



The Relationship between Job Satisfaction and Participatory Management and the Quality of Working Life of First and Second Grade among Secondary School Teachers in School Year 2014-20105

Gholamhossein Aberi^{1*}, Eisa Amiri², Seyed Ahmad Hashemi³

¹M.A Student Educational Research, Lamerd Branch, Islamic Azad University, Lamerd, Iran

²Department of Education Management, Lamerd Branch, Islamic Azad University, Lamerd, Iran

³Department of Education, Lamerd Branch, Islamic Azad University, Lamerd, Iran

ABSTRACT

The purpose of this study was to investigate the relationship between job satisfaction and participatory management and the quality of working life of first and second grade among secondary school teachers in school year 2014-20105. This study in term of purpose is applied and descriptive in term of data collection is survey. Population consisted of 245 patients; all high school teachers at first and second grade in the academic year 2014-2015 in the Bastak city using stratified random sampling method with Morgan 152 were selected. To collect data three questionnaires for quality of working life, job satisfaction and management has been used. Questionnaire validity was confirmed by experts and to determine the reliability of the study Cronbach's alpha was used. In this test the validity of job satisfaction 0.78 and quality of working life questionnaire 0.88 and participative management questionnaire 0.79 was calculated. The results showed that taking into account the effect of job satisfaction variable, there is significant relationship between the participatory management and the quality of working life of teachers, there is significant relationship between participatory management and the quality of working life of teachers, there is significant relationship between job satisfaction and quality of working life as well as the teachers.

Keywords Job Satisfaction; Participatory Management; Working Life; Teachers; High School.

INTRODUCTION

Although the self-sufficiency and independence of every society on the basis of the educational community and between all the educational effectiveness of an organization's most experts and scholars believe that educational issues that teachers are the most important factor in education (Allaghe Band, 2005). A mature and efficient education system that provides opportunities for students is nurtured and talents and the main issues that planners and thinkers thought to have occupied. Especially in today's world of rapid change and wonder that organizations face and their survival depends on the ability to adapt to changes (Gasfartiz, 2002). One of the efforts aimed at providing education and scientific findings can be used in solving the problems of education so as to improve the quality and amendment - regeneration the educational disadvantage of targeted actions touch and the results contain a number of education issues is solved (Hashemi, 2012, p. 18). In recent years much attention and labor organizations as well as to take effective steps to institutionalize this movement has begun and we need to look at the various benefits and relationship together was discovered. Because factors such as the lack of

effective communication with staff, lack of proper evaluation, reduction of salaries, lack of promotion and job enrichment and the environment of cooperation and balance state. In other words, as long as the labor of satisfaction, motivation and job commitment is not acceptable result and the result of other activities will be required. Participation in the survey is perhaps the most common and the induction of organizational behavior in public office. Participatory management and retail center was attacked by supporters of human behavior showers organizational behavior, especially on scientific management (Zakavati, 2005). The role of human resources in education is very important because it is the staff who combine capital and equipment and creative force initiative and planning are actually trying to achieve the goals on the other hand, organizations need to increase efficiency in various situations and they focus on the human factor is the most important. Motivated human resources for the implementation of tasks is most effective in achieving the organizational goals that this is undoubtedly rooted in happiness and job satisfaction of employees. Given the importance of the position of the study sought to examine the relationship between job satisfaction and participatory management and the quality of working life in high school teachers. For this study, other research has been done and the results of this research will be mentioned. Clark and Goldsmith (2002), claim

* Corresponding Author
Gholamhossein Aberi

employees in democratic institutions and organizations to collaborate in the management of their reigns and better results are obtained. Argyris (1998), in this context believes that strengthening the concept of employees which are directly associated with participation, but there is still vague. What can be concluded is that managers have not yet the success of their partnership ideas.

The relationship between management styles, job satisfaction, White and Richardson (1963); concluded that increases participatory management, job satisfaction.

Rudolph (1997), having reviewed the research results indicated that the balance of working conditions, support and communicate with colleagues and learning by including in professional sports management is very important.

The main hypothesis of the study: there is a significant relationship between job satisfaction and participatory management first and second grade at secondary school teachers and with the quality of working life in Bastak city.

Sub hypothesis

- 1 There is a significant relationship between the job satisfaction and quality of working life at first and second secondary school in Bastak city.
2. There is a significant relationship between the participatory management and quality of working life at first and second secondary school in Bastak city.

Table 1. Pearson partial correlation matrix between job satisfaction and the teacher’s quality of working life

Control variable			Job satisfaction	Quality of working life
Participatory management	Job satisfaction	Pearson correlation coefficients	1	0.270
		p-value	0	0.038
	Quality of working life	Degree of freedom		87
		Pearson correlation coefficients	0.270	1
	p-value	0.038		
	Degree of freedom	87	0	

We see that the p-value obtained for the partial correlation between job satisfaction and the quality of working life is less than 0.05 (0.038). Therefore, the correlation coefficient of 0.270 was significant and it can be concluded that taking into account the effect of variable participatory management, there is a significant direct relationship between teachers' job satisfaction and quality of working life.

In Table 2 show Pearson partial correlation matrix between the variables participatory management and the

RESEARCH METHODOLOGY

The purpose of this study was to investigate the relationship between job satisfaction and participatory management and the quality of working life of first and second grade among secondary school teachers in school year 2014-20105. This study in term of purpose is applied and descriptive in term of data collection is survey. Population consisted of 245 patients; all high school teachers at first and second grade in the academic year 2014-2015 in the Bastak city using stratified random sampling method with Morgan 152 were selected. To collect data three questionnaires for quality of working life, job satisfaction and management has been used. Questionnaire validity was confirmed by experts and to determine the reliability of the study Cronbach's alpha was used. In this test the validity of job satisfaction 0.78 and quality of working life questionnaire 0.88 and participative management questionnaire 0.79 was calculated.

RESULT

The main hypothesis of the study: there is a significant relationship between job satisfaction and participatory management first and second grade at secondary school teachers and with the quality of working life in Bastak city.

In Table 1 show Pearson partial correlation matrix between the variables job satisfaction and the quality of working life, taking into account the effect of participatory management variable.

quality of working life, taking into account the effect of job satisfaction variable.

Table 2. Pearson partial correlation matrix between participatory management and teacher’s quality of working life

Control variable			Job satisfaction	Quality of working life
Job satisfaction	Job satisfaction	Pearson correlation coefficients	1	0.160
	Quality of working life	p-value Degree of freedom	0 0.160 0.227 87	0.227 1 0

We see that the p-value obtained for the partial correlation between participatory management and the quality of working life is not less than 0.05 (0.227). The correlation coefficient of 0.166 is not significant and it can be concluded that taking into account the effect of job satisfaction there is no significant relationship among teacher’s participatory management and the quality of working life.

The results of this study are consistent with the results of Hashem Zadeh research (2009).

However, in a study by Pardakhti and Arezomandi and Mohammadi (2009) conducted in a study by Ahmad-

inejad et al (2012) conducted had moderate to high levels. In an article in the Takestan in 2009, the quality of working life of teachers and administrators of elementary teachers was more and secondary and guidance administrators.

The first sub-hypothesis: There is a significant relationship between the job satisfaction and quality of working life at first and second secondary school in Bastak city.

Table 3 show Pearson correlation matrix between job satisfaction and the teacher’s quality of working life.

Table 3. Pearson correlation matrix between job satisfaction and teacher’s quality of working life

		Job satisfaction	Quality of working life
Job satisfaction	Pearson correlation coefficients	1	0.274 0.061
Quality of working life	p-value Degree of freedom	0.274 0.061	1

We see that the p-value obtained for Pearson correlation between job satisfaction and the quality of working life is less than 0.05 (0.034). Therefore, the correlation coefficient of 0.274 was significant and it can be concluded that regardless of the effect of variable participatory management, there is a significant direct relationship between job satisfaction and the quality of working life of teachers. The first sub-hypothesis is confirmed.

As a result, it is recommended that organizations create the right atmosphere, the staff to encourage creativity and innovation. Research results are consistent

with research Soltanzadeh, Ghalavandi and Fatahi (2012) and Mirkamali and Naranji Sani (2008) Salehi Zadeh and Jahanbakhsh (2010) and Godarzvand Chegini (2010).

The second sub-hypothesis research: There is a significant relationship between the participatory management and quality of working life at first and second secondary school in Bastak city.

In Table 4 Pearson correlation matrixes between the variables participatory management and teacher’s quality of working life.

Table 4. Pearson correlation matrix between participatory management and teacher's quality of working life

		Participatory management	Quality of working life
Participatory management	Pearson correlation coefficients p-value	1 0.206	0.166 0.206
Quality of working life	Pearson correlation coefficients p-value	0.166 0.206	1

We see that the p-value obtained for Pearson correlation between the quality of working life is not less than 0.05 (0.206). The correlation coefficient of 0.166 is not significant and it can be concluded that regardless of the effect of job satisfaction there is no significant relationship between teacher's participatory management and the quality of working life. The second sub-hypothesis could not be verified. The results were reasonable in relation to the quality of work life teachers and the results were consistent with previous research. Without considering the effect of changing job satisfaction there is no significant relationship among teacher's participative management and the quality of working life.

CONCLUSIONS

The results showed that there is a significant relationship between job satisfaction and participatory management between the first and second secondary school teachers with the quality of working life in Bastak city. So to get this out to the place where a pleasant cultural and educational fields is barely dragged by the high officials of different levels of demand management. Due to the fact that education is a vital part of the country's authorities are that any investment is not too distant future to the development of science, culture and political. Special attention to the topic of quality of life of teachers and education officials seems necessary. Participatory management, job satisfaction and quality of life variables and teachers the results suggest that there is a significant relationship between them. Explaining it can be said that the majority of teachers in a grade degree have been varied and not much different from each other.

SUGGESTIONS

It is recommended that classes and workshops to increase job satisfaction and job dissatisfaction among teacher's participatory management and reduction will be created. Also, due to the fact that investment in human resources education, especially teachers and provide quantitative and qualitative dimensions and ratification and implementation of appropriate projects is essential and life's education and prevent loss

of life of millions of children depend on it is complete; it is recommended that managers about job satisfaction and because of the importance of participatory management and is aware of the impact on employee performance and mechanisms to support innovation in the organization and encourage the creative approaches and solutions provide better organizational processes in schools

REFERENCES

- [1] Stephen Robbins, Organizational Behavior management, translated by Arabi and Parsaeen, Institute of Business Studies and Research. 1995, vol. 1, p. 402.
- [2] Zakavati Gharagozlou, A. (2005). Participation of teachers and teachers of secondary education in Tehran, International Journal of Psychology, Ferdowsi University, sixth, II, pp. Parsaeen 18-11.
- [3] Allaghe Band, A. (2005). Theoretical Foundations and Principles of Educational Parsaeen Management, Tehran: mental.
- [4] Gsfrytz, GM, Hoot, J., Steven (2002). Theory of myths, Volume I, Book Ali Parsaeen, Tehran: cashmere.
- [5] Hashemi, Seyed Ahmad (2012), curriculum (principles and application), Islamic Azad University Press.
- [6] Argyris, C. Empowerment: (1998). The emperor's new clothes. Harvard Business Review. 76(3): PP: 98-105.
- [7] Cloke, K. & J. Goldsmith (2002). The end of management and the rise of organizational democracy. San Francisco: Jossers-Bass.
- [8] Radloff, L.S. (1997), The CES_D scale: Self_Report depression scale for research in the general population. Apple Psycho Measurement, pp: 385-401.
- [9] Waite. P. J & Richardson. E(2004) Determining the efficacy of Resiliency training in the working site. Journal of allied Health.178-183. Vol 33.