

## Modeling the Impact of Social Intelligence on Teachers' Quality of Life by Explaining the Role of Risk Management

Masoumeh Nazemi<sup>1</sup>, Kioumars Niaz Azari<sup>2\*</sup>, Negin Jabari<sup>3</sup>

1. Department of Educational Management, Gorgan branch, Islamic Azad University, Gorgan, Iran.

2. Department of Educational Management, Gorgan branch, Islamic Azad University, Gorgan, Iran.

3. Department of Educational Management, Gorgan branch, Islamic Azad University, Gorgan, Iran.

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### Abstract

**Purpose:** The purpose of the present study was to present a model of the effect of social intelligence on teachers' quality of life by explaining the role of risk management. The research method was mixed and implemented with two types of qualitative and quantitative approaches.

**Methodology:** The present study was a mixed (qualitative-quantitative) analysis. The statistical population of the present study included all teachers of North Khorasan province in the academic year of 2018-19. Based on this, 10 of them were selected with the criteria of over 15 years' experience in educational management and doctorate level and were selected as the sample of the study. The statistical population was 13,800 in the North Khorasan Province Education Department. The statistical sample of the study was 400 people using quantitative Morgan table. In the qualitative part of the study, interview questions were formulated and 10 in-depth expert interviews were conducted with educational experts in the field of educational management. Then, using qualitative theme analysis, the main concepts of index extraction and coding were performed. In the quantitative part of the research, the effect of social intelligence on teacher quality of life was explained by explaining the role of risk management by using interpretive structural modeling method.

**Findings:** The findings of the present study showed that "social intelligence" had an impact on "quality of life" and also social health mediated the relationship between social intelligence and quality of life.

**Conclusion:** Teachers with high social intelligence establish very good social relationships with influential and important people, and this is precisely why their risk-taking on different subject's increases.

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\* Corresponding Author Email: [k.niazazari@gmail.com](mailto:k.niazazari@gmail.com)

## 1. Introduction

Nowadays, as societies become more complex and social issues become more complex, teachers face more challenges than in previous years, which can lead to loss of quality and improvement of teachers' professional life (Shedfar, 2018). One of the most important intrinsic variables affecting the teacher is the quality of life (Sean Moore et al., 2017). Research has shown that the higher the quality of life, the greater the range of opportunities and job performance and interest in it (Borse Rangel, 2015). Many factors affect people's quality of life, including social intelligence and social health. Quality of life is the amount of physical, psychological and social well-being perceived by individuals and the degree of satisfaction with life's blessings (Salimzadeh et al., 2007: 288). Quality of life is a multifaceted and complex concept, but it is definable and measurable (Lee, 2008).

The World Health Organization defines the quality of life as the individual's perception of his or her position in life with regard to the cultural, value, and individual goals (Alborzi & Alborzi, 2006: 322). To examine the quality of life in society, researchers from various disciplines, including psychology, management, economics, education, and political science, have participated in this field, but these studies differ in many respects. So far, there is no comprehensive framework for the study of quality of life in a unified, holistic way, based on physical, spatial, and social indicators (Rezvani et al., 2008: 37). Vising & vanrun (1982) quoted Zanjani Tabasi (2004) as describing the quality of life as a total psychological well-being that is characterized by a sense of cohesion and consistency in life, emotional balance and overall life satisfaction. They emphasized that psychological well-being is a multidimensional construct and is: 1- affective: positive emotion; 2- cognition: understandable and controllable life; 3- behavior: interest in work and satisfaction; 4- self-concept: ability to prove oneself, and 5- interpersonal relationships: Social equilibrium emerges (Zanjani Tabasi, 2004: 34). Knowledge of quality of life including self-acceptance, purpose in life, personal growth, mastery of the environment, autonomy, and positive relationships with others (Ryff & Singer, 1989) The concept of quality of life is deeply rooted in In this respect, there is no unified view of the causes and effects, such as health as an indicator of health. Attention has been living in different patterns and other environmental quality Patterns determine health as acting-out (Beaudoin, 2003: 107). The World Health Organization defines the quality of life as a person's perception of his or her position in life with regard to the cultural, value, and individual goals (Kampl et al. 2003). WHO indicators include a broad range of concepts related to physical health, psychological status, levels of independence, social relationships, personal beliefs, and the relationship of these issues to the characteristics of a relaxed environment (WHO, 1999).

**Personal Satisfaction:** If one area is considered to be the most important area of quality of life, that area is the general satisfaction of one's life. **Factors of the physical environment:** The standard of the physical environment is one of the most important factors in quality of life research. Quality of life is assessed by area of housing, presence or absence of basic amenities such as indoor toilet, hot water, home heating and so on. **Social Environment Factors:** Family and community support networks are one of the fundamental aspects of the social environment. This highlights the importance of social and family networks and has attracted the attention of social care policymakers. **Socioeconomic Factors:** Given the global consumption culture and the response of individuals to this culture, income and wealth are considered to be key factors affecting the quality of life of individuals. This means that the list of basic necessities of life is growing. **Cultural Factors:** In the social sciences, we identify and examine cultural differences stemming from different social bases according to age, sex, class status, ethnic and religious background. **Health Factors** Disability and illness are described as features of future life and death as a definite event. There was a significant relationship between physical health, functional ability and mental health with quality of life. **Personality Factors:** Personality factors indirectly affect people's quality of life through impact on mental health. **Personal Independence Factors:** Personal independence factors are related to personality factors but independent of the physical and social environment. Individual independence factors include the ability

to make decisions, to control oneself, to control or discuss the physical and social environment that they belong to (Corner et al., 2015).

The basic framework of quality of life indicators is shaped by social, economic, physical, and individual characteristics, but health and environmental impacts are also important in studies of quality of life (Fryback, 2010: 2). Social intelligence includes effective communication skills, maintaining and expanding these relationships. Social intelligence can be strengthened just like emotional intelligence. That is, it can be reinforced by education, but the important point is that it is better to reinforce one's emotional intelligence before reinforcing it (Seif, 2010: 231). According to Buzan, social intelligence consists of eight factors. 1- Reading the minds of people and recognizing individuals using physical symptoms and verbal and nonverbal communication, 2- Active listening skills, 3- Being social, 4- Influencing others 5- Being active in social contexts 6- Consulting and solving socially problematic 7- Encouraging 8- Understanding how behaviors in different social contexts (Dogan & Cetin, 2014) Risk in the general sense is negative. Resulting from a vulnerability considering the "probability" of occurrence and its "effect" on the processes of a system (C Arthur Williams, 2016). Risk management is the process of identifying, evaluating, and controlling potential risks that are potentially damaging or unchanging in the status quo. Risk management manages the risks by controlling them and financing the damages that have occurred despite the damage control efforts (Gary et al., 1988).

There is no doubt that the facts, the objective conditions of society, and the material status of one's life also play a decisive role in the quality of life, but one should be aware that one lives on the basis of their mental image of reality, not reality itself, and its behavior is influenced by mental perceptions. That is true. These perceptions and perceptions do not necessarily correspond to reality. Also, each person's mental image and perception of a given reality differs from another. Accordingly, the selection of these variables to measure in this study is not a measure of the total quality of life in society, but an attempt to explain a small share of quality of life in North Khorasan. The present study, with an interpretive approach, sought to examine how teachers' perceptions of their livelihoods, dignity, and quality of life were viewed with regard to the role of social intelligence. Today, the issue of quality of life for society is one of the basic prerequisites for development and one of the most important areas of study in different countries, due to its increasing importance, it is an effective tool in managing and planning development and humanitarian issues of societies (Hornoquist, 1982). The concept of quality of life has witnessed widespread advances in the field of methodological debates and theoretical approaches in recent years. This concept was first introduced to examine the lives of people with specific problems, but later expanded to include other ordinary citizens, eventually focusing on consumer and consumer market studies (Santos, 2007: 413).

Solving social problems has long been an important issue for sociologists and social researchers. Many social problems are rooted in people's way of life and thinking. In this study, we tried to measure individuals' social intelligence by identifying people's way of thinking and thinking to determine their quality of life in relation to their social intelligence. Social intelligence refers to the individual's abilities that enable the creation of appropriate social relationships (Emmons, 2000: 13). Social intelligence is the ability to perceive action and act wisely and wisely in relationships with others (Hyde, 2004: 43). The issue of quality of life is closely related to the social intelligence of individuals, and the researcher seeks to examine how teachers' social intelligence is related to their quality of life. One's mindset is an important component of one's quality of life and is influenced by it, and this study seeks to scientifically investigate this relationship. The results of quality of life and social intelligence studies help improve lifestyles, evaluate policies, rank facilities, formulate management strategies and urban and human planning, and facilitate the prioritization of social issues for planners, managers, and officials. This justifies the necessity of doing this research. Quality of life is the most important issue in development, which is one of the basic prerequisites for development. The importance of this research is useful for all institutions and institutions

involved in development issues, as well as for educational institutions and universities. Much work has been done on the quality of life in Iran in the medical field and the share of these studies in the social field has been much less than in the medical field. Most of the theories and empirical studies of the quality of life today are derived from Western societies. In recent years, articles in this field have been published in scientific journals at home and abroad (Mir Shamsi, 2009).

Rahimi pour et al (2014) investigated the role of mediating social intelligence with psychological well-being and quality of life in Mehriz (Yazd) elderly. The research method was descriptive and correlational. The statistical population of this study was all elderly people of Mehriz city. 322 elderly people were selected through purposeful sampling. King's Social Intelligence Questionnaire, Diner Life Satisfaction Scale, and Reef Psychological Well-being Questionnaire were used to measure variables. After analyzing the results, there was a significant relationship between psychological well-being and spiritual intelligence, spiritual intelligence and life satisfaction (0.05). Ghaffari & Omid (2008) examined the concept of quality of life in the context of development programs in Iran before and after the Islamic Revolution. The results of this study show that in none of the programs, welfare and social affairs have been promoted to the level of policy making, have been more service-oriented, looked at social issues from an economic perspective, and global patterns have influenced programs before and after the revolution. In a study of social issues and quality of life, Lauer & Lauer (2010) describe the most important social issues that reflect the quality of life in modern societies, with more emphasis on the micro issues of the range of social problems that are individual and thus the differences. Gender, alcoholism, crime and delinquency, aberrations, poverty and racial discrimination are all having the greatest impact on the quality of life. Sasha (2009) conducted a study on health, quality of life and disease in the UK and the results showed that lack of physical activity affected people's daily activities and patients had lower health and quality of life compared to others across the country. In general, people with the disease had a lot of energy lost compared to the general population. Hampel et al (2018) in a Study on the relationship between social anxiety and social intelligence: a latent variable analysis concluded that there was a negative correlation between social anxiety dimensions and aspects of social intelligence (social intelligence understanding, social memory, and social perception). has it. Ishakaki & Rothstein (2018) showed that there is no difference between men and women in the entrepreneurship process based on their social intelligence, and also between the education of individuals and entrepreneurship based on social intelligence not observed. Riley & Cho (2016) found that there was a significant relationship between risk aversion and age, income, wealth, and education. As people's income, wealth, and education increase, their degree of risk-taking will increase. But there is a reverse relationship between age and risk taking.

## 2. Methodology

The present study was a cross-sectional survey based on the purpose of an applied research based on qualitative-quantitative method. The statistical population of the present study included all teachers of North Khorasan province in the academic year of 2018-19. Accordingly, 10 of them were selected with the criteria of over 15 years' experience in educational management and doctoral level and were selected as the sample of the study. The statistical population and the respondents were partially distributed by a researcher-made questionnaire and finally the validity of the model was used by the teachers of the North Khorasan Province, which was 13,800 people. The statistical sample of the study in the quantitative section using Morgan table was 400 people. In the qualitative part and first by presenting research interview questions and interviewee categories tables, a large number of indicators were extracted from the mentioned texts by qualitative research approach. In the following study, coding and identification of the present study were carried out and the indices were extracted using MAXQDA software. Investigating and opposing the intrinsic and extrinsic codes, the motivational codes and the class were added.

Therefore, according to the professors and experts, the initial indices extracted from the interview texts were adjusted to the 20 indices in the table below.

**Table 1.** Main and secondary research Themes

| Main Theme                 | Secondary Theme                         |
|----------------------------|---|
| <b>Social Intelligence</b> | Penetration                             |
|                            | social relations                        |
|                            | Leadership and management               |
|                            | Competence and Social Skills            |
|                            | Individual and group interactions       |
|                            | Interpersonal knowledge                 |
|                            | Effective social functioning            |
| <b>risk management</b>     | Avoid risk                              |
|                            | Ability to control risk                 |
|                            | Psychological risk                      |
|                            | financial risk                          |
|                            | Risk Research and Identification        |
|                            | Family and social risk                  |
|                            | Occupational risk                       |
| <b>Quality of Life</b>     | A sense of job security                 |
|                            | Working conditions and financial status |
|                            | Physical health                         |
|                            | mental health                           |
|                            | Environmental Health                    |
|                            | Job Satisfaction and Income             |

In the qualitative part of the research based on library studies, articles and specialized interviews will identify the indicators of the model of social intelligence impact on teacher's quality of life by explaining the role of risk management. After the qualitative analysis stage, Structural-Interpretive Modeling technique is used to present the model and then Structural Equation Modeling (SEM) technique is used to validate the presented model.

### 3. Findings

In order to determine the relationships and classify the criteria, the set of outputs for each criterion must be extracted from the received matrix. The output set contains the criteria itself and the criteria that affect it. The set of entries contains the criteria themselves and the criteria that affect them. Then the set of two-way relationships of the criteria is identified. Therefore, the "quality of life" variable is a first-level or dependent variable. After identifying the first level variable(s) these variable(s) are deleted and the set of inputs and outputs is calculated without considering the first level variables. The common set is identified and selected as second-level variables according to the output of ISM calculations the second-level "risk management" variable. To determine the third level elements, the second level variables are removed and once again the set of inputs and outputs is calculated without considering the second level variables. According to the output of ISM calculations, "social intelligence" is the third level. Questionnaire was used to measure variables. Therefore, the validity of the questionnaire used must first be confirmed. Confirmatory factor analysis has been used for this purpose. Confirmatory factor analysis evaluates the relationship of items with structures. (Habibi & Adenvar, 2017).

**Table 2.** Summary of acceptance of model fit indices (Schumacker & Lomax, 2010)

| Fit index        | $\chi^2/df$ | SRMR  | RMSEA | GFI  | AGFI | NFI  | NNFI | IFI   |
|------------------|-------------|-------|-------|------|------|------|------|-------|
| Acceptance range | 1-5         | <0.05 | <0.5  | >0.9 | >0.9 | >0.9 | >0.9 | 0 - 1 |

In this study, 5 main factors (hidden variables) and 34 questions (visible variables) were used. Each of these variables is given Q1 to Q34 an index. The observational factor load in all cases is greater than 0.3, indicating that the correlation between hidden variables (dimensions of each of the main constructs) with observable variables is acceptable. At the 5% confidence level, the t-value statistic is greater than 1.96, indicating that the observed correlations are significant.

**Table 3.** Confirmatory factor analysis of research variables measurement scale

| The main structures | Items | Standard operating load | t     | Cronbach's alpha | AVE   | CR    |
|---------------------|-------|-------------------------|-------|------------------|-------|-------|
| Social Intelligence | Q01   | 0/85                    | 21/11 | 0/781            | 0/664 | 0/932 |
|                     | Q02   | 0/69                    | 22/61 |                  |       |       |
|                     | Q03   | 0/86                    | 21/26 |                  |       |       |
|                     | Q04   | 0/85                    | 21/05 |                  |       |       |
|                     | Q05   | 0/85                    | 20/95 |                  |       |       |
|                     | Q06   | 0/80                    | 19/30 |                  |       |       |
|                     | Q07   | 0/79                    | 18/80 |                  |       |       |
| risk management     | Q08   | 0/77                    | 18/16 | 0/851            | 0/625 | 0/920 |
|                     | Q09   | 0/89                    | 22/66 |                  |       |       |
|                     | Q10   | 0/84                    | 20/80 |                  |       |       |
|                     | Q11   | 0/88                    | 22/42 |                  |       |       |
|                     | Q12   | 0/61                    | 23/52 |                  |       |       |
|                     | Q13   | 0/62                    | 23/89 |                  |       |       |
|                     | Q14   | 0/87                    | 21/52 |                  |       |       |
| Quality of Life     | Q20   | 0/81                    | 19/53 | 0/856            | 0/569 | 0/887 |
|                     | Q21   | 0/82                    | 19/67 |                  |       |       |
|                     | Q22   | 0/79                    | 18/71 |                  |       |       |
|                     | Q23   | 0/64                    | 9/02  |                  |       |       |
|                     | Q24   | 0/64                    | 20/44 |                  |       |       |
|                     | Q25   | 0/80                    | 10/93 |                  |       |       |

Cronbach's alpha for all structures was above 0.7 so the reliability of the constructs is optimal. On the other hand, the composite reliability is above 0.7, so the internal reliability of the structures is also reliable. The AVE value of each construct is also above 0.5 so the research structures have good internal validity.

**Table 4.** Summary of the results of the research hypotheses test

| independent variable | The dependent variable | Factor | t    | Result       |
|----------------------|------------------------|--------|------|--------------|
| Social Intelligence  | Quality of Life        | 0/25   | 2/62 | Confirmation |
| risk management      | Quality of Life        | 0/35   | 3/63 | Confirmation |

The normal chi-square index was 1.75 and smaller than 2. The RMSEA and SRMR indices were 0.039 and 0.032 and smaller than 0.05, respectively. GFI, NFI, IFI and NNFI were also greater than 0.9. So the model is well-fitted. Other goodness-of-fit indices are also accepted in the interval. Sobel's statistic was used to test the significance of indirect effects caused by a mediator variable. In all cases, the Sobel test statistic was greater than the critical value of 1.96. Thus the hypothesis of the mediating role of "critical success factors" was accepted. However, the final model of research is as follows.

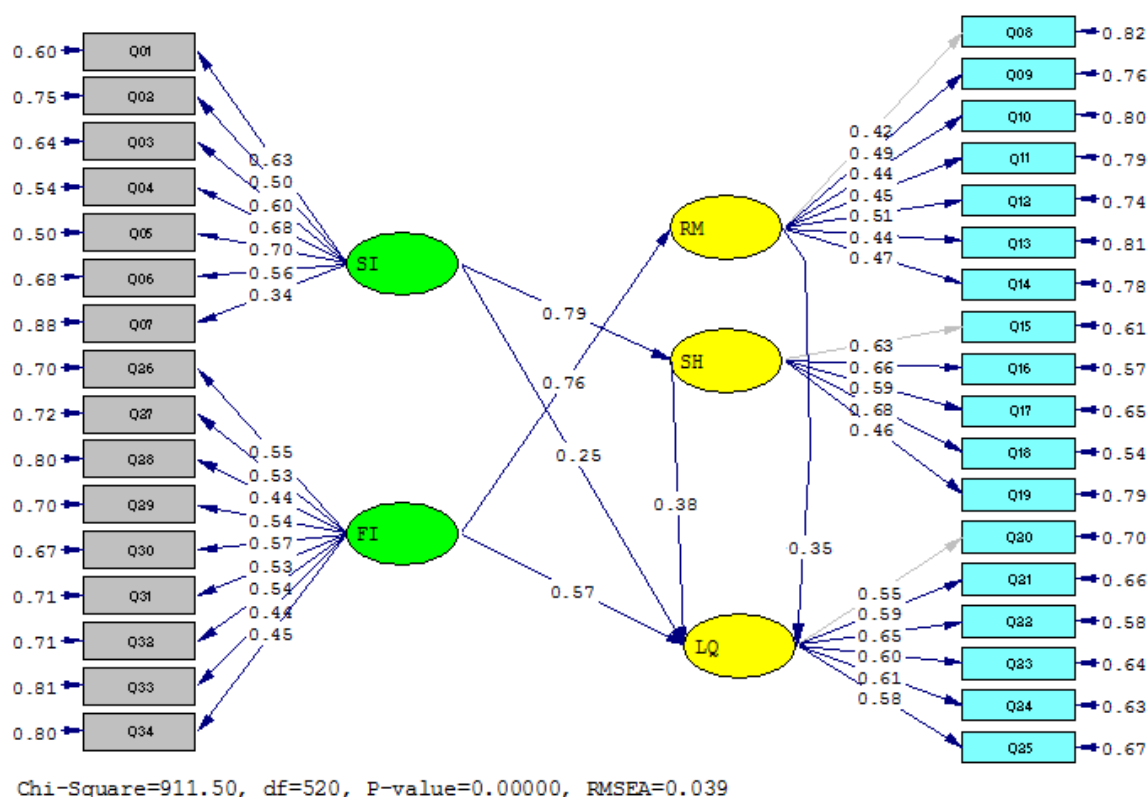


Figure 1. Final research model

Table 5. Summary of the results of the research hypotheses test

| independent variable | The dependent variable | Factor | t    | Result       |
|----------------------|------------------------|--------|------|--------------|
| Social Intelligence  | Quality of Life        | 0/25   | 2/62 | Confirmation |
| risk management      | Quality of Life        | 0/38   | 3/94 | Confirmation |

The results of Table 5 showed that the normal chi-square index was 1.75 and smaller than 2. The RMSEA and SRMR indices were 0.039 and 0.032 and smaller than 0.05, respectively. GFI, NFI, IFI and NNFI index were also greater than 0.9, so the present model has good fit.

#### 4. Discussion

The purpose of this study was to present a model of the impact of social intelligence on teachers' quality of life by explaining the role of risk management. The overall result of this study showed that the structural model shows the high impact of social intelligence on quality of life. As mentioned, the findings of the study show the relationship between two main variables of social intelligence, quality of life. The positive relationship between social intelligence and quality of life indicates the importance of mental health, satisfaction, personal interactions, social participation, and physical health in enhancing social health, and the results of the study indicate the following: Social impact on quality of life is 0.25. The t-statistic is also 2.62 which is greater than the critical value of 1.96. So it can be said with 95% certainty: Social intelligence affects quality of life. The standard factor effect of risk management on quality of life was 0.35. The t-statistic was also 3.63, which is greater than the critical value of 1.96. So it can be safely asserted: Risk management affects quality of life. The results also showed that "risk management" mediated the relationship between "social intelligence" and "quality of life".

Rahimipour et al. (2014: 76) investigated the role of mediating social intelligence with psychological well-being and quality of life in Mehriz (Yazd) elderly. The research method was descriptive and

correlational. The statistical population of this study was all elderly people of Mehriz city 322 elderly people were selected through purposeful sampling. King's Social Intelligence Questionnaire, Diner Life Satisfaction Scale, and Reef Psychological Well-being Questionnaire were used to measure variables. After analyzing the findings, there was a significant relationship between psychological well-being and spiritual intelligence, spiritual intelligence and life satisfaction (0.05).

The results of quality-of-life studies help evaluate policies, formulate management and planning strategies, and rank locations, and facilitate the understanding and prioritization of community issues for planners and social managers to improve citizens' quality of life. Also, quality of life studies helps identify problematic areas, causes of people's dissatisfaction, citizens' priorities in life, the impact of social and demographic factors on quality of life, and monitor and evaluate the effectiveness of policies and strategies on quality of life. (Rabbani Khorasgani & Kianpour, 2007). Many empirical studies show that there is a positive correlation between subjective and objective indicators of quality of life. For this reason, the researcher has assessed the concept of quality of life among teachers of North Khorasan by combining objective and subjective indicators with a questionnaire.

According to the results of the present study, it is suggested to the principals and deputy heads of education, if there is social cohesion between teachers and other community members, teachers' psychological security will be provided. Despite the social acceptance of teachers and their acceptance by their community, it has a positive impact on their quality of life and also enhances their quality of work. Social adaptation and adaptation to the environment are also directly related to people's physical health, and people with complete physical health will be more adaptable to their community. It is suggested that managers and assistants of education be trained in research and identification of risks in relation to the impact of risk management on the quality of life. By providing this kind of training, the importance of taking risks and paying attention to them to prevent the occurrence of risks will increase, and teachers' satisfaction will be attained. Despite controlling for family and social risk, along with reducing occupational risk, one can expect job satisfaction and income among teachers.

Regarding the impact of social intelligence on social health, it is suggested that principals and deputies of education should increase their social communication influence by increasing the influence of social intelligence among teachers and to strive for their social participation by implementing proper leadership and management. Also, by strengthening and enhancing the competence and social skills of teachers, they will be able to promote social cohesion. And by striving to provide personal and group interactions among teachers and enhancing interpersonal knowledge through individual and group training, they strive to provide environmental health for them. It is also possible to create and maintain environmental health by employing effective social functioning of teachers and encouraging them to play a role in society and by educating teachers on how to integrate financial data, try to control and reduce unexpected financial risks. Also, considering the quality of financial information content and the quality of access to financial information, teachers will be able to significantly reduce the psychological and financial risk of their lives. By implementing and promoting a culture of financial analytical decision making among them, one can expect to avoid risk taking.



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