

## Original Research

### Providing A Model of Quality of Working Life Related to Teachers' Mental Health and Its Effect on The Organizational Climate of Schools

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#### Abstract

**Introduction:** Improving the quality of working life and mental health of employees is the key to the success of any organization. And it has psychological and social effects on employees. The aim of this study was to provide a model of quality of working life related to teachers' mental health and its effect on the organizational climate of schools.

**Methods:** This research is a mix of exploratory type (qualitative and quantitative) that its qualitative stage is based on the grounded theory and its quantitative stage is post-event. In the qualitative section of the research, 40 faculty members, specialists and leading figures in the field of management and human resources in Mahshahr city were selected by purposeful sampling method using snowball technique. In the quantitative section, 300 school teachers of this city were selected by multi-stage sampling method.

**Findings:** Finally, the findings showed that the quality of working life of teachers can be classified into eight components, which include: motivation and interest in work, doing family and social responsibilities at work, fair salaries and benefits, independence in decision-making, job promotion, creativity and innovation, organizational climate based on trust and security and management style of managers. And the findings of exploratory and confirmatory factor analysis confirmed the model derived from the content analysis of expert opinions. In addition, it was observed that there is a 0.23% correlation between quality of life and organizational climate of schools.

**Conclusion:** According to the findings of this study, it can be concluded that family dimensions and job opportunities and benefits form components of quality of working life of teachers that their improvement is associated with improving the organizational climate of schools. As the quality of working life in schools increases, a more favorable work environment is provided for teachers and thus their mental health increases.

**Keywords:** Quality of working life, organizational climate of schools, Mental health, Teachers, Mixed research methods

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## Introduction

Today, human resource management has become very important due to increased competition in jobs, products, and services, increased human resource costs, as well as the dynamism and complexity of cultural, economic, educational, social, and political change. On the other hand, there is a direct relationship between human resource management practices and quality of working life. Therefore, revitalizing employees by improving the quality of their working life is the key to the success of any organization (1).

Casio (2007) has defined the quality of working life in two terms: in the objective definition, the quality of working life is equivalent to a set of real working conditions and work environment in an organization such as salary and health and safety benefits, participation in decision making, training courses, delegation, social prestige, etc. In the subjective definition, the quality of working life is the physical and mental health in the workplace. In general, measures that include welfare facilities, treatment, job security, job design, job importance, job development and advancement, training and improvement, and the like, are collectively considered as quality of working life (2,25).

Quality of working life can affect different dimensions of an organization. One of these dimensions is the organizational climate. The climate of an organization can almost be considered the personality of the organization, that is, the relationship of climate to organization is like personality to individual. Similarly, the difference between schools is not limited to the physical condition, structure, quantity and quality of human and material resources, but each school has its own specific and relatively stable customs, values, norms and scientific methods. These characteristics, which allow us to distinguish one school from another, are called "school climate". The organizational climate refers to the perceptions of the organization members of the fundamental elements of the organization. Since the climate is based on individual

perspectives, it has rapid variability, while also affecting the behavior of individuals. The organizational climate can play a vital role in promoting creativity and innovation among individuals (3).

On the other hand, since a significant part of the teachers' time is spent in school, the quality of their working life is very important, which in turn is likely to have a psychological and social impact on them. When employees seek and direct their subordinates' mental health, they should make sure that a favorable mental environment is created for activity and compatibility at school. Such a difficult task requires that all employees have good mental health to be able to spread it to all elements of the organization. Mental health enables employees to make better and more appropriate decisions with a better understanding of organizational realities and environmental variables(26). Employees with lower mental health not only shirk their responsibilities and reduce effectiveness and efficiency in performing their duties (4) (5). There is also a significant correlation between the areas of physical function and quality of life and the areas of anxiety, social dysfunction and depression. In the areas of mental health, anxiety was observed in women more than men (6). However, mental health prepares teachers to perform their job duties. Conversely, people with poor mental health are more prone to illness and, as a result, more likely to stay away from their work activities. Therefore, it is a logical conclusion to say that mental health is essential for the performance of employees in schools. Various factors play a role in ensuring mental health in the workplace. Some factors related to workplace conditions, organizational climate indicate mutual and cheerful trust, relationships between employees and the quality of life in the workplace and the organization in general. In fact, the school climate should be considered as characteristics that describe the psychological characteristics of a particular school, distinguish it from other schools, influence the behavior of teachers and students, as well as it is a psychological feeling that teachers and students have towards that

school (7). Thus, understanding the climate of schools helps us to identify conflicts and then try to reduce or eliminate them by examining them, and by resolving the conflict in the workplace between teachers and principals, students' attitudes towards education will become more favorable.

In general, the optimal use of human resources depends on the development of human resource strategies and measures that are taken to protect the body and soul and maintain the human dignity of employees (18,2). Meanwhile, education as an educational organization in various ways leads to economic growth and improving the working life of individuals (8). This institution is the basis of cultural, social, economic and political development of any society, and since a significant part of educational activities take place in schools, schools as a sensitive and important social system have a special position. Therefore, researchers in the present study try to first provide a model of quality of working life of teachers and then examine the effect of this model on the organizational climate of Mahshahr schools. In this way, they can make suggestions to improve the performance of teachers and the organizational climate of schools.

### Materials and Methods

This research is a mix of exploratory type (qualitative and quantitative) that its qualitative stage is based on the grounded theory and is quantitative stage is ex-post facto (causal-comparative). The study population in the qualitative section of the research was all faculty members, specialists and leading figures in the field of management and human resources in Mahshahr city of Khuzestan province in 2019. 40 people from the target population were selected by purposeful sampling method and according to inclusion criteria (outstanding faculty members and specialists) and exclusion criteria (professors, teachers and principals who were reluctant to participate in the study) and using the snowball technique. In the quantitative section of the

study, the study population was all school teachers in Mahshahr city of Khuzestan province in 2019 that according to Cochran's formula, 300 of them were selected by multi-stage sampling method.

### Research tools

Organizational Climate Description Questionnaire for Secondary Schools (OCDQ-RS): This questionnaire was developed by Hoy, Tarter and Kottkamp (9) which has 34 items and has been prepared to explain the behavior of secondary school teachers and principals. Responses are scored on a 4-point Likert scale (1=rarely and 4=very high). This questionnaire has five dimensions, two of which explain the supportive behavior (Cronbach's alpha=0.91) and directive behavior (Cronbach's alpha=0.87) of the school principal and the other three dimensions explain the engaged behavior (0.85=Cronbach's alpha), intimate behavior (0.85 = Cronbach's alpha) and frustrated behavior (Cronbach's=0.71) of teachers. The factor structure of this questionnaire has been confirmed in the studies of Hoy et al. (9) and Hoy and Tartar (10). In the study of Maleki and Ghaderi (11), internal consistency of scale was 0.86.

### Research methodology

The method of conducting the research in the qualitative section of the research was that in the first stage, the study of research literature and study background related to the research topic was examined from 2000 to 2019. In this stage, papers that were not related to the research topic were removed and the rest of the papers were thoroughly reviewed. In the second stage, an initial list of educational management experts was prepared and in the third stage, a semi-structured interview was conducted with experts, professors and managers with relevant questions. In the same

way, the interview process continued until the collected information reached the saturation point. Theoretical saturation is a point in qualitative research that indicates the adequacy of the data collected to analyze and present the final report. To reach the saturation point, the field study must continue until no new evidence of data is obtained (repetition of previous data). In other words, a complete review of the data is performed (12) then the collected data are coded, categorized and classified. Coding was used to analyze the data:

A) Open coding: First, the concepts and categories obtained regarding the design and validation of the quality of working life model were studied and categorized from the process of studying theoretical literature such as models, theories and research background conducted in Iran and abroad. Then, the experts were interviewed and the phrases, concepts and items extracted from the interviews were merged with the concepts obtained from reviewing the documents and research background by performing open coding, detailed analysis, homogenization (choosing the most correct words, deleting common concepts). In this stage, according to the conventional method, a title and a label was given to each component. This title, so-called "code", should be indicative of the content of the data, so that the researcher and the reader, by looking at this title, understand the meaning of the sentences to a large extent.

B) Axial coding: After collecting a lot of qualitative data, the key points emphasized in the interviewees' answers were compared to the concepts obtained from reviewing the documents and research background, and those answers that referred to a common topic were grouped. This common axis is called content classification and axial coding. It should be noted that in the open coding stage, many codes were obtained, but after each stage of

classification and data analysis, duplicate concepts were removed and similar concepts were merged.

C) Selective coding: According to Straus and Corbin (13), selective coding is the systematic selection of key components and linking them to other components, validating relationships and filling in gaps with categories that need further modification and expansion. After generating the categories and their features, in the axial coding, the categories were regularly developed and attached to the subcategories, but until the main categories come together and form a larger theoretical design, the research findings do not take the form of theory. In addition, one of the most important steps is to determine the core category or phenomenon. This category has the power of analysis and brings the categories closer together. This category emerges from the existing categories and covers other categories (14).

Finally, the result of two processes of reviewing the research background and interviewing experts and specialists was to identify indicators (using open coding) that were categorized into dimensions and components (using axial and selective coding). Also, heuristic and confirmatory factor analysis using PLS software was used to validate the model of teachers' quality of working life and Pearson correlation coefficient with SPSS software was used to investigate the relationship between components of teachers' quality of working life and the climate of schools.

### **Findings**

The mean age of the subjects was 43 years with a standard deviation of 8.7. 115 or 0.87% of women were married and only 0.13% were single. While 0.78% of men were married and 0.22 were single. Table 1 shows the components of teachers' quality of working life model.

Table 1. Components of quality of working life

| Theme                                | Class  | Code  |  |  |   |  |
|--------------------------------------|--|---|--|--|---|--|
| Components of teachers' working life | Component of Motivation and interest in work | <p>Higher interest and motivation improve the quality of life</p> <p>High motivation makes life problems better resolved</p> <p>Adequate motivation makes for better performance</p> <p>Adequate motivation makes for more job peace</p> <p>High progress motivation makes schools fruitful</p> <p>Low motivation reduces participation</p> <p>Poor motivation makes for fatigue and irritability</p> <p>Lack of motivation reduces job satisfaction and activities</p> <p>Adequate motivation leads to job and life satisfaction</p> <p>A tired, bored and unmotivated teacher wastes time and energy</p> <p>An unmotivated teacher causes the learners to not grow and develop</p> <p>Interest makes for progress in work</p> <p>Without interest, only coercion remains and the quality of work decreases</p> <p>The most important factor of quality in all stages of work is motivation and interest</p> <p>Motivation and interest make for happiness</p> |  |  |   |  |
|                                      |  | Components of teachers' working life  | Performing family and social responsibilities along with job | <p>High-pressure living conditions reduce job information</p> <p>Happy mood in the workplace is influenced by family and community conditions</p> <p>Many responsibilities reduce the quality of work life</p> <p>Family tensions reduce the quality of work</p> <p>Excessive family and social responsibilities cause a lot of stress</p> <p>Family and social conflicts lead to a decrease in the quality of work</p> <p>Ability to perform various responsibilities can improve the quality of work</p> <p>The mutual relationship between family and social responsibilities and quality of life</p> <p>I agree with various work responsibilities in life</p> <p>Doing each role correctly in its place has a positive effect on each other</p> |   |  |
|                                      |  |   |  | Components of fair salaries and benefits   | Component of fair salaries and benefits | <p>Inadequacy of the salaries and benefits of Education workers in proportion to our performance and efforts</p> <p>Damages of salary imbalance</p> <p>Unfairness of salaries causes an imbalance of life</p> <p>Unfairness of benefits causes the teacher to become involved in the material life</p> <p>Imbalance of incomes</p> <p>Lack of legal justice causes the emergence of physical, mental or physical illnesses</p> <p>Legal imbalances cause little progress of students</p> <p>Injustice and discrimination in the workplace affect the quality of work</p> <p>Financial well-being makes for peace of mind to do things</p> <p>Negative inequality makes for reduced quality of education or underworking</p> <p>Salary satisfaction increases the quality of work</p> |

|   |   |
|---|---|
|   | Appropriate salaries and benefits can increase the quality of work for teachers             |
|   | The factor of financial benefits has its own effect on quality of life                      |
|   | Adequate salaries cause teachers to make efforts to work with quality                       |
| Independence in decision making                         | Being controlling has a negative effect on the quality of working life                      |
|   | Teachers' freedom of choice lead to a better quality of life                                |
|   | Monitoring and controlling how work progresses is great                                     |
|   | Control means creating constraints and obstacles that hinder quality                        |
|   | Every decision in the workplace is related to work life                                     |
|   | Good decisions make a person effective in working life                                      |
|   | Enabling decision-making leads to less stress   |
|   | Independent decision-making leads to a better quality of life                               |
|   | Making right decisions makes the conclusion of the work worth                               |
|   | Having control over work and the opportunity to make decisions in the job position improves |
|   | Ability to make decisions has a positive effect on better work quality                      |
| Job promotion and growth opportunity                    | Job progress enhances the quality of working life   |
|   | Progress in any field affects life and work style   |
|   | Lack of growth opportunities leads to work regression                                       |
|   | Little progress affects performance   |
|   | Growth opportunity by increasing life satisfaction increases the quality of work            |
|   | Slight improvements result in lower quality   |
|   | Having opportunities to progress improves the quality of working life                       |
|   | Growth and advancement in work causes self-confidence and creates a very good feeling       |
|   | Scientific growth affects the quality of life.  |
| Growth and progress make me do things well              |   |
| Creativity and innovation in work                       | Creativity and innovation make working life up to date                                      |
|   | The possibility of innovation at work expands activities                                    |
|   | The possibility of creativity increases the desire of employees                             |
|   | Creativity and curiosity improve quality  |
|   | Creativity improves the quantity and quality of life process and success at work            |
|   | The possibility of creativity and innovation in a person improves his quality of life       |
|   | Creativity and motivation reduce ambiguity and conflict of roles                            |
|   | Creativity leads to work growth   |
| Working on dictation destroys creativity and innovation |   |

|   |  |
|---|--|
| Organizational climate based on trust and security                                  | The possibility of creativity creates a better mood                                  |
|   | Having security and confidence at work calms the soul and body                       |
|   | Security makes you feel comfortable and relaxed in life                              |
|   | Incompatibility of work space with interests and desires                             |
|   | A tense organizational climate transmits inconveniences to life                      |
|   | Teachers' feeling of security in a good work environment                             |
|   | Trusted organizational climate leads to employee participation and cooperation       |
|   | Low stress climate is effective on quality of life                                   |
|   | Organizational climate peace is directly related to peace and quality of life        |
|   | Distrust deprives teachers of the ability to move and be creative                    |
|   | Distrust deprives teachers of the ability to move and be creative                    |
|   | Distrust makes teachers inactive and neutral   |
|   | Wherever there is trust, there is an atmosphere of success                           |
| We work better if there is security and trust                                       |  |
| Managers' management styles and quality of work                                     | Good management makes for a good work system   |
|   | Lack of supportive managers is a pressure factor for teachers                        |
|   | Principals heal teachers' pain   |
|   | Dry management leads to burnout  |
|   | Experienced and skilled managers with professional ethics affect the quality of work |
|   | Flat management makes for better performance   |
|   | A more capable and thoughtful manager makes for more peace                           |
|   | Interactive and supervisory management improves performance quality                  |
|   | Implementing a better management style makes teachers more satisfied                 |
|   | Centralized and non-participatory management weakens decision making                 |
|   | Low stress management improves the quality of work                                   |
|   | Peremptory leadership style causes a lack of feeling of freedom                      |
|   | Managers' management style affects how they work                                     |
| Management style has a direct effect on the stages and quality of life and progress |  |

As can be seen in Table 1, the findings of the present study showed that the quality of working life could be classified into eight categories that were extracted from 100 open codes. Eight categories of quality of working life include: motivation and interest in work,

fulfillment of family and social responsibilities along with work, fair salaries and benefits, independence in decision-making, job promotion, creativity and innovation, organizational climate based on trust and security, and managers' management styles.

Table 2 shows the values of descriptive indicators such as minimum, maximum, mean and standard deviation of components related to quality of working life.

According to the value of sampling adequacy index<sup>1</sup> (0.83 with significance level, 0.0001) and Bartlett's test of sphericity (2.99, significance level, 0.028) , exploratory factor analysis with principal axis factoring and varimax rotation was used to evaluate the validity of the questionnaire (Table 3).

As shown in Table 3, the eigenvalues of the five factors are greater than one, and these five factors together account for 55.73% of the total variance. Also, the commonality of the materials of the 45-item questionnaire obtained by performing the principal axis factoring shows that the first factor with about 0.20 commonality rate has the most explanation and the eighth factor with 3.44% variance has the lowest commonality rate.

After performing exploratory factor analysis and extracting the factors of quality of work life questionnaire, the fit of the model obtained from the factors of this scale was examined through confirmatory factor analysis. The results of model fit indices with the observed data were evaluated through 6 criteria. These criteria are: 1) Chi-square  $\chi^2$ , 2) of ratio Chi-square to degree of freedom, 3) Good fit index 4) Adjusted good fit index, 5) Comparative fit index, and 6) Root mean square error of approximation (Table 4).

According to Table 4, it can be concluded that most of the indicators are at a desirable level and the questions related to the components of the quality of work life questionnaire are acceptable. The correlation values of the items are reported in Figure 1. Also, the reliability calculation of the questionnaire showed that the internal consistency coefficient through Cronbach's alpha for the whole scale is 0.87.

To answer the question that what effect does the model of teachers' work quality have on the organizational climate? First, Pearson correlation test was used (Table 5).

According to the results of Pearson correlation analysis, it can be said that there is a significant correlation between some components of quality of working life and organizational climate. Based on this, the relationship between the components of quality of working life and organizational climate was calculated in the form of a model, the results of which are shown in Figure 2.

Based on the above model, it is observed that the correlation between quality of life and organizational climate is 0.23%. Regression coefficients between the components of quality of working life and organizational climate are presented in Table 6.

Table 2. Descriptive values for variables

| Variables  | Number | Minimum | Maximum | Mean     | standard deviation |
|--|--------|---------|---------|----------|--------------------|
| Quality of working life                            | 210    | 79.00   | 180.00  | 119.7238 | 20.23924           |
| Motivation and interest in work                    | 210    | 6.00    | 24.00   | 15.0333  | 3.01889            |
| Multiple responsibilities                          | 210    | 8.00    | 27.00   | 15.7667  | 3.64945            |
| Fair salaries and benefits                         | 210    | 10.00   | 29.00   | 18.8667  | 3.33337            |
| Independence in decision-making                    | 210    | 5.00    | 19.00   | 11.0952  | 2.49410            |
| Job growth and promotion                           | 210    | 7.00    | 20.00   | 12.5048  | 2.77936            |
| Creativity and innovation                          | 210    | 6.00    | 22.00   | 11.2095  | 2.93859            |
| Organizational climate based on trust and security | 210    | 5.00    | 21.00   | 10.5905  | 3.66725            |
| Manages' management style                          | 210    | 16.00   | 44.00   | 24.6571  | 4.07778            |

<sup>1</sup> Kaiser Myers Normalization

Table 3. Eigenvalues, percentage of variance and cumulative variance of factors of quality of working life questionnaire

| Factor | Before rotation |                        |                       | After varimax rotation |                        |                       |
|--------|-----------------|------------------------|-----------------------|------------------------|------------------------|-----------------------|
|        | Eigenvalue      | percentage of variance | Cumulative percentage | Eigenvalue             | percentage of variance | Cumulative percentage |
| 1      | 9.184           | 20.409                 | 20.409                | 7.225                  | 16.056                 | 16.056                |
| 2      | 4.398           | 9.774                  | 30.183                | 3.485                  | 7.744                  | 23.800                |
| 3      | 2.600           | 5.777                  | 35.960                | 2.939                  | 6.530                  | 30.331                |
| 4      | 2.305           | 5.123                  | 41.083                | 2.756                  | 6.125                  | 36.456                |
| 5      | 1.893           | 4.206                  | 45.289                | 2.738                  | 6.084                  | 42.540                |
| 6      | 1.660           | 3.688                  | 48.977                | 2.671                  | 5.936                  | 48.476                |
| 7      | 1.580           | 3.512                  | 52.489                | 1.713                  | 3.806                  | 52.282                |
| 8      | 1.457           | 3.238                  | 55.727                | 1.550                  | 3.445                  | 55.727                |

Table 4. Fit indices of the confirmatory factor analysis model of the eight factors

| RMSEA | CFI  | AGFI | GFI  | IFI  | NFI  | P     | df, $\chi^2$ | df  | $\chi^2$ |
|-------|------|------|------|------|------|-------|--------------|-----|----------|
| .1085 | .978 | .960 | .963 | .980 | .961 | .1001 | 2/51         | 945 | 2377/3   |

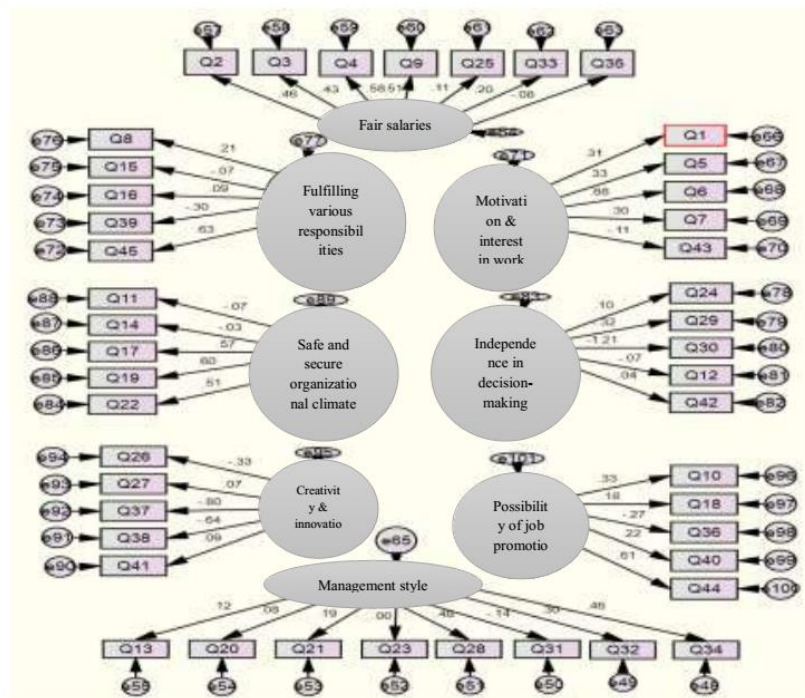


Figure 1. Results of confirmatory factor analysis for the eight components of the quality of working life questionnaire

Table 5. Pearson correlation results between quality of working life components and organizational climate

| Variables and components            | Organizational climate | Supportive | Directive | Preventive | Professional | Intimate | Foreign | Controlling | Productive |
|-------------------------------------|------------------------|------------|-----------|------------|--------------|----------|---------|-------------|------------|
| Quality of life                     | -.191**                | .113       | -.147*    | -.169*     | -.104        | -.171*   | -.23*   | -.028       | -.208**    |
| Motivation and interest in work     | -.112                  | .073       | -.061     | -.095      | -.094        | -.078    | -.088   | -.036       | -.132      |
| Multiple responsibilities           | -.269**                | .224**     | -.252**   | -.260**    | -.098        | -.276**  | -       | -.076       | -.199**    |
| Fair salaries and benefits          | -.172*                 | .094       | -.128     | -.160*     | -.124        | -.150*   | -.18**  | .020        | -.188**    |
| Independence in decision            | -.045                  | .063       | .006      | -.052      | -.052        | -.062    | -.122   | -.037       | -.086      |
| Possibility of growth and promotion | -.112                  | .054       | -.071     | -.090      | -.055        | -.104    | -.19**  | .036        | -.158*     |
| Creativity and innovation           | -.151*                 | .030       | -.127     | -.125      | .018         | -.121    | -.24**  | -.097       | -.154*     |
| Safe organizational climate         | -.184**                | .083       | -.159*    | -.158*     | -.107        | -.156*   | -.22**  | -.018       | -.199**    |
| Management of managers              | -.107                  | .057       | -.076     | -.078      | -.102        | -.084    | -.17*   | .214**      | .153*      |

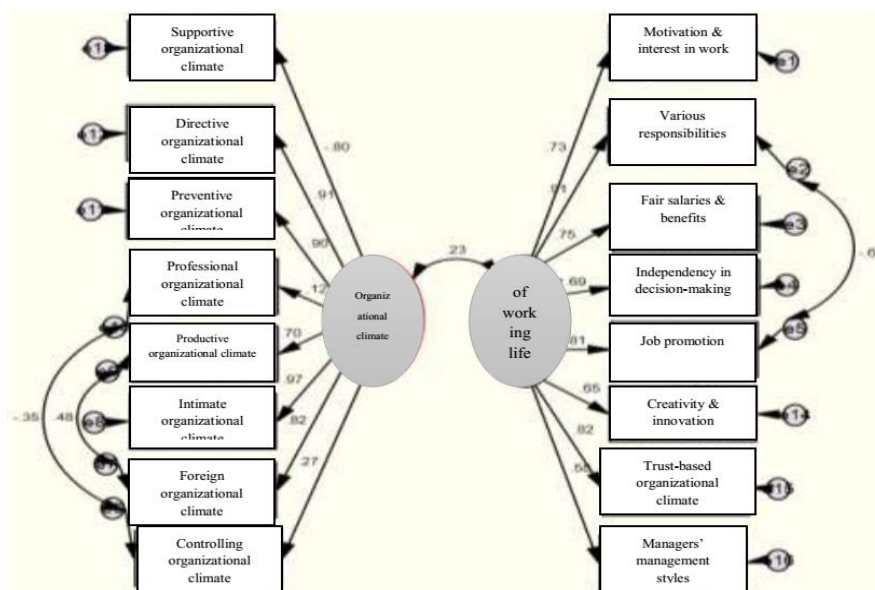


Figure 2. Model of relationship between components of quality of working life and organizational climate

Table 6. Regression coefficients between components of quality of working life and organizational climate

| Components                            | Variables                 | Estimate | S.E. | C.R.   | P    |
|---------------------------------------|---------------------------|----------|------|--------|------|
| Fair salaries and benefits            | → Quality of working life | .753     | .104 | 10.999 | ***  |
| Controlling climate                   | → Organizational climate  | .268     |      |        | ***  |
| Supportive climate                    | → Organizational climate  | -.796    | .549 | -3.878 | ***  |
| Independence in decision-making       | → Quality of working life | .689     | .078 | 10.025 | ***  |
| Multiple responsibilities             | → Quality of working life | .909     | .115 | 13.086 | ***  |
| Motivation and interest in work       | → Quality of working life | .727     |      |        | ***  |
| Job promotion                         | → Quality of working life | .811     | .089 | 11.517 | ***  |
| Productive climate                    | → Organizational climate  | .704     | .171 | 3.816  | ***  |
| Professional climate                  | → Organizational climate  | .121     | .322 | 1.415  | .157 |
| Preventive climate                    | → Organizational climate  | .899     | .382 | 3.928  | ***  |
| Directive climate                     | → Organizational climate  | .912     | .368 | 3.933  | ***  |
| Intimate climate                      | → Organizational climate  | .973     | .430 | 3.954  | ***  |
| Foreign climate                       | → Organizational climate  | .824     | .280 | 3.893  | ***  |
| Creativity and innovation             | → Quality of working life | .645     | .092 | 9.352  | ***  |
| Organizational climate based on trust | → Quality of working life | .821     | .114 | 12.072 | ***  |
| Managers' management styles           | → Quality of working life | .580     | .129 | 8.369  | ***  |

According to the results of the above table, it can be said that in the general sample, there is a significant correlation between the components of quality of working life and the total score or latent variable. Thus, the component of fulfilling multiple responsibilities along with job with a coefficient of 0.901 had the highest coefficient and the component of creativity and innovation in work with a coefficient of 0.72 showed the weakest correlation. However, the correlation of all components of quality of life with latent score was significant. On the other hand, according to the results of the above table, it can be said that all components of organizational climate (except for professional climate) showed a significant correlation with the latent score of organizational climate. Thus, the intimate climate has shown the highest significant correlation coefficient. Accordingly, the answer to the question of whether there is a positive relationship between the quality of working life and school organizational climate of Khuzestan teachers.

### Discussion

The aim of this study was to provide a model of teachers' quality of working life and its effect

on the organizational climate of schools. Initially, the findings of this study showed that the quality of working life of teachers can be classified into eight categories, which include: motivation and interest in work, fulfilling family and social responsibilities along with work, fair salaries and benefits, independence in decision-making, job promotion, creativity and innovation, organizational climate based on trust and security and managers' management styles. In addition, the findings of the exploratory and confirmatory factor analysis confirmed the model derived from the content analysis of expert opinions. In line with the present study, Alvss (2019) states that the quality of working life means the satisfaction of an employee in meeting his needs through resources, activities and the outcomes of participation in workplace.

In the next step, the findings obtained from teachers' opinions on the effect of teachers' quality of working life model on the organizational climate of schools showed that there is a positive and significant correlation between the components of quality of working life and organizational climate. The component of fulfilling multiple responsibilities along with

job showed the highest and the component of creativity and innovation in work showed the weakest correlation with the organizational climate. This finding is consistent with studies conducted in this area (15) (16) (17) (19) (20) (21).

For example, Hatami et al. (16) showed that organizational climate is a variable that affects the quality of working life and directly affects productivity. In this way, a positive organizational climate and a healthy environment in the organization, as well as paying attention to the quality of working life of the organization employees, make them feel more responsible and increase their productivity in the growth and excellence of the organization. Shirazian et al. (17) found that organizational climate and quality of working life affected employee productivity. Also, the dimensions of quality of working life such as fair and adequate payment, safe and healthy work environment, development of human capabilities, providing opportunities for growth and security, social integration and cohesion, legalism in the organization and general living space increase productivity of employees.

Kitratporn and Puncreobutr (19) showed that there is a positive and significant relationship between teachers' quality of working life and school organizational climate, but the relationship between individual dimensions of quality of working life and organizational climate was moderate to weak. Also, Kak et al. (20) showed that the dimensions of transformational leadership (as one of the components of quality of working life) such as high influence (attribution and behavior), more effort, individual considerations and intelligent motivation have the most relationship with positive organizational climate. In addition, other studies have shown that there is a positive and significant relationship between the dimensions of quality of working life and organizational climate, as well as productivity in the organization (21-23).

## Conclusion

The findings of the present study show that when the components of teachers' quality of working life are provided, it will create and strengthen the organizational climate of schools in a healthy and appropriate way. Also, if the work environment and conditions among school staff have the necessary flexibility, mental health will improve. In other words, having motivation and interest in work, facilitating family and social responsibilities along with work, fair salaries and benefits, independence in decision-making, job promotion, strengthening creativity and innovation, creating an organizational climate based on trust and security and supportive management style of the principals strengthens the intimate, directive and professional climate of schools. On the other hand, considering that the components of fulfilling family and social responsibilities along with work show the greatest correlation with the organizational climate, it can be expressed when people face multiple concerns in their personal and professional lives, they become conflicted, do not perform their duties properly, and have problems with others or the organization. As a result, their attachment to the organization will decrease and they will no longer have a positive attitude towards it. However, when principals consider the interests of employees, this will strengthen the organizational climate and further improve the educational quality of schools by strengthening the working life of teachers. In addition, fair payment to employees as well as incentive payments, creating independence and the possibility of promotion affect their understanding of the organization and increase quality and productivity (24). The present study also had some limitations. Due to the limitations of purposeful sampling method, caution should be exercised in generalizing the findings of this study to other teachers. Also, since the interview was the main method of data collection in this study, the accuracy of the findings may depend on the accuracy of the participants' statements and interpretations made by the researcher that in order to reduce this limitation, the researcher conducted in-

depth interviews and made every effort to carefully and comprehensively examine the participants' statements. In addition, in qualitative studies, the researcher and the people who read the interview transcripts are considered as research tools, therefore, there may be a bias regarding the way the interviews are read and interpreted. To avoid this, the interview transcripts were read separately and independently by the researcher, supervisors, and advisors, and coded until common classes were obtained. In general, paying attention to the components of quality of working life in teachers with different demographic characteristics such as gender and level of education can provide a more accurate insight into the quality of working life in different classes of teachers. Also, examining the components of quality of working life from the perspective of managers and other education personnel can provide a more comprehensive research framework in this area, leading to planning and implementation of guidelines to strengthen the quality of working life and, consequently, creating a better organizational climate and work efficiency in schools.

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