

**Haigazian University
Libraries**



0 0 0 0 4 0 4 5 8



EX LIBRIS HAIGAZIAN UNIVERSITY

BARSUMIAN LIBRARY

T
0074

Haigazian University

The Relationship between Teachers' Job Satisfaction and

Symptoms of Depression

Hanadi Alieh Hout

A Thesis submitted to the Faculty of Arts in partial fulfillment of the requirements for the
Masters of Arts degree in Education- Emphasis Counseling at Haigazian University

Beirut- Lebanon

January 14, 2011

HAIGAZIAN UNIVERSITY
Thesis release form

I, Hanadi Alieh Hout,

☒ Authorize Haigazian University to supply copies of my thesis to libraries or individuals upon request.

☐ Do not authorize Haigazian University to supply copies of my thesis to libraries or individuals, for a period of two years, starting with the date of the thesis defense.

Approved by:

Hanine Hout, Ed.D.

Dr. Hanine Hout, Ed. D., Advisor

Signature: *[Signature]*

Date: January 14, 2011

Dr. Daoud Tawil, Ph.D., Reader

Daisy Warren

Dr. Daisy Warren, Ed. D., Reader

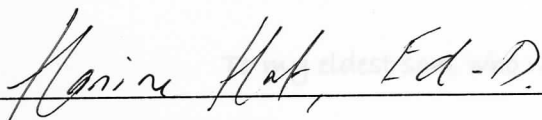
HAIGAZIAN UNIVERSITY

DEDICATION

THE RELATIONSHIP BETWEEN TEACHERS' JOB SATISFACTION AND
SYMPTOMS OF DEPRESSION

Hanadi Alieh Hout

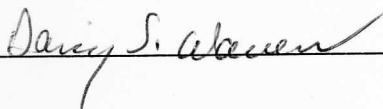
Approved by:



Dr. Hanine Hout, Ed. D., Advisor



Dr. Daoud Tawil, Ph.D., Reader



Dr. Daisy Warren, Ed. D., Reader

ACKNOWLEDGEMENT

First, I would like to thank God for giving me the opportunity to pursue higher education.

I would like to thank my advisor for countless hours counseling me and revising my thesis from the beginning till the end.

DEDICATION

Special thanks to Dr. Daoud Tawil for giving me clear and helpful guidance with his critical questions.

Many thanks to Dr. Dazi Wernon for her helpful comments to enrich my thesis.

To my father, who I always looked up to,

To my mother, who gave me the power to move ahead,

Thanks also to Vartan and Talar Agopian for their statistical analysis.

To my brother, who was always proud of my achievement

Finally, I would like to dedicate this thesis to parents and family who stood by me and encouraged me every step of the way.

To my husband, who bared with me years of studying

To my eldest son, who was my logic

To my daughter, who motivated me to fight obstacles

To my youngest son, who always made me smile in harsh times

ACKNOWLEDGEMENT

First, I would like to thank God for giving me the opportunity to pursue higher education.

I would like to thank my advisor, Dr. Hanine Hout, who spent countless hours counseling me and revising my thesis from the beginning till the end.

Special thanks to Dr. Daoud Tawil for giving me clear and helpful guidance with his critical questions.

Many thanks to Dr. Dazi Warren for her positive attitude toward me and for her helpful comments to enrich my thesis.

Thanks also to Vartan and Talar Agopian for their statistical analysis.

Finally, I would like to dedicate this thesis to parents and family who stood by me and encouraged me every step of the way.

Table of Contents		Page
Abstract		vii
I. Chapter One: Introduction		1
a) Statement of the Problem		1
b) Purpose of the Study		5
c) Hypotheses		7
d) Significance of the Study		7
e) Nature of the Study		8
f) Definition of Terms		8
g) Delimitations		10
II. Chapter Two: Review of Literature		
a) Job Satisfaction		12
b) Job Dissatisfaction		13
c) Teacher's Job Satisfaction and Pay		16
d) Symptoms of Depression and Nature of Work		18
e) The Overall Job Satisfaction and Symptoms of Depression		21
f) Prevalence of Job Satisfaction among Teachers		24

g) Prevalence of Symptoms of Depression among Teachers	25
--	----

III. Methodology

a) Participants	27
b) Procedure	27
c) Measures: Part A- Job Satisfaction Survey	28

Part B- Beck Depression Scale (BDII)

IV. Results	29
-------------	----

V. Discussion	33
---------------	----

References	40
------------	----

Appendices

Appendix A: Demographics

Appendix B: Job Satisfaction Survey

Appendix C: Beck Depression Survey

Abstract

The current study investigated the relationship between overall job satisfaction and signs of depression in male and female teachers. A sample of 118 teachers from private schools in Beirut completed a job satisfaction survey and the Beck Depression Scale in addition to demographic variables such as age, salary and number of years of teaching. Correlational analyses showed that there is an inverse correlation between overall job satisfaction and depression in this particular sample. Regression analysis between the variables of job satisfaction and depressive symptoms showed that nature of work subscale is the major predictor of depression. Analyses of variance indicated partial significance regarding an increase in salary and job satisfaction. Recommendations for administrators and teachers and suggestions for future studies were discussed.

Chapter One

Introduction

Happier Teachers are Better Teachers

Hean & Garre

Statement of the Problem

Employed adults not only consider their job as their main source of income, but also an important life aspect (Jones, 2007). Work occupies a large part of each person's day. It is one's main source of social standing. Work helps define who a person is and affects one's health both physically and psychologically. Because of work's central role in many people's lives, satisfaction with one's job is an important component in the overall well-being of every working individual (Shell & Duncan, 2007).

According to Lofquist and Dawis (1991), work includes human interaction and sources of satisfaction, dissatisfaction, rewards, stress and other psychological variables. In the theory known as Person-Environment Correspondence, Lofquist and Dawis explain how the person corresponds with the work environment (Lofquist & Dawis, 1991). By this, these authors mean that a working individual seeks to achieve an agreement between the working requirement and the individual's requirements or personal needs. This agreement or correspondence between these two types of requirements results in the stability of the employee on the job. This job stability is an important predictor of job satisfaction. Generally, individuals always seek to achieve and maintain a positive relationship with their work environment (Lofquist & Dawis,

1991; Bishay, 1996) by valuing what satisfies them regardless of the type of motivator whether it is an intrinsic or extrinsic motivator (Smith, 2007).

The ATEA Conference (2001) defined job satisfaction as the degree to which people like their job. It is the general attitude of individuals towards their jobs. It is the difference between the amount of rewards employees receive and the amount they believe they should receive. According to Bishey (1996), job satisfaction seems to increase with age, years of service, increased salary, higher level of self-esteem, as well as higher respect for the profession. He also added that the individual's needs and values are components of job satisfaction. Lofquist and Dawis (1984) concluded that job satisfaction determines productivity, job involvement, work adjustment and, later on, work stability. Consequently, satisfied employees create a more positive working environment in organizations. This work satisfaction widens until it engulfs an employee-positive attitude toward life, toward family and toward self (Shell & Duncan, 2007).

Job satisfaction and dissatisfaction are a function of the perceived relationship between what one wants from one's job and what one perceives it's offering (Luce, 1998). Job dissatisfaction is widespread among workers of all ages and all income brackets (Jones, 2007). Dissatisfied workers are thought to make less of a contribution to the organization (Neumann, 1994). Thus, one cannot overlook the other side of career satisfaction which is the job dissatisfaction. Such a dissatisfaction leads to depressive symptoms such as job burnout and is shown in withdrawal behaviors such as absenteeism, lateness, and work alienation and, ultimately, job quitting or turnover looking for a totally different job (Lofquist & Dawis, 1984).

What was stated above is applicable to all professions and more so to teaching. It was found out that the higher the teacher's dissatisfaction is, the higher the incidence of psychological disorder (Zembylas & Papanastasiou, 2004). Teachers are subjected to increased pressure by society. Stress hits the most in helping professions specifically teaching. It is assumed that teachers have to correct social problems, and educate students in academic and skill areas. They also have to supply enrichment activities to meet individual needs of all students. In addition to that, teachers are supposed to encourage moral and ethical development and the list goes on (Rocca & Kostanski, 2001). As a result of all of these duties, teachers are likely to experience a great deal of stress (Reglin & Reitzammer, 1998). For teachers who are vulnerable or who lack sources of motivation, their stress gets worse (Chase, 1985; Reglin & Reitzammer, 1998). Moreover, stress is the cause of deteriorating health, lack of productivity, and depression (Reglin & Reitzammer, 1998). Stress hits the most in helping professions specifically teaching (Reglin & Reitzammer, 1998). Effects of depression on job performance can be defined by many withdrawal behaviors one of which is missing work days where depressed employees take sick days twice as much as employees without depressive symptoms (Cousineau, M. Hall, Rosik & T. Hall, 2007). Another withdrawal behavior can be traced by the difficulty of depressive individuals in initiating actions and making decisions (Bradley & Roberts, 2004). A third withdrawal behavior is shown when depressed teachers experience low energy, fatigue, and a feeling of hopelessness (Bradley & Roberts, 2004). As a general conclusion, depression tends to be associated with lower levels of job satisfaction (Bradley & Roberts, 2004).

On the basis of what was mentioned above, teachers' job satisfaction or dissatisfaction seems to involve a combination of intrinsic and extrinsic motivators. Intrinsic satisfaction comes from classroom activities. Daily interaction with students informs teacher's feelings about whether or not students have learned something as a result of their teaching. Very few teachers enter the profession because of the external rewards such as salary, benefits, or prestige. On the other side, extrinsic factors are associated with salary, support from administrators, school safety and availability of school resources. When teachers perceive a lack of support for their work, they are not motivated to do their work nor motivated to do their best in the classroom. When teachers are not satisfied with their working conditions, they are more likely to change schools or to leave the profession.

Some of the relevant motivators are: salary, nature of work, advancement in the work field, authority in decision making, satisfaction with coworkers and supervisors, responsibility and opportunities for self expression (Lofquist & Darwis, 1984; Corey, 2000). Of course, the weight of these motivators and its effect on the employee varies from one working field to the other. Of the reinforcers listed above, the one highly valued by teachers is the nature of work. This is directly related to the actual process of teaching and learning that continuously takes place between the teachers and the learners (Brunetti, 2001). So, more involvement between both parties (i.e. teachers and students) is expected to lead to increased participation which promotes job satisfaction (Bishay, 1996). Conversely, a decline in job satisfaction, particularly in factors relating to nature of work, would more likely lead to an increase in symptoms of depression. Consequently, teachers would tend to exhibit symptoms of depression as manifested in some withdrawal behaviors such as stress, burnout, and turnover (Rocca &

Kostanski, 2001). Therefore, school leaders should intervene to enhance the lives of teachers within their schools, influence emotional climate of their organizations, motivate staff, and reduce teachers' stress (Rhodes, 2004). School leadership involvement should aim at increasing teachers' satisfaction and retention.

While intrinsic motivators usually motivate people to become teachers, a variety of extrinsic factors have been associated with teachers' satisfaction. Extrinsic motivators can influence teachers' satisfaction in their desire to remain in teaching throughout their careers. One of these extrinsic motivators is the salary or the pay the teachers earn.

Whether in developed or in developing countries, salary is given high importance by teachers (Zembylas & Papanastasiou, 2004). This salary is a significant factor that influences teachers' recruitment and retention (Zembylas & Papanastasiou, 2004). In contrast, low salary is the most frequently reported reason for leaving the profession (Czubaj, 1996). For this reason, school leaders need to have a flexible system of rewarding effective teachers (Hess, 2004). Retaining these teachers should be the goal of any national effort to move toward schools guided by accountability and competition. At the end, teachers are adequately motivated and satisfied if salaries are paid regularly and fairly based on performance. That would be enough to attract and retain productive teachers (Lavy, 2007).

Purpose of the Study

"Happier teachers are surely better teachers" a statement that we all desire to acquire! (cited by Zembylas & Papanastasiou, 2004). Most of the educational institutions in the world are concerned about how to improve the teaching-learning process. Educational quality, in schools,

should be largely related to teacher job satisfaction (Zembylas & Papanastasiou, 2001).

However, teacher satisfaction is often ignored as a factor in education-policy making. Improving teachers' working lives should not be an optional extra factor, but a central component of effective policy-making (Zembylas & Papanastasiou, 2001; Neumann, 1993). The objective of any Ministry of Education should be to maximize teacher satisfaction not only for the benefits of teachers themselves but for the sake of the students as well (Zembylas & Papanastasiou, 2001). Some school leaders view teachers as technicians; on the contrary, teachers should be viewed as professionals with complex and varied needs (Zembylas & Papanastasiou, 2004).

Hence, working on job satisfaction would promote teacher effectiveness in teaching and would minimize signs of depression (Rocca & Kostanski, 2001; Smith, 2007; Neumann, 1993; Olsen, 1993).

In developed countries, a lot of research was implemented to improve the quality of the teaching-learning process by focusing primarily on the students and secondly by focusing on the teachers and how to make them feel more satisfied in their jobs. While in developing countries, the major focus has always been on how to motivate students to learn and not on how to satisfy and motivate teachers in their jobs (Zembylas & Papanastasiou, 2001).

Therefore, the aim of this study was to evaluate the Lebanese teachers' overall job satisfaction while relating that to the emotional well-being or psychological health of the teacher specifically to symptoms of depression. Another aim is to consider different facets of teachers' job satisfaction and their effect on depression. More specifically, the following hypotheses were examined:

Hypotheses

1. There will be a negative correlation between the job satisfaction and symptoms of depression.
2. Scores of the subscale "Nature of Work" will negatively predict symptoms of depression.
3. In general, teachers of higher wages are more satisfied than teachers of lower wages.

Significance of the Study

Teaching, as a profession, has long been identified for its intrinsic motivators than for its extrinsic ones. Teacher's motivation stems from an interplay of factors that are linked to their sense of their own worth and value as educators (Zembylas & Papanastasiou, 2004). Pinpointing factors that affect teachers' satisfaction in their jobs will surely direct school leaders to work on these factors as a way to increase teacher attrition and decrease burnout and, later on, turnover. Taking this into consideration, this study has significance for its effect on four levels:

1. Many factors influence teacher's total job satisfaction. The result of this study may give clues for school principals and leaders of educational institutions as to what factors to focus on in order to improve teacher's job satisfaction as a way to enhance the professional quality of the educational process.
2. While a lot of research was carried on in developed countries such as the United States on factors to enhance teacher's satisfaction, much of which may be indicative to the Lebanese schools, a number of cultural and political differences may limit

their generalization to our Lebanese context. This study is implemented to see whether similar findings are obtained in Lebanese schools.

3. This study is an effort to discover the relationship between teacher's total job satisfaction and symptoms of depression, on one hand, and to specify which factor of the teacher's satisfaction has the greatest effect on symptoms of depression.

Nature of the Study

The present study employed the quantitative method of statistical analysis to measure variables by using correlation and regression analyses in addition to tests of comparison of means. It relied on self-report measures where a sample of 118 teachers who teach different grade levels at different private schools varying from kindergarten till grade 12 provided demographic information and filled two questionnaires: Job Satisfaction Survey (JSS) and Beck Depression Inventory (BD-II).

Analyses of correlations, regression and variance were used to test the hypotheses.

Definition of Terms

Job Satisfaction:

Job Satisfaction is the degree to which people like their jobs. It is the global feeling about the job or related constellation of attitudes about various aspects of the job. It is an indicator of emotional well-being or psychological health (Kostanski & Rocca, 2001).

Job Dissatisfaction:

Job dissatisfaction is a state where the employee holds negative attitude towards the job. Such a state if dissatisfaction creates a psychological disorder (Zembylas& Papanastasiou,2004 ;Inman, D.& Marlow,1993).

Depressive Symptoms:

Depressive symptoms are signs of psychological disorder such as sadness, pessimism, past failure, loss of pleasure, guilty feelings, punishment feelings, self- dislike, self criticalness, suicidal thoughts or wishes, crying, agitation, loss of energy, changes in sleeping patterns, irritability, changes in appetite, concentration difficulty, tiredness, and loss of interest in sex or sexual drive (Beck, Steer& Brown, 1996).

Nature of work:

It is one of the factors that affect job satisfaction. Any grade level teacher plays a role in the intellectual and the social development of their students. Consequently, a teacher's job is not only restricted to academics. The teacher has also the ability to influence the student's emotional state. Academically, a teacher needs to prepare lesson plans, assessment forms, and activities for the students. He/ She is supposed to grade papers, fill in report cards, prepare bulletin board ideas, meet with parents, attend meetings and conferences, and supervise extra-curricular activities after school. Moreover, they provide assistance in areas in which students need to, listen to oral presentations and maintain classroom discipline. Psychologically, teachers must have the ability to communicate, inspire trust and confidence, and motivate students to become responsible educated adults. To conclude, teacher's nature of work is not

limited to the job tasks themselves but also in motivating and understanding the students' emotional and educational needs. The "Nature of Work" of teaching is the key that determines students' success or failure at school work and in their personal lives. (Occupational Outlook Handbook, 2010 ed.).

Pay:

It is one of the extrinsic factors that affect job satisfaction. By definition, pay is the amount of money that teachers earn on hourly or monthly basis. This pay varies between private and public schools and also between part time and full time teachers.

Delimitations

The present study had two delimitations that should be considered before generalizing its results to the general population:

For one, the study was limited to private schools in Beirut. A number of variables might differ between public and private schools and between private schools themselves such as pay, work load, or promotion opportunities. For example, a difference in pay would affect the employee's job satisfaction. Another limitation was the number of female participants in comparison to the number of male participants which was only 19 out of 118.

Chapter Two

Review of Literature

Since the intent of the present study was to examine the relationship between the overall job satisfaction of teachers and symptoms of depression, there was a strong need to explore available literature on such issues and constructs. Another important intent of this study was to find which factor of all the factors of job satisfaction would have the greatest impact on Beck Depression Scale that would indicate symptoms of depression in teachers' psychological state in Beirut. The third intention, if teachers of higher wages would indicate a higher score on total job satisfaction compared to teachers of lower wages.

National and international researches, in the field of education, are constantly directed toward finding ways to improve the quality of the teaching profession and teachers' lives. To do so, educational institutions need to focus on motivators that would increase teachers' job satisfaction. This feeling of satisfaction would positively affect the productivity of their work and would create an overall life satisfaction (Robert, Young, & Kelly, 2006). By working on teachers' job satisfaction, we'll be improving the productivity of the teaching-learning process where teacher satisfaction will be transmitted to the students and then to the whole society (Gulielmi and Tatrow, 1998; Kremer- Hayon and Goldestein, 1990; Perie and Baker, 1997; Poppleton, 1990; Sim, 1990).

Among other research articles, Ostroff (1992) states that satisfied teachers are those who are enthusiastic and motivated to do their best in order to promote a high standard of students' achievement (Mitra, Jenkins & Gupta, 1992). On the other hand, most competent

teachers, who are not satisfied, are in danger of being demotivated. This state of demotivation might lead to burnout or eventually to turnover. These competent teachers may decide to leave their job. They would be considered a sacrificial shift of valuable educational resources away from the classrooms. Thus, educational institutions would be forced to replace competent teachers with new unprofessional ones (Hess, 2004; Miller, Brownell & Smith, 1999).

I. Job Satisfaction

Throughout the whole life cycle, we grow up, get an education, and eventually work to be able to support ourselves and our families. We cannot but say that life cannot go on without work. So, work is not only the main source of income, but an important life domain (Smith, 2007). Work is a major life task where any employee tries to find his source of personal identity and wellness in it (Robert, Young & Kelly, 2006).

Work occupies a large part of each worker's day and is one's main source of social standing. As Long (2005) states, work helps to define who a person is. As a result, work affects one's health both physically and psychologically. Since we all keep going day after day to work, happiness, with work, is critical to an individual's over-all well being (Long, 2005). So, it is important to define what job satisfaction is and what factors affect it either positively or negatively.

Job satisfaction has been defined as people's overall positive attitude toward work and the extent to which their current position meets their needs, values and expectations (Robert, Young & Kelly, 2006). Job satisfaction is the global feeling about the job or job-related constellation of attitudes about various aspects of the job as defined by Rocca and Kostanski

(2001). A person reaches job satisfaction when he/she considers the whole job and everything about it. So, the overall job satisfaction is a combination of intrinsic and extrinsic rewards all together (Jones, 2007). It is a positive emotional state resulting from the appraisals' of one's job or job experiences (Shell & Duncan, 2004; Neumann, 1993). One can sum up to say that job satisfaction is the degree to which people like their jobs thus resulting in a general positive attitude toward the job (Rocca & Kostanski, 2001).

Job satisfaction can have either positive or negative effect on organizational functioning (Rocca & Kostanski, 2001). A person with high level of job satisfaction holds positive attitude towards the job, toward life, family, and self (Shell & Duncan, 2004).

Job satisfaction is not evenly distributed across occupations or workers. It increases with the social standing of the occupation. The most satisfying jobs are mostly those professions, involving caring for others such as teaching (Smith, 2007).

For that reason, the current research will calculate the score of the overall job satisfaction survey of teachers in private schools in Beirut.

II. Job Dissatisfaction

The other extreme of job satisfaction is job dissatisfaction. In general, job satisfaction and dissatisfaction are a function of the perceived relationship between what one wants from one's job and what one perceives it is offering (Luce, 1998).

Job dissatisfaction is attributed to work overload, poor pay and the perception of how the job is viewed by society (Zembylas & Papanastasion, 2004). Job dissatisfaction is

widespread among workers of all ages and in all income brackets (Jones, 2007). One gets to conclude that dissatisfied workers are thought to make less of a contribution to the organization which they work in (Neumann, 1993). As a result of dissatisfaction, they would hold negative attitudes toward the job leading to decreased productivity (Zembylas & Papanastasiou, 2004; Rocca & Kostanski, 2001).

A negative attitude of a person in an organization has a less impact to the environment of work than to a dissatisfied teacher in her domain of work since teacher dissatisfaction would result in a reduced ability to meet students' needs (Zembylas & Papanastasiou, 2004).

Teacher dissatisfaction is the main factor in teachers leaving the profession. Signs of depression are revealed when teachers experience conflict between their expectations and the expectations of others in the environment, so they become more stressed, less satisfied; less committed to their job and consequently show greater intentions of leaving (Miller, Brownell & Smith, 1999). One can record a whole list of factors that lead to an overall dissatisfactory state of work that evolve around teachers. Some of these factors are lack of administrative support, frustrations with variety of administrative routines, work load due to papers, and nonteaching duties (Marlow & Inman, 1993), overemphasis on standards, etc... (Zembylas & Papanastasiou, 2004; Marlow & Inman, 1993).

As a conclusion, job dissatisfaction can be conceptualized as an accumulation of many complex factors resulting in a negative state that overwhelms the teacher and directs her/ him to leave the profession. As affirmed by Rocca and Kostanski (2001) it is said that there is a strong association between job dissatisfaction and burnout and finally turnover.

To clarify the idea above, Zembylas and Papastasion (2004) state that job dissatisfaction creates a psychological instable situation leading to increased absenteeism. This psychological state leads to burnout of potentials in the working field. Burnout, as identified by Reichell and Neumann (1993), is a syndrome or a state of physical, emotional, and mental exhaustion toward one's work in response to chronic organizational stressors. After extended periods of burnout, teachers would have no other choice except to turnover or quit the current job looking for a different one. Many of the individuals who leave are the more capable teachers and those who are unhappy remain. These unhappy employees pass their negative feelings onto others in the classroom thereby affecting their colleagues at work and their students (Marlow & Inman, 1993). In such circumstances, organizational efficiency and effectiveness are reduced. One has to keep in mind that some students may have developed a relationship with a particular teacher craving for a stability that does not exist in their own lives. So, a loss of qualified teachers who are facing burnout or turnover is unfavorable for the school or staff members as well as students. As a result, more time would be wasted for recruitment of a new staff member and for constructing bonds between the new teachers and the students (Rocca & Kostanski, 2001).

What was stated above was only the totality of job satisfaction and dissatisfaction as an entity and how this entity affects signs of depression shown in Beck Depression Scale. The overall job satisfaction is divided into two categories which are the intrinsic or extrinsic motivators. The intrinsic motivators are: communication, nature of work, coworkers, contingent rewards. Extrinsic motivators are: pay, promotion, fringe benefits, and operating conditions. Some of these motivators overlap and so it's hard to discriminate between

subscales. In the following sections of the literature review, job satisfaction will be dealt with in relation to one of its extrinsic variable which is the pay. Another section will be focusing on the nature of work in relation to symptoms of depression. The last section will be directed towards the relationship between the overall job satisfaction and symptoms of depression.

Therefore, the current research will calculate the overall job satisfaction or dissatisfaction of teachers in private schools in Beirut.

III. Job Satisfaction and Pay

Teachers are human beings. As all human beings, teachers are intrinsically and extrinsically affected by variables in the job leading to either job satisfaction or dissatisfaction. Equally important to the intrinsic satisfaction of teachers are the extrinsic variables that may lead to the satisfaction or dissatisfaction of teachers. Such variables are the pay, promotion, fringe benefits, and the operating procedures (Jones, 2007).

One major variable in influencing job satisfaction of teachers is the pay or the amount that an employee earns after doing a certain job for a certain period of time. All employees, as well as teachers, work to earn a certain amount of money to support themselves and their families (Zembylas & Papanastasiou, 2004).

Logically speaking, most of the researchers state that the more the pay, the more satisfied an employee or a teacher will be whether we live in developed or developing countries (Bishay, 1996; Zembylas & Papanastasiou, 2004).

A lot of schools relate pay to qualifications and years of teachers' experience. But basing teachers' pay on experience and credentials rather than on performance means that pay isn't going to the other teachers who deserve it. Some researchers agree to that. Some others believe that pay has to be related to the classroom performance in order to improve the current educational system. In this way, the teachers will have clarified teaching goals and they will be attracted to retain in the educational field as being the most productive teachers (Lavy, 2007). Researchers also add that fixing the way teachers are paid and retaining them is the first crucial step in making schools succeeds (Hess, 2004).

School leaders agree to the importance of pay but, most of the time, excuse themselves by saying that not any amount of money is enough for teachers' work and that such a caring job cannot be evaluated by money. But, in the final end, they offer considerably low salaries to the teachers. Those school leaders who cannot afford to raise salaries of teachers defend their point of view by saying that teachers are adequately motivated if salaries are paid regularly, teaching and learning facilities were made available and if teachers were encouraged to attend conferences and workshops (Ofoegbu, 2004).

Another perspective of this issue states that teachers of today are not underpaid but it's that good teachers who tackle important challenges are underpaid and there is a need to find ways to compensate for them appropriately (Hess, 2004).

As much as we fight with or against raising salaries for teachers, we all admit that pay is crucial to teachers' satisfaction and without a fair amount of pay teachers would be demotivated to a certain extent to work in this demanding job. School leaders need to implement

a flexible system to monitor and reward personnel in sensible ways, to identify, assist, or remove ineffective teachers (Hess, 2004). For effective teachers, individual- based incentives will make a huge difference in improving school productivity and teachers' work (Lavy, 2007). Then, pay will motivate teachers to make decisions regarding instructions, curriculum and other aspects of schooling that will contribute to attaining the desired outcomes and goals (Lavy, 2007).

To sum up, an increase in pay would surely satisfy teachers and a low salary with low working conditions would lead to psychological symptoms of burnout and eventually turnover where teachers would decide to leave the profession(Czubaj, 1996).

The literature review in this part directly relates job satisfaction to pay. Consequently, the current research will prove if an increase in pay will result in a higher score on the job satisfaction scale or will refute usual results done in previous research papers.

IV. Symptoms of Depression and Nature of Work

As mentioned above, job satisfaction is an entity that is composed of many intrinsic variables, first of which is the nature of work. Why is nature of work considered as an intrinsic motivator? This nature of work factor deals with the job itself. It tells about the job tasks themselves (Ofoegbu, 2004). It is the heart beat of the interaction between teachers and students in the classrooms (Brunetti, 2001). It is what the employee feels that he likes what he/she is doing at work. Also nature of work deals with the sense of pride one feels about his job (Ofoegbu, 2004).

Bishay (1996) concludes that teachers enjoy teaching. Those who are in the teaching field feel that teaching are the power to give from the inner self an endless capacity toward students of all ages (Gerald, 2001). The nature of this profession assigns the teacher as a media by which educational philosophy and objectives are translated into knowledge and skills to be transferred to students in the classrooms (Ofoegbu, 2004).

This intrinsic variable, nature of work, assigns a high status for such a profession. Teachers are intrinsically satisfied when they are able to make students feel the essence of education. Teachers get their satisfaction when they are able to show learners that there are valid reasons to be curious and knowledgeable (Gerald, 2001). Teachers reach the highest peak of satisfaction when they assist young learners to reach their potentials, experience success, and grow into responsible adults (Zembylas& Papanastasiou, 2004). Satisfaction of teachers creates a state of happiness where teachers would be deeply involved in any educational activity and will function at the peak of their abilities. As a result, teachers' satisfaction has a direct impact on students' achievement. As mentioned by Bishay (1996), students seem to recognize the effectiveness of teachers who are satisfied with their teaching performance. Consequently, students become enthusiastic about teaching where teachers value responsiveness and enthusiasm as their own enthusiasm. We can conclude that this relationship is a two-sided reaction where teachers and students are at the poles and the nature of the teaching job which is teaching is the media between these two poles.

This enthusiasm and positive relationship between teachers and learners is an important base for classroom effectiveness and school improvement (Zembylas& Papanastasiou, 2004; Ofoegun, 2004). It is the key to students' behavior and discipline. As

stated above, nature of work deals with the ability of teachers to influence their students academically and emotionally (Brunetti, 2001). Also, teachers face a reduced ability to meet the students' needs (Zembylas & Papanastasiou, 2004). When teachers are not able to make a difference in their students' lives, job dissatisfaction increases. As nature of work of teaching may lead to a state of happiness and psychological well-being on one side, dissatisfaction with this work leads to psychological disorder. Consequently, teachers exhibit symptoms of depression illustrated in some withdrawal behaviors such as stress, burnout, and turnover (Rocca & Kostanski, 2001). Such a psychological instability is revealed in high levels of fatigue, low levels of energy, low self-esteem and absenteeism (Cousineau, M. Hall, Roski, T. Hall, 2007). Such a case is detected in classrooms when teachers feel the inability to cope with the students' misbehavior and yelling starts to prevail in the educational context. As a consequence, less learning and teaching takes place. Moreover, the teacher starts to worry about the evaluation of students' performance and school grading practices (Zembylas & Papanastasiou, 2004).

To conclude, one can say that a teacher with strong positive attitude towards the nature of his/her work results in lower occurrence of symptoms of depression (Bishay, 1996); whereas, negative attitude based on nature of work of teaching ends in the teacher's high occurrence of symptoms of depression (Zembylas & Papanastasiou, 2004).

For that reason, the current research will show how participants with high incidence of symptoms of depression have a low score on nature of work as an intrinsic variable of the overall job satisfaction.

V. Overall Job Satisfaction and Symptoms of Depression

Work constitutes a major part of our daily life. A person has to like the job to keep doing the same job routines constantly over the years. Here comes the issue of job satisfaction and how it affects your work productivity or work burnout.

In their article, Rocca and Kostanski (2001) consider job satisfaction an indicator of emotional well-being and psychological health. An employee, specifically a teacher, with a psychological well-being state shows a high level of self-esteem, a low level of depression or psychological distress. Other indicators of psychological well-being are low levels of hopelessness, tension, anger, fatigue, depressive mood, and confusion (Rocca & Kostanski, 2001). This is also stated in the article of Shell and Duncan (2001) who relate job satisfaction to physical health and general happiness. Smith (2007) mentions that satisfied employees have good mental health and are better at making adjustments in their lives.

On the contrary, a decline in the level of job satisfaction indicates the occurrence of psychological disorders such as burnout and stress (Zembylas & Papanatasiou, 1996). The first major effect of psychological disorder is burnout. Burnout is defined as a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment. Another definition of burnout is that it is a pattern of emotional overload where people feel drained and lack the energy to face another working day (Rocca & Kostanski, 2001).

Rocca and Kostanski (2001) agree on three components of burnout which are depersonalization, emotional exhaustion, and reduced personal accomplishment. The first component of burnout is depersonalization. This component is shown in the emotional

distancing from the direct care clients that result in an uncaring attitude toward others.

Depersonalization in teachers is evident when they are unable to give 100% to their care clients- the students. Depersonalized teachers lack involvement, charisma and warm emotions due to their detached involvement with students. Consequently, teachers won't be able to affect the learning behaviors, discipline, and motivation of students (Rocca& Kostanski, 2001).

This depersonalization doesn't affect the relationship between teachers and students only, but it also widens to affect the relationship between teachers, parents, and colleagues.

Depersonalization enlarges to compensate every corner of a person's life and later on would lead the employee to the intention of quitting the current profession (Rocca& Kostanski,2001).

The second component of burnout is the emotional exhaustion, or the feeling of fatigue and lack of enthusiasm for the work. In teachers, this emotional exhaustion is exhibited in cognitive malfunctions such as overlooking errors made by students in their written tasks and the inability to control students' behaviors. One example of inability is the yelling of teachers at students for misbehavior. As a result, the quality of job performance and work success will decrease (Rocca& Konstanski, 2001).

The third component of burnout is the reduced personal accomplishment. It is the feeling that nothing of value is being done at work by the employee. Teachers of this type of burnout no longer care about their goals in the job or the students they manage. Even, friends and family later on become just one more demand (Reichall & Neumann, 1993). In the end, these teachers would feel depressed, trapped, and hopeless. They lose interest in all life activities and decide to quit the job.

The second example of a psychological disorder due to job dissatisfaction is stress.

Stress is defined as an adaptive response in which a person's body prepares or adjusts to a threatening situation (Reglin & Reitzammer, 1998). Stress exists in the lives of all people with different intensities. Stress hits the most in helping professions such as teaching (Reglin & Reitzammer, 1998). Vulnerable teachers to stress cannot meet the demands of their work. So, their stress gets worse and actually lead to burnout. Stressful teachers are associated with various forms of job withdrawal such as absenteeism, intention to leave the job, and actual turnover (Maslach, Schaufeli, & Leiter, 2001). Stress results in teachers' conflicts with coworkers, conflict with supervisors, feelings of underpaid, lack of opportunity promotion, and lack of involvement in decision making. Stress is acceptable when it can be controlled. It can be managed when teachers use strategies to identify, reduce, or resolve stressors (Reglin & Reitzammer, 1998). But, when stress exceeds the limit, it causes deterioration of health, lack of work productivity, and finally depression. As we can see, at first, job dissatisfaction was related to burnout in work context. But, when the situation deteriorates, and teachers aren't able to cope with burnout and stress, depression pervades in every dimension of the person's life (Maslach, Schaufeli, & Leiter, 2001)

Depression as defined by Bradley and Roberts (2004) "is an overall negative orientation and tendency to think and act in ways that result in negative emotional experiences" (Bradley and Roberts, 2004, p.2) in one's life in general and one's job in particular. Individuals with depression have difficulty in initiating actions and taking decisions. Moreover, they experience low energy, fatigue, and hopelessness. As an effect, depressive teachers have twice as much sick days as teachers without depressive symptoms (Cousinea, Rosik, & Hall, 2007). To wrap up

with what was mentioned in the literature review: job satisfaction is inversely related to depression. An increase in the overall job satisfaction would definitely lead to a decrease in the level of depressive symptoms. On the contrary, teachers' job dissatisfaction would elevate the level of depressive symptoms.

Prevalence of Job Satisfaction among Teachers

Numerous studies have reported different findings as to the percentage of teachers who experience levels of job satisfaction; complain about their dissatisfaction, and whose quality of teaching performance is affected because of it. The literature seems to be mixed with different percentages reported by different researches. Still, teachers of all ages, gender, and experience report how their overall job satisfaction affects the quality of the teaching-learning process.

One of these empirical studies was done by Zembylas and Papanastasiou(2001) who questioned their participants about the reasons behind their choice of becoming teachers. 63% of the participants reported that they always wanted to become a teacher. 70% denied that teaching was not their first choice. 54.6% indicated that they entered the teaching profession because they were attracted by the hours and the holidays of the profession. 35.7% specified that the salary, teaching hours, and holidays were all factors that influenced their choice to follow the teaching profession. 51.8% stated that they thought teaching would fit well with their family commitment. 28.3% indicated that they always wanted to become teachers just for the sake of teaching and not due to the salary, hours of teaching, or holidays. They were attracted to the nature of the teaching job as such.

Further analysis was conducted on the same 146 teachers. First, regression that was performed examined whether the satisfaction level of teachers could be predicted from gender, educational degree, or age. The overall model was not significant ($F= 1.641$, $p= 0.179$) and it explained 1.2% of the variance of teacher's satisfaction. The only independent variable in this regression that was significant in predicting teacher's satisfaction was that of age. Since the beta coefficient for this variable was positive, this indicated that as the teacher's age increases, their satisfaction level increases as well.

Second regression examined whether satisfaction level differed according to their position in school. This examination was significant ($F= 4.957$, $p= 0.002$). It explained 3.4% of the variance of teacher satisfaction. The only independent variable that was significant in this regression was that of teacher's position. The beta coefficient of this variable indicated that the satisfaction level of teachers increased as the teacher's position in the school increased.

Another analysis on the average level of satisfaction was conducted by measuring the satisfaction level in accordance with the teacher's position in school. The position that had the lowest level of satisfaction was that of teachers, who had an average of 5.24 ($sd=1.06$). Nevertheless, as the position of the teachers increased, their satisfaction levels increased as well. Assistant principals had higher satisfaction than teachers ($x=5.54$, $sd=0.83$) and principals had the highest levels of overall satisfaction ($x=5.93$, $sd= 0.83$). Furthermore, a study of ANOVA was performed with a post hoc test. The overall ANOVA was significant ($F=7.045$, $p=0.001$).

The third regression examined the factors that motivated teachers to enter the teaching profession. The overall model was significant ($F= 6.925$, $p= 0.000$) and it explained 9.3% of the

variance. The independent variables that were significant indicated that the teachers who indicated that they always wanted to become teachers ended up having higher levels of satisfaction ($t = 2.263$, $p = 0.024$). Teachers who previously mentioned that they always wanted to be teachers had a satisfaction level of 5.47 ($sd = 1.001$) (Zembylas & Papanastasiou, 2001).

Prevalence of Symptoms of Depression among Teachers

Several researches on symptoms of depression were conducted on secondary and elementary teachers. These researches were conducted in an attempt to predict job productivity. According to a study done by Cousineau et al (2007), Depression was related to 18% loss in task and 7% loss in productivity. The depressed group reported limitations in ability to perform mental and interpersonal tasks twice as much. The follow-up unemployment rates were 41% for the depressed group as opposed to 5% for the non-depressed group ($p < .001$). The depressed group had between 6 and 10% productivity loss, as compared to 2-4% for the nondepressed group (Cousineau, M. Hall, Rosik, T. Hall, 2007).

Another empirical study was conducted to find the effect of symptoms of depression on job satisfaction. Smith (2007) found out that job satisfaction and general happiness are positively related (Pearson's $r = .286$, $prob. = .000$) with those saying they are very happy in general rising from 15.7% for those very dissatisfied with their job to 45.3% very happy among those very satisfied with their job.

Therefore, it should be the concern of all school leaders to work on intrinsic and extrinsic factors to increase job satisfaction of teachers due to its effect on the overall

educational process and the community in general. For all what was mentioned before, it is crucial to study the relationship between job satisfaction and symptoms of depression.

According to literature review presented above, one can infer that there is a negative correlation between the overall job satisfaction of teachers and symptoms of depression.

Therefore, the present research will investigate the relationship between the overall job satisfaction of teachers and the symptoms of depression. The following hypotheses will be tested:

1. There will be a negative correlation between the overall job satisfaction and the symptoms of depression.
2. Scores of the subscale "Nature of Work" will negatively predict symptoms of depression.

3. In general, teachers of higher wages are more satisfied than teachers of lower wages.

The researcher distributed 150 copies of the questionnaire and received back 118 copies fully filled. Twenty copies were partially filled so they were disregarded. Twelve copies weren't given back.

Measures**Chapter Three****Methodology****Participants:**

The sample for collecting the data of the present study was randomly and independently selected from seven private schools in the Beirut sector. The 118 participants were teachers from different grade levels: kindergarten, elementary, middle school, and high school. The number of females was 99 and the number of male was 19. The age range was between 22 and 64 years old with an average age of 43. The participants were selected randomly from different schools, teaching different subject matters.

Procedure:

After the principals' approval, teachers were requested to gather in the teachers' lounge. The researcher explained the objective behind the research work to the respective teachers. Filling in the questionnaire was completely voluntary and the participation was highly appreciated. Voluntary participation and anonymity were highlighted on the cover sheet of the questionnaire that also explained broadly the purpose of the study.

The researcher distributed 150 copies of the questionnaire and received back 118 copies fully filled. Twenty copies were partially filled so they were disregarded. Twelve copies weren't given back.

Measures

The measures of this study were contained in a single sided 10 page questionnaire including: a cover sheet, a demographic sheet, part A which included job satisfaction survey and part B which had the Beck Depression Inventory. A copy of the questionnaire is attached as Appendix A. Upon computation of the Cronbach's alpha coefficient for each subscale of the JSS, two subscales, "fringe benefits" and "operating conditions" were removed from the study due to the low alpha coefficient.

Part A: Job Satisfaction Survey (JSS)

This measure was adapted from Paul E. Spector (1994) and modified lately in 1999. Job Satisfaction survey, or JSS, is a survey of 286 items. It is a seven facet scale used to assess employee attitudes about the job and aspects of the job. Each different facet is assessed with four items, and a total score is computed from all the items. A summated rating scale format is used, with six choices per item ranging from "1= strongly disagree" to "6= strongly agree". Items are written in both directions, so about half must be reverse scored. The facets of JSS are: pay, promotion, supervision, contingent rewards, coworkers, nature of work, and communication. JSS is applicable to all organizations with an internal consistency reliability (coefficient alpha= 0.91) based on a sample of 2,870. JSS is provided free for noncommercial educational and research purposes.

This well established instrument has been repeatedly investigated for reliability and validity. The subscales related moderately to well between each other, internal consistency, a

score of 0.6 for coworkers to 0.91 for the total score. Overall, an average on 0.70 for internal consistency was obtained out of a sample of 3,067 individuals. Over an 18 month time period, an internal consistency of 0.37-0.74 was calculated for a smaller sample of 43 workers. Studies using various scales for job satisfaction on a single employee, supported validity. A correlation of 0.61 for coworkers to 0.80 for supervision was calculated between the five of the job satisfaction subscales and some of the job description index (Spector, 1985).

Part B: Beck Depression Inventory II (BD-II)

This inventory was formed by Aaron T. Beck, Robert A. Steer, and Gregory K. Brown. Beck Depression inventory is made up of 21 items, self-report instruments for measuring the severity of depression in adults and adolescents aged 13 and above, but not as a diagnostic tool. It was revised in 1996 to be more consistent with DSM-IV criteria with depression.

This inventory constitutes depressive signs which are: sadness, pessimism, past failure, loss of pleasure, guilt feelings, punishment feelings, self-dislike, self-criticalness, suicidal thoughts or wishes, crying, agitation, loss of interest, indecisiveness, worthlessness, loss of energy, changing in sleeping patterns, irritability, changes in appetite, concentration difficulty, tiredness or fatigue, and finally loss of interest in sex or sexual drive.

Each depressive state has four statements, where each statement is scored on a 4-point scale ranging from 0 to 3, except for items 16 and 18. Special attention must be paid to scoring of items 16 and 18. These two items have 7 statements with the same scoring as the others. BD-II is scored by summing the ratings for the 21 items. The maximum total score is 63.

The range of BD-II scores would vary between 0 to 13 for minimal signs of depression, 14 to 19 for mild symptoms, 20 to 28 for moderate symptoms, and 29 till 63 for severe signs of depression.

Numerous Studies provide evidence for its reliability and validity across different population and cultural groups. This inventory has a test-retest reliability of average 0.93 within 7 days ($p<.001$). The internal consistency of coefficient alpha is 0.92(Beck, Steer,& Brown,1996).

Table 1

Cronbach's alpha for the subscales and total scale of JSS and BD-II

Scale	Previous Cronbach's alpha	Current Cronbach's alpha
Pay	.75	.53
Promotion	.73	.58
Supervision	.82	.70
Contingent Rewards	.76	.55
Coworkers	.60	.62
Nature of work	.78	.58
Communication	.71	.65
Total JSS	.91	.81
BD-II	.92	.85

The Cronbach alpha coefficient for the current study was slightly lower than those of previous studies. These differences might be due to cultural biases, as English was not the primary language of most participants.

Hypothesis 1: There will be a negative correlation between overall job satisfaction and symptoms of depression.

To test the relationship between overall job satisfaction and symptoms of depression, a correlation was computed. The results of the correlation between the scores on the total scale

Chapter Four

Results

This study used two scales: the Job Satisfaction Survey (JSS) and the Beck Depression Inventory II (BD-II). The internal reliability of each subscale of the JSS as well as the total scales of JSS and BD-II were determined by calculating Cronbach's alpha for each scale and subscale. Current and Previous coefficients for Cronbach's alpha are shown in Table 1.

Table 1
Cronbach's alpha for the subscales and total scale of JSS and BD-II

Scale	Previous Cronbach's alpha	Current Cronbach's alpha
Pay	.75	.53
Promotion	.73	.58
Supervision	.82	.70
Contingent Rewards	.76	.55
Coworkers	.60	.62
Nature of work	.78	.58
Communication	.71	.65
Total JSS	.91	.81
BD-II	.92	.85

The Cronbach alpha coefficient for the current study was slightly lower than those of previous studies. These differences might be due to cultural biases, as English was not the primary language of most participants.

Hypothesis 1: There will be a negative correlation between overall job satisfaction and symptoms of depression.

To test the relationship between overall job satisfaction and symptoms of depression, a correlation was computed. The results of the correlation between the scores on the total scale

of JSS and BD-II, $r(118) = -.213, p < .021$, showed that there is a negative significant correlation between job satisfaction and symptoms of depression, which means that the higher the teachers' job satisfaction is, the lower their symptoms of depression are.

Therefore, hypothesis 1 was confirmed.

Hypothesis 2: Scores of the subscale "Nature of Work" will negatively predict depression

To measure the contribution of the subscales of JSS on the BD-II, a regression analysis was computed. Each subscale of the JSS was regressed on the BD-II. The Beck Depression scale was regressed on the subscales of the Job Satisfaction Scale, which are "pay", "promotion", "supervision", "coworkers", "nature of work", "communication", and "contingent rewards".

The results showed that the subscale "Nature of Work" negatively and significantly predicted depression, $t=-3.854$, as compared to the other subscales (see Table 2).

Table 2

Regression analysis between the subscales of JSS and BD-II

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	34.242	5.841		5.863	.000
	Pay	-.265	.224	-.120	-1.182	.240
	Promotion	-.094	.220	-.043	-.427	.670
	Supervision	.198	.225	.090	.879	.381
	Coworkers	-.384	.235	-.177	-1.635	.105
	Natureofwork	-.958	.249	-.364	-3.854	.000
	Communication	.329	.212	.167	1.547	.125
	Contingentrewards	-.112	.243	-.049	-.461	.645

a. Dependent Variable: Total Depression Scale

R Square=.180 and adjusted R Square=.128

Consequently, the subscale "Nature of work" is the highest predictor of symptoms of depression. Moreover, each change in the "Nature of Work" decreases depression by one unit.

Therefore, Hypothesis 2 was confirmed.

Hypothesis 3: Teachers of higher wages are more satisfied than teachers of lower wages.

Participants were divided into five groups according to their salaries; group 1 includes participants having salaries ranging from 700,000 to 899,000 Lebanese liras for teachers with a high school degree, group 2: 900,000-1,199,000, for teachers with a bachelor degree, group 3: 1,200,000-1,499,000, for teachers with a bachelor degree, and a teaching diploma, group 4: 1,500,000-1,999,000, for teachers with a bachelor degree, a teaching diploma, and five years experience and group 5: above 2,000,000, for teachers with a bachelor degree, a teaching diploma, and more than five years of experience. To test the differences of JSS mean scores between the 5 groups, a one way analysis of variance was conducted.

Results of the ANOVA show that the difference of the means of total job satisfaction between the five salary groups is significant. However, participants with the highest wages had the lowest mean of job satisfaction.

Therefore, Hypothesis 3 is partially confirmed.

The results are displayed in the table and graph below.

Table 3
ANOVA of the five salary groups on Total Job Satisfaction

Descriptives								
total job satisfaction	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
700-,000-899,000	59	111.00	16.260	2.117	106.76	115.24	73	145
900,000-1,199,000	26	108.35	15.404	3.021	102.12	114.57	78	133
1,200,000-1,499,000	13	108.08	13.092	3.631	100.17	115.99	91	137
1,500,000-1,999,000	12	115.33	12.709	3.669	107.26	123.41	96	135
above 2,000,000	8	89.75	17.203	6.082	75.37	104.13	70	128
Total	118	109.09	16.244	1.495	106.13	112.05	70	145

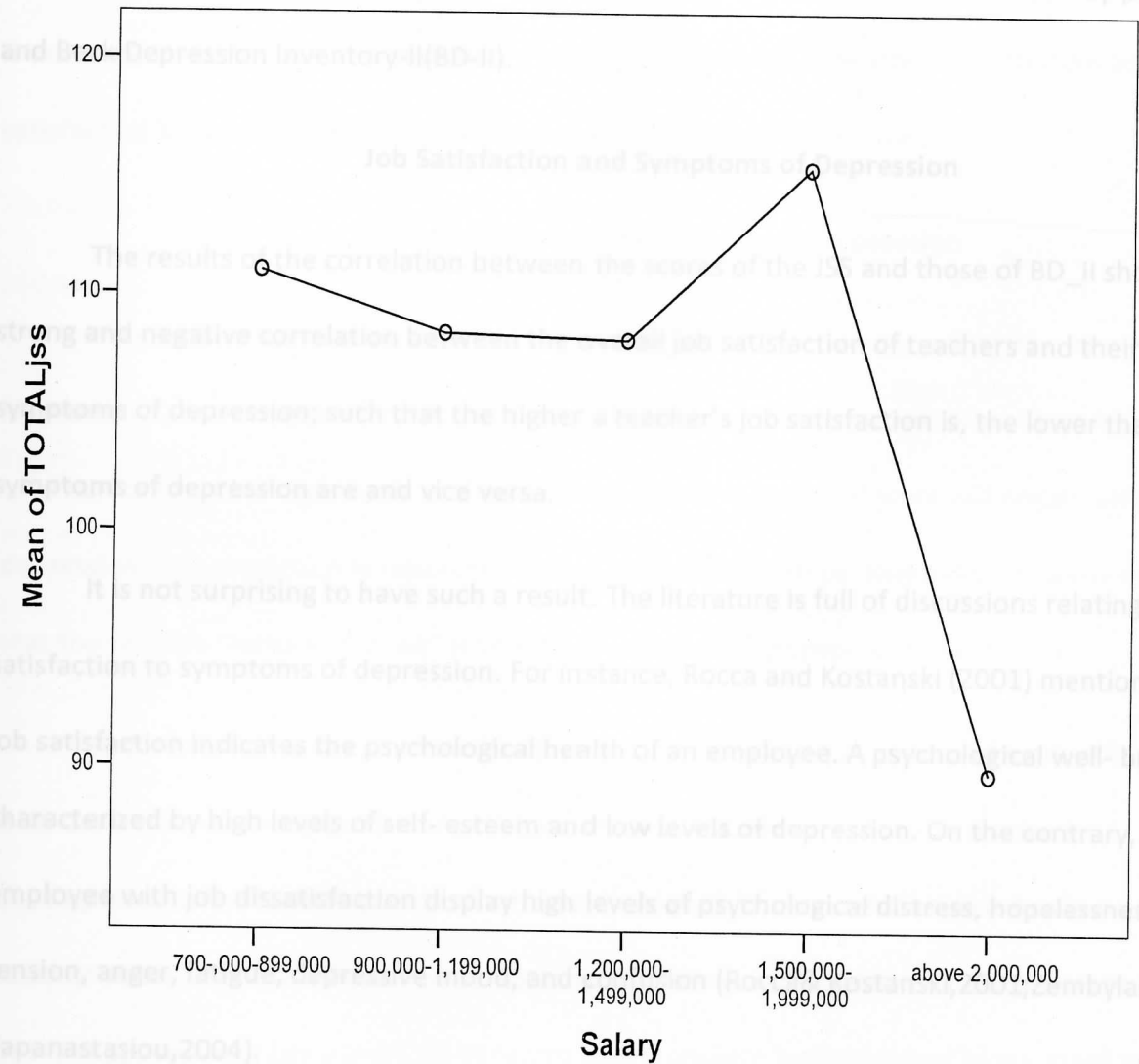
ANOVA

total job satisfaction

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3703.000	4	925.750	3.850	.006
Within Groups	27170.974	113	240.451		
Total	30873.975	117			

Graph 1

Mean of total Job Satisfaction Score



Chapter Five

Discussion

The first purpose of this study was to investigate the relationship between job satisfaction and symptoms of depression among teachers in private schools in Beirut. For that reason, teachers of private schools filled in demographic information such as their age, gender, years of experience, and subject being taught in addition to the Job Satisfaction Survey (JSS) and Beck Depression Inventory-II(BD-II).

Job Satisfaction and Symptoms of Depression

The results of the correlation between the scores of the JSS and those of BD_II showed a strong and negative correlation between the overall job satisfaction of teachers and their symptoms of depression; such that the higher a teacher's job satisfaction is, the lower the symptoms of depression are and vice versa.

It is not surprising to have such a result. The literature is full of discussions relating job satisfaction to symptoms of depression. For instance, Rocca and Kostanski (2001) mention that job satisfaction indicates the psychological health of an employee. A psychological well-being is characterized by high levels of self-esteem and low levels of depression. On the contrary, an employee with job dissatisfaction display high levels of psychological distress, hopelessness, tension, anger, fatigue, depressive mood, and confusion (Rocca& Kostanski,2001;Zembylas& Papanastasiou,2004).

Other studies report similar claim as well. For instance, Reichell and Neumann (1993) recognize that high levels of symptoms of depression such as stress are correlated with job dissatisfaction. But, it is well known that this stress is a psychological response to some aspects found in the working environment of the individual that is exceeding his/her personal resources (Olsen, 1994). Reasons for teachers' stress are all interrelated and addictive (Robert, Young, & Kelly, 2006). Tracing back the factors leading to such stressful situation, one of these factors is the high self-expectations that are not being met in the working field. For example, more highly educated people have higher expectations for their jobs and consequently are more distressed if these expectations are not attained. As a result, deficiencies in teachers' motivation and satisfaction are exposed (Chase, 1985; Maslach, Schaufeli, & Leiter, 2001).

Nature of Work and Symptoms of Depression

The JSS is composed of nine scales of which seven scales were used: a) Pay, b) Promotion, c) Supervision, d) contingent rewards, e) coworkers, f) nature of work, and g) communication. One hypothesis of the study was that the nature of work will negatively predict the teacher introduces a positive change in the students' academic or psychological development, then teacher is satisfied and symptoms of depression are minimal (Gerald, 2001; Zembylas & Papanastasiou, 2004; Ofoegbu, 2004).

According to the Occupational Outlook Handbook (2010-11), nature of work of teaching is an umbrella that includes a lot of activities. It is not only restricted to the academic development of the learner but also to the psychological development as well. Academically, a teacher needs to prepare lesson plans, assessment forms, and activities for the students. He/She is supposed to grade papers, fill in report cards, prepare bulletin board ideas, meet with

parents, attend meetings and conferences, and supervise extra- curricular activities after school. Moreover, they provide assistance in areas in which students need to, listen to oral presentations and maintain classroom discipline. Psychologically, teachers must have the ability to communicate, inspire trust and confidence, and motivate students to become responsible educated adults. All teachers whether primary, elementary, or secondary, play a role in the intellectual and social development of their students. What is learned and experienced during early years can shape children's view of themselves and the world and later one influences their success or failure at school and in their own lives. Thus, a teacher needs to possess contrasting qualities i.e. a teacher must possess both the skills and the abilities of an engineer when preparing activities and those of an artist when communicating with students in classrooms. Therefore, daily interaction between the teachers and the students is at the center of the educational process (Perie & Baker, 1997).

According to what was mentioned previously, nature of work affects the teacher negatively or positively and consequently, levels of depression increases or decreases. Hence, if the teacher introduces a positive change in the students' academic or psychological development, then teacher is satisfied and symptoms of depression are minimal (Gerald, 2001; Zembylas & Papanasatsiou, 2004; Ofoegbu, 2004).

Job Satisfaction and Pay

One of the relevant findings of most studies in the literature pertaining to job satisfaction is the effect of pay on the overall job satisfaction of teachers. Research studies argue that an increase in pay would certainly raise the overall job satisfaction in teachers. For

instance, Bishay (1996) asserts that higher salaries lead to an increase in the level of job satisfaction. Likewise, Zembylas and Papanasatsiou (2004) have found out that teachers give high importance to salary which has an influence on their retention in teaching.

In line with findings mentioned above, the researcher predicted that teachers of higher wages are more satisfied than teachers of lower wages. Contrary to the hypothesis, the results showed that teachers of higher wages were not more satisfied than teachers of lower wages.

The lack of significant results is explained in the following paragraphs.

Despite most of the research studies that assure that an increase in pay would lead to an increase in the overall job satisfaction of teachers, there is some relevant research that has found out that teachers of higher wages don't necessarily have to be more satisfied than teachers of lower wages. For instance, Hess (2004) found that money doesn't really motivate teachers to increase their level of satisfaction in private schools. What increases teachers' overall job satisfaction in private schools is that the staff morale is high at their schools where they feel valued, and they enjoy parental support. In this study, all the teachers who participated came from private schools. Similarly, Lavy (2007) emphasizes that other factors would increase teachers' overall job satisfaction such as reduced teaching load, additional holidays, promotion, and public recognition of outstanding teachers. He also adds that pay sometimes may undermine intrinsic motivation, that is, the sense of duty or satisfaction that motivates coming to work. This threat is specifically real for teachers who display strong intrinsic motivation flowing from the value they place on interacting with children and seeing them succeed. As a result, the results of this study were in line with some of the literature that

has stated that teachers of higher wages don't have to be more satisfied than teachers of lower wages (Hess, 2004; Lavy, 2007).

To support the insignificance of the results of this study, an analysis of variance was performed. It was found out those teachers with wages between 700,000 until 1,499,000 had an increase in their level of satisfaction. On the other hand, teachers with wages 1,500,000 until 2,000,000 had a sudden drop in their job satisfaction level. This can be verified by the fact that in Lebanese schools, teachers earn an increase of 40,000 L.L. every two teaching years. Such a minimal increase does not balance the amount of work, experience, and stress that professional teachers faces on daily basis.

Conclusion

The present study investigated the correlation between job satisfaction and symptoms of depression taking into consideration demographic variables such as age, gender, and years of experience, and many others. Previous studies have investigated the factors that affect teachers' job satisfaction and its relation to the psychological states. The present study examined the correlation between the overall job satisfaction of teachers in private schools in Beirut and their symptoms of depression. Another concern of this study was to find out which factor of the job satisfaction would affect mostly symptoms of depression. A third concern was to find out if increase in pay would definitely trigger an increase in the overall job satisfaction.

The findings in the literature emphasize that there is a relationship between the overall job satisfaction and symptoms of depression. Moreover, a lot of studies talk about the nature of work of teaching as an intrinsic motivator and how it affects symptoms of depression. The

literature is mixed between those who agree that an increase in pay would elevate the overall job satisfaction and those who disagree with that.

The results of this study showed that there is a negative correlation between the overall job satisfaction and symptoms of depression. The results also showed the nature of the work in teaching is the only predictor of symptoms of depression. Pay as an intrinsic motivator didn't increase the level of job satisfaction of teachers which can be verified by the unnoticeable increase that teachers earn every two years in their teaching careers.

There was some delimitation to this study. First, the study was done in private schools in Beirut. A lot of variables such as pay and work load can affect job satisfaction. For example, pay is usually higher in private schools than in public schools. Also, the work load is usually heavier in public schools. Another delimitation was that the job satisfaction survey was based on a self report scale which is subject to response bias. A third delimitation is the instability of the economical and political situation in Lebanon that can affect the mood creating a depressive mood that has nothing to do with the job itself. Finally, one cannot ignore the effects of the economical and political situation on the Lebanese people. Such instabilities could create an overall depressive mood among the working teachers which is in reality the result of other life factors that have nothing to do with the job itself.

The major findings in this study bear two very important suggestions for school leaders and for education policy leaders and specially the Ministry of Education in Lebanon. First, these education leaders should be aware of the causes of the teachers' job satisfaction and dissatisfaction in order to retain the most qualified teachers that would positively affect the

students' achievement. School leaders can also detect symptoms of depression that can be shown in withdrawal behaviors such as absenteeism. They can also come up with other incentives to elevate the job satisfaction of teachers. One also cannot forget how the nature of work in teaching affects greatly symptoms of depression in teachers.

For future studies, the researcher suggests an equal number of male and female teachers in order to see truly the level of job satisfaction of teachers in both genders. It would be interesting to test how the reduction in class size would affect the level of satisfaction and the symptoms of depression. A third interesting study would be to compare job satisfaction between full-time and part time teachers.

- Bishay, A. (1996). Teacher Motivation and Job Satisfaction: A Study Employing the Experience Sampling Method. (Fall), pp. 147-154.
- Bradley, D.E. & Roberts, J.A. (2004). Self-Employment and Job Satisfaction: Investigating the role of Self-Efficacy, Depression and Seniority. *Journal of Small Business Management*, 42(1), p.37.
- Brunetti, G.J. (2001). Why Do They Teach? A Study of Job Satisfaction among Long Term High School Teachers. *Teacher Education Quarterly*, (summer).
- Clinton, I. C. (1985). Two Thousand Teacher View their Professions. *Journal of Educational Research*, 79 (1), p.12.
- Cousineau, A.E., Hall, M.E., Rosik, C.H. & Hall, T. W (2007). The 16PF and Marital Satisfaction Inventory as Predictors of Missionary-job Success. *Journal of Psychology and Theology*, 35, p. 317+.
- Guglielmi, R., & Tatro, K. (1998). Occupational Stress, Burnout, and Health in Teachers: A Methodological and Theoretical Analysis. *Review of Educational Research*, 68(1), 61-99.
- Czubaj, C.A. (1996). Maintaining Teacher Motivation. *Education*, 116, p.372.
- Hess, F.M. (2004). Teacher Quality, Teacher Pay. *Policy Review*, 124 , p.15.

References

- Batholomew, B. (2007). Why We Can't Always Get What We Want? *Phi Delta Kappan*, 88(8), p.593+
- Bishay, A. (1996). Teacher Motivation and Job Satisfaction: A Study Employing the Experience Sampling Method. (Fall), pp.147-154
- Bradley, D.E. & Roberts, J.A. (2004). Self- Employment and Job Satisfaction: Investigating the role of Self- Efficacy, Depression and Seniority. *Journal of Small Business Management*, 42(1), p.37.
- Brunetti, G.J. (2001). Why Do They Teach? A Study of Job Satisfaction among Long Term High School Teachers. *Teacher Education Quarterly*, (summer)
- Clinton, I. C. (1985). Two Thousand Teacher View their Professions. *Journal of Educational Research*, 79 (1), p.12
- Cousineau, A.E., Hall, M.E., Rosik, C.H., & Hall, T.W. (2007). The 16PF and Marital Satisfaction Inventory as Predictors of Missionary Job Success. *Journal of Psychology and Theology*, 35, p. 317+
- Guglielmi, R., & Tatro, K. (1998). Occupational Stress, Burnout, and Health in Teachers: A Methodological and Theoretical Analysis. *Review of Educational Research*, 68(1), 61-99.
- Czubaj, C.A. (1996). Maintaining Teacher Motivation. *Education*, 116, p.372
- Hess, F.M. (2004). Teacher Quality, Teacher Pay. *Policy Review*, 124 , p.15

- Jones, Del (2005).Are you proud of your job? *USA Today* ,(May)
- Jones, L.K.,(2007). The Career Key,p.1
- Korman,A.K.,(1970). Towards a Hypothesis of Work Motivation. *Journal of Applied Psychology*, 54, 35-41.
- Kremer- Hayon, L., & Goldstein, Z. (1990). The Inner World of Israeli Secondary School Teachers: Work Centrality, Job Satisfaction and Stress. *Comparative Education*, 26, 285-298.
- Langford D.(1987).The Relationship between Stress and Job Satisfaction as Perceived by Seventh- Day Adventist Boarding Academy Teachers in the Southern and Southwestern Unions Education D., *Tennessee State University*, p.1
- Lavy,V.(2007). Using Performance- Based Pay to Improve the Quality of Teachers. *The Future of Children*,17, p.87.
- Long,A.(2005). Happily Ever After? A Study of Job Satisfaction in Australia. *Economic Record*, 81,(255),p.303+
- Luce,J.A.(1998). Career Leaders: Modifying Teachers Work to Sustain Motivation. *Education*, p.15
- Marlow,L.& Inman,D.91993). Protecting a Valuable Resource: Teachers at Risk. *Education*, 114, (2),p.280

- Maslach, C., Scaufeli, W.B.,& Leiter, M.P.(2001). Job Burnout. *Annual Review of Psychology*, p.397
- Mayo Clinic Staff(2006). Job Satisfaction: Strategies to Make Work More Gratifying.(Sept.),p.1
- Miller, D.M. ,Brownell, M.T.,& Smith, S.W.(1999). Factors that Predict Teachers Staying in, Leaving, or Transferring from the Special Education Classroom. *Exceptional Children*,6,(2), p.201
- Neumann,E.(1993). Organizational Predictors of Expatriate Job Satisfaction. *Journal of International Business Studies*, 24(1),p.61+
- Occupational Outlook Handbook. 2010-11 ed.
- Ofoegbu,F.I.(2004). Teacher Motivation: A Factor for Classroom Effectiveness and School Improvement in Nigeria. *College Student Journal*, 38,p.81+
- Olsen, D.(1993). Work Satisfaction and Stress in the First and Third Year of Academic Appointment. *Journal of Higher Education*, 64,(4),p.453
- Ostroff,C.(1992). The Relationship between Satisfaction, Attitudes, and Performance: An Organizational Level Analysis. *Journal of Applied Psychology*, 77,963-974.
- Perie, M.,& Baker, D. (1997). Job Satisfaction among America's Teachers: Effects of Workplace Conditions, Background Characteristics, and Teacher Compensation. NCES 07-XXX
- Poppleton, P. (1990). The Survey Data. *Comparative Education*, 26,183-120.

- Reglin,G.& Reitzammer,A.(1998). Dealing with the Stress of Teachers.*Education*,118(4),p.590
- Reichell A.& Neumann Y.(1993).Work Stress, Job Burnout and Work Outcomes in a Turbulent Environment. *International Studies of Management and Organization*,23(3),p.1
- Rhodes,C.(2004). Valuing and Supporting Teachers: A Survey of Teacher Satisfaction, Dissatisfaction, Morale and Retention in an English Local Education Authority.(May), pp.2-4
- Rinehart, J.S.,& Short, P.M.(1994). Job Satisfaction and Empowerment among Teachers Leaders, Reading Recovery Teachers and Regular Classroom Teachers. *Education*, 114(4), p.570+
- Robert, T.E., Young, J.S.,& Kelly V. A.(2006).Relationship Between Adult Workers' Spiritual Well Being and Job Satisfaction: A Preliminary Study. *Counseling and Values*, 50(3),p.165
- Rocca, A.D.& Kostanski, M.(2001). Burnout and Job Satisfaction amongst Victorian Secondary School Teachers: A Comparative Look at Contract and Permanent Employment. *Australian Catholic University, Victoria University*. (Sept.) pp.2-16
- Shell,M.M.& Duncan S.D.(2001). The Effect of Personality Similarity between Supervisors and Sunordinates on Job Satisfaction. *Department of Psychology MWSC*, pp.2-4
- Sim, W.K.(1990). Factors Associated with Job Satisfaction and Work Centrality among Singapore Teachers. *Comparative Education*, 26, 259-276.
- Smith,T.W.(2007). Job Satisfaction in the United States. *NORC/ University of Chicago*.(April),p.2

Syptak.,J.M.,Marshland,D.W.,& Ulmer,D.(1999) Job Satisfaction: Putting Theory into Practice

Family Practice Management.(October).pp.2-4

Tuntufye,S.M.(1997). Teacher Gender Differences in Job Satisfaction in Transkei.

Research in Education.(Nov.)pp.1-2

Zembylas,M.& Papanasatasiou,E.(2004). Teacher Job Satisfaction in Cyprus: The Results of

Mixed- Methods Approach. *Intercollege, Cyprus*,pp.1-25

Your cooperation is completely voluntary.

Thank you for your cooperation and participation in this study.

Respectfully yours,

Hanadi El Hout

Dear Sir or Madam:

I am currently a Master student at Haigazian University, majoring in Counseling Psychology. For my thesis, I am administering a questionnaire on “Teachers' Overall Job Satisfaction’ in the Beirut area. The results obtained from this study will help principals of schools in developing policies that enhance teachers' overall job satisfaction which will, in turn, reflect positively on students’ achievement as well as on schools’ climate.

Your cooperation is completely voluntary.

Thank you for your cooperation and participation in this study.

Respectfully yours,

Hanadi El Hout

Appendix A

Demographics

We would like to know a little about you so we can see how different types of people feel about the topics we are examining.

1- _____ Male _____ Female

2- Date of Birth : _____

3- Marital Status?

_____ Single _____ Married _____ Divorced _____ Widowed

4- Highest level of qualification:

_____ Certified in Education

_____ Bachelor

_____ Bachelor plus

_____ Masters

_____ Others

5- Occupational Status?

_____ Teacher

_____ Departmental Head

_____ Director

6- Salary

_____ 700,000-899,000

_____ 900,000 -1199, 000

_____ 1,200,000 -1,499,000

_____ 1,500,000 – 2,000,000

_____ above 2,000,000

7- Years of full-time teaching: _____

8- Years in present school: _____

9- Number of position changes in school: _____

10- Subject Taught:

_____ Language Arts

_____ Math

_____ Science

_____ Social Studies

_____ Computer

_____ Fine Arts/Music

_____ Physical Education

Preferred job other than teaching:

11- Have you considered any other job (career) in the last five years? Specify.

12- Are you in charge of any type of activity besides teaching in your school? List and specify.

13- Are you currently satisfied in your job?

Yes

No

If yes, explain

If no, explain

1. I feel I am being paid a fair amount for the work I do.	1	2	3	4	5	6
2. There is really too little chances for promotion on my job.	1	2	3	4	5	6
3. My supervisor is quite competent in doing his/her job.	1	2	3	4	5	6
4. I am not satisfied with the benefits I receive.	1	2	3	4	5	6
5. When I do a good job, I receive the recognition for it that should receive.	1	2	3	4	5	6
6. Many of our rules and procedures make doing a good job difficult.	1	2	3	4	5	6
7. I like the people I work with.	1	2	3	4	5	6
8. I sometimes feel my job is meaningless.	1	2	3	4	5	6
9. Communications seem good within this organization.	1	2	3	4	5	6
10. Raises are too few and far between.	1	2	3	4	5	6
11. Those who do well on the job stand a fair chance of being promoted	1	2	3	4	5	6
12. My supervisor is unfair to me.	1	2	3	4	5	6
13. The benefits we receive are as good as most other Organizations offer.	1	2	3	4	5	6
14. I do not feel that the work I do is appreciated.	1	2	3	4	5	6
15. My efforts to do a good job are seldom blocked by red tape.	1	2	3	4	5	6

Appendix B

Please circle the one number for each question that comes closest to reflecting your opinion about it.

1= Disagree very much

4= Agree slightly

2= Disagree moderately

5= Agree moderately

3= Disagree slightly

6= Agree very much

1. I feel I am being paid a fair amount for the work I do.	1 2 3 4 5 6
2. There is really too little chances for promotion on my job.	1 2 3 4 5 6
3. My supervisor is quite competent in doing his/her job.	1 2 3 4 5 6
4. I am not satisfied with the benefits I receive.	1 2 3 4 5 6
5. When I do a good job, I receive the recognition for it that should receive.	1 2 3 4 5 6
6. Many of our rules and procedures make doing a good job difficult.	1 2 3 4 5 6
7. I like the people I work with.	1 2 3 4 5 6
8. I sometimes feel my job is meaningless.	1 2 3 4 5 6
9. Communications seem good within this organization.	1 2 3 4 5 6
10. Raises are too few and far between.	1 2 3 4 5 6
11. Those who do well on the job stand a fair chance of being promoted	1 2 3 4 5 6
12. My supervisor is unfair to me.	1 2 3 4 5 6
13. The benefits we receive are as good as most other Organizations offer.	1 2 3 4 5 6
14. I do not feel that the work I do is appreciated.	1 2 3 4 5 6
15. My efforts to do a good job are seldom blocked by red tape.	1 2 3 4 5 6

16. I find I have to work harder at my job because of the incompetence of people I work with.	1	2	3	4	5	6
17. I like doing things I do not work.	1	2	3	4	5	6
18. The goals of this organization are not clear to me.	1	2	3	4	5	6
19. I feel unappreciated by the organization when I think about what they pay me.	1	2	3	4	5	6
20. People get ahead as fast here as they do in other places.	1	2	3	4	5	6
21. My supervisor shows too little interest in the feelings Of subordinates	1	2	3	4	5	6
22. The benefit package we have is equitable.	1	2	3	4	5	6
23. There are few rewards for those who work here.	1	2	3	4	5	6
24. I have too much to do at work.	1	2	3	4	5	6
25. I enjoy my coworkers.	1	2	3	4	5	6
26. I often feel a sense that I do not know what is going on with the organization	1	2	3	4	5	6
27. I feel a sense of pride in doing my job.	1	2	3	4	5	6
28. I feel satisfied with my chances for salary increases.	1	2	3	4	5	6
29. There are benefits which we do not have much which we should have.	1	2	3	4	5	6
30. I like my supervisors.	1	2	3	4	5	6
31. I have too much paperwork.	1	2	3	4	5	6
32. I don't feel my efforts are rewarded the way they should be.	1	2	3	4	5	6
33. I am satisfied with my chances of promotion.	1	2	3	4	5	6
34. There is too much bickering and fighting at work.	1	2	3	4	5	6
35. My job is enjoyable.	1	2	3	4	5	6
36. Work assignments are not fully explained.	1	2	3	4	5	6

Appendix C

PART B

Please circle the number beside the statement in each group that best describes the way you have been feeling during the past two weeks, including today. If several statements in the group seem to apply equally well, circle the highest number for that group. Be sure that you do not choose more than one statement for any group, including Item 16 (Changes in Sleeping Pattern) or Item 18 (Changes in Appetite).

- 0 I feel the same about myself as ever.
 - 1 I have lost confidence in myself.
 - 2 I am disappointed in myself.
 - 3 I feel like a failure.
1. Sadness
 - 0 I do not feel sad.
 - 1 I feel sad much of the time.
 - 2 I am sad all the time.
 - 3 I am so sad or unhappy that I can't stand it.
 2. Pessimism
 - 0 I am not discouraged about my future.
 - 1 I feel more discouraged about my future than I used to be.
 - 2 I do not expect things to work out for me.
 - 3 I feel my future is hopeless and will only get worse.
 3. Past failure
 - 0 I do not feel like a failure.
 - 1 I have failed more than I should have.
 - 2 As I look back, I see a lot.
 - 3 I feel I am a total failure as a person.
 4. Loss of pleasure
 - 0 I get as much pleasure as I ever did from the things I enjoy.
 - 1 I don't enjoy things as much as I used to.
 - 2 I get very little pleasure from the things I used to enjoy.
 - 3 I can't get any pleasure from the things I used to enjoy.
 5. Guilty feelings
 - 0 I don't feel particularly guilty.
 - 1 I feel guilty over many things I have done or should have done.
 - 2 I feel quite guilty most of the time.
 - 3 I feel guilty all of the time.

6 Punishment Feelings

- 0 I don't feel I am being punished.
- 1 I feel may be punished.
- 2 I expect to be punished.
- 3 I feel I am being punished.

7 Self-Dislike

- 0 I feel the same about myself as ever.
- 1 I have lost confidence in myself.
- 2 I am disappointed in myself.
- 3 I dislike myself.

8 Self - Criticalness

- 0 I don't criticize or blame myself more than usual.
- 1 I am more critical of myself than I used to be.
- 2 I criticize myself for all my faults.
- 3 I blame myself for everything bad that happens.

9 Suicidal Thoughts or Wishes

- 0 I don't have any thoughts of killing myself.
- 1 I have thoughts of killing myself, but I would not carry them out.
- 2 I would like to kill myself.
- 3 I would kill myself if I had the chance.

10 Crying

- 0 I don't cry any more than I used to.
- 1 I cry more than I used to.
- 2 I cry every little thing.
- 3 I feel like crying, but I can't.

11 Agitation

- 0 I am no more restless or wound up than usual.
- 1 I feel more restless or wound up than usual.
- 2 I am so restless or agitated that it's hard to stay still.
- 3 I am so restless or agitated that I have to keep moving or doing something.

12 Loss of interest

- 0 I have not lost interest in other people or activities.
- 1 I am less interested in other people or things than before.
- 2 I have lost most of my interest in other people or things.
- 3 It's hard to get interested in anything.

13 Indecisiveness

- 0 I make decisions about as well as ever.
- 1 I find it more difficult to make decisions than usual.
- 2 I have much greater difficulty in making decisions than I used to.
- 3 I have trouble making any decisions.

14 Worthlessness

- 0 I do not feel worthless.
- 1 I don't consider myself as worthwhile and useful as I used to.
- 2 I feel more worthless as compared to other people.
- 3 I feel utterly worthless.

15 Loss of Energy

- 0 I have as much energy as ever.
- 1 I have less energy than I use to have.
- 2 I don't have enough energy to do very much.
- 3 I don't have enough energy to do anything.

16 Changes in Sleeping Patterns

- 0 I have not experienced any change in my sleeping pattern.
- 1a I sleep somewhat more than usual
- 1b I sleep somewhat less than usual.
- 2a I sleep a lot more than usual
- 2b I sleep a lot less than usual.
- 3a I sleep most of the day.
- 3b I wake up 1-2 hours early and can't get back to sleep.

17 Irritability

- 0 I am no more irritable than usual.
- 1 I am more irritable than usual
- 2 I am much more irritable than usual.
- 3 I am irritable all the time.

18 Changes in Appetite

- 0 I have not experienced any change in my appetite.
- 1a My appetite is somewhat less than usual.
- 1b My appetite is somewhat greater than usual.
- 2a My appetite is much less than before.
- 2b My appetite is much greater than usual.
- 3a I have no appetite at all.
- 3b. I crave food all the time.

19 Concentration Difficulty

- 0 I can concentrate as well as ever.
- 1 I can't concentrate as well as usual.
- 2 It's hard to keep my mind on anything for very long.
- 3 I find I can't concentrate on anything.

20 Tiredness or Fatigue

- 0 I am not more tired or fatigued than usual.
- 1 I get more tired or fatigued more easily than usual.
- 2 I am too tired or fatigued to do a lot of the things I used to do.
- 3 I am too tired or fatigued to do most of the things I used to do.

21 Loss of Interest in Sex or Sexual desire

- 0 I have not noticed any recent change in interest in sex.
- 1 I am less interested in sex than I used to be.
- 2 I am much less interested in sex now.
- 3 I have lost interest in sex completely.