

## The Effectiveness Training Package: The Desire to Permanence Organization on Job Satisfaction, Quality of Life, and Psychological Empowerment of Teachers

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### ABSTRACT

The present study was conducted to investigate the effectiveness of the training package, the desire to permanence organization, on job satisfaction, quality of life, and psychological empowerment of elementary school teachers. The research method employed a quasi-experimental design with a pre-test and post-test, including a control group. The statistical population consisted of all elementary school teachers in Bukan city in 2024-05, from which 40 individuals were selected by convenience and randomly assigned to two experimental and control groups. Then, the experimental group underwent organizational persistence training, while the control group received no intervention. The Riff Psychological Empowerment Questionnaire (1989), Walton Quality of Work Life (QWL) Questionnaire (1973), and the Minnesota Job Satisfaction Questionnaire (1967) were used to collect the data. The multivariate analysis of covariance and SPSS statistical software (version 27) were used to analyze the data. The findings showed that, after controlling for the pre-test effect, there was a significant difference between the mean post-test scores of job satisfaction, quality of life, and psychological empowerment in the experimental and control groups ( $P < 0.01$ ). Based on the study's results, it can be concluded that the training package aimed at fostering a desire to remain in the organization is an effective intervention method for enhancing job satisfaction, psychological empowerment, and quality of work life among elementary school.

### Introduction

Successful organizations prioritize employee job satisfaction over customer satisfaction because they recognize that satisfied employees tend to satisfy customers, produce higher-quality products, and achieve and maintain high work productivity. Job satisfaction involves individual achievements at work that encourage employees to continue striving for new ones. Employee perceptions that work facilitates goal achievement are positively related to job satisfaction (Cayupe et al., 2023; Mardanov, 2020). “Although job satisfaction has been operationalized in various ways, it is usually considered as an attitude.” “Job satisfaction is based partly on what an individual feels and partly on what he or she thinks” (Hajjali et al., 2022). Ennida & Allouani (2023) believes that job satisfaction is the difference between what is achieved and what should be achieved. The smaller the difference between these two issues, the greater the job



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satisfaction and contentment. According to [Ennida, & Allouani \(2023\)](#) several dimensions of job satisfaction, including satisfaction with colleagues, management, and compensation, significantly contribute to the job satisfaction experienced by teachers. Improving organizational citizenship behavior depends on teacher job satisfaction; if a teacher has high job satisfaction, it will positively impact their performance in the organization. [Sartika et al. \(2020\)](#) argue that the quality of work life for employees is influenced by increased job satisfaction, which in turn has a positive impact on achieving organizational goals.

Quality of work life (QWL) is defined as the conditions in which employees can satisfy their personal needs through their work performance while achieving the organization's goals ([Purba et al., 2023](#)). In this case, the quality of work life encompasses employees' needs for economic stability, family life, social interaction, respect, health, safety, knowledge, aesthetics, and self-actualization ([Tarigan et al., 2020](#)). [Dalvand et al. \(2025\)](#) refer to employee well-being as the quality of work life. Another study defines quality of work life as the satisfaction of employees' needs arising from their participation in the workplace and the achievement of their daily tasks ([Lee, 2018](#)). Since employees are important to a company, it is crucial to manage their work-life balance in a way that encourages them to complete their daily tasks. Three types of employee needs must be satisfied: survival needs, belonging needs, and knowledge needs ([Thibault & Whillans, 2019](#)). Survival needs include safety, food, and shelter. While belonging needs refer to the desire to belong to a group and to enhance self-esteem through the love and care of friends. In addition, there are also basic needs to constantly challenge oneself and expand one's mind by participating in a challenging project that requires creativity, which is a form of knowledge need. Psychological empowerment can be a significant factor, as organizations increasingly utilize development as a management technique to enhance employee engagement and performance ([Boamah & Laschinger, 2015](#)). Psychological empowerment refers to a state of increased intrinsic work motivation, characterized by four cognitive components: a sense of meaning, competence, self-determination, and impact ([Monje-Amor et al., 2021](#)). To understand the role of structural and psychological empowerment for work engagement and its outcomes, we will use the job resource-demand theory ([Sunil et al., 2024](#)) as a framework for the study. The job resource-demand theory assumes that work conditions are primarily responsible for employee growth and performance. Accordingly, the theory recognizes that job characteristics can be divided into two general categories: job demands and job resources, which may explain the reduction of employee energy and motivation, respectively. Job demands (e.g., workload, job pressure, job insecurity) are aspects of the job that require employees to invest energy and hence incur certain physiological and/or psychological costs. Job resources (e.g., social support, quality coaching) are "aspects of a job that may: (a) be instrumental in achieving work goals; (b) reduce job demands and associated physiological and psychological costs; and (c) stimulate personal growth and development" ([Tarigan et al., 2020](#)). Job demands initiate a health-disrupting process that leads to reduced energy and health problems, while job resources may stimulate a motivational process that leads to work engagement ([Monje-Amor et al., 2021](#)).

Many factors are related to job satisfaction, quality of life, and psychological empowerment of teachers, and this study examined the effect of the Desire to Permanence. The desire for permanence among employees goes beyond securing them in a specific and stable job. It refers to the motivated persistence of employees, which encourages individuals to commit to the organization ([Hermanto, et al., 2024](#); [Chompukum & Vanichbuncha, 2025](#)). The desire for permanence refers to the extent to which an individual plan to continue their membership in the organization and maintains it with a desire and motivation. Good education and training require attracting and retaining talented teachers; therefore, it is necessary to prepare support programs and measures to maintain and create sufficient and necessary motivation for their persistence. Support programs and measures for teachers have various consequences, the most important of which is the continuation of service with motivation and a desire to make additional efforts to achieve the educational and training goals. A lack of attention to teachers' desires and motivations leads to their unmotivated persistence, which is often accompanied by terms such as attrition, migration, transfer, and displacement. Observations and repetitions reveal a lack of desire to persist in the teaching profession ([Shaoan et al., 2025](#)). Therefore, considering that among all the effective forces of the educational organization, teachers are the most important effective factor and attention to their needs by the organization's management can lead to their job satisfaction and, as a result, to advancing the organization's goals, the present study seeks to answer the question of whether the training package on the desire to remain

in the organization is effective on job satisfaction, quality of life, and psychological empowerment of elementary school teachers in Bukan County.

## Method

The present study is an applied research project in terms of its purpose, employing a semi-experimental pre-test and post-test data collection method with a control group. The study population consisted of all elementary school teachers in Bukan who were teaching during the academic year 2024-2025.

## Sample and Sampling Method

In this study, 40 elementary school teachers were selected using convenience sampling. After completing the job satisfaction, quality of life, and psychological growth questionnaires, 40 individuals with low scores in the above tests were selected through convenience sampling and randomly assigned to two experimental and control groups (20 in each group). Then, the experimental group received the Desire to Permanence training, while the control group did not. Finally, after the intervention, a post-test was administered to both groups.

## Tools Used

**The Ryff Psychological Empowerment Questionnaire:** The psychological empowerment questionnaire consists of 18 questions that specifically measure six different dimensions of psychological empowerment. These dimensions include purposeful living, positive relationships with others, personality empowerment, self-acceptance, independence, and mastery of the environment. These dimensions directly affect the quality of life and psychological well-being of individuals. The scores of this questionnaire are also evaluated based on a six-point Likert scale, ranging from strongly disagree (1) to strongly agree (6). The minimum score in this questionnaire is 18, and the maximum score is 108. A high score in this test indicates high psychological empowerment, and a low score indicates low psychological empowerment ([Garcia, Kazemitabar, & Asgarabad, 2023](#)). The reliability of this questionnaire, as measured by Cronbach's alpha test, was 0.73, indicating high reliability for assessing psychological empowerment. In the present study, Cronbach's alpha was 0.81.

**Walton's Quality of Work Life (QWL) Questionnaire:** This questionnaire is based on Walton's components ([Walton, 1973](#)) and has 32 items. This questionnaire includes: fair and adequate pay (questions 1 to 5), safe and healthy work environment (questions 6 to 8), provision of opportunities for continuous growth and security (questions 9 to 11), legality in the organization (questions 12 to 17), social dependence of work life (questions 18 to 20), general living environment (questions 21 to 25), social integration and cohesion (questions 26 to 29), and development of human capabilities (questions 30 to 32). Scoring is based on a Likert scale, ranging from very low to very high, with a score of 1-point corresponding to very low and 5 points corresponding to very high. This questionnaire does not contain reverse questions, and all questions are presented in the same order. Scoring is usually based on the components. Thus, in the analysis, a high score on each dimension indicates a high score on that dimension. The minimum possible score is 32, and the maximum will be 160. A score between 32 and 64 indicates a low quality of work life. A score between 64 and 96: the organizational identity is average. A score higher than 96: the quality of work life is high. Walton (1973) reported a reliability coefficient of 0.88 for the questionnaire. Additionally, [Hosein Pour et al. \(2024\)](#) reported a reliability coefficient of 0.85 for the test. In the present study, Cronbach's alpha was 0.86.

**Minnesota Job Satisfaction Questionnaire (MSQ-Short Form):** The Minnesota Job Satisfaction Questionnaire (MSQ-Short Form) is a standardized scale specifically designed to measure intrinsic and extrinsic job factors of employees ([Marijani & Marwa, 2016](#)). The Minnesota Job Satisfaction Questionnaire-Short Form was developed by Weiss et al. in 1967. The Minnesota Job Satisfaction Questionnaire-Short Form has 20 items that include activity, responsibility, variety, social status, supervision of human relations, technical supervision, ethical values, security, community service, authority, use of ability, company policy, reward, advancement, independence, collaborative working

conditions, creativity, advancement, independence, re-employment conditions, creativity, creativity, and cooperation. The Minnesota Job Satisfaction Questionnaire-Short Form is a 5-point Likert scale with responses ranging from 1 (very satisfied) to 5 (very dissatisfied). The minimum score on this questionnaire is 20, and the maximum score is 100. The reliability of the Minnesota Job Satisfaction Questionnaire was 0.86 using Cronbach's alpha test (Saber et al., 2025). In the present study, Cronbach's alpha was 0.89.

## Producer

The inclusion criteria for entering the subjects into the groups were: elementary school teachers, aged 20 to 60 years, with no history of participating in similar courses within the past year, and no receipt of any other medication or psychological intervention during the research. exclusion criteria: absence of more than two sessions, failure to complete homework during the educational package, unwillingness of the participant to continue participating in the experiment and receive psychological interventions at the same time. The desire to permanence organization Training Protocol: In this study, the structure of the sessions was based on the organizational desire to permanence training protocol, which included the components of reviewing the previous session's assignments, direct instruction through lectures, group discussions, intellectual challenges, session summaries, and techniques such as cognitive restructuring and brainstorming. The desire to permanence organization Training package consisted of 8 sessions, each 60 minutes per week. The content of the sessions is shown in Table 1.

**Table 1. Contents of the desire to permanence training package.**

Sessions	Subject	Brief Description
<b>First Session</b>	Introduction and implementation of pre-test and definition of the desire for permanence in the organization	Introducing the members and restating the purpose of the course, welcoming, getting to know the subjects and discussing the group program, goals and structure of the sessions, the importance of homework and group rules, introductory discussions about and perceptions of organizational justice, organizational commitment and perceived organizational support, and a general introduction to the desire to stay and its impact on burnout, specifying homework assignments.
<b>Second session</b>	Defining perceived organizational justice and identifying factors affecting perceived organizational justice	Theoretical foundations of perceived organizational justice and factors affecting it, such as fair distribution of rewards, promotion based on merit, and specifying homework.
<b>third session</b>	Awareness of the antecedents of the perception of organizational justice and how teachers evaluate the workplace	Teachers' clear understanding of organizational justice, teaching methods, and the classroom and school environment (including classroom-school factors, managerial, organizational, and individual factors) has an apparent effect on teachers' performance, social behavior, and cognitive processes. Specifying homework
<b>Fourth session</b>	Defining perceived organizational support, introducing social exchange theory.	Referring to theoretical foundations in the field of teachers' perceived organizational support, teachers' feelings of being loved, respected, and valued are considered. Teaching desirable methods of interaction with administrators and colleagues and the school environment, strategies for increasing social adaptation to better perceive the environment, and expressing the theory of social exchange (in a reciprocal behavior, teachers who perceive organizational support not only help their colleagues but also increase their job satisfaction, participate more in the organization's activities, and have less absenteeism).
<b>Fifth session</b>	Awareness of dimensions of perceived organizational support and factors influencing perceived organizational support	Including: 1. Perceived organizational support from the supervisor (director), including managers valuing teachers' participation in the educational process and managers' importance to teachers' well-being, interests, and comfort; 2. Perceived organizational support from colleagues, including: the importance given by colleagues to each other, efforts and assistance towards colleagues' progress and feeling happy

		about colleagues' progress in the organization. Presenting the determinants of perceived organizational support, specifying homework
<b>Sixth session</b>	Theoretical foundations and definition of teachers' organizational commitment and the impact of teachers' organizational commitment on job satisfaction and preventing teachers from leaving the organization	Referring to theoretical foundations in the field of teachers' organizational commitment, specifying the dimensions of organizational commitment, which include affective commitment (the teacher's emotional and sentimental attachment to the organization), normative commitment (meaning the moral obligation to remain in the organization, continuance commitment (meaning awareness of the costs associated with leaving the organization, and homework.
<b>Seventh session</b>	Repetition and practice	Repetition and practice of cognitive behavioral methods and evaluation of teachers' performance according to the assignments presented in previous sessions.
<b>Eighth session</b>	Summarizing and reviewing the content of all sessions.	Responding to teachers' ambiguities regarding the content of the treatment protocol, summarizing and concluding, and conducting the post-test.

## Results

The age range of the participants, as defined by the inclusion criteria, was 20 to 60 years, Results of the study showed that the Mean±SD of age of control and experimental groups was 35.40±11.50 and 34.35±12.01, respectively. There was no statistically significant difference in age between the groups ( $P=0.107$ ). In the experimental group, 9(45%) were female and 11(55%) were male. In the control group, 10(50%) were female, and 10(50%) were male.

**Table 2. Mean and standard deviation of research variables in the two control and experimental groups.**

Variable	Stage	Group			
		Experimental		Control	
		Mean	S.D.	mean	S.D.
psychological empowerment	Pretest	46.45	1.84	46.35	1.22
	posttest	48.75	1.30	46.20	1.20
job satisfaction	Pretest	43.35	3.68	43.90	2.86
	posttest	45.84	2.35	44.10	2.53
quality of work life	Pretest	67.55	2.28	68.0	2.04
	posttest	71.05	1.57	69.15	2.12

Table 2 shows that before the intervention, the mean scores of all variables were similar in the control and intervention groups, with no significant differences ( $p > 0.05$ ); In contrast, the Mean±SD of the variables of psychological empowerment in the post-test respectively (48.75±1.30), job satisfaction in the post-test (45.84±2.35), and quality of work life in the post-test (68.55±2.28), significant differences ( $p < 0.05$ ).

**Table 3. Results of multivariate tests to examine the significance of the effect of group membership of research variables.**

Source of Changes	Value	F	df1	df2	Sig.	$\eta^2$
Pillai's trace	.85	119.48	3	23	0.001	0.872
Wilkes Lambda	0.12	75.74	3	23	0.001	0.872
Hotelling test	3.25	119.50	3	23	0.001	0.872
Roy's maximum root	3.25	119.50	3	23	0.001	0.872

Based on the results obtained from multivariate tests to investigate the significance of the group membership effect, and considering the significance level achieved, there is a statistically significant difference between the experimental and control groups in at least one of the dependent variables at the post-test stage ( $p < 0.05$ ). The  $\eta^2$  indicate 87.2 percent. The eta squared shows that 87.2 percent of the dependent variable is explained by the independent variables.

**Table 4. Results of multivariate analysis of covariance.**

Sources	Variables	SS	df	MS	F	Sig.	$\eta^2$
<b>Group</b>	psychological empowerment	71.57	1	75.57	80.41	.001	.67
	job satisfaction	44.58	1	44.58	61.07	.001	.63
	quality of work life	41.03	1	44.03	35.22	.001	.48
<b>Error</b>	psychological empowerment	31.16	38	.89			
	job satisfaction	25.70	38	.73			
	quality of work life	43.90	38	1.25			
<b>Total</b>	psychological empowerment	102.84	39				
	job satisfaction	71.28	39				
	quality of work life	84.93	39				

According to the F. values ( $p < 0.05$ ), it is observed that the training package of the tendency to remain in the organization has been effective on job satisfaction, quality of life and psychological empowerment of elementary school teachers.

## Discussion

The current study aimed to evaluate the effectiveness of the organizational desire to maintain the training package on job satisfaction, quality of work life, and psychological empowerment in elementary school teachers. The results indicated that the training package designed to promote organizational permanence has a positive impact on the job satisfaction of elementary school teachers. The findings revealed a significant difference in the mean post-test job satisfaction scores between the experimental and control groups of elementary school teachers. These results align with the studies [Hajjali et al. \(2022\)](#), [Hosein Pour et al. \(2025\)](#), [Ennida, & Allouani \(2023\)](#), and [Sabeti et al. \(2025\)](#). Additionally, [Dalvand et al. \(2025\)](#) highlighted several factors that influence job satisfaction, including salary, working conditions, relationships with colleagues, and leadership roles.

It is the responsibility of school leaders to prioritize creating a positive work environment for teachers. This includes providing appropriate rewards, ensuring that teachers have the resources and space needed to perform their duties effectively, treating them fairly, and allowing them the freedom to make decisions about their work. The success and efficiency of schools depend significantly on the well-being and job satisfaction of teachers. Establishing favorable working conditions not only enhances employee satisfaction but also significantly impacts the quality of their work. When teachers feel safe and have autonomy in their work, they are more likely to be motivated to continue working at the school. Furthermore, those who work in favorable conditions tend to produce higher-quality work.

A supportive environment is crucial for teachers, as it directly impacts their job satisfaction and, consequently, their performance. Teachers who perceive the quality of their work environment to be high are less likely to consider leaving their school, leading to a significant reduction in turnover and an increased commitment to their current organization.

The results of the present study indicate that the training package aimed at enhancing the desire to stay in the organization has a positive impact on the quality of life for elementary school teachers. The findings revealed a significant difference in the mean post-test quality of life scores between the experimental group and the control group. This suggests that the training package effectively improved the quality of life for elementary school teachers. This outcome aligns with the research conducted by [Sartika et al. \(2020\)](#), [Purba et al. \(2023\)](#), [Dalvand et al. \(2025\)](#), [Sezen-Gultekin et al. \(2021\)](#) and [Tarigan et al. \(2020\)](#). Commitment and the desire to remain with the organization are defined as an individual's alignment with the organization's goals and values, as well as their willingness to exert extra effort to achieve those goals ([Ennida, & Allouani, 2023](#)). Moreover, organizational commitment is a psychological attitude among organizational members, reflecting their attachment to their workplace and influencing both retention and motivation to achieve goals ([Stark et al., 2025](#)). In school environments where the quality of teachers' work is lacking, there can be negative repercussions on teacher performance, relationships, motivation, job satisfaction, organizational commitment, and work-life balance ([Nieto-Aleman et al., 2025](#)). Research on

organizational commitment suggests that it develops organically through an individual's association with their organization (Hermanto et al., 2024). In summary, it can be concluded that teachers, who have significant responsibilities for the efficiency and effectiveness of their schools, should experience job satisfaction, general well-being, self-control over their work, favorable working conditions, and the ability to balance their family and work lives. Such conditions contribute to a good quality of work life and enhance their desire to stay with the organization.

The results of this study indicate that the desire to permanence organization training package has a positive impact on the psychological empowerment of elementary school teachers. The findings revealed a significant difference in the mean post-test scores related to organizational development between the experimental and control groups. This finding suggests that the training package effectively enhances the psychological empowerment of elementary school teachers. These findings align with those of Hermanto, et al. (2024). Previous research has demonstrated that psychological empowerment partially mediates the positive relationship between the professional practice environment and work engagement (Sunil, et al., 2024). Hermanto, et al. (2024) emphasized the increasing importance of psychological empowerment in explaining teachers' intentions to remain in their organizations. Furthermore, Chompukum & Vanichbuncha (2025) found that psychological empowerment is positively related to work motivation, which, in turn, is linked to innovation and negatively related to employees' intention to leave their jobs. Therefore, school administrators should consider the needs of teachers to help them achieve job satisfaction and psychological empowerment.

Despite the promising results, this study has some limitations. The primary limitation is the use of a non-random sampling method, which means caution should be exercised when generalizing the findings. Additionally, contextual factors and cultural differences were not controlled in the study. This raises the possibility that participants may have overestimated the effects of the interventions due to these factors. Other variables, such as age, medical history, or financial status that could influence the study's outcomes, were also not controlled. Furthermore, there was no follow-up test to assess the persistence of the treatment effects. To improve validity in future research, it is recommended to utilize random sampling methods. Additionally, conducting a qualitative study to evaluate the quality of teachers' work could be beneficial, and including a follow-up phase in future studies is advised.

## Conclusion

To improve the quality of teachers' work, teachers can be provided with fair employment opportunities, work in a comfortable, relaxed and stress-free environment, and participate in decision-making processes. Their needs can be met in appropriate and preferred ways; school administrators can ensure a balance between teachers' work and family life, giving equal importance to these two areas of a teacher's life.

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## Conflict of interest

the authors have no any conflict of interest.

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