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Reviewing effective economic-social factors on quality of life of teachers in education office of area 4 in ahwaz city 2012-2013

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Abstract

Given that quality of life is one of the most important concepts in society and the kind of lifestyle that society has a direct relation to raise the living standards of the optimal conditions poverty's nutrition employment hygiene education, leisure and how it is. The purpose of this study and of social and economic factors is affecting the quality of life teachers. The documents and survey research methods and by using one-dimensional and two-dimensional, Pearson correlation coefficient and mean difference test multivariate regression have been tested. Through data analysis software SPSS software was used. The results suggest that the seven hypotheses were examined, four hypotheses are accepted and three – unproven hypothesis. The relationship between quality of life of teachers (dependent variable) with income, social status, marital status, there were significant correlations. However, ages, sex, years of education are correlated with quality of life. Three variables of social capital, income and marital status, quality of life, teachers have the most influence on the dependent variable.

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Introduction

Teacher ship or teaching has a unique status and significance that can have determining effect on glory or decline of a society, since nurturing future generations is the duty of teachers; because of these they have unique credit and status among other people. So identifying factors that may increase or reduce their status among people is of great significance; therefore, if society considers these factors seriously and tries to solve teachers' problems, it would certainly have deep effects on teaching activities (PayameJame'e [Society's Message], 2010).

There are three fundamental indices in modern societies for social classes: "Income, Job and Education Level"; however other important variables in social classes are: Religion, Nationality, Gender, Living location, and family background (Cohen, 1948).

Examining current quality of life of personnel is very important for organizational life of every institute in today's world. Different methods can be applied to examine and improve teacher's problems, most important of which is field studies.

Different components are reviewed in this method by doing surveys like interview and questionnaire and its findings would be given to policy makers and organizational managers so that they can decide on better approaches to remove problems and disadvantages and improve advantages to generally reduce the difference between current condition and desirable condition.

Increasing social support and capital increases level of health and quality of life and vice versa; i.e. decreasing social support and capital decreases level of health and quality of life.

Job is the main factor for many teachers to meeting their economic and social needs. Job is regarded as the source of income, promotes social relations, affects time planning, and improves personal

development. Understood threat in losing this job means failing in meeting these needs and losing financial and social resources. Dissatisfaction with quality of life has however much damaging consequences in this regard; this condition has harmful effects on teachers' health and also their views and behaviors toward their Employer Organization; therefore, value system, quality of life and investing on people as the most important variables are heeded seriously in strategic management equation (Shereef, 1190).

The aim of this paper is reviewing effective economic-social factors on quality of life of teachers in education office of area 4 in Ahwaz city 2012-2013.

Materials and methods

Population

The Research aim in every field and area is to arrive at some kind of recognitions and determine relations between variables. There are lots of methods to acquire these issues and know these relations. In Humanities and Social Sciences, there are different methods like laboratory, field study, survey, documentation, content analysis, meta-analysis and so on and every one of them are applied based on areas and fields of studies, subject matter, purposes and research questions.

However, Survey Research is used in this study. It should be noted that Survey Research is mostly used in studies wherein an individual is the unit of analysis.

Questionnaire is the most important tool of collecting information in this study. Every of the above questions is sketched based on research assumptions to assess and measure concepts and variables. Accuracy in concepts, factors, tables, and order of questions are among the tools to collect information more accurately. Random sampling was used in this research and questionnaires were distributed among teachers of girl and boy elementary, secondary and

high schools; this method of sampling was quicker and easier of researchers.

Methods

Two statistical methods were used in this study:

1- Descriptive statistical method: frequency and percentage of frequency were used in form of one-dimensional and frequency tables.

2- Inferential and Analytical statistical method: information and data were tested and assessed in form of two-dimensional tables.

Statistical tests were used to examine the relation between variables whose measurement level is combinational. Pearson correlation coefficient was used in cases wherein research variables are distantly. Data were analyzed by SPSS software after collection, modification, and final process.

Statement of the problem

Current article reviews Effective Economic-Social Factors on Quality of Life of working Teachers in Education Office of Area 4 in Ahwaz City in school year of 2012-2013; therefore, it is tried to assess factors related to Quality of Life of Teachers. Initially health is reviewed as it is the most vital human need and main key of development, then, quality of life is reviewed as it involves individual's perceptions about their life in their living culture and value system and relation of these perceptions with their purposes, expectations and standards. Most usages of quality of life is in Medical Sciences which involve one's mental assessment of their current health condition, health care and health-improving activities which result in following valuable values in one's life.

Increasing social support and capital increases level of health and quality of life and vice versa; i.e. decreasing social support and capital decreases level of health and quality of life. Teachers have serious responsibility in nurturing kids and activating their potential capabilities in the right path; therefore, every kind of problem in their quality of life and self-

efficiency may affect their teaching performance and their students and naturally the future of our country (Sarokhani, 2009).

The Significance and Vitality of This Research

Examining current quality of life of personnel is very important for organizational life of every institute in today's world. Different methods can be applied to examine and improve teacher's problems, most important of which is field studies. Different components are reviewed in this method by doing surveys like interview and questionnaire and its findings would be given to policy makers and organizational managers so that they can decide on better approaches to remove problems and disadvantages and improve advantages to generally reduce the difference between current condition and desirable condition.

Research Purpose General Research purpose is to review effective economic-social factors on Quality of Life of Teachers in Education Office of Area 4 in Ahwaz City. To do so we tried to answer following questions:

Research Questions

1. How is Teachers' quality of life based on their social capital?
2. How is Teachers' quality of life based on their income (Monthly Salary)?
3. How is Teachers' quality of life based on their age and gender?
4. How is Teachers' quality of life based on their family and age?
5. Do Teachers' quality of life is different based on their marriage status?
6. How does education level effect on Teachers' quality of life?

Research Theories

Different theories were used in this research that is explained below.

Herzberg Theory

This theory is the motivation-hygiene theory which is stated by Frederick Herzberg, famous psychologist. He believed that the relation of a person with his job is fundamental and his view about his job can effectively determine their success or failure. He distinguished between factors which make job satisfaction and job dissatisfaction; therefore, there are definite factors related to job satisfaction and job dissatisfaction. Internal factors like success gain and responsibility accepting are also related to job satisfaction.

Herzberg called factors reducing job dissatisfaction as "hygiene factors". Work and living environment hygiene are most important factors which in Herzberg view there is no health if they are not available too, as health is mental and physical both. Herzberg suggested confirmatory motivations i.e. factors increasing job satisfaction, to motivate individuals in such a condition (Robbins, 1994).

Interaction theory

Charles Horton Cooley, George Herbert Mead and Becker are its theoreticians whose explanations about quality of life had been examined under titles like looking-glass self and social role pattern.

Interaction theory emphasizes that we should pay attention to the type of Interaction and symbolic Interaction in the discussion of quality of life and also emphasized the intellectual and conceptual nature of every individual toward themselves, as their view like other's view about positive and negative about their character and behavior has a significant effect on their performance and quality of life. According to the fact that social life is a combination of actions and reactions by social members that have symbolic relation with each other, it is necessary to directly observe and examine the interaction of teachers' quality of life and deal with this theory (Cohen, 1938).

Theoretical Framework

A base on which the researcher theorizes about the relations between factors that are recognized as

effective in making important matters. This theory may root in others' view and sometimes may originate from previous researches' findings. Theoretical Framework is generally a base that the title of a study depends on and its purpose is to construct a model from which the concepts, assumptions and variables can be extracted and tested; then Theoretical Framework after final confirmation and reaching lawfulness level can become a theory along with school regulations (Khaki, 2008).

Analytical Model of Research

Theoretical framework shall be formulated so that it can help scholars in collecting and analyzing information. So Theoretical Framework in the form of a model shed light on the relations between Theoretical Design and collecting and analyzing information. Initially assumptions are gathered in this model; then after data collection, classification and analysis, it would show whether what was stated in theory is congruous with real world or not (Iran-Nejad, 1999).

Abraham Maslow Theory

Abraham Maslow Theory (1954- 1970) is like a hierarchy that follows a general pattern in several successive steps; this pattern is often described in form a pyramid that involves Physiological needs, security needs, social needs, self-improvement needs and aesthetic needs respectively from down to up.

Based on this theory one cannot satisfy needs in higher levels unless needs in lower levels are met. Based on this theory, satisfying needs in a hierarchical manner cause motivation, better performance and job satisfaction. Maslow Theory wants to answer this question that Politic wants to increase life satisfaction as quickly as possible. This theory can describe natural development and improve life satisfaction (Rezayian, 2001).

Based on this theory, teachers' need shall be satisfied to increase their life satisfaction and quality of life. Therefore officials of Education Organization can

make use of obvious teachers' needs to cause more motivations among them. Studies showed that teachers suffer a lot from dissatisfying needs and so on. Constructing places like parks, library, and conference halls and so on wherein citizens can forgather and interact each other can have positive effects on increasing teachers' quality of life and so their life satisfaction. In fact the theory of Maslow's hierarchy of needs is used in different countries to predict development and increasing life satisfaction during time.

Results and discussion

Statistical population

Overall number of statistical population is given based on gender and Class of teaching:

Statistical population in this research involves working personnel in Education Institute of Area 4 in Ahwaz City in 2012.

The total number of statistical population includes 2171 persons from the Education Institute of Area 4, Ahwaz; 200 questionnaires were distributed in schools among which 16 were unanswered and 184 were answered and features of sample population were identified based on this statistic.

Table 1. The Number of Teachers in Education Institute of Area 4 in Ahwaz City in 2012.

Class Level	Men		Women		Total Number	
	No.	%	No.	%	No.	%
Elementary	369	34	455	42	824	37.95
Secondary	294	2.27	263	24.1	557	25.61
High School	422	38.5	368	33.3	790	36.38
Total	1085	100	1086	100	2171	100

The Distribution of tastes.

Table 2. The Distribution of Testees based on Gender.

Gender	Frequency	Percent
Female	94	51.08
Male	90	48.9
Total	184	100

Table 3. Correlation Coefficient of Independent Variables with quality of life as a dependent Variable.

	B	Standard Error	T-Test	Meaningful Level
Fixed Value 1	25.566	0.004	5.982	0.006
Gender	-0.503	0.001	-524.639	0.52
Age	-0.054	0.000	-878.526	0.501
Education	0.446	0.001	654.783	0.83
Matrimony	3.504	0.001	3.5383	0.28
Social Condition	-0.089	0.000	-1.694	0.15
Income	6.845	0.000	-1.056	0.24

A result of this part of research is formed by using Correlation Coefficient of independent Variables with dependent variable.

Multivariable regression is one of the most applied methods in Economic and Social Studies. Using this method and having information about a variable, we can guess other information about our given variable; in other words, having predictability, multivariable regression analysis method can show changes in dependent variable for every unit of change in independent variable.

For the income variable, standard deviation of dependent variable, i.e. quality of life would change - 0.108. Having one unit of change in standard deviation of social condition variable, standard deviation of dependent variable, i.e. quality of life, would change- 0.166; having one unit of change in standard deviation of matrimony variable, standard deviation of dependent variable, i.e. teachers' quality of life, would change 0.348. However, applying one unit of change in standard deviation of other variables (gender, age and education), standard deviation of dependent variable, i.e. teachers' quality of life, would change lesser. Values in tables of Correlation Coefficient show that social capital variable is in 77% level of meaningfulness and "income and matrimony status" variables have the most effect on the dependent variable, i.e. teachers' quality of life. Therefore, we conclude that three variables "income, matrimony status and Social Capital" are meaningful

and have most effect on the variable of teachers' quality of life.

As two independent groups (Female and Male) were used in these study, T-test is measured separately and their level of meaningfulness is given separately too.

Independent T-test results show that the average score of single teachers' quality of life is 64.92 and this average score is 68.28 for married teachers. According to the value of T-test (-1.119), there is no meaningful difference between the average score of single and married teachers' quality of life. The difference between the average score of single and married teachers' quality of life is so similar to each other. Difference between the average score is 3.329 score.

The quality of life among PHD-holding teachers is more than MA-holding teachers, MA-holding teacher's more than BA-holding teachers, BA-holding teachers' more than associate diploma-holding teachers and associate diploma-holding teachers more than diploma-holding teachers. This study shows that diploma-holding teachers have lower quality of life.

Big value of in this study shows its relative importance and role in predicting dependent variable. When two groups are separate from each other in an assumption and we want to compare them in relation to the average score (the score of quality of life), T-test is used. When assessment level of dependent variable (teachers' quality of life) is qualitative (relative distance), T-test is used.

Education level among teachers of Education office of Area 4 in Ahwaz is nearly high and BA is the most frequent degree and PHD is the least frequent degree; Teacher holding diploma (2.7 %), associate diploma (16.3 %), BA (68.5 %), MA (12 %), PHD (0.5 %) are teaching in this area.

Table 4. The rate of Pearson Correlation Coefficient between dependent variables with quality of life.

Relation or non-relation	Meaningfulness level	Correlation Coefficient	Non-variable
There is a positive and direct relation	0.000	0.970	History
There is a positive and direct relation	0.023	0.110	Family
There is a positive and direct relation	0.000	0.740	Income
There is no relation	0.067	0.161	Age
There is a positive and direct relation	0.045	0.141	Social Condition

Pearson Correlation Coefficient was used in this study to examine the relation between social status (independent variable) and quality of life (dependent variable). It should be noted here that the level assessment of variables are measured by Likert spectrum and the total of scores are distantly. Pearson Correlation Coefficient shows that there is a relation and correlation between them, as its meaningfulness level or error rate is equal to Zero. Now we shall evaluate the relation of these variables in assumptions:

1. Correlation Coefficient is 0.970 between Teaching experience and quality of life and its meaningfulness level with error rate is Zero which shows a positive and direct relation between them; i.e. increasing experiences of teaching increases quality of life too.
2. Pearson Correlation Coefficient shows a relation between family and teachers' quality of life (equal to 0.110) and its meaningfulness level or error rate is 0.023 which shows a positive and direct relation between them.
3. Pearson Correlation Coefficient was used to examine the relation between income and teachers' quality of life and the Correlation Coefficient equals 0.740 and meaningfulness level equals Zero. Therefore, H_0 assumption is rejected and H_1 assumption is accepted which is itself a reason to

prove the research assumption and rejection of H_0 assumption.

4. Pearson Correlation Coefficient is 0.161 between age and quality of life and its meaningfulness level is 0.67, therefore Pearson Correlation Coefficient shows there is no relation between them; as a result the value of Pearson Correlation Coefficient shows the rejection of H_1 assumption and acceptance of rejection of H_0 assumption; consequently the assumption that there is a relation between age and quality of life is not proved (Rouhani 2009).

5. There is a relation in this study between two variables of social condition and rate of teachers' quality of life. The value of Pearson Correlation Coefficient is 0.141. Increasing social status increases teachers' quality of life and vice versa decreasing social capital decreases their quality of life.

T-test is used in other assumptions, as assessing the dependent variable of teachers' quality of life is qualitative (distantial or relative) and we wanted to compare two separate groups (Female and Male) according to their average scores (The score of quality of life).

Obtained results about teachers' quality of life showed that although physical, economic and human capital are abundant in today's world, cities development are so slow and we can feel a kind of social capital void. This capital along with other kinds of capital (economic, physical and human) can improve and develop society and increase the level and quality of life (Fersar, 2001).

Before 1970s, different studies were based on economic parameters, but most attentions were toward social and cultural factors, and social capital was under focus in this theoretical evolution. We cannot develop and improve without social capital in today's world, as we cannot use other kinds of capital in a good manner without social capital (Hamidi *et al.* 2009).

Problems in Human societies and consequently in different organizations become more and more complicated and varied and solving them demands better and more comprehensive thinking. In many cases attempts toward solving individual, job and social problems with a view of different factors effecting a special problem may itself cause more serious problems; however, a plan of quality of job life is a process by means of which all organizational members can effectively intervene and even participate in all decision making about their job and work environment; consequently their job satisfaction would increase and the pressure resulted from job would decrease. In fact the job quality of life shows organizational culture and managerial method based on which feel ownership, self-managing, and self-esteem (Niknami, 1998).

If an individual's perception about quality of life is decreased, this can negatively affect their capability in work environment and result in weakness of economic and social condition. Having a low quality of life may affect family relations too; as one may use confrontation mechanisms and ineffective agreement and consequently increases the tensions between family members; increasing tension is itself directly related to physical and bodily factors and increases the amount of sickness in the person; therefore, it is observed that quality of life is a multidimensional and complicated concept and structure that should be evaluated from different aspects (Rudaki, 2008).

Research Literature

Various studies have been done in Iran and other countries regarding Teachers' quality of life whose results are somehow various. Although these researches have different results somehow, all of them notice that teacher's income is so low in Iran.

Zahedi *et al.* (2009) had examined the relation between social capital and social welfare in Tehran. It showed that Social capital has positive relation with social welfare. Moreover all social capital indices (trust, social norms and networks) have positive

relation with social welfare and this finding is congruent with Bantam ideas.

Lahsaezade and Moradi (2008) reviewed the relation between social capital and mental health among immigrants in Kermanshah city. Results of Correlation Coefficient showed that there is a meaningful relation between mental health and variables like education, age, stay duration, social trust, social support, and social participation. Results showed that the relation between two constructs of Social Capital and mental Health of immigrants is highly meaningful, and their mental health would be certainly better in a new society.

Bayengani (2009) reviewed the effect of different capital forms on life satisfaction among youth in Paveh city. Descriptive findings showed that the amount of economic, social and cultural capitals among youth is average and their life satisfaction is average too. In the other hand, analytic results showed that all abovementioned capitals justify only 11 percent of life satisfaction and cultural capital has the most roles in justifying life satisfaction.

Nilson and colleagues (2006) examined the relation between social capital and life satisfaction among old people in Bangladesh villages. Their main purpose was to identify the effective factors on quality of life. They used logistic regression to show that old age, poor economic status of family, and low social capital among other residents of village were effective factors of quality of life among old people and social capital had direct relation in micro and village context with quality of life of old people in Bangladesh villages (Majedi, 2005).

Results of Shahram Muhammad-khani and Muhammad-NaqiFarahani (2010) study about the role of comparative styles and demographic variables in predicting the quality of life among Tehran teachers showed that gender, education and income level among demographic variables have strong and meaningful relation with teachers' quality of life.

There is a negative relation between teachers' quality of life and education level. Therefore teachers who have higher education levels have lower life satisfaction. These findings is congruent with many related studies (Rahman *et al.*, 2003; Campbell *et al.*, 1976) quoted in Tsaousis and colleagues (2007) proved the negative relation between teachers' education level and quality of life. Teachers who have higher education expect a better life, near to their ideals, so as the conditions are not available for them they become so depressed and considered their quality of life as negative.

There is a meaningful relation between teachers' income level and their quality of life. As the female and male teachers' expectations are different from each other, so the gender difference of two qualities of life are justifiable.

In summary, quality of life is a multi-dimensional concept that sets of different demographic, social, cultural and psychological factors are related to it. Findings of this research is congruent with other related studies which shows that quality of life is a mental concept and is dependent on the assessment of self and one's life. Developments in technology and economic and social changes make new challenges for citizens, among them teachers, in big cities that result in reduced quality of life and consequently reduced mental health and welfare. Findings of this study can help planners and decision makers to improve teachers' quality of life by changing some components like income, life style, confrontation style, and mental and physical health.

Hussein Ali Panahi (1994) did a study entitled "examining the reluctance among best students educating in Teaching fields and Teaching Teacher Centers; Roqayye Jivad (1996) did a study entitled "examining social status by their view in Ilam"; Mandana Karimzade Shirazi and colleagues did a study entitled "the relation between quality of life and self-efficiency of working teachers in Sharekord city; Walton (2007) did a study entitled "improving quality

of work life and American Federation of teachers did a study entitled "comparison of American teachers in international level and comparative review of teachers' right in Elementary, Secondary and high Schools; all above researches showed that income level of working personnel in Education organization is lower than employees in other ministerial organizations, and this income is not an enough for their living and most teachers chose this job because of their interest and low income especially for elementary schools in comparison with other teachers causes a job pressure and as a result job exhaustion. Elementary school teachers work more hours than other teachers and as they deal with kids, they have the most important and vital role in nurturing future generations; therefore, officials shall decide strategies not to harm this social class so that they do not consider themselves as inferior to their colleagues and experience job satisfaction like them.

Felix Rykvna (2003) assessed the effect of social capital on life satisfaction and quality of life in Spain. This study used survey data to examine quality of life and claim in its conclusion that the applied model is statistically proved and had the potential to inspect related issues. High level of social capital results in higher job satisfaction and quality of life in work context. Social capital is a better predictor for quality of life in work context and job satisfaction than employers, company or organization and work context features (Majedi, 2006).

Conclusion

It is suggested that the effect of social and cultural factors on quality of life be examined in other teachers of other cities; then it would be known that whether the causes of this phenomenon in this city have essential differences with other cities or even other provinces or not.

All research activities related to the effect of social and cultural factors on teachers' quality of life shall use meta-analysis and be given to state officials. Variables such as ethnicity, life satisfaction, identity

and social relation network are assessed in this research. Also it is suggested to do comparative studies in this regard in other cities.

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