

## THE RELATIONSHIP BETWEEN ORGANIZATIONAL COMMITMENT AND JOB STRESS AND JOB SATISFACTION OF TEACHERS EMPLOYED IN DEHDASHT DEPARTMENT OF EDUCATION, IRAN

<sup>a</sup>TAHA TARAN, <sup>b</sup>SEPIDEH FATHI

<sup>a</sup> Corresponding Author, M.A. of Industrial and Organizational Psychology, Marvdasht Branch, Islamic Azad University, Marvdasht, Iran (Corresponding Author)

<sup>b</sup> M.A. of Educational Psychology, Tehran University, Tehran, Iran

Email: <sup>a</sup>tetaran54@gmail.com, <sup>b</sup>sepidehfathi32@yahoo.com

**Abstract.** The present study sought to investigate the relationship between organizational commitment and job stress and job satisfaction of teachers. The study population consisted of 2200 teachers employed in Dehdasht Department of Education in 2015. Sampling was done using cluster random sampling technique and the number of samples was obtained as 327 cases through lottery using Morgan Table among which 167 cases and 163 ones were males and females, respectively. Data were analyzed using Pearson correlation coefficient, ANOVA, t-test and stepwise multiple regression analysis. The findings indicated that there was a negative and significant relationship between organizational commitment and job stress. Job satisfaction in women was significantly more than that in men.

**Keywords:** organizational commitment, job stress and job satisfaction

### 1 Introduction

Today the crucial importance of jobs in various aspects of life is obvious to everyone. Since job it is directly related to physical-mental health and provides the ground for the satisfaction of his non-material needs in addition to a means to meet the cost of living, because, firstly, job characteristics fit the employed person, and second the person feels self-esteem, capability and effectiveness in his job. In other words, one experiences a sense of desirable job success. To meet the needs of the people under the coverage of the department of education, or any other organization and to create incentives to enhance the quality of their work indicate the importance that managements consider for their human resources as one of the valuable assets (Saadatmand, 2009).

In our time, almost all works and issues of the society are carried out by organizations and that the workflow of organizations depends on individual activities and collaboration. People do things more effectively through organizations and that the ways they do things affect the quality of the organization's activities and consequently affect the way the society's works and issues are done. As one of these organizations, Department of Education is the prominent feature of our time in the way it grows and expands. The consequence of this growing is the transformation of educational system to a massive and inclusive organization. Undoubtedly, the workflow of such an organization depends on proper goal-setting and planning and intelligent organization (Saadatmand, 2009).

Job satisfaction is an issue that many people are involved in whether for those who are in search of work and want to experience the workplace for the first time or those who have been working for many years and suffer from its problems. Workplace is actually the second home of individuals. Many people spend many hours of their lives in the workplace. It is clear that the environment must generate a minimum of mental and psychological needs of people so that they can upgrade their professional knowledge and sincerely provide their job services along with earning money (Yaghoobi, 2009).

#### 1.1 Theories related to job satisfaction

**Expectancy theory of job satisfaction:** This theory states that people consider different jobs in their possession and choose the one that would most likely lead to their favorable rewards. The theory was first proposed by Victor Vroom. He presented two models: one is to predict specific choices such as the career the person will take in his job, or how hard he will try. And the other

is to predict a person's attitudes towards his job. The combination of expectancy and value determines what the person will choose (Alvani et al., 2007).

#### 1.2 Maslow's hierarchy of needs theory

This theory was proposed by Abraham Maslow in the years 1940-1950. At the beginning of the 1960s, this theory emerged as a good model of organizational behavior. Maslow classified human needs into seven categories: 1. physiological needs, 2. safety needs, 3. belonging needs, 4. respect needs, 5. aesthetic needs, 6. epistemology needs, and 7. self-actualization.

Although at first, Maslow aimed to provide a model to explain the general relationship between motivation and personality, he later turned his attention specifically to the issues of employee motivation in work organization (Robbins 2008, cited in Parsaeian et al., 2008).

#### 1.3 X theory and Y theory

This view was expressed by Douglas McGregor. X theory assumes that most people prefer to be directed, avoid responsibility, and seek security more than anything else. This philosophy is the belief that money, fringe benefits, and threatening to punishment motivate people. They suspect that for the management of unreliable, irresponsible and immature people, direct control is quite useful and necessary. Under the heavy influence of Maslow's Hierarchy of Needs, McGregor concluded that the assumptions of theory x about human nature is generally incorrect. As a result, McGregor developed theory y. This theory assumes that people are not lazy and unreliable in nature. According to this theory, people can be creative and self-rule in his work in principle, provided that he is appropriate motivated. Thus, the primary responsibility for management is to change this potentiality to actual human capability (Robbins 1, 2008, cited in Parsaeian et al., 2008).

#### 1.4 The theory of difference:

The theory was first presented by Smith et al (1997). They demonstrated that job satisfaction can be explained by the difference between job motivation and incentives provided by organization. According to the theory, if needs incenting a person to work are precisely satisfied by incentives of organizations, job satisfaction will be in higher level while if someone's needs are more than rewards received by a person for job, a difference leading to dissatisfaction will arise. If rewards are more than needs, the difference will result in positive job satisfaction (Rezaei, 2007).

Today one of the problems of organizations is organizational dissatisfaction with job among the managers and workers and their organizations as well as to cope with the stressors inside and outside the organization. In this regard, organizations should be able to increase the endurance of the personnel and to reduce the factors that cause stress so that individual and organizational productivity, and job satisfaction increases (Saadatmand, 2009).

Sources of potential stressors in a person's life can be divided into three groups according to Rolinson i.e. environmental stressors, organizational stressors and individual stressors. Environmental stressors are highly varied including economic changes, political changes, social changes, and finally technological changes.

**Organizational stressors:** Today, anyone in any place and situation has almost felt some degree of stress in the workplace and the organization and this issue is an undeniable and objective reality in the modern organization. The stress may be due to the internal or external organizational factors; however, it

is associated with effects such as loss of productivity, withdrawal from work, physical and mental exhaustion, low yield, and decreasing satisfaction etc. (Yaghoobi, 2011).

Organizational commitment looks like job satisfaction because both are involved with feeling relating to working conditions. Since organizational commitment deals specifically with the attitudes of workers, it may be directly related to variables of presence in the workplace, such as absenteeism, and labor turnover rather than job satisfaction. Organizational commitment is the employee's tendency to the organization in terms of loyalty to the organization, gaining identity with it and the rate of challenge in the organization (Yaghoobi, 2009). Although the concepts of job satisfaction and organizational commitment distinct from each other, they are completely interdependent. Research shows that there is a high positive correlation between these two factors (Baird, 2010). The direct and indirect relationship between professional commitment, job satisfaction and job stress among Taiwan's public health nurses was investigated. The results of this research indicated that job satisfaction significantly predicted turnover among nurses. Noorbakhsh (2004) investigated the relationship between organizational commitment and job satisfaction of female employees participating in Health Plan class at Shahid Chamran University. He concluded that there was a significant positive relationship between employees' job satisfaction and organizational commitment.

### 1.5 Different viewpoints about organizational commitment

Two perspectives have been proposed in organizational commitment. The first attitude which is the most common method in contact with organizational commitment is considered as a kind of dependence on the organization. According to this view, one who is strongly committed to get his identity from the organization participates in the organization and is pleased by it and enjoys membership in the organization. This practice was formulated and operationalized by Berter et al (1974). Another perspective is Baker's view (1960) which considers commitment as a behavioral matter rather than emotion or attitude. According to this attitude, people are more dependent on organization for more affiliates as benefits or seniority rather desired emotions than an organization (Izadi, 2008). According to what was said, it can be said that the capability and efficiency of Department of Education depend on the optimal use of facilities, resources and human resources. In this regard, the more the workforce is competent and efficient, the more the progress and success of organization will be. According to Philip Koebner (1996), if a development should happen in the society, this should be started from Department of Education (Mirkamali, 1999). Out of the factors causing satisfaction and achieving goals in schools is job satisfaction. Job satisfaction has a major impact on organizational behavior and teachers can have an important and positive impact on the organizational development, job performance and motivation and ultimately the commitment and performance of people in the organization (Heidary, 2010). Therefore, considering job stress and its causes and consequences is essential for any organization. Attention and study on job stress and its relationship with organizational commitment is crucial because organizational commitment is considered as the basic elements of any organization. Organizational commitment is an important job and organizational attitude which has attracted the attention of many researchers in the fields of organizational behavior and psychology, especially social psychology in recent years (Pourbabkan, 2010).

In a study entitled "investigating inter-group and intra-group conflict at workplace", in a sample of 255 employees of a factory in Japan on psychological stress and job involvement, Melhem (2004) found that inter-group and intra-group conflict increases

psychological stress in men while intra-group conflict increases psychological stress and job involvement in women.

Given the importance of the role of teachers and employees in achieving the objectives of Ministry of Education and adverse conditions prevailing in their work environment, there is a need for such study and in this study; the researcher follows a suitable answer for the following questions in addition to the study hypotheses.

1. Which dimension of organizational commitment is a stronger predictor for teachers' job stress?
2. Which dimension of organizational commitment is a stronger predictor for teachers' job satisfaction?

## 2 Materials and Methods

According to the issue and objectives of the study, this study is descriptive and correlational. The study population consisted of teachers formally employed in Dehdasht Department of Education in primary, middle and high levels in the academic year of 2014 that were totally 2200 individuals. Sampling was done using cluster random sampling technique and the number of samples was obtained as 327 cases through lottery using Morgan Table among which 167 cases and 163 ones were males and females, respectively. Data were generally analyzed using descriptive statistics (frequency, percentage, mean, standard deviation) and correlational statistics (multivariate regression analysis, Pearson correlation coefficient and analysis of variance).

### 2.1 Materials

Job Stress Scale (GJSS): this scale and its resources has been presented by Philip L. Zeiss (1992) which is consisted of 57 questions and presents information on job stress to people. In relation to the validity and reliability of job stress questionnaire, the reliability has been reported as 0.99 and 0.72, respectively using alpha and retest methods. Also, in the present study, Cronbach's alpha of the above scale was obtained as 0.85.

Job Dissatisfaction Index (JDI) was designed by Smith (Dewettinck, 2011) which contains 72 questions and five dimensions of salary, relation with colleagues, promotion, job and supervision. Due to the length of the questionnaire, a study was done to reduce the questions by Halepota (2011) through which the number of questions was reduced to 30. In this study, 30-item questionnaire of Gregson was used. In his study in 1994, Abbas Azadgale obtained the reliability of the questionnaire as 0.86, and in 1997, Mohamadian measured it as 0.72 (cited in Saadatmand, 2009). The total reliability of the questionnaire was calculated 0.75 via Cronbach's alpha coefficient in this study.

Organizational Commitment Questionnaire (OCQ): it was formulated to assess organizational commitment by Gallardo (2010) and was first prepared to be used in Persian by Hossein Shokrkon in 1993 and has 24 self-report questions. The questionnaire have been used in numerous studies. Some researchers such as Wang (2007) calculated its reliability using Cronbach's alpha coefficient for the subscales. For emotional, continuous, and normative commitment, the reliability was obtained as 0.86, 0.79, and 0.75, respectively. Also, the total reliability of organizational commitment was obtained as 0.90. The reliability of the questionnaire in this study equals .078 using Cronbach's alpha coefficient.

## 3 Findings

First hypothesis: there is a significant relationship between organizational commitment and its dimensions and job stress.

Table 1: Correlations between the dimensions of organizational commitment and job stress

Organizational commitment and its dimensions	Correlation coefficient with job stress	Level of significance
Total organizational commitment	-0.21	0.001
Emotional commitment	-0.15	0.006
Continuous commitment	-0.19	0.001
Normative commitment	-0.043	0.44

As shown in the above table, the relationship between organizational commitment and job stress equals to  $r = -0.208$  which is significant at the significant level of  $p < 0.001$ . This means that there is a significant negative relationship between organizational commitment and job stress. Also, there is a negative (inverse) and significant relationship between the

dimensions of emotional commitment and continuous commitment and job stress; however, no significant relationship is observed between normative commitment and job stress.

### 3.1 The second hypothesis: there is a significant relationship between organizational commitment and job satisfaction

Table 2: Correlation coefficient between organizational commitment and its dimension and job satisfaction

Organizational commitment and its dimensions	Correlation coefficient with job satisfaction	Level of significance
Total organizational commitment	0.51	0.0001
Emotional commitment	0.49	0.0001
Continuous commitment	0.084	0.128
Normative commitment	0.36	0.0001

According to the contents of this table, the correlation between job satisfaction and organizational commitment equals to  $r = +0.51$  which is significant at the significant level of  $p < 0.0001$ . Therefore, it is concluded that there is a positive (direct) and significant relationship between organizational commitment and job satisfaction. Also, there is a significant positive relationship between the dimensions of emotional commitment and normative commitment and job satisfaction. But there is no

significant relationship between normative commitment and job satisfaction.

### 3.2 The third hypothesis: there is a significant difference between the teachers' job stress and the level of education.

To investigate this hypothesis, one-way ANOVA was used.

Table 3: mean and SD of job stress in terms of the level of education

Level of education	Number	Mean	SD
Diploma	13	133	22.8
Associate degree	138	140	25.3
Bachelor	176	151	22

As shown in the above table, the higher degree of education increases job stress. To assess the significance of these

differences one-way ANOVA was used whose results are given in the table below.

Table 4: ANOVA table

resources of change	Total square	Degrees of freedom	Square mean	f	Level of significance
Between group	10998.3	2	5499.19	9.92	0.0001
Within group	179585.9	324	554.27		
Total	190584.2	326	-----		

This means that there is a significant difference between at least two educational groups in terms of job stress. To answer this question among which one of educational groups there is a significant difference, sheffe post-hoc test was used and its result showed that there is no a significant difference just between diploma and associate degree in terms of job stress and there is a significant difference among the rest of levels of education i.e. The level of job stress in holders diploma is significantly lower

than those with bachelor degree and job stress in holders associate degree is significantly lower than those with bachelor degree. The overall result is that holders of a bachelor's degree have the most job stress.

### 3.3 The fourth hypothesis: here is a significant difference between job satisfaction and the level of education.

Table 5: Mean and standard deviation of job satisfaction and level of education

Level of education	Number	Mean	SD
Diploma	13	113.6	11.78
Associate degree	138	102.29	17.8
Bachelor	176	96.49	16.73

As shown in the above table, job satisfaction decreases with increasing the level of education. To assess the significance of

differences between the above means, one-way analysis of variance was used.

Table 6: ANOVA table

Sources of change	Total square	Degree of freedom	Square mean	f	Level of significance
Intergroup	5318.6	2	2659.34	9.15	0.0001
Within group	94140.92	324	290.55		
Total	99459.52	326	-----		

As it is observed, the value of F is equal to 9.15 which is significant at  $p < 0.0001$ . In other words, there is a significant difference between at least one pair of the above means. There is no significant difference between the mean job satisfaction of individuals with diploma and associate degree. Also, there is a significant difference between the mean job satisfaction of

graduates and those with diploma and associate degree. This means that the job satisfaction of those with bachelor's degree is significantly less than those with diploma and associate degree.

### 3.4 Fifth hypothesis: here is a significant difference between teachers' job stress based on gender

Table 7: Results of independent t test to compare job stress between male and female teachers

Groups	Number	Mean	SD	t	Degree of freedom	Level of significance
Female	163	142.4	23.9	2.83	325	0.005
Male	164	149.9	23.8			

LevensF = 0.903 and  $P < 0.9$

As it can be seen, LevensF is 0.903 which is not significant in  $P < 0.9$  i.e. the variance of the two groups are homogeneous (default of Independent t). The mean job stress is 142.4 and 149.9 in women and men, respectively. Given that t is equal to

2.83 and is significant at  $P < 0.005$ , it is concluded that job stress in men is significantly more than that in women.

### 3.5 The sixth hypothesis: is a significant difference between job satisfaction and gender

Table 8: independent t test to compare the mean job satisfaction of women and men

Groups	Number	Mean	SD	t	Degree of freedom	Level of significance
Female	163	103.1	16.15	3.67	325	0.0001
Male	164	96.13	18.06			

LevensF = 0.67 and  $P < 0.411$

As it can be observed, LevensF is not significant, so the variances of the two groups are homogeneous. The mean job satisfaction has been obtained as 103.1 and 96.13 in women and men, respectively. Considering that t is equal to 3.67 and is significant at  $P < 0.0001$ , it can be concluded that job satisfaction among women is significantly more than that among men.

### 3.6 Research questions

**The first research question: Which of the dimensions of organizational commitment is a stronger predictor of job stress among teachers?**

Table 9: Results of stepwise multiple regression analysis

Steps	Variable	R	R2	F	P	B	t	P
First step	Continued commitment	0.186	0.35	11.68	0.001	0.186	-3.41	0.001
Second step	Continued commitment	0.257	0.066	11.49	0.0001	-0.209	10.6	0.0001
	emotional commitment					-0.179	-3.86	0.0001
							3.3	0.0001

As it is observed, continuous commitment enters the equation as the strongest predictor at the first step in which multiple correlation coefficients (R) equal to 0.186 and the coefficient of determination equals to 0.35 that is continuous commitment can predict 3.5% changes in job stress and Beta value equals to 0.186. In the second step, emotional commitment enters the equation as the second variable. The two variables together have correlation coefficient equal to 0.257 with job stress which

predict 6% of changes in job stress. Because the value of F is equal to 11.49 and it is significant at the level of 0.0001, these two variables together are able to predict job stress. Normative commitment has not been entered into the equation.

**The second research question: Which of the dimensions of organizational commitment is the strongest predictor of job satisfaction among teachers?**

Table 10: stepwise multiple regression analysis

Steps	Variable	R	R2	F	P	B	t	P
First step	Emotional commitment	0.49	0.24	102.5	0.0001	0.49	10.13	0.0001
Second step	Emotional commitment	0.51	0.26	57.45	0.0001	0.51	10.6	0.0001
	Continuous commitment					0.15	3.1	0.002
Third step	Emotional commitment	0.53	0.28	41.67	0.0001	0.43	7.7	0.001
	Continuous commitment					0.16	3.3	0.001
	Normative commitment					0.15	2.8	0.006

As it can be observed, the strongest predictor of job satisfaction is emotional commitment which has been entered into the equation at the first step and its multiple-correlation coefficient is 0.49 and predicts the percentage of variance of job satisfaction. Since F is significant at  $P < 0.0001$ , this variable is able to predict job satisfaction and Beta is equal to 0.49. In the second step, continuous commitment which is the strongest predictor for job satisfaction is added to emotional commitment. These two have a correlation equal to 0.51 with job satisfaction and can predict the percentage of variances in job satisfaction i.e. they predict 2% of changes in job satisfaction. Since F is significant at the level of 0.0001, these two variables are able to predict job satisfaction. Beta r has been achieved 0.51 and 0.53 for emotional and continuous commitments, respectively. In the third and last step, normative commitment also was entered into and in the equation so that all three dimensions together have a correlation coefficient equal to 0.53 with job satisfaction and predict 28% of variances in job satisfaction i.e. normative commitment also predicts job satisfaction about 2%. Since F is

significant, these three variables are able to predict job satisfaction and the strongest predictors are emotional commitment, then continuous and normative commitment, respectively.

### 4 Discussion and conclusion

This study aimed to investigate the relationship between organizational commitment and job satisfaction and job stress among teachers in Dehdasht in 2015. In this research, organizational commitment and its dimensions were introduced as the independent variables (predictors) and job satisfaction and job stress as dependent variables (criteria). The study consisted of six hypotheses and two research questions. First, the findings are discussed, and then the results will be evaluated.

**The first hypothesis: there is a significant relationship between organizational commitment and its dimensions and teacher's job stress.**

According to Table 1, b there is a significant negative correlation between organizational commitment and its dimensions and job stress ( $p < 0.001$  and  $r = -0.208$ ). However, there is a significant and negative relationship between the dimensions of emotional commitment and continuous commitment and job stress. But no significant difference has been observed between normative commitment and job stress. The result of this finding is consistent with the results obtained by Michae (1999) because its relationship with turnover, absenteeism, and employees' delay is reverse and negative. Therefore, the nature of a person's relationship with an organization is different in any one of these three dimensions of emotional, continuous and normative commitments. Employees with strong emotional commitment stay in the organization because they want to stay there. People having a strong continuous commitment stay because they need to be and those who have a strong normative commitment also stay because they feel they should stay. Thus, the first hypothesis was confirmed. In other words, the more the job stressors in a workplace, the more the employees' organizational commitment is reduced and along with increasing the mental stress, employees' commitment including emotional and continuous commitments, decision making, communication, responsibility, dedication, attachment to the organization, the quantity and quality of work and work mentality are decreased and cause the weakness and shortcomings.

**The second hypothesis: there is a significant relationship between job satisfaction and its dimensions and organizational commitment.**

According to Table 2, it can be seen that here is a significant positive relationship between organizational commitment and job satisfaction and also between dimensions of emotional commitment and normative commitment and job satisfaction ( $p < 0.001$  and  $r = +0.505$ ). The result of this finding is consistent with research results by Noorbakhsh (2004). Personnel job satisfaction and organizational commitment leads to high performance and their persistence in their job and profession. Since the salary would result in self-esteem, it increases a person's commitment and job satisfaction. Also, when employees are involved in decision-making, appropriate reward and punishment system will be established and improper interaction between people and discrimination in the workplace will be removed leading to job satisfaction and organizational commitment.

**The third hypothesis: there is a significant difference between teachers' job stress and the level of education.**

According to Tables 3 and 4, there is a significant difference between teachers' job stress and their level of education ( $p < 0.0001$  and  $F = 9.92$ ). In other words, the higher the level of education, the higher the job stress i and a bachelor's degree holders have the most stress. The results of this finding are consistent with results obtained in the study by Kazemi (2010). One of the reasons is that scientific knowledge and giving more importance to works among educated people result in this issue. Therefore, the third hypothesis was confirmed.

**The fourth hypothesis: there is a significant difference between teachers' job satisfaction and the level of education.**

According to Tables 5 and 6, there is a significant difference between teachers' job satisfaction and their level of education ( $p < 0.0001$  and  $F = 9.15$ ). The difference between the mean job satisfaction of bachelors and diploma and associate degree is significant i.e. the amount of job satisfaction of those with a Bachelor's degree is less than that of those with Diploma and Advanced Diploma qualification. Therefore, it can be said that the higher the degree the lower the job satisfaction. The results of these findings are not consistent with research results by

Princeton (1994). There may be several reasons, but the followings are a few. The first reason may pertain to the fact that educated people have higher expectations. Employees who have more education and are paid less, they may have less production or reduce the quality of productions (work) (i.e. efforts are reduced). If high degree results in security, status and other interests, it creates job satisfaction in the person and vice versa. Thus the fourth hypothesis was confirmed. This means that there is a significant difference between the mean job satisfaction of graduates and diploma and associate degree i.e. the amount of job satisfaction of those with Bachelor's degree is less than that of Diploma and Advanced Diploma qualification. Therefore, it can be said the higher the level of education, the less the job satisfaction.

**The fifth hypothesis: there is a significant difference between teachers' job stress in terms of gender.**

According to Table 7, there is a significant difference between the teacher's job stresses in terms of gender. ( $F = 0.903$  and  $p < 0.9$ ) ( $t = 2.83$  and  $p < 0.005$ ); therefore, the fifth hypothesis was confirmed. In other words, the amount of stress in men is more than women. The results of these findings are not consistent with the results obtained by Kazemi (2010). It can be said that in studies, it is often assumed that there is a difference between men and women in terms of the experience of job stress. Financial needs in men are higher than that in woman and they should do more work for subsistence and survival or should work consecutive hours, as well as, suffer from more stress in the workplace than women because they participate in organizational politics and the struggle for power. Since stress may lead to alcoholism and narcotics, the men are at more risk than women. It seems most newly hired employees are men with high educational degrees and because of falling in a new and unfamiliar environment where there is a lot of information for learning, they feel more stress. Since men are more involved in work than women, they have less time for exercise and rest and due to lack of a regular diet; they may suffer from more stress. Therefore, the fifth hypothesis was confirmed.

**The sixth hypothesis: there is a significant difference between teachers' job satisfaction based on gender.**

According to Table 8, there is a significant difference between teachers' job satisfaction based on gender ( $P < 0.0001$  and  $T = 3.67$ ) i.e. job satisfaction in women was significantly greater than that in men. The obtained results are consistent with the results from studies by Andrvazh (2007) and Hagari (2009). There are several factors together which can create job satisfaction among people. Perhaps, the lack only one factor of all these factors can reduce a person's satisfaction or dissatisfaction with their jobs. Income; social status; possibility to job promotion; how to manage in workplace; non-discrimination and one's knowledge are the most important factors creating job satisfaction in individuals. The rate of income is one of the most serious and employment causes selecting a job for people so that in many cases, the other factors can even be ignored. Sometimes, there are people with important jobs and social status and prestige do not feel job satisfaction because of low income so that in many instances, they change their job even to lower-status job. It seems that: 1- since women is not responsible for living expenses, they usually have job satisfaction despite small salary while men are seeking more than what they receive to have complete satisfaction from their work.

2- The little share in benefiting from job opportunities in today's society makes women more satisfy with their jobs than women.

3- Since women are always trying to adapt to the situation, they do not come to compete and this spirit in women causes increasing their job satisfaction. Therefore, the fifth hypothesis was confirmed i.e. the level of job satisfaction in women was significantly greater than that in men.

## 5 Explaining the findings of the research questions:

### The first question: which dimensions of organizational commitment is the strongest predictor of job stress among teachers?

According to Table (9), continuous commitment has been detected as the most powerful predictor in the first step and has predicted 3.5% of variances of job stress. In the second step, emotional commitment has been appeared rather than normative commitment in predicting job stress and both continuous and emotional commitments have predicted 6% of variances in job stress. The results from these findings are not consistent with the results of the study by Bellou (2007). Since both continuance and emotional commitments predict 9.5% of variances in the job stress, it seems that people with continuance commitment will be sensitive to increase the costs of the organization, the volume and size of individual's investments in the organization, spent time and energy for learning and objectives which the organization have been contracted to preserve for them and protecting them have been caused stress variances and one of factors for the weakness of normative commitment is probably a feel that one has no desire to remain in the organization.

### The second question: which dimensions of organizational commitment is the strongest predictor for job satisfaction in teachers?

According to Table (10), emotional commitment has been detected as the most powerful predictor in the first step and has predicted 24% of variances of job stress. In the second step, continuance commitment is added to emotional commitment and predicts 2% of variances in the job satisfaction and in the third step, the normative commitment predicts 3% one so that all three are capable to predict 28% of variances in job satisfaction. Therefore, the strongest predictors are emotional commitment, then continuous and normative commitments, respectively. The results from these findings are not in line with the results of the study by Noorbakhsh (2004). It seems that people with high emotional commitment desire to exert more effort for organization and highly remain and this high emotional commitment to performing duties causes a feeling of responsibility, deep understanding and selflessness.

## 6 Applied suggestions

- To increase organizational commitment and job satisfaction and decrease physical and mental stressors, more and deeper awareness to the strengths and weaknesses of variables be done on teachers via diverse and short-term training courses.

- It is recommended that the authorities create a friendly and cooperative atmosphere through which they can make the ground to increase job satisfaction and organizational commitment and reduce psychological pressures on individuals so that their efficiency and effectiveness can be increased.

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### Primary Paper Section: A

### Secondary Paper Section: AE