



University of Hormozgan

Iranian Journal of Educational Research

Print ISSN: 1735 - 563X Online ISSN: 2980 - 874X

Homepage: <http://ijer.hormozgan.ac.ir>



Educational and Behavioral
Research Center

Investigating the Effect of Organizational Structure on Organizational Vitality and Improvement of Job Satisfaction of Elementary School Teachers in Boushehr City

Mohammad Musa Khorshidi¹ , Zeynab Keshtkar² , Ruhollah Yeganeh³ 

1. Research Assistant Professor, Farajah Center for Strategic Studies, M.khorshidi59@gmail.com

2. Department of Educational sciences, BGe.C., Islamic Azad University, Bandar Genaveh, Iran

3. Department of Educational sciences, BGe.C., Islamic Azad University, Bandar Genaveh, Iran

Article Info

ABSTRACT

Article type:

Research Article

Article history:

Received 20 Aug. 2025

Received in revised form 12

Sep. 2025

Accepted 12 Oct. 2025

Published online 01 Mar. 2026

Keywords:

Organizational structure,
Organizational vitality,
Job attachment

Objective: This study aimed to investigate the impact of organizational structure on organizational vitality and job attachment among primary school teachers in Bushehr County.

Methods: The research population comprised 1,206 primary school teachers in Bushehr County, from which a sample of 291 teachers was selected using the cluster sampling method. The study employed a descriptive-survey design. Data were collected using Robbins' Organizational Structure Questionnaire (1984), Karolff's Organizational Vitality Questionnaire (2007), and Shafli's Job Attachment Questionnaire (2003).

Results: The findings revealed that organizational structure has a positive and significant effect on teachers' organizational vitality, indicating that a more effective organizational structure is associated with higher levels of vitality among teachers. Similarly, organizational structure exerted a positive and significant effect on teachers' job attachment, suggesting that improvements in organizational structure enhance teachers' job attachment. Moreover, the dimensions of organizational formalization, complexity, and centralization each demonstrated positive and significant effects on both organizational vitality and job attachment. This implies that strengthening these structural components can contribute to greater vitality and job attachment among teachers.

Conclusions: It can be concluded that educational managers and policymakers should give serious consideration to reforming organizational structures and reinforcing elements that promote teachers' vitality and commitment. Such efforts are essential for improving the overall quality and effectiveness of the educational system.

Cite this article: Khorshidi, M. M., Keshtkar, Z. & Yeganeh, R. (2026). Investigating the effect of organizational structure on organizational vitality and improvement of job satisfaction of elementary school teachers in Boushehr city. *Iranian Journal of Educational Research*, 5 (1), 1-12.

. DOI: <https://doi.org/10.22034/5.1.1>



© The Author(s).

DOI: <https://doi.org/10.22034/5.1.1>

Publisher: University of Hormozgan.

Introduction

Organizational structure is one of the key concepts that profoundly influences teachers' work conditions within an organization. In many ways, organizational structures are as unique as fingerprints—each organization possesses its own distinct structure, yet no structure is entirely unique. To achieve organizational efficiency and productivity, an appropriate structure must be designed from the outset, as it serves as the foundation upon which the organization is built. If an organization lacks a structure aligned with its mission—even with skilled and capable personnel—it may still fail to achieve its expected outcomes within the available resources. In other words, the organization's productivity may be called into question (Bekali, 2023).

An organization's structure can be defined as the set of formal mechanisms through which activities are divided into recognized tasks and coordinated among them. It specifies how responsibilities are assigned, who reports to whom, and what formal coordination mechanisms and interaction patterns govern organizational behavior. As noted, although every organization has its own structure, no two are completely unique. For an organization to perform effectively, its structural design must be appropriate from the beginning, serving as a cornerstone for success. Without such a foundation, even the presence of skilled and efficient employees cannot guarantee the attainment of desired goals (Khiyal, 2023).

On the other hand, organizational vitality refers to the recurring experience of positive emotions and an overall sense of satisfaction with life and work. Vitality in the workplace arises when individuals use their abilities and talents to achieve work-related goals. It represents a positive psychological state resulting from an ongoing and meaningful interaction between individuals and their work environment. Simply put, organizational vitality is the pleasant feeling one experiences in relation to one's job, colleagues, and workplace (Youni, 2023).

In both public and private institutions today, managers and employees alike are deeply concerned with attracting, retaining, and developing human resources—factors that are critical to organizational survival. The well-being of employees can directly influence their physical, psychological, and emotional health, as well as rates of absenteeism and turnover. Individuals can fully utilize their talents and achieve job satisfaction only when they experience happiness and vitality, supported by adequate mental and physical health (Gol, 2024). Happiness and vitality are among the most essential and influential components of human life; without them, creativity,

innovation, and healthy living are impossible. According to Argyle's theory, happiness and vitality are human characteristics composed of three core elements: positive affect, life satisfaction, and the absence of negative emotions. Achieving a state of happiness depends on the presence of positive emotions such as joy, calmness, self-confidence, interest, enthusiasm, and excitement, alongside life satisfaction and the absence of negative emotions such as anger, anxiety, and depression (Al-Shami, 2023).

A high level of job attachment among teachers also yields positive organizational outcomes, including talent retention, a favorable organizational image, and improved performance and service quality. Job attachment can be defined as the degree of connection and commitment individuals feel toward their organization, encompassing job involvement, loyalty, and belief in organizational values. Job attachment typically develops through three stages: acceptance, identification, and internalization. Initially, employees establish satisfying relationships by accepting the influence of others, which enhances their sense of belonging. Organizational attachment reflects individuals' interest in performing their duties and remaining within the organization. The flow of this positive energy benefits not only the individual and the organization but also society as a whole (Rezaeian, 2019).

When teachers experience strong job attachment, they engage their full physical, cognitive, and emotional capacities in their roles. In the absence of such attachment, individuals become physically, cognitively, and emotionally detached from their work. Job attachment is characterized as a positive, fulfilling, and work-related mental state that is distinguished by three dimensions: vigor, dedication, and absorption. Vigor reflects high levels of energy and mental resilience during work. When teachers experience job attachment, positive synergies occur between individuals and the organization, leading to beneficial outcomes for both. These outcomes include positive job attitudes, strong work identification, improved psychological well-being, reduced burnout, enhanced job performance, increased intrinsic motivation, creativity, proactive behavior, and the acquisition of both personal and professional resources (Afjeh, 2019).

A review of previous research, both domestic and international, revealed that few comprehensive studies have specifically examined the impact of organizational structure on organizational vitality and job attachment among teachers. Only a limited number of related studies have been conducted, including those by Hosseinzadeh (2023), Sedighiar (2023), Mohammadi (2022), Nouri (2018),

Rezaei (2018), Goul (2024), Su (2024), Compton (2019), Hewood (2019), Ludwig (2019), Zhang (2019), Diener (2018), Capra (2017), Mahoney (2017), Chang (2016), and Higashida (2016). These studies acknowledged the influence of organizational structure on organizational vitality and job attachment among teachers.

The importance and necessity of this research lie in the fact that quality enhancement is one of the most effective tools for managers to cope with environmental changes and ensure the efficient delivery of services, particularly in public and service-oriented organizations. When properly designed and implemented in line with the real needs of employees, such efforts can significantly improve both individual and organizational performance. Enhancing teachers' quality of work is a fundamental approach to guiding their efforts effectively, utilizing hidden talents, stimulating imagination, and fostering cognitive flexibility. It is a vital and ongoing process that must be integrated into management practices to ensure the effectiveness of other managerial and instructional activities.

Accordingly, the present study aims to examine the impact of organizational structure on organizational vitality and job attachment among primary school teachers in Bushehr County. By exploring the conceptual foundations of organizational structure, vitality, and job attachment—and their various dimensions and significance—this research seeks to identify the teachers' needs related to these factors and propose strategies to address existing challenges. Ultimately, such an understanding is expected to contribute to improving the quality and performance of schools and teachers. Therefore, the central research question of this study is: Does organizational structure influence organizational vitality and job attachment among primary school teachers in Bushehr County?

Material and Methods

The research employed a descriptive-survey design. The statistical population consisted of 1,206 primary school teachers in Bushehr County. Using the cluster sampling method, a total of 291 teachers were selected as the study sample. All participants' personal information and responses were treated with strict confidentiality, and no identifying names or details were disclosed in the final report. This study adhered to established ethical standards in educational and psychological research. Participation was voluntary, and all participants were informed about the purpose of the

study, the confidentiality of their responses, and their right to withdraw at any stage without any consequences. Prior to data collection, informed consent was obtained from all participants. The collected data were used solely for research purposes and stored securely to ensure anonymity and privacy.

Instruments

Robbins' Organizational Structure Questionnaire (1984): This instrument consists of 24 items rated on a five-point Likert scale ranging from *very high* (5) to *very low* (1). It measures three dimensions of organizational structure: *Organizational formalization* (items 1–7), *Organizational complexity* (items 8–14), and *Organizational centralization* (items 15–24). The total score ranges from 24 to 120. Robbins (1984) reported a criterion validity coefficient of 0.85 and a Cronbach's alpha reliability coefficient of 0.81. In the present study, construct validity was examined by computing the correlation of each item with the total score, all of which were found to be statistically significant. The Cronbach's alpha reliability for this study was 0.82, indicating high internal consistency.

Karolff's Organizational Vitality Questionnaire (2007): This questionnaire contains 23 items covering six dimensions: *Learning* (items 1–4), *Self-disclosure* (items 5–8), *Participation* (items 9–12), *Positive thinking* (items 13–16), *Meaningfulness of work* (items 17–19), and *Interest in work* (items 20–23). Responses are rated on a five-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The total score can range from 23 to 115, where scores below 46 indicate low organizational vitality, scores between 47 and 92 indicate moderate vitality, and scores above 93 indicate high vitality. Karolff (2007) reported a factorial validity coefficient of 0.82 and a Cronbach's alpha reliability of 0.86. In the present study, all item–total correlations were significant, and the Cronbach's alpha was 0.85, confirming satisfactory reliability.

Schaufeli's Job Attachment (Engagement) Questionnaire (2003): This instrument includes 17 items designed to assess the level of job attachment. It encompasses three dimensions: *Vigor* (items 1–6), *Dedication* (items 7–11), and *Absorption* (items 12–17). Responses are given on a five-point Likert scale ranging from *strongly agree* (5) to *strongly disagree* (1). Schaufeli (2003) reported a criterion validity coefficient of 0.83 and a Cronbach's alpha reliability of 0.82. In the current study, item–total correlations confirmed significant relationships for all items, and the Cronbach's alpha reliability was also 0.82, indicating acceptable internal consistency.

Results

Before performing the parametric regression analyses, the normality assumption of the variables was examined using the Kolmogorov–Smirnov test. The results are presented in Table 1.

Table 1. Kolmogorov–Smirnov Test for Normal Distribution

Variables	Statistic	Significance Level (p)
Organizational Structure	0.06	0.11
Organizational Vitality	0.037	0.13
Job Attachment	0.041	0.10

As shown in Table 1, the significance levels for all variables were greater than 0.05, indicating that the Kolmogorov–Smirnov statistics were not significant at the 0.05 level. Therefore, it can be concluded that the data for all variables were normally distributed, and parametric tests could be appropriately used.

Table 2. Summary of the Model: Effect of Organizational Structure on Teachers' Organizational Vitality

R	R ²	Adjusted R ²	Standard Error of Estimate
0.678	0.460	0.455	3.97

Table 3. ANOVA Results for the Effect of Organizational Structure on Teachers' Organizational Vitality

Model	Sum of Squares	DF	Mean Square	F	Sig. (p)
Regression	1578.48	1	1578.48	99.65	0.0001
Residual	1853.21	290	6.39		
Total	3431.69	291			

The results of the simple linear regression analysis showed that organizational structure has a significant effect on teachers' organizational vitality ($F = 99.65, p < 0.0001$). Based on the coefficient of determination ($R^2 = 0.46$), it can be inferred that organizational structure explains 46% of the variance in teachers' organizational vitality.

Table 4. Standardized and Unstandardized Regression Coefficients

Model	Unstandardized Coefficient (B)	Standard Error	Standardized Coefficient (Beta)	t	Sig. (p)
Constant	19.15	6.45	—	2.96	0.0001
Organizational Structure	0.437	0.044	0.678	9.98	0.0001

As shown in Table 4, the standardized regression coefficient ($\beta = 0.678$) indicates that organizational structure has a positive and significant effect on teachers' organizational vitality (p

< 0.0001). This finding implies that improvements in organizational structure led to enhanced organizational vitality among teachers.

Discussion

The purpose of this study was to examine the effect of organizational structure on organizational vitality and the enhancement of job attachment among primary school teachers in Bushehr County. The results showed that organizational structure has a positive and significant impact on teachers' organizational vitality, meaning that the more the organizational structure improves, the greater the vitality among teachers. Likewise, organizational structure exerted a positive and significant influence on teachers' job attachment, indicating that improvements in organizational structure enhance teachers' sense of engagement and attachment to their work.

Similar findings have been reported in previous studies by Hosseinzadeh (2023), Sedighiar (2023), Mohammadi (2022), Norouzi (2018), Rezaei (2018), Güл (2024), and Su (2024). Analysis of the current findings suggests that organizational structure is one of the key concepts that significantly affects teachers' working conditions within educational organizations. Organizational structures, much like fingerprints, are unique to each institution—no two are identical. For an organization to operate efficiently, it must be built upon a suitable structure that aligns with its mission. Even with skilled and competent personnel, an organization without a coherent and well-designed structure cannot achieve its expected goals, as its productivity will be compromised.

Organizational vitality refers to the repeated experience of positive emotions and overall satisfaction with one's work and environment. Vitality at work emerges when individuals are able to use their abilities and talents to achieve professional goals. It is a positive psychological state that arises from the continuous interaction between the individual and the meaningful aspects of their job and workplace. Simply put, organizational vitality is the pleasant feeling we experience in relation to our job, colleagues, and work environment.

Today, in both public and private institutions, the attraction, retention, and development of human resources are top managerial priorities. The survival and sustainability of any organization depend on its human capital. Organizational structures can influence not only the level of vitality and physical, psychological, and emotional well-being of employees but also their absenteeism and

turnover rates. Employees can utilize their potential and feel satisfied with their jobs only when they experience happiness, vitality, and mental and physical health.

A high level of job attachment among teachers has several positive outcomes for schools, including the retention of talented staff, a positive organizational image, improved performance, and higher service quality. Job attachment can be defined as the bond and commitment individuals feel toward their organization, encompassing job involvement, loyalty, and belief in organizational values. It develops through three stages—acceptance, identification, and internalization. At first, individuals accept external influence and form rewarding relationships; subsequently, they identify with the organization and internalize its values. Job attachment reflects an individual's interest in their role and their willingness to remain and contribute to the organization. This energy, when shared collectively, benefits not only the individual and the institution but also society as a whole.

Educational organizations such as schools play a vital role in shaping future generations. Therefore, teachers—who are the most important human resource in these institutions—need a work environment that fosters both vitality and job attachment. One major factor influencing these variables is the school's organizational structure, which defines how different components of the institution are organized and how they interact. Structures may be centralized or decentralized, formal or informal, flexible or rigid—each with distinct implications for morale, motivation, job satisfaction, and engagement.

Job attachment thrives in environments that offer meaning, psychological safety, and opportunities for participation in decision-making—all of which are shaped by the nature of organizational structure. In the current context, where psychological stress and job burnout among teachers are on the rise, understanding the organizational factors affecting vitality and attachment is crucial for improving teacher performance and the quality of education. Specifically, schools with participatory, flexible, and decentralized structures, as well as effective communication, demonstrated higher levels of vitality and job attachment among their teachers. Opportunities for involvement in decision-making, managerial support, transparency in roles and responsibilities, and reduced centralization were found to positively influence motivation, job satisfaction, and teachers' sense of belonging. Conversely, rigid, highly formalized, and centralized structures diminished teachers' sense of efficacy, increased psychological fatigue, and lowered

organizational vitality. Job attachment also declined in such environments, as teachers felt excluded from key decisions and disconnected from school goals.

Therefore, it can be concluded that revising the organizational structure of schools and moving toward more human-centered, participatory, and flexible systems is a strategic necessity for improving the quality of education in primary schools in Bushehr County.

However, since this study was limited to a specific sample, generalizing the findings should be done with caution. Future studies should consider larger and more diverse samples. In terms of practical recommendations, to foster greater organizational vitality among teachers, it is essential that the hierarchical structure and job responsibilities be clearly defined and understandable. Organizational structure also plays a crucial role in building teachers' trust; therefore, developing close, supportive relationships with teachers and providing flexible administrative services can enhance both organizational vitality and job attachment. It is further recommended that values such as integrity, honesty, confidentiality, and loyalty be embedded within the organizational framework. By doing so, managers can promote a culture that strengthens teachers' vitality and commitment to their schools.

Data availability statement

The original contributions presented in the study are included in the article/supplementary material, further inquiries can be directed to the corresponding author.

Ethics statement

The studies involving human participants were reviewed and approved by the ethics committee of Islamic Azad University. The patients/participants provided their written informed consent to participate in this study.

Author contributions

All authors contributed to the study conception and design, material preparation, data collection, and analysis. All authors contributed to the article and approved the submitted version.

Funding

The authors did (not) receive support from any organization for the submitted work.

Conflict of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

References

Afjeh, S. A. (2019). *Philosophical foundations and theories of leadership and organizational behavior*. Tehran: Samt Publications.

Al-Shami, S. A., Rashid, N., & Cheong, C. B. (2023). Happiness at workplace on innovative work behaviour and organisation citizenship behaviour through moderating effect of innovative behaviour. *Heliyon*, 9(5).

Armstrong, M. (2023). *Strategic human resource management* (S. M. A'rabi & D. Izadi, Trans.). Tehran: Office of Cultural Research Publications.

Beccalli, E., Rossi, L., & Viola, A. (2023). Network vs integrated organizational structure of cooperative banks: Evidence on the Italian reform. *International Review of Financial Analysis*, 89, 102812.

Caprara, G. V., Eisenberg, N., & Alessandri, G. (2017). Positivity: The dispositional basis of happiness. *Journal of Happiness Studies*, 18(2), 353-371.

Chang, E. C., Yu, T., Chang, O. D., & Hirsch, J. K. (2016). Hope and trauma: Examining a diathesis-stress model in predicting depressive and anxious symptoms in college students. *Personality and Individual Differences*, 52-54.

Compton, W. C., & Hoffman, E. (2019). Positive psychology: The science of happiness and flourishing. SAGE Publications.

Diener, E., Oishi, S., & Tay, L. (2018). Advances in subjective well-being research. *Nature Human Behaviour*, 2(4), 253.

Goel, P., & Singh, A. (2024). The mediating role of organisational learning capabilities between workplace happiness and organisational citizenship behaviour. *Journal of Workplace Learning*, 36(1), 59-76.

Haywood, K. M., & Getchell, N. (2019). Life span motor development. Human kinetics.

Higashide, H. (2016). A Model of Happiness in the Workplace. *Jurnal kindai Management Review*, 4(0), 112-121.

Khayal, I. S., Butcher, R. L., McLeish, C. H., Shentu, Y., & Barnato, A. E. (2023). Organizational Intent, Organizational Structures, and Reviewer Mental Models Influence Mortality Review Processes. *Mayo Clinic Proceedings: Innovations, Quality & Outcomes*, 7(6), 515-523.

Ludwigs, K., Henning, L., & Arends, L. R. (2019). Measuring happiness—a practical review. In *Perspectives on Community Well-Being* (pp. 1-34). Springer, Cham.

Mahoney, A. E., Newby, J. M., Hobbs, M. J., Williams, A. D., & Andrews, G. (2017). Reducing behavioral avoidance with internet-delivered cognitive behavior therapy for generalized anxiety disorder. *Internet Interventions*.

Mohammadi, S. (2022). *Prediction of organizational climate based on organizational structure and organizational health in Marivan city schools*. In *Proceedings of the Fifth International Conference on Psychology, Educational Sciences, and Social Studies*, Hamedan, Iran.

Nouri, N. (2018). *The effect of work engagement, transformational leadership, and organizational structure on organizational citizenship behavior*. *Journal of New Research Approaches in Management Sciences*, 2(10).

Rezaei, Z., Azar, A., Moghbel Baarez, A., & Dehghan Neiri, M. (2018). *Diagnosing organizational structure based on the viable systems model*. *Journal of Modern Research in Decision Making*, 3(1).

Rezaeian, A. (2019). *Principles of organization and management*. Tehran: SAMT Publications.

Su, L., Li, M., & Swanson, S. R. (2024). The influence of organizational interpersonal climate on the belonging, well-being, and citizenship behaviors of tourism practitioners. *Journal of Hospitality and Tourism Management*, 58, 419-431

Unni, E., Haines, S., Stein, S., Tucker, S., & Van Amburgh, J. (2023). Career Vitality: Perceptions from Women Faculty in Health Professions. *American Journal of Pharmaceutical Education*, 100131.

Zhang, H., & Beal, D. J. (2019). Training methods for emotion regulation. *The Only Constant in HRM Today is Change*, 165.