

THE EFFECT OF LIFE QUALITY ON JOB SATISFACTION AMONG ELEMENTARY SCHOOL TEACHERS IN ROSHTKHAR, IRAN

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Abstracts: The aim of this study was to evaluate quality of life and job satisfaction of teachers in primary schools in Roshtkhar city. The study was a survey and the objective. The population of the city Roshtkhar all primary school teachers are. The total number of primary school teachers and 670 students, who according to Morgan krejcie sample size of 240 individuals were selected. The quality of work life and job satisfaction questionnaire tool Walton Smith is. In this study, the data analysis software is used Spss20 And in the final stage of data using descriptive statistics and independent samples T-test, ANOVA and Pearson correlation analysis was performed and the following results were obtained: Teacher quality career average level of job satisfaction was also high, It is also a component of fair and adequate pay, workplace safety and health, the overall atmosphere of life and the development of human capabilities, there were no significant differences by sex teacher Components and the fair and adequate pay, overall living space and the development of human capabilities in terms of work experience differed And also in terms of the components of fair pay and adequate education, constitutionalism in the organization of social ties and social cohesion and solidarity of the working life have been different And serve as only two elements in place to provide security and continued opportunities for growth and development of human capabilities differences had Also, the components of quality of life and job satisfaction, there was a significant relationship.

Keywords: job satisfaction, quality of work life, to teachers.

INTRODUCTION

Nowadays, public education has been recognized as a component of sustainable development, on which every nation in the world dedicates a great portion of its domestic income for the purpose of expansion, improvement and efficiency. In fact, education constitutes the foundation of any human community aimed mainly at training children, adolescents by teachers and administrators (Rahmanpour, 2013).

Any individual feels satisfied with their occupation, originated from several factors including work conditions, job organizational system, governing relations on work environment and influential cultural factors. Therefore, it can be stated that job satisfaction involves a psychological feeling influenced by social factors as well (Shafiabadi, 2007).

Undoubtedly, assessment of how employees are gratified and evaluation of strengths and weaknesses contributing to reduced or boosted employee gratification would help organizations provide better services, more desirable products and ultimately enhance productivity (Hosseinzadeh and Saemian, p. 59).

Espektor defines job satisfaction as an attitude of how people express their feelings about their occupations in general or specifically from different aspects. Simply put, satisfaction is an indicator pointing to how people are interested in their job (Naromi and Zargar, 2008).

Life quality is a set of real work conditions in an organization such as remunerations and benefits, recreational facilities, health and safety considerations, participation in decision-making, management procedure, and wide variety of occupations (Biodovin and Haslz, 2003). According to Coleman (1984), life quality is an outcome of assessment made by any individual regarding wishes, expectations and demands as compared to what is observed in reality. Mirsepasi (2002) deems life quality as a mental image, perception and impression made by organizational employees concerning the physical and psychological desirability of the work environment.

The study done by Jones and Sloans (2009) showed that there is a negative relationship between education and job satisfaction.

In their study, Villa et al. (2005) showed that there is a positive relationship between education and job satisfaction.

In another study, Shahbazi et al. (2009) concluded that life quality of educational group heads were significantly and favorably higher than average level.

In a survey carried out by Moeidfar (2009), it was found out that only 24% of teachers are satisfied with their jobs.

Results obtained by Khaghani-zadeh et al (2008) suggested that life quality of nurses was average and they were dissatisfied with their salaries and the work-life balance.

In a research project Shahabi (2001) examined the job satisfaction of male and female physical education teachers in Khuzestan province, concluding that job satisfaction of teachers was 52.2%.

MATERIALS AND METHODS

The statistical population in this study consisted of all the elementary school teachers in Rashtkhvar (670 individuals) who were serving during 2013-2014 academic year. In this study, simple target-based random sampling was employed. In this procedure, a total of 240 elementary school teachers were selected through Krejcie and Morgan’s sample size determination table. In terms of methodology, the study was causal-comparative survey.

Library archive, the internet and field studies were employed so as to gather information from books, theses, indices, and relevant articles.

A) Occupational life quality questionnaire:

This questionnaire was constructed based on Walton’s criteria (1973) employed by many researchers, containing 32 categorized items assessing occupation life quality using a Likert scale. The reliability of the questionnaire was measured through Cronbach’s

alpha coefficient at 0.93 (Mirkamali et al. 2008). In this study, the Cronbach’s alpha coefficient was 0.88

B) Job satisfaction questionnaire

In order to assess job satisfaction, the Job Description Index (JDI) from Smith, Kendall and Hallen (1969) was employed. In this questionnaire, there are 6 factors related to job satisfaction each followed by phrases “Yes”, “No” and “No idea.” To be responded. For achieving higher accuracy, the likert scale (never, rarely, sometimes, often or always) was inserted. The reliability was calculated through Cronbach’s alpha coefficient at 0.93, which suggest the high reliability of this instrument (Maraee, 2010). Moreover in Bakhshayesh and Azarbonyad (2011), the overall reliability of questionnaire through Cronbach’s alpha was measured to be 0.94 at sub-scales of work nature (0.89), supervisor (0.92), colleague (0.88), promotion (0.93), remuneration (0.87), and work conditions (0.92). In this study, the Cronbach’s alpha for the entire questionnaire was 0.80 and sub-scales of work nature (0.78), supervisor (0.85), colleague (0.80), promotion (0.89), remuneration (0.90), and work conditions (0.94).

FINDINGS

Table 1: Frequency distribution and sample percentage sorted by gender

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Male | 105 | 43.8 |
| Female | 135 | 56.2 |
| Total | 240 | 100 |

According to the data in the above table, 43.5% of the respondents were male and 56.2% were female.

Table 2: Frequency distribution of the sample percentage sorted by serving location

| Serving location | Frequency | Percentage |
|------------------|-----------|------------|
| Urban | 16 | 44.2 |
| Rural | 134 | 55.8 |
| Total | 240 | 100 |

According to the data in the above table, 55.8% of the respondents were in rural areas and 44.2% were in urban areas.

Table 3: Frequency distribution of the sample percentage sorted by education

| Education (degree) | Frequency | Percentage |
|--------------------|-----------|------------|
| Diploma | 9 | 3.8 |
| Associate | 39 | 16.2 |
| Bachelor’s | 114 | 47.5 |
| Master’s | 77 | 32.1 |
| PhD | 1 | 0.4 |
| Total | 240 | 100 |

According to the data in the above table, 47.5% of the respondents (114) had bachelor’s degree.

Table 4: Frequency distribution of the sample percentage sorted by work experience

| Work experience | Frequency | Percentage |
|-----------------|-----------|------------|
| Below 5 years | 43 | 17.9 |
| 5 to 10 years | 36 | 15 |
| 10 to 15 years | 73 | 30.4 |
| Above 15 years | 88 | 36.7 |
| Total | 240 | 100 |

According to the data in the above table, the work experience of most respondents (88 individuals at 36.7%) was more than 15 years.

First hypothesis: there is a significant difference between the components of life quality for elementary school teachers in Rashtkhvar city in terms of gender.

The following table shows the difference between the components of life quality for teachers by gender. Selection of a suitable test for evaluation of the differences was done based on the independent variable (categorical, binominal variable) and the dependent variable (interval) in the research.

Table 9: Descriptive statistics of components in occupational life quality of teachers sorted by gender

| Components | Gender | Count | Mean | Standard deviation | Standard deviation error |
|----------------------------|--------|-------|-------|--------------------|--------------------------|
| Fair payment | Male | 105 | 11.58 | 3.12 | 0.30 |
| | Female | 135 | 14.46 | 3.31 | .028 |
| Work environment | Male | 105 | 11.23 | 1.71 | 0.16 |
| | Female | 135 | 12.02 | 2.63 | 0.22 |
| Opportunities provided | Male | 105 | 11.98 | 1.77 | 0.17 |
| | Female | 135 | 12.07 | 2.30 | 0.19 |
| Legalism | Male | 105 | 22.08 | 2.29 | 0.22 |
| | Female | 135 | 22.67 | 3.76 | 0.32 |
| Social dependency | Male | 105 | 9.11 | 1.93 | 0.18 |
| | Female | 135 | 9.37 | 2.27 | 0.19 |
| Overall living space | Male | 105 | 17.24 | 2.63 | 0.25 |
| | Female | 135 | 18.18 | 3.46 | 0.29 |
| Solidarity and integration | Male | 105 | 16.81 | 2.37 | 0.23 |
| | Female | 135 | 16.38 | 3.29 | 0.28 |
| Human capabilities | Male | 105 | 12.73 | 2.09 | 0.20 |
| | Female | 135 | 15.76 | 11.94 | 1.02 |

Table 10: Results from t-test for comparing the difference of fair payment sorted by gender

| Independent variable | Lon test for variance equality | | t-test value | | |
|----------------------|--------------------------------|------|--------------|--------|----------------|
| | F | Sig | T | Df | Sig (2-tailed) |
| Fair payment | 0.32 | 0.45 | -6.85 | 238 | 0.000 |
| | | | -6.91 | 229.53 | 0.000 |

According to the results from t-test as well as significant level of Lon test over 0.05, the variances of the two groups are equal, while the first row was used to interpret the t-test results through two independent samples. Regarding the significance of t-test at 0.000

which is lower than 0.05, it can be stated there is a significant difference between fair payment for the two groups of male and female teachers under study, while the mean of female group is higher than the male one.

Table 11: Results from t-test for comparing the difference of work environment sorted by gender

| Independent variable | Lon test for variance equality | | t-test value | | |
|----------------------|--------------------------------|-------|--------------|--------|----------------|
| | F | Sig | T | Df | Sig (2-tailed) |
| Work environment | 6.24 | 0.013 | -2.66 | 238 | 0.008 |
| | | | -2.80 | 231.30 | 0.05 |

According to the results from t-test as well as significant level of Lon test below 0.05, the variances of the two groups are unequal, while the second row was used to interpret the t-test results through two independent samples. Regarding the significance of t-

test at 0.008 which is lower than 0.05, it can be stated there is a significant difference between work environment for the two groups of male and female teachers under study, while the mean of female group is higher than the male one.

Table 12: Results from t-test for comparing the difference of opportunities provided sorted by gender

| Independent variable | | Lon test for variance equality | | t-test value | | |
|------------------------|----------------------------|--------------------------------|-------|--------------|-----|----------------|
| | | F | Sig | T | Df | Sig (2-tailed) |
| Opportunities provided | Variations assumed equal | 7.14 | 0.008 | -0.34 | 238 | 0.73 |
| | Variations assumed unequal | | | -0.35 | | 237.97 |

According to the results from t-test as well as significant level of Lon test below 0.05, the variances of the two groups are unequal, while the second row was used to interpret the t-test results through two independent samples. Regarding the significance of t-

test at 0.72 which is higher than 0.05, it can be stated there is no significant difference between opportunities provided for the two groups of male and female teachers under study.

Table 13: Results from t-test for comparing the difference of legalism sorted by gender

| Independent variable | | Lon test for variance equality | | t-test value | | |
|----------------------|----------------------------|--------------------------------|------|--------------|-----|----------------|
| | | F | Sig | T | Df | Sig (2-tailed) |
| Legalism | Variations assumed equal | 3.87 | 0.05 | -0.70 | 238 | 0.48 |
| | Variations assumed unequal | | | -0.74 | | 226.14 |

According to the results from t-test as well as significant level is 0.05, the variances of the two groups are unequal, while the second row was used to interpret the t-test results through two independent

samples. Regarding the significance of t-test at 0.45 which is higher than 0.05, it can be stated there is no significant difference between legalism for the two groups of male and female teachers under study.

Table 14: Results from t-test for comparing the difference of social dependency sorted by gender

| Independent variable | | Lon test for variance equality | | t-test value | | |
|----------------------|----------------------------|--------------------------------|------|--------------|-----|----------------|
| | | F | Sig | T | Df | Sig (2-tailed) |
| Social dependency | Variations assumed equal | 0.38 | 0.53 | -0.95 | 238 | 0.34 |
| | Variations assumed unequal | | | -0.96 | | 235.93 |

According to the results from t-test as well as significant level greater than 0.05, the variances of the two groups are equal, while the first row was used to interpret the t-test results through two independent samples. Regarding the significance of t-test at 0.33

which is higher than 0.05, it can be stated there is no significant difference between social dependency for the two groups of male and female teachers under study.

Table 15: Results from t-test for comparing the difference of overall living space sorted by gender

| Independent variable | | Lon test for variance equality | | t-test value | | |
|----------------------|----------------------------|--------------------------------|------|--------------|-----|----------------|
| | | F | Sig | T | Df | Sig (2-tailed) |
| Overall living space | Variations assumed equal | 0.95 | 0.32 | -2.30 | 238 | 0.022 |
| | Variations assumed unequal | | | -2.38 | | 237.91 |

According to the results from t-test as well as significant level of Lon test below 0.05, the variances of the two groups are unequal, while the second row was used to interpret the t-test results through two independent samples. Regarding the significance of t-

test at 0.018 which is lower than 0.05, it can be stated there is a significant difference between overall living space for the two groups of male and female teachers under study, while the mean of female group is higher than the male one.

Table 16: Results from t-test for comparing the difference of solidarity and integrity sorted by gender

| Independen t variable | Lon test for variance equality | | t-test value | | | | |
|--------------------------------|-----------------------------------|------|--------------|-------|----------------|--------|------|
| | F | Sig | T | Df | Sig (2-tailed) | | |
| Solidarity and integrity | Variances assumed equal | 7.04 | 0.009 | -1.13 | 238 | 0.25 | |
| | Variances assumed unequal | | | -1.18 | | 236.77 | 0.23 |

According to the results from t-test as well as significant level lower than 0.05, the variances of the two groups are unequal, while the second row was used to interpret the t-test results through two independent samples. Regarding the significance of t-

test at 0.23 which is higher than 0.05, it can be stated there is no significant difference between solidarity and integrity for the two groups of male and female teachers under study.

Table 17: Results from t-test for comparing the difference of human capabilities sorted by gender

| Independen t variable | Lon test for variance equality | | t-test value | | | | |
|--------------------------|-----------------------------------|-------|--------------|-------|----------------|--------|-------|
| | F | Sig | T | Df | Sig (2-tailed) | | |
| Human capabilities | Variances assumed equal | 12.25 | 0.001 | -2.56 | 238 | 0.011 | |
| | Variances assumed unequal | | | -2.89 | | 144.52 | 0.004 |

According to the results from t-test as well as significant level of Lon test below 0.05, the variances of the two groups are unequal, while the second row was used to interpret the t-test results through two independent samples. Regarding the significance of t-test at 0.018 which is lower than 0.05, it can be stated there is a significant difference between human

capabilities for the two groups of male and female teachers under study, while the mean of female group is higher than the male one. Second hypothesis: there is a significant difference between life quality of elementary school teachers in Rashtkhvar city and their working experience.

Table 18: Results from variance analysis of life quality components sorted by work experience

| Variable | Source of change | Sum of squares | Mean of squares | F ratio | Df | Significant level |
|------------------------|---------------------|-------------------|--------------------|------------|-----|----------------------|
| Fair payment | Intra- group | 117.38 | 39.12 | 3.22 | 3 | 0.023 |
| | Inter- group | 2863.61 | 12.13 | | 236 | |
| | Total | 2980.99 | | | 239 | |
| Work environment | Intra- group | 9.30 | 3.10 | 0.57 | 3 | 0.63 |
| | Inter- group | 1268.62 | 5.37 | | 236 | |
| | Total | 1037.73 | | | 239 | |
| Opportunities provided | Intra- group | 9.09 | 3.03 | 0.69 | 3 | 0.55 |
| | Inter- group | 1028.63 | 4.35 | | 236 | |
| | Total | 1037.73 | | | 239 | |

| | | | | | | |
|----------------------------|-------------|----------|--------|------|-----|-------|
| Legalism | Intra-group | 32.67 | 10.89 | 1.06 | 3 | 0.36 |
| | Inter-group | 2422.82 | 10.26 | | 236 | |
| | Total | 2455.49 | | | 239 | |
| Social dependency | Intra-group | 11.13 | 3.71 | 0.81 | 3 | 0.48 |
| | Inter-group | 1075.33 | 4.55 | | 236 | |
| | Total | 1086.46 | | | 239 | |
| Overall living space | Intra-group | 93.62 | 31.20 | 3.21 | 3 | 0.024 |
| | Inter-group | 2288.23 | 9.69 | | 236 | |
| | Total | 2381.85 | | | 239 | |
| Solidarity and integration | Intra-group | 54.005 | 18.002 | 2.12 | 3 | 0.097 |
| | Inter-group | 1996.64 | 8.46 | | 236 | |
| | Total | 2050.65 | | | 239 | |
| Human capabilities | Intra-group | 1795.66 | 595.55 | 7.71 | 3 | 0.000 |
| | Inter-group | 18307.39 | 77.57 | | 236 | |
| | Total | 20103.06 | | | 239 | |

The results from variance analysis shown in Table 18 indicated that regarding the significant level obtained for F test lower than 0.05, there is a significant relationship between components of overall life

quality and human capabilities and fair payment sorted by work experience.

Third hypothesis: there is a significant difference between life quality of elementary school teachers in Rashtkhvar city and their education (degree).

Table 19: Results from variance analysis of life quality components sorted by education (degree)

| Variable | Source of change | Sum of squares | Mean of squares | F ratio | Df | Significant level |
|------------------------|------------------|----------------|-----------------|---------|-----|-------------------|
| Fair payment | Intra-group | 307.93 | 76.98 | 6.76 | 4 | 0.000 |
| | Inter-group | 2673.06 | 11.37 | | 235 | |
| | Total | 2980.99 | | | 239 | |
| Work environment | Intra-group | 44.33 | 11.08 | 2.11 | 4 | 0.080 |
| | Inter-group | 1233.59 | 5.24 | | 235 | |
| | Total | 1277.93 | | | 239 | |
| Opportunities provided | Intra-group | 17.37 | 4.34 | 1 | 4 | 0.40 |
| | Inter-group | 1020.35 | 4.34 | | 235 | |
| | Total | 1037.73 | | | 239 | |
| Legalism | Intra-group | 140.45 | 35.11 | 3.56 | 4 | 0.008 |
| | Inter-group | 2315.04 | 9.85 | | 235 | |
| | Total | 2455.49 | | | 239 | |
| Social dependency | Intra-group | 46.29 | 11.57 | 2.61 | 4 | 0.036 |
| | Inter-group | 1040.16 | 4.42 | | 235 | |
| | Total | 1086.46 | | | 239 | |
| Overall living space | Intra-group | 57.57 | 14.39 | 1.45 | 4 | 0.21 |

| | | | | | | |
|----------------------------|-------------|----------|--------|------|-----|-------|
| | Inter-group | 2324.24 | 9.89 | | 235 | |
| | Total | 2381.85 | | | 239 | |
| Solidarity and integration | Intra-group | 100.83 | 25.20 | 3.03 | 4 | 0.018 |
| | Inter-group | 1949.81 | 8.29 | | 235 | |
| | Total | 2050.65 | | | 239 | |
| Human capabilities | Intra-group | 739.53 | 184.88 | 2.24 | 4 | 0.065 |
| | Inter-group | 19363.52 | 82.39 | | 235 | |
| | Total | 20103.06 | | | 239 | |

The results from variance analysis shown in Table 19 indicated that regarding the significant level obtained for F test lower than 0.05, there is a significant relationship between components of fair payment, legalism, social dependency, integration and solidarity and sorted by education (degree).

Fourth hypothesis: there is a significant difference between life quality of elementary school teachers in Rashtkhvar city and their serving location (urban or rural).

The following tables illustrate the difference between occupational life qualities of teachers in terms of serving location. Selection of a suitable test for evaluation of the differences was done based on the independent variable (categorical, binominal variable) and the dependent variable (interval) in the research.

Table 20: Descriptive statistics of components in occupational life quality of teachers sorted by serving location

| Components | Serving location | Count | Mean | Standard deviation | Standard deviation error |
|----------------------------|------------------|-------|-------|--------------------|--------------------------|
| Fair payment | Urban | 106 | 12.98 | 2.48 | 0.24 |
| | Rural | 134 | 13.38 | 4.18 | 0.36 |
| Work environment | Urban | 106 | 11.67 | 1.70 | 0.16 |
| | Rural | 134 | 11.68 | 2.70 | 0.23 |
| Opportunities provided | Urban | 106 | 12.33 | 1.81 | 0.17 |
| | Rural | 134 | 11.79 | 2.24 | 0.19 |
| Legalism | Urban | 106 | 22.78 | 2.25 | 0.21 |
| | Rural | 134 | 22.35 | 3.79 | 0.32 |
| Social dependency | Urban | 106 | 9.16 | 2.19 | 0.21 |
| | Rural | 134 | 9.34 | 2.08 | 0.18 |
| Overall living space | Urban | 106 | 17.79 | 2.61 | 0.25 |
| | Rural | 134 | 17.76 | 3.53 | 0.30 |
| Solidarity and integration | Urban | 106 | 16.72 | 2.50 | 0.24 |
| | Rural | 134 | 16.45 | 3.22 | 0.27 |
| Human capabilities | Urban | 106 | 16.62 | 13.16 | 1.27 |
| | Rural | 134 | 12.70 | 2.73 | 0.23 |

Table 21: Results from t-test for comparing the difference of fair payment sorted by serving location

| Independent variable | Lon test for variance equality | | t-test value | | | |
|----------------------|--------------------------------|-------|--------------|--------|----------------|--|
| | F | Sig | t | Df | Sig (2-tailed) | |
| Fair payment | 38.23 | 0.000 | -0.87 | 238 | 0.38 | |
| | | | -0.92 | 221.99 | 0.35 | |

According to the results from t-test as well as significant level of Lon test lower than 0.05, the variances of the two groups are unequal, while the second row was used to interpret the t-test results through two independent samples. Regarding the

significance of t-test at 0.000 which is greater than 0.35, it can be stated there is no significant difference between fair payment for the two groups of male and female teachers under study.

Table 22: Results from t-test for comparing the difference of work environment sorted by serving location

| Independent variable | Lon test for variance equality | | t-test value | | | |
|----------------------|--------------------------------|-------|--------------|--------|----------------|------|
| | F | Sig | t | Df | Sig (2-tailed) | |
| Work environment | Variations assumed equal | 16.72 | 0.000 | -0.024 | 238 | 0.98 |
| | Variations assumed unequal | | | -0.026 | 227.46 | 0.98 |

According to the results from t-test as well as significant level of Lon test below 0.05, the variances of the two groups are unequal, while the second row was used to interpret the t-test results through two independent samples. Regarding the significance of t-

test at 0.98 which is greater than 0.05, it can be stated there is no significant difference between work environment for the two groups of male and female teachers under study.

Table 23: Results from t-test for comparing the difference of opportunities provided sorted by serving location

| Independent variable | Lon test for variance equality | | t-test value | | | |
|------------------------|--------------------------------|------|--------------|------|----------------|-------|
| | F | Sig | t | Df | Sig (2-tailed) | |
| Opportunities provided | Variations assumed equal | 1.39 | 0.24 | 2.03 | 238 | 0.043 |
| | Variations assumed unequal | | | 2.08 | 237.86 | 0.038 |

According to the results from t-test as well as significant level of Lon test higher than 0.05, the variances of the two groups are equal, while the first row was used to interpret the t-test results through two independent samples. Regarding the significance

of t-test at 0.043 which is lower than 0.05, it can be stated there is a significant difference between opportunities provided for the two groups of male and female teachers under study.

Table 24: Results from t-test for comparing the difference of legalism sorted by serving location

| Independent variable | Lon test for variance equality | | t-test value | | | |
|----------------------|--------------------------------|------|--------------|------|----------------|------|
| | F | Sig | t | Df | Sig (2-tailed) | |
| Legalism | Variations assumed equal | 8.34 | 0.004 | 1.02 | 238 | 0.30 |
| | Variations assumed unequal | | | 1.07 | 222.28 | 0.28 |

According to the results from t-test as well as significant level is lower than 0.05, the variances of the two groups are unequal, while the second row was used to interpret the t-test results through two independent samples. Regarding the significance of t-

test at 0.28 which is higher than 0.05, it can be stated there is no significant difference between legalism for the two groups of male and female teachers under study.

Table 25: Results from t-test for comparing the difference of social dependency sorted by serving location

| Independent variable | Lon test for variance equality | | t-test value | | | |
|----------------------|--------------------------------|------|--------------|-------|----------------|------|
| | F | Sig | t | Df | Sig (2-tailed) | |
| Social dependency | Variations assumed equal | 0.11 | 0.73 | -0.65 | 238 | 0.51 |
| | Variations assumed unequal | | | -0.65 | 219.88 | 0.51 |

According to the results from t-test as well as significant level greater than 0.05, the variances of the

two groups are equal, while the first row was used to interpret the t-test results through two independent

samples. Regarding the significance of t-test at 0.51 which is higher than 0.05, it can be stated there is no significant difference between social dependency for

the two groups of male and female teachers under study.

Table 26: Results from t-test for comparing the difference of overall living space sorted by serving location

| Independent variable | Lon test for variance equality | | t-test value | | | |
|----------------------|--------------------------------|------|--------------|-------|----------------|------|
| | F | Sig | t | Df | Sig (2-tailed) | |
| Overall living space | Variations assumed equal | 2.72 | 0.10 | 0.076 | 238 | 0.93 |
| | Variations assumed unequal | | | 0.079 | 236.90 | 0.93 |

According to the results from t-test as well as significant level of Lon test higher than 0.05, the variances of the two groups are equal, while the first row was used to interpret the t-test results through two independent samples. Regarding the significance

of t-test at 0.93 which is greater than 0.05, it can be stated there is no significant difference between overall living space for the two groups of male and female teachers under study.

Table 27: Results from t-test for comparing the difference of solidarity and integrity sorted by serving location

| Independent variable | Lon test for variance equality | | t-test value | | | |
|--------------------------|--------------------------------|-------|--------------|------|----------------|------|
| | F | Sig | t | Df | Sig (2-tailed) | |
| Solidarity and integrity | Variations assumed equal | 0.017 | 0.89 | 0.71 | 238 | 0.47 |
| | Variations assumed unequal | | | 0.73 | 237.92 | 0.46 |

According to the results from t-test as well as significant level higher than 0.05, the variances of the two groups are equal, while the first row was used to interpret the t-test results through two independent samples. Regarding the significance of t-test at 0.47

which is higher than 0.05, it can be stated there is no significant difference between solidarity and integrity for the two groups of male and female teachers under study.

Table 28: Results from t-test for comparing the difference of human capabilities sorted by serving location

| Independent variable | Lon test for variance equality | | t-test value | | | |
|----------------------|--------------------------------|-------|--------------|-------|----------------|--------|
| | F | Sig | t | Df | Sig (2-tailed) | |
| Human capabilities | Variations assumed equal | 24.10 | 0.000 | 3.35 | 238 | 0.001 |
| | Variations assumed unequal | | | 3.009 | 112.17 | 0.0003 |

According to the results from t-test as well as significant level of Lon test below 0.05, the variances of the two groups are unequal, while the second row was used to interpret the t-test results through two independent samples. Regarding the significance of t-test at 0.003 which is lower than 0.05, it can be stated there is a significant difference between human

capabilities for the two groups of male and female teachers under study in terms of serving location either urban or rural.

Fifth hypothesis: there is a significant relationship between occupational life quality and job satisfaction. In order to evaluate this hypothesis, the Pearson's correlation test was employed.

Table 29: Results from Pearson's correlation test on occupational life quality and job satisfaction

| Variable | Correlation coefficient | Significant level |
|------------------------|-------------------------|-------------------|
| Fair payment | 0.29 | 0.000 |
| Work environment | 0.43 | 0.000 |
| Opportunities provided | 0.35 | 0.000 |

| | | |
|----------------------------|------|-------|
| Legalism | 0.30 | 0.000 |
| Social dependency | 0.43 | 0.000 |
| Overall living space | 0.45 | 0.000 |
| Solidarity and integration | 0.30 | 0.000 |
| Human capabilities | 0.12 | 0.000 |

The results from Pearson’s correlation test shown in Table 29 indicated that regarding the significant level obtained to be lower than 0.01, there is a significant

relationship between occupational life quality and job satisfaction.

DISCUSSION AND CONCLUSION

The results of this study indicated that:

1. The majority of respondents enjoy average quality of life
2. The highest level of life quality belonged to overall living space, while the lowest was for development of human capabilities.
3. Most of the respondents enjoy great job satisfaction
4. The highest level of job satisfaction belonged to supervision, while the lowest belonged to promotions.

Hypothesis One: The t-test results demonstrated that mean of components including fair payment, safe work environment, legalism, overall living space and human capabilities are different between men and women. Furthermore, the results are consistent with those obtained by Shahbi (2001), Narengrit and Tangri (2001), Galey (2003), while inconsistent with results from Mohammadi (2008) and Yari et al. (2009).

Hypothesis Two: The results of variance analysis indicated there is a significant difference between overall living space and human capabilities in terms of

relationship between occupational life quality and job satisfaction.

relationship between occupational life quality and job satisfaction. The results are consistent with those obtained by Mohammadi et al. (2008)

Hypothesis Three: The results of variance analysis indicated there is a significant difference between fair payment, legalism, social dependency and solidarity in terms of education (degree). These results are in contrast with those obtained by Narengrit and Tangri (2001), Callas (2001), Samiret et al. (2001) and Yavari et al. (2008).

Hypothesis Four: The t-test results demonstrated that mean of components including opportunities provided and human capabilities are significantly different between the two groups working in rural and urban areas. The results are consistent with those obtained by Mohammadi et al. (2008)

Hypothesis Five: The results of Pearson’s correlation coefficient test indicated there is a significant relationship between occupational life quality and job satisfaction. The results are consistent with those obtained by Halley et al. (2007), Rose et al. (2006), Carter et al (1990), Afrayee et al (1990T 1991), and Liolin and Vicker (1990).

SUGGESTIONS

1. Managers ought to provide teachers and their subordinates with participation in school planning.
2. Attention must be paid to problems of teachers and assisting them so as to solve their problems.
3. Create a kindergarten and nursery school together.
4. Attention paid to several parameters including, leisure time, possibility to continue studies and non-interference with personal and professional responsibilities of teachers.
5. Create an atmosphere in which more sense of occupational security is provided to teachers
6. Generating growth and promotion opportunities for teachers.
7. Avoid approval or insistence on maintaining inefficient laws.
8. Conducting similar research in other communities and provinces in order to compare results.
9. Since occupational life quality is not merely a job satisfaction factor, it should be examined in numerous studies along with various other factors.

10. Conducting similar studies concerning the regular staff and administrators working at the Iranian Headquarters of Education.

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