

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

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Abstract

The purpose of this study is to determine the relationship between the quality of life of school students and the quality of work life of high school teachers in Eslamshahr. The research method is descriptive–correlational and its statistical population includes all high school teachers and students of second grade in Eslamshahr city. The sample size was calculated based on the Cochran formula with 5% error levels for 339 teachers and 363 for students. The data collection tools in this study are as follows: Walton Model of Quality of Work Life and Knowledge of School Quality of Life Questionnaires. The analysis of the research data was conducted in two parts: inferential statistics and inferential statistics with SPSS software. The results showed that all the components of the quality of school life of students had a positive and significant relationship with the dimensions of teachers' quality of work life with $p \geq 0.05$.

Keywords: Quality of life, quality of work life, quality of school life.

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1. Introduction

Education is, in a school-specific sense, a centre and a place where two distinct areas of quality of life, namely the quality of school life and the quality of working life, are linked to the presence of students and teachers and through social and psychological mechanisms and profound effects on personality and mental health left on both sides. It should be noted that school life is one of the most important factors in the happiness of individuals and their overall life satisfaction. The results indicate a significant relationship between school life satisfaction and other areas of satisfaction in life. In general, it can be assumed that satisfaction with school life is influenced by three aspects: academic facilities, school services and social aspects of the school environment (1), which illustrate the relationships among individuals. Sergei defines school as a combination of positive and negative experiences and other emotions related to a particular area of life in the three schools. Epstein and McClelland (1976) also stated that the quality of school life is a concept that is influenced by formal and informal aspects of the community environment, peer relationships, homework and powerful school figures and personalities. About the four definitions of quality of life in school, Tangen (2011) develops the basic concept of quality of life in school based on the understanding of students' experiences and their school-related perspectives, and a model that serves as a tool for analysing and understanding the meaningful aspects of reporting experiences. It has been used to develop students. He chose quality of school life not as a conceptual definition but as a subjective concept and used the concept of satisfaction as the element to determine the quality of life at school, which shows the awareness of students' and teachers' lives between them that are based on their in-house experiences and perceptions. This means that there is no single definition of quality of life in school (Tangen, 2011). Malin and Linakial (2001) define the quality of school life as the well-being and overall satisfaction of students from the aspect of negative and positive experiences that are rooted in their classroom activities. These positive and negative experiences that shape the student's overall perception of their well-being and overall satisfaction with school life are a result of their involvement in school activities and reflect the level of satisfaction students have with their daily lives in school.

From the scholar's point of view, the most important goal of education is to shape the student as a person in society and, at its core, to be prepared for citizenship in a democratic society, a goal that will only be achieved in a democratic, free and enjoyable environment where the student is practicing and living the desired goal in a smaller setting. It is on this basis that one can say that the quality of life at school is considered valuable in its own right. Students, of course, are not the only ones in the school, but they also experience life within the school together with their teachers. However, the impact of the challenges that the education system and the school system are facing on a large scale, given the role each party has, its responsibility and, of course, their understanding of the issues and extra problems, can be different. Of course, apart from the professional life, the personal and family life of teachers is also one of the factors affecting their perception of professional life, since the two are very much related to each other and affect each other, although the environment, the structure and social context of these two areas are different.

The teacher always plays a valuable and significant role in the growing process of students and their desirable quality of life. However, the secretary as a school employee can also be considered based on the quality of work life. Evidence shows that one is a happy secretary, a productive, loyal and committed employee. The results of Dana and Griffin's Survey (1999) illustrate the undesirable consequences of low levels of welfare and health at work. Low levels of well-being and hygiene lead to absenteeism, reduced productivity, reduced productivity in quantitative and qualitative terms and increased disease and medical costs. Regarding the quality of working life, teachers can say that there are many factors that affect teachers' perceptions of quality of life at school. Factors such as the students, the principal, his or her management style, colleagues and the school's current culture, physical form and structure of the school, their status, curriculum and work stress all encompass the teacher in the education system. Its effects have a tangible effect on their working mood, and their

abnormalities and weaknesses may even emerge as physical illnesses due to two-way communication (Sunk& Sari 2009).

As mentioned earlier, the quality of life of students in school and the quality of work life of teachers are influenced by many factors. However, this research is designed to determine the relationship between these two variables. The case has not been addressed in these studies, whereas each of these two variables can be influenced mutually by one of the most important factors. Extensive studies have been carried out in relation to the two domains of research at home and abroad, but so far most of the domestic and foreign research reference sites on the subject of the present research have not been conducted based on the researcher searches. This issue highlights the novelty of the present study. Of course, research has been conducted by Karimi Yousefi (2014) entitled 'The Relationship between Quality of Work Life in School and Self-Efficacy with School Craving among Female Students'. The results showed that the mean variables of school yearning, quality of work life at school and self-efficacy were significantly higher than theoretical averages. The results of Pearson's correlation coefficient showed that there was a significant relationship between quality of work life at school and self-efficacy with students' desire for school. The results of multivariate regression analysis also indicated that the quality of work life at school and self-efficacy were able to predict students' school enthusiasm. Karimi Yousefi's research is the only one of its kind that has been conducted in Iran, similar to the topic of three other researches, but has shown relatively similar results. Mac (2002) also examined in his research the factors affecting the quality of school life of students. He came to the conclusion that the classroom environment is the most important factor in the quality of school life for students. In this regard, further research can be related to specific results (Jabarnejad, 2015). The relationship between the quality of school life of students and their attitude towards school (Ebrahimi, 2015) and classroom is socially relevant (Wolfe, Chandler & Space, 1980). The quality of school life is associated with factors such as school satisfaction and attitudes towards two teachers. Trevor (1981) sees teacher influence as one of the key factors in students' quality of school life. Pan Sang-kung (1999) showed that improving and promoting the relationship between teacher and student is the best way to enhance the quality of school life of the students. The results of Van Maele & van Houtt's (2011) study also showed that the teacher–student relationship is influenced by the organisational context of the school. And it is the organisational structure of the school that has influenced the quality of teachers' work life. Overall, it can be said that in the researches that have been conducted so far on the quality of school life of students, the quality of teachers' work life has been variable. He has played the secret and interfaces. In a way, the quality of teachers' work life will somehow improve their psychological well-being, performance and efficiency and improve their social communication with other teachers and students given their high levels of satisfaction in life. Table 1 presents a summary of the research carried out in the areas of quality of work life and quality of school life separately.

Table 1. Internal research studies on the quality of life of teachers

| Authors | Title |
|-------------------------|---|
| Dana Nasab, 1390 | |
| Vali Zadeh, 1390 | - The Relationship between Quality of Work Life and Organisational Commitment of School Teachers in Divandarah |
| Azadiyan Bojnordi, 1390 | - Investigating the Relationship between Resilience and Perfectionism with the Quality of Work of Exceptional School Teachers in Tehran |
| Nobakht, 1390 | The Relationship between Quality of Work Life and Self-Efficacy of Primary School Teachers in Golpayegan |
| Mosavi Kia, 1390 | The Relationship between Quality of Work Life and Personality Characteristics with Marital Satisfaction of Middle School Teachers in Shiraz |
| Ezhdehakosh, 1390 | The Mediating Role of Quality of Work Life in Spiritual Intelligence and Mental Health of Female Secondary School Teachers in Shiraz |

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| Bagheri, 1390 | The Relationship between Spiritual Leadership of Managers with Quality of Work Life, Job Satisfaction and Productivity of High School Teachers in Kerman |
| Amiri, 1390 | Assessing the Quality of Work Life and Organisational Commitment for Girls in State High Schools in Tehran's 18th District |
| Raygan, 1390 | Assessing the Quality of Work Life and Organisational Commitment for Girls in State High Schools in Tehran's 18th District |
| Asadi, 1390 | The Relationship between Personality Traits and Quality of Work Life and Occupational Stress in High School Teachers in Basht |
| Karantari, 1390 | The Relationship between Emotional Intelligence and Quality of Life in Secondary Education Physicians in Zanjan Province |
| Ahmad Nezhad Hasani | Investigating the Relationship between Emotional Intelligence and Quality of Work Life with Job Adjustment Between Formal and Right Teachers |
| Sepehrian Shojaie, 1391 | Teaching elementary school in the city of 9-89 |
| Motefakeri, 1391 | The Relationship between Organisational Culture Factors and Quality of Work Life of Physical Education Teachers in East Azarbaijan Province |
| Nabati, 1391 | The Relationship between Quality of Life and its Dimensions with Organisational Commitment and its Dimensions in Teachers with a New Experience in Physical Education |
| Arbabi, 1391 | The Relationship between Quality of Work Life and Empowerment with Job Satisfaction of Female Teachers in Torbat Heydariyeh |
| Asadi Nezhad, 1391 | Evaluation of the Adaptation of the Organisational Justice Components to Islamic Principles and Its Relationship to the Quality of Work Life and Educational Performance of Secondary School Teachers in Bandar Abbas |
| Foroghi Nia, 1391 | - Quality of Work Life and Explaining the Predictive Role of its Components by Primary Teachers' Psychological Empowerment |
| Abasi, 1392 | The relationship between quality of work life and job commitment among middle school teachers in Gorgan |
| Sarchehani, 1392 | Relationship between quality of work life and job performance of elementary school teachers in District 2 of Shiraz |
| Sabeghi, Reisi, 1393 | - Explain the relationship between work addiction and quality of work life of elementary school teachers |
| Hoseini, 1393 | Investigating the Relationship between Quality of Work Life and Job Adjustment with Quality of Life and Family Adjustment in Teachers of Education in Shiraz Area |
| Bani Asadi,1394 | Quality of Work Life and its Relationship with Professional Development of Secondary School Teachers in Birjand |
| External research related to the quality of working life of teachers | |
| Eiton Gordon & Kif, 1992 | The Impact of Quality of Work Life Plans and the Effectiveness of Complaint Compliance Systems on Commitment to the Union |
| Cobos, 2001 | Change and quality of working life of rural school teachers in South Africa |
| Martel & Dupuis, 2006 | Quality of Work Life: Theoretical and Methodological Problems and Presentation of a New Model and Measure |
| Vincente, Jordi & Jordi, 2008 | Results from a Quality of Work Life Index: Comparison of Survey Results and Social Interests Index |
| Taher, 2013 | Quality of Work for University Professors in Bangladesh: A |

| | |
|---|---|
| | Discriminant Analysis |
| Ordum, 2014 | Predicting the level of quality of work life from alienation from work |
| Alzebon, Aldababne & Ahmad, 2015 | Jordan's Exceptional Education Teachers Perception of Quality of Work Life |
| Internal research related to the quality of school life | |
| Sultan shal, Karsheki, Aghamohamadian, Abd Khani, Bafande, 1390 | Validity and Reliability of School Quality of Life Questionnaire in Mashhad Schools |
| Esmaili, 1392 | Comparison of academic self-efficacy, adjustment and quality of school life in normal and unmarried girls in Mashhad |
| Akhlaghi, 1392 | The relationship between academic adjustment and quality of life in school with academic procrastination |
| Abakhti, 1393 | Comparison of Attachment Styles and Quality of School Life in Students with Bullying and Victim and Normal Peer Behaviour |
| Karimi Yousefi, 1393 | The Relationship between Quality of Work Life at School and Self-Efficacy with School Desire Among Female Students |
| Jabar Nezhad, 1394 | Modelling the Role of Quality of Life in School and Perception of Class on School Attitude |
| Ebrahimi, 1394 | The Relationship between School Quality of Life and Classroom Psychosocial Attenuation with Student Adaptation |
| External research related to the quality of school life | |
| Wolf, Chandler & Espais, 1980 | Quality of School Life: The Cause or Effect of Academic Responsibility Beliefs |
| Terooor, 1981 | Quality of school life |
| Lorenvberg & Esmi, 1989 | Quality of School Life and Student Control and Behaviour Control Ideologies. |
| Mac & Macdonald, 1994 | Student experiences or school climate: A measure for measuring school quality of life |
| Janson & Janson, 1993 | Validation of the School Quality of Life Scale: Primary and Secondary Factor Analysis |
| Linakia, 1996 | Quality of Life in Finnish Schools: A Comparative Study |
| Mac & Flin, 1997 | Quality of School Life and Student Achievement in High School Certificate: A Multilevel Analysis |
| Marcos, 1998 | Attitude to School Life: The Impact of Students' Knowledge and Perception on Success and Drop Out |
| Pan San & Keong, 1999 | Hong Kong Primary School Students' Attitude towards School Quality of Life |
| Carazis Power & Escanz, 2001 | Quality of School Life: Preliminary development and standardisation of a tool based on the Scottish High School Performance Index |
| Kratzis – Papaduty – Atanasiv, Power & Vesvan | Quality of School Life: A Cross-Cultural Study of Greek and Scottish High School Students |
| Leonard Bourke & Scofiled, 2001 | Differences in students' quality of life; within and between primary schools |
| Leonard, 2002 | Quality of Life and Attendance in Primary Schools |
| Mac, 2002 | Factors affecting the quality of school life of students |
| Favler, 2007 | The Economic Challenge of Community and School Life: A Newfoundland Case Study |
| Kong, 2008 | Classroom Learning Experiences and Students' Attitudes towards School Quality of Life: |
| Winrab & Arz, 2009 | School Quality of Life Questionnaire: Development and Validation |
| Vanmal & Vanhot, 2011 | Quality of School Life: Trust in the Teacher-Student Relationship and |

| | |
|--------------------------------|---|
| | School Organisational Context |
| Elyas & Noor, 2012 | The relationship between quality of life and academic and motivational behaviours in the Malaysian Teacher Training Institute |
| Erolla & Erolla, 2014 | The effect of length of music education on quality of school life |
| Betkin & Kadi, 2014 | The quality of life of colleges and lifelong learning trends of university students |
| Gokler, Gurgan & Tastan, 2015 | The Impact of School Quality of Life on Happiness: A Study of University Students |
| Kasteri Oghloo & Kasteri, 2015 | The impact of students' perceptions of quality of school life on their academic motivation |
| Alio & Tanc, 2015 | Evaluation of Primary School Students' Perceptions of Quality of Life and Feelings of School through Variable Variables |

1.1. Research objectives

- To investigate the relationship between teachers' quality of life and opportunity component in students' quality of life.
- To investigate the relationship between teachers' quality of life with the adventure component and the improvement in the quality of life of school teachers.
- To investigate the relationship between the quality of life of teachers and the general satisfaction in the quality of life of school teachers.
- To investigate the relationship between quality of life of teachers and the negative affect on quality of life of students.
- To investigate the relationship between quality of life and social cohesion in students' quality of life.

1.2. Research hypotheses

1. There is a meaningful relationship between the quality of life of teachers and the opportunity component of the quality of school life among students.
2. There is a meaningful relationship between the quality of life of teachers and the component of adventure and progress of students' quality of school life.
3. There is a meaningful relationship between the quality of life of teachers and the general satisfaction with the quality of life of students in school.
4. There is a meaningful relationship between the quality of life of teachers and the negative emotions of the quality of life of students.
5. There is a meaningful relationship between the quality of life of teachers and the social cohesion component of students' quality of school life.

1.3. Methods

This study is descriptive in nature and in terms of type and method, with the implementation of correlation studies. Descriptive research consists of a set of methods that describe the desired conditions and phenomena. In terms of the type of research, most of the research in the field of behavioural sciences is considered descriptive. The correlation method is also called the study of two or more variables that underlie the co-occurrence of phenomena and variables.

1.4. Research community

The study population consisted of all high school teachers and students in Isfahan in 1994. The sample size of the study was calculated using Cochran's sample size formula.

1.5. Research tools

To collect more data, the research required a two-part questionnaire in which the first part consisted of questions about the quality of school life of the students in five components, 39 items and 4 items (strongly disagree, disagree, agree and strongly agree) (Anderson et al., 2000), and Soltani, Karshaki, Agham Mohammadian, Abdokhadi and Weaver (2011) revised and reviewed the questionnaire. In the second part, the questions were related to components of a safe workplace health and wellbeing. The quality of work life of the teachers was based on the Walton's model with 4 items in 5 spectra. The data collection in this study was conducted in two ways: to collect the required statistical data and the library method to study and compile research literature and to review related research.

2. Research findings

Table 2. Distribution of minimum, maximum, mean and standard deviation dimensions of quality of work life

| | | | | |
|---|---|----|-------|------|
| Fair and sufficient payment | 4 | 17 | 5/50 | 2/22 |
| Safe and healthy work environment | 4 | 20 | 12/01 | 3/91 |
| Provide opportunities for growth and continued security | 4 | 21 | 11/93 | 3/40 |
| Legalism in the Labour Organisation | 6 | 26 | 13/26 | 4/27 |
| Social dependency of working life | 4 | 19 | 10/18 | 2/23 |
| Overall living space | 4 | 19 | 12/03 | 2/84 |
| Integrity and social cohesion in the work organisation | 5 | 25 | 14/25 | 3/44 |
| Development of human capabilities | 3 | 15 | 7/83 | 2/64 |

Based on the results in Table 1, the range of fair and adequate payment scores varied between 4 and 17, safe and healthy work environment varied between 4 and 20, providing opportunities for continuous security growth varied between 4 and 21, legalisation in the work organisation varied between 6 and 26, social dependency of working life varied between 4 By 19, overall living space varied between 4 and 19, integration and social integration in the work organisation ranged from 5 to 25 and human capacity development ranged from 3 to 15.

Table 3. Distribution of minimum, maximum, mean and standard deviation of student's quality of life dimensions

| | | | | |
|------------------------|----|----|-------|------|
| Opportunity | 7 | 28 | 18/90 | 4/73 |
| Adventure and Progress | 10 | 35 | 24/31 | 4/63 |
| General satisfaction | 6 | 24 | 15/46 | 3/90 |
| Negative emotions | 8 | 24 | 17/67 | 3/33 |
| Social solidarity | 15 | 46 | 32/61 | 5/33 |

According to the results of Table 2, opportunity scores ranged from 7 to 28, adventure and progress varied between 10 and 35, general satisfaction ranged from 6 to 24, negative emotions ranged from 8 to 24 and social cohesion ranged from 15 to 46.

Table 4. Pearson's correlation coefficient test between factors of the quality of life of students and the quality of life of teachers

| | <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> |
|-----------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Paying fair and sufficient income | 0/199 | 0/003 | 0/156 | 0/019 | 0/221 | 0/001 | 0/160 | 0/160 | 0/156 | 0/019 |
| Safe and healthy work environment | 0/387 | 0/001 | 0/415 | 0/001 | 0/409 | 0/001 | 0/261 | 0/001 | 0/365 | 0/001 |

| | | | | | | | | | | |
|---|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| Provide opportunities for continued growth and security | 0/214 | 0/001 | 0266 | 0/001 | 0/236 | 0/001 | 0/200 | 0/003 | 0/159 | 0/016 |
| Legalism in the workplace | 0/278 | 0/001 | 0/230 | 0/001 | 0/279 | 0/001 | 0/380 | 0/001 | 0/206 | 0/002 |
| Social dependency of working life | 0/293 | 0/001 | 0/192 | 0/001 | 0/142 | 0/0032 | 0/196 | 0/003 | 0/239 | 0/001 |
| Overall living space | 0/373 | 0/001 | 0/264 | 0/001 | 0/223 | 0/001 | 0/213 | 0/001 | 0/298 | 0/001 |
| Integrity and social cohesion in the work organisation | 0/299 | 0/001 | 0/264 | 0/001 | 0/223 | 0/001 | 0/213 | 0/001 | 0/298 | 0/001 |
| Development of human capabilities | 0/279 | 0/001 | 0/303 | 0/001 | 0/145 | 0/029 | 0/208 | 0/002 | 0/229 | 0/001 |

According to the results of the correlation coefficient, the dimensions of quality of work life and dimensions of quality of school life were significant at the level of $p < 0.05$. Therefore, according to the results, the hypotheses of this study have been proved and it can be concluded that there is a positive and significant relationship between all components of quality of school life and the safe and hygienic work environment of teachers. But based on Table 4, it can be seen that the highest degree of correlation was between safe and healthy work environment, with the dimensions of school quality of life being related to the component of adventure and progress.

3. Discussion and conclusion

The main purpose of the present study was to investigate the relationship between the quality of life of teachers and the quality of life of students. The findings of the present study indicate that there is a positive and meaningful relationship between all components of quality of life of teachers and the quality of working life of teachers, and as a result, all the hypotheses in this research are confirmed. Quality of work life refers to the mental perception and perception of employees of an organisation of the physical and psychological desirability of their work environment and working conditions. The desired physical and psychological environment in the organisation is a prerequisite for living and maintaining human and organisational relationships in the organisation in order to perform tasks efficiently. Accordingly, organisations, such as schools, that are socially at the highest level of socialisation and human communication are crucial determinants of the success of individuals, especially their teachers. Feeling satisfied with the quality of work life, especially in schools for teachers, has a direct impact on their mental and psychological readiness for performing their duties and providing them with conditions, such as mental relaxation and stress without dealing with other staff and school management; working with students to optimally teach and manage classroom atmosphere, especially in elementary schools where students are fragile; assisting students in their academic achievement, which is one of the main duties of the teacher; managing student behaviour and preventing discipline; and so on... All these will be possible if the teacher is mentally relaxed; is well versed with the organisation; feels important; and strives to move towards the goals of the school. In view of the above-mentioned factors, it can be said that the quality of work life is a kind of intermediate factor in the development and improvement of the quality of life of the students in school. This research studies the quality of life of students at school and presents it in such a way that the quality of working life can be observed based on the above-mentioned logic. Accordingly, the present study is partly related to the findings of Karimi Yousefi's (2014) research on the relationship between the quality of work life and students' desire for school. Since the passion for the school is based on the emotional and emotional basis of the school, there is a high affinity for quality of school life. Jabbarnejad (2015) concluded that there was a relationship between students' quality of school

life and their attitude towards school. The results of Ebrahimi's (2015) research indicate that the quality of school life is related to the psychosocial climate of the classroom. Wolfe et al. (1980) stated that the quality of school life is associated with factors such as school satisfaction and attitudes towards teachers. Trevor (1981) sees teacher influence as one of the key factors in students' quality of school life. Pan Sang and Keong (1999) showed that improving and promoting the relationship between teacher and student is the best way to enhance the quality of school life for students. Mac's (2002) study confirms the impact of classroom environment on students' quality of school life. In their research, Wintrab and Erz (2009) found that the student–teacher relationships, school-related feelings, classroom physical environment and positive and negative emotions were highly correlated in internal consistency. The school can be considered as the location where the student–teacher and the curriculum interact. However, over time, the relationship between teacher and student has become more intense, which means that the teacher–student relationship is a major determinant of the type of student's attitude towards school. It is the interactions between students and teachers that govern the classroom. All of the research that has been conducted on the basis of the interaction between variables, namely the effect of quality of work life on teachers' mentality and mental readiness for desirable human communication, confirms the relationship between the quality of teachers' work life and the quality of the life of students. In other words, the quality of work life is a hidden variable and an intermediary of all the studies mentioned in the literature.

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