

THE RELATION BETWEEN WORKING LIFE QUALITY AND COPING WITH STRESS STYLES AND JOB SATISFACTION IN EXCEPTIONAL SCHOOLS' TEACHERS

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Abstract

Job satisfaction is regarded as one of the critical elements in job success which can cause to higher efficiency as well as individual intrinsic satisfaction. Factors including adaptability, job motivation and job success somehow influence on creating job satisfaction. Satisfaction, health security and creditability and meeting basic requirements are achieved through satisfactory occupation. Job satisfaction is strongly related to psychological factors. The one who is satisfied with his job will be provided by emotional adaptability and satisfactory enjoyment. Job satisfaction may not only be achieved by one factor rather a certain combination of various factors such as income rate, job social status, job environment, mental relaxation, etc (Kingsburg et al, 1951). The present research, regarding the significance of job satisfaction and work life quality, studied the relation between the quality of working life and stress coping styles with job satisfaction in teachers of exceptional schools in district 3 of Shiraz city, in the academic year of 2013-2014.

Key terms: stress, job status, life quality, coping styles

Introduction

Half of human being life is spent on work. The human is trained by its work; enjoys working and most of its physical and spiritual requirements are met and satisfied through working. In addition to meeting material needs, working can meet human basic and fundamental needs including need for achievement, need to get others' approval and acceptance, need to build personal and social relations, need to have a social base and usefulness and the need to serve others.

Job satisfaction reflects the positive and negative feelings as well as the attitudes toward our work which is largely related to work associated factors extending from where we are standing to the where we feel recognizing our duties (Mahdad, 2005).

Quality of Working life and coping with stress styles are considered among the influencing factors on job satisfaction. Quality of working life is an attitude trying to improve employees' quality of working life and makes any effort to meet the needs of an employee who degraded as a production element besides other production elements like capital and is involved with a sense of alienation (Edhicary and Gotham, 2010).

Lazarus believed stress as a certain relation between individual and environment which the individual assesses as the pressure or health threatening sources. This definition contains important points; Lazaurus and Folkman, adopting interactional views, believed that first, stress originates from individual and environment relation. Second, they believed that all this interaction is the individual assessment of the situation. And finally, they may perceive the threatening situation challenging or harmful (Vatkinson et al, 2000). The human being rarely gives in stress, instead tries to cope with that. Coping with behavior is referred to as an endeavor in controlling pressures beyond individual capability. Coping means a behavior expressed against psychological vulnerability, by people, created through hard and troubling social experiences; the behavior that remarkably reduces the amount of pressures imposed on individuals from communities. Folkman and Lazaurus recognize coping as individual behavioral and cognition efforts in order to overcome, tolerate, reduce or, at least, minimize stress. Lazaurus and Folkman (1986) considered two cases related to coping behavior important: one is cognitive assessment and the other is coping sources. They believed that cognitive assessment is dependent on past individuals' experiences and coping sources. He also classified sources into 5 classes: 1. Social relations network: the more consistent and intimate social relations, the successful coping; 2. Problem solving skills: they think that individuals tending to concentrated coping are more successful in dominating the problems; 3. Personal and family beliefs: religious beliefs, according to most scholars' perspectives, are regarded as one of the minimizing stress factors; 4. Financial sources: families with proper social-economic status may better perform against stress as compared to those families in improper economic-social situations; 5. Health, energy, moral features and personality. Therefore, job satisfaction is a complex, multidimensional notion related to mental (psychological), physical and social elements (Hapac, 1935 cited by Shafie abadi, 2009).

Research methodology

The present research used correlation descriptive methodology and the data were gathered through three standard questionnaires (Walton questionnaire to evaluate teachers' working life quality, short form of stressful coping condition inventory of Kalzbic et al, Smith, Kenddal and Halin job satisfaction questionnaire, 1969, which was reduced in 30 questions in Gregson research, in 1987, through using statistical analysis). Research validity and research reliability were measured through experts and Cronbach alpha coefficient, respectively; estimated as 0.88 for the quality of working life questionnaire, 0.85 for stressful conditions questionnaire and 0.82 for job satisfaction questionnaire. The participants were 110 teachers of exceptional schools (schools for unusual children) in district 3 of Shiraz, in the academic year of 2013-2014. Sampling was done using census method. Since unavailability of some participants and failure to return some of the distributed questionnaires, 96 data were statistically analyzed. Data were

inferentially analyzed through using Pearson correlation test and regression through SPSS software.

Research findings

Main hypothesis

There is a significant relation between the quality of working life and coping with stress styles and teachers’ job satisfaction in exceptional schools of district 3, in Shiraz.

Table 1. The results of Pearson correlation test between working life quality and coping with stress styles and teachers’ job satisfaction

α	Numbers	Significance level(sig)	Pearson correlation coefficient (r)	Determination coefficient in percent (r ²)
0.01	96	0.001	0.334	11.15

Table results showed that the significance level (p value) is 0.001; and, as it is less than 0.01 so the correlation between these two variables is significant. In other words, there is a significant relation between the quality of working life and coping with stress styles and teachers’ job satisfaction.

Table 2. The results of regression analysis of working life quality and coping with stress styles with teachers’ job satisfaction

Statistical indices Variables	B	Std .Error	Beta	T
Static	1.460	0.515		2.837
Working life quality and coping with stress styles (x)	0.597	0.173	0.334	3.441

As it can be seen, independent variable (the quality of working life and coping with stress styles) has a positive coefficient of 0.597. This means that increasing independent variable value (quality of working life and coping with stress styles) also increases the predicted value of dependent variable (teachers’ job satisfaction).

Alternative hypotheses

1. There is a significant relation between the quality of working life and teachers’ job satisfaction.

Table3. The results of Pearson correlation test between working life quality and teachers’ job satisfaction

α	Numbers	Significance level (sig)	Pearson correlation coefficient(r)	Determination coefficient in percent (r ²)
0.01	96	0.005	0.282	7.95

The results showed that the significance level (p value) is 0.005. As it is <0.01; hence, there is a significant correlation between these two variable.

Table 4. The results of regression analysis of working life quality and teachers’ job satisfaction

Statistical indices Variables	B	Std .Error	Beta	T
static	2.271	0.337		6.734
working life quality (x)	0.332	0.116	0.282	2.853

As it is seen, the coefficient of independent variable (working life quality) is positive (0.332) indicating that increasing independent variable (working life quality) value would also lead to increasing expected value of dependent variable (teachers’ job satisfaction).

2. There is significant relation between coping with stress styles and teachers’ job satisfaction.

Table5. The results of Pearson correlation test between coping with stress styles and teachers’ job satisfaction

α	Numbers	Significance level (sig)	Pearson correlation coefficient (r)	Determination coefficient in percent (r ²)
0.01	96	0.268	0.114	1.29

The table presented that the significance level (p value) equals 0.268 since it is higher than 0.01; therefore, it can be concluded that there is no significant relation between these two variables. To put it more precisely, there is no significant relation between coping with stress styles and teachers’ job satisfaction.

Table 6. The results of regression analysis of coping with stress styles and teachers’ job satisfaction

Statistical factors Variables	B	Std. Error	Beta	T
Static Working life quality and coping with stress styles (x)	2.847 0.122	0.341 0.109	 0.114	8.356 1.115

As it can be seen in the above table, the independent variable (coping with stress styles) has a positive coefficient of 0.122 indicating that increasing dependent variable value (coping with stress styles) may also increase the dependent predicted value (teachers’ job satisfaction).

Conclusion

In terms of research main hypothesis: there is a significant relation between the quality of working life and coping with stress styles and teachers’ job satisfaction in exceptional schools of district 3, in Shiraz.

The results of Tables 1 and 2 demonstrated that there is a significant relation between the quality of working life and coping with stress styles and teachers’ job satisfaction. The value of the aforementioned relation for 96 data was 0.334 indicating that there is a correlation between these two variables. Moreover, studying the results of regression table, to investigate how strongly the working life quality and coping with stress styles can predict teachers’ job satisfaction, showed that independent variable (working life quality and coping with stress styles) has a positive coefficient of 0.597. This means that the predicted value of dependent variable (teachers’ job satisfaction) increases by increasing the value of independent variable (the quality of working life and coping with stress styles) i.e. one unit change in working life quality and coping with stress styles variable, would lead an increase in the value of teachers’ job satisfaction (0.597). This conclusion indicated that the quality of working life and coping with stress styles can influence on teachers’ job satisfaction of exceptional schools in district 3 of Shiraz. The better condition of working life quality and coping with stress styles, the higher job satisfaction in teachers. In contrast, getting less attention would cause job dissatisfaction. The results of this research are in consistent with the findings of Monjamed et al (2005), Bartram et al (2004), Brian, Norman,

Gawdin (2007) and Heidari (1994). They also mentioned the significance of this component in job satisfaction as job satisfaction effective factors.

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