

# Predicting Role of Quality of Working Life with Happiness in Teachers of Schools for Disabled and Normal Children, District 2 of Zahedan

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**ABSTRACT:** The present study has been conducted with the aim of investigating predicting role of quality of working life with happiness in teachers of schools for disabled and normal children in district 2 of Zahedan. The method used in this study is descriptive method in kind of predictor correlation. Statistical population in this study consists of all teachers of schools for disabled and normal children of district 2 of Zahedan (n= 1524) and the sample size has been equal to 221 people. Sampling method in this study is hierarchical sampling and the applied instrument is The Oxford Happiness Inventory (OHI) (Argael et al., 1989) and Quality of Working Life Questionnaire (QWL) of Ghasemzadeh (2005). For purpose of statistical data analysis, statistical indices of frequency distribution table, mean value, standard deviation are used and also Pearson Correlation Test, linear regression, two-way variance and independent t-test are used to test the research hypotheses using SPSS software and statistical analysis of the data. In general, the results obtained from this study showed that quality of working life is the predictor of happiness. The results of independent t-test and two-way variance analysis showed that there is no significant difference between value of happiness and quality of working life of teachers of schools for disabled and normal children; although there is significant different between value of interest in job and happiness and quality of working life of teachers in these schools.

**Keywords:** Quality Of Working Life (QWL), Happiness, Teachers of Schools for Disabled and Normal Children in District 2 of Zahedan.

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## INTRODUCTION

Happiness (welfare) plays adjusting role in stressful job statuses. In other words, happiness as a strength barrier to work affairs of organizations as stressful fields could affect quality of working life of people and job satisfaction (Timuri & Ayubi, 2008). An employee without favorable physical and mental conditions will face problems at workplace. Insomnia, depression, anxiety and similar disorders can distract the employee in terms of taking the sensitive responsibilities and can lead to disappointment and dissatisfaction of the employee of the existing

conditions. Finally, the employee may lose the motivation to take the responsibilities and this can lead to dissatisfaction of the clients (Timuri & Ayubi, 2008).

Lomis and Albert (1992) have defined quality of working life as the ability to satisfy most personal needs of employees, providing security for people, so that they could continue their life with more satisfaction with others and be accepted by others and finally, having opportunity to increase their knowledge and skills. Types of outcomes of health such as quality of life, biological-psychological and social functions have been affected by happiness (Yang & Mao, 2007).

The main belief systems affecting quality of life of people and can make balance among different aspects of life is happiness, which is a personality trait and can facilitate effective coping with stress and can prevent mental and physical disorders (Bayazi et al., 2011; quoted from Bagheri & Yusefi, 2009). On the other hand, the relevant studies have shown that happiness is a variable affecting quality of life. Happiness helps individuals to cope with stressful events of life (Klag & Bradley, 2004).

Today, it has been considered within the organizations due to human resources from different dimensions. Education and enhancement of level of ability and skills, quality of working life, preservation of incentives and working ethics, job and organizational commitment, job satisfaction and similar issues have been changed into important issues (Yavari et al., 2009).

High quality of working life within the organizations is required to continue attracting and retaining teachers. Quality of working life is comprehensive determined plan to improve satisfaction of teachers. Quality of working life is a comprehensive solution in determined level of Ministry of Planning and Development, which is taken for purpose of improving the satisfaction of teachers, improvement of learning place and help teachers for better management of the changes and assignments. Dissatisfaction of quality of working life is a problem, which affects almost all teachers regardless of the situation or position of them (Naslsaraji & Dargahi, 2006).

## **Literature review**

The discussion of quality of working life was begun since 1970s decade and thousands books, articles and theories have been published in this field till now and have analyzed this issue from different dimensions. The current attitude to quality of working life considers all aspects related to interests of employees and organization and the society simultaneously. In fact, quality of working life is a comprehensive plan encompassing various needs and is not limited to change in the content of work, uniformity of the rules and standards of work, organizational improvement and job enrichment, but also in addition to consider the said factors, it considers humanitarian aspects of the workplace and is aimed in creating interest and motivation in employees through meeting their needs, providing conditions for their advancement and improvement of their competencies, respecting their character, attract their participation and paying attention to physical and psychological factors of the workplace. In fact, quality of working life creates a kind of sense of social responsibility in managers to think about interests of employees and the employees can also guarantee organizational interests mutually.

Quality of working life is a comprehensive plan leading to increase in satisfaction of employees and enhancement of learning at the workplace and helps the employees to cope with the changes within the environment (Naslsaraji & Dargahi, 2006).

BahramiKhundayi (2004) has conducted a study under the title of "assessment of the relationship between happiness and quality of working life in students" and found that there is significant correlation between happiness and QWL of students; it means that the more the happiness is increased, the more the quality of working life becomes and in comparison of male and female students, it was found that there was no difference between male and female students.

Fritz (1984) has found that adolescents with high happiness and welfare are more active in educational achievement and have higher educational advancement (quoted from Yaghoobi, 2008).

## **Research objectives**

1. Assessment of the predicting role of quality of working life in happiness of teachers of schools for disabled children.
2. Assessment of the predicting role of quality of working life in happiness of teachers of schools for normal children.

### Research hypotheses

- Hypothesis 1: quality of working life is the predictor of happiness in teachers of schools for disabled children.
- Hypothesis 2: quality of working life is the predictor of happiness in teachers of schools for disabled children.

### Conceptual model of research

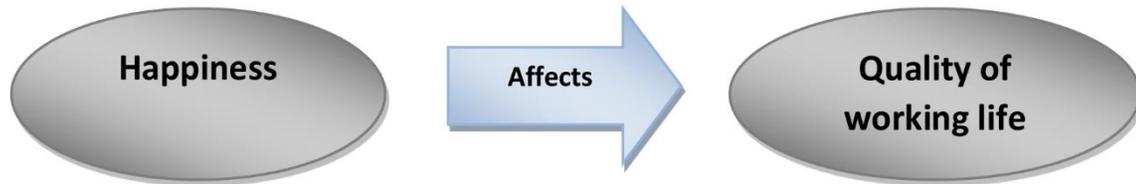


Figure 1. Conceptual model of research.

### MATERIALS AND METHODS

This study is a descriptive research in kind of correlation. According to the research objective (predicting role of quality of working life in happiness in teachers of schools for disabled and normal children in district 2 of Zahedan), the variable of quality of working life has been considered as predicting variable and happiness is considered as criterion variable.

#### *Statistical population*

Population refers to a group of individuals with a common feature differentiating them from other groups (Delavar, 2006).

Statistical population in this study consists of all teachers of schools for disabled and normal children in district 2 of Zahedan to 221 people.

#### *Sampling method and sample size*

The sample of this study is selected using hierarchical sampling method (the procedure: in district 2 of Zahedan, 18 schools for normal children were considered including 9 schools for boys and 9 for girls and 7 classes were selected from each school and one teacher from each class. For schools for disabled children, 8 schools are selected containing 4 schools for boys and 4 for girls and 11 classes are selected from each school and one teacher was selected from each class) and sample size was estimated based on Cochran's formula in surveys correlation studies. For the statistical population, teachers employed in schools for normal children to 1324 people, sample size was estimated to  $n=135$  and for the statistical population, the teachers employed in schools for disabled children to 200 people, sample size was estimated to  $n=86$ .

#### *Data collection instrument*

##### *a) Oxford Happiness Inventory (OHI)*

Oxford Happiness Inventory (Argael et al., 1989) contains 29 items with Likert 4-point scale. Happiness includes 3 parts including positive emotions, satisfaction and lack of negative emotions. The highest score obtained in this inventory is 87, which shows highest level of happiness and the lowest score is 0. The normal score in this test is 40-42 (scores below 40-42 show low level of happiness and scores of 40-42 show higher level of happiness). Therefore, the closer the obtained value is to 78, the highest happiness is. The reliability of this instrument is estimated to 91%, in which alpha of 5% is significant.

b) *Quality of Working Life Scale* is made by GhasemZadeh (2005) codified based on 8 main components as follows: human relations in workplace (items 1-11); job security (12-16); job advancement (17-22); participation (23-26); observance of human rights and dignity (27-30); balance of work and life (31-37); job commitment (38-46); welfare and financial issues (47-50). To point the items, the scale of 1-5 is used (1- totally disagree, 2- disagree, 3- no idea, 4- agree, 5- totally agree). However, pointing is reverse in items 10, 12, 13, 16, 31, 34, 36, 37 and 42. Ghasemzadeh (2005) has conducted a study under the title of "assessment of the effect of career counseling using Davis Method on quality of working life of Isfahan Municipality Personnel". To measure reliability of the questionnaire through Cronbach's alpha, 30 questionnaires have been distributed randomly and the cronbach's alpha is obtained to 95% and the coefficient is significant at the level of 5% (quoted from Mostafavi rad and Rahmani, 2011).

**Data analysis method**

For purpose of data analysis, descriptive and inferential statistics are used. In descriptive statistics, frequency distribution tables, mean value, median, SD and diagrams are presented and in inferential statistics, the tests related to testing hypotheses are used such as Pearson correlation test, linear regression, independent t-test and two-way variance analysis (ANOVA).

**RESULTS**

**Testing hypothesis 1**

Hypothesis 1: quality of working life is the predictor of happiness in teachers of schools for disabled children.

H0: quality of working life is not the predictor of happiness in teachers of schools for disabled children.

$$H_0 : \rho = 0$$

H1: quality of working life is the predictor of happiness in teachers of schools for disabled children.

$$H_1 : \rho \neq 0$$

**Table 1.** Correlation matrix of QWL and happiness in teachers of schools for disabled children.

Dimensions	QWL	Happiness
QWL	1	-
Happiness	0.247*	1

\*correlation is significant at the 0.05 level (2-tailed)

According to table 1, there is correlation to 0.247 between QWL and happiness in teachers of schools for disabled children that is acceptable with the p-value of 0.05. Hence, it could be found at the confidence level of 95% that there is significant and positive correlation between the two variables.

**Table 2.** Results of stepwise regression on hypothesis 1.

Steps	Predicting variables	R	R2	B	Beta	t	P
Step 1	Human relation in workplace	0.34	0.12	0.95	0.34	3.18	0.002

According to table 2, firstly, according to significance of t-value that is higher than the critical value (2.56) at the level of 99%, hypothesis 1 is confirmed at the confidence level of 99%. Secondly, the coefficient of determination (R2) is equal to 0.12; meaning that 12% of variances in happiness in teachers of schools for disabled children could be discriminated with the component of human relations in workplace as one component of QWL variable.

Therefore, H0 is rejected and alternative hypothesis (H1) is confirmed. Hence, it could be mentioned that existence of human relations in workplace in teachers of schools for disabled children could result in happiness of teachers at the confidence level of 99%.

In respond to the hypothesis in relations with this issue that can dimensions of quality of working life (human relations at workplace; job security; job promotion; participation; observance of human rights and dignity; balance

between work and life; job commitment and welfare issues) predict the happiness in teachers of schools for disabled children or not and to determine portion of each predicting variable in prediction of happiness in teachers of schools for disabled children, stepwise regression is used. According to the regression analysis in table 2, it could be found that among dimensions of QWL, only the human relations at the workplace as predicting variable has the criterion to enter to regression equation to explain changes in happiness (criterion variable). As it is clear in table 2, in the regression equation, only human relation is entered and the correlation coefficient is to 0.34 and the determinant coefficient is to 0.12; it means that the component of human relations has discriminated 0.12 of variance of happiness. It should be mentioned that other dimensions of QWL have been excluded from the equation because of causing no increase in correlation. Moreover, to determine portion of each dimension of QWL in prediction of happiness based on regression coefficients (Beta), it could be mentioned that the portion of component of human relations is to 0.34. Other dimensions have been omitted from the equation because of having no significant effect on prediction of happiness.

**Testing hypothesis 2**

Hypothesis 2: Quality of working life is the predictor of happiness in teachers of schools for disabled children.

H0: Quality of working life is not the predictor of happiness in teachers of schools for disabled children.

$$H_0 : \rho = 0$$

H1: Quality of working life is the predictor of happiness in teachers of schools for disabled children.

$$H_1 : \rho \neq 0$$

**Table 3.** Correlation matrix of QWL and happiness in teachers of schools for normal children.

Dimensions	QWL	Happiness
QWL	1	-
Happiness	-0.013	1

According to table 3, there is correlation coefficient to -0.013 between QWL and happiness of teachers in schools for normal children, which is not acceptable at the p-value level of 0.05. Hence, it could be found at the confidence level of 95% that there is no significant and positive correlation between two variables of QWL and happiness.

**Table 4.** Results of stepwise regression on hypothesis 2.

Steps	Predicting variables	R	R2	B	Beta	t	P
Step 1	Job security	0.27	0.07	1.33	-0.27	-3.31	0.001
Step 2	Job security	0.37		-1.51	-0.31	-3.82	0.000
	Human relations	0.13		0.51	0.25	3.06	0.003
Step 3	Job security			-1.60	-0.33	-4.21	0.000
	Human relations	0.46		0.68	0.33	4.03	0.000
	Job commitment	0.21		-0.49	0.28	-3.50	0.001

As it was observed, firstly, according to significance of t-value that is higher than the critical value (2.56) at the level of 99%, hypothesis 2 is confirmed at the confidence level of 99%. Secondly, the coefficient of determination (R2) is equal to 0.21; meaning that 21% of variances in happiness in teachers of schools for normal children could be discriminated with the components of job security, human relations and job commitment. Therefore, H0 is rejected and alternative hypothesis (H1) is confirmed. Hence, it could be mentioned that existence of human relations in workplace in teachers of schools for normal children could result in happiness of teachers at the confidence level of 99%.

In respond to the hypothesis in relations with this issue that can dimensions of quality of working life (human relations at workplace; job security; job promotion; participation; observance of human rights and dignity; balance between work and life; job commitment and welfare issues) predict the happiness in teachers of schools for normal children or not and to determine portion of each predicting variable in prediction of happiness in teachers of schools for disabled children, stepwise regression is used. According to the regression analysis in table 4, it could be found

that among dimensions of QWL, dimensions of job security, human relations and job commitment as predicting variables have the criterion to enter to regression equation to explain changes in happiness (criterion variable). As it is clear in table 4, in step that job security is entered to the equation, the correlation coefficient is obtained to 0.27 and the determinant coefficient is obtained to 0.07. It means that job security has been able to predict 0.07 of variance in happiness. In step 2, through adding the second dimension (human relations) to the equation, the correlation coefficient is increased to 0.37 and R2 is increased to 0.13; it means that the two mentioned dimensions have discriminated 0.13 of variance in happiness with each other. In step 3, through adding the component of job commitment to the equation, correlation is increased to 0.46 and determinant coefficient is increased to 0.21 and this shows that the 3 mentioned components can discriminate 21 of variance happiness with each other. It should be mentioned that other dimensions of the QWL have been excluded from the equation, because they caused no increase in correlation. Moreover, to determine portion of each dimension of QWL in prediction of happiness based on regression coefficients (Beta), it could be mentioned that portion of dimensions of job security, human relations and job commitment is respectively to -0.33, 0.33 and -0.28. Other dimensions have been excluded because of having no significant effect on prediction of happiness.

## DISCUSSION AND CONCLUSION

**Hypothesis 1:** quality of working life is the predictor of happiness in teachers of schools for disabled children.

The study conducted by BahramiKhondayi (2004) under the title of assessment of the relationship between happiness and QWL of student has shown that there is significant correlation between happiness and QWL of students; meaning that the higher the happiness level is, the higher QWL would be and in comparison of happiness in male and female students, it was found that there is no different between male and female students in terms of happiness and these results are in consistence with findings of the present study. Moreover, the results of the present study are in consistence with findings of Kawamoto (1999), finding that increase in happiness is in direct correlation with increased health status, appetite, sleep, memory, family relations, friendship, family status and quality of living. The main purposes of QWL could be identification and definition of concepts helping providing health and happiness of people and taking benefit of a healthy life. Quality of life is a concept, which many works have been conducted to define and measure it (Hagerti, 2001; quoted from Husseinian et al., 2011). QWL as a human resource-based approach is a motivational axis, which can lead to balance of working life and personal life and improvement of individual and the organization. Improvement of quality of working life can lead to increase in job satisfaction, improvement of learning, better management and improvement of human resource spirits (Taherian et al., 2011).

In this study, in testing the hypothesis 1, the results of table showed that existence of human relations at workplace in teachers of schools for disabled children could cause happiness of teachers at the confidence level of 99%. Hence, QWL plays predicting role in happiness of teachers of schools for disabled children. Therefore, it could be found due to the regression coefficients that among dimensions of QWL, only human relations at workplace with value of 0.12 could play predicting role in happiness.

**Hypothesis 2:** quality of working life is the predictor of happiness in teachers of schools for disabled children.

Commitment and trend for attachment to the events and having meaning at life can affect perception of individuals about the current status of their life due to value system, in which they live and can improve quality of life of individuals. Moreover, it could be mentioned that people with high level of commitment could gain abundant job and functional opportunities, which can affect total QWL of people. Moreover, happiness (welfare) could lead to creation of organizational commitment and increase in human relations and increase in performance of employees at workplace (ZeraeiMatin et al., 2011). Seligman and Csikszentmihalyi (2000) have investigated the relationship between happiness and life satisfaction. The study introduced happiness with triple components including strong social relations (social component), sustainable and happy mood states (emotional component) and positivism in interpretation of environmental information (cognitive component). Lack of mental health and happiness can prevent advancement of individuals and the ability to take the responsibilities and this can result in disorder in health and development of the society and complications caused by that (Quoted from Ghamari, 2009). BahramiKhondayi (2004) has conducted a study under the title of "assessment of the relationship between happiness and QWL of students" and has found that there is significant correlation between happiness and QWL of students. It means that the higher the happiness level is, the higher QWL would be and in comparison of male and female students, it was found that there is no difference between male and female students in terms of happiness.

At the present study, in testing hypothesis 2, the results of table show that existence of human relations at workplace in teachers of schools for normal children could result in increased happiness in them at the confidence level of 99%. Hence, QWL plays predicting role for happiness of teachers of schools for normal children. Therefore,

it could be mentioned due to the regression coefficients that among dimensions of QWL, only 3 dimensions including job security, human relations and job commitment with values of 0.33, 0.33 and 0.28 could play predicting role in happiness. This result is in consistence with findings of BahramiKhondayi (2004) and Kawamoto (1999).

### **Conflict of Interest**

The authors declare no conflict of interest.

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