

Determining the relationship between quality of work life of teachers and quality of school life of high school students

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Abstract

The purpose of this study is to determine the relationship between teachers' quality of work life and quality of life dimensions of high school students in Aslamshahr. The research method is descriptive–correlational and its statistical population includes all teachers and high school students in Aslamshahr city. The volume of the statistical population of the research is 9,460 people, of which 2,882 people were teachers and 6,578 were students. The sample size was calculated based on Cochran's formula at a 5% error level for 339 teachers and 363 students. The results showed that all components of quality of work life have a positive relationship with the dimensions of quality of life of students at the level of $p = .05$. More interest and commitment and a freer mind to attend schools improve both productivity and quality of school life for students.

Keywords: Quality of life, teachers' quality, work life, school life, students;

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1. Introduction

Quality of life is one of the important health consequences that has received a lot of attention today. Of course, this issue covers a wide range of dimensions, including the quality of working life and social sciences. The quality of school life is one of the dimensions that has been considered by experts and researchers in the field. In this regard, school is a place where the two dimensions, quality of work life for teachers and quality of school life, especially for students, can affect each other in a two-way relationship. The most important goal of education is the formation of the student as an individual in society and, of course, in its basic state, to prepare for citizenship in a democratic society, since work as a job and profession has an important place in people's lives. It has not only affected people's physical condition, but also their mental health (Jennings et al., 2007). In the psychological realm, the feeling of satisfaction plays an essential role in the mental health of individuals, which in relation to combined work is called job satisfaction. Today, in contemporary management, the concept of the quality of work life has become a social issue around the world (Akdir, 2006, p. 173). The quality of working life is a set of principles that leads to the preservation and maintenance of resources in the organisation that are reliable and responsible. Elements that are related to the quality of work life include duty, physical work environment, social environment in the organisation, administrative system and the relationship between working and non-working life. The quality of work life includes opportunities to engage in teamwork or problem-solving, thus creating a reciprocal barrier for employees and employers. Therefore, the quality of life is a comprehensive and inclusive structure that includes welfare, security and avoidance of any pressure and other negative personnel consequences (Radan, 2006, p. 61). The quality of work life is the process by which all members of the organisation, through the open and appropriate communication channels created for this purpose, make decisions that specifically affect their job. It also affects the work they are involved in. In other words, the quality of work life means an employee's satisfaction with the fulfilment of his/her needs through resources, activities and results obtained from involvement and participation in the workplace (Armstrong, 2007, p. 143). Unsatisfactory quality of life that occurs under the influence of inappropriate and incompatible work with human beings creates unbalanced psychological and social conditions among the employees of an organisation. This not only leads to disregard for the goals of the organisation, reduces productivity, increases absenteeism, relocation and leaving the service, but also ultimately leads to alienation of the workforce in the organisation, and if no solution is chosen for it, day by day, as a destructive factor, it will lead the organisation to more destruction. Now, if attention is paid to the adaptation of work to human resources in organisations and the quality of work life is improved, it will lead to the growth and development of the organisation.

Regarding the factors affecting the quality of work life, proponents of scientific management are of the opinion that external factors of the job, such as salary and other tangible benefits, are the quality of working life only.

It depends on the safety and health of the workplace. Contrary to this view, proponents of the humanistic approach believe that external rewards are noteworthy and important. But inner rewards have the greatest impact.

- They have productivity, efficiency, absenteeism and retirement. In the meantime, the third approach is called the 'work-oriented' approach, which believes in a contingent attitude: priority.

- Internal and external rewards depend on individuals. However, all three views agree that the quality of work life is related to one's performance (Lewis, 2001): Significance.

Quality of work life in most research is related to the outcomes of employees, such as productivity, job satisfaction and employee commitment. The research findings by Loua and May (2005) indicate that organisations that have the highest level of quality of work life also have a high level of client satisfaction, which, in turn, increases growth and five profitability (quoted from Konmi & Basaya, 2007). The quality of work life is a comprehensive programme that increases employee satisfaction. Learning strengthens them in the environment and helps them manage and change. Employees' dissatisfaction with the quality of work life harms all employees, regardless of their position, which is almost a problem. The goal of many organisations is to increase employee satisfaction at all levels, but this is a complex issue because it is difficult to distinguish and determine what indicators are related to quality of work life (Seraji & Dargahi, 2006).

The teacher always has a valuable and key role in the growing process of students and their quality of life. However, the teacher as a person working in school can be considered based on the quality of work life. Evidence shows that a happy secretary is a productive, loyal and committed employee of the organisation. The low level of welfare and health leads to absenteeism, reduced productivity, reduced product quantity and quality, and increased costs of illness and medicine. Regarding the quality of work life of teachers, it can be said that there are many factors that affect teachers' perceptions of the quality of life in school. Factors such as students, the principal, the management style, co-workers and the current school culture, in general, the shape and structure of a school, their situation, the curriculum and the work stress all somehow include the teacher. The education system surrounds it, its effects are tangible and effective in the work ethic, and anomalies and weakness in them may even appear due to neural connections in the form of physical illnesses (2009).

School is an integral part of a child's life, so the quality of life in school is also an important part of the overall quality of life of an individual. The quality of life in school is the well-being and overall satisfaction of students in terms of negative and positive experiences that are rooted in the activities within their schools (Miallen & Lynacial, 2001). These positive and negative experiences shape the student's overall perception of his or her well-being and overall satisfaction with life within the school. The result of his or her participation and involvement in school activities indicates the level of students' satisfaction with their daily life at school (Einley, 1999).

According to the World Health Organisation (2007), because the importance of children's quality of life and the need for countries to improve school behaviour and increase the health of adolescents' knowledge in school, students' quality of life in school is one of the goals of the school health programme presented to the organisation to create a healthy environment in the school in order to ensure the dignity, health and well-being of students, as well as to provide multiple opportunities to facilitate success and their progress is, in general, the main goal of this programme is the formation of schools, which are called health-promoting schools (Kahn, Burns, & Wechsler, 2006). Several categories of factors affect the quality of school life. Positive emotions, such as school satisfaction, and negative emotions, such as school stress and bullying, teachers and school principals, also play an important role in reducing or increasing the quality of life (Satilmis, Oznacar, Uzunboylu, & Yilmaz, 2018).

Accordingly, the purposes of health-promoting schools include health education; social services and mental health; nutrition services; making the school environment appropriate and hygienic; promoting school health and hygiene; improving students' learning and comprehensive evaluation of the educational environment; providing medical professionals, educators, school staff and parents; students and school health officials in turning the school into a health-promoting place; striving to create a healthy environment; holding school health education; conducting research projects and workshops on school health services; establishing programmes to educate and increase the health of school staff; establishing food safety and nutrition programmes in schools; creating opportunities for education; and increasing physical activity in students,

Creating programmes increases social support and counselling and promotes student mental health (Wilson, 1988). This rapid movement in the quality of school life raises awareness of medical and psychological specialists in the field regarding the relationship between students' health and well-being with life satisfaction and their performance in life.

The most important aspects of going to school are being present and gaining knowledge (Rusk, Assad-Korki, Turka, & Elipal, 2002). In this regard, Mohammadi (2008) conducted a study on the relationship between high schools in Kurdistan province from the perspective of teachers' quality of work life and organisational health in schools. The results showed that the quality of work life of teachers and organisational health school has a positive and direct relationship. Abakhti (2014) compared the attachment styles and quality of school life among students with bullying behaviour, victims and normal peers. The results showed that there is a significant difference between the quality of life of bullying students, victims and normal peers (Karimi Yousefi, 2014). The relationship between quality of work life in school and self-efficacy with the desire for school among female students was studied. The results showed that the mean variables of desire for school, quality of work life in school and self-efficacy from theoretical means were significantly higher. Jabarnejad (2015) determined the role of quality of life in school and the perception of school on attitudes towards school. The results showed that there is a relationship between the components of quality of life in school and perception of school with attitude towards school (Ebrahimi, 1394). The relationship between quality of life in school and psychosocial atmosphere of the class with students' adjustment was considered. The findings showed that between the quality of life in school and its components and the psychosocial atmosphere of the class and its components, except for the lack of competition with student adaptation, there is a significant positive correlation.

Mc and McDonald (1994) conducted a study on students' experiences or school atmosphere titled 'A measure of school quality of life'. The results showed that in the appropriate subscales structural equation model and variance component analysis, only 2%–3% of the variance is explained by differences between schools. School level has a very small effect on the factor structure. The school quality of life scale was significant according to the type of school. Feelings of rejection among public school students were significant and on the contrary, the feeling of belonging to the school was observed among students of private schools (Kastri Oglu & Kastri Oglu, 2015). The effect of students' perceptions of school quality of life on their educational attainment was determined by the variables of the quality of school life, academic motivation and their subscales (i.e., exploration, self-fulfilment and application of data). The effect of quality of life in school on the feeling of happiness among university students was studied by Kokler, Gorgan, and Summer. Bitkin and Code (2014) determined that the quality of life in university was higher for female students than male students. Lifelong learning

tends to be more common in boys. The results show that students' opinions about the quality of life of colleges are significant predictors of lifelong learning. Arval and Arval (2014) studied the effect of the duration of music education on the quality of school life music education on a continuous and long-term basis. The quality of life in school, especially in areas related to overall school satisfaction, showed an increased sense of achievement and opportunity in students.

But the research in question is important in that the quality of life in school is one of the most important aspects of education. From the researchers' point of view, the most important goal of education is to shape the student as an individual in the society and, of course, in its basic state, to prepare for citizenship in a democratic society. And that is the goal in space, which can only be achieved democratically, freely and joyfully in such a way that the student practices and lives the desired goal in a smaller context. Based on this, it can be said that the quality of life in school is inherently valuable. Of course, learners are not only the people present in the school, but they also experience life inside the school with their teachers and are influenced by the living conditions in it. However, the impact of the challenges that the education system and the school face on a large scale can vary depending on the role of each party, their responsibilities and, of course, their understanding of the issues and problems. Of course, apart from the professional life of the teachers, their personal and family life is also another factor influencing their perceptions of professional life, because the two are very highly related to each other. They affect even the environment, structure and social context of these two areas. Therefore, the present study aims to determine the relationship between the quality of work life of teachers and the quality of school life of high school students in Aslamshahr and seeks to answer the question of the relationship between quality of work life of teachers and quality of school life of knowledge: Are there any high school students in Aslamshahr in the academic year 2015–2016?

The research method used in the present study is descriptive in nature and is a correlational study in terms of type and method of implementation. Descriptive research includes a set of methods that describe the desired conditions and phenomena. The statistical population of this research includes all high school students in Aslamshahr and their teachers. The statistical population of students includes 6,578 people and teachers (excluding gender) (including 2,882). The sample required in this study is 363 students and 339 teachers, which is estimated based on a preliminary study according to the Cochran's formula. The sampling method of the present study is stratified random. First, Aslamshahr city was considered to have a statistical population in relation to the relationship, and then according to the population of each school in the field with the whole community, a number of people, i.e., students and teachers, were selected as a sample. In this way, the schools with the highest number of students had the highest number of sample people. To assess the quality of life of students in school, the school quality questionnaire, developed by Anderson and Brooke, was used. Walton's work quality of life questionnaire was used to analyse the data of this study at the level of inferential statistics (at the level of descriptive statistics of frequency, percentage, mean and standard deviation and at this level of adequacy tests, sampling and sphericity). Bartlett in Art AT was used with questionnaires and Pearson's correlation coefficient test. Data collection was carried out in two areas. In relation to data and statistical information, the field method has been used. In addition to distributing and collecting questionnaires in the two groups of educators and students, a management report of all schools under review was obtained, including the percentage of acceptance and the average grade point of students during the last 3 years: first year during the project and two years before). According to the research literature, it was obtained from studies, with coordination with

relevant authorities. In the library field, including the study of various books, research projects and various student dissertations at the master's and doctoral levels and search in various domestic and foreign scientific information databases were used.

1.1. Quality of school life

The quality of school life was reviewed in 5 components, 39 items and 4 spectrums (i.e., strongly disagree, disagree, agree and strongly agree) by Anderson and Brooke (2000). Soltani, Karshki, Agham Mohammadian, Abdolkhodaei, and Weaver (1390) also conducted a similar study in Iran.

Work quality of life questionnaire:

The work quality of life questionnaire based on Walton's model has 8 subscales, 34 items and 5 spectrums.

1.2. Findings of hypothesis 1

There is a relationship between fair payment and the dimensions of school quality of life.

Table 1. Correlation coefficient between fair and adequate payments with the dimensions of school quality of life

	Opportunity		Adventure and progress		General satisfaction		Negative emotions		Social solidarity	
	<i>R</i>	<i>p</i>	<i>R</i>	<i>p</i>	<i>R</i>	<i>p</i>	<i>R</i>	<i>p</i>	<i>R</i>	<i>p</i>
Fair and adequate payment	0.199	0.003	0.156	0.019	0.221	0.001	0.160	0.160	0.156	0.019

According to the results of Table 1, the correlation coefficient between fair and sufficient payments and the dimensions of school quality of life is significant at the level of $p \geq 0.05$. Therefore, there is a relationship between fair and adequate payments and the dimensions of the quality of school life. As can be seen in this dimension, the relationship between public satisfaction and fair and adequate payments shows the highest rate of *r* and the two dimensions of social cohesion and adventure and progress in relation to fair and adequate payments show the lowest correlation between school quality of life components. They show that it is equal to 0.156. Of course, it can be said that there is no high distribution in the relationship between different components of school quality of life and fair payment equal to the coefficient of achievement and sufficient. The remarkable thing is the relatively moderate amount of positive emotions, social cohesion and adventure and progress.

1.3. Findings of hypothesis 2

There is a relationship between safe and healthy work environments and dimensions of school quality of life.

Table 2. Correlation coefficient between safe and healthy environments with dimensions of school quality of life

	Opportunity	Adventure and progress	General satisfaction	Negative emotions	Social solidarity

<i>R</i>	<i>p</i>	<i>R</i>	<i>p</i>	<i>R</i>	<i>p</i>	<i>R</i>	<i>p</i>	<i>R</i>	<i>p</i>
0.387	0.001	0.415	0.001	0.409	0.001	0.261	0.001	0.365	0.001

According to the results of Table 2, the correlation coefficient between safe and hygienic work environments with the dimensions of school quality of life is significant at the level of $p \geq 0.05$. Therefore, there is a relationship between safe and hygienic work environment and dimensions of school quality of life. As can be seen, the two correlations are found between the two components of a safe and healthy work environment, and adventure and progress. But the lowest correlation coefficient is related to negative emotions and a safe and healthy work environment, which shows the number 0.261. In this regard, it can be said that except for the component of negative emotions, other components of the quality of school life in relation to the desired component of the quality of work life do not show a significant dispersion.

1.4. Findings of hypothesis 3

There is a relationship between providing this opportunity for growth and continuous security and the dimensions of school quality of life.

Table 3. Correlation coefficient between providing growth opportunities and continuous security and the dimensions of school quality of life

	Opportunity		Adventure and progress		General satisfaction		Negative emotions		Social solidarity	
	<i>R</i>	<i>p</i>	<i>R</i>	<i>p</i>	<i>R</i>	<i>p</i>	<i>R</i>	<i>p</i>	<i>R</i>	<i>p</i>
Provide opportunities for continuous growth and security	0.214	0.001	0.266	0.001	0.236	0.001	0.200	0.003	0.159	0.016

According to the results of Table 3, the correlation coefficient between providing the opportunity for growth and continuous security and the dimensions of school quality of life is significant at the level of $p = 0.05$. Therefore, there is a relationship between providing growth opportunities and continuous security with the dimensions of school quality of life. Based on the data presented in Table 3, it can be said that the correlation coefficient between social cohesion and providing opportunities for growth and continuous security has the lowest correlation among the components of school quality of life and the adventure and progress component has the highest r -value which is equal to 0.266.

1.5. Findings of hypothesis 4

There is a relationship between legalism in the labour organisation and the dimensions of school quality of life.

Table 4. Correlation coefficient between providing legalism in the labour organisation with the dimensions of school quality of life

	Opportunity	Adventure and progress	General satisfaction	Negative emotions	Social solidarity
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Legalism in the organisation of work	Opportunity		Adventure and progress		General satisfaction		Negative emotions		Social solidarity	
	<i>R</i>	<i>p</i>	<i>R</i>	<i>p</i>	<i>R</i>	<i>p</i>	<i>R</i>	<i>p</i>	<i>R</i>	<i>p</i>
	0.278	0.001	0.230	0.001	0.279	0.001	0.380	0.001	0.206	0.002

According to the results in Table 4, the correlation coefficient between legalism in the labour organisation and the dimensions of school quality of life is significant at the level of $p = 0.05$. Therefore, there is a relationship between legalism in the labour organisation and the dimensions of the quality of school life. As can be seen, there is the highest correlation between positive emotions and legalism in the labour organisation among the components of school quality of life, and similarly, the lowest correlation is seen under the component of social cohesion.

1.6. Findings of hypothesis 5

There is a relationship between the social dependence of work life and the dimensions of school quality of life.

Table 5. Correlation coefficient between social dependence of working life with dimensions of school quality of life

Social affiliation of working life	Opportunity		Adventure and progress		General satisfaction		Negative emotions		Social solidarity	
	<i>R</i>	<i>p</i>	<i>R</i>	<i>p</i>	<i>R</i>	<i>p</i>	<i>R</i>	<i>p</i>	<i>R</i>	<i>p</i>
	0.293	0.001	0.192	0.001	0.142	0.0032	0.196	0.003	0.239	0.001

According to the results in Table 5, the correlation coefficient between social dependence of working life and dimensions of school quality of life is significant at the level of $p \geq 0.05$. Therefore, there is a relationship between the social dependence of work life and the dimensions of school quality of life.

1.7. Findings of hypothesis 6

There is a relationship between the overall living space and the dimensions of school quality of life.

Table 6. Correlation coefficient between general living space and dimensions of school quality of life

Fair and adequate payment	Opportunity		Adventure and progress		General satisfaction		Negative emotions		Social solidarity	
	<i>r</i>	<i>p</i>	<i>r</i>	<i>p</i>	<i>r</i>	<i>p</i>	<i>r</i>	<i>p</i>	<i>r</i>	<i>p</i>
	0.373	0.001	0.243	0.001	0.261	0.001	0.158	0.017	0.241	0.001

According to the results of Table 6, the correlation coefficient between the general living space and the dimensions of school quality of life is significant at the level of $p = 0.05$. Therefore, there is a

relationship between the overall living space and the dimensions of school quality of life. The sixth hypothesis of the research states that there is a relationship between the general living space of quality of work life and the dimensions of school quality of life. As can be seen in the table, this relationship has been positively confirmed. However, the relationship between the general living space and the quality of work life with the opportunity component of the quality of school life shows the highest correlation with other factors of school quality of life. The value of $r = 0.158$ indicates the lowest level of correlation among these, which is related to the component of positive emotions, which is less than half of the coefficient obtained in relation to the variables of opportunity and general living space. It can be interesting to note the relative but in the meantime it equals the correlation coefficients of the two components of adventure and social progress and cohesion with the overall atmosphere of life.

1.8. Findings of hypothesis 7

There is a relationship between integration and social cohesion in the work organisation and the dimensions of school quality of life.

Table 7. Correlation coefficient between social integration and cohesion in the organisation and dimensions of school quality of life

	Opportunity		Adventure and progress		General satisfaction		Negative emotions		Social solidarity	
	<i>r</i>	<i>p</i>	<i>r</i>	<i>p</i>	<i>r</i>	<i>p</i>	<i>r</i>	<i>p</i>	<i>r</i>	<i>p</i>
Fair and adequate payment	0.299	0.001	0.264	0.001	0.223	0.001	0.213	0.001	0.298	0.001

According to the results in Table 7, the correlation coefficient between social integration and cohesion in the organisation and the dimensions of school quality of life is significant at the level of $p = 0.05$. Therefore, there is a relationship between social integration and cohesion in the organisation with the dimensions of school quality of life. Based on the table, it can be seen that the highest correlation between the components of school quality of life with social integration and cohesion in the labour organisation is related to the two components of opportunity and social cohesion, and the lowest relationship is shown in relation to positive emotions. But what should be considered is the higher coefficient of the social cohesion component of the quality of school life with integration and social cohesion in the labour organisation, which shows a higher value than the three components: public satisfaction, positive emotions and adventure, along with the opportunity component with differences, which shows very little exposure.

1.9. Findings of hypothesis 8

There is a relationship between the development of human capabilities and the dimensions of school quality of life.

According to the results in Table 7, the correlation coefficient between the development of human capabilities and the dimensions of school quality of life was significant at the level of $p \geq 0.05$. Therefore, there is a relationship between the development of human capabilities and the dimensions of school quality of life. According to the data in Table 8, the lowest correlation coefficient obtained from the relationship between the component of human resource development with the dimensions

of school quality of life with a value of $r = 0.145$ is related to the component of general satisfaction and the highest correlation is due to $R = 0.303$ is related to the dimension of adventure and progress.

2. Discussion

Man has always sought to improve his standard of living. Sometimes this upgrade is focused on vital aspects of life such as the physiological dimension, sometimes it is focused on the psychological dimension of life and sometimes it is focused on the social dimension. However, different aspects of life cannot be imagined as a separate life for a person, although in order to facilitate the study of aspects and sometimes apparent creations, different dimensions are added to human phenomena and issues, some of which may be necessary. There is nothing special and their absence and lack of design is harmful also.

Human life does not fall into five areas of human science. But, in general, one of the topics that has been formed and developed in the field of development of human-related concepts is the concept of quality of life. Quality of life is academically a long-standing concept that has been defined in various ways. But all these differences are very small and do not have deep structural differences with each other. Differences in definitions can be due to various reasons, such as different attitudes of people towards life, attention to different aspects of life human language defects, so that it can provide a comprehensive definition of the phenomenon in a way that in detailed studies includes a combined definition.

Human science, by providing definitions, although not known, is interested in being presented in the field of support and, of course, incomplete and problems related to language analysis. It can be said that many definitions have been proposed for quality of life, different dimensions have been proposed and, indeed, the design of different dimensions can be very helpful in in-depth and specialised study of each case. As it is clear, human beings are multidimensional beings that occur in the life of these dimensions, and this is where theorists catch the field of quality of life.

Based on the different dimensions and aspects of human life, it can be said that the quality of life also has many aspects, considering that human beings have lived and played a role in various institutions and organisations during their lifetime. In addition to the various dimensions of quality of life, concepts are presented that are a combination of aspects of human life and places of life and sometimes the roles that a person plays at some time in his life. Based on this, dimensions such as quality of life, spiritual, physical, family, recreational, economic, psychological, organisational etc. are discussed. According to the roles and, of course, the different places where people are present and play a role, concepts such as quality of work life, quality of school life, quality of life in colleges etc. are presented. The concepts of quality of school life and quality of work life are also made by the composer and analyst mind of the human species, which often present useless and sometimes inappropriate analyses and combinations. But these two concepts, contrary to some concepts, of course, despite the similarities with other concepts, are some of the things that one should pay attention to and also ignore because they include life periods and important roles, which can be harmful. Of course, although being fertile and not paying attention to the topic of theory is different from not paying attention to the field of practice. But with the same assumption, it can cause irreparable problems. Addressing them will definitely be associated with flourishing in playing a role in the areas under study. The main purpose of this study is to investigate the relationship between teachers' quality of work life and quality of life dimensions of students' schools.

The findings of the present study indicate that there is a positive and significant relationship between all components of the quality of life of teachers and the quality of work life of teachers. As a result, all research hypotheses are confirmed. Quality of work life means the mental perception of employees of an organisation of the physical and psychological desirability of their work environment and working conditions. An optimal physical and mental atmosphere in the organisation is a kind of necessary condition for living and establishing human and organisational relations in the organisation to perform tasks optimally. Based on this, it can be said that organisations, such as schools, which are socially at the highest level of social status and human communication are the main determinants in the success rate of individuals, especially teachers. Feelings and satisfaction with the quality of work life, especially in schools, for teachers has a direct impact on their mental and psychological readiness to perform their duties and provide the necessary conditions, such as peace of mind and no tension with other staff and school management. Students require optimal teaching and classroom atmosphere management, especially in elementary schools where students have a fragile spirit. Helping students in their academic progress is one of the main tasks of the teacher, including behavioural management of learners and teaching indiscipline. These will be possible in a situation where the teacher enjoys peace of mind in the organisation and feels comfortable and wants to walk with maximum effort towards the goals of the school.

According to what has been mentioned in this study, it can be said that the quality of work life is a kind of mediating factor for the growth and development of the quality of life of students' schools. Future studies should study the quality of school life of students in a way that the quality of work life can be observed based on the above logic presented.

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