

Examining the relationship between psychological ability and quality of work life with job satisfaction of professors

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Abstract

Background and purpose: This research was conducted to investigate the relationship between psychological ability and quality of work life with job satisfaction of professors of Islamic Azad University, Bandar Abbas branch. **Methodology:** The method of this research is a descriptive correlation type. Cronbach's alpha method was used to determine the questionnaire's reliability and calculated using SPSS software. Spritzer and Mishra's psychological empowerment questionnaire had a reliability of 0.945, Walton's work-life quality questionnaire had a reliability of 0.865, and Herzberg's job satisfaction questionnaire had a reliability of 0.869. **Results:** The study's results showed that: 1- There is a positive and significant relationship between psychological ability and job satisfaction of the Islamic Azad University, Bandar Abbas branch professors. 2- Examining the dimensions of psychological empowerment showed a relationship between competence, autonomy, effectiveness, trust, and job satisfaction of Islamic Azad University professors, Bandar Abbas branch. There is no relationship between meaningfulness and job satisfaction of Islamic Azad University, Bandar Abbas branch professors. 3- There is a relationship between the quality of work life and the job satisfaction of the professors of Islamic Azad University, Bandar Abbas branch. 4- In examining the dimensions of the quality of work life, the results showed that there is a relationship between fair and appropriate compensation, safe and healthy working conditions, integration and social cohesion in the organization, the general atmosphere of life, social dependence of work life and the job satisfaction of the professors of the Islamic Azad University, Bandar Abbas branch. There is no relationship between providing opportunities for growth and development security, human capabilities, legality in the organization, and the job satisfaction of the Islamic Azad University, Bandar Abbas branch professors. **Conclusion:** Paying attention to the concepts of psychological empowerment and quality of work life and helping to establish them in the educational system in a meaningful relationship with job satisfaction can help improve the performance and efficiency of educational centers.

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Introduction

The university has a specific psychological normative system. These internal norms, which are part of the universal characteristics of scientific environments, cause university life and, consequently, the life of university professors to have normative characteristics. As this normative system and the quality of academic life of professors are strengthened, the functions of the university will develop. On the contrary, the university will be exposed to functional decline as the norms weaken and the quality of life decreases (Farasatkah, 2008). Paying attention to the quality of work life and playing an active role in decisions related to working conditions to increase their satisfaction in the field of development and improvement of employee productivity, and was mainly in the field of industry. It was later extended to other fields of activity, including the field of scientific activities. The different dimensions of this mental concept deal with self-fulfillment, self-control, job satisfaction, quality of individual life, and social and human dimensions and interaction of a profession or job. Although it has various concepts in different organizations, it has a common denominator: human dignity and rank (Martel and Dupuis, 2006). In Iranian universities, official employment and job security have become tension-causing issues due to the long process of placement of academic staff members, allocation of scholarships, receipt of the declaration of need, and such issues. Professors' workload and teaching hours have sometimes hindered their activities in other fields, such as research and service provision. The subject of academic freedom in Iranian universities due to the acceptance of the limitations and definitions provided by senior managers; The subject is challenging. The research by Mirkamali and Naranji regarding the quality of their working life is relatively unfavorable, although their job satisfaction was reported at a relatively high level (Mirkamali and Narenji Thani, 2009). Human resources are always considered one of the organizations' most important improvements and development strategies.

In the last decade, attention to human resources has been considered a new approach in organizations. Today's organizations consider the strategic base of human resources as an intelligent and valuable asset, and they pay attention to improving employees' quality of life and job satisfaction. Improving the quality of the working life of academic staff members requires the efforts of the organization's management to formulate human resources strategies and actions. Therefore, the optimal use of human resources depends on the formulation of human resources strategy and measures that are taken to satisfy the body and soul and preserve the human dignity of the employees. Measures that include welfare facilities, treatment, job security, job design, job importance, job development and advancement, training and improvement, and such things interact with the quality of work life and personal life. (Martel & Dupuis, 2006).

Empowerment means granting power, participation in decision-making, receiving appropriate information, independence of action, creativity and innovation in work, and

knowing necessary skills and responsibility, which is applied at both individual and organizational levels. Psychological empowerment at the individual level means providing opportunities to work with others, learning decision-making skills, managing resources, and empowering employees. Empowerment as a management technique is used in response to business needs in global organizations. It is one of the prominent management strategies in all organizations in the movement toward the central result. Empowering employees positively affects job satisfaction, commitment, responsibility, productivity, and service quality. The concept of empowerment means preparing the workforce with a high degree of flexibility and freedom in organizational decision-making. Psychological empowerment is a continuous process, and establishing and implementing it requires coordination with the system. It is one of the most important dimensions necessary to empower organizational culture, and creating a powerful organizational culture requires human resources. Casio defined the quality of working life as employees' perception of their physical and mental health in the work environment and listed its factors as follows. Employee participation, career development, sense of conflict, communication, health, job security, equal compensation, and a safe and respectful environment (Mirkmali et al., 2010; Walton, 1973). Also, the quality of working life is defined by employees' reaction to work, especially its necessary consequences in satisfying job needs and mental health. Using this definition, the quality of work life emphasizes personal consequences, with work experience and how to improve work to meet individual needs. Job satisfaction refers to the sum of positive feelings or tendencies people have towards their jobs. That is, the more a person has high job satisfaction, the more he likes his job and satisfies his needs through it, and as a result, he will have positive feelings towards it. Job satisfaction is also defined as the perception and perception of each person about his work and the type of feelings and positive attitudes of people regarding his job. Job satisfaction is not only one of the important motivational factors in the teaching of professors and teachers, but it is also one of the indicators that professors have transmitted to students and learners with their behavior; therefore, its importance is clearly defined. In the simplest terms, job satisfaction is a useful and positive emotional feeling a person gets after doing work. Of course, job satisfaction is not a single factor, but a complex interrelationship of job duties, responsibility, actions and reactions, motivations, incentives, and groups. Job satisfaction plays a vital role in professors' performance, and not paying attention to their satisfaction will stop the relative stagnation, analysis, and gradual decline.

Methodology

The method of this research is a descriptive correlation type. The statistical population includes all professors of Bandar Abbas Azad University the number of 506 people in terms of gender, 148 people are men (65.8 percent) and 77 people are women (34.2 percent); in terms of education, 170 people are in the master's level (6 75.75 percent) and 55 people

(24.4 percent) at the doctoral level, according to marital status, 167 people (74.2 percent) are married and 58 people are single (25.8 percent), and according to occupation, 55 people (4 24.00 percent) and there are 170 guests (75.6 percent). The sampling method is also stratified (according to two categories of professors, including 124 academic staff and 382 invited students). The sample size was determined using Morgan's table as 225 (55 academic staff and 170 invited students).

Materials

1- Psychological empowerment questionnaire. This questionnaire has 15 questions, the purpose of which is to measure the psychological empowerment of employees in the organization and its dimensions (competence, autonomy, influence, meaningfulness, and trust). Each item uses a five-point Likert scale, which is assigned a score of 1 to 5 for the options: I completely disagree, I disagree, I have no opinion, I agree, and I completely agree. The above questionnaire has five dimensions, which are questions related to competence (1-3), autonomy (4-6), influence (7-9), meaningfulness (10-12), and trust (13-15). adding the total points of the questions related to a dimension together gives the points related to each dimension. Add the total scores of all the questions together for the total score of the questionnaire. Higher scores indicate the greater ability of the organization to empower employees and vice versa. In the research of Teymournejad and Sarihi (2010), to increase the validity of the questionnaire, the written and oral opinions of expert professors of this field and experts of the Ministry of Economic Affairs and Finance have been used according to the conditions and regulations governing the organization. Also, to determine the reliability of the questionnaires, the first 30 people were selected from the statistical population, and the questionnaire was provided to them. Then, Cronbach's alpha method was used to determine the reliability of the questionnaire, and its alpha value was 0.95, which means that the questionnaire has acceptable stability and reliability. In Abdullahi et al.'s research (2006), also Cronbach's alpha for competency dimension (0.59), autonomy dimension (0.81), influence dimension (0.84), meaningfulness dimension (0.89), and trust dimension (0.88) was obtained.

2- Walton's Quality of Work Life Questionnaire (QWL). Walton created this questionnaire in 1973. The purpose of the QWL questionnaire is to evaluate the quality of work life in eight different dimensions: Adequate and fair payment, safe and healthy environment, providing opportunities for continuous growth and security, the rule of law in the organization, human capabilities, social integration and cohesion, overall life atmosphere, and social dependence on work life. This questionnaire has 32 questions, and

the answer to each question is in the form of a five-point Likert scale from very little to very much. Scoring is based on the Likert scale from very low to very high, where very low is 1 point and very high is 5 points. The questionnaire does not have reverse questions, and all questions are in the same order. For scoring, they usually operate based on components. So in the analysis, the high score of each dimension determines the high score of that dimension. The minimum possible score will be 32, and the maximum will be 160. A score between 32 and 64: the quality of working life is low. A score between 64 and 96: organizational identity is average. A score higher than 96: the quality of work life is high. The validity of the questionnaire has been evaluated well by using the opinions of supervisors and advisors. Walton (1973) declared the reliability coefficient of the questionnaire to be 0.88 (Virme, 2001).

3- Job satisfaction questionnaire (JDI). Undoubtedly, one of the most common tools for measuring job satisfaction is the Job Descriptive Index (JDI). JDI determines satisfaction from five job aspects, work ego, colleagues, supervisor, salary, and promotion opportunities. The nature of the scale (JDI) is based on the belief that job satisfaction is judged in comparison to the individual's perception of alternative jobs that are available to him (Smith et al., 1989). A short list of phrases and adjectives is provided in the scale (JDI) for each of the areas of satisfaction (Homan, 2012). The results of many studies show that the exact number of levels is somewhat different, but they all have a constant appearance of 5 levels (Smith et al., 1989). The questionnaire contains 72 closed-ended questions. There are three options in front of each one: yes, no, I don't know. The respondent is asked to read the statement carefully, then indicate his agreement with each statement with a cross. The said questionnaire measures five levels of job satisfaction, which include nature of work (18 questions), supervisor (18 questions), colleagues (18 questions), salary (9 questions), and promotion (9 questions). In addition, the first part of the questionnaire includes personal characteristics of the statistical population, such as marital status, latest educational qualification, experience, years of employment, and age. The job satisfaction questionnaire (JDI) scoring method is as follows: one of the methodological features of the scale (JDI) is the use of three scores for each answer. This scale gives a score of three or zero to the answer (yes and no) and one score to the answer (I don't know). Obviously, the answer (I don't know) is more of an indicator of dissatisfaction than job satisfaction. The answer (I don't know) has one mark for all questions. At the end, to calculate the score of each aspect, we multiply the number of answers (yes and no) that are three points by three; and multiply the number of "I don't know" answers. Then, we add the obtained scores together, and to calculate the total score, we add the scores of all aspects together. The

reliability and validity coefficients of the conducted research indicate the appropriateness of the reliability and validity of this questionnaire.

3- Career motivation questionnaire. This questionnaire prepared by Habibi (1998) containing 30 items that examine job motivation. This questionnaire includes three subscales: 1- Nature of the job 2- Organizational atmosphere 3- Individual characteristics. The scale of this questionnaire is based on Likert, and it is graded so that points from 1 to 5 are considered for the options very low, low, medium, high, or very high. All questions except questions 23 and 27 are scored directly. The lowest score that a subject can get in this questionnaire is 30, and the highest score that a subject can get from this test is 150. The reliability of this questionnaire was calculated by Habibi (1377) using Cronbach's alpha coefficient method, which is equal to 0.93, indicating the high reliability of the questionnaire. Its validity was also calculated by him, which was approved by the relevant supervisor and its value was stated as 0.84. The reliability coefficient of the job motivation test was obtained by Sotoudeh (2007) using the retest method, respectively 0.69 and 0.70, and its validity was 0.77. Also, Fatemeh Hajri, in her thesis entitled "Comparison of job motivation, organizational commitment and job satisfaction of teachers of different levels of non-government schools in Shiraz" obtained a reliability of 0.90 (Sotodeh, 2008). The reliability of the questionnaire in the present study was calculated using Cronbach's alpha method, which was obtained as 0.71. Job nature subscale: 10-12-14-16-17-18. Organizational climate subscale: 2-4-6-8-20-21-23-25-26-27-28-30. Individual differences subscale: 1-3-5-7-9-11-13-15-19-22-24-29.

Results

The information collected from the subjects was analyzed by Spritzer and Mishra's psychological empowerment questionnaire, Walton's quality of work-life questionnaire, and job satisfaction questionnaire using appropriate statistical tests, and the research hypotheses were tested. For this purpose, descriptive statistics indices were used to describe and classify the data collected from the sample. Simple regression and multivariate regression were used to test and analyze the hypotheses.

Table 1: Coefficients of simultaneous regression equation between psychological ability and job satisfaction

Variable	B	Standard Error	Beta	T	Significance Level
Constant	2/520	0/177		14/204	0/000

As you can see in the table (1), the predictive variable of psychological ability can significantly predict the variable of job satisfaction. Therefore, we conclude that there is a relationship between psychological ability and job satisfaction of Islamic Azad University, Bandar Abbas branch professors.

Table 2: Coefficients of the simultaneous regression equation between the components of psychological ability and job satisfaction

Variable	B	Standard Error	Beta Value	T Value	Significance Level
constant	2/112	0/107		19/719	0/000
merit	0/398	0/063	0/594	6/302	0/000
autonomy	0/529	0/051	0/950	10/390	0/000
influence	0/363	0/061	0/525	5/996	0/000
Being meaningful	0/003	0/065	0/004	0/044	0/965
trust	0/300	0/046	0/474	6/574	0/000

As can be seen in table (2), the predictive variables of competence, autonomy, effectiveness, and trust can significantly predict the variable of job satisfaction, and the predictive variable of significance cannot significantly predict the variable of job satisfaction. According to the table results, we conclude that there is a relationship between the components of psychological ability and the job satisfaction of the professors of Islamic Azad University, Bandar Abbas branch.

Table 3: Coefficients of simultaneous regression equation between quality of work life and job satisfaction

Variable	B	Standard Error	Beta Value	T Value	Significance Level
Constant	2/520	0/177		14/204	0/000
Work life quality	0/455	0/044	0/571	10/391	0/000

As can be seen in table (3), the predictive variable of the quality of work life can significantly predict the variable of job satisfaction. Therefore, we conclude that there is a relationship between the quality of work life and the job satisfaction of the Islamic Azad University, Bandar Abbas branch professors.

Table 4: Coefficients of the simultaneous regression equation between the components of work life sufficiency and job satisfaction

Variable	B	Standard Error	Beta Value	T Value	Significance Level
Constant	2/440	0/108		22/505	0/000
Fair and appropriate compensation	0/314	0/044	0/453	7/141	0/000
Safe and hygienic working conditions	0/154	0/055	0/238	2/797	0/006

Development of human capabilities	0/056	0/059	0/087	0/953	0/342
Providing opportunities for growth and security	0/114	0/063	0/179	1/805	0/072
Integration and social cohesion in the organization	0/177	0/065	0/278	2/708	0/007
Legalism in the organization	0/096	0/049	0/159	1/963	0/051
The general atmosphere of life	0/329	0/074	0/506	4/457	0/000
Social dependence of work life	0/579	0/045	0/867	12/959	0/000

As can be seen in table (4), the predictive variables of fair and appropriate compensation, safe and healthy working conditions, social integration and cohesion, general life atmosphere and social dependence of working life can significantly predict the variable of job satisfaction and the predictive variables of development Human capabilities, providing opportunities for growth and security, and legalism in the organization cannot significantly predict the variable of job satisfaction. According to the table results, we conclude that there is a relationship between the components of work-life sufficiency and the job satisfaction of the Islamic Azad University, Bandar Abbas branch professors.

Discussion and Conclusion

The present study was conducted to investigate the relationship between psychological ability and quality of work life with job satisfaction of the Islamic Azad University, Bandar Abbas branch professors. The research findings showed a relationship between psychological ability and job satisfaction of professors of Islamic Azad University, Bandar Abbas branch. In examining the components of psychological ability, the results showed that there is a relationship between competence and job satisfaction of professors at Islamic Azad University, Bandar Abbas branch, there is a relationship between autonomy and job satisfaction of professors at Islamic Azad University, Bandar Abbas branch, and between influence and job satisfaction of university professors. There is no relationship between meaningfulness and job satisfaction of professors of Islamic Azad University of Bandar Abbas, and there is a relationship between trust and job satisfaction of professors of Islamic Azad University of Bandar Abbas. Also, the results showed a relationship between the quality of work life and the job satisfaction of the Islamic Azad University, Bandar Abbas branch professors. In the examination of the components of the quality of working life, the results showed that there is a relationship between fair and appropriate compensation and the job satisfaction of the professors of Bandar Abbas Islamic Azad University, there is a relationship between safe and healthy working conditions and the job satisfaction of the professors of Bandar Abbas Islamic Azad University, between There is no relationship

between the development of human capabilities and the job satisfaction of the professors of the Islamic Azad University of Bandar Abbas branch, there is no relationship between the provision of opportunities for growth and security and the job satisfaction of the professors of the Islamic Azad University of Bandar Abbas branch, between the integration and social cohesion in the organization and the job satisfaction of the professors of the Azad University. There is a relationship between legalism in the organization and the job satisfaction of the professors of the Islamic Azad University of Bandar Abbas. There is a relationship between the general atmosphere of life and the job satisfaction of the Islamic Azad University of Bandar Abbas professors. There is a relationship between the professors of Islamic Azad University, Bandar Abbas branch. Mehdizadeh Ashrafi, parents (2009) investigated the relationship between the quality of work life and the performance of employees of Islamic Azad University, Firuzkoh branch, based on the Walton model, concluded that the quality of work life and work performance are related. Also, there is a significant relationship between the variables of the quality of work life, i.e. fair and adequate pay, safety and health work environment, social integration and cohesion, providing opportunities for continuous growth and security, the existence of legalism in the organization, the impact of the overall working life environment, the development of human capabilities and the social dependence of work.

Mirkamali and Narenji Sani (2008) investigated the relationship between the quality of work life and job satisfaction among the faculty members of Tehran and Sharif Industrial Universities. They concluded that: 1- The professors of Tehran and Sharif Industrial Universities, in terms of quality of work life is at a relatively unfavorable level and in terms of job satisfaction, they are at a relatively high level. 2- There is a positive relationship between the components of the quality of work life and job satisfaction. 3- There is no significant difference between the quality of work life and the job satisfaction of professors of the mentioned universities, and only from the dimension of social integration and cohesion, which is considered one of the dimensions of the quality of work life; There is a slight difference. In other words, Sharif University of Technology faculty members have higher social integrity and cohesion than Tehran University professors. The result of this research is consistent with the results of the present research. Mirkamali, Hayat, Nowrozi, and Jarhiri (2018) investigated the relationship between psychological empowerment and job satisfaction and organizational commitment among Tehran University employees and concluded that there is a positive relationship between psychological empowerment and job satisfaction among Tehran University employees. There is a meaning. The results of this research are consistent with the current research results. In explaining the results of the

present research, it can be stated that the more teachers have a higher psychological ability, the more intellectual and mental health they will have, and as a result, they will feel more satisfied with their jobs and work environment, as well as the quality of work life. It is desirable that the professors make more effort in their work, and as a result, it positively affects their job satisfaction. Among the limitations of the present study, it can be mentioned that the results of the present study were specific to Bandar Abbas Azad University. Time-consuming implementation of research questionnaires considering that three variables were examined simultaneously in this research. Also, some research samples lack cooperation and accuracy in completing the questionnaires.

Ethics

This research observed ethical standards, including obtaining informed consent and ensuring privacy and confidentiality. Also, while completing the questionnaires while emphasizing completing all the questions, the participants were free to withdraw from the research at any time and provide individual information. They were assured that the information would remain confidential, which was strictly adhered to.

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Conflict of Interest

According to the authors, this article has no financial sponsor or conflict of interest.

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