



The Role of Value and Job Enthusiasm in the Flexibility of Female Teachers in Exceptional Schools

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Abstract

Exceptional school teachers are doubly important because of their working relationship with students with special needs. This study was aimed to determine the effect of job value and job enthusiasm on the flexibility of female teachers in exceptional schools in Sari. This research is applied in terms of purpose and it has used the quantitative research approach and survey strategy and descriptive, correlation and multiple linear regression methods. The statistical population of the study consists of female teachers of exceptional schools in Sari who were serving in 1400-1401, whose number is 109 people. Using Cochran's formula, 52 people were selected as a simple random sample. Data collection tools are three questionnaires: job value, Job enthusiasm and emotional flexibility. Data were analyzed by *Pearson* correlation methods and multiple linear regression in SPSS software version 25. Findings showed that job values did not have a significant effect on emotional flexibility but Job enthusiasm had a significant effect and had a direct linear relationship with each other ($r = 0.859$). The results of multiple regression showed that Job enthusiasm as a predictor variable was able to significantly predict emotional flexibility and explain 73% of the variance.

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Introduction:

Values can be considered as the basic beliefs of individuals and groups and are a set of do's and don'ts that guide their actions and is the reference to the judgments that they make about themselves and others. Values are the basis of attitudes, motivations and behaviors and the basis of a society's basic assumptions. Understanding these values makes the nature of attitudes, activities and behaviors recognizable (*Heidari, Mohammadi, 1396*). Although topics related to work values and related literature are developing, there is no agreement among researchers in this field on the definition of work values. *Li*, for example, considers the work values as a goal that a person pursues in search of his/her desired needs. The main issue in the above definition is value and it should be noted that values in different societies and cultures may be different and the root of these values is in the basic beliefs that will affect attitudes, individual behavior and even organizational performance (*Zarei Matin, 1388*).

In line with the general trend towards positive psychology, job enthusiasm was introduced and considered as a concept in contrast to job burnout. Employees with high job enthusiasm feel more empowered and have a more effective relationship with their work (*Pourabbas, Abedi and Baghban, 1392*). Job enthusiasm is one of the concepts of positivist psychology in the field of job and is the most prominent positive organizational concept. Job enthusiasm is recognized with energy, positive feelings and emotions of a person while working, interest in work and a strong feeling and, in a way, indicates the effective relationship of the person with his/her work (*Albrecht & Bakker, 2018*). Job enthusiasm has three dimensions including strength, attraction, and self-sacrifice (*Schaufeli, Salanova, Gonzalez-Roma, & Bakker*). The strong dimension refers to the great effort that a person puts into his work and insists on difficult situations.

The concept of attraction refers to the degree to which a person is focused and immersed in doing work so that it becomes difficult for him/her to quit work. The third dimension of job enthusiasm is the concept of self-sacrifice, which is characterized by severe psychological conflict with one's work, which is a combination of a sense of meaning, enthusiastic and challenge (*Mousavi, 1399*).

Psychological flexibility is defined as the ability to do something in the present moment in accordance with personal values (*Mirkohan, Taklavi & Kazemi, 1400*). In another definition, cognitive flexibility is defined as the way a person thinks in challenging life situations, i.e. the person is able to be flexible in the way of thinking along with the changes and challenges of life and can change his thinking to adapt to the new challenges and situations.

It can be said that education department is one of the basic pillars of human society and its most important goal is the education of children and adolescents in every society by teachers and administrators. Achieving such an important goal requires having enthusiastic and motivated teachers (*Ghadampour, Mansouri and Bakdeli Nasrabad, 1396*). However, some researchers have described the school work setting as stressful and have stated that this stress is more for exceptional school teachers and consequently their job burnout is higher so that it can be said that the physical and mental burnout of exceptional school teachers is significantly higher than normal school teachers (*Mehrabizadeh, Atash Afrooz, Shahni Yilagh and Rezaei, 1392*). *Liu & Ramsy* showed that female teachers experience more stress than their male counterparts and as a result their job satisfaction is lower (*Liu and Ramsy, 2008*). In the present era, considering the movement of organizations towards the positive aspects of the organization instead of the negative aspects, it is important to

pay attention to this issue in the education system, especially in exceptional schools.

Theoretical Foundations of Research

Job value: The values of society are those factors and elements that are desirable to most people in that society and are desired by them. Values change over time, in other words, the importance and validity of values decreases and may over time give way to other values or, conversely, their importance and credibility increase and manifest as a high value (Heidari, Mohammadi Moghaddam, 1396). Fitter developed a definition of job value in 1982, which is a class of motivations used as performance standards to motivate thoughts and activities related to career development. Brown (2002) considers job values as satisfactory outcomes that people expect to achieve through engaging in their job. In general, it can be said that job values are the standards of evaluation related to the job or work setting that people recognize what is right. In other words, work values are a spectrum from moral to preference. That is, one end of the spectrum is moral that has standards for distinguishing between good and bad, and the other end of spectrum is the preferences that do not include good and bad (Khanifar, Zarei Matin and Hassanzadeh, 1391). It is very important to note that values may be different in different societies and cultures because the source of values are the basic beliefs and these values affect the attitude, individual behavior and organizational performance of the individual (Zarei Matin, 1388).

Employees' job values constitute their perceptions and preferences, which influence employees' attitudes and behaviors, and create employees' desires and demands that they want to fulfill through work (Khairandish, Bakhshandeh & Shabani, 1397). Values are as fundamental as wishes, and in fact job values reflect how people

think about jobs, which includes things that are important in both life and work.

Job enthusiasm: Nowadays, organizations need committed and enthusiastic employees. If employees in the organization work with motivation and feel a sense of belonging to their job and organization, and generally have the necessary and sufficient enthusiasm for their job, not only will organizations be more successful in achieving their predetermined goals, but also the community is also lively. Job enthusiasm, by emphasizing the involvement of employees' minds and feelings with their jobs, tries to provide a favorable setting for employees and thus seeks to gain a competitive advantage for the organization (Adel Babolan, Moeini Kia, Sahebdel and Foroughi, 1400).

Job enthusiasm is a concept that has entered the organizational debate in recent years and not more than two decades have passed since its emergence. Kahn was the first to introduce the concept of job enthusiasm into the workplace literature in the 1990s. He defines a person's job enthusiasm to use all his existence and ability to play job and work roles. In this case, people express and use all their physical, cognitive and emotional dimensions in playing a role. Job enthusiasm leads to increase employees' morale and boldness. According to Kahn, the individual and the role have interactions so that the individual consumes his/her energy and power for behaviors in the role, and secondly expresses himself/herself within the role (Abbaszadeh Sohran, 1400).

Schaufeli et.al (2002) developed a definition of job enthusiasm that is now the most commonly used definition. According to their definition, a person's job enthusiasm is a positive and satisfactory mental state in relation to his/her job, in which case the person has a strong feeling and an effective connection with his/her job and considers himself/herself as a person capable to respond to job demands. They also stated that this enthusiasm

is more than a transient emotion, it refers to a steady state that focuses on a particular subject or behavior. In other words, it can be said that job enthusiasm is a positive mental state to do the job correctly and completely and bring it to an end (Schaufeli et al., 2002). Nowadays, most educational psychologists believe that although it is important to pay attention to physical settings in education, emotional and motivational settings also play an important role in this process, and therefore emotional and motivational settings with enthusiastic teachers should be given priority of educational goals (Pourheidar, Samari, Hassani and Morteza Nejad, 1400). Job enthusiasm leads to create cohesion and unity among the employees of the organization, which means achieving the desired results for both employees and the organization (Kord and Mahmoudi, 1398).

Employee job enthusiasm consists of three aspects: cognitive, emotional and behavioral. The cognitive aspect refers to an individual's beliefs about the organization, managers, and work conditions; the emotional aspect relates to how the individual feels and attitudes toward the organization, managers, and working conditions ,and ultimately, the behavioral aspect of job enthusiasm is a factor that involves a person's conscious and at the same time voluntary efforts to increase the level of their job enthusiasm, which leads to do tasks with more interest and less time wasted, and also creates added value for the organization (Peterson & Zimmerman, 2004).

Job enthusiasm has three dimensions, which are:

Strength: With a high level of mental strength and flexibility while working, enthusiasm causes to hard work and perseverance in the face of work problems. Employees who have high enthusiasm about work are more motivated about their job and will be more resistance when faced with work

problems. This dimension is conceptually similar to intrinsic motivation.

Attraction: It is defined as a person's great attention to work and hard separation from work, the rapid pass of time, forgetting everything around him/her while doing work. Some researchers have expressed that the experience of being attracted to work is similar to the experience of enthusiasm. Job enthusiasm is considered to be a state of mind in which a person is deeply immersed in his/her work and everything other than doing the work is insignificant to him/her.

Self-sacrifice: It is referred to a sense of meaningfulness of work, having a sense of enthusiasm and pride in doing work. This dimension of job enthusiasm is a severe psychological conflict of employees in the workplace and is described as a combination of the feeling of challenging work and is conceptually similar to job attachment (Zia al-Dini and Ramezani Ghavamabadi, 1392).

Emotional flexibility: Some researchers have divided the theory of mind into two parts: emotional and cognitive. These researchers have considered emotional mind theory as the mental ability to identify the feelings, emotions, and excitements of others, and psychological theory as the cognitive understanding of other people's points of view, thoughts, and beliefs (Kalbe, Grabenhorst, Brand, Kessler, Hilker&Markowitsch, 2007). According to the above division, it can be said that flexibility can be divided into two parts: emotional flexibility and cognitive flexibility. Cognitive flexibility is the ability to create or reconstruct personal information in a variety of ways to meet situational needs. In fact, it can be said that cognitive flexibility is a kind of administrative function that refers to the simultaneous consideration of several concepts or tasks and distinguishing between them in response to

settingal changes (Lindner, Carlbring, Flodman, Hebert, Poysti, Hagkvist, Johansson, Westin, Berger & Andersson, 2016).

Emotional flexibility is a central concept for the term “Acceptant and Commitment Therapy”, which is a grounded and applied theory based on relational framework theory, developed and developed by Steven Hayes et.al in the late 1990s (Brassey, van Witteloostuijn, Huszka, Silberzahn & van Dam, 2020).

One of the characteristics of everyday life is that people have to adapt to potentially and actually changing circumstances. Because these changes naturally involve changes between positive and negative contexts, successful adjustment requires flexibility at the emotional level (Meesters, Vancleef & Peters, 2018). Emotional flexibility is defined as the ability to flexibly adjust emotions to the context, and retrieve the initial emotional response when the context changes, thereby creates the best possible adaptation to an ever-changing setting (Beshai, Prentice & Huang, 2018). Emotional flexibility also refers to the flexible use of different emotion regulation strategies that are tailored to the situation, and is consistent when this flexibility increases the chances of achieving related personal goals (Aldao, Sheppes, & Gross, 2015). Hence, emotional flexibility is essential for adequate regulation of emotions (Misters et al., 2018).

Exceptional Schools

One of the most important organizations that plays a key role in any country is the Education Organization and one of the elements that play a key role in the development of these organizations are teachers who are motivated and effective, teachers who, as the main element of the teaching-learning process, are able to ensure the effectiveness of the country's educational system with a high level of motivation, morale and enthusiasm. One of the topics that have been

considered by researchers in the field of education is the identification and study of various factors affecting the job performance of teachers, because the factors affecting the performance of students that are a consequence of teacher performance can be examined with proper cognition (Mousavi, 1399). Organizations that can perform their duties efficiently and effectively pave the way for the community to achieve progress and development. In this area, educational organizations have a special priority and the teacher has a vital role in fulfilling the mission of such organizations. Manpower is the most important factor in the formation and success of educational organizations. It can be said that the quality and performance of organizations depends on the performance of its human resources. The teacher community is an organizational community whose impact and relationship with other organizations and macro policies (economic, political, social and cultural) is not hidden from anyone. Exceptional school teachers experience special working conditions due to their work relationship with students with special needs who have problems such as mental, visual, auditory, motor disabilities, and in some cases a combination of these disabilities (Ebrahimi, Arjmandnia and Afrooz, 1396). The role of teachers as one of the important strata in the upbringing of future generations of society is significant and relevant managers and officials should pay attention to their survival. In fact, one of the first steps in recognizing teacher retention problems for both policymakers and education administrators is to understand the factors that teachers expect. Some research has shown that one of the issues that is less considered in educational policies is the importance of maintaining and paying attention to their tendencies to stay or leave the service, which requires special attention in the case of exceptional school teachers (Abbaszadeh, 1400).

Most principals say that employees' lack of job enthusiasm is one of the biggest threats to their organizations, and this is more common in exceptional schools. As teachers of exceptional schools face many difficulties in performing their duties and communicating with exceptional children, they will face more work stress, which in turn can reduce job enthusiasm and emotional flexibility and increase the likelihood of leaving their jobs (Kordi and Nastizaii, 1394). The teacher of exceptional schools, who has the important and serious mission of educating exceptional students, despite all the difficulties and hardships, is the most important and effective factor in educating these students. Education of such students, due to their special characteristics, in addition to great patience and application of new scientific findings, requires enthusiasm and flexibility to be able to provide appropriate educational, upbringing and rehabilitation services to these dear students (Ghorbanian, Taghipour Zahir, Zamani Moghadam and Ardalan, 1399).

Today, human resources are more important than other organizational resources. As most economists believe that human resources play the most important role in the process of economic and social development of a country and have an impact on national development (Tabarbaee, Bastan, Shayganfard and Behrozi, 2014). Not only financial and technological resources are an advantage for an organization, but also the capable human resources that is both a competitive advantage of the organization and can cover the lack of other resources (Mir Kamkali et al., 2015). This is doubly important in exceptional schools, and education administrators, especially exceptional school principals and other relevant authorities should consider this important issue in their planning and decision-making.

Due to the high position of education in society and the need for knowledgeable and capable

teachers for this, and especially the issue of education of exceptional students, the issue of exceptional teachers becomes doubly important. It can be said that the emotional flexibility of teachers in exceptional schools has a decisive role in educating their students. Therefore, recognizing flexibility and its relationship with value and job enthusiasm is important that can affect the quality of teachers' work and proper planning of relevant officials. Given that no research has been done so far on the effect of job value and enthusiasm on the emotional flexibility of teachers in exceptional schools, the present study can develop our knowledge and awareness in this field.

Research Background: " Kordi and Nastizaii, " in a study examined the relationship between servant leadership and organizational learning with the job enthusiasm of exceptional school teachers and showed that both servant leadership and organizational learning have a positive and significant relationship with the job enthusiasm of exceptional school teachers. (Kordi and Nastizaii, 1394). In a study conducted by Ghadampour et.al, they examined the effect of social support in predicting the job enthusiasm of female teachers in exceptional primary schools in Ahvaz and their findings showed that social support for female teachers in exceptional schools plays a significant role in increasing job enthusiasm (Ghadampour et al.1396).

In a study defining and interpreting emotional flexibility, Beshai, et.al showed that depressive symptoms and negative cognitions related to depression have a significant negative correlation with emotional flexibility (Beshai et al., 2018). Research by Brasi et.al has shown that improving emotional flexibility in clinical settings is very effective in treating depression, anxiety and chronic pain (Brasi et al, 2020).

In a study conducted by Abbaszadeh Sohron, he examined the effect of job enthusiasm and

organizational maturity on teacher retention and concluded that job enthusiasm and organizational maturity had a significant effect (Abbaszadeh Sohron, 1400). In a study conducted by Adel Babolan et.al, the role of school culture and organizational creativity on the job enthusiasm of primary school teachers in Ardabil was examined and showed that school culture and organizational creativity have the ability to predict job enthusiasm (Adel Babolan et al,1400).

In a study by Mirkohan et.al, the effectiveness of acceptance and commitment therapy on

emotional self-control, emotional flexibility, and the value of women’s life of obsession with shopping showed that acceptance and commitment therapy increased their emotional self-control, emotional flexibility, and value in life (Mirkohan et al, 1400).

According to the theoretical foundations and research background, it can be said that job value and job enthusiasm potentially affect the emotional flexibility of female teachers in exceptional schools, and based on this, a conceptual model was designed according to Figure 3.

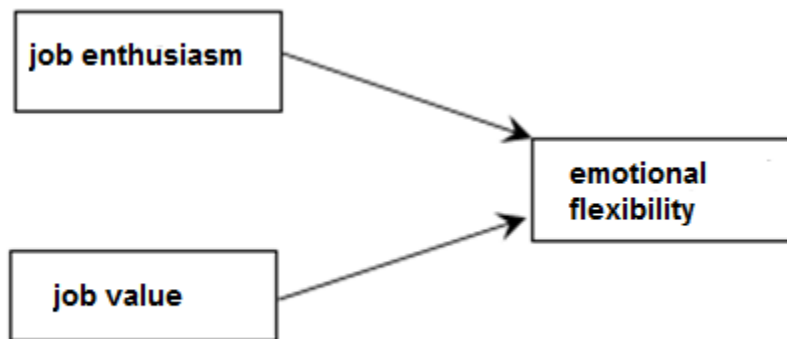


Figure 1- Conceptual model of research

Based on the above conceptual model, the hypotheses of this research are formulated as follows:

Hypothesis 1: Job values affect the emotional flexibility of female teachers in exceptional schools.

Hypothesis 2: Job enthusiasm affects the emotional flexibility of female teachers in exceptional schools.

Research Methodology: One of the most important tasks in research is to choose the method of conducting research. Choosing the right research method to find out the facts is very important.

Research is fundamental, practical, and developmental, taking into account users and key orientations. According to the audience of the research, since this research seeks to identify the effect of job value and job enthusiasm on job flexibility, this research can be considered practical. Also, in terms of the purpose of this research, it is among the exploratory researches, because this research has been performed with the aim of creating an overview of the conditions of emotional flexibility. This study is also a cross-sectional study in terms of time due to its nature and method of data collection. According to the

hypotheses presented in this study, it has been used the quantitative research approach, survey strategy, descriptive methods, correlation and multiple linear regression. The statistical population of this study is female teachers of special schools in Sari, who worked in the academic year 1401-1400. There are 109 female teachers. By Cochran's formula, the sample size was 52 people. By referring to Department of Education of Sari, a list of personal characteristics of these 109 female teachers was prepared and was used as a sampling framework. Using SPSS software, 52 people were randomly selected from the sampling framework and the relevant questionnaires were provided to them.

Measurement tool: To measure the research variables, three questionnaires were used, which are as follows.

Job Value Questionnaire: Job value questionnaire was developed by Bobek & Gore (2001) in order to be used online by individuals in the job search guide program through computer. In this test, 22 job values are presented and the subject must determine the importance of these values in a 4-point Likert scale (from 0 (I do not want) to 3 (it is very important)). The purpose of this questionnaire is to identify job values that are important to individuals. Twenty-two specific values are classified into 4 groups: job setting, job duties, job preparation and job opportunities. Scores on this scale range from 0 to 66. The cut-off point is 33. Based on the cut-off point, the high cut-

off scores are good and the low cut-off points are poor.

Bakker & Leiter Job enthusiasm questionnaire: This questionnaire has 20 questions, each of which includes four options. Option (strongly disagree) has 1 point, option (disagree) has 2 points, option (agree) has 3 points and option (strongly agree) has 4 points. Scores on this scale range from 20 to 80. The cut-off point of 50 and above is for people with strong job enthusiasm.

Emotional Flexibility Questionnaire (EFQ): This questionnaire was designed by Taghizadeh and Mohebbipour (1396) and its indicators were examined. This questionnaire is a short 20-item self-report tool designed to measure people's emotional flexibility. Answers are measured on a 4-point Likert scale of 1 (very low) to 4 (very high). Scores on this scale range from 20 to 80. The cut-off point of this scale is 50. Based on the cut-off point, the high cut-off points are good and the low cut-off points are poor.

Validity and reliability: Due to the fact that the three questionnaires used in this study are standard questionnaires, their validity has been reviewed and approved, but it has been approved for review of face and content validity through consultation with experts and university professors. The reliability of the questionnaire was assessed using Cronbach's alpha coefficient, which the results are shown in Table 3.

Table 1- Cronbach's alpha values for research variables

| <i>variable</i> | Items No. | <i>Cronbach's alpha</i> | reliability |
|-----------------------|-----------|-------------------------|-------------|
| Job values | 22 | 0.830 | Very good |
| Job enthusiasm | 20 | 0.943 | Very good |
| Emotional flexibility | 20 | 0.918 | Very good |

Findings: The results of descriptive statistics on demographic variables show that in terms of marriage, 14 people (26.9%) are single and 38 people (73.1%) are married. In terms of age composition, 29 people (55.8%) are in the age

range of 28-37 years, 17 people (32.7%) are in the age range of 38-47 and 6 people (11.5%) are in the age range of 48-57. In terms of education, 43 (82.7%) of the sample have a bachelor's degree and 9 (17.3%) have a master's degree.

Table 2 - Statistical indicators for research variables

| <i>variable</i> | Mean | SD | Min | Max | Skewness coefficient |
|-----------------------|-------|------|-----|-----|----------------------|
| Job values | 45.46 | 8.33 | 19 | 66 | -0.188 |
| Job enthusiasm | 63.00 | 9.29 | 40 | 80 | 0.081 |
| Emotional flexibility | 62.46 | 8.96 | 45 | 80 | 0.319 |

Based on Table 2, it can be concluded that the mean of all three research variables is higher than the respective cut points and the values of skewness coefficient also indicate that the distribution of these variables is almost symmetric, but to confirm

these results, the relevant statistical hypotheses have been tested. First, the normality of the distribution of research variables was examined, the results of which can be seen in Table 3.

Table 3 - Results of examining the normality of research variables

| <i>variable</i> | Shapiro-Wilk Statistics | Degrees of freedom | significance level | Results |
|-----------------------|-------------------------|--------------------|--------------------|---------------------|
| Job values | 0.975 | 52 | 0.351 | Normal distribution |
| Job enthusiasm | 0.960 | 52 | 0.081 | Normal distribution |
| Emotional flexibility | 0.965 | 52 | 0.132 | Normal distribution |

The data in Table 3 show that Shapiro-Wilk statistic related to research variables is close to 1 and considering the values of significance level for each variable at 5% significance level, it can be said that the distribution of variables of job values, job

enthusiasm and emotional flexibility is normal. The Student's t test can be used to compare the mean with the cut-off point, which the results are shown in Table 4.

Table 4 - Student t test results to compare research variables with cutting points

| <i>variable</i> | Mean | <i>Student t</i> statistic | Significance level | results |
|-----------------------|-------|----------------------------|--------------------|------------------------------------|
| Job values | 45.46 | 10.785 | 0.000 | Mean larger than the cut-off point |
| Job enthusiasm | 63.00 | 10.090 | 0.000 | Mean larger than the cut-off point |
| Emotional flexibility | 62.46 | 10.028 | 0.000 | Mean larger than the cut-off point |

According to the values of t-student test statistics for each research variable in Table 4, it can be seen that the level of significance for all three variables is less than the significance level of 0.05 and it can be concluded that the mean job values of the sample people are higher than average, Also, the job enthusiasm of the sample people is above average

and their emotional flexibility is above average and higher than the cut-off point.

Pearson correlation coefficient was used to examine the relationship between variables, which the results are shown in Table 5.

Table 5 - Pearson correlation coefficient for research variables

| <i>variable</i> | Job values | Job enthusiasm | Emotional flexibility |
|-----------------------|------------|----------------|-----------------------|
| Job values | 1 | | |
| Job enthusiasm | 0.256 | 1 | |
| Emotional flexibility | 0.256 | 0.859* | 1 |

* Significance of the test at the level of 0.05

As can be seen in Table 5, at the 5% significance level, it can be said that there is a direct linear relationship between job enthusiasm and flexibility, but there is no linear relationship between job values and emotional flexibility.

Multiple linear regression has been used to investigate the predictive role of job value and job enthusiasm for emotional flexibility, which the preliminary model is as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + e$$

Table 6 - Summary of the initial regression model for predicting emotional flexibility

| R Square | Adjusted R Square | Durbin_Watson statistic | F test statistics | significance level |
|----------|-------------------|-------------------------|-------------------|--------------------|
| 0.737 | 0.727 | 1.540 | 68.749 | 0.000* |

* Significance of the test at the level of 0.05

By observing the Fisher test statistics and the corresponding significance level in Table 6, it can be concluded that there is a regression relationship between emotional flexibility as a dependent variable with job value and job enthusiasm as independent variables. It can be seen that the corrected determination coefficient is equal to

0.727, which means that about 73% of the changes in emotional flexibility are explained by the model. Also, considering the value of the Durbin-Watson statistic, which is between 1.5 and 2.5, it can be said that the model is suitable, but regression coefficients should also be considered.

Table 7- Coefficients of the initial regression model for predicting emotional flexibility

| Predictor | Coefficients | T-test statistics | significance level | Inflation variance factor |
|----------------|--------------|-------------------|--------------------|---------------------------|
| Constant value | 10.792 | 2.093 | 0.042* | |
| Job values | -0.016 | -0.197 | 0.312 | 1.07 |
| Job enthusiasm | 0.832 | 11.383 | 0.000* | 1.07 |

* Significance of the test at the level of 0.05

As can be seen in Table 7, the inflation variance factor was used to examine the absence of alignment between the predictor variables. Given that the index is close to 1, it is concluded that the predictor variables are non-linear. In the study of regression coefficients of the initial model, it was seen that the constant number of the model is $\beta_0 = 10.792$ and the coefficient of predictor of job value is $\beta_1 = -0.016$ and the coefficient of predictor of job enthusiasm is $\beta_2 = 0.832$, and according to the

values of t-student test statistics and corresponding significance level values, it can be said that the variable of job enthusiasm plays a role in predicting flexibility, but the variable of job value does not play a role in predicting flexibility and should be removed from the model and the new and final model without the presence of job value variable will be as follows.

$$Y = \beta_0 + \beta_1 X_1 + e$$

Table 8- Summary of the final regression model for predicting emotional flexibility

| R Square | Adjusted R Square | Durbin_Watson statistic | F test statistics | significance level |
|----------|-------------------|-------------------------|-------------------|--------------------|
| 0.737 | 0.732 | .549 | 140.153 | 0.000* |

* Significance of the test at the level of 0.05

By observing the Fisher's test statistics and the corresponding level of significance in Table 8, it can be concluded that there is a regression relationship between emotional flexibility as a dependent variable and job enthusiasm as an independent variable. It can be seen that the corrected determination coefficient is equal to

0.732, which means that about 73% of the changes in emotional flexibility are explained by the model. In addition, according to the value of the Durbin-Watson statistic, which is between 1.5 and 2.5, it can be said that the model is appropriate and there is no sequential autocorrelation between the residual values.

Table 9 - Final regression model coefficients for predicting emotional flexibility

| Predictor | Coefficients | T-test statistics | Significance level | Inflation variance factor |
|----------------|--------------|-------------------|--------------------|---------------------------|
| Constant value | 10.295 | 2.312 | 0.025* | |
| Job enthusiasm | 0.828 | 11.839 | 0.000* | 1.0 |

* Significance of the test at the level of 0.05

As can be seen in Table 9, in the study of regression coefficients of the final model, it was seen that the value of the constant number of the model is $\beta_0 = 10.295$ and the coefficient of

predictor variable of job enthusiasm is $\beta_1 = 0.828$. It can be said that the variable of job enthusiasm plays a

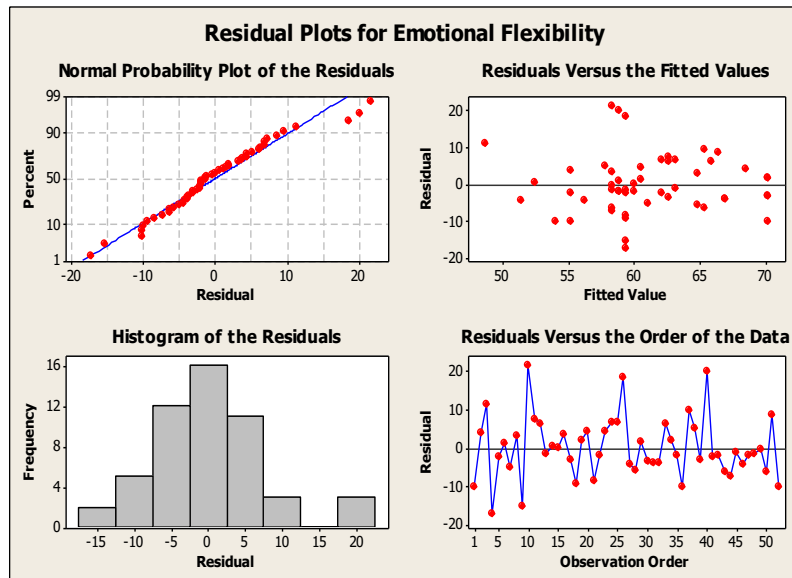


Figure 2- Four diagnostic charts

role in predicting flexibility according to the values of t-student test and the corresponding significance level and it can be predicted that by increasing one job enthusiasm of teachers in exceptional schools in Sari, their flexibility will increase to 95% confidence by 0.828%.

By observing the four diagnostic diagrams in Figure 2, it can be concluded that the assumptions of the regression model are established, that is, the residuals of the model (1) have a normal distribution (2) are variance (3) are not self-correlated and the model is appropriate.

Discussion and conclusion

Hypothesis 1: The results of the present study showed that job values have no significant relationship with emotional flexibility of female teachers in exceptional schools of sari and job values do not have the ability to predict emotional flexibility. This issue is inferred by observing the results listed in Tables 5 and 7.

Hypothesis 2: The results of the present study showed that job enthusiasm as a significant relationship with emotional flexibility of female

teachers in exceptional schools of Sari and this relationship is direct and job enthusiasm can predict emotional flexibility. This can be deduced by looking at the results listed in Tables 5, 7 and 9. Confirmation of the effect of job enthusiasm on the emotional flexibility of female teachers in exceptional schools of Sari is in line with research findings such as Abbaszadeh Sohran (1400) on the direct and significant effect of job enthusiasm on teacher retention in schools. It is also consistent with the results of Adel Babolan et.al (1400) on the relationship between job enthusiasm and organizational performance of primary school teachers and with the results of Ebrahimi et al (1396) on the direct relationship between positive psychology interventions and job satisfaction of school exceptional teachers.

The results of this study are consistent with the results of Rahimi Kalva and Kazemzadeh (1397) and Ghadampour et al (1396). Explaining this finding, it can be said that a teacher who has high job enthusiasm is expected to have more emotional flexibility, so if the goal is to increase teachers' flexibility, one of the solutions is to increase their

job enthusiasm, i.e. if exceptional school officials can attract teachers with high job enthusiasm or think of arrangements that increase the enthusiasm of teachers in exceptional schools and following that, the emotional flexibility of these teachers in exceptional schools increases and leads to improve their efficiency and performance. In this regard, the officials and managers of exceptional schools at the national and provincial levels are suggested to provide the necessary conditions to increase teachers' job enthusiasm, which includes three dimensions of strength, attraction and self-sacrifice, which it is expected that job enthusiasm and consequently flexibility will increase due to the availability of job resources (Pour Abbas et al. 1399). Factors such as scientific evaluation of teachers, payment of fair salaries and benefits, organizational justice, organizational discipline, promotion and development of teachers' professions, teachers participation in planning and decision-making of exceptional schools, delegating authority to teachers, continuous communication of principals and officials of exceptional education with teachers and health and safety of school environment can increase job motivation and consequently increase teachers' flexibility, which increases efficiency. It can increase job motivation and consequently increase teachers' flexibility. Increasing efficiency and effectiveness can be one of its most important achievements (Ahmadi Nik, Shojaei and Romani, 2021). Regarding to these cases suggested that every year in the discussion of increasing the salaries of teachers in exceptional schools, the issue of their hard work be seen more than other teachers. Use the professional perspective and experience of these teachers in planning and decision-making, scientific conferences with the participation of teachers and officials of exceptional education as well as university professors with the aim of synergy of knowledge and application of knowledge in the

education of exceptional children and pay more attention to the environment of special schools in terms of physical and welfare and health facilities.

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Ethical considerations

During the implementation of this research and the preparation of the article, all national laws and principles of professional ethics related to the subject of research, including the rights of statistical community, organizations and institutions, as well as authors and writers have been observed. Adherence to the principles of research ethics in the present study was observed and consent forms were consciously completed by all statistical community.

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Conflict of interest

According to the authors of the present article, there was no conflict of interest.

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