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Perhaps this could be another reason why 'eustressors' could not be identified in the present study.

Finally, an important implication from discrepancy theory, efficacy theory, theory equity and they other theories of job satisfaction is that the state of job satisfaction/ dissatisfaction affects performance. Performance is generally defined as a function of ability, motivation and organizational support. Given the significant associations reported in the literature [26] between job stress sources and some indices of mental distress (see Table 10 in [26]), and the fact these same sources of stress were found to predict job dissatisfaction in the present study, future research will profit from the joint consideration of these group of job distress sources and job satisfaction measures in relation to mental health among school teachers as it affects their performance. Researches [69] abroad have addressed the issue of the relationship of job satisfaction job stress, mental health and drug addition and have supported it with several professions as in case of general practitioners [70] and dealers in financial markets[71].

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The group of distress sources identified in the present study, relative to the factors of hygiene, is a group qualitatively very promising and quantitatively significant to understand in which context characteristics can cause dissatisfaction (if present and active) and non-dissatisfaction (if absent and inactive). The pervasive effect of perceived life stress and of a few factors of job stress warrants serious consideration. Moreover, the assessment of sources of eustress, defined as sources of job stress that predict job satisfaction also needs to be addressed.

In the present investigation, the construct of teacher's job satisfaction has been found to be multidimensional and factors extracted from the two job satisfaction scales have been found to involve both intrinsic and extrinsic aspects of the job. As it was also found in the present study, intrinsic aspects of the job are associated with job satisfaction and extrinsic ones with job dissatisfaction. Given the differential effect of life and job stress on job satisfaction and dissatisfaction, the consideration of factorial scores of job satisfaction scales rather than whole scale scores may prove to be a fruitful approach. Such assessment was beyond the score of this study. However, the introductory factor analyses performed on the two job satisfaction scales were highly encouraging as 76.8% and 67.79 % of the total variance in job satisfaction was explained by them and most of the facets identified had high reliability coefficients. It is suggested that these results be given serious attention in future research for the development of ecologically valid scales of job satisfaction in the I.R. of Iran. Improvement in the measuring of job satisfaction can be accomplished by giving even attention to the role of intrinsic and extrinsic sources of job satisfaction. For example, in JS Scale A, nine out of twelve factors related to extrinsic aspects of the job and only three factors could be classified as tapping intrinsic aspects of the job, and in JS Scale B, six out of eight factors tapped extrinsic aspects.

to identify features of the worker's job which can be improved so that they be instrumental in securing job satisfaction of workers.

5- Conclusions and Recommendations

The complex reality of the working conditions of primary school teachers presents many deficiencies, both structural (inadequate environment and equipment, salary, relationships with authority, etc.) and organizational (execution of laws and policies, transfers, etc.) but at the same time seems to allow for the presence of sources of motivation which result in satisfaction. Under these conditions, we found that the presence of sources of distress did not prevent the teacher's satisfaction. Thus, a teacher's working condition can be assumed to be one in which sources of distress and eustress are both simultaneously present. It can be said that a teacher derives satisfaction in his/her work from the relationship she/ he manages to set with the class and school and from the possibilities of carrying out an educational model (achievement).

The present study has first of all demonstrated the centrality of teachers needs and values, in teacher's ratings of satisfaction and dissatisfaction, perhaps more central than other models of job satisfaction would allow. Second, it has also established the importance and relevance of contextual aspects of the teacher's job both in terms of job stress and job satisfaction, expanding the meaning of context beyond the physical work environment to include organizational climate and culture, managerial structure of the school and the like. Finally, sense of efficacy, self-perception, relationships as depicted in facets obtained from factor analytic assessment of job satisfaction scales, can be said to be representative of constructs whose moderating and mediating role in terms of job satisfaction can be tested in the future.

to be obtained. It is the extent to which a match occurs that leads to the perception of job satisfaction. According to Locke, et al [8] these two theoretical approaches involve two different levels of explanation of the same phenomenon, with discrepancy and efficacy theory positing a model of job satisfaction and with equity theory providing the content for that model. As far as efficacy theory is concerned, job satisfaction is a direct result of a sense of pride on the worker's own achievements [7]. In case of equity theory, the theoretical rationale for the job perception/job satisfaction relationship is that job perceptions mediate relations between environmental events (in the widest sense) and affective reactions to these events. Certainly a consideration of the present data would appear to support the view that the extent to which personal needs and values are perceived to be satisfied is the key constituent of job satisfaction. Thus for example, in situations where the concept control is not perceived as being obtainable, job dissatisfaction is a consequence.

The overall effect of the findings identified in this research is to offer an empirical basis for the development of a model of job satisfaction at a generic level, to be assessed in industrial settings, and, at a specific level, to be tested in educational settings which more closely mirrors the situation faced by workers in the Islamic Republic of Iran than either the generic models which have been developed by western scientists in the business field or the specific model offered by Borg [10] which applies to the British educational setting. In the present study some key constituents of job satisfaction have been identified which are also recognized in industrial models thus,the possibility of application of the present model to industrial settings seems viable. The detailed description of the contents and dimensions of job satisfaction as well as factors affecting it, is important because it allows Iranian education and industry managers and policy makers

A few more points deserve attention regarding life and job stress. First, the high and significant correlation between the two stress scales, pinpoints to the convergent validity of the constructs measured by them. Second, the sensitivity of these scales to different demographic variables is also of theoretical and practical importance. The scale assessing life stress differentiated low income teachers from high income ones, and it was sensitive to age and gender of teachers. The job stress measure was sensitive to gender differences which helps to resolve theoretical and empirical issues in research with teachers.Third, the sensitivity of the stress scales to different assessments of job satisfaction may prove to be of import for future research; present findings revealed a greater sensitivity of the ITSI for JSS-A and a greater sensitivity of the PSS for the JSS-B.

Furthermore, even though some conceptual overlap between Scales A and B was found, given that in case of both scales, factors, were extracted considering simple structure, and these solutions yielded conceptually unique factors in each scale, the individual and separate consideration of these scales for statistical analyses, is justified. Also, in order to allow for better interpretability of factors, variables with loadings lower than the established criterion (.50) were included when necessary. Finally, overall satisfaction, or the sum of all facets, has been considered for statistical analysis at this introductory stage of the development of the job satisfaction scales. This procedure has been adopted because facets often correlate well with overall job satisfaction.

The present findings emphasize the role of *contextual factors* and *personal needs* and *values* in job satisfaction of this population and can be best interpreted within the frameworks of discrepancy theory [6] and efficacy theory [7] on one side and equity theory [5] on the other side. Both deal with the perception of the worker as to how the returns s/he obtains from employment match what she/ he feels ought

but more importantly can prevent a teacher from deriving satisfaction from his or her job. This is not the case with whole scale scores of job stress, which was not predictive of job satisfaction. Life stress, then can also be categorized as a 'distressor'. The fact that decreases in job satisfaction can cause life stress suggests that as predicted by the *spillover hypothesis,* job satisfaction and life stress are not only positively correlated but are causally related to one another.

Were there any stress sources or demographic variables that predicted job satisfaction and thus could be sources of eustress Of interest was the finding regarding the prediction of job satisfaction by teacher's qualification. Higher teacher educational level caused job satisfaction. Considering total job satisfaction scale scores, very few ITSI items/factors (e.g., ITSI Item. 6: Presence of weak students who cannot learn) and PSS items (e.g., PSS Item. 8: Found that you could not cope with all the things you had to do) were found to be predictive of job satisfaction. If the sources that are related to dissatisfaction are indeed sources of 'distress' and those stress sources that predict satisfaction function as 'eustressors', the argument that teachers may find teaching satisfying in spite of stress or even because of it can be better appreciated. This motivational aspect of the teaching profession has been reported to play a decisive role in teachers mental health [68]. In the present study, most job stressors extrinsic to the job were sources of 'distress', the construct of 'eustress' however deserves more attention in future research, since no clear cut conclusion could be established with available results. Perhaps, the reason why this was the case, may be due to the fact that sources of eustress were practically absence in the ITSI or were considered only in very limited way. For future research, it is recommended that the theoretical distinction between distressor and eustressors be given serious consideration, and be included in measures of job stress.

dissatisfaction and which fall within the teachers' *personal* life domain. Thus, both *context* and *personal needs* and *values* variables have been found to be key constituents of job satisfaction and form the basis upon which model development should proceed. ITSI Factor 7 is composed of the following items in this order: Salary discrimination between the teaching profession and other professions (item-24) lack of balance between amount of work and salary (item 26), lack of attention to economic and life situations (item 29), and working with colleagues who hold views opposite to your own (item 44). In the past, salary considerations have been addressed as one of the most important sources of job stress among Iranian teachers [24], the present findings indicate that with respect to job satisfaction/ dissatisfaction, this statement is supported. However, aspects of organizational morale which were found to load together to salary concerns in job satisfaction scales (see Factor 7) pose an interesting situation in which teachers' *achievement needs* and *values*-for achievement, power, and affiliation–are strongly related to salary concerns. Similarly, items addressing to the status of the profession and thus affecting the teacher's *self-esteem* loaded with salary concerns and conformed Factor I in JSSB–the most important source of job satisfaction.

In the case of life stress, it was predictive of job dissatisfaction and also of decreasing job satisfaction, explaining 13%, of the total variance in the first case and 7% in the second. These results were such that the presence of life stress, operationalized as the inability to cope with life problems, uncontrollability, unpredictability and work overload, caused job dissatisfaction and although not as strongly, but still significantly, it also caused decreases in job satisfaction. Thus, life stress, as well as ITSI Factor 7, influences job satisfaction/ dissatisfaction in a more pervasive manner than does job stress, which means that these sources of stress not only cause job dissatisfaction

were more effective than whole ITSI scale scores in prediction of job dissatisfaction (37% versus 15% of total variance explained in job satisfaction (Scale A), respectively; and, 30% versus 0% in case of Scale B). Similarly, ITSI factors (Factors 7, and 12) predicted correspondingly 20% and 6% of the total variance in job satisfaction as measured with scales A and B, respectively, while whole ITSI scores were not entered into the regression equations. In sum, facets of job stress were more effective than whole scale job stress scores in the prediction of job dissatisfaction, and similarly with job satisfaction. These findings indicate the differential effect that various sources of job stress have on job satisfaction /dissatisfaction and it can serve as an explanation for the low correlations obtained when whole scale scores are used [48, 64, 65, 66, 67].

Examining more closely the contents of predictive job stress factors, it can be observed that they fall in the category of 'context' as they involved management structure of the school, low organizational morale, job security, organizational climate and cultural constraints and multiple roles of teachers. These sources are basically 'extrinsic' to the job, since in principle, are not inherent in the teaching profession itself. Having identified sources of stress that predict dissatisfaction, it can be stated that these job stress sources may be identified as 'distressors' Factor 7 ('low organizational morale and insufficient income') is of special interest because it predicts job dissatisfaction and at the same time was found to predict decreases in job satisfaction. It was also found that perceived life stress effectively discriminated low and high income groups of teachers, with low income teachers experiencing significantly greater life stress than the high income group. Life stress in turn was found to be a cause of job dissatisfaction and to cause decreases in job satisfaction. Thus, a complex of variables have been identified which are of great importance in conceptualizing the factors related to job satisfaction/

continue teaching [41]. The higher the teacher qualifications, the higher the teacher job satisfaction, regardless of how job satisfaction was measured. Teacher qualification was also an important predictor of job satisfaction when entered into the equation along with whole scale life and occupational stress scores specially with JS Scale-B.

As mentioned before, a great number of research studies performed abroad and in the I.R. of Iran can be cited in relation to the above findings. However, only a representative number of these will be considered in this discussion. In one study, three levels (primary, middle and high school) of teaching were studied [44], and no sex differences among teachers with respect to teacher motivation were found. A second study [41], in a high school setting, found female teachers to have higher work motivation than male teachers. The fact that these results have been obtained with limited samples of primary school teachers should be taken into consideration before attempting generalization of these findings to other primary school teachers and teaching levels. For example, in England, confounded with biographical characteristics are type of school since male teachers tend to form a larger proportion of teachers in primary compared with secondary modern schools, and older teachers tend to form a larger proportion of teachers in secondary compared with primary schools. This phenomenon of confounding effects cannot be discarded in the I.R. of Iran, although the type of variables involved may vary somewhat.

The differences between life and job stress found and reported in the present article are of significance in assessing teachers' job satisfaction because the two kinds of stress represent different facets of the teacher's environment or context, one non-specific and chronic and the other specific and possibly more subject to change.

Regarding those ITSI factors that were predictive, regression analyses revealed that individual ITSI factors (Factors 1, 2, 5, 7 and 9)

relevant to job satisfaction, these included age, sex and qualification of teachers, length of teaching experience, having another job, housing conditions and frustration with present conditions (Choose teaching again). Second, school policies would profit from consideration of empirical research regarding demographic factors. As an example, length of teaching experience, moderated the relationship between life stress and job satisfaction. Although, past research in the I.R. of Iran has reported that job satisfaction and length of years of experience are not correlated [41] the findings from the present study suggest that job satisfaction decreases as length of teaching experience increases. Given the fact that length of teaching experience was also found to be a moderator in the relationship between life stress and job satisfaction, this biographic variable deserves more attention in the future. One instance of a coordination between empirical findings and school policies concerning the important role of age, sex and length of teaching experience obtained in the present study regarding job stress and job satisfaction, is the retirement policy in the 1. R. Iran, which sets retirement age for women 5 years below than that for men. Fourth, teacher qualifications and teacher's gender, when jointly considered with whole scale PSS and ITSI scores and other demographic variables, predicted job satisfaction. No demographic variables predicted job dissatisfaction. The findings in the present study indicate that sex of teacher is important in job satisfaction, as female teachers were found to report higher job satisfaction than their male counterparts. Interestingly, female teachers in this study also obtained significantly higher job stress scores than male teachers. In addition, older female teachers were more life stress-prone than younger male teachers, perhaps this finding explains the moderating role of length of teaching experience in the relationship between life stress and job satisfaction. Female teachers toward the end of service have been found to be less willing than their male counterparts to

Although the reported proportions of job satisfaction are lower than those reported by other studies involving school teachers [14,48] or for other occupations in general [62], the present sample of teachers were found to experience satisfaction from their jobs. Job satisfaction among teachers was reported mainly on intrinsic aspects of the job (see Table 4) which do not seem to be diminished by presence of work stressors considered extrinsic to the job itself (see Table 5), and in spite of high stress, high satisfaction was reported as in the case of female teachers (see Table 1).

As depicted in Table 4, these sources of satisfaction clearly felt in Herzberg's *content* category, that is, they involved achievement (Items 15, 29, 5, 16), recognition (Items 21, 35), the work itself (Item 4): responsibility (Item 10), advancement (Items 2, 9) and growth (Items 34, 24). Sources of teachers' dissatisfaction also could be clearly classified in the *context* category as they involved dissatisfaction with policy and administration (Items 25, 13, 27), relationship with supervisor (Item 14), salary (Item 18), working conditions (Items 31, 19, 32, 34) and status (Item 28). These aspects of a job are extrinsic to the job. In sum, it can be said that the construct of job satisfaction and dissatisfaction were successfully assimilated to Herzberg's constructs of motivators and of factors of hygiene respectively. Job stress factors predictive of job dissatisfaction, as stated above, were also extrinsic to the job and thus it can be asserted that the constructs of distress have also been successfully assimilated to Herzberg's concept of hygiene factors.

Implications of findings regarding biographical sub-groups in relation to job satisfaction are relevant to the *personal* component of models of job satisfaction and in the present study can be summarized as follows: First, comprehensive consideration of demographic variables in the assessment of job satisfaction is deemed necessary since in the present research numerous demographic factors were

other factors did not enter into the equation. The second step-wise regression analysis (ITSI & JSS-B) yielded highly significant results for one factor only (factor 7). The other factors did not enter into the equation. Results are depicted in Tables 10 and 11.

Table 10 Multiple Regression Analysis-Job Satisfaction Scale-A-Total Sample (n = 73)

Step variable		*Multiple* *R*	*R2*	*Beta Coefficient*
ITSi Factor 7	Low organizational morale and salary problems.	0.378	0.143	-0.378
ITSI Factore 12	Role ambiguity	0.457	0.209	0.355

F (df, 1,71) = 11.88; p < .001
F (df2, 70) = 9.281; p < .0003

Table 11 Multiple Regression Analysis-Job Satisfaction Scale-B-Total Sample (n = 73)

Step variable		*Multiple* *R*	*R2*	*Beta Coefficient*
ITSI Factor 7	Low organizational morale and salary problems.	0.257	0.066	-0.257

F (df, 1,71) = 11.88; p < .001

6- Discussion

The finding regarding stress prevalence is corroborated by previous research studies addressing to the severity and scope of teachers' stress [24,61]. Teachers appear to perceive their jobs as more stressful than other comparable professionals. For instance, Pratt [23] reports that 60.4% of teachers surveyed reported some nervous strain, in contrast with 51.1% of 'other professionals', and 36.1 % of a sample of employed people. Cox and colleagues [62], likewise, reported that in a study comparing school teachers with semi-professional's matched for sex, age, and marital status, 79% of the teachers mentioned their job as a, 'main source of stress', in their life, whereas only 38% of the non-teachers did so.

independent variables and job satisfaction (Scales A and B) as dependent variables. Results are depicted in Tables 8 and 9.

Table 8 Multiple Regression Analysis - Job Satisfaction Scale-A - Total Sample (n=73)

Step variable		*Multiple* R	*Multiple* R^2	*Beta Coefficient*
ITSI Item 26	Lack of balance between amount of. work and salary	0.375	0.143	-0.387
ITSI Item 50	Factors not under my direct control.	0.476	0.212	-0.433
ITSI Item 5	Students fighting in class.	0.534	0.273	-0.331
ITS'Mem 5-6	Lack of influence and power.	0.378	0.346	0.315
ITSI Item 22	Threat of loosing job due to policies.	0.457	0.387	0.238
ITSI Item 6	Presence of weak students who are unable to understand and learn.	0.457	0.436	0.240

F (df 1,71) = 11.05; p <.0002
F (df 2,70) = 9.46; p <.0001
F (df 3,69) = 8.67; p <.001
F (df 4,68) = 9.00; p <.002
F (df 5,67) = 8.46; p <.01
F (df 6,66) = 8.50; p <.01

Table 9 Multiple Regression Analysis - Job Satisfaction Scale-B-Total Sample (n=73)

Step variable		*Multiple* R	*Multiple* R^2	*Beta Coefficient*
ITSI Item 29	Lack of attention to teachers' conditions economic conditions and resources for a more comfortable life.	0.283	0.080	-0.283
Bio. Variable	Teachers' Sex.	0.365	0.133	-0.230
Bio. Variable	Teachers' (Qualification.	0.425	0.180	0.218

F (df 171) = 6.19; p <.01
F (df 2,70) = 5.38; p <.02
F (df 3,69) = 5.07; p <.04

In addition, two separate step-wise regression analyses were performed, considering the factors extracted from the ITSI as independent variables and job satisfaction (JSS-A and JSS-B) as the dependent variables. The first analysis, (ITSI & JSS-A) yielded highly significant results for the predictive role of two factors (7 and 12). The

IV. Multiple Regression Analysis of Individual Items From the Perceived Life Stress Scale and Demographic variables against overall Job Satisfaction

To evaluate the weight of biographical sub-groups in the prediction of job satisfaction in relation to perceived life stress, two step –wise regression analyses were performed with individual PSS items (n =14) and age, gender, teacher level of education and length of teaching experience as independent variables and Job Satisfaction scales A and B, as dependent variables. Both life stress and demographic characteristics explained variance in job satisfaction. For scale A, PSS item 3 ($R = 0.375$; $R^2 = 0.141$; Beta = -.375; F (1,71) = 11.67, p<.001), PSS item 10 – reversed ($R = 0.476$; $R^2 = 0.226$; Beta = -.339; F(2,70) = (10.26, p < .0004), and PSS item 8 ($R = 0.534$; $R^2 = 0.285$; Beta = .264; F (3,69) = 9.2 1, p < .008) and teacher's qualifications ($R = 0.59$ 1; $R^2 = 0.143$; Beta = .255; F (4,68) = 9.13, p < .01) in this order, were entered into the equation. And for scale B, PSS item 7 reversed (R = 0.274; R^2 = 0.075; Beta = -.274; F(1,71) = 5.77, p < .01), teacher's gender (R = 0.403; R^2 = 0.162, Beta = -.300; F (2,70) = 6.81, p<.004), PSS item 8 (R = 0.480; R^2 = 0.230; Beta = .269; F(3,69) = 6.90, p<.01) and PSS item 3 (R = 0.523; R2 = 0.273; Beta = -.209; F(4,68) = 6.40, p <.04), in this order, were entered into the equation.

V. Multiple Regression Analysis of Sources of Job Stress and Demographic Variables Against Overall Job

Satisfaction

To evaluate the weight of biographical sub-groups in comparison to individual sources of occupational stress in the prediction of job satisfaction scores two step-wise regression analyses were performed with the 57 sources of job stress and the biographical characteristics as

moderated the relationship, increasing the correlations between PSS and JSS-A to $r = -.336$; $p < .001$).

To investigate the association between particular PSS sources of stress and job satisfaction, the responses to the 14 sources of life stress were correlated with whole scale JSS-A and JSS-B scores. Most of these correlations were in the predicted direction, negative for job satisfaction; with three significant ($p < .01$) results (Items 3, 7, 10).

III. Correlation Between Job Satisfaction and Overall Job Stressors

To investigate the association between job stress and job satisfaction Pearson *'r's'* were calculated between whole scale occupational stress scores (ITSI) and job satisfaction scales (JS Scales A and B). The correlation between ITSI and JS Scale A scores was found to be in the predicted direction, ($r = -.209$, $p = <.03$), and between ITSI and JS Scale B, was also negative but non-significant, ($r = -.080$).

To investigate the association between particular sources of stress and job satisfaction, the responses to the 57 sources of stress were correlated with JSS-A and JSS-B. Five significant correlations (ranging from -.367 to-.307, $p < .01$) involving mainly extrinsic aspects of the Job were obtained (ITSI items: 16, 24, 25, 26, 50), the remaining correlations, although in the predicted direction, were mostly low in magnitude.

To investigate the association between work stress factors and job satisfaction, the 16 factor-analyzed composite scores were correlated with JSS-A and JSS-B. Significant and negative correlations were obtained (ranging from -.448 to -.284, $p < .01$) for ten of sixteen factors involving both intrinsic (Factors: 4, 8) as well as extrinsic (Factors: 1, 2, 5, 7, 11, 13 14 15) aspects of the teaching profession.

3-5- Association of Job Satisfaction With Life and Job Stres

I. Multiple Regression Analysis of Overall Perceived Life Stress and Job Stressors Against Overall Job Dissatisfaction.

In two separate step-wise multiple regression analysis the predictive role of the measures of stress was assessed , considering whole scale scores for the PSS and the ITSI as independent variables and job satisfaction scores (JSS-A and JSS-B) as the dependint variables. In the regression analysis involving JSS-A scores neither ITSI nor PSS scores were entered and in case of JSS-B only the PSS (b = -.368) was entered as the first and only variable ($R = 0.278$; $R^2 = 0.078$; Beta = -.278; F(1,72) = 5.42, p <.001). For the total sample of teachers, life stress was a predictor of job satisfaction (although indicating an inverse prediction) accounting for 7% of the variance in job satisfaction. Whole ITSI scale scores however did not predict job satisfaction neither in case of JSS-A nor JSS-B. When job satisfaction scores were entered as independent variables and stress scores as dependent variables, job satisfaction predicted life stress in case of JS Scale B only (b = -.210, Beta = -.115, F(1,71) = 5.97, p = < .01). No variables were entered in case of prediction of ITS1 scores.

II. Correlation between Job Satisfaction and Overall Perceived Life Stress

Pearson 'r's' were calculated between whole PSS scores and JS Scales A and B. The correlation between PSS and JS Scale A was found to be in the predicted direction non-significant (r = -.126), however, in the in case of JSS-B, it was in the predicted direction and significant, (r = -.278, p = < .009).

Investigating the mediating/moderating role of biographical sub-groups in the relationship between life stress and job satisfaction, results from partial correlations analyses indicated that only one demographic variable, namely, length of teaching experience,

scores was r = -.391, p = .0001, and between ITSI and JS Scale B, r = -.142.

III. Multiple Regression Analyses of Occupational Stressors Factors Against Overall Job Dissatisfactiorn.

Two separate step-wise regression analyses were performed, considering the factors extracted from the ITSI as independent variables and reversed scores from both job satisfaction (JSS-A and JSS-B) scales, as the dependent variables . The first analysis, (ITSI & JSS-A) yielded highly significant results for the predictive role of factors 2, 7 and 5, as depicted in Table 6, which together explained 37% of the variance in job saticfaction inversed scores. The other factors did not enter into the equation. The second step-wise regression analysis (ITSI & JSS-B) yielded highly significant results for factors 2, 1, and 9, as depicted in Table 7, which together explained 30% of the variance in job satisfaction inversed scores. The other factors did not enter into the equation.

Table 6 Multiple Regression Analysis-Job Dissatisfaction Scale-A-Total Sample (n=73)

Step Variable		*Multiple* R	*Multiple* R^2	*Beta Coefficient*
ITSI Factor 2	Management structure of the school and teachers' role	0.430	0.185	-0.562
ITSI Factor 7	Low organizational morale and salary problems	0.532	0.283	0.421
ITSI Factor 5	Job security and teachers' evaluation	0.605	0.367	-0.323

F (df 1,71) = 16.13; p <. 0001
F (df 2,70) = 13 84; p <. 00001
F (df 3,69) = 13 34; p <. 00001

Table7 Multiple Regression Analysis-Job Dissatisfaction Scale-B-Total Sample (n =73)

Step Variable		*Multiple* R	*Multiple* R^2	*Beta Coefficient*
ITSI Factor 2	Management structure of the school and teachers' role.	0.448	0.201	-0.448
ITSI Factor I	Organizational climate and cultural constraints.	0.502	0.252	-0.261
ITSI Factor 9	Multiple roles of teacher.	0.544	0.296	-0.262

F (df 1,71) = 17.89; p <.0001
F (df 2,70) = 11.79; p <.00001
F (df 3,69) = 9.70; p <.00001

3-4- Association-Between Job Dissatisfaction With Life and Job Stress

I. Multiple Regression Analysis of Overall Perceived Life Stress and Jobs Stressors Against Overall Job Dissatisfaction.

In two separate step-wise multiple regression analysis the predictive role of whole scale scores of the of stress as well as age, gender, teacher education level and length of experience, considering them as independent variables and reversed job satisfaction scores (JSS-A and JSS-B) as the dependent variables,was assessed. The regression analysis involving JSS-A scores entered the ITSI as the first and only predictor of job dissatisfaction ($R = 0.391$; $R^2 = 0.153$; $F(1,71) = 12.82$, $p < .0001$) and in case of JSS-B the PSS was entered as the first and only variable ($R = 0.361$; $R^2 = 0.131$; $F(2,70) = 5.42$, $p < .001$). For the total sample of teachers, job stress accounted for 15% in job dissatisfaction and life stress accounted for 13% of the variance in job dissatisfaction in case of JSS-B. When inversed job satisfaction scores were entered as independent variables and stress scores as dependent variables, job dissatisfaction predicted job stress in case of JS Scale A, $F(1,71)$ 12.83, $p = < .001$) and life stress in case of JS Scale B($F(2,70)=6.72$, $p < .002$).

II.Correlations between Overall Job Dissatisfaction and Overall Perceived Life Stress and Job Stress

Pearson 'r's' were calculated between whole PSS scores and reversed JS Scales A and B scores. The correlation between PSS and JS Scale A was found moderately low but significant and negative in the case of JS S-A, ($r = -.187$, $p < .05$), and in case of JSS-B, it was significant and positive, ($r = .250$, $p = < .01$).

To investigate the association between job stress and job dissatisfaction Pearson 'r's' were calculated between whole scale occupational stress scores (ITSI) and job satisfaction scales (JS Scales A and B). The correlation between ITSI and reversed JS Scale A

Table 4 Job Satisfaction Scores (Scale A) of Teachers in Order of Most Satisfaction 14

Item No.	*Item Description*	*Mean*	*SD*	*Percentage Scoring 5 and 6*
4	The job itself4.88	1.23	65.8%	
34	The job provides opportunities to contact different people.	4.82	0.85	32.4%
2	Relationships with others on the job.	4.66	0.82	57.6%
21	From the respect your supervisors and colleagues have towards you.	4.52	1.10	50.6%
10	From the type of work and responsibilities.	4.37	0.97	53.8%
24	From the opportunities to initiate friendly relationships with colleagues and students.	4.29	1.02	39.8%
15	From the feeling that I am utilizing all my personal skills and capacity on the job.	4.22	1.19	38.3%
35	From receiving recognition and becoming rewarded due to my efforts.	4.01	1.21	28.8%
9	From the way changes and innovations are implemented.	4.00	1.07	27.3%
29	From my own capacity and specialized skills.	4.45	1.40	52.1%
5	From the motivation the work provides me.	4.35	1.24	52.0%
16	From the flexibility and freedom I enjoy in my work.	4.20	1.21	39.8%
35	From receiving recognition and becoming rewarded due to my efforts.	4.01	1.21	28.8%
9	From the way changes and innovations are implemented.	4.00	1.07	27.3%

With respect to job dissatisfaction, as can be seen in Table 5, the expressed with regard to salary, living conditions, organizational policies for personal promotion and growth, educational policies and status of the teaching profession. These items are defined by Herzberg [1,2], Warr & Wall [59] and Warr [601 as 'extrinsic' features of the job. Next in degree of dissatisfaction are aspects related to working conditions, such as: work overload, teaching resources, and managerial structure of the school and the educational system.

Some researchers have grouped the sources listed in Tables 4 and 5 into three broad categories as follows: *sense of efficacy, perception of self* and *relationships.*

Table 5 Job Dissatisfaction (Scale A) Scores in Order of Most Dissatisfaction.

Item No.	*Item Description*	*Mean*	*SD*	*Percentage Scoring 1 and 2*
18	From level of net salary considering experience.	1.82	1.14	75.3%
31	From the absence of adequate resources for a better life.	1.85	1.85	75.4%
25	From policies of the Ministry of Education for choosing the best teacher.	2.30	1.31	66.2%
13	From the opportunities the organization provides to accomplish personal ideals and wishes.	2.57	1.40	49.3%
27	From policies of the Ministry ofEducation like emphasis on grading and memorization.	2.63	1.26	43.8%
28	From beginning expectations and present realities.	2.69	1.22	38.3%
19	From work overload.	2.89	1.29	37.0%
32	From absence of teaching resources.	2.90	1.15	32.9%
33	Form having a second job and doing private teaching.	2.99	1.23	31.5%
14	Form the level of participation in decision making.	3.13	1.39	32.9%

.656	10	Degree of opportunities available for developing and cultivating your talents.	.677
.637	9	Degree of consultation you are offered for designing school programs and organizational objectives.	.488
.495	5	Opportunities for increasing your knowledge and professional proficiency.	.377

Factor III: Morale Wthin the Organization (8.18%), α = .673

Loading	Item No.	Source of Job Satisfaction	
.712	7	Degree of competition that exists between you and your colleagues.	.592
.660	4	Level of recognition from your good work.	.456
.641	6	What is the level of your freedom in relation to organizational policies and rules.	.497
.424	8	Degree of balance between amount of work and salary.	.358

Factor IV: Growth, Advancement Relationships in the Job (7.3%), α = .697, Wout item 23

Loading	Item No.	Source of Job Satisfaction	
.825	16	Opportunities you have for developing friendly relationships with your colleagues.	.008
.871	15	Opportunities you have for developing friendly relationships with people working under your supervision.	
-.547	23	I come to my job with interest the least of the time,	.419

*FactorV: Achievement and Social Support on the Job (5.9%), α = .557,*w/out item 3

Loading	Item No.	Source of Job Satisfaction	
.741	29	Even though my job takes most of my time I am satisfied with it.*	.305
.709	12	Degree of respect you experience from your supervisors and colleagues	.418
-.492	3	The degree of opportunities for creativity and innovation on the job.	.251

Factor VI: Self-Perception and Agency on the Job (5. 0%), α = .584

Loading	Item No.	Source of Job Satisfaction	
.770	21	Teaching resources available.	.436
.709	18	Extent to which policies are correctly and justly executed.	.223
.507	13	Degree of respect you enjoy among people outside your institution.	.261

Factor VII: Job-Family Interface (4.8%), α = .560

Loading	Item No.	Source of Job Satisfaction	
.769	20	Extent to which your job allows you to have entertainment.	.285
.633	1	Degree of your personal interest for the profession.	.394
.537	2	Level of independence for thought and action in your job.	.298

Factor VIII: Security on the Job and Management (3.6%), α = .355

Loading	Item No.	Source of Job Satisfaction	
.784	19	Level of security that you experience in yourjob.	.119
-.489	17	Lack of specialization of supervisors.	.340

Factor IX: Extra Work and Salary Problems (3.6 %), α = -.241

Loading	Item No.	Source of Job Satisfaction	
-.681	14	Extent you are able to secure your future with the amount of salary you receive.	.240
.572	26	Amount of my absences are greater than those of my colleagues.	.166

*Reversed Items

Sources of Job Satisfaction/ Dissatisfaction

Sources of job satisfaction reported by this sample of Iranian teachers pinpoint mostly to 'intrinsic aspects of teaching, such as: the job itself, achievement, recognition, respect, advancement and growth, Table 4 summarizes these results.

Loading	Item No.	Source of Job Satisfaction	
.722	13	Degree to which you think your organization offers an opportunity to reach to your ideals and expectations.	.637
.613	18	From net salary considering the length of your teaching experience	.640
.464	32	From the availability of educational resources.	.624

Factor VIII: Intrinsic Aspects of the Teaching Profession (4.03 %), α = .670

Loading	Item No.	Source of Job Satisfaction	
.789	4	I am satisfied from the job itself.	.321
.776	20	From the degree of cheerfulness and happiness you derive from your job.	.458

Factor IX: Self-Efficacy, Professional Skills and Expertise (3.58%), α = .680

Loading	Item No.	Source of Job Satisfaction	
.906	29	From the degree of your efficacy on your job and your professional expertise.	.490
.514	15	From the fact that my job requires all the skill I possess.	.511

Factor X: Morale within the Organization (3.21%), α = .643

Loading	Item No.	Source of Job Satisfaction	
.828	2	Relationships you have with different people on the job.	.490
.416	36	Philosophy of education that prevails in your organization.	.371
.340	28	From beginning expectation and presently experienced realities in the teaching profession.	.570

Factor XI: Societal Status of the Teaching Profession (3.0%), α =.552

Loading	Item No.	Source of Job Satisfaction	
.672	30	Societal attitudes towards the teaching profession.	.531
.505	34	Opportunities your job gives y ou to relate to different people (pupils, colleagues, parents).	.261

Factor XII: Extra Work and Standard of Living (2.75%), α = .380

Loading	Item No.	Source of Job Satisfaction	
.838	33	Have a second job or perform private teaching.	.261
.285	31	From the presence of adequate living resources for a comfortable life.	.558

For the JSS-B the first extracted factor accounted for 17.45 percent of the total variance, with all 30 items loading positively on this factor. These loadings ranged from .047 to .722. Varimax rotation yielded a solution of nine factors, (with Eigen values for the first eight extracted factors 6.59, 4.02, 2.31, 2.26, 1.83, 1.53, 147 and 1. 12 respectively). The items with loadings greater than .50 are shown in Table 3.

Table 3 Sources of Job Satisfaction Scale B: Loadings Greater tihan .50 on Varimax Rotated Factors (68.3% of the Total Variance), and lodings on First lln tatool Factor.

Factor I: Status of theorofession and 4,ork motivation (17.45%), α = .841

Loading	Item No.	Source of Job Satisfaction	Loadings on First (unrotated) Factor
.876	31	Since my salary and benefits do not cover my living expenses, I am dissatisfied from my job*	.578
.955	30	Since my job does not offer me future economic security, I am dissatisfied from my job*	.651
.705	28	Sometimes I feel bored with my job*.	.583
.655	25	In comparison to other professions my job is good.	.415
.600	27	My job is boring*.	.424
.599	22	My profession is a good profession therefore I like my job.	.466
.563	24	I am relatively satisfied from present job.	.544

Factor II: Active, Problem-Solving Participation on the Job (9.67%), α = . 715

Loading	item No.	Source of Job Satisfaction	
.759	11	Degree of opportunity your supervisors give you for establishing a problem-solving relationship.	.481

first extracted factor accounted for 27.66 per cent of the total variance, with all 37 items loading positively on this factor. These loadings ranged from .193 to .702. Varimax rotation yielded a default solution of twelve factors, (with Eigen values for the first twelve extracted factors 10.23, 2.71, 2.18, 2.09, 1.79, 1.76, 1.53, 1.49, 1.32, 1.18, 1.09 and 1.01 respectively). The items with loadings greater than .50 are shown in Table 2.

Table 2 Sources of Job Satisfaction Scale A: Loadings Greater Than .50 on Varimax Rotated Factors (79.5% of the Total Variance) and Loadings on First (Unrotated) Factor

Loading	Item No.	Source of Job Satisfaction	Loadings on first (Unrotated) Factor
Factor I: Organizational Culture and Climate on the Job (27.66%), α = .824			
.807	12	The way conflicts are solved in your organisation.	.612
.694	1	Communication and the way information flows around the organization.	.495
.667	23	The justice and correctness with which the law is enforced in the organization	.686
.589	17	The 'psychological feel' or climate that dominates in your organization.	.645
.454	16	The flexibility and freedom of action you experience in your job.	.702
Factor II: Managerial Structure of the Educational System (7.33), α = .813			
Loading	Item No.	Source of Job Satisfaction	
.798	26	Ministry of Education policies regarding educational goals, methods, and content.	.409
.740	27	Ministry of Education policies emphasizing grades and memorization.	.408
.720	25	Ministry of Education policies for choosing the best teacher.	.515
.693	28	From beginning expectation and presently experienced realities in the teaching profession.	.570
562	8	From the management style of supervisors.	.625
.500	37	From the Philosophy of Education that rules in your organization	.371
Factor III: Teacher Recognition, Promotion and Evaluation (5.92%), α = .744			
Loading	Item No.	Source of Job Satisfaction	
.846	35	From receiving recognition and becoming rewarded due to my efforts.	.238
.697	36	Opportunities and facilities for continuing education.	.407
.599	3	Way of evaluation,	.676
.449	9	From the way changes and innovations are implemented.	.615
Factor IV: Relationships: Teacher-Pupil-Colleague-Supervisor (5.65%), α = .730			
loading	Item No.	Source of Job Satisfaction	
.777	24	Opportunities to develop friendships with colleagues and students.	.413
.717	22	Specialization of school managers and supervisors.	.535
.591	21	Respect supervisors and colleagues have for you.	.587
Factor V: Extrinsic Aspects of the Job (4.84%), α = .723			
Loading	Item No.	Source of Job Satisfaction	
.800	7	Job security.	.500
.567	10	From the kind of work and duties I am supposed to do.	.530
.552	6	Promotion on the job.	.665
.501	5	From the motivation you derive from your work.	.407
.320	19	Work load.	.321
Factor VI: Career Achievement Within the Organization (4.76%), α = .713			
Loading	Item No.	Source of Job Satisfaction	
.802	11	From the personal achievement and promotion you feel the job offers you.	.546
.534	14	From the level of participation in decision making.	.680
Factor VII: Achievement, Salary and Working Conditions (4.16%), α = .723			

housing provided by a governmental organization rated lowest on JSS-B job satisfaction than teachers who rented and owned their housing facilities. One-way analyses of variance with JS Scale B also revealed significant sex, age, and qualification main effects results and length of teaching experience, approached significance. Female teachers expressed greater job satisfaction than male teachers (F(df 1,72) = 6.32, p = < .01), middle-aged (30-44 years) teachers expressed least job satisfaction and youngest (30 years and under) teachers, greatest satisfaction (F(df 2,72) = 4.39, p = < .0 1), more qualified teachers were more satisfied from their job than less qualified ones (F(df 1,72) = 4.12, p= <.04) and teachers with least teaching experience (4 years or less) were more satisfied than teachers in the other three categories (F(df 3,72) = 2.50, p = < .06). Teachers with 5 to 10 years of experience expressed the least satisfaction.

3-2- Job Satisfation

The mean of the responses to the two job satisfaction, scales are shown in Table 1 for the total sample and for each of the biographical subgroups. According to the job satisfaction scales A and B, 9.6% and 14.2% felt in the 'extreme satisfaction', and 27% and 37.2% of the respondents felt in the 'very satisfied' categories, respectively. The distribution of the 37 responses of scale A ranged from -1.044 to 1.436; standard deviations from .81 to 1.63, and for scale B skewness of scores ranged from -1.272 to 1.586; standard deviations from .76 to 1.41. For this sample Cronbach alpha coefficients of reliability were alpha = .905 and alpha .835 for the total scales A and B, respectively. Correlation between the two job satisfaction scales was positive with a very high and statistically significant correlation coefficient, r = 0.77, p < .001.

Each of the job satisfaction scales (JSS-A 37 items; JSS-B 30 items) was subject to a principal components analysis. For JSS-A the

female teachers expressed significantly greater perceived life stress than their male counterparts. In fact, the data on male teachers showed an opposite pattern, as age increased, life stress decreased.

Mann Whitney U statistics regarding the ITSI, yielded only one significant effect involving gender, Z = -2.209, p = < .02. Women reported higher levels of job stress than men. Results only approached significance in relation to marital status, married teachers reported higher levels of job stress than single ones.

Analyses to investigate the association between job satisfaction and the biographical characteristics of the teachers were identical to those for stress but with job satisfaction as the dependent variable.

Regarding JSS-A, a one-way analyses of variance yielded one significant main effect for teacher education level. Teachers' qualifications significantly differentiated teachers on job satisfaction, better qualified teachers expressed greater satisfaction than less qualified teachers (F(df 1,72) = 6.76, p = < .01). Also, significant Chi Square results were obtained for two other demographic variables. First, teachers who reported not holding a second job experienced less job satisfaction than those who did (Chi Square (2) = 6.75, p = < .03). There were very few teachers however who reported holding a second job. Second, teachers who reported they would not change their job if given an opportunity reported less job satisfaction than those who reported they would, Chi Square (2) = 13.52, p < .001. Finally, Mann Whitney U statistical results only approached significance regarding an item that requested teachers to give their opinion about whether their income covers their monthly expenses. Teachers who reported negatively obtained lower satisfaction scores than those who reported positively, Z = - 1. 80, p < .07.

Kruskal Wallis one-way anova analysis, regarding the JSS-B, yielded one significant result concerning housing conditions of teachers, Chi Square (73)=8.18, p= <.01. Teachers who lived in

The categories about which significant findings were obtained are shown in Table 1.

Table 1 Perceived General Life Stress, Occupational Stress, and Job Satisfaction: Means for the total sample and for the biographical sub-groups.

Biographical Sub-Groups	Perceived Life Stress N	Job Stress PSS	Job Satisfaction ITSI	Job Satisfaction (JSS-A)	(JSS-B)
Total	73	39.18	250.14	133.00	91.79
Sex					
Male	29	41.44	230.41**	126.00	90.97*
Female	44	37.13	235.77**	122.34	92.72*
Qualification					
Diploma & Under	60	38.48	236.58	122.60*	91.63*
Post Diploma & University Graduate	13	38.17	229.72	111.37*	92.83*
Age					
Under 30 years	19	43.31	245.42	136.92	98.89*
30-44 years	30	41.43	250.16	129.37	89.16*
45 years & over	24	42.72	253.83	134.44	94.92*
Marital Status					
Single	11	39.77	236.31*	134.32	88.09
Married	62	36.51	245.42*	132.77	92.45
Length of Teaching Experience					
1-13 years	34	40.23	227.31	128.34*	90.31
14-30 years	39	38.34	240.51	119.00*	93.40
Having Another Job?					
Yes	4	41.45	243.63	128.88*	84.25
No	66	42.98	248.44	133.79*	92.41
Salary					
1-12000 RLS	23	44.39**	252.56	137.02	89.22
13000-24000	47	41.73**	249.34	130.22	92.83
25000+	3	36.33**	247.00	145.67	95.33
Housing					
Own	35	32.66	242.33	133.26	92.29*
Organization Owned	5	37.80	244.67	121.90	78.80*
Rent	33	41.48	249.76	134.41	93.24*
Life Expenses overed					
Yes	6	26.42**	235.43	146.42a	92.33
No	67	37.95**	241.32	131.80a	91.75
Choose Teaching Again					
Yes	31	36.23	247.89	141.01**	91.77
No	42	42.34	250.04	127.07**	91.81

? Three subjects failed to give information.
a = approached significance; * p < .001; ** p <.001

Kruskal Wallis one-way anova analysis, Chi Square (73) = -2.67, P= < .02, regarding the PSS, yielded only one significant result with income of respondents. The lowest income group reported higher levels of perceived life stress, and the highest income group, lowest levels of perceived life stress. Also, one (sex X age) significant interaction effect, (F (df 72) = 2.30, p = < .03) was obtained. Older

2-2- Sample and Procedure

Ten schools from District Four of Tehran were randomly selected from the Iranian Ministry of Education Public School list, and from each one of these schools, 8 teachers were chosen, leaving a final sample of 80 full-time primary school teachers. The median age was 36 with 60% female and 40% with a seniority from 1-30 years of teaching, with a median of 13.5 years of experience.

Data was collected by a female researcher via questionnaire administered in the different schools to small groups of teachers. All questionnaires were to be filled anonymously. Seven questionnaires were excluded from the analysis because they were incomplete. The respondents were all full time teachers, and did not include school managers or supervisors. The biographical characteristics of the respondents are shown in Table 1.

3- Results

3-1- Stress Prevalence

The results of this study revealed that about one third (32.2%) of the elementary school teachers of this sample reported having experienced high levels of life stress, and about one half (45.8 %) of them reported high levels of occupational stress.

3-2- Association Between Stress and Job Satisfaction With Biographical Characteristics

To investigate whether the PSS, ITSI, JSS-A and JSS-B were associated with the biographical characteristics of the teachers, separate two-way factorial analyses of variance and non-parametric statistical analyses were performed for the scales as the dependent variables and demographic variables as the independent variables (i.e., age, educational qualification, and length of teaching experience, etc.).

carried out in the I.R. of Iran. The 57 work stress were measured on a six-point Likert-type rating scale for each item, ranging from '1– very definitely is NOT a source of pressure' to' 6 –very definitely IS a source pressure'. The development and validation of the ITSI has been reported elsewhere [25 & 26]. The fourth and fifth sections contained job satisfaction scales (37-item JS Scale-A and 30-item JS Scale B), measured correspondingly on a six-and five-point Likert scales for each item. JS Scale-A rating scale assessed the degree of job satisfaction from '1-being extremely dissatisfied' at one end of the scale to '6-extremely satisfied' at the other, for one scale. JS Scale Brating scale assessed degree of agreement from '1-very little' to '5-very much'. Jointly, the job satisfaction scales, assessed 20 facets of job satisfaction which fall in the following categories: organizational aspects, school management structure, operating efficiency, immediate boss, working relationships and relationships of growth and advancement, communications, training/ information, pay, benefits, working conditions, performance/development, overall work motivation, job security, identification with school policies, sense of efficacy, and perception of self. Items for these scales were collected from several standard job satisfaction scales [53, 54, 55, 56, 57], as well as from the work of Professor Kuklan [58] from the I.R. of Iran. The main difference between the two scales consisted in that the first scale (JSS-A) assessed how employees feel about their jobs regarding facets of job satisfaction that have been discovered in recent years while the second scale (JSS-B) is based on classic motivation theory [1, 2, 3, 4, 5, 6] and it has been extensively applied in industrial and organizational settings addressing motivational aspects related to the way employees act with respect to their jobs.

the present investigation makes possible to draw together various aspects of the work situation faced by workers in order to encourage greater awareness of what makes for job satisfaction/ dissatisfaction, and what factors are causally related to them.

2- Method

2 – 1- Questionnaire

The questionnaire consisted of five sections. In the first section, individual biographical information regarding age, sex, educational qualification, and length of teaching experience was requested. Additional information was also gathered on whether teachers held a second job, or did private teaching, about their intention to remain in the teaching profession, income, life expense/income balance, and housing. The format of this section consisted of multiple choice divisions. The second section evaluated non-specific chronic perceived life stress through Cohen, Kamarck & Mermelstein's [52] Perceived Stress Scale (PSS), as opposed to responses to specific, objective occupational stressful events. The PSS consisted of 14 items, measured on a five-point Likert-type rating cale or ach tem, assessing the degree of subjectively perceived stress from '0 - never' at one end of the scale, to '5-very often' at the other end. Important dimensions of the environment believed to contribute to the increase of undesirable and negative reactions in the individual , are measured by this scale, unpredictability and uncontrollability of life events, overload of work and other life responsibilities and ability to cope with life responsibilities. Test re-test reliability data are provided by Cohen, et al. [52]. Section three corresponded to the assessment of occupational stress via the Iranian Teachers' Stress Inventory (ITSI) and consisted of a list of 57 stress sources. These sources were selected so as to be representative of both the main sources of stress and sixteen factors underlying teacher stress as identified in studies

attempting to identify the sources of job satisfaction and dissatisfaction in primary school teacher's work and classify those sources into broad categories according to presently valid theoretical schemes. It was predicted, in line with facet satisfaction theory [6] that several facets of the teachers' job would be statistically identified and represent dimensions of job satisfaction.

The third step in model development consisted on attempting to determine the influence that general, nonspecific stress as well as specific occupational stress have on teachers' job satisfaction/ dissatisfaction. This objective was accomplished, first, by investigating the association between two types of life conditions, one chronic and general, that of perceived life stress and the other perhaps less porvasive and more specific, that of occupational stress, with attitudinal and behavioral measures of job satisfaction, which have been widely employed in industry and in educational settings [e.g., 48, 49, 50]. It was predicted that overall job satisfaction would be negatively associated with both general and specific measures of stress. Stress measures address to the context dimension of the model at several levels of analysis, the school setting, the societal practices and cultural climate of the organization. Another way to pursue the second object involved the assessment of the importance of relationships of various variables, by identifying the sources of stress that predicted job satisfaction/ dissatisfaction and determining which sources of life and jop stress are causally associated with job satisfaction/dissatisfaction. This objective was included because of the multidimensional nature of the concept of stress [39] and of job satisfaction [6,39] and due to repeated reports concerning the lack of significant relationship between general measures of job stress and job satisfaction addressed above.

Finally, considering the relationship of the above–mentioned aspects and, building upon the work of other researchers in this field,

In relation to variables found to predict primary school teachers' job satisfaction, extensive research has been performed abroad [e.g., 11, 33, 34, 39, 43, 46] and in the I. R. of Iran [e.g., 32, 35, 36, 37, 38, 40, 41, 42, 44,45, 47], in particular with respect to sources of stress in primary school teacher's work [24, 25, 26]. In addition, paradoxical findings have been published about teachers reporting simultaneously high levels of satisfaction and high levels of stress [48]. Kyriacou's research [64] is an instance of this paradox, whereby relatively high levels of overall job satisfaction were expressed by teachers in spite of high levels of stress reported by them. Numerous other researches can be cited as well reporting moderately low associations between job stress and overall job satisfaction [e.g., 48, 65, 66, 67].

Considering the above background, the present study was designed to develop a model of job satisfaction in an educational setting by considering the following steps in the process. The first step consisted in assessing the effect of *personal* (or demographic variables) as an important constituent component of a model of job satisfaction and allows investigation of the extent to which biographical factors (e.g., sex, years of education, age, and length of teaching experience) moderate the association between life and work stress and job satisfaction. Studies performed in the I. R. of Iran on teachers' job satisfaction have indicated that job satisfaction is not mediated by biographical factors like length of teaching experience [41] or sex [44], these findings stand in stark contrast to what has been up to now reported in foreign literature regarding for example length of teaching experience [34, 46, 50]. With respect to the effects of age and sex of teachers, some foreign studies have reported higher job satisfaction for female teachers [50, 51], while others have failed to indicate age and sex differences [14, 34, 35, 46].

Secondly, it was necessary to determine the degree of satisfaction a teacher draws from his/her work and the nature of such satisfaction by

this dimension, followed closely by incompetent technical supervision. Also involved are such items as working conditions, salary, and interpersonal relations with supervisors.

Aspects of a job itself or *intrinsic* aspects conform work *content,* while aspects involving environmental or *extrinsic* components refer to work *context* of a job. Herzberg labels the former '*motivator factors*' and the latter '*hygiene factors*' This theoretical postulation, has been instrumental with primary school teachers in the identification of stress sources (eustress and distress) that were related to job satisfaction/ dissatisfaction [30]. It was found that sources of stress relative to achievement [motivation] acted as satisfiers and predicted job satisfaction as measured by the Time-Importance Index (Maeran & Gambaro, [31] but did not predict job [8] dissatisfaction as measured by Vroom [4] and Locke's et al [8] self-appreciation and counter–appreciation indexes. However, stress sources concerning the relationship with authorities, salary and career, lack of teaching resources, organizational-structural deficiency and relative to work organization significantly and mashedly predicted dissatisfaction, if present [30].

In a complex reality like the one characterizing a teacher's work, it is assumed that job conditions connected with intrinsic factors as well as with extrinsic factors are assumed to be active at the same time [30]. An important empirical issue then is to determine if it is possible to distinguish between stress sources that, if active, cause a state of dissatisfaction and others tht, if active, cause a state of satisfaction. Moreover, defining the stressors coming to the individual from environment, as possible sources of dissatisfaction (distressors) and possible sources of satisfaction (eustressors) according to literature on stress [7, 8, 17, 18, 27, 28] , it is interesting to verify if this distinction, can be assimilated to the distinction between content and context factors.

and can lead to *distress*, also known as *strain*. Eustress is characterized by restorative effects from a physiological point of view and by adaptive ones from a psychological point of view; distress by degenerative effects and by discomfort. This distinction resembles the one between satisfaction and dissatisfaction [54,57]. Job satisfaction can be defined as an attitudinal variable that reflects how people feel about their jobs overall as well as various aspects of them. In simple terms, job satisfaction is concerned with the affective reaction of an individual to his or her work–the extent to which people like their jobs, job dissatisfaction is the extent to which they dislike them.

It has been widely assumed that satisfying and dissatisfying elements in jobs fall at opposite ends of the same continuum: that the absence of negatively valued characteristics in a job will lead to job satisfaction and that, similarly, the absence of positively valued characteristics will lead to dissatisfaction. Herzberg's dual theory of job satisfaction and motivation challenged this popular conception. Herzberg uses his analysis of satisfaction–dissatisfaction in order to get at motivation. He argues that the *presence* of 'satisfiers' tends to motivate people satisfiers toward greater effort and improved performance, whereas the *absence* of "dissatisfiers" has no effect upon motivation.

Although Herzberg's theory is presently considered by most researchers to be invalid, it was most influential in improving work condtions by addressing to the role of job content and job enrichment as a motivational strategy [1,21]. His 'satisfiers' are related to the nature of the work itself and to the rewards growing directly out of work performance. These are factors such as sense of achievement, recognition, interest in the work itself, and advancement. The 'dissatisfiers' are associated with the individual's relation to the environment in which s/he does her/his work. Company or organizational policies and ineffective administration rank higher in

reacts with various pathogenic mechanisms of cognitive, emotional, physical and behavioral origins.

Within this approach, a common practice is to look at the interaction of job and person factors in predicting job satisfaction. That is, person factors are used as *moderators* in the relation between job variables and job satisfaction. One personality characteristic of special importance which has been found to moderate the relationship between job characteristics and job satisfaction is **growth need strength** (GNS) [9]. This characteristic refers to a person's desire for the satisfaction of higher order needs, such as achievement. Another person factor which is strongly related to job satisfaction and is a very popular attitudinal variable in the work domain is organizational commitment. Commitment, or attachment of the individual to the organization, is conceptualized as a construct with three components: *affective commitment*-or the wishes of the employee to remain with the organization because of an emotional attachment, *continuance commitment*–when the employee, must remain with the organization because he or she needs the benefits and salary or cannot find another job, and *normative commitment*–or the attachment of the individual to the organization due to the employee's values [9]. Interestingly, individuals who believe they must keep their jobs tend to perform more poorly than individuals who believe they are free to quit [9].

Implicit in a transactional [28] conceptualization of stress is the idea that stress is neither in the person nor in the environment but in the relationship between the two. Seyle [29] emphasized that stress reactions are not automatically bad and that they cannot be avoided because being alive is synonymous with responding to stress. In fact, a certain level of stress is necessary for motivation, growth, development and adaptation, it can be a challenge and variety–it can be the spice of life, and has been referred to as *eustress* [29]. However, unwanted, unmanageable stressor situations are damaging

To the present day, the only hypothesis supported by research has been the first one [18].

The third theoretical approach is the transactional model of stress which endeavors to explore the essential nature of stressor-response outcome relationships and to encapsulate an understanding of the dynamic stress process itself not merely the statistical relationship between variables. This model incorporates both, the response-based and the stimulus-based models [18]. Stress according to this approach is a special transaction between a particular kind of system (a person or a social unit) and a particular kind of environment [27]. Within this transactional framework, the understanding of the consequences or manifestations of stress requires the consideration of five conceptual constructs: 1) the individual's processes of *cognitive appraisal,* 2) the individual's *experience,* interpersonal influences and situational factors, 3) the individual's perceived *pressure* or *demand,* which is the result of actual demand, perceived demand, actual ability and perceived ability, 4) the individual's *state of stress,* which results from an imbalance between perceived demands and perceived abilities to meet that demand, and 5) the individual's *coping* behavior and the consequences of such coping. Clearly then within this framework, situations are not inherently stressful, but are potentially stressful, and depend on three main domains: sources of stress, mediators of stress and the manifestations of stress.

The transactional model provides a basis for the *'person-environment fit'* approach which has been widely applied to the understanding of occupational stress and job satisfaction. Stress and job dissatisfaction within this approach are defined as *'misfits'* of environmental opportunities and demands and the individuals' needs, abilities and expectations [28]. When the fit is bad, when needs are not being met, or when abilities are over-or undertaxed, the organism

Nevertheless, although the stimulus model has limitations, it has been useful in identifying common stressor themes or patterns that might affect the majority of the workforce. Teacher's stress research within this theoretical framework has aimed at identifying main sources of stress in the teaching profession, among which the works of Cichon & Koff [19], Farber [20], Fimian [2 11, Kremer & Hofman [221, Kyriacou & Sutcliffe [12], and Pratt [23], are most representative. An important contribution of this approach has been the identification of environmental and personal antecedents of job satisfaction. Important environmental antecedents with respect to job satisfaction include the content and nature of job task themselves, job *scope* (or the complexity and challenge of the job), role variables (role ambiguity, role conflict), work-family conflict and pay [18]. Gender, age and personality have also been disclosed among the important personal antecedents of job satisfaction [18].

Researches performed in the Islamic Republic of Iran for identifying the prevalence, sources and consequences of Iranian teachers job stressors are represented mainly by the works of Rezai [241, and Aguilar-Vafaie [25, 26].

An important issue within this approach is the contribution of job satisfaction to overall life satisfaction-how a person is satisfied with his or her life. The hypothesis put forth about how job and life satisfaction are related, have led to contradictory predictions about the correlation between job satisfaction and life satisfaction. According to one hypothesis, there should be a positive correlation in that, satisfaction at work will affect satisfaction in other areas of life. A second hypothesis predicts a negative correlation in that, dissatisfaction in one area of life will be compensated for in another, as in the case of a person with a dissatisfying home life might seek satisfaction at work. And a third hypothesis predicts no correlation because people keep satisfaction with different areas of life separated.

teacher constitute a threat to his/her self-esteem or well-being and by coping mechanisms activated to reduce the perceived threat. Researches inspired by this theoretical perspective have aimed not so much at discovering the nature of stress itself but the psychological, physiological and behavioral response correlates of teachers' stress, like psychosomatic symptoms, lower occupational self-esteem, lower general well-being, mental and physical illness, exhaustion, the profession frustration, job dissatisfaction, absenteeism and intention to leave the profession [12,13,14,15], and 'burnout' [15,16]. Kyriacou & Sutcliffe [11] define the construct of 'teacher stress'. as a syndrome of negative affects and response correlates of teacher stress which may be psychological (*i.e,* job dissatisfaction), emotional (*i.e,* angered), physical (*i.e,* exhaustion) and behavioral (*i.e,* 'absenteeism and intention to leave the profession) in response to certain working conditions. In this model, job satisfaction is a response to objective conditions or situations in the work environment. For limitations of this model due to oversimplicity reader is referred to reviews of the literature [17, 18].

The second theoretical approach in the study of teacher's stress is the stimulus-based model [17]. This model links health and disease to certain conditions in the external environment, and identification of potential sources of stress is the central theme of the stimulus-based model of stress. According to Sutherland and Cooper [18], the rationale of this approach is that some external force impinges on the organism in a disruptive way. A major weakness of the stimulus approach lies in the exclusive emphasis on objective measures of environmental conditions without considering individual differences, such as variability in tolerance levels and expectations, which can account for the fact that two individuals exposed to exactly the same situation might react in completely different ways.

of teachers, and the fact that these same factors have been found in the present study to be predictive of job dissatisfaction and of decreases in job satisfaction, it is concluded that contextual dimensions of the teaching profession as well as personal needs and values of teachers addressed in this research ought to be a priority topic for future research.

Keywords: Primary School, School Teachers, Job Satisfaction, Occupational Stress, Life stress, Model Development.

Introduction

The classic researches on job satisfaction and those on occupational stress have followed up two different courses. Works by Herzberg [1,2], Maslow [3], Vroom [4], Adams [5] Lawler [6], Argyris [7] and more recently by Locke and Latham [8], are significant as regards job satisfaction, while a recent collection of studies edited by Sauter and Murphy [9] deals with job stress. Although job satisfaction has long been an area of interest in industrial situations [8], in education it has rarely been a prime focus of attention. However, there have been some developments in this country and abroad which would suggest that there is a growing body of literature on the topic [10].

Three main theoretical approaches to the study of teachers' stress and job satisfaction are of theoretical and methodological importance. The first is the response-based model [11]. Stress research has traditionally focused on skills, and aspects of the individual coping with stressful situations. Thus, the response-based model views stress as a dependent variable (i.e., the main conceptual domain is the manifestation of stress in the form of dysfunctional personal coping responses to stress). The response model considers teacher stress as a response syndrome of negative affects (such as anger and depression) usually accompanied by potentially pathogenic physiological changes (such as increased heart rate) resulting from aspects of the teachers' job and mediated by the perception that the demands made upon the

Job Satisfaction and The School Teachers: The Creation of a Job Satisfaction Model in Educational and Organizational Settings

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Abstract

The classic researches on job satisfaction and those on occupational stress have traditionally followed-up two different courses. Although job satisfaction has long been an area of interest in industrial situations, it has rarely been a prime focus of attention in education. However there have been some developments in this country and abroad which would suggest that there is a growing body of literature on the topics. For development of the model the main findings for consideration included: First, age, sex, qualification and length of teaching experience were 'important demographic factors in relation to life and job stress and job satisfaction. Second, teachers reported higher levels of satisfaction on intrinsic aspects of the profession, and dissatisfaction on extrinsic factors. Third, content analysis of job satisfaction pinpoint to *self-efficacy, self-representation,* and *evaluation of relationships,* among other constructs to be of importance in job satisfaction. Fourth, significant correlations were found between job stress and perceived life stress with job satisfaction. Fifth, the most important predictors of job satisfaction involved life conditions as well as several work related personal variables. Also, job situations predictive of decreases in job satisfaction were not the same as those predictive of job dissatisfaction. Finally, occupational stress and general, non-specific life stress, were found to be predictors of job dissatisfaction but, only life stress and not work stress caused decreases in job satisfaction. The present findings support the central role of teachers' personal needs and values and of contextual factors most saliently represented in organizational and societal aspects as well as the constructs of sense of efficacy, self-perception, and relationships. Considering recent evidence linking mental distress with organizational and managerial structure (contextual aspects of the job) and with personal needs and v alues