

## Analysis and comparison of influential factors on job and marital satisfaction among teachers and public, exceptional and gifted schools

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**Abstract:** The current research aimed at analyzing and comparing the influential factors in job and marital satisfaction among teachers of public, exceptional and gifted schools in Karaj city. In this research, married male and female teachers of public, exceptional, and gifted schools were studied in which their total number was 213 individuals, 80 people for public schools, 80 people for exceptional schools and 50 people for gifted schools. To analyze job and marital satisfaction JDI and ANRIJ questionnaires were used respectively. Data analysis showed that there is not any significant difference among these groups of teachers in the respect of job satisfaction. But there is a significant difference among three groups of teachers in the respect of marital satisfaction. Also there was higher rate of marital satisfaction among gifted school teachers. In addition it was founded that there is a direct relationship between job and marital satisfaction.

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**Keywords:** job satisfaction, marital satisfaction, exceptional schools, public schools, gifted schools.

### Introduction

In the process of training, education is considered as the most important factor in quality and content development. Therefore investment is the responsibility of manpower. In this regard teacher is the most important factor among manpower employed in the education system, especially teachers in quality and quantity dimensions, facilitating educational environments, fundamental planning to reduce teacher problems and also providing situations to increase teachers job satisfaction are the most essential issues in which must be considered both in regular employed teachers of education system and in employed teachers of exceptional education. Maintaining teachers require suitable conditions in which leads to fruitful performance of teachers (Bazargan, 1994).

Job and marital satisfaction are prominent issues that influence on quality of individual works by increasing or decreasing their Job efficiency, therefore it should be taken into consideration permanently by various employers including educational system. According to Hoppack (1935) job satisfaction is a kind of mentally and environmentally physiological balance in the workplace that leads to increasing individual and system efficiency and, on the other hand job dissatisfaction result in problems to both individual and working system. Job dissatisfaction is an important syndrome of burnout in individuals that leads to physical and emotional exhaustion and consequently results in negative self-concept in the

person, negative attitude toward job and lack of communication sensitivity with referees while being at work (Massluc, 1976). There are various factors potential to impact on individual's job satisfaction scores, for instance Greenreese (1990) in this regard performed a research on 2990 teachers of physical education working in 85 municipal schools of North Florida, South Virginia. This study shows that the age of teachers is not significant in job satisfaction and job pressure. Job satisfaction is a complex concept having various dimensions and direct relationships with physical, mental and social dimensions. There is not only one factor leading to job satisfaction but various factors causes job satisfaction in a specific moment by employed person. In addition to the influence of job satisfaction in physical and mental health of employees, it leads to general life satisfaction and greater productivity. Beside job satisfaction another issue that has been taken into consideration in this research is marital satisfaction among teachers of public, exceptional and gifted schools. Studies show that marital satisfaction influence on physical and mental health (Hawkinz, 1968; Kalich & Mahler, 1993; shwartzter & Lepin, 1989; quoted in Mahdavian). Also the result of studies by Olson et al., (1989) reveals that marital satisfaction of individuals is 70% and 67% correlated with family life satisfaction and general life satisfaction, respectively.

The purpose of this research is to analyse and compare job and marital satisfaction among public,

exceptional and gifted schools, and also to identify the influential factors in job and marital satisfaction.

#### **Significance of the study**

Teaching is more important than any other occupations, because teachers train individuals who would be the wealth of the country. The importance of this issue regarding teachers of public and gifted students is so clear that leaves no discussion any more. But teachers of mentally retarded students need to be considered more than others for the specific nature of children whom they are teaching, their educational problems, specific educational environments of these children, and social expectations toward them and so on. Therefore, they need more support in the respect of employment situations, mental health and job satisfaction. In addition to problems in which other teachers involved in, teachers of mentally retarded students encounter multiple problems in their professional occupation such as student's physical problems, low efficiency, and disappointment in achievement of these students and so on (Afroz, 2000).

In addition, behavioral and disciplinary problems of retarded students, lack of educational development or slow educational development of students, teacher's economical pressures, lack of support by parents of retarded students, decreasing the respectability of teachers of exceptional students in the society and so on are factors that increase the intensity of this issue. By numerous problems in which teachers of retarded students encounter, it seems that the rate of job satisfaction is low among them and therefore there would be symptoms of burnout among them, such as physical complaints, loss of sympathy, disappointment and pessimism. Generally, one important consequence of job and marital satisfaction is supporting mental vitality in teachers. Mental vitality leads to supporting mental energy in people and this energy itself leads to creating and supporting two essential factors of education, namely efficiency and creativity among teachers. Paying attention to the nature and continuity of this cycle reveals that the main factor of mental vitality in teachers that leads to mental energy among them and consequently support efficiency and creativity is the job and marital satisfaction. Therefore wide and effective impact of job and marital satisfaction in teachers should be considered more than ever by education administrators.

#### **Purpose of the study:**

This study has three purposes:

- A. Analysis and comparison of job satisfaction among teachers of public, exceptional and gifted schools.

- B. Analysis and comparison of marital satisfaction among teachers of public, exceptional and gifted schools.
- C. Analyzing the relationship between variables such as gender, age and level of education with job and marital satisfaction.

#### **Research questions:**

1. Is there any difference between the rate of job satisfaction among teachers of public, exceptional and gifted schools?
2. Is there any difference between the rate of marital satisfaction among teachers of public, exceptional and gifted schools?
3. Is there any relationship between variables such as gender, age, education level with job and marital satisfaction?

#### **Review of the related literature**

Sutton and Huberty (1984) studied stress and job satisfaction in 10 teachers of exceptional schools and 10 teachers of public schools. The results show that there is no difference between two groups in the respect of source of stress or quality of dealing with stress. In this research there was a reverse relationship between job satisfaction and level of stress (Sutton & Huberty, 1984). Price and Clovis (1995) in a study found that there is a significant relationship between job and family stress among teachers.

Kinnunen and Mauro (1998) in a study on couples found that occupational stressors influence on family satisfaction and physical and mental health of both men and women because of job exhaustion (Kinnunen & Mauro, 1999). Eaton and Anthony (1990) in an analytical study analyzed 104 jobs in the respect of scale of depression outbreak. The result shows that in this respect there is a considerable difference between understudied jobs and the rate of depression outbreak has been over 10% in 5 jobs. In statistical analysis based on social factors three jobs show the highest rate of depression that are judges, teachers and mental consultants. Pastor and O'landson (1982) analyzed the relationship between hierarchy of needs and teacher's job satisfaction. This study tried to estimate the relationship between high level needs (such as independence and variety) and low level needs (such as salary and other health factors). The results show that the needs of understudied teachers are mostly high level needs and there is a significant relationship between job satisfaction and their needs. Conly and others (1993, quoted in Ardebili, 1995) reported that the experienced teachers cooperation in new occupational design causes increasing job satisfaction and it is less effective on novice teachers and also increasing salary is effective on job satisfaction in both groups.

Another research entitled as “analyzing the rate and effective factors on job satisfaction among teachers of exceptional schools in Mashhad” (1995) specified that the rate of job satisfaction in women is higher than men and this difference was significant statistically. The difference between women and men was mostly in factors such as managing performance, appreciating their works and cooperation in decision making. Also there was no difference between men and women in other factors such as educational degree, service duration, types of schools and so on. It was specified that economical factors are more influential on men job satisfaction than women.

Rostami(1995) in a research entitled as “analyzing the relationship between job satisfaction and education level and service duration among employees of telecommunication in the west of the country” represent the results of the study as follow:

1. There is a reverse relationship between job satisfaction and the level of education that is the result of lack of occupational factors (variety, task authenticity, task importance, and occupational independency), organizational expectations, development and cooperation in decision making.
2. There is a direct relationship between job satisfaction and service duration; it is the result

#### Data analysis

Table 1. Statistical indexes of peers subscales in the current job

schools Statistical indexes	Public schools	Gifted schools	Exceptional schools	Total number of schools
average	42/2	36/2	36	38/5
mode	50	36	50	50
mean	43	36	36	39
SD	6/4	6/8	7/6	7/5
Variance	41	46	58/7	57/2

Table 2. Frequency distribution of rate of satisfaction variable of subscales of promotion opportunities in the current job among understudied teachers

Relative frequency	Total frequency	Rate of satisfaction
5/6	12	Very low
28/6	61	low
43/2	92	average
19/7	42	high
2/8	6	Very high
100	213	sum

Based on table 2 we can say: 5.6 percent of understudied teachers have a very low satisfaction in the respect of promotion opportunities in their current job. It means that they believe there is less possibility of promotion and promotions are not regular and less

of better compatibility of older employees with their job situation because of having more experience.

White and Rogers (2000) in their analysis found that economical problems are predictive factors in the quality of marital relationships. The results have shown that economical pressure increases aggressive behavior in men and depression in women. Also there is high relationship between job insecurity of husbands and marital conflicts and thoughts of divorce.

#### ENRICH marital satisfaction questionnaire:

To analyze the rate of marital satisfaction ENRICH questionnaire is selected. This questionnaire is used as a credible research tool in various researches to measure marital satisfaction. Elson used this questionnaire to analyze marital satisfaction and believes that this scale is related to changes that occur during the life and also it is sensitive to changes in the family. Each subject of this questionnaire is related to an important area. Evaluating these areas in a marital relationship can explain the potential problems of couples or can determine the way enforcing and strengthening them. Also this tool can be used as a determining element for couples who are looking for marital consultation to strengthen their marital relationship.

depends on individual abilities, and therefore there is lower level of justice. 28.6 percent had low satisfaction, 43.2 percent had average satisfaction, 19.7 were highly satisfied and 2.8 percent had very high satisfaction.

Table 3. Frequency distribution variable for marital satisfaction based of three groups of teachers

Teachers job satisfaction	Very low		low		average		high		Very high		sum	
	No	%	No	%	No	%	No	%	No	%	No	%
Public schools	0	0	13	5/2	7	2/5	52	18/2	8	13/3	80	39/2
Gifted schools	0	0	6	2/4	3	10/7	34	15/2	10	14/7	53	43
Exceptional schools	0	0	6	12/3	18	14/3	50	16/8	6	12/5	80	55/9
sum	number	0	25		28		136		24		213	
	%	0	19/9		27/5		50/2		40/5			

**ANOVA**

add marital satisfaction

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5319.242	2	2659.621	4.485	.012
Within Groups	124535.8	210	593.028		
Total	129855.1	212			

As the rate of F with degree of freedom 2 and 210 are equal to P=4.485 and 0.012 respectively and are lower than 0.05. The null hypothesis “there is no difference between groups” is rejected and the hypothesis of researcher is verified. Therefore, by 95% confident we can say that there is a significant

relationship between three groups of understudied teachers in the respect of rate of marital satisfaction. As F-test is significant, some tests are used to compare mutual (two by two) mean differences:

**Multiple Comparisons**

Dependent Variable: add marital satisfaction

	(I) vazieat	(J) vazieat	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	adi	saramad	-9.35519	4.31301	.079	-19.5358	.8255
		estesnaie	3.38750	3.85041	.654	-5.7012	12.4762
	saramad	adi	9.35519	4.31301	.079	-.8255	19.5358
		estesnaie	12.74269*	4.31301	.010	2.5620	22.9233
	estesnaie	adi	-3.38750	3.85041	.654	-12.4762	5.7012
		saramad	-12.74269*	4.31301	.010	-22.9233	-2.5620
Dunnett t (2-sided) <sup>a</sup>	adi	estesnaie	3.38750	3.85041	.590	-5.2096	11.9846
	saramad	estesnaie	12.74269*	4.31301	.007	3.1127	22.3727

\*. The mean difference is significant at the .05 level.

a. Dunnett t-tests treat one group as a control, and compare all other groups against it.

There is a significant relationship in the respect of marital satisfaction. It means that based on calculated mean difference (12.7) that is statistically

significant (P= .010) we can say that gifted school teachers have higher marital satisfaction than teachers of exceptional schools.

Table 4. Frequency distribution of job satisfaction variable based on job duration

ageJob satisfaction	5-10		10-15		15-20		20-25		25-30		sum	
	No	%	No	%	No	%	No	%	No	%	No	%
Very low	4	4/7	2	3/8	0	0	1	6/7	0	0	7	15/2
low	18	12/2	1	1/9	11	24/4	0	0	2	12/5	32	51
Average	5	5/9	7	13/5	11	24/4	1	6/7	0	0	24	50/5
high	55	14/7	42	8/1	23	5/1	10	16/7	14	17/5	144	62/1
Very high	3	3/5	0	0	0	0	3	12/8	0	0	6	16/3
sum	Number	85		52		45		15		16		213
	%	41		27/3		53/9		24/9		30		

**Pearson correlation table**

**Correlations**

		add job satisfaction	sabege
add job satisfication	Pearson Correlation	1	.039
	Sig. (2-tailed)		.576
	N	213	213
sabege	Pearson Correlation	.039	1
	Sig. (2-tailed)	.576	
	N	213	213

As calculated Pearson is significant at error level of 0.576, by 95 % confident we can say that

there is no significant relationship between job duration and job satisfaction.

Table 5. Frequency distribution of job satisfaction based on marital satisfaction

sum		Very high		high		average		low		Marital satisfaction Job satisfaction	
%	No	%	No	%	No	%	No	%	No		
27	7	8/3	2	0	0	10/7	3	8	2	Very low	
74/4	32	0	0	14/7	20	25	7	20	5	low	
20/5	24	0	0	16/9	23	3/6	1	0	0	avarage	
49/3	144	19/2	19	16/2	90	6/7	17	7/2	18	high	
14/7	6	12/5	3	2/2	3	0	0	0	0	Very high	
213		24		136		28		25		Number	Sum
		40		50		46		35/2		%	

Pearson correlation table

**Correlations**

		add job satisfaction	add marital satisfaction
add job satisfication	Pearson Correlation	1	.240**
	Sig. (2-tailed)		.000
	N	213	213
add marital satisfaction	Pearson Correlation	.240**	1
	Sig. (2-tailed)	.000	
	N	213	213

\*\* . Correlation is significant at the 0.01 level (2-tailed).

As calculated Pearson correlation is significant at the 0.000 level, by 99 % confident we can say that there is a direct relationship between job and marital satisfaction. It means that by increasing marital satisfaction, job satisfaction increases and vise versa.

Respecting inferential statistics and to analyze data based on the level of evaluating variables first the consensus table is used, then ANOVA, MANOVA, Pearson Correlation and T-Student are used and finally Multivariable Regression analytical tools are used.

Based on Dunnett c statistic and Binferoni method this study states that:

There is no significant difference in the respect of rate of supervisor satisfaction and current occupational promotion chances among three groups of teachers in public, exceptional and gifted schools. There is a significant difference between teachers of public and gifted schools in the respect of peer satisfaction. It means that based on 6.06 percent mean differences that is significant in the respect of Dunnett c statistic by coverage of 0.000 we can say teachers of public schools are more satisfied with their peers. Also 6.03 percent calculated difference of

mean show that teachers of public schools are more satisfied with their peers. There is a significant difference between teachers of public and gifted schools respecting job situation satisfaction. It means that based on -6.5 mean difference that in the respect of Dunnett c statistic is significant in the level of error 0.000, this study show that teachers of public schools have less job environment satisfaction than teachers of gifted schools. Also, mean difference of -3.3 between teachers of public and exceptional schools show that teachers of public schools have less job environment satisfaction than teachers of exceptional schools.

**Q1. Is there any significant difference among teachers of public, exceptional and gifted schools in the respect of job satisfaction?**

As the rate of F with degrees of freedom 2 and 210 is equal to  $p=0.465$  and  $0.796$  respectively and p is greater than 0.05, null hypothesis indicating "there is no difference between groups" is verified. Therefore by 95 % confident we can say there is no significant relationship between three groups of understudied teachers in the respect of job satisfaction.

**Q2. Is there any significant difference among teachers of public, exceptional and gifted schools in the respect of marital satisfaction?**

As the rate of F with degrees of freedom 2 and 210 is equal to  $p=0.012$  and  $4.485$  respectively and p is smaller than 0.05, and null hypothesis indicating "there is no difference between groups" is rejected. Therefore by 95 % confident we can say there is significant difference between three groups of understudied teachers in the respect of marital satisfaction.

**Q3. Is there any significant difference among teachers of public, exceptional and gifted schools in the respect of subscale dependence variables of marital satisfaction?**

There is a significant difference between teachers of exceptional and gifted schools in the respect of job environmental satisfaction. It means that based on mean difference between two groups that in the respect of Dunnett c are significant in the level of error (0.013) teachers of gifted schools have greater job situational satisfaction than teachers of exceptional schools.

**Q4. Is there any relationship between gender and job satisfaction?**

As the calculated T (2.704) is significant in the level of error 0.007 by 95% confident we can say there is a significant difference between understudied men and women in the respect of job satisfaction.

**Q5. Is there any relationship between age and job satisfaction?**

Since the Pearson correlation is significant at 0.909, by 95% confident we can say there is no relationship between age and job satisfaction.

**Q6. Is there any relationship between level of education and job satisfaction?**

Since the calculated T(-1.287) is significant at 0.199, by 95% confident we can say there is no significant difference among understudied teachers in the respect of job satisfaction.

**Q7. Is there any relationship between job duration and job satisfaction?**

Since the calculated Pearson rate is significant at error level 0.576, by 95% confident we can say there is no relationship between job duration and job satisfaction.

**Q8. Is there any relationship between number of children and job satisfaction?**

Since the Pearson correlation is significant at error level of 0.831, by 95% confident we can say there is no relationship between number of children and job satisfaction.

**Q9. Is there any relationship between job and marital satisfaction?**

Since the Pearson correlation is significant at 0.000, by 99% confident we can say there is a direct relationship between marital and job satisfaction. It means that by increasing marital satisfaction, job satisfaction increases and vice versa.

**Result and discussion**

3.3 % of studied teachers had very low job satisfaction. 15% had low job satisfaction, 11.3% average job satisfaction, 67.6 % high job satisfaction and finally 2.8 percent had very high job satisfaction of their current occupation.

11.7% of studied teachers had low marital satisfaction while 13 % had average marital satisfaction, 63.8 % had high marital satisfaction and 11.3 percent had very high marital satisfaction 3.3 % of studied teachers had very low job satisfaction of their current job. It means that they found it less satisfactory, good, enjoyable, and attractive and challenging that had no wide activity domain and also is repetitive and is not endeavor provocative. 5.6% had such a satisfaction in the low level, 24.9% average, 50% high, and finally 19% had very high job satisfaction in their current job. 8% of studied teachers had very low satisfaction of their supervisor, so that they consider him/her less friendly, trustable, faithful, powerful and happy and they believe that their supervisor became angry very soon, is not qualified, and also is very strict person. 4.7% , 32.9%, 38% and 16.4% had low, average, high and very high satisfactory toward their supervisor respectively. 8% of studied teachers had low satisfaction of their peers. So that they feel their peers

are less intimate with them and feel less responsibility toward them, are not lovely and helpful. 19.7% are average satisfied, 41.8% are highly satisfied and finally 30.5% had very high sense of peer satisfaction.

5.6% of studied teachers had very low satisfaction of promotion opportunities of their current job. It means that they believe they have less promotion possibilities and promotions are not regular and less depends on individual's abilities and in this respect there is less justice. Also 28.6%, 43.2%, 19.7%, and 2.8% had low, average, high and very high satisfaction respectively toward promotion opportunities in their current job. 48.5% of studied teachers had very low satisfaction of payments in their current job so that they believe that these payments are not enough to spend and is not their right, and also payment policies are not stable and fair. Also 26.2%, 12.2%, 11.3% and 2% had low, average, high and very high satisfaction respectively in the case of payments. By comparing percentage of other subscales it is specified that this subscale has the most dissatisfaction among teachers.

8% of studied teachers had very low satisfaction toward job environment situation, so that they believe job environment, ventilation, office equipment, light, number and hours of daily work is not very suitable. Also 25%, 23%, 30.5% and 13.5% had low, average, high and very high satisfaction respectively toward job environment situation.

#### Practical suggestions

1. Appointing fundamental suggestions for educational authorities: to eliminate teacher's economical problems.
2. Strong practical support of Administration and Ministry of Education to reduce or obviating occupational problems that result in job stress.
3. Authorities endeavor to increase the social importance of teaching occupation (especially teachers of exceptional students) as a special and independent career.
4. Creating a positive and suitable atmosphere among teachers in order to invoke a necessary delight and motivation to do their responsibilities appropriately.
5. Providing wide, flexible and intimate relationships among teachers, and also teachers and principals in order to every teacher express his/her idea, suggestion and criticism.
6. Identifying weaknesses, discomforts, disappointments and teachers dissatisfaction before intensifying and leading to continual stress and job dissatisfaction.

7. Improving physical conditions of classes and allocating more educational facilities to schools especially exceptional schools.
8. Using such researches to better identify the influential factors in job and marital satisfaction with the purpose of applications to increase job and family satisfaction and consequently increasing efficiency.
9. As some researches show one of the reasons behind teachers dissatisfaction in one hand is teacher's attitude of their job's standards, worthlessness senses, and insufficiency and on the other hands, there is little chance to renew educational resources and new materials, therefore holding renewal classes during servicing in suitable conditions and announcing them of new educational techniques and methods lead to mental refreshing and job satisfaction among teachers.
10. As most of the teachers influenced by their student's failures and achievements, therefore in exceptional schools especially school of retarded students this factor lead to teachers disappointment toward their jobs. By the way it is required to use teachers with high and rich internal motivation and those who are familiar with education and output level of these children. Also educational classes of motivation and preserving it for teachers who deal with this job could be highly effective and suitable.
11. Last but not the least reason behind teachers dissatisfaction toward their job is the fact that they play little role in schools and decision making, and schools administrators resist against occupational problems and take more responsibility and satisfaction applying their decisions. Therefore it seems that consulting teachers in specifying purposes and using them for future educational plans would play an important role in their attitude toward their jobs.

#### Resources

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