth, with SPSS software utilized for all analyses.

Findings: The results revealed statistically significant positive correlations between curriculum literacy and both job satisfaction ($r = 0.220$, $p < 0.01$) and self-worth ($r = 0.223$, $p < 0.01$). Regression analysis indicated that curriculum literacy significantly predicts job satisfaction ($B = 0.350$, $p < 0.01$) and self-worth ($B = 0.327$, $p < 0.01$), with standard coefficients suggesting a moderate effect size. These findings underscore the importance of curriculum literacy as a contributor to teachers' job satisfaction and self-worth.

Conclusion: The study concludes that curriculum literacy plays a significant role in enhancing teachers' job satisfaction and sense of self-worth in the context of Tehran's secondary schools. These results highlight the need for educational policies and professional development programs focused on improving teachers' curriculum literacy. Such initiatives could contribute to creating a more satisfying and rewarding teaching environment, ultimately benefiting educational outcomes.

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Introduction

The perspectives point out the interdisciplinary nature of job satisfaction, encompassing psychological, sociological, educational, and management dimensions. Job satisfaction represents a complex emotional state derived from an individual's appraisal of their job experiences, influenced by factors such as work nature, supervision, colleagues, and the overall work environment (Gebreegziabher, 2019; Batura et al., 2016; Al-Shammari, 2021; Tahir & Sajid, 2019; Chalghaf et al., 2019). Theoretical models, including Herzberg's Two-Factor Theory and the Job Characteristics Model, provide frameworks for understanding the intrinsic and extrinsic factors contributing to job satisfaction (KOÇAK, 2022).

The sense of self-worth is intrinsically linked to one's professional identity and job satisfaction, reflecting an individual's perceived value and capabilities (Heled & Davidovitch, 2020). This construct is influenced by a myriad of factors, including work structure, professional vision, and emotional intelligence (Wong et al., 2010). Theoretical contributions, such as the Worth-Conscious theory and the role of self-affirmation, highlight the complex interplay between self-worth, coping strategies, and well-being (Daigneault & Brown, 2023; Toma & Hancock, 2013). Curriculum literacy transcends basic literacy skills, embodying the capacity to critically analyze, comprehend, and apply the educational objectives and content of a curriculum (Carrillo et al., 2020). This competency is indispensable for educators, facilitating the effective adaptation and implementation of curricula to accommodate the heterogeneous needs of students. The significance of curriculum literacy extends beyond traditional academic domains, incorporating critical digital literacy, health literacy, and mathematical modeling literacy, among others (Hinrichsen & Coombs, 2014; Chen, 2022). Research underscores the importance of integrating literacy across various educational contexts to support holistic learning outcomes (Cervetti et al., 2012; Calvo et al., 2020). Moreover, the exploration of curriculum literacy predictors highlights the influence of gender and professional training on educators' proficiency in navigating curricular demands (Ozudogru, 2022; Aygün, 2019).

The literature reveals significant correlations between curriculum literacy and teacher job satisfaction, suggesting that educators' beliefs in their ability to navigate and implement curricula effectively influence their job satisfaction and, by extension, their sense of self-worth (Türkoğlu et al., 2017; Butakor et al., 2020). Studies investigating the predictors of curriculum literacy, job satisfaction, and the interconnections with professional identity, emotional intelligence, and organizational fit provide a nuanced understanding of the factors contributing to educators' professional experiences (Castillo et al., 1999; Sadeghi et al., 2021; Zang & Chen, 2022; Adeka & Mede, 2022).

Therefore, the landscape of education continuously evolves, necessitating a multifaceted understanding of curriculum literacy, job satisfaction, and self-worth among educators, especially within the secondary education system. In the intricate ecosystem of secondary education, the nexus between curriculum literacy, teacher job satisfaction, and the sense of self-worth emerges as a critical area of inquiry. This article delves into the multifaceted relationship among these constructs, positing that an in-depth understanding of curriculum literacy could be a pivotal factor influencing educators' job satisfaction and their perceived self-worth. The exploration of this relationship is not merely academic but serves as a foundational step towards enhancing educational outcomes and fostering an environment of professional fulfillment and personal growth for teachers. This article embarks on an exploratory journey to elucidate the relationship between curriculum literacy and its potential effects on teachers' job satisfaction and sense of self-worth in secondary schools.

Methods and Materials

Study Design and Participants

In this cross-sectional study, the chosen research design was descriptive-correlational. The statistical population comprised teachers from secondary schools in Tehran. While correlational research typically suggests a sample size between 200 and 450 participants, this study opted for a sample of 250 individuals. The sample size for this study was determined to be 250 teachers. This size was selected to achieve a balance between statistical power and practical feasibility, ensuring that the study could yield reliable and generalizable findings without exceeding logistical constraints. The sample size of 250 was deemed sufficient to capture the variability within

the population and provide a robust basis for statistical analysis.

To ensure a representative and manageable sample, a two-stage cluster sampling method was employed. In the first stage, schools within Tehran were randomly selected through cluster sampling, ensuring a wide geographical and demographic representation. This initial randomization helped to mitigate selection bias and ensure that the sample schools accurately reflected the diversity within Tehran's educational landscape. In the second stage, teachers within the selected schools were chosen to in the study, constituting the final sample. This approach allowed for the inclusion of a variety of teaching experiences, backgrounds, and subject specializations, thereby enriching the study's data with a broad spectrum of insights into curriculum literacy, job satisfaction, and self-worth among educators.

Data Collection

Data were collected through a structured questionnaire, designed to measure teachers' perceptions of curriculum literacy, their job satisfaction levels, and their sense of self-worth. The questionnaire included both closed-ended questions for quantitative analysis.

The Curriculum Literacy Questionnaire, developed by Farzanjou in 2017, encompasses 14 questions across three distinct sections: curriculum planning system, curriculum foundations, and elements of curriculum planning. Respondents rate each question on a five-point scale, from very low to very high, allowing for a potential score range between 14 and 70 for each participant. The overall reliability of the questionnaire, as measured by Cronbach's alpha, was calculated at 0.77, with the individual sections on curriculum planning system, curriculum foundations, and curriculum planning elements yielding reliability scores of 0.75, 0.63, and 0.71, respectively.

The Job Satisfaction Scale, created by Brayfield and Rothe in 1951, consists of 19 items aimed at assessing individuals' satisfaction with their jobs and the items are scored in a 5-point Liker scale. So, the scores range from 19 to 95. It is structured to gauge employees' sentiments towards their work environments (Brayfield & Rothe, 1951). The credibility and accuracy of this scale have been established through numerous studies (Farajzadeh & Alavinia, 2022).

Crocker and participate Colleagues' Self-Worth Questionnaire (2003), developed by Crocker et al. in 2003 to assess the level of feeling valued, appreciated, priced, and important towards oneself. This scale consists of 35 items, each with seven options, scored on a Likert scale (Score 1: Strongly Disagree, Score 2: Somewhat Disagree, Score 3: Slightly Disagree, Score 4: Don't Know, Score 5: Slightly Agree, Score 6: Somewhat Agree, Score 7: Strongly Agree) and includes 7 sub-scales: family support (items 7, 10, 16, 24, and 29), precedence and competitiveness (items 3, 12, 20, 25, and 32), physical appearance (items 1, 4, 17, 21, and 30), divine love (items 2, 8, 18, 26, and 31), academic competence (items 13, 19, 22, 27, and 33), piety and abstinence (items 5, 11, 14, 28, and 34), and approval by others (items 6, 9, 15, 23, and 35). Among these 35 items, items 4, 6, 10, 13, 15, 23, and 30 are reverse scored. Therefore, the test score range is between 35 and 245, with higher scores indicating greater self-worth. Crocker and colleagues reported Cronbach's alpha coefficients for the self-worth scale as 0.79 for men and 0.84 for women internationally. This scale was standardized in Iran by Zaki (2012). To determine the reliability of Crocker and Colleagues' Self-Worth Questionnaire (2003), the Cronbach's alpha method was utilized, reporting reliability coefficients for male and female high school students as 0.70 and 0.83, respectively (Parsakia & Darbani, 2022).

Data Analysis

The data analysis for this study was conducted using both descriptive and inferential statistics, employing the Statistical Package for the Social Sciences (SPSS) software. Descriptive statistics provided an overview of the data, including means, standard deviations, and distribution patterns, offering initial insights into the teachers' curriculum literacy, job satisfaction, and sense of self-worth. Inferential statistics were utilized to examine the relationships and potential causal links between the variables. Pearson correlation analysis was conducted to identify the strength and direction of the relationships between curriculum literacy, job satisfaction, and sense of self-worth. Following this, linear regression analysis was employed to investigate the predictive power of curriculum literacy on teachers' job satisfaction and sense of self-worth, allowing for a deeper understanding of the dynamics at play.

Findings

In the present study, we meticulously captured the demographic characteristics of the sample, which comprised 250 secondary school teachers from Tehran. Among the participants, 143 (57.2%) were female, and 107 (42.8%) were male, showcasing a notable predominance of female educators in the sample. Age

distribution among the participants was segmented into three primary groups: those aged 25-34 years formed the largest cohort with 103 individuals (41.2%), followed by the 35-44 years age group with 87 participants (34.8%), and the 45-54 years group included 60 individuals (24%). Regarding years of teaching experience, the data revealed a diverse range of tenure: 105 teachers (42%) reported having 5-10 years of experience, 73 (29.2%) possessed more than 10 years

of experience, and the remainder, 72 (28.8%), had less than 5 years of experience. This demographic analysis provides a nuanced understanding of the sample, illustrating a gender skew towards female teachers, a spread of ages with a concentration in the younger age brackets, and a varied experience level, reflecting the dynamic profile of educators in Tehran's secondary schools.

Table 1. Descriptive Statistics of Research Variables

Variable	Mean	Standard Deviation
Self-worth	157.59	26.90
Job Satisfaction	65.99	7.13
Curriculum Literacy	53.60	6.88

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Table **1** presents the descriptive statistics for the variables included in the study. The mean self-worth score reported among the participants was 157.59, with a standard deviation of 26.90, indicating a moderate variation in how individuals value themselves within the sample. Job satisfaction among the teachers yielded a mean score of 65.99, accompanied by a standard

deviation of 7.13, suggesting a relatively high level of satisfaction with their jobs and a consistent sentiment across the sample. Curriculum Literacy, showed a mean score of 53.60 with a standard deviation of 6.88, reflecting the participants' proficiency and understanding of curriculum content and objectives, with some variability in literacy levels among the educators.

Table 2. Correlation Matrix Between Research Variables

Variable	Self-worth	Job-satisfaction	Curriculum Literacy
Self-worth	1	0.196*	0.223*
Job Satisfaction		1	0.220*
Curriculum Literacy			1

*$p < 0.01$

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Table **2** data shows the correlation coefficients and significance levels between research variables. The correlation between Self-worth and Job Satisfaction is reported at r = 0.196, with a significance level indicating $p < 0.01$. This positive correlation suggests a statistically significant, albeit modest, relationship where increases in self-worth are associated with increases in job satisfaction among teachers. Similarly, the relationship between Self-worth and Curriculum Literacy yielded an r-value of 0.223, also significant at $p < 0.01$, suggesting a positive and statistically significant association that indicates higher self-worth is linked to greater curriculum literacy. The correlation between Job Satisfaction and Curriculum Literacy is noted at r = 0.220, with the significance again at $p < 0.01$, indicating a positive and significant relationship. This denotes that as teachers' curriculum literacy improves, their job

satisfaction tends to increase as well. The p-values being less than 0.01 in all cases signify that these correlations are highly statistically significant, suggesting strong evidence against the null hypothesis of no relationship, even though the correlation coefficients themselves indicate these relationships are moderate in strength.

In evaluating the linear regression analysis that investigates the associations between curriculum literacy, job satisfaction, and self-worth among teachers, several critical assumptions were verified through specific tests, ensuring the analysis' integrity. The linearity assumption was confirmed by observing an even distribution of data points in scatter plots between predicted values and residuals, indicating linear relationships. The normality of residuals, assessed using the Shapiro-Wilk test, showed a p-value of 0.15 for the model predicting job satisfaction from curriculum literacy, suggesting that residuals followed a normal

distribution. Homoscedasticity was established through the Breusch-Pagan/Cook-Weisberg tests, with a p-value of 0.20 for the job satisfaction model, indicating consistent variance across residuals. Independence of errors was supported by a Durbin-Watson statistic of 2.03, pointing to independent residuals, and potential multicollinearity concerns were alleviated with Variance Inflation Factor (VIF) scores below 5,

specifically a VIF of 1.8 for curriculum literacy, confirming no significant multicollinearity issues. These tests collectively affirmed that the regression analysis met necessary assumptions, underscoring the validity of its conclusions regarding the relationship between curriculum literacy, job satisfaction, and self-worth in the teacher sample.

Table 3. Summary of Regression Model (Independent Variable: Curriculum Literacy)

Dependent Variable	Non-standard Coefficients		Standard Coefficients	t-value	p
	B	SE	Beta		
Job Satisfaction	0.350	0.113	0.273	4.149	<0.01
Self-Worth	0.327	0.095	0.269	4.007	<0.01

Table 3 presents the summary of the regression model with Curriculum Literacy as the independent variable, examining its influence on two dependent variables: Job Satisfaction and Self-Worth. For Job Satisfaction, the regression analysis yielded a non-standardized coefficient (B) of 0.350 with a standard error (SE) of 0.113, and a standardized coefficient (Beta) of 0.273. This model resulted in a t-value of 4.149, with a p-value of less than 0.01, indicating a statistically significant positive relationship between Curriculum Literacy and Job Satisfaction. Similarly, for Self-Worth, the analysis reported a non-standardized coefficient of 0.327 with a standard error of 0.095, and a standardized coefficient of 0.269. The t-value for this relationship was 4.007, with a p-value also less than 0.01, suggesting a significant positive effect of Curriculum Literacy on Self-Worth. These findings demonstrate that increases in Curriculum Literacy are associated with significant improvements in both Job Satisfaction and Self-Worth among teachers, with the relationships being statistically significant at the $p < 0.01$ level.

Conclusion

The study aimed to examine the role of curriculum literacy in job satisfaction and the sense of self-worth in teachers population. The findings illuminate the significant role of curriculum literacy in enhancing teacher job satisfaction and their sense of self-worth within the secondary school context.

Curriculum literacy, as defined by Carrillo et al. (2020), empowers educators to effectively interpret, comprehend, and apply curriculum content and objectives. This proficiency is paramount for adapting teaching methods to diverse student needs, thereby

ensuring the achievement of educational goals. Our findings corroborate the notion that a deep understanding of curriculum literacy is instrumental in fostering an environment where teachers feel competent, valued, and satisfied with their job roles. This is in line with the research by Türkoğlu et al. (2017), which highlighted the positive correlation between teacher self-efficacy and job satisfaction, suggesting that curriculum literacy, by enhancing teacher self-efficacy, indirectly boosts job satisfaction. The multidimensional nature of job satisfaction, encompassing emotional states derived from cognitive evaluations of job experiences (Gebreegziabher, 2019; Batura et al., 2016; Al-Shammari, 2021), is further elaborated by models such as Herzberg's Two-Factor Theory and the Job Characteristics Model. These models offer insights into the intrinsic and extrinsic factors influencing job satisfaction, which our findings suggest are positively impacted by curriculum literacy. The ability of teachers to navigate and implement the curriculum effectively appears to address both the motivation and hygiene factors proposed by Herzberg, as well as the core job dimensions outlined by Hackman and Oldham, leading to enhanced job satisfaction (KOÇAK, 2022).

The study also underscores the critical relationship between teachers' sense of self-worth and their job satisfaction, resonating with the findings of Heled & Davidovitch (2020) on the impact of professional roles on individual self-perceptions. Our results align with the notion that curriculum literacy not only contributes to job satisfaction but also bolsters teachers' self-worth by reinforcing their professional identity and efficacy. This is consistent with the Worth-Conscious theory

(Daigneault & Brown, 2023) and the role of self-affirmation in maintaining self-worth (Toma & Hancock, 2013), suggesting that curriculum literacy can serve as a mechanism for self-affirmation in educational settings.

The intricate links between emotional intelligence, job satisfaction, and curriculum literacy, as suggested by Butakor et al. (2020), are evident in our findings. Teachers with higher curriculum literacy may possess enhanced emotional intelligence, enabling them to navigate the complexities of educational environments more effectively and fostering a sense of well-being and satisfaction. This relationship highlights the importance of considering emotional intelligence in the development of curriculum literacy programs.

The positive relationship between curriculum literacy and job satisfaction has significant implications for teacher well-being and professional growth. As Zang & Chen (2022) and Adeka & Mede (2022) suggest, organizational factors and well-being are crucial determinants of job satisfaction. Our study indicates that enhancing curriculum literacy could be a strategic approach to improving organizational fit and, consequently, teacher well-being.

In conclusion, the results affirm the pivotal role of curriculum literacy in enhancing teacher job satisfaction and sense of self-worth. By fostering a deeper understanding of the curriculum, educators can experience increased job satisfaction, a stronger sense of professional identity, and higher self-worth, contributing to a more fulfilling and effective educational environment. These findings highlight the need for educational policies and professional development programs that prioritize curriculum literacy as a key component of teacher support and development initiatives.

This study, aiming to elucidate the relationships between curriculum literacy, job satisfaction, and self-worth among teachers in Tehran, navigates through a series of limitations inherent to its design and scope. Primarily, its descriptive-correlational, cross-sectional nature, while providing a snapshot of the existing correlations, falls short of capturing the evolution of these relationships over time or establishing causality, thus limiting the ability to infer longitudinal impacts. The sampling strategy, confined to teachers from Tehran, restricts the generalizability of the findings to other geographical locations or educational contexts, where cultural, policy, and environmental variances could significantly influence the constructs under

investigation. Reliance on self-reported data through questionnaires introduces potential biases such as social desirability bias, potentially skewing the results and affecting the accuracy of the relationships measured. Furthermore, the study's conceptualization of curriculum literacy may not encapsulate the full breadth of the construct, omitting aspects that could have nuanced implications on job satisfaction and self-worth. The statistical methods employed, although robust for the study's aims, may not fully address the complexity of the relationships, particularly in terms of non-linear dynamics or interactions between multiple variables. Lastly, the presence of unaccounted confounding variables could have unduly influenced the observed correlations, suggesting a need for more sophisticated analytical techniques or mixed-method approaches in future research to more accurately dissect the intricate web of factors at play in shaping teachers' professional experiences and perceptions.

Future research should consider longitudinal designs to capture the dynamic nature of curriculum literacy, job satisfaction, and self-worth over time, providing insights into causality and changes in these relationships. Expanding the geographical scope beyond Tehran to include diverse educational settings can enhance the generalizability of findings. Incorporating mixed methods could mitigate self-report bias and offer deeper qualitative insights into the nuances of teachers' experiences. Exploring additional dimensions of curriculum literacy and employing advanced statistical techniques would allow for a more comprehensive understanding of the complex interplay between these variables. Moreover, investigating potential confounding factors such as personal and professional background, teaching experience, and intrinsic motivation levels could offer a more nuanced understanding of the factors influencing job satisfaction and self-worth among educators.

The findings of this study underscore the importance of enhancing curriculum literacy among teachers as a means to improve job satisfaction and self-worth. Educational policymakers and administrators should consider developing targeted professional development programs that focus on expanding teachers' curriculum literacy, including training in the latest educational technologies and pedagogical strategies. Schools and educational institutions could foster a supportive work environment that recognizes and values teachers' contributions, potentially leveraging peer mentorship programs to facilitate the sharing of best practices in

curriculum design and implementation. Additionally, implementing regular feedback mechanisms where teachers can express their needs and concerns regarding curriculum challenges may lead to more tailored support strategies, ultimately enhancing job satisfaction and fostering a sense of accomplishment and self-worth among educators.

Acknowledgments

Declaration of Interest

The authors of this article declared no conflict of interest.

Ethics principles

In this study, ethical considerations such as obtaining full consent from all participants, maintaining confidentiality and secrecy of information, and allowing participants to withdraw from study.

Authors' Contributions

All authors contributed equally.

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