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Title of Thesis: Job Satisfaction and Emotional Stability Among School Teachers: A Cross Cultural Comparison

Abstract

A teacher occupies an important and unique place in the system of education. He is the heart and soul of this system and leads the students from the darkness of ignorance to the light of knowledge and understanding.

Job satisfaction is the whole matrix of job factors that make a person like his work situation and be willing to head for it without distress at the beginning of his daily work.

Emotional Stability has been identified by many names, including Low Neuroticism, Adjustment, or Positive Emotionality, with all referring to the same general qualities: resilient, stable, hardy, not easily depressed, and untroubled, as opposed to anxious, easily depressed emotionally reactive.

Objectives:

1. To compare Indian and Iranian high school male teachers on the dimensions (total satisfaction, pay, promotion, supervision, fringe benefits ,contingent rewards operating conditions ,coworkers, nature of work, communication) of job satisfaction and emotional stability.
2. To compare Indian and Iranian high school female teachers on the dimensions (total satisfaction, pay, promotion, supervision, fringe benefits ,contingent rewards operating conditions ,coworkers, nature of work, communication) of job satisfaction and emotional stability.
3. To compare Indian male and female high school teachers on the dimensions (total satisfaction, pay, promotion, supervision, fringe benefits ,contingent rewards operating conditions ,coworkers, nature of work, communication) of job satisfaction and emotional stability.
4. To compare Iranian male and female high school teachers on the dimensions (total satisfaction, pay, promotion, supervision, fringe benefits ,contingent rewards operating conditions ,coworkers, nature of work, communication) of job satisfaction and emotional stability.

Participants:

The sample of the study comprised of 400 high school teachers belonging to two culturally different country i.e. India (N=200) and Iran (N=200). Participants were equally divided into two groups on the basis of their gender i.e. male (N=100) and female (N=100) high school teacher. The age ranges of the participants were 25-35 years with 5-10years of teaching experiences. For the present study subjects were taken from the different public schools in Delhi (India) and Tehran, (Iran).

Variables: Independent variable: India, Iran and gender, it had two levels, i.e. males and females.

Dependent variable: emotional stability and job satisfaction.

Measures:

For measuring job satisfaction rating scale by Spector (1985) was used, whereas for measuring emotional stability Psycom Services (1995) was used.

Procedure:**Ethical Considerations:**

- Prior permission had been taken from the different schools of Tehran and Delhi.
- Only the willing teachers were contacted.
- They were assured for maintaining the confidentiality.

Data were collected from different public schools of Tehran (Iran) i. e., Dr. Hesabi, Shohada, Motahari, Maryam and Farzanegan and different schools from Delhi (India) namely Cambridge, Delhi Public School, D.A.V public school, Blue Bells and Tagore International School.

Statistical analyses:

ANOVA, t- test and correlation coefficient were used to analyze the data. The following results were obtained.

Result and discussion:

The result of the study demonstrated the significant main effect of culture was found on Job Satisfaction and emotional stability. The independent significant gender effect was found on Job Satisfaction and non significant difference was found on Emotional Stability. The culture x gender interactional effect was found to be significant only on Job Satisfaction not on Emotional Stability.

There was a significant difference between Indian and Iranian male high school teacher on the dimensions of job satisfaction. Indian male high school teacher are more satisfied as compare to the Iranian counterpart. On the scores of emotional stability non significant difference was found between male teachers from two different cultures. Indian and Iranian high school female teacher didn't differ significantly on all the dimensions of job satisfaction except the contingent rewards. Indian female teachers have more mean scores as compared to Iranian female teachers. Whereas on emotional stability they differ significantly and it was found that the Indian Female high school teachers are more emotionally stable than Iranian one.

Indian male and female high school teacher differ significantly on all the dimensions of job satisfaction. Male teachers are more satisfied as compare to female one. On the scores of emotional stability they did not show any significance difference. Iranian male and female teachers differ significantly on all the dimensions of job satisfaction except on nature of work. Mean value of male teachers were more as compare to female, hence more satisfied with their work.