Original Research

Predicting the Quality of Work Life of Teachers Based On Conflict Management, Occupational Stressors and Emotional Harassment in Tehran

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Abstract

Background: The purpose of this study was to predicting the quality of work life of teachers based on conflict management, Occupational Stressors and emotional harassment in Tehran.

Methods: The statistical population of this study includes all of teachers of girls' high schools in Tehran in the academic year 2019-2020. For this reason, a sample of 400 people of them was selected using random multistage cluster sampling. The participants responded to quality of working Life questionnaire (Walton, 1973), conflict management questionnaire (Robbins, 1994), Occupational Stressors questionnaire (Karasek et al, 1998) and emotional exhaustion questionnaire (Hashemi, 1391). This research is correlational and data analysis was performed using path analysis method.

Results: The results showed that emotional exhaustion (β=0.494), Occupational Stressors (β=0.526) and conflict management (β=0.343) have a significant effect on predicting the quality of work life of girls' high school teachers in Tehran (P<0.01).

Conclusions: Therefore according to the findings conflict management have a directly effect on quality of work life and conflict management have a indirectly effect on quality of work life by significant decreasing emotional exhaustion and Occupational Stressors.

Keywords: Emotional Harassment, Occupational Stressors, Quality of Work Life, Conflict Management.

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Introduction

In today's complex world, a person's professional and private life are so intertwined that the professional life has dominated the private life and has caused a new word called the quality of work life to be used; This word is an indicator that can provide management with valuable and constructive information about the major issues of employees, which ultimately results in increasing employee productivity (1). The concept of the quality of work life was first proposed in the late 1960s and the proponents of this theory are looking for new systems to help employees so that they can maintain a balance between their work life and their personal life (2). In this regard, the educational and educational programs and activities of every system and every country depend on its employees, so the importance of the work and position of the teacher and its profound effect on the dignity and humiliation and progress and decline of the society is clear and evident. It is no secret that if teachers have a high quality of work life, we will see a successful generation of students as a result And if there are such teachers, the education organization can assume the responsibility of educating the young generation and the future of the country and become effective (3). As the managers are responsible for creating the necessary motivation in the employees so that they do their jobs well and at the same time that the management skills may be sufficient for the activities related to the duties of the people, the motivation of employees and their creativity - or in other words, the quality of working life of employees - is also of special importance (4, 5). The quality of working life means the mental perception and perception of the employees of an organization about the physical and psychological desirability of their work environment and working conditions, and it shows the total sum of material and non-material values that employees acquire during their career path (6). Due to the quality of working life, the sense of belonging, responsibility and self-confidence of employees is strengthened as the components affecting organizational effectiveness (7, 8). Walton (1973) is the first and most famous person who classified the components of the quality of work life; in analyzing the quality of working life, he considers eight main variables as the goal of improving the quality of working life, and all these variables are related to each other. These variables include; Fair and adequate payment, safe and healthy work environment, Provide opportunities growth and continued security, Legalism within the organization, Social dependency in working life, Overall living space, Integration and cohesion in the work organization and development of human capabilities means providing opportunities. Such as using independence and self-control at work, benefiting from various skills and accessing information appropriate to work (9, 10). Therefore, improving the quality of teachers' working life has become one of the most important goals of the education organization. Because considering that there is a direct relationship between human resources management procedures and the quality of work life of employees, reviving employees through improving the quality of work life is considered the key to the success of any organization (11). One of the factors that can affect the quality of work life is conflict and conflict management; Conflict is one of the major obstacles to realizing the goals of an organization, which is considered an integral part of organizational life, which often arises due to organizational characteristics (12). Conflict is a situation where balanced people differ in terms of main and secondary goals and values, which includes three strategies; Non-confrontation strategy (avoidance and adaptation or compromise methods), solution-oriented strategy (collaboration and compromise methods) and control strategy (with the same competitive method) (13). In today's societies, conflict is an issue that has occupied human thought more than any other issue. Role conflict occurs when agreeing to a set of job requirements with accepting another set of job requirements is contradictory or completely impossible (14). At the same time, the results of studies and surveys indicate that the existence of differences is not necessarily harmful and risky, but can also be constructive; Therefore, the necessary grounds and conditions for better management of organizational conflicts should be provided (12). Conflict management is the management

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of dealing with differences and inconsistencies by managers and how to manage conflict with three styles of non-confrontation, solution-oriented and controlling (15). Learning conflict management is considered vital for improving adaptation and benefiting from change and transformation of an organization. Good conflict management does not protect the organization against changes, but enables the organization to get acquainted with new developments and find appropriate solutions to deal with threats and use opportunities (14).

Research results showed that the occurrence of conflict in schools is very common and other common sources include interpersonal and organizational parameters (16). The results of another study showed that interpersonal conflict is able to explain approximately 28% of the variance in burnout scores of secondary school principals and teachers (12). The results of another study showed that the components of work role interference with family role and normative commitment from the work-family conflict index are able to predict the overall score of work life quality (17). The results of another study showed that there is a significant relationship between conflict management and the quality of teachers' work life, and the components of cooperation, compromise and competition can linearly predict 29% of the changes in teachers' work morale (13) and another study that showed that safe education Building against stress has increased the quality of work life and reduced job conflict in teachers (14). Among other factors that affect the quality of work life, we can mention Occupational stress and emotional harassment. Stress is the inappropriate functioning of action and reaction between demands, supports and limitations in carrying out responsibilities. The Health and Safety Executive of England has examined occupational stress in seven areas; Demand (including issues such as workload, characteristics, and work environment), control (how far a person can be said to be on track to do his work), official support (the amount of support that a person receives from his management and service organization), Peer Support (the amount of support a person receives from his colleagues), Relationship (increasing practice and positive character to increase collective communication and reduce conflict and conflict in the work environment), role (correct understanding of the work role of personnel from the organization they serve) and changes (the way of organizing and changes in the forces of an organization) (18).

Haslam (2004) states four reasons why Occupational Stress has been the focus of researchers' attention to such an extent: First, Occupational Stress is related to other organizational variables such as leadership, motivation, relationship, conflict, and efficiency. Second, the efforts made to increase productivity increase the pressure on employees and this endangers their health. Third, the nature of the stress phenomenon is such that it constitutes the subject of several scientific branches in the field of psychology, including physiological psychology, clinical psychology, social psychology, and organizational psychology. The fourth reason why the subject of stress is attractive to researchers is an economic reason, because the costs related to Occupational Stress account for significant amounts of the income of organizations (19,20). Perhaps the most common individual stressor is the constant pace of change that is a part of human life today. The speed of change within organizations has also been significant. Fundamental restructurings, new organizational forms, mergers, acquisitions, reducing the size of the organization and emphasis on teams and quality, all have intensified the level of changes that people have to face (21, 22). Work environment stress or Occupational Stress occurs when employees observe that the needs of the work environment for adaptation and adaptation are beyond the limits of their resources and abilities (23). Many researches related to occupational stress have focused on aspects of the work environment that can cause stress in employees. These aspects are factors that act as stressors. Work flow, human resource development, rewards, participation, minimum use of forces, supervision method and organizational structure can be mentioned among occupational and organizational stress factors (24). Managerial occupational stressors include the components of role ambiguity, role conflict, maximum pressure of workload, maximum pressure of quality and sensitivity of

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work, flow of growth and promotion, accountability for the performance of employees, pressure of time and technology related to the job. Heavy workload is another factor that increases Occupational Stress (25).
Research shows that if the Occupational stress of teachers is reduced, the quality of work life of teachers improves (25). Another study showed that stress at work is one of the most important predictors of quality of work life (11). Another study showed that there is a significant relationship between occupational stressors and burnout (26). Another study showed that stress management training leads to an increase in the quality of work life of teachers (19). Another study showed that there is a negative and direct relationship between job stress and the quality of work life, and there is a negative and indirect relationship between job stress and the quality of work life through the mediation of the intention to quit (27). Another study showed that several factors affect the quality of work life, among which job security and job stressors can be mentioned (28). Another research showed that in a society that has an average job stress and an average quality of work life, according to the confirmation of the existence of a relationship between job stressors and the quality of work life, if the job stress of these people decreases following the quality of life Their work increases (21). Another study showed that there is a negative and significant relationship between job stress and job performance (20). Another study showed that job stress has a negative and direct effect on the quality of work life and mental health of teachers (24). Another study showed that 26% of employees experienced high job stress and there is a significant negative and direct relationship between job stress and quality of work life (29) and another study showed that there is a significant negative relationship between work life quality and job stress (30). Nowadays, emotional harassment has a negative effect on business and causes a decrease in productivity, a decrease in organizational commitment and weak organizational performance, it has received considerable attention and has taken an important place in researches related to human resources and organizational behavior (31). Emotional harassment is the feeling of excessive irritation caused by work and often occurs when employees are busy doing human work. Service industries regularly face adverse customer interactions and verbal aggression that may expose them to emotional harassment (31,32). The pervasive and pervasive effect of emotional harassment is especially evident in service jobs where employees have multifaceted interaction with customers, which can affect the body and mind of service providers. The occurrence of emotional harassment in employees leads them to more dissatisfaction and less organizational commitment, these factors cause employees to engage in deviant behaviors (33). A research shows that work commitment has a positive and significant effect on the satisfaction of the quality of work life and the quality of work life has a positive and significant effect on the performance of employees, therefore, work commitment has a positive and significant effect on the performance of employees through the mediation of the quality of work life (33). Another study showed that loneliness in the workplace mediates the relationship between core self-evaluation and emotional harassment (34). Another study showed that the effect of role ambiguity in emotional harassment is involvement in work, and emotional harassment disrupts job satisfaction and leads to a decrease in the professional commitment of employees and they do not stick to their profession (35). Another study showed that emotional harassment has a significant negative effect on job satisfaction, and job satisfaction has a positive and significant effect on job performance (32). Another research showed that it is possible to improve the quality of the working life of employees through increasing salaries and benefits, creating a safe and healthy work environment, establishing communication and paying attention to the needs of teachers, and increasing their organizational health (4) and Another study that showed that teachers' understanding of the quality of work life has a negative effect on emotional commitment (36). In this regard, due to the fact that until now there has been no research focusing on predicting the quality of teachers' work life based on conflict management, occupational stressors and emotional harassment in Tehran,

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the current research aims to answer this question that "does conflict management by mediating occupational stressors and emotional harassment have an effect on the quality of work life of teachers in Tehran?"

Method

The current research is descriptive in terms of applied purpose, in terms of quantitative data type, in terms of the nature and method of collecting survey data, and in terms of analysis type, with a correlation scheme based on path analysis.

The statistical population of the present study consists of all the teachers of girls' schools of the first secondary level in Tehran. Due to the size of the statistical population, the Krejci-Morgan table was used to determine the sample size. Based on this table, the appropriate sample size was 384 people, which was determined to increase the response rate and with an overestimate of 5%, the sample size was 400 people. The sampling method of the current study was a multi-stage cluster random sampling, in this way, first, the city of Tehran was divided into 5 areas; Divided north, south, west, east and center (North includes areas; 1, 2 and 3, South includes areas; 15, 16, 17, 18, 19 and 20, East includes areas; 4, 8, 13 and 14, West includes areas; 5, 9, 21 and 22 and the center including areas 6, 7, 10, 11 and 12), then two regions were randomly selected from each region and 5 schools were randomly selected from each region and all teachers of these 50 schools were surveyed.

In the current research, the following questionnaires were used to collect data related to research variables:

Walton quality of work life scale (QWL) (1973): This questionnaire with 32 questions on the quality of work life with 8 components; "fair and adequate payment", "safe and healthy work environment", "providing the opportunity for continuous growth and security", "legalism in the organization", "social dependence of work life", "general atmosphere of life", "social integrity and cohesion" in the organization" and "development of human capabilities" are measured on a 5-point Likert scale from very low = code 1 to very high = code 5. The score range of this scale is from minimum 32 to maximum 160. The validity of this questionnaire has been measured and confirmed by its designers through exploratory and confirmatory factor analysis, and its translated version has been psychometrically evaluated in Iran. Walton reported the reliability coefficient of the questionnaire as 0.88. The reliability of this questionnaire in terms of Cronbach's alpha coefficient has been reported by Hosseini et al. (2009) 0.85, Rahimi (2006) 0.85 and Jamshidi (2000) 0.83 (7).

Robbins conflict management scale (CMS) (1994): This questionnaire with 30 questions measures conflict management with 3 components; "Non-confrontation and non-competition (avoidance)", "Orbital solution (cooperation and compromise)" and "Control (competition)" on a 5-point Likert scale from completely disagree = code 1 to completely agree = code 5. The score range of this scale is from minimum 30 to maximum 150. The validity of this questionnaire has been measured and confirmed by its designers through exploratory and confirmatory factor analysis, and its translated version has been psychometrically evaluated in Iran. Robbins has reported the reliability coefficient of the questionnaire as 0.76 in general. The reliability of this questionnaire in terms of Cronbach's alpha coefficient was reported by Davoudi and Payandeh (2009) as 0.65 (37).

Karasek et al (1998) scale of occupational stressors(JCQ): This questionnaire with 27 questions measures job stressors with 5 components; "Decision-making scope", "psychological and open-minded work needs", "social support", "physical needs" and "job security" on a 5-point Likert scale from very low = code 1 to very high = code 5 It measures. The score range of this scale is from minimum 27 to maximum 135. The validity of this questionnaire has been measured and confirmed by its designers through exploratory and confirmatory factor analysis, and its translated version has been psychometrically evaluated in Iran. Karasek et al reported the reliability coefficient of the questionnaire in the general state of 0.86. The reliability of this questionnaire according to Cronbach's alpha coefficient was reported by Tabatabai et al. (2013) as 0.75 (38).

Hashemi emotional harassment scale (2012): This questionnaire with 26 questions examines the relationship between emotional harassment

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and organizational commitment with 5 components; "Organizational commitment", "role ambiguity", "volume of work", "work pressure" and "emotional harassment" are measured on a 5-point Likert scale from completely disagree = code 1 to completely agree = code 5 . The score range of this scale is from minimum 26 to maximum 130. reliability of each component; "Organizational commitment", "role ambiguity", "volume of work", "work pressure" and "emotional harassment" according to Cronbach's alpha method respectively; 0.824, 0.837, 0.780, 0.916 and 0.894 have been obtained. Questions 21, 22, 23, 24, 25 and 26 onwards are dedicated to emotional harassment, and this part of Hashemi's questionnaire (2012) will be used to measure emotional harassment. Hashemi reported the reliability coefficient of 6 questions related to emotional harassment component as 0.89 (31).

Results

The statistical sample included 400 people, of whom 19.5% were less than 30 years old, 56.5% were between 30 and 40 years old, 22.7% were between 40 and 50 years old, and 1.3% were older than 50 years old. The education level was 31.7% bachelor and below, 63.7% master's education level and 4.6% doctoral education level and above. 69.8% field of study was related to job and 30.2% field of study was not related to job. 30.7% had a work experience of ten years or less, 5.5% had a work experience between 10 and 20 years, 21.5% had a work experience between 20 and 30 years, and 7.3% had a work experience of more than 30 years. The descriptive statistics of the research variables are presented in Table 1.

The findings of Table 1 showed that the estimated values for the median and mean quantities of each of the research variables are close to each other, and the skewness and kurtosis quantities are in the range of [-2, 2], so the result It is possible that the research variables have a normal distribution. Also, the standard deviation of each of the research variables is small compared to the range of observation changes, so it is concluded that the research variables are homogeneous.

The findings of Table 2 showed that there is a significant relationship between conflict management and occupational stressors ($p < 0.01$, $r = -0.58$), emotional harassment ($p < 0.01$, $r = -0.41$). r) and the quality of work life ($p < 0.01$, $r = 0.53$) and between job stressors with emotional harassment ($p<0.01$, $r=0.30$) and quality of work life ($p<0.01$, $r=-0.68$) and between emotional harassment and quality of work life ($p<0.01$, $r=0.71$).

The findings of Table 3 showed that the significance level of Kolmorgrof-Smirnov and Shapiro-Wilk normality tests for research variables was greater than $\alpha=0.05$, so with 95% confidence, these variables have a normal distribution.

In order to investigate the relationship between conflict management structures and the quality of work life with the mediation of occupational stressors and emotional harassment, a conceptual model was drawn based on theoretical foundations, then the proposed model was examined through structural equation modeling using the maximum likelihood method. The structure of the quality of work life is an endogenous structure of the model, whose variance is explained by variables inside the model, and the structure of conflict management is an exogenous structure of the model, and its variance is explained by variables outside the model. In Figure 1, the tested model of the research is presented.

In order to fit the research model, path analysis method and LISREL 8.4 software are used; Path analysis is a technical technique for examining the relationship and dependence between variables, the purpose of which is to obtain quantitative estimates of the relationships between a set of variables, and it states which path is more important or meaningful and has a greater role. If the statistic of the path analysis test is more than 1.96 or less than -1.96 or the significance level of the path analysis test is less than 0.05, the null hypothesis is rejected with a high probability and the presence of the standardized beta coefficient in the model will be significant.

The results of Table 4 showed that the test statistic of all the coefficients is greater than 1.96 or less than -1.96 and the significance level of all paths is less than $\alpha=0.05$, so all the paths examined in the model are significant. The effect of conflict management on occupational stressors and emotional

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harassment is negative, that is, if conflict management skills are improved, the amount of occupational stressors and emotional harassment will decrease. On the other hand, the effect of occupational stressors and emotional harassment on the quality of work life is negative, that is, if occupational stressors and emotional harassment increase, the quality of work life decreases. On the other hand, the impact of conflict management on the quality of work life is positive, that is, if conflict management skills are improved, the quality of work life will increase. Therefore, it is concluded that conflict management increases the quality of work life both directly and through the reduction of occupational stressors and emotional harassment.

The findings of Table 5 showed that the goodness of fit indices of the model have included all their allowed values, therefore the validity of the fitted model is confirmed by the path analysis technique and it is concluded that the presence of the standardized beta coefficient in the model It is significant and the relationship and dependence between variables can be estimated from this coefficient.

The findings of Table 4 showed that conflict management has the greatest direct effect on job stressors with an impact factor of β=-0.376, quality of work life with an impact factor of β=0.343, and emotional harassment with an impact factor of β = -0.295. Also, it has the greatest direct impact on the quality of working life, respectively, emotional harassment with an impact factor of β=-0.512 and job stressors with an impact factor of β=-0.487. The findings of Table 6 showed that conflict management has the greatest indirect effect on the quality of work life, respectively, through the mediation of occupational stressors with an influence coefficient of β = 0.183 and emotional harassment with an influence coefficient of β = 0.151. In order to measure the significance of the effect of the mediating variables of the model, the Sobel test was performed and confirmed. In general, conflict management has the greatest impact on the quality of work life, respectively, through the mediation of occupational stressors with an impact factor of β = 0.526 and emotional harassment with an impact factor of β = 0.494. Also, the total effect of conflict management, either directly or through the mediation of occupational stressors and emotional harassment, on the quality of work life is β = 1.020.

Considering that for both mediator variables of the model, the relationship between the predictor and criterion variables, the relationship between the predictor and mediator variables, and the relationship between the mediator and criterion variables are significant, as well as the relationship between the predictor and criterion variables in the presence of Despite the fact that the mediator variable is significant, it has decreased, so it is concluded that both mediator variables of the model have a minor role and the mediation of these variables is not complete.

Discussion

The present study was carried out with the aim of predicting the quality of work life of teachers based on conflict management, occupational stressors and emotional harassment in Tehran. And the findings of the research showed that conflict management has a direct effect on the quality of work life of teachers in Tehran, β = 0.343, an indirect effect β = 0.183, and a total effect β = 0.526 through the mediation of occupational stressors and β = 0.343has a direct effect, β=0.151 has an indirect effect, and β=0.494 has a total effect through the mediation of emotional harassment. The total effect of conflict management on the quality of work life of teachers in Tehran through the mediation of occupational stressors and emotional harassment is β = 1.020.

From the findings of the research, it is concluded that on the one hand, if the conflict management skills are improved, the quality of work life increases, and on the other hand, if the conflict management skills are improved, the amount of stressors increases. Job and emotional harassment will be reduced. And if job stressors and emotional harassment are reduced, the quality of work life will increase. This result is in line with the results of previous researches (16; 12; 17; 13; 14).

From the findings of the research, it can be concluded that the quality of work life decreases when job stressors increase. This result is in line with the results of previous studies (25; 11; 26; 19; 20; 24; 29; 30).

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From the findings of the research, it is concluded that if emotional harassment increases, the quality of working life decreases. This result is in line with the results of previous studies (33; 34; 35; 32; 4; 36).

Conclusion

The ability to manage conflict is undoubtedly one of the most important skills that people need. Conflict can be managed by using skills such as effective communication, problem solving and negotiation. On the other hand, the quality of working life is the set of real working conditions in the organization, which shows the attitude and feeling of the employees about their work in a special way and includes a wide aspect of the working environment that affects the learning and health of the employees.

Nowadays, occupational stress is one of the important phenomena in social life and a serious threat to the health of the workforce in the world. Occupational stress can be defined as harmful physical and emotional responses and occurs when job requirements do not match the abilities, resources or needs of employees. In connection with the job of a teacher, stress is especially important; because teachers, in addition to the issues and problems that are present in all jobs and for everyone, face a series of issues and problems that are only caused by their job. The quality of working life is a process by which all members of the organization, through open and appropriate communication channels created for this purpose, in some way interfere in the decisions that affect their jobs in particular and their work environment in general, and as a result, their job satisfaction and participation increases and the nervous pressure caused by work pressure on them decreases. According to the mentioned materials, it is clear and obvious to confirm the existence of a direct and negative relationship between occupational stressors and the quality of people's working life.

Emotional harassment is the feeling of excessive irritation caused by work, which factors such as; Job ambiguity, role conflict, high volume of work and work pressure lead to its occurrence and can cause adverse effects on occupational and behavioral tendencies and consequently reduce the quality of work life. The pervasive and pervasive effect of emotional harassment manifests itself especially in service jobs where employees have multifaceted interaction with customers, and it can affect the body and mind of service providers and create negative career tendencies that eventually decrease Customers' satisfaction with the services and the reduction in the quality of the services provided are revealed. Therefore, the teaching profession is considered one of the origins of emotional harassment. The incidence of emotional harassment in teachers leads them to more dissatisfaction and less organizational commitment, and these factors cause them to engage in deviant behaviors such as; Increasing the number of complaints, successive delays, increasing the rate of absenteeism, reducing the amount of applying disciplinary regulations, reducing participation in programs to advance the organization's goals, etc. In fact, teachers without emotional harassment look at the organization with a positive view and therefore prefer to bring more welfare to the organization with their activities rather than harming it. On the other hand, teachers who suffer from emotional harassment are indifferent to the success of the organization and are more likely to engage in deviant activities.

The present study was accompanied by some limitations, including the fact that the present study was carried out in the form of a correlation design, and due to the fact that it is not possible to apply control to eliminate the effect of possible intervening variables in a correlation design, it is not necessarily possible. The power of cause and effect relationships, as it exists in experimental research, was given to the variables, therefore causal inference from the research results is not possible. Also, the present research was conducted only on the teachers of girls' schools of the first secondary level in Tehran, and its generalization to other societies should be done with caution. Limiting the research data gathering tools to self-report questionnaires that can be affected by the response bias and subject's mood was another limitation of the present study. In the field of providing practical suggestions;

- It is suggested to the managers and officials of the education system that educational workshops should be considered for the

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managers of educational centers, especially schools, and to familiarize them with the stressful factors of the teaching job and practical solutions to reduce the stressful factors. Provide teaching jobs and increase the scope for improving the quality of teachers' working life.

- It is suggested to the school administrators to prevent the occurrence of the underlying factors of discrimination and conflict in their school, especially in the field of recruitment, selection and retention of teachers, as well as providing the conditions for promotion, education and learning, and by providing equal opportunities, Just and fair, preventing the occurrence of job conflicts and emotional harassment and increasing the scope for improving the quality of work life of teachers.
- Also, it is suggested to the school administrators that educational workshops based on conflict management should be considered for teachers and they should be introduced to conflict management styles and practical solutions to adopt the appropriate strategy and choose efficient and effective styles in Provide opportunities for job conflicts and increase the scope for improving the quality of teachers' work life.

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Conflict of interest

The authors declare that there is no conflict of interest between them. This article is taken from the master's thesis in the field of educational psychology, approved by Islamic Azad University, Research Sciences Branch of Tehran.

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Authors Contributions

The author contributed to the data analysis. Drafting, revising and approving the article, responsible for all aspects of this work.

Ethical Consideration

The research data and literature have not been copied from any works author upon reasonable request.

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Tables & Figure

Table 1. Descriptive statistics of research variables

Variable name	Focus criteria		Dispersion criteria			Distribution shape criteria		
	mean	Middle	SD	range	Min	Max	Skewness	kurtosis
Avoid	3.56	3.00	0.522	3.33	1.67	5.00	-0.293	0.661
Cooperation	2.99	3.00	0.498	2.00	1.44	3.68	-0.978	0.224
Competition	4.04	4.16	0.861	4.00	1.00	5.00	0.824	0.215
Conflict Management	3.53	3.39	0.524	2.78	1.00	5.00	-0.801	0.438
The scope of decision making	3.86	3.90	0.661	3.80	2.00	5.00	-0.876	1.388
Psychological needs of work	3.59	3.62	1.020	4.00	1.33	5.00	-0.172	-0.882
social support	3.48	3.50	1.001	4.00	1.72	4.50	-0.572	-0.574
Job security	3.23	3.96	0.873	4.00	1.20	5.00	-0.774	-0.021
Physical needs	2.99	3.00	0.498	2.00	1.00	5.00	-0.978	0.224
Occupational stressors	3.43	3.51	0.812	3.87	1.00	5.00	-0.443	-0.159
Emotional harassment	3.83	3.78	0.929	3.67	1.07	5.00	-0.718	0.020
Fair and adequate payment	3.61	3.50	0.834	3.88	1.00	5.00	-0.265	-0.511
Safe and healthy work environment	3.74	3.75	0.881	4.00	1.17	5.00	-0.481	-0.050
Providing opportunities for growth and security	3.71	3.93	0.759	3.50	1.83	4.33	-1.134	0.679
Legalism in the organization	3.52	3.50	1.026	4.00	1.33	5.00	-0.486	-0.307
Social dependence of work life	3.17	3.00	0.717	3.43	1.54	4.71	0.277	-0.233
The general atmosphere of life	3.54	3.49	0.749	3.74	1.13	4.85	-0.382	0.237
Social integration and cohesion	3.69	3.66	0.864	3.83	1.51	5.00	-0.375	-0.508
Development of human capabilities	3.35	3.50	0.511	2.50	1.57	4.69	-1.188	1.432
Quality of work life	3.54	3.49	0.964	4.00	1.26	5.00	-0.814	0.253

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Table 2. Pearson correlation coefficients of model variables

	Conflict Management	Conflict Management	Emotional harassment	Quality of work life
Conflict Management	1.000	-0.586**	-0.418**	0.539**
Occupational stressors		1.000	0.306**	-0.684**
Emotional harassment			1.000	-0.719**
Quality of work life				1.000

Table 3. Checking the assumption of normality of the variables

Variable name	Qty	Kolmogorov-Smirnov		Shapiro-Wilk	
		Test statistics	Significance level	Test statistics	Significance level
Conflict Management	400	1.273	0.078	0.925	0.169
Occupational stressors	400	1.335	0.057	0.901	0.137
Emotional harassment	400	1.191	0.117	0.739	0.112
Quality of working life	400	1.292	0.071	0.927	0.105

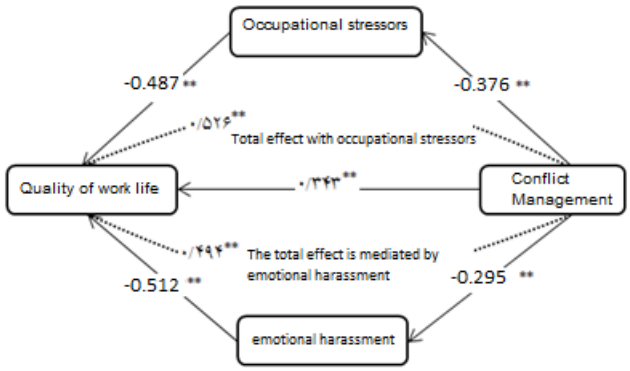


Figure 1. The final path analysis model of the overall assessment of the role of conflict anagement, occupational stressors and emotional harassment on the quality of teachers' work life

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Table 4. Path analysis coefficients of model variables

Model variables			Standard coefficient	Non-standard coefficient	Test statistics	Significance level
Predictor variable		Criterion variable				
Conflict Management	→	Occupational stressors	-0.376	-0.354	-11.012	0.000
Conflict Management	→	Quality of working life	0.343	0.289	10.664	0.000
Conflict Management	→	Emotional harassment	-0.295	-0.187	-6.331	0.000
Occupational stressors	→	Quality of working life	-0.487	-0.425	-11.788	0.000
emotional harassment	→	Quality of working life	-0.512	-0.463	-12.546	0.000

Table 5. Goodness indices of model fitness

	Model fitness criteria	Indicator	Estimated value	allowed value
Absolute fit index	Relative chi-square index	x^2/df	2.282	Maximum 3
	Fitness index	GFI	0.97	At least 0.9
	Adjusted fitness index	AGFI	0.95	At least 0.9
Destination fit index	Index of root mean square of approximation error	RMSEA	0.017	Maximum 0.1
	Normalized destination fit index	PNFI	0.684	At least 0.5
	Normalized chi-square index	CMIN	3.845	Between 1 and 4
Comparative fit index	Normalized fit index	NFI	0.94	At least 0.9
	Soft index of fitness	NNFI	0.96	About one
	Incremental fit index	IFI	0.93	At least 0.9
	Tucker-Lewis index	TLI	0.92	At least 0.9
	Comparative fit index	CFI	0.94	At least 0.9
	Relative fit index	RFI	0.93	At least 0.9

Table 6. Indirect standard effects and total model

	Predictor variable	Mediator variable	Criterion variable	Impact factor	Significance level
Indirect effect	Conflict management	Occupational stress factors	Quality of working life	0.183	P<0.05
	Conflict management	Emotional harassment	Quality of working life	0.151	P<0.05
total effect	Conflict management	Occupational stress factors	Quality of working life	0.526	P<0.05
	Conflict management	Emotional harassment	Quality of working life	0.494	P<0.05
	Conflict management	emotional harassment and stressful factors	Quality of working life	1.020	P<0.05

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