



Original Article (Quantified)

Analysis of the Structural Relationships Between Quality of Life and Acceptance of Teaching Jobs Among Student Teachers

Kamar Kharboutly¹ , Yousof Adib² , Firooz Mahmoodi² , Ali Imanzadeh³

1- PhD student, Department of Curriculum Planning, Faculty of Educational Sciences and Psychology, University of Tabriz, Tabriz, Iran.

2- Professor, Department of Curriculum Planning, Faculty of Educational Sciences and Psychology, University of Tabriz, Tabriz, Iran.

3- Associate Professor, Department of Curriculum Planning, Faculty of Educational Sciences and Psychology, University of Tabriz, Tabriz, Iran.

Receive:

12 October 2025

Revise:

30 November 2025

Accept:

05 January 2026

Abstract

This study aimed to examine the structural relationship between quality of life and teaching career acceptance among student-teachers at Farhangian University in East Azerbaijan Province. The research was applicable in purpose, quantitative in nature, and descriptive-correlational in design, conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM). A sample of 500 participants was randomly selected from a population of 5,000 student-teachers. Data were collected using two questionnaires: The Teaching Career Acceptance Scale by Richardson and Watt (2006), consisting of 14 items across four dimensions (teaching ability, intrinsic value of the profession, job satisfaction, and shaping the future of children and adolescents), and the Quality of Life Scale by Ainley and Bourke (1992), consisting of 10 items across three dimensions (overall satisfaction, achievement, and opportunity). Data analysis was conducted using SmartPLS version 3. Results indicated that quality of life had a positive and significant effect on teaching career acceptance ($\beta = 0.673$, $p=0.001<0.05$). Specifically, overall satisfaction ($\beta = 0.340$) and achievement ($\beta = 0.423$) exerted positive and significant effects, whereas the opportunity dimension showed a non-significant effect ($\beta = -0.051$, $p=0.480>0.05$). Findings suggest that enhancing quality of life, particularly overall satisfaction and a sense of achievement can strengthen motivation and commitment to the teaching profession. Accordingly, it is recommended that educational and welfare programs at Farhangian University focus on improving students' mental health and living conditions to foster the development of competent and committed teachers.

Keywords:

Career Acceptance,
Quality of Life,
Student-Teachers,
Job Satisfaction

Please cite this article as (APA): Kharboutly, K., Adib, Y., Mahmoodi, F and Imanzadeh, A. (2026). Analysis of the Structural Relationships Between Quality of Life and Acceptance of Teaching Jobs Among Student Teachers. *Management and Educational Perspective*, 8(2), 209-229.



<https://doi.org/10.22034/jmep.2025.558586.1598>



Authors retain the copyright and full publishing rights.
Published by Research Center of Resource Management Studies and Knowledge-Based Business. This article is an open access article licensed under the Creative Commons Attribution 4.0 International (CC BY 4.0)

Publisher: Research Center of Resource Management Studies and Knowledge-Based Business

Corresponding Author: Kamar Kharboutly

Email: kamar.kharboutly@gmail.com

Extended Abstract

Introduction

Occupation constitutes a fundamental aspect of individual and social identity. Beyond financial income, individuals expect meaning, satisfaction, and psychological security from their profession. Within teaching, two concepts; career acceptance and quality of life, play pivotal roles. Career acceptance refers to the degree of satisfaction and willingness to engage in teaching, while quality of life reflects subjective perceptions of well-being across multiple dimensions. Internal factors such as interest, service motivation, and academic success, alongside external factors such as salary, job security, and social status, influence teaching career acceptance. Previous studies have demonstrated that a favorable quality of life enhances job satisfaction, reduces stress, and improves instructional performance, whereas poor quality of life accelerates attrition. International experiences highlight the necessity of financial, psychological, and social support to improve teachers' quality of life. In Iran, supportive educational environments and institutional backing during teacher training are critical for retention. The relationship between teaching career acceptance and quality of life is reciprocal: a positive quality of life fosters favorable attitudes toward teaching, while challenges such as low salaries and limited resources diminish motivation. Educational policymakers must combine material and non-material supports to make teacher training more attractive. The novelty of this study lies in its structural analysis of the relationship between quality of life and career acceptance during initial teacher education using SEM. The main research question is: Does quality of life significantly relate to teaching career acceptance among student-teachers?

Theoretical Framework

Teaching Career Acceptance

Teaching career acceptance, as a key construct in educational and human resource management literature, refers to the process by which individuals choose and remain in the teaching profession for personal, social, and organizational reasons (Amobi, 2003). It overlaps with career orientation, job-person fit, and professional identity. Holland's career choice theory emphasizes the congruence between personality type and work environment in shaping satisfaction and career choice (Bariga, Salameh, & Ayoubi, 2023). Similarly, the professional identity dynamics approach underscores the importance of early educational experiences and social interactions in fostering positive attitudes toward teaching (Zhou, Slemp, & Vella-Brodrick, 2024).

Quality of Life

Quality of life refers to an individual's subjective evaluation of their position in life within the context of personal goals and values, encompassing both subjective and objective dimensions such as physical and mental health, autonomy, and social interactions (Arabaci & Deveci, 2022). Expectancy-Value Theory posits that individuals' motivation to enter and remain in a profession depends on their expectations of success and the value they assign to its outcomes (Damani et al., 2021). In educational settings with favorable quality of life, the perceived value of teaching increases, leading to more stable career acceptance (Ghavami Rad et al., 2015).

Recent studies reinforce this perspective. Modarresi et al. (2025), drawing on Social Capital Theory, demonstrated that positive interactions and supportive networks in educational environments enhance teachers' career attitudes and professional motivation. Assaf and Antoun (2024) found that job satisfaction positively correlates with quality of life and teaching acceptance among Lebanese teachers. Dotta et al. (2024), in a systematic review,



identified economic conditions, external opportunities, and alternative career paths as critical determinants of teaching career choice. Garmabi and Seyedi-Niasar (2023) showed that improving livelihood conditions, in-service training, and organizational participation enhance teachers' quality of life and career acceptance. Kashani and Shafieifar (2023) reported that positive quality of life during teacher training directly influences future professional attitudes. Mahmoudi et al. (2021) highlighted the role of financial, psychological, and educational support during training in sustaining teaching career acceptance post-graduation.

Methodology

This study was applicable research in purpose, quantitative in nature, and descriptive-correlational in design. The statistical population comprised all student-teachers at Farhangian University in East Azerbaijan Province (Allameh Tabataba'i and Al-Zahra campuses), totaling approximately 5,000 individuals. Using Krejcie and Morgan's table, a sample size of 500 was determined and selected through simple random sampling. Data were collected using two standardized questionnaires: Richardson and Watt's (2006) Teaching Career Choice Questionnaire, and Ainley and Bourke's (1992) Quality of Life Questionnaire.

Findings

Structural equation modeling using PLS-SEM (Smart-PLS v3) revealed a positive and significant relationship between quality of life and teaching career acceptance. Specifically, overall satisfaction and achievement dimensions significantly predicted career acceptance, while the opportunity dimension did not exert a meaningful effect. Overall, favorable quality of life, satisfaction with living conditions, and academic success emerged as key drivers of motivation and commitment to teaching.

Conclusion

This study examined the relationship between quality of life and teaching career acceptance among student-teachers at Farhangian University. Findings confirmed that quality of life, particularly overall satisfaction and achievement, positively and significantly influences career acceptance, whereas the opportunity dimension was non-significant. These results align with prior studies of Modarresi et al. (2025); Assaf & Antoun (2024); Kashani & Shafieifar (2023); and Mahmoudi et al. (2021), underscoring the importance of satisfaction and achievement in career choice and persistence, consistent with psychological and expectancy-value theories. Within the context of Farhangian University, where employment is guaranteed, internal factors such as well-being, satisfaction, and self-efficacy outweigh external opportunities in shaping career decisions. Educational policy should therefore prioritize enhancing psychological health, supportive environments, teaching skills, and resilience among student-teachers. Ultimately, improving quality of life can strengthen acceptance and sustained commitment to teaching, fostering the preparation of capable and dedicated educators. It is recommended that Farhangian University prioritize welfare and educational programs aimed at improving students' living conditions and mental health, thereby ensuring higher-quality instruction and long-term retention in the teaching profession.