Predicting the quality of teachers' working life based on organizational citizenship behavior and psychological empowerment: A study of elementary school teachers in Rasht city

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A B S T R A C T

This study aimed to predict the quality of working life from organizational citizenship behavior and psychological empowerment in elementary school teachers in Rasht city, Iran. The research's statistical population consisted of all government and non-government primary school teachers employed during the academic year 2024-2025, from which a sample of 150 individuals was chosen, and they were requested to complete questionnaires regarding Organizational Citizenship Behavior, Psychological Empowerment, and Quality of Work Life. The results were evaluated using SPSS-24. The Pearson correlation coefficient and regression analysis were utilized to interpret the data. The findings indicated that organizational citizenship behavior and psychological empowerment positively and significantly correlated with the quality of work life among primary school teachers. The two predictors accounted for 41% of the variance in quality of work life, leading to the conclusion that organizational citizenship behavior and psychological empowerment were strong predictors of the quality of work life for elementary school teachers in the city of Rasht in Iran.

Introduction

Teachers are regarded as the key element in the effectiveness of the education system. Given that the primary aim of this system is to educate individuals, it can be concluded that the human resources within educational organizations hold greater significance than in many other sectors. Meanwhile, the quality of their work life significantly impacts the successful execution of educational responsibilities (Afrouz, 2012). Since the 1970s, enhancing the quality of work life has emerged as one of the key concerns in numerous organizations. Even though a formal definition of quality of work life is absent, industrial psychologists and management scientists view it as a measure linked to employee well-being, emphasizing aspects beyond mere job satisfaction. This framework encompasses the influence of the work setting on job fulfillment, contentment in non-work aspects, general life satisfaction, and organizational

citizenship behavior (Khalili Ghalehsari & Madanlou, 2019). The quality of work life pertains to how employees perceive their physical and mental well-being within the workplace, shaped by factors like employee involvement, career advancement, communication, job security, health, a safe work atmosphere, and equitable compensation. This idea is complex and fluid, encompassing aspects like reward and motivation frameworks, job stability, opportunities for career and educational advancement, and involvement in decision-making processes. Indeed, enhancing work life quality involves fostering an organizational culture that supports the growth and advancement of employees (Filippo, 1998). This idea indicates the degree of motivation, contentment, dedication and engagement of workers in the workplace and highlights the significance of work-life balance. The appealing quality of work life is essential for attracting and retaining employees, boosting motivation, and enhancing the organization's performance, along with factors like fair and sufficient compensation. It comprises a secure and healthy workplace, along with social cohesion within the work setting (Srivastava & Kanpur, 2014). A poor quality of work life correlates with increased work-related stress, anxiety, and burnout, resulting in diminished job performance and considerable expenses for organizations (Deguchi, 2017). Cascio (2016) noted that employees view the quality of work life in a manner that reflects a rational expectation for their work life, which is to have the opportunity to grow and evolve as individuals within the organization. This perspective links the quality of work life to the extent of total satisfaction of human needs. In the current era, contemporary science (artificial intelligence, robotics, Internet of Things) can fulfill human requirements and also foster a society that appreciates life and experiences comfort (Angelia et al., 2021). Experts in medical science think that quality of life is a subjective and multidimensional idea, and recognizing the elements that impact the quality of working life is essential for enhancing the health standards of various subgroups within society (Solhi et al., 2021). Organizational citizenship behavior is a significant factor that positively correlates with both the quality of work life and the health of the organization (Mohammadi & Mohammadi, 2022).

The education system aims for effective change and advancement for teachers, without relying on their employment, as they carry out tasks without necessarily fulfilling their responsibilities, highlighting the importance of teachers exhibiting organizational citizenship behavior (Arifin & Narmaditya, 2024). Organizational citizenship behavior is recognized as the key element in an organization's success. These actions contribute to an organization's success and longevity by enhancing management and employee productivity, improving performance stability, allowing the organization to adjust to environmental changes, and enabling the organization to recruit and retain competent human resources (Jiang, 2023). Organizational citizenship behavior refers to a type of employee conduct within organizations, serving as a contemporary strategy in current human resource management across numerous organizations today (Melhem et al., 2021). These actions enable organizations to attain suitable productivity, adaptable innovation, and foster a belief among employees that they are accountable for the organization's survival and success. Organizational citizenship behavior is a type of conduct that can enhance employee attitudes and behaviors, leading to more effective services (Cheng et al., 2023). Research indicates that perceived organizational support is a factor influencing organizational citizenship behavior (Sumardjo et al., 2023). Organizational backing through offering comfort, promoting non-discrimination, and creating development opportunities for employees enhances their organizational citizenship behaviors (Chen et al., 2022). When employees gain a strong awareness that the organization backs them, it fosters a sense of responsibility in them to fulfill their roles, leading to the development of organizational citizenship behaviors (Sumardjo et al., 2023). In her research, she demonstrated that perceived organizational support significantly influences efforts to enhance employee performance within an organization, and that this support is crucial for the organization to effectively and efficiently execute its operational activities. Organizational support acts as motivation for individuals to achieve the organization's success while aligning with its goals and placing the organization's interests above their personal ones. Furthermore, research indicates a strong and positive correlation between employees' psychological empowerment and their organizational citizenship behavior. According to the research results, psychological empowerment has enhanced employees' organizational citizenship behavior by elevating their awareness and work skills (Samadi Miyarkalai, 2024).

Empowerment; It is a managerial approach to distribute decision-making authority. Furthermore, managing the choices made by subordinates and assigning responsibility to those closely involved with the issues is influenced by the three factors of resources, authority, and information. Consequently, empowerment involves the delegation of authority to employees, enabling them to access crucial resources and information within the organization (Ohunakin et al., 2019). It is linked to a process where the manager assists employees in gaining the essential skills to make independent decisions. Besides being impactful on individuals' functioning, this process will also influence their personality (Sina et al., 2021). Psychological empowerment involves fostering an internal sense and motivation in employees, enabling them to make autonomous choices during their work activities. Psychological empowerment comprises four dimensions: competence, autonomy, influence, and meaningfulness (Chompukum & Vanichbuncha, 2025). Recognizing that human resources are seen as the key asset of any organization and that an organization's success in reaching its objectives relies on effective human resources, it is essential to address their mental and physical needs to achieve this. Efforts should be made to enhance the quality of workers' lives as much as possible. Thus, by recognizing the hierarchical structure of teachers' work life quality, one can enhance employee motivation for upward advancement by leveraging the elements that enhance the quality of teachers' work life and offering solutions to address the factors that threaten the quality of teachers' work life. By presenting a more authentic depiction of the educational role, it equipped them for professional growth. To achieve this aim, this study aims to explore the quality of teachers' work life in relation to organizational citizenship behavior and psychological empowerment among primary school teachers in Rasht city, Iran.

Method

The present study was of a descriptive correlation nature, with the statistical population comprising all elementary school teachers in Rasht city, Iran. Out of this group, 150 teachers were randomly chosen as the sample for the research. After reviewing the research and obtaining their consent, they were asked to complete questionnaires. The collected data were analyzed using SPSS-26 software. Participants were assured that their responses would remain confidential and that the data would be utilized solely for research purposes.

Measures

Organizational citizenship behavior questionnaire: The standard organizational citizenship behavior (OCB) survey was created by Oregon in 1998, featuring 15 questions across 5 dimensions (altruism, conscientiousness, chivalry, civil behavior, politeness, and accuracy), with responses scored using the Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Research has confirmed the validity and reliability of this questionnaire. In the research conducted by Jalil Nejhad Anviq and Ghalavandi (2022), the reliability was measured at 0.66 and the convergent validity was found to be 0.56 by applying the AVE technique.

Quality of work life questionnaire: The questionnaire assessing the quality of teachers' working life was created and assembled by Ilgan et al. (2014) to evaluate the state of teachers' professional lives. This survey consists of 24 questions using a 5-point Likert scale. Ilgan et al. (2014) determined the reliability of this questionnaire to be 0.92. It has been confirmed in Iran by Najafi et al. (2017). The CVR score achieved for each of the 20 items surpassed the Lavesche table value (0.62). The findings from the CVI calculation indicated that 17 items attained a CVI score exceeding 0.79, whereas three items with lower scores were revised. The internal consistency of the items (Cronbach's alpha 94.1%) suggested that every question in the instrument showed a robust correlation. The test-retest reliability was significant at the $p<.005$ level, using the ICC = 0.966 correlation coefficient and r = 0.875.

Psychological empowerment questionnaire: The psychological empowerment questionnaire was developed by Spreitzer and Mishra (1995) and consists of 15 items using a 5-point Likert scale. Its aim is to assess employees' psychological empowerment within the organization along with its dimensions: competence, autonomy, influence, meaningfulness, and trust. The manufacturer has indicated that the reliability of this questionnaire is 0.95 according to Cronbach's alpha.

Results

Table 1- Mean and SD of the study sample.

Variable	Mean	SD
Organizational citizenship behavior	6.16	68.38
Psychological empowerment	5.77	70.36
Quality of work life	15.34	96.32

Table 1 indicates that the mean and standard deviation for organizational citizenship behavior are (M=6.16, SD=68.38), the mean and standard deviation for psychological empowerment are (M=5.77, SD=70.36), and finally, the mean and standard deviation for quality of work life are (M=15.34, SD=96.32).

Table 2- Pearson correlation coefficient of teachers' quality of work life with organizational citizenship behavior, and psychological empowerment.

Variable	Quality of work life	Sig.
Organizational citizenship behavior	.40**	.0001
Psychological empowerment	.54**	.0001

**p<.01

Table 2 indicated that the quality of work life had a significant positive correlation with organizational citizenship behavior (r= 0.40, p=.0001) as well as psychological empowerment (r=.54, p=.0001). Enhancing the scores of organizational citizenship behavior and psychological empowerment leads to higher scores of quality of work life, and conversely.

The simultaneous regression equation was employed to explore and ascertain which variable provides a more substantial predictive impact on the variance in teachers' quality of work life.

Table 3- The results of the regression test.

R	R^2	ΔR^2	F	Sig
0.64	0.41	0.40	51.46	.0001

As shown in Table 3, the combination of organizational citizenship behavior and psychological empowerment can predict 41% of the variance in teachers' quality of work life (R^2=0.41), which is statistically significant at the 95% confidence level.

Table 4- Standard coefficients of the regression model.

Variable	B	β	t	Sig.
Organizational citizenship behavior	0.86	0.34	5.42	.0001
Psychological empowerment	1.34	0.50	7.92	.0001

The findings in table 4 indicate that organizational citizenship behavior had a significant correlation with quality of work life (Beta=.34, p=.0001), serving as a significant positive predictor for the work life quality of elementary school teachers. Additionally, psychological empowerment scores were significantly and positively associated with quality of work life (Beta=.50, p=.0001), acting as a unique and significant predictor for elementary school teachers' quality of work life.

Discussion and Conclusion

This study aimed to forecast the work life quality of elementary school teachers in Rasht city, Iran, by analyzing their organizational citizenship behavior and psychological empowerment. The outcomes of this research indicated that organizational citizenship behavior and psychological empowerment significantly influenced the quality of teachers' work life. The outcomes of this research align with the earlier results (Shirazi and Sabet, 20018; Najafi, 2018; Rahmani, 2023; Javadi et al., 2017; Colquitt, 2015; Supriadi, 2022). The quality of working life typically pertains to the well-being and job satisfaction of employees from multiple viewpoints, encompassing the physical and psychological aspects of the workplace, social

relationships, chances for career development and progression, and mental wellness. The quality of working life is a crucial element in business management that pertains to various aspects, including job satisfaction, work-related stress, and other influences (Shirazi and Sabet, 2018). The quality of work life encompasses various outcomes for employees, including job satisfaction, chances for growth, psychological factors, job stability, interpersonal relationships between employers and employees, and a low incidence of accidents (Najafi, 2018).

The findings indicated that teachers' quality of work life is positively affected by organizational citizenship behavior and psychological empowerment. Specifically, psychological empowerment significantly influences the quality of teachers' work life, which may be attributed to the broader and more profound effects of this factor on teachers' job security and self-esteem. Numerous educators perceive their profession as a short-term role because of the poor quality of their work life, and often, due to their dissatisfaction with that quality, they desire to switch positions, even if it means accepting a lesser role. They aim to attain a better and higher position than their present situation as quickly as possible. Consequently, failing to attain a high quality of working life prevents teachers from engaging in professional activities, resulting in a lack of opportunities for learning, fostering growth, advancing in their careers, recovering adequately from work, maintaining health, ensuring mental tranquility, and ultimately enjoying job security; this creates a gap in their experiences. In such circumstances, teachers lose control over their job roles and experience limited flexibility (Rahmani, 2023). This scenario leads educators to face work-related stress, decreased focus, distractions, memory issues, unwillingness to complete tasks, and diminished decision-making skills (Javadi, Rasouli, and Hosni, 2017). Organizational citizenship behavior is regarded as one of the essential elements in workplace settings. Organizational citizenship behavior is an area of research aimed at comprehending, elucidating, and enhancing the conduct and mindset of a person within an organization (Colquitt, 2015). As stated by Supriadi (2022), factors contributing to organizational citizenship behavior—including strong commitment, ethical integrity, job satisfaction, leadership, and the organizational culture—are encouraged when employees perceive the values endorsed by the company as favorable and aligned with their own practices. This study also demonstrated a strong connection between organizational citizenship behavior and the quality of work life. This outcome indicates that an increase in teachers' organizational citizenship behaviors, like collaboration, working with colleagues, and engaging in organizational activities, leads to an improved quality of work life. Organizational citizenship behaviors may enhance the workplace atmosphere and bolster professional relationships, thereby elevating teachers' satisfaction and happiness. Psychological empowerment, being a crucial element in enhancing employees' mental and occupational well-being, demonstrated a significantly greater impact on the work life quality of teachers in this study. The results of the Pearson correlation indicate a significant and positive relationship between psychological empowerment and quality of work life. The empowerment of human resources is a contemporary approach to workplace motivation, signifying the release of employees' inner potential while creating conditions and opportunities for the growth of their talents, skills, and competencies. It also fosters a favorable mindset in employees regarding their work and the company (Paydar et al., 2019). Empowerment is not a task for managers to perform for employees; rather, it relies on employees' views and understanding of their roles within the job and organization. Managers can offer the essential platform and opportunities to enable employees (Jafari and Tahmasab, 2014). Psychological empowerment encompasses a feeling of self-efficacy, autonomy, availability of essential resources and assistance, along with enhancing self-confidence in the workplace. This factor has a direct impact on the contentment and joy of teachers, as when educators feel empowered and competent in their roles, the quality of their work life improves considerably.

There exists a notable connection between teachers' morale and their sense of psychological empowerment in the workplace, along with their positive actions reflected in participation and

cooperation, as well as their work quality of life. In simple terms, the more teachers feel capable, autonomous, and appreciated in their work setting, while demonstrating consistent and accountable behaviors, the better their overall work experience will be. Among psychological empowerment and positive organizational behaviors, the most significant factor in enhancing the quality of work life is boosting the morale and mindset of teachers. When educators believe they are involved in decision-making, find their work significant, and can make an impact, this internal sense significantly enhances the quality of their professional life. Conversely, actions like assisting coworkers or adhering to company regulations are also beneficial. However, it has a minor role in this area. To enhance teachers' working conditions, it is advisable to create programs aimed at boosting their self-efficacy, autonomy, and involvement. For instance, creating an environment where educators can voice their opinions on school matters or offering professional development that enhances their self-esteem can lead to meaningful improvements. Certainly, promoting positive behaviors in the workplace remains important, yet the primary focus on the mental and emotional well-being of teachers must not be overlooked. The quality of teachers' work life is not solely based on the physical surroundings or compensation; rather, it significantly relies on their emotions, motivations, and internal interactions. Assisting teachers in these areas will enhance their job satisfaction and result in improved educational outcomes and a more positive work environment for all. This study indicates that teachers' mental well-being and feelings of inner resilience, together with the constructive behaviors they exhibit in their jobs, are crucial for enhancing their work life quality. To put it simply, when educators perceive themselves as impactful in their roles, backed by peers and supervisors, and are included in decision-making, they will not only experience greater job satisfaction, but their workplace will also transform into a healthier and more vibrant setting. Conversely, actions like assisting coworkers or following company guidelines are beneficial too, but their effects are less significant than uplifting teachers' spirits and self-esteem. In other terms, while collaboration and accountability are significant in the workplace, the core of enhancing the quality of teachers' work life hinges on addressing their psychological and emotional requirements. This involves fostering an atmosphere in which teachers feel acknowledged, their skills are valued, and they receive assistance in their career growth. The quality of teachers' professional life extends beyond just material resources or financial benefits. What fundamentally shifts is honoring the dignity of educators, addressing their mental health requirements, and fostering a space where they feel secure, appreciated, and can develop. This method will not only support teachers in remaining motivated and healthy, but will also reinforce the core elements of a robust and adaptable education system. To attain this objective, it is recommended that schools and educational organizations create initiatives aimed at enhancing the self-esteem, autonomy, and involvement of educators. For instance, offering chances for educators to engage more actively in creating curricula or school policies, or conducting workshops that enhance their personal and professional abilities. These measures will enhance teachers' quality of life and will also have an indirect impact on student performance and the overall environment of the school.

Conflict of interest
Authors have no conflict of interest.

Acknowledgements

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