
A Phenomenological Study of Teacher's Lived Experiences of Social Status

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Article type:

Research

Article history:

Received date: 2020/03/07

Review date: 2020/06/15

Accepted date: 2020/06/21

Keywords:

social status, phenomenology, lived experience, educational institution, teacher

Abstract

Purpose: The aim of this study was to investigate teachers' experiences of social status.

Methodology: The present study was conducted using descriptive phenomenological method. The statistical population of the study included all the official teachers of education in the country in the academic year of 2018-19. The research sampling method was purposive and the data collection method was semi-structured interview. Accordingly, 14 teachers with at least 10 years of experience were interviewed. The selected teachers were from all over Iran and were not limited to a specific province. To analyze the data, the descriptive phenomenological method of Kliz, which has seven stages, was used.

Findings: The findings of the study indicated that teachers' lived experiences of social status fall into three general dimensions: definition of social status, deterrence of social status and promotion of social status. The definition of social status from the teachers' point of view includes three central dimensions: social status as psychological need, social status as social status, and social status as class status. Deterrence of social status includes the following categories: teacher's imagery, inappropriate social imagery of the teacher, systematic discrimination, lack of professional identity, job gaps, lack of accountability and institutional support, sense of institutional inefficiency, media inefficiency, Weak trade union organization, professional inefficiency, and unequal power relations. Also promoting social status such as macro policy reform, institutional cohesion and cooperation, job identity development, professional empowerment, strengthening social authority, strengthening social authority, reforming managerial and organizational practices, strengthening teacher-centered participation, improving welfare facilities and Includes strengthening trade union organization.

Conclusion: The social status of teachers is a cultural and social matter that finds meaning based on the context of teachers' activities.

Please cite this article as: Rezaei A, Shahtalebi B, Saeedian N. (2020). A Phenomenological Study of Teacher's Lived Experiences of Social Status. *Iranian Journal of Educational Sociology*. 3(3): 132-144.

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1. Introduction

Education plays a pivotal role in sustainable development. Education and development have a two-way relationship; on the one hand, education is the bedrock of sustainable development; On the other hand, sustainable development requires a fundamental change in the education system. Therefore, it is necessary for any society that thinks about sustainable development to put optimal education at the top of its agenda (Lozano et al, 2015; Owuor, 2008; Dawe et al, 2005). Teachers play a fundamental role in educational systems. The teacher is considered as the main agent and agent of education because the executive and transcendent goals of the educational system are finally achieved by him and he emerges. As a result, the teacher, due to his superior role, should become a complete representation of the desired characteristics and qualities of any educational system. Face-to-face interaction between teacher and students, as the two main poles of the educational system, puts the teacher in a privileged and unique position that none of the elements of the educational system have (Ghaderzadeh, Faraji, 2014).

Many countries in the world have well understood the role of teachers in sustainable development and have provided a high level of social status for the profession by providing the right conditions. The fate of students is tied to the performance of teachers, who are the main actors in the implementation of codified education programs. Teachers play a key role in the process of education and, according to Piaget; the most beautiful plan for reforming and rebuilding the education system will fail if the teacher does not have a social status (Navidi, Barzegar, 2009). In order for teachers, as the main pillar of education, to be able to play their role in the process of education properly, they must have a proper status and social status. If the general belief is that "the best make the best," more attention will be paid to the status of teachers, and efforts to increase the social status of teachers will be of paramount importance. A teacher with a high social status can be a good role model for students. Social status is the value that a group (community, group or organization) attaches to a social role or the status of an individual or group due to their distribution (status) in a social system is called social status (Sam Aram, Ghaempour, 2011).

The source of any fundamental change in the education system must be sought in the central position and credibility of the teacher (Schmidli, 2001; Barton, 2003). The importance of discussing the social status of teachers is such that in October 1966 the United Nations Educational, Scientific and Cultural Organization (UNESCO) issued a recommendation to honor the status of teachers. This recommendation states that a teacher should be considered as a profession. This is a public service job that requires knowledgeable and experienced teachers who have the necessary morale, intelligence, physical health, skills and job knowledge and increase their knowledge and skills through daily studies. The teacher training program should include higher education, specialized training, and the acquisition of training skills in parallel. The existence of the teachers' organization as a professional and non-governmental organization is essential to pursue the demands of teachers, the organization and the education system work together to determine appropriate education policies to achieve advanced education. Having experienced and motivated teachers, creating attraction to attract the best staff and protecting the teaching profession is the basis for the qualitative development of the teaching staff (UNESCO, 1994, quoted by Navid Adham, Shafi Zade, 2014).

The importance of the teacher as the main agent of the teaching-learning process Although in contemporary societies with the provision of preserving their economic, cultural and social dignity, but in practice has faced shortcomings in the field of implementation. Teacher duplication, weak identity and organizational belonging (Vähäsantanen et al, 2008; Reio, 2005), creating psychological problems (Chan, 2002; Chaplain, 2008), spreading inequality and economic problems in teachers (Chaplain, 2013 ; Berliner, Glass, 2015) and job dissatisfaction (Moussa, & Somjai, 2019; Okeke, Mtyuda, 2017; Khanna, 2017).

One of the negative consequences is ignoring the social status of teachers. Given the problematic dimensions and consequences of this situation in the document of fundamental change in education in Iran, in the seventh chapter, two strategies to change the current situation of teachers are considered: improving the social status and professional status of human resources by emphasizing the role of role and position

Teacher and establishing a model of compensation for service and human welfare in accordance with the status of cultural workers according to the need for them to be full-time (Higher Education Council, 2011).

Various studies have studied the social status of teachers from different aspects. Hoyle (2001) and Hargreaves (2009) consider the class position of teachers in their social status to be of central importance. Fuller et al (2013) and Morgan (2009) emphasize the professional identity of teachers and its role in social status. Powell, Jacobs (1984) and Merritt (2013) considered the role of job gaps in reducing the social status of teachers as more important. O'Meara, Bloomgarden (2011) emphasize that lack of institutional support can erode social status. Russo, Koesten (2005) emphasize the pivotal role of social media in the social status of teachers. Banks (2003) highlighted the importance of trade unions in promoting the social status of teachers. O'meara, MacDonald (2004) and Teese (2013) also consider the inequality of power relations in reducing the social status of teachers as important. Chang et al (2013) argue that in order to enhance the social status of teachers, structural changes must take place in macro-policies. Parkay et al (2010) consider the role of institutional cohesion in this field important. Pérez - Díaz, Rodríguez (2010), Schmid, Lauer (2016) emphasize the reconstruction of the social role of teachers and their authority and consider this important in strengthening the social status of teachers. Hargreaves (2009), Malik (2010), Hoyle (2001) have also emphasized that improving teachers' living conditions and welfare issues is important in strengthening their social status.

The study of these researches and their results show that teachers in Iranian society face various issues and problems (livelihood and non-livelihood problems) which have caused their social status to decrease. Declining social status also has negative consequences for teachers, the education system and society. Therefore, it seems that serious attention to the status of social status of teachers can have many benefits for the education system and society. The fundamental issue here is that most of the studies that have been done so far have been external in nature. In other words, they have tried to examine social status as a social indicator among teachers and have paid less attention to their views and experiences in this field. However, the cultural and social context of Iranian society can play a decisive role in social status, definition, consequences and related issues. In fact, examining the lived experiences that teachers have accumulated over the years of teaching about their own social status can explore the issue of teachers' social status in more depth. Therefore, the present study seeks to explore the social status of teachers and their lived experiences in this field using a phenomenological method. The fundamental issue in the present study is the priority of deep lived experiences and teachers' views in this field, rather than focusing on the external view of this issue. The main question of the research was what are the lived experiences of teachers of social status?

2. Methodology

The present study was conducted by descriptive phenomenological method. Phenomenology is research about the world; as it affects people. This method is rooted in the philosophical movement that Husserl started. According to this method, the starting point of knowledge is one's inner experience of phenomena, which are: feelings, perceptions and perceptions that are revealed when focusing attention on an object in consciousness (Gal et al., 2003; Quoted from Molazehi et al, 2018). Phenomenology can provide a good opportunity to examine more accurately and in depth the angles and events in educational management that were previously easily overlooked (Cocok, 2012). Fite (2012) considers phenomenology as a profound way both to strengthen teachers' understanding of themselves and to researchers' deep understanding of teachers' situation. He says that a teacher can use this method as a tool to describe, interpret and analyze experience and increase his ability to validate and value his own and others' experiences.

The research environment was all the staff and official teachers of the country in the 2018-19 academic year. In this study, information was collected through in-depth semi-structured interviews. Sampling was

done purposefully. In other words, it has been tried to select people as an example that have enough lived experiences in the field of social status and have appropriate information in this field. Theoretical sampling has also been used to sample the data in order to achieve theoretical saturation. The number of samples in this study was 13. Participants included teachers working in public education in the country who have a long educational background (at least 10 years) and their lived experiences could be examined. It should be noted that the interviewees were from all over the country and were not limited to a specific province.

Table1. Summary of demographic information of research participants

Interview code	Age	Side	degree of education	Years of service
1	56	Director of Farhangian University	P.H.D	30
2	44	Secretary	Master's degree (PhD student)	21
3	40	Director General	Master's degree (PhD student)	23
4	58	Vice Chancellor of Farhangian University	P.H.D	34
5	55	Retired Secretary	MA	32
6	50	Secretary	Master's degree (PhD student)	24
7	56	Secretary	MA	24
8	55	office boss	MA	33
9	31	Director of Administration	MA	10
10	56	Retired Secretary	MA	32
11	36	Teacher	Bachelor	15
12	34	Teacher	Bachelor	13
13	38	Teacher	Bachelor	16

Data analysis was performed using the phenomenological descriptive method of Klaizi week. Based on this, the description of the participants (interviewees) is first examined and coded to gain an understanding of the whole issue. After that, key and important statements and phrases are extracted and in the next step, these phrases are conceptualized and placed in the form of central concepts. In the next stage, the developed concepts have become the main categories and themes and are organized. In this section, phenomenological descriptions are provided based on the quotations of the interviewees. In the next step, the basic structure of the phenomenon under study (social status of teachers) is formulated and presented in the form of a phenomenological model. In the last step, the validity and quality of the findings are examined. The above steps are based on the method of phenomenological description of the weekly stages of Klaizi. In order to confirm the validity and accuracy of the research findings, the validity, reliability and verifiability of the data were checked. Based on this, the obtained phenomenological model was presented to the participants and their opinions were obtained to confirm or reject the findings. The results showed that all participants confirmed the research findings. Also, in order to verify the data, in all stages of the research, it has been tried to preserve the documents provided by the participants in exactly the same way as provided by them and not to manipulate (even partially) their statements. In addition, the "angulation" technique has been used to evaluate the validity and quality of the findings. That is, several coders tried to code two interviews at the same time and match the results. The results showed that except for one case (teacher welfare conditions) where there were slight differences, the rest were largely similar.

3. Findings

In the first stage, the interviews are transcribed and transcribed. After each interview, the audio file is downloaded and reviewed. Analytical notes are written at this stage. These notes play a central role in relating the categories and concepts that have emerged in the later stages of descriptive phenomenology. At this stage, in order to understand, empathize and empathize with the participants and the interviewees, the researcher carefully reads all the descriptions and experiences expressed by them in the interviews several times and the contents and extracted important and key phrases and, if necessary, wrote notes on

them. After transcribing the text of the interviews and reviewing them, important and key sentences and phrases have been extracted. In extracting these sentences and phrases, several issues have been considered. First, an attempt has been made to extract phrases and sentences that have been directly related to the phenomenon under study (teachers' social status). Therefore, irrelevant sentences and phrases have been removed at this stage. In fact, the text of the interviews has been refined at this stage, and relevant, key and central phrases and sentences have been extracted from them. Second, an attempt has been made to quote the sentences and phrases quoted by the interviewees without manipulation and accurately in order to observe both the ethical principles of qualitative research and to accurately extract the lived experiences of the subjects. Third, after extracting the important and key phrases and sentences, the process of refining them is done. This means that duplicate, redundant and limited concepts are removed. With this in mind, during a round-the-clock process of interviews, 451 key phrases and phrases were extracted.

In the next step, the phrases and sentences have become conceptual phrases. The concepts that emerge are empirical in nature and are derived from key sentences and phrases extracted from interviews. Accordingly, at this stage, phrases and sentences find a conceptual nature and, by reformulating them, will become the basic empirical concepts for articulating phenomenological descriptions. In the previous stage, 454 sentences and pivotal phrases were extracted, which by refining and conceptualizing, in the third stage, 167 concepts emerged. In the next stage, these concepts became 23 micro and primary categories during the process of conceptual abstraction. These categories, in the next stage, form the basis for the formation of the main and central categories of research.

Table2. Formulation of emerging categories (social status structure)

Concepts (example of emerging concepts)	Micro categories	Main categories	A major category
A purely financial view of the teaching profession / incorrect economic criteria for determining the social status of individuals / attention to the economy as a symbol of job value / the existence of low-level jobs as a second job as a teacher	Materialism		
False culture and criteria of society from the social status of teachers / Decrease of social status of teachers in the eyes of the people compared to the past / Decrease of social prestige of teachers in society / Inattention of families to the dignity and status of teachers	Teacher		
Feelings of discrimination between teachers and other occupations of society / Lower salaries of teachers compared to other occupations / Inadequate legal and living conditions of teachers / Lower salaries of teachers compared to other occupations /	Inadequate social imagery of a teacher		
Existence of a feeling of inferiority among teachers / Teachers' inattention to the requirements of their role / Lack of awareness of teachers about the effectiveness of their role / Teachers' dissatisfaction with their job	Feeling discriminated against	Deterrence of social status	Teachers' lived experiences of social status
Gap between teachers and students / Mismatch of teachers' knowledge with students' requests / Increased social demands and inability of teachers to respond to these demands	Systematic		
Lack of public support for the teaching profession / Lack of support from other institutions for education / Lack of government response to the demands of the teachers' union / Government's resistance to the rightful demands of teachers	a lack of		
Teachers' feelings about incompetent managers and supervisors at the ministry and organization level / Teachers' feelings about the inefficiency of the education system / Teachers' feelings about the mismatch between skills and organizational progress and development	Professional identity		

Indirect education of the lower quality of the teaching profession in the media and radio and television / Humiliation of teachers and the educational system in the media / Humiliation of the teaching class in the mass media	Existence of gaps	Promoting social status
Lack of teachers achieving their rightful demands through civil protests / Inefficiency of teacher-related unions / Lack of integration among teachers	Job	
Use of incorrect tools in education / Abuse of some teachers by their job / Inability of teachers to transmit values and norms / Abuse of some teachers	Lack of accountability and institutional support	
Inadequate stratification system in society / Unequal distribution of power in society / Dominance of society's elites	Feeling of inefficiency	
Strengthening and reforming macro-policies related to education / allocating sufficient funds to education / the need for government officials to believe in the high impact of education on the development of the country	Institutional	
Cooperation of government organizations to help improve the education system / Attract assistance from other institutions in the development of education / Attract cooperation between home and school	Inefficiency	
Providing progressive job opportunities / Equalizing salaries with similar jobs / Creating opportunities for job satisfaction / Improving teacher satisfaction / Providing job independence opportunities	Media	
The need to increase the morale of teachers by addressing their needs / Providing opportunities for teacher development / Providing opportunities for teachers to continue their education / Acquisition of up-to-date knowledge by teachers	Weak organization	
Using the social potential of teachers in the community / Teacher social authority / Promoting the position of teachers in the community / Improving the image of the teacher job in the community / Using the motivational role of the teacher in the community	Guild	
Regulating procedures and processes / Improving the management style of managers towards supportive styles / Improving the efficiency of education / Reforming the legal system and job rewards / Reducing the job gap	Inefficiency	
The need for teachers to participate in relevant decisions and planning / move towards self-governance and decentralization / use of teachers in the executive body of the country / consultation with teachers in organizational affairs	Profession	Definition of social status
Providing suitable environmental conditions / Paying attention to the basic needs of teachers / Meeting the basic needs of teachers / Improving the welfare facilities of cultural workers / Accommodation of teachers in the region commensurate with their dignity	Unequal power relations	
The necessity of forming teachers' unions / Defending teachers' rights by teachers' unions / Creating a union	Policy reform	
Social status as a psychological need of individuals / Social status means a valuable position in the job / Social status in the sense of expecting people to have a social status commensurate with their job and profession	Great	
Social status as the dignity and status of the owners of a job in society / Social status as the value of society for the role of individuals / Social status means the mentality of society	Cohesion and cooperation	

towards the job and the people working in it

Social status as the position of individuals in social classes /
 Social status in the sense of society's treatment of a class and a
 job / Social status in the sense of social class resulting from
 living status and income level

Institutional

A: Defining the social status of teachers: The first issue that plays a role in defining social status from the perspective of teachers based on their lived experiences is psychological need. In fact, social status is seen by teachers as a psychological need that every individual (including teachers) needs to define their identity and personality. In order for teachers to mentally and internally organize their individual identities, they need to have a clear social status, that is, their place in the social and cultural scene.

Social status means what I have done in this society, where I have reached, what position I am in, and in proportion to that position what qualifications I have, which we call the whole social status or social status (interviewee 2).

Another dimension of the definition of social status from the perspective of the teachers under consideration is the class situation. Every society is made up of different classes. Teachers are generally placed in the middle class as a cultural class. What distinguishes the middle class from other classes is their cultural capital. In fact, the upper class has a lot of financial and economic capital, the lower class has a lot of physical capital and labor, and the middle class, which includes teachers, has a lot of cultural capital. What matters, however, is teachers' perceptions of their own class position.

Social status can express the credibility or prestige or position that society places on an individual or a group of individuals or employees in a job (interviewee 10).

B: Deterrence of teachers' social status (study of deterrents): The second main category in the field of teachers' lived experiences about their own social status is deterrence of teachers' social status. Various factors may act as deterrents to strengthening the social status of teachers. Identifying these barriers from the perspective of teachers and based on their lived experiences can be useful in policy-making of the education system and issues related to the social status of teachers on the one hand, and provide solutions to strengthen and enhance the social status of teachers on the other. However, based on the phenomenological analysis of interviews with teachers about their lived experiences in the field of their own social status, these deterrents are: teacher's materialism, inappropriate social portrayal of the teacher, systematic feelings of discrimination, lack of professional identity. O, there are job gaps, lack of accountability and institutional support, feelings of institutional inefficiency, media inefficiency, poor trade union organization, professional inefficiency, and unequal power relations.

The first factor hindering the social status of teachers based on their lived experiences is the materialism of the teacher. As mentioned, a major part of the social status of teachers is the perceptions that people in society have of the role and job of a teacher. The materialism of a teacher means that society and society look at the role and job of a teacher as a material and economic phenomenon, and society's assessment of the social status of a teacher is formed on this basis. However, the role of a teacher and his / her status are based on cultural and social phenomena and cannot be evaluated by material and economic principles. This problem is exacerbated when a purely financial view of the job and role of a teacher is created in society; A view that, in the long run, may involve teachers themselves, and they may define their social status based on assessments of the economic and financial situation of the role they have taken on. However, a purely financial view of the teaching profession is a deterrent to strengthening and promoting the social status of teachers.

The teacher has a valuable position, and it is a pity to come to the teacher with the material issues or patterns with which some jobs in the Western world are finally measured. The social status of the teacher, which is a very big job, is the work that continues the way of the prophets (interviewee number 5).

The second deterrent in promoting the social status of teachers based on their lived experiences is inappropriate social imagery of the teaching job. As mentioned, the community's perception of the job of a

teacher plays a fundamental role in building the social status of teachers. When this perception is negative, an inappropriate portrayal of a teacher's job in society is naturally formed, which results in a weakening of the social status of teachers. The first issue in this regard is the incorrect culture and standard of society of the social status of teachers. In the current situation, the criterion of economic success has become a key factor in determining the social status of individuals by society. This means that any person who has higher economic success, has a higher social status in society and is more respected. In this situation, teachers generally do not have much political and economic power, the key factor of which is the extra-materiality of the teaching profession. In fact, measuring a teacher and his / her status by economic criteria is a major factor in inappropriately socially portraying a teacher.

A common view that is unfortunately very visible in our society is that teachers are people who have not been successful in holding high-paying economic jobs and have been forced to turn to education and become teachers. And the teacher is the person who needs compassion and society does not recognize this person much because he has neither socially nor economically much power and they do not see credibility and prestige in this person to give him social status and bit by bit. To see this position in their own lives, to respect it and to give it a special position (interviewee number 2).

A: Promoting the social status of teachers: The third major category in the field of teachers' lived experiences of their own social status is promoting the social status of teachers. In the previous section, the factors hindering the social status of teachers were discussed based on their lived experiences in a phenomenological context, and the factors that reduced the social status of teachers or hindered the strengthening of social status of teachers were identified and studied. This section will discuss the factors that can be used to strengthen the social status of teachers. The basis for identifying these factors is the lived experiences of the teachers interviewed. Based on the phenomenological analysis of interviews with teachers about their lived experiences in the field of their own social status, these promotional factors are: macro-policy reform, cohesion and institutional cooperation, job identity development, professional empowerment, strengthening social authority, Strengthening social authority, reforming managerial and organizational practices, strengthening teacher-centered participation, improving welfare facilities, and strengthening union organization.

The first factor in promoting the social status of teachers based on the phenomenological study of their lived experiences is macro-policy reform. As mentioned in the previous section, some macro-educational and non-educational policies have undermined the social status of teachers. To strengthen the social status of teachers, they believe that such policies need to be reformed. Therefore, strengthening and reforming macro-policies related to education is a primary and fundamental factor in strengthening the social status of teachers. Some of these reforms are related to the job status of teachers; In such a way that teachers do not have to turn to other jobs to earn a living, which undermines their social status.

Again, the macro-politics that I presented are involved here. Well, look at the one who said on the first day that the teacher should be on duty 24 hours a day, or after 20 years of 20-hour service. It must have its logical and rational foundations in mind. Well, if the teacher's work can be such that the teacher does not need to have a second or third job, it will really work (interviewee number 6).

Beyond issues related to teachers' flare-ups, macro-policies need to be reformed in a way that can reduce negative social imagery of teachers and rebuild their social image. My other point is that the country's macro-policies are moving in the direction of promoting the status of the teacher more and more and introducing it to the current society and informing the families about the quality of the teacher's presence (interviewee number 2).

Formulation of the structure of teachers' social status: In the previous section, the phenomenological description of teachers' social status based on teachers' lived experiences was examined. In this section, the structure of the relationships between the micro, main and macro categories that have emerged in the form of the final model of teachers' social status will be presented.

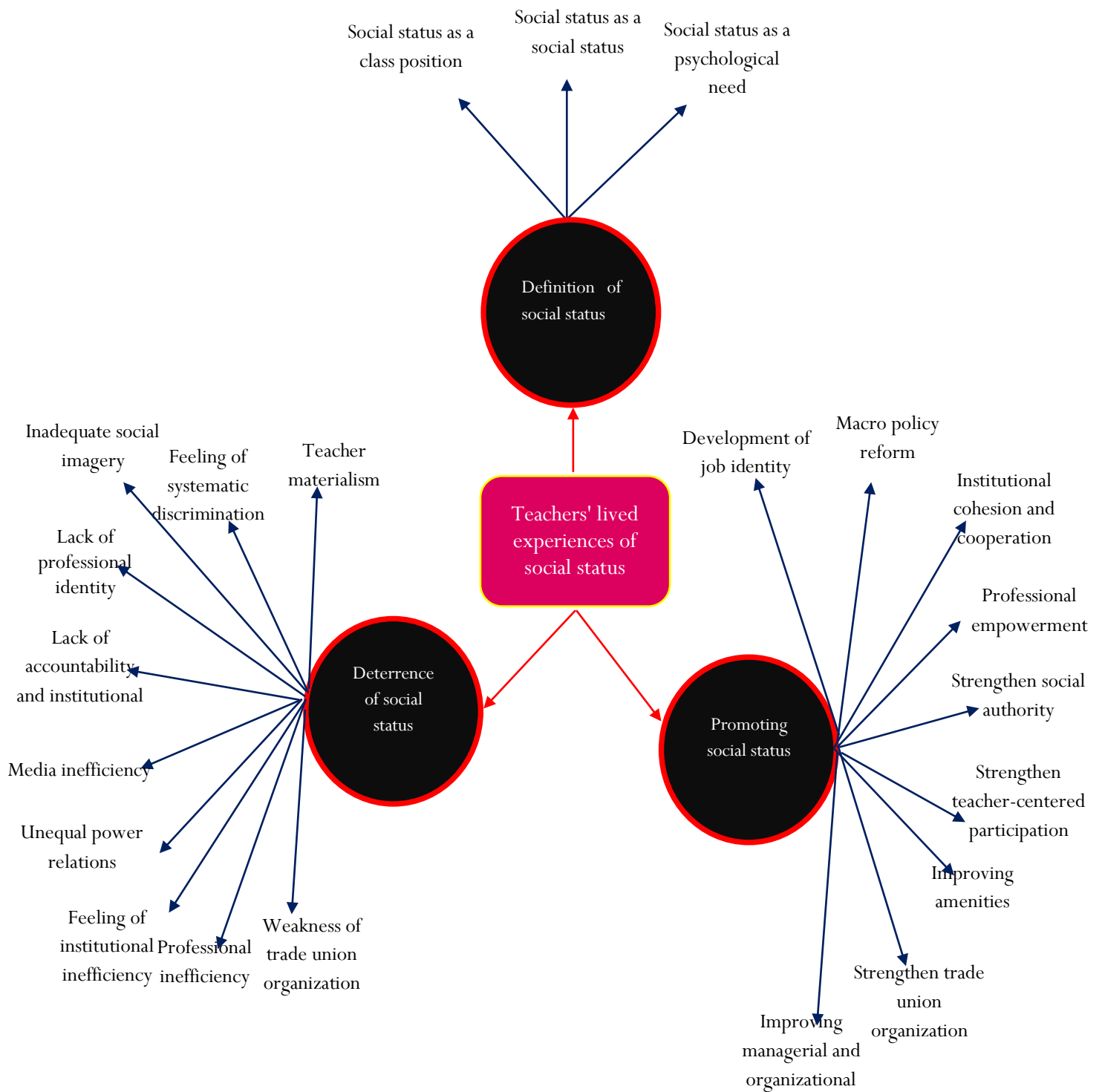


Figure1. Phenomenological diagram of teachers' lived experiences of community status

4. Discussion

Social status is the position and position that an individual has within a group. Social status is the social status of a group compared to other groups. In other words, social status is a situation that an individual achieves by referring to the current average standards of cultural characteristics, effective income, material possessions, and participation in group-social activities. This is one of the common definitions of social status. But what is of key importance in the study of the social status of teachers in Iran is the special cultural, social and educational context in which teachers are active. The phenomenological study of teachers' lived experiences showed that three main categories of teachers' social status structure have been formed based on their lived experiences. What matters first is the definition that teachers give of their own social status.

Based on the descriptions and phenomenological analyzes performed, the definition of social status from the perspective of teachers includes three central dimensions: social status as psychological need, social status as social status, and social status as class status. In fact, the teachers under study consider their social status to include three dimensions. Part of the social status of teachers has a psychological and personality nature, part of it has a social nature, and part of it is a position that one considers oneself as a class and places a "teacher" in it. Teachers see the dimension of social status as a psychological need that teachers need to define their identity and personality. This is in line with the findings of Chaplain (2008), who emphasizes the importance of psychological ideas in defining social status and its consequences. In the social status dimension, it is the society's view and perception of the social status of teachers that is important in defining social status. This result is in line with the findings of Jahangiri, Elmi (2017) and Fwu, Wang (2012) who consider social status and society's view in defining social status important. Another dimension of the definition of social status from the perspective of the teachers under consideration was class status. In fact, the position of teachers in social classes determines their social status. This result is in line with the research of Hoyle (2001) and Hargreaves (2009) who consider the class position of teachers in defining their social status important.

The objective realization of the mental definition that teachers offer of their social status based on their own lived experiences faces obstacles. These barriers, conceptualized as "deterrence of teachers' social status," not only delay the realization of teachers' definition of social status, but can them reduce teachers' social status, a second dimension of importance. It has a lot. The reason for this importance is that if the objective realization of the social status of teachers is delayed, their current status will be maintained to a large extent, but when their social status decreases, their current status becomes even more unfavorable than before. Based on the phenomenological analysis of interviews with teachers about their lived experiences in the field of their own social status, these deterrents are: teacher imagery, inappropriate social imagery of the teacher, systematic discrimination, lack of professional identity, existence Job gaps, lack of accountability and institutional support, feelings of institutional inefficiency, media inefficiency, poor trade union organization, professional inefficiency, and unequal power relations.

One of the results of this part of the study was that the lack of professional identity of teachers is an obstacle to promoting their social status. This result is consistent with the findings of Fuller et al (2013) and Morgan (2009) which emphasize the professional identity of teachers and its role in social status. Another result of the study was the negative role of teachers' job gaps in promoting their social status, which is in line with the findings of Powell, Jacobs (1984) and Merritt (2013). Both studies emphasize the negative role of job gaps in teachers' social status. Lack of accountability and institutional support prevents teachers from experiencing high social status. This is in line with the findings of O'Meara; Bloomgarden (2011), who emphasize that lack of institutional support can erode social status. Another result of this study was the negative role of media inefficiency in undermining the social status of teachers, which is in line with the findings of Russo, Koesten (2005), which emphasizes the pivotal role of online social media in the social status of teachers. Another conclusion of this section was that the weakness of teachers in creating unions

and trade unions reduces their social status, which is in line with the findings of Banks (2003) on the lack of union and action of teachers in trade unions, Emphasizes the decline of their social status. The results of this study also showed that unequal power relations reduce the social status of teachers; this issue is also reflected in the research of O'meara, MacDonald (2004) and Teese (2013).

However, the above factors together have formed a situation based on which the social status of teachers is not in a favorable situation. To get rid of this situation and promote the social status of teachers who have a fundamental role in any society, especially Iranian society, teachers based on their own experiences provide solutions that in the present study is conceptualized as "promoting social status". Based on the phenomenological analysis of interviews with teachers about their lived experiences in the field of their own social status, these promotional factors are: macro-policy reform, cohesion and institutional cooperation, job identity development, professional empowerment, strengthening social authority, Strengthening social authority, reforming managerial and organizational practices, strengthening teacher-centered participation, improving welfare facilities, and strengthening union organization.

One of the results of the research in this section was that the reform of macro educational policies can play a fundamental role in promoting the social status of teachers. Chang et al (2013) in the study of the social status of teachers in Indonesia have reached the same conclusion. They have sought to outline plans for structural change in Indonesia's education system, and have seen the evolution of macro-policies in promoting the social status of teachers as important. Institutional cohesion based on the results of the present study is of fundamental importance in promoting the social status of teachers; this issue is also emphasized by Parkay et al (2010). Strengthening the social authority of teachers is also an important factor in promoting their social status based on the findings of the present study. This issue has also been considered in the research findings of Pérez - Díaz, Rodríguez (2010). Improving the living conditions and welfare of teachers is another fundamental factor in promoting their social status based on the study of teachers' lived experiences in the present phenomenological study, which is also the case of Hargreaves (2009), Malik et al (2010), Hoyle (2001). Emphasis added.

Finally, it can be said that the social status of teachers is a cultural and social matter that finds meaning based on the context of teachers' activities. The social status of teachers may vary from one cultural and social context to another. Therefore, the need to develop phenomenological studies that emphasize the lived experiences of teachers is felt in this context.

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