

Occupational Health and Safety Self-Efficacy's Impact on The Quality of Work Life Among Teachers in Educational Organizations: A Cross-Sectional Study in Konya

İş Sağlığı ve Güvenliği Öz Yeterliliğinin Eğitim Kurumlarındaki Öğretmenlerin İş Yaşam Kalitesine Etkisi: Konya'da Kesitsel Bir Çalışma

Kemal Ferit
TURGUTLU¹

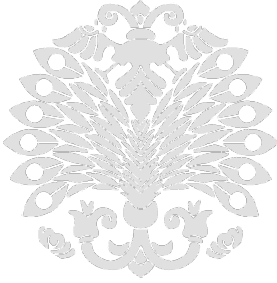


Sevda YAMAN²



¹Konya Provincial Directorate of National Education, Konya, Turkey

²Yozgat Bozok University, Akdagmadeni Health School, Yozgat, Turkey



This study was produced from the thesis data of Kemal Ferit Turgutlu, who is a graduate student of Yozgat Bozok University, Institute of Graduate Studies, Occupational Health and Safety Master's Degree with Thesis.

Geliş Tarihi/Received Date 06.01.2024
Kabul Tarihi/Accepted Date 10.05.2024
Yayın Tarihi/Publication Date 26.09.2024

Sorumlu Yazar/Corresponding author:

Sevda YAMAN

E-mail: sevda.ural@yobu.edu.tr

Cite this article: Turgutlu, K. F., & Yaman, S. (2024). Impact on the quality of work life among teachers in educational organizations: A cross-sectional study in Konya. *Educational Academic Research*, 54, 38-49.



Content of this journal is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

ABSTRACT

Teachers' occupational health and safety (OHS) self-efficacy stands out as an important factor that can enable them to have a positive quality of work life in the work environment. The aim of this study is to systematically analyze the effect of teachers' OHS self-efficacy on the quality of work life (QWL) and to better understand this relationship. A cross-sectional study was conducted with 382 teachers in Konya province, using the Occupational Health and Safety Self-Efficacy Scale and the QWL Scale. Data were analyzed using linear regression, examining the relationship between OHS self-efficacy and QWL. Participants included 62.0% male, and 87.7% married teachers. Notably, 23.0% reported experiencing OHS issues. While no significant differences were found in work-life quality scores based on demographics, a significant decrease was observed among those facing health or safety issues. Correlation analysis revealed weak positive correlations between Occupational Health and Safety Self-Efficacy sub-factors and work-life quality. Linear regression identified Fall-Slip, General Knowledge, and Maintenance-Repair as positive predictors, and health or safety issues as a negative predictor, explaining 18.9% of work-life quality variance. This study underscores the interconnectedness of workplace safety and QWL, emphasizing the need for comprehensive OHS programs in educational institutions. Implementing these recommendations can create safer and more supportive working conditions, ultimately enhancing the QWL for teachers.

Keywords: Quality of work life, occupational health and safety, teacher well-being; workplace safety

ÖZ

Öğretmenlerin iş sağlığı ve güvenliği (İSG) öz yeterlikleri, çalışma ortamında olumlu bir çalışma yaşamına sahip olmalarını sağlayabilecek önemli bir faktör olarak öne çıkmaktadır. Bu çalışmanın amacı, öğretmenlerin İSG öz yeterliklerinin iş yaşam kalitesi üzerindeki etkisini sistematik olarak analiz etmek ve bu ilişkiyi daha iyi anlamaktır. Konya ilinde görev yapan 382 öğretmene İş Sağlığı ve Güvenliği Öz Yeterlik Ölçeği ve İş Yaşam Kalitesi Ölçeği uygulanarak kesitsel tipte bir çalışma yapılmıştır. Veriler doğrusal regresyon kullanılarak analiz edilmiş ve İş Sağlığı ve Güvenliği Öz Yeterliği ile İş Yaşam Kalitesi arasındaki ilişkiler incelenmiştir. Katılımcıların %62.0'ı erkek, %87.7'si evli öğretmenlerden oluşmaktadır. Özellikle, %23.0'ü İSG sorunları yaşadığını belirtmiştir. Demografiye dayalı iş hayatı kalite puanlarında anlamlı bir fark bulunmazken, sağlık veya güvenlik sorunları yaşayanlar arasında anlamlı bir düşüş gözlenmiştir. Korelasyon analizi, İş Sağlığı ve Güvenliği Öz Yeterlik alt faktörleri ile çalışma yaşam kalitesi arasında pozitif yönde zayıf korelasyonlar olduğunu ortaya koymuştur. Doğrusal regresyon, Düşme-Kayma, Genel Kültür, Bakım-Onarım'ı pozitif yordayıcı, sağlık veya güvenlik konularını negatif yordayıcı olarak tanımlamış; iş yaşam kalitesi varyansının %18,9'unu açıklamıştır. Bu çalışma, eğitim

kurumlarında kapsamlı İSG programlarına duyulan ihtiyacı vurgulayarak, işyeri güvenliği ve iş yaşam kalitesinin birbirine bağlılığının altını çizmektedir. Bu önerilerin uygulanması, daha güvenli ve daha destekleyici çalışma koşulları yaratabilir ve sonuçta öğretmenler için iş yaşam kalitesini geliştirebilir.

Anahtar Kelimeler: Çalışma yaşamının kalitesi, iş sağlığı ve güvenliği, öğretmen refahi, iş yeri güvenliği

Introduction

The quality of working life has become one of the organizational issues in the modern age. This concept examines the human dimensions of the relations between employees and the total working environment, as well as their technical and economic quality. The notion of Quality of Work Life (QWL) encompasses the provision of support to employees for conducting their tasks in a conducive and healthy workplace environment. This involves raising awareness about the significance of work for employees, enabling them to recognize their capabilities, and fostering a work environment conducive to skill development (Turner & Garvis, 2023).

Coined in the 1950s, the term "quality of work life" originally denoted stress arising from suboptimal work conditions. While its early developments were primarily observed in the United States and the United Kingdom, its influence quickly extended to Western Europe (Netherlands), Northern Europe (Norway), South Asia (India), and East Asia (Japan). The period from the 1950s to the 1970s witnessed a substantial emphasis on the QWL, gaining significance as a subject of research in both academic and civil society spheres (İlğan et al., 2008). Enhancing the QWL correlates with heightened job satisfaction, life satisfaction, engagement in leisure activities, and economic well-being of employees (Kermansaravi et al., 2015; Rostami et al., 2021). Positive contributions from work life extend to elevating job satisfaction and contentment in various life dimensions.

A study by Nasl-Saraji and Dargahi (2006) aimed to gauge the positive and negative attitudes influencing the quality of life of employees in Tehran University Hospitals. Their findings indicated that Occupational Health and Safety (OHS) practices significantly contributed to enhancing the QWL. Similarly, Erdem and Kaya (2013) endeavored to identify factors impacting the QWL in the hospitality sector, revealing physical working conditions, working hours, technology utilization, training opportunities, and work-life balance as pivotal aspects. Dayan and Öngel (2016) found that organizational efforts addressing ergonomic and psychosocial deficiencies positively impact employee well-being, encompassing both mental and physical dimensions.

Acknowledging the positive influence of OHS practices on the QWL, Ünlü and Aydoğan (2015) asserted that a secure working environment can elevate employee motivation, allowing them to demonstrate their skills and enhance their QWL.

Today, increasingly harsh working conditions and employers' desire to achieve more efficiency have brought about occupational accidents, deaths and injuries. Thus, the concept of OHS, which is emphasized with sensitivity today, has emerged (Güler et al., 2018).

OHS studies carried out by the Ministry of National Education in Turkey are based on the Occupational Health and Safety Law No. 6331 and related regulations. These laws and regulations mandate the implementation, supervision and control of OHS activities in all workplaces in general, including government public institutions and schools, as well as in the private sector. Within the framework of OHS Law No. 6331, OHS activities carried out by the employer or the employer's representative in the private sector are implemented by the administrative unit in state public institutions. In schools, this responsibility belongs to the school principals, who are the highest-level officials of the administrative unit. School principals are responsible for carrying out, supervising and controlling OHS activities. In this context, school principals are responsible for taking measures in accordance with OHS standards and carrying out the necessary inspections in order to ensure the health and safety of students and employees. In this way, it is aimed to maintain a healthy and safe working environment in schools (Canoğlu et al., 2023).

Although educational institutions are not as open to OHS risks as industrial organizations, they may encounter dangerous situations, especially in vocational and technical schools (Çetin, 2019). Occupational health and working conditions emerge as the highest average dimensions of the quality of working life in educational organizations (Usha & Rohini, 2018). In the education sector, teachers perceive a safe environment as a key indicator of quality, given their responsibilities to students, programs, parents, the physical school environment, and the community (Ata-Yüzügüllü et al., 2018). However, the safety and health of students are often not reflected in accident statistics, creating a distorted perception (Ustaoglu, 2020). In addition, the post-2020 shift

to online education has led to a decrease in recorded OSH-related incidents, and the lack of health rooms and staff in many educational institutions can cause delays in interventions in risky situations (Casida et al., 2019). As a result, teachers' perceived OHS problems and coping self-efficacy emerge as important factors affecting the QWL. Researches indicate that perceived occupational risks harm both physical and mental health, consequently increasing stress in the workplace. Additionally, the literature has focused on the effects of perceived health and safety risks on job satisfaction and productivity. However, the concept of QWL encompasses much more than this. QWL not only examines the job itself but also how it can improve the lives of employees (Ilgan et al., 2015; Karamık & Şeker, 2015; McLellan, 2017; Sapmaz, 2013). Regarding this, there has been no study found in the domestic and foreign literature on the impact of OHS self-efficacy on QWL in teachers. Our study is significant in being the first to focus on the education sector and analytically examine the impact of healthy and safe working environments on the quality of working life.

The aim of this research is to investigate the impact of teachers' OHS self-efficacy and its sub-dimensions on QWL.

Methods

Type of Research

This research was descriptive and cross-sectional in nature.

Research Design

This study was designed using a correlational survey model to determine the relationship between teachers' OHS self-efficacy and levels of quality of working life. The correlational survey model is a quantitative research method used to determine if there is a relationship between variables, and if so, to ascertain the direction and magnitude of this relationship (Lodico et al., 2006).

Population and Sample

The study's population comprises teachers in public schools affiliated with the National Education Directorate in Konya province. With a total of 16,681 teachers in all schools and assuming parameters of $p = .50$, $\alpha = .05$, and $d = .05$, the minimum sample size is determined as 376. Although 418 individuals participated, responses from participants suspected of careless marking or providing incomplete or inconsistent answers were excluded, resulting in a sample size of 382.

Data Collection Instruments:

Descriptive Information: An introductory form collected participant information including age, gender, marital status, workplace, and school level.

Occupational Health and Safety Self-Efficacy Scale

The scale was developed by Taşdemir and Gür in 2021. In the process of developing the scale by the authors; First of all, a pool of substances has been created. A draft scale consisting of 60 items was created by consulting expert opinion. Factor analysis was performed to reveal the construct validity of the developed scale and to determine and classify the factor loads of the items in the scale. "Rotated Principal Component Analysis" was used to gather information about the construct validity of the scale. The suitability of the data for principal component analysis was examined using the Kaiser-Meyer Olkin (KMO) coefficient and Bartlett's Test of Sphericity. The KMO coefficient was found to be .927, Bartlett's Sphericity test yielded a result of 8100.811, and $p < .05$. Cronbach's Alpha coefficients were calculated for reliability calculations of the factors. The factor loads for the 32 items in the scale ranged from .90 to .56. As a result of statistical analysis, 6 items were grouped in the first factor, 6 in the second factor, 5 in the third factor, 6 in the fourth factor, 4 in the fifth factor, 2 in the sixth factor, and 3 in the seventh factor. Since the items grouped in the first factor were generally aimed at revealing the level of knowledge, this factor was named "General Knowledge Level". Looking at the items in the second factor, these items consist of expressions that should be made for some current practices in schools to continue healthily. Therefore, it was deemed appropriate to name this factor "Maintenance and Repair". Since the items grouped in the third factor consisted of expressions aimed at preventing chaos and overcrowding in emergencies in schools, this factor was deemed appropriate to be named "Emergency". Looking at the items in the fourth factor, it is seen that all consist of expressions related to falling, slipping, and bumping. Therefore, it was deemed appropriate to name this factor "Falling and Slipping". Looking at the items in the fifth factor, it is generally seen that they consist of expressions aimed at detecting and warning of a possible fire in schools. Therefore, it was deemed appropriate to name this factor "Fire". Since the items grouped in the sixth factor consist of expressions related to lightning rods in schools, it was deemed appropriate to name this factor "Grounding". Finally, since all the expressions in the seventh factor are related to legal processes, it was deemed appropriate to name this factor "Legislation". The reliability coefficients were calculated for the factors and the overall scale ranged between .938 and .805. The overall reliability coefficient

(Cronbach's Alpha) of the scale was calculated as $\alpha = .882$ (Taşdemir & Gür, 2021). In this study, this coefficient was found to be .883.

Quality of Working Life Scale

The Quality of Working Life Scale was developed by Laar et al. (2007) and adapted into Turkish by Akar and Üstüner (2017) for use in educational institutions. It consists of a total of 23 items and 6 dimensions (job career satisfaction, overall well-being, job control, job-related stress, working conditions, and family-life balance). The scale includes job career satisfaction (items 1,2,3,4,5,6), overall well-being (items 7,8,9,10,11,12), job control (items 13,14,15), job-related stress (items 19,20), working conditions (items 16,17,18) and family-life balance (items 21,22,23). The items that need to be reverse-scored on the scale are items 7, 9, and 19. The scale is scored on a 5-point Likert scale (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree). The total Cronbach's Alpha coefficient for the Quality of Working Life scale was found to be .93 (Akar & Üstüner, 2017). For this research, this value was found to be .87.

Data Collection Process

Surveys were administered via Google Forms to school administrations and teachers. Participation was voluntary, allowing respondents to skip or leave questions blank.

Ethics committee approval was received from Yozgat Bozok University Social and Human Sciences Ethics Committee (Date: 18.05.2023. Number: 03/07). Written informed consent was obtained from the teachers participating in this study

Data Analysis

Data was transferred from Google Forms to Excel and then to the SPSS 26 program, and the statistical analysis process started. Missing data were reviewed, and codings were renewed according to the analyses. After descriptive variables were expressed as numbers and percentages, the dependent variable, Total Score of Quality of Working Life, underwent univariate statistical analysis. The assumption of normality was checked with the Kolmogorov-Smirnov test. Student's t-test and one-way ANOVA analyses were used for univariate comparisons. Then, Pearson correlation analysis was employed to examine the relationship between the variables of the study. Pearson correlation analysis is used to evaluate the degree and direction of the relationship between two variables and helps determine possible relationships between variables. Additionally, simple linear regression analysis was used in the research. Regression analyses are used to examine the extent to which one or

more independent variables predict a dependent variable (Büyüköztürk, 2020).

That is, it is used to understand the effects of more than one independent variable on the dependent variable, to determine which variables are more effective, and to predict these effects. In other words, linear regression analysis is used to understand the effects of multiple independent variables on the dependent variable, determine which variables are more influential, and predict these effects. For linear regression analysis, some descriptive findings (marital status, workplace, perception of a health or safety issue at the workplace, and the level of the school where the task is performed) that are predicted to have a relationship with the dependent variable according to the literature were used as independent variables, and the Occupational Health and Safety Self-Efficacy Scale was used as the independent variable, and the Total Score of Quality of Working Life was used as the dependent variable. Marital status (Single: 0, Married: 1), Workplace (District: 0, Provincial center: 1), Perception of a health or safety issue at the workplace (No: 0, Yes: 1), and the Level of the school where the task is performed (High school: 1, Other: 0) were converted into dummy variables. The statistical significance level was set at $p < .05$.

Results

Of the teachers who participated in our study, 62.0% were male, 87.7% were married, 68.8% were working in the city center, and 43.0% were providing education at the high school level. Additionally, 23.0% expressed experiencing OHS issues in their working environment (Table 1).

Table 1.

Evaluation of the Distribution of Introductory Variables

Descriptive Variables	Number (n)	Percent (%)
Age	$\chi^2=43.4 \pm 0.4$ (min=22. max=64)	
Gender		
Woman	145	38.0
Male	237	62.0
Marital Status		
Single	47	12.3
Married	335	87.7
Workplace location		
District center	119	31.2
Provincial center	263	68.8
The level of school where you work		
Preschool	35	7.7
Primary school	115	25.3
Secondary school	109	24.0
High school	196	43.1
Experiencing health and safety problems in the workplace		
No	294	77.0
Yes	88	23.0

While there was no statistically significant difference found in the total scores of Work Life Quality among participants based on gender, marital status, workplace, and the level of the school where they worked, a statistically significant

decrease in the total score of Work Life Quality was observed in those who reported experiencing health or safety issues in the workplace ($p < .05$) (Table 2).

Table 2.

The Difference Between Some Introductory Variables and Quality of Work Life Score in Teachers

Descriptive Variables	Arithmetic Mean	Standard deviation	t/F <i>p</i>
Gender			
Woman	86.3	13.6	1.621
Male	88.5	12.9	<i>p</i> = .106
Marital Status			
Single	88.5	12.7	.482
Married	87.5	13.2	<i>p</i> = .630
Where you work			
District center	87.4	13.3	.241
Provincial center	87.8	13.1	<i>p</i> = .810
The level of school where you work			
Preschool	88.2	1.4	
Primary school	88.8	2.0	.381
Secondary school	86.8	1.1	<i>p</i> = .767
High school	88.0	1.1	
Experiencing health and safety problems in the workplace			
No	88.6	13.5	<i>p</i> = 2.690
Yes	84.4	11.5	.007

According to the results of the correlation analysis, a weak positive correlation was found between all sub-factors (General Knowledge, Maintenance-Repair, Emergency Situation, Fall-Slip, Fire, Grounding, Legislation) of the Occupational Health and Safety Self-Efficacy Scale (OHSES)

and the Total Score of Work Life Quality. Additionally, a moderately negative correlation was found between the perception of health or safety issues in the workplace and Work Life Quality (Table 3).

Table 3.

Pearson Correlation Findings Between Variables

	QWLS _ Total	OHSES _ General Knowledge	OHSES _ Maintenance and Repair	OHSES _ Emergency	OHSES _ Fall-Slip	OHSES _ Fire	OHSES _ Grounding	OHSES _ Legislation	Gender	Marital Status	Workplace Location	Workplace Health & Safety	School Level
QWLS_Total	1.000*	.331*	.365*	.302*	.354*	.301*	.312*	.339*	.078	-.025	.012	-.137*	-.062
OHSES General Knowledge		1.000*	.524*	.487*	.375*	.377*	.384*	.688*	.197*	.100**	.039	-.062	.141*
OHSES _ Maintenance and Repair			1.000*	.537*	.541*	.580*	.544*	.575*	.074*	-.015	.147*	-.100**	.032
OHSES _ Emergency				1.000*	.544*	.449*	.432*	.544*	.198*	.031	.088**	-.016	.045*
OHSES _ Fall-Slip					1.000*	.503*	.512*	.481*	.133*	.035	.126*	-.062	-.138
OHSES _ Fire						1.000*	.547*	.494*	.010	-.020	.209*	-.081	.027
OHSES _ Grounding							1.000*	.534*	.215*	.011	.092**	-.063	-.023
OHSES _ Legislation								1.000*	.209*	.081	.069	-.036	.127*
Gender									1.000	.232*	-.037	.009	.099**
Marital Status										1.000	.178*	.035	-.001
Workplace Location											1.000	.086**	.115**
Workplace Health & Safety												1.000	-.006
School Level													1.000

Linear regression analysis revealed that among the sub-dimensions of the OHSES. Fall-Slip ($\beta = .198$). General Knowledge ($\beta = .167$). Maintenance-Repair ($\beta = .161$) most significantly and positively predicted work-life quality, while

having a perception of health or safety issues in the workplace ($\beta = -.098$) negatively predicted work life quality. The identified predictors explained 18.9% of the variance in the total score of Work Life Quality (Adj $R^2 = .189$) (Table 4).

Table 4.

Results of Linear Regression Analysis of Factors Affecting Quality of Work Life Score in Teachers

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	53.210	3.995		13.321	.000	45.356	61.065
OHSES _ General Knowledge	.507	.166	.167	3.051	.002	.180	.834
OHSES _ Maintenance and Repair	.458	.172	.161	2.667	.008	.120	.796
OHSES _ Fall-Slip	.598	.167	.198	3.577	.000	.269	.927
Workplace Health & Safety Problem	-3.066	1.453	-.098	-2.111	.035	-5.923	-.210

Discussion

In this study, the effect of OHS self-efficacy on teachers' quality of work life was investigated. The hazards and risks present in professional environments constitute a significant concern for employees across all sectors (Jonathan & Mbogo, 2016; Tesfaye et al., 2023). Working in healthy and safe environments enables employees to fulfil their responsibilities with higher focus and motivation. Given the considerable time spent in the workplace, positive feelings about the work environment play a role in enhancing individuals' quality of life. In this regard, institutions and organizations have educational and regulatory roles. Individuals are willing to seek support from institutions to make their work environments healthier and safer (Annan et al., 2015; Gökgöz et al., 2019). Ultimately, positive work environments are associated with high levels of well-being in individuals (Ünlü & Aydoğan, 2015).

Significant research has been found indicating safe working environments as one of the determinants of quality of work life. Moreover, addressing this focal point is not entirely new. For instance, Walton has been one of the researchers emphasizing this issue since the 1970s. In the same period, the QWL conference was held in Toronto, and the International Council for Quality of Work Life was established. Over time, all sectors have embraced this concept and endeavored to increase workplace productivity through healthy and safe working environments (Jimenez & Bregenzer, 2018; Linnan et al., 2019; Valarmathi & Bhalakarishnan, 2013; Walton, 1973).

The Centers for Disease Control and Prevention's National

Institute for Occupational Safety and Health (CDC/NIOSH) aims to increase workers' well-being by actively supporting regulations and policies through the Total Worker Health program, thereby promoting safe and healthy working environments (Schill, 2017). Similarly, the approach of EU OSH experts suggests organizing workplace health and safety policies to enhance employees' well-being (Gagliardi et al., 2012).

Educational institutions are considered risky environments in terms of occupational health and safety, and numerous studies have indicated concerns among employees in this regard. Various units such as laboratories and technical departments are sensitive areas more commonly addressed in the literature. According to our legislation, schools have been defined as workplaces under Law No. 4857, and regulations related to occupational health and safety have begun to be implemented. While making regulations in a more planned and organized manner, the awareness of teachers, who serve as role models for students and society, is also crucial. In our study, besides the high awareness of teachers, it is noteworthy that one-fourth of teachers reported issues related to occupational health and safety in their workplaces. The finding that this perception is associated with low QWL suggests that teachers take this issue seriously. Teachers tend to perceive occupational health and safety deficiencies as improvable and predominantly controllable factors in improving working conditions (Mufidah & Tejamaya, 2019).

It is reported that a safe working environment can lead to increased health and job satisfaction, contributing to success in the workplace (Okros & Virga, 2023). Studies

interpreting quality concepts in working life associated with providing healthy and safe environments have noticed that some focus on safe physical conditions while others focus on organizational safety conditions (Cihan, 2022; Sivacılar, 2021). In this study, a positive relationship was found between all subdimensions of OHS self-efficacy (General Knowledge, Maintenance-Repair, Emergency Situation, Falls-Slips, Fire, Grounding, Legislation) and QWL score (Table 3). Similar studies conducted in different sectors have similarly identified a positive relationship between positive OHS practices in organizations and increased QWL, emphasizing its role as a factor influencing employee welfare (Çınar & Gündoğdu, 2019; Dayan & Öngel, 2016; Tatlı et al., 2021). Furthermore, it is noted that safe workplace environments are associated with positive health outcomes for employees and increased organizational commitment (Muhammad et al., 2020). Regulations made in many sectors and countries to improve workplace health indicate an awareness of the contributions that can be made to individuals' adaptation to working life (Rojatz et al., 2017).

The concept of school safety is expressed as teachers', students', and staff' feeling of physically and psychologically comfortable and peaceful. Teachers feeling competent in OHS issues are an important step in creating a safe school environment (Çay & Eratay, 2019). A study found that educational organizations did not adequately support OHS policies, which was identified as a significant problem (Min et al., 2019).

Safety issues in educational institutions can also disturb students and their families. In this regard, teachers' knowledge and experiences will also affect student success. Schools encompass a wide range of security threats. Some studies report that teachers find organizational support for OHS policies inadequate (Min et al., 2019). Generally, limited resources are the most common reasons given. This inevitably leads to potential accidents and injuries. While schools often report sports-related and firearm injuries, in our country, the most reported type of accident is slip-related injuries (Fowler et al., 2017; Räsänen et al., 2018; Van & Koç, 2020; Yılmaz & Yıldırım, 2022). In this study, the regression analysis results showed that the self-efficacy perception in falls and slips, one of the sub-dimensions of OHS in teachers, increased the quality of work life by approximately 2 times. This indicates teacher sensitivity to this common safety issue. The emergence of OHS general knowledge and maintenance-repair sub-dimensions as factors increasing the quality of work life in teachers may also indicate that occupational risks are taken seriously by teachers.

According to EUROSTAT statistics, maintenance and repair work is presented as a fatal occupational safety factor responsible for approximately 38% of chemical accidents worldwide, ranging from 15-20%. Our Ministry of Labor and Social Security has stated that maintenance and repair work involves challenging risks across a wide range (ÇSGB, 2014; Hasanhanoglu, 2022). Therefore, in addition to general competence, high self-efficacy perception regarding health and safety in maintenance and repair work is expected to increase teachers' perceptions of quality in their work life.

According to the research results, factors such as gender, marital status, workplace, and the level of the school where teachers work do not have a significant impact on QWL. This finding is consistent with previous studies by the other studies which also demonstrate that gender, workplace, and school level do not significantly affect QWL (Ak et al., 2023; Cihan, 2022; Sari-Karadaş, 2020). These studies similarly suggest that different and more determinant factors are important in determining QWL. Therefore, it is essential to consider these factors in policies and practices aimed at improving the quality of work life.

Conclusion and Recommendations

In this study, we explored the relationship between OHS and the QWL among teachers, as well as various demographic factors. Our findings highlight that a significant proportion of teachers perceive OHS issues in their workplaces, with a corresponding negative impact on their overall work-life quality. The results underscore the importance of addressing OHS concerns in educational settings to enhance the well-being of teachers.

The weak positive correlation observed between teachers' self-efficacy in OHS and their work-life quality indicates that an increased sense of competence in handling safety-related tasks may contribute to a better work-life experience. Notably, specific sub-dimensions of OHS, such as Fall-Slip, General Knowledge, and Maintenance-Repair, emerged as significant predictors positively influencing work-life quality. This suggests that targeted interventions to enhance self-efficacy in these areas could potentially improve the overall well-being of teachers.

Our study aligns with existing literature emphasizing the interconnectedness of workplace safety and the QWL. It further supports the idea that a secure working environment is crucial for fostering positive work experiences and employee satisfaction. The findings contribute to the growing body of research on OHS in

educational institutions, shedding light on the unique challenges faced by teachers in maintaining a high QWL.

Educational institutions should prioritize the implementation of comprehensive OHS programs. These programs should address specific concerns identified in our study, such as Fall-Slip, General Knowledge, and Maintenance-Repair, to empower teachers with the necessary skills and knowledge for a safer work environment.

Organizations and educational authorities should invest in training and education initiatives aimed at improving teachers' self-efficacy in OHS. By providing targeted training in areas identified as significant predictors, such as Fall-Slip and Maintenance-Repair, educators can be better equipped to handle potential risks and challenges in their workplaces.

Schools and educational institutions should foster a culture of safety where both teachers and administrators actively participate in creating and maintaining a secure working environment. This includes promoting awareness of potential hazards, encouraging reporting of safety concerns, and implementing proactive measures to prevent accidents.

Regular assessments of OHS conditions in educational settings should be conducted. Periodic evaluations can help identify evolving risks and allow for the timely implementation of preventive measures, contributing to the sustained improvement of work-life quality for teachers.

While our study provides valuable insights, further research is warranted to explore additional factors that may influence the QWL among teachers. Longitudinal studies and in-depth analyses of specific OHS interventions will contribute to a more comprehensive understanding of the dynamics at play in educational environments.

Etik Komite Onayı: Etik kurul onayı Yozgat Bozok Üniversitesi Sosyal ve Beşerî Bilimler Etik Kurulu'ndan (Tarih: 18.05.2023. Sayı: 03/07) alınmıştır.

Katılımcı Onamı: Bu çalışmaya katılan öğretmenlerden yazılı onam alınmıştır.

Hakem Değerlendirmesi: Dış bağımsız.

Yazar Katkıları: Fikir-SY, KFT; Tasarım-SY, KFT; Denetleme-SY; Kaynaklar-SY, KFT; Veri Toplanması ve/veya İşlemesi-KFT; Analiz ve/veya Yorum-SY; Literatür Taraması-SY, KFT; Yazıyı Yazan-SY, KFT; Eleştirel İnceleme-SY

Çıkar Çatışması: Yazarlar çıkar çatışması olmadığını beyan etmiştir.

Finansal Destek: Yazarlar bu çalışma için finansal destek almadığını beyan etmiştir.

Ethics Committee Approval: Ethics committee approval was received from Yozgat Bozok University Social and Human Sciences Ethics Committee (Date: 18.05.2023. Number: 03/07).

Informed Consent: Written informed consent was obtained from the teachers participating in this study.

Peer-review: Externally peer-reviewed.

Author Contributions: Concept – SY, KFT.; Design- SY, KFT.; Supervision- SY; Resources-SY, KFT.; Data Collection and/or Processing- KFT.; Analysis and/or Interpretation- SY; Literature Search-SY,KFT.; Writing Manuscript- SY,KFT.; Critical Review-SY.

Conflict of Interest: The authors declare that there is no conflict of interest in this study.

Financial Disclosure: The authors declared that this study has received no financial support.

References

- Ak, A., Karaçolak, H., Aksoy Akyol, N., İçöz, E., Özcan, E., & Demirağ, M. (2023). Öğretmenlerin iş yaşam kalitesi düzeyleri. *Premium E-Journal of Social Sciences*, 7(33), 926–938.
- Akar, H., & Üstüner, M. (2017). İş yaşam kalitesi ölçeğinin Türkiye uyarlaması: Geçerlik ve güvenirlik çalışması. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 18(2), 159-176. <https://doi.org/10.17679/inuefd.302675>
- Annan, J. S., Addai, E. K., & Tulashie, S. K. (2015). A call for action to improve occupational health and safety in Ghana and a critical look at the existing legal requirement and legislation. *Safety and Health at Work*, 6(2), 146–150.
- Ata-Yüzügüllü, D., Aytaç, N., & Akbaba, M. (2018). Bir üniversite hastanesinin yoğun bakım ünitesi hemşirelerinde yaşam kalitesi, iş kazaları ve vardiyalı çalışmanın etkileri. *Sakarya Medical Journal*, 8(1), 99-107. <https://doi.org/10.31832/smj.381197>
- Büyüköztürk, Ş. (2020). *Sosyal bilimler için veri analizi el kitabı* (28 ed.). Pegem Akademi.
- Canoğlu, H., Kaçar, E., Abdan, Ş., Aba, E., & Dağ, H. (2023). Okullarda iş sağlığı ve güvenliği uygulamaları ile bir ilkokula yönelik örnek risk analiz çalışmasının incelenmesi. *Asya Studies*, 7(25), 307–316.
- Casida, J. M., Combs, P., Schroeder, S. E., & Johnson, C. (2019). Burnout and quality of work life among nurse practitioners in ventricular assist device programs in the United States. *Progress in Transplantation*, 29(1), 67–72. <https://doi.org/10.1177/1526924818817018>
- Çay, E., & Eratay, E. (2019). Özel eğitim okulunda çalışan öğretmenlerin iş sağlığı ve güvenliği seminerine ve sonraki uygulamalara yönelik görüşleri. *Atatürk Üniversitesi Kazım Karabekir Eğitim Fakültesi Dergisi*, 38, 26-45. <https://doi.org/10.33418/ataunikkefd.524611>
- Çetin, A. (2019). Öğretmenlerin öznel iyi oluşları ile mesleki dayanıklılıkları arasındaki ilişkinin incelenmesi. *Sakarya University Journal of Education*, 9(3), 506–521. <https://doi.org/10.19126/suje.533847>
- Cihan, G. (2022). *Öğretmenlerin ve okul yöneticilerinin iş yaşam kalitesine ilişkin görüşleri*. [Yayımlanmamış Yüksek Lisans Tezi, Pamukkale Üniversitesi]. YÖK.
- Çınar, O., & Gündoğdu, M. (2019). İş sağlığı-güvenliği, iş tatminin ve örgütsel bağlılık arasındaki ilişkinin incelenmesi: Erzurum ve İstanbul uygulaması. *İş ve Hayat*, 5(9), 231–247.
- ÇSGB. (2014). *İş sağlığı ve güvenliği uygulama rehberi*, 1-20.

- Dayan, S., & Öngel, V. (2016). İş sağlığı ve güvenliği uygulamalarının sağlık çalışanları tarafından değerlendirilmesi: Bir özel hastane örneği. *International Conference On Eurasian Economies*, 4(Session C), 479–486.
- Erdem, B., & Kaya, İ. (2013). Çalışma yaşamı kalitesini etkileyen faktörlerin işgörenler tarafından algılanması: Otel çalışanları üzerinde bir araştırma. *Dumlupınar Üniversitesi Sosyal Bilimler Dergisi*, 35, 135–150.
- Fowler, K. A., Dahlberg, L. L., Haileyesus, T., Gutierrez, C., & Bacon, S. (2017). Childhood firearm injuries in the United States. *Pediatrics*, 140(1), 1-6.
- Gagliardi, D., Marinaccio, A., Valenti, A., & Iavicoli, S. (2012). Occupational safety and health in Europe: Lessons from the past, challenges and opportunities for the future. *Industrial Health*, 50(1), 7–11. <https://doi.org/10.2486/indhealth.MS1342>
- Gökgöz, G., Uyar, R. E., & Yıldız, A. N. (2019). İşyeri hekimlerinin ileri mesleki eğitim ihtiyaçları. *Sürekli Tıp Eğitimi Dergisi*, 28(2), 77–86.
- Güler, M., Derin, K. H., & Şahin, L. (2018). İş sağlığı ve güvenliği kültürü ve eğitimi ilişkisi. *İş ve Hayat Dergisi*, 4(8), 311–348.
- Hasanhanoglu, C. (2022). İşletmelerde periyodik bakımların önemi ve iş kazalarına etkisinin ekonomik boyutuyla incelenmesi. *Ulusal Arasari Ekonomi ve Siyaset Bilimler Akademik Arastirmalar Dergisi*, 6(14), 68–80.
- İlğan, A., Erdem, M., Taşdan, M., & Memduhoğlu, B. H. (2008). Örgütsel gelişim araçları olarak toplam kalite yönetimi ile stratejik yönetim ve planlama yaklaşımları. *Çukurova Üniversitesi Eğitim Fakültesi Dergisi*, 3(35), 72–92.
- İlğan, A., Özü-cengiz, Ö., Ata, A., & Akram, M. (2015). The relationship between teachers' psychological well-being and their quality of school work life Öğretmenlerin okul iş yaşamı kaliteleri ve psikolojik iyi oluşları arasındaki ilişki. *The Journal of Happiness & Well-Being*, 3(2), 159-181.
- Jimenez, P., & Bregenzer, A. (2018). Integration of eHealth tools in the process of workplace health promotion: proposal for design and implementation. *Journal of Medical Internet Research*, 20(2), e65.
- Jonathan, G. K., & Mbogo, R. W. (2016). Maintaining health and safety at workplace: Employee and employer's role in ensuring a safe working environment. *Journal of Education and Practice*, 7(29), 1-7.
- Karamık, S., & Şeker, U. (2015). İşletmelerde iş güvenliğinin verimlilik üzerine etkilerinin değerlendirilmesi. *Gazi Üniversitesi Fen Bilimleri Dergisi*, 3(4), 575-584.
- Kermansaravi, F., Navidian, A., Navabi Rigi, S., & Yaghoubinia, F. (2015). The relationship between quality of work life and job satisfaction of faculty members in Zahedan University of Medical Sciences. *Global Journal of Health Science*, 7(2), 228-234. <https://doi.org/10.5539/gjhs.v7n2p228>
- Linnan, L. A., Cluff, L., Lang, J. E., Penne, M., & Leff, M. S. (2019). Results of the workplace health in America survey. *American Journal of Health Promotion*, 33(5), 652–665.
- Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2006). *Methods in educational research. From theory to practice*. John Wiley & Sons, Ltd, 2-50.
- McLellan, R. K. (2017). Work, health, and worker well-being: Roles and opportunities for employers. *Health Affairs*, 36(2), 206-213. <https://doi.org/10.1377/hlthaff.2016.1150>
- Min, J., Kim, Y., Lee, S., Jang, T. W., Kim, I., & Song, J. (2019). The fourth industrial revolution and its impact on occupational health and safety, worker's compensation and labor conditions. *Safety and Health at Work*, 10(4), 400-408.
- Mufidah, L., & Tejamaya, M. (2019). Analysis of occupational safety and health risk perception of elementary school employees in Depok city, Indonesia. *Indian Journal of Public Health Research & Development*, 10(5), 1-8.
- Muhammad, G., Qasim, S., Ahmed Khan, M., & Ali Jinnah University, M. (2020). Role of healthy and safe environment in employee retention: Mediating effect of employee commitment. *NMIMS Management Review*, 38(3), 72–86.
- Nasl-Saraji, G., & Dargahi, H. (2006). Study of quality of work life (QWL). *Iranian Journal of Public Health*, 35(4), 8-14.
- Okros, N., & Virga, D. (2023). Impact of workplace safety on well-being: the mediating role of thriving at work. *Personnel Review*, 52(7), 1861-1877.
- Räisänen, A. M., Kokko, S., Pasanen, K., Leppänen, M., Rimpelä, A., Villberg, J., & Parkkari, J. (2018). Prevalence of adolescent physical activity-related injuries in sports, leisure time, and school: the National Physical Activity Behaviour Study for children and Adolescents. *BMC Musculoskeletal Disord*, 19(58), 1–8.
- Rojatz, D., Merchant, A., & Nitsch, M. (2017). Factors influencing workplace health promotion intervention: a qualitative systematic review. *Health Promotion International*, 32(5), 831–839.
- Rostami, H. R., Akbarfahimi, M., Ghaffari, A., Kamali, M., & Rassafiani, M. (2021). Relationship between work-related quality of life and job satisfaction in Iranian occupational therapists. *Occupational Therapy International*, 2021, 1–6. <https://doi.org/10.1155/2021/6692752>
- Sapmaz, S. (2013). *İmalat sektöründe faaliyet gösteren bir işletmede iş sağlığı ve güvenliği uygulamalarının incelenmesi ve verimliliğe etkilerinin değerlendirilmesi*. [Yayınlanmamış Yüksek Lisans Tezi, Atılım Üniversitesi]. YÖK.
- Sarı-Karadaş, Y. (2020). *İlkokul öğretmenlerinin iş yaşamkalitesine ilişkin algıları ve iş doyum düzeyleri arasındaki ilişki (Balıkesir ili merkez ilçeler örneği)* [Anadolu Üniversitesi], 1-8. <https://www.e-ir.info/2018/01/14/securitisation-theory-an-introduction/>
- Sıvacılar, S. (2021). *Sürdürülebilirlik ilkesine dayalı okul öncesi eğitim yapısı tasarlanması ve fiziksel etkenlerin iş sağlığı güvenliği açısından incelenmesi*. [Yayınlanmamış Yüksek Lisans Tezi, Kırklareli Üniversitesi]. YÖK.
- Taşdemir, C., & Gür, B. (2021). Sınıf öğretmenlerinin iş sağlığı ve güvenliği öz yeterliği (İğdir ili örneği). *International Journal of Advances in Engineering and Pure Sciences*, 33(3), 467–477.

- Tatlı, H. S., Eytmiş, A. M., & Zümrüt, M. (2021). İş sağlığı ve güvenliği uygulamalarının iş doyumuna etkisi: Çalışma yaşamı kalitesinin aracılık rolü. *OPUS Uluslararası Toplum Araştırmaları Dergisi*, 18(Yönetim ve Organizasyon Özel Sayısı), 1256–1284. <https://doi.org/10.26466/opus.892070>
- Tesfaye, A. H., Abate, K., Kabito, G. G., & Azale, T. (2023). Perceived occupational stress and associated factors among primary school teachers in the second wave of COVID-19 in Ethiopia: a multicenter cross-sectional survey. *Frontiers in Public Health*, 11, 1156652.
- Turner, K., & Garvis, S. (2023). Teacher educator wellbeing, stress and burnout: A scoping review. *Education Sciences*, 13(351), 0–15. <https://doi.org/10.3390/educsci13040351>
- Ünlü, Z., & Aydoğan, E. (2015). Yenilik yönetiminin iş yaşam kalitesi üzerine etkisi: Ankara'daki devlet üniversiteleri bünyesinde bulunan teknokentlerde bir araştırma. *Kara Harp Okulu Bilim Dergisi*, 25(2), 29–66.
- Usha, S., & Rohini, V. (2018). Impact of quality of work life on work outcome of employees in automobile companies in Chennai. *International Journal of Pure and Applied Mathematics*, 118(20), 787–799.
- Ustaoğlu, E. (2020). *Eğitim kurumlarında iş sağlığı ve güvenliği üzerine bir çalışma*. [Yayınlanmamış Yüksek Lisans Tezi, Çankaya Üniversitesi]. YÖK.
- Valarmathi, L., & Bhalakarishnan, R. (2013). Workplace safety and quality of work life: A case study in the textile sector. *International Journal of Management*, 4(2), 83–89.
- Van, M. H., & Koç, N. (2020). Kamu yönetiminde temel iş sağlığı ve güvenliği bilgisi (Van Milli Eğitim Müdürlüğü örneği). *Akademik İzdüşüm Dergisi*, 5(2), 1–20.
- Walton, R. E. (1973). Quality of working life: What is it? *Sloan Management Review*, 15(1), 11–21.
- Yılmaz, G., & Yıldırım, S. (2022). Eğitim sektöründe gerçekleşen iş kazalarına yönelik bir araştırma. *OHS Academy*, 5(3), 175–185. <https://doi.org/10.38213/ohsacademy.1160766>

Genişletilmiş Özet

Giriş

Bu çalışma, öğretmenlerin iş sağlığı ve güvenliği öz-yeterliliğinin, iş yaşam kalitesi üzerindeki etkisini araştırmayı hedeflemektedir. İş yaşam kalitesi (İYK), çalışanlara uygun ve sağlıklı bir işyeri ortamında görevlerini yerine getirme desteği sağlama kavramını içerir. Bu, çalışanların işin önemini anlamalarını, yeteneklerini tanımlarını ve beceri geliştirmeye elverişli bir çalışma ortamını teşvik etmeyi amaçlar.

1950'lerde ortaya çıkan "iş yaşamının kalitesi" terimi, başlangıçta yetersiz çalışma koşullarından kaynaklanan stresi ifade ediyordu. Bu kavramın gelişimi, özellikle Amerika Birleşik Devletleri ve Birleşik Krallık'ta başlamış, ardından Batı ve Doğu Avrupa, Güney Asya ve Doğu Asya'ya yayılmıştır. İYK'nin geliştirilmesi, iş tatmini, yaşam doyumu, boş zaman etkinliklerine katılım ve ekonomik refah gibi unsurlarla ilişkilidir.

İSG uygulamalarının İYK üzerinde olumlu bir etkisi olduğunu belirten araştırmalar bulunmaktadır. Örneğin, Tahran Üniversitesi Hastanelerinde yapılan bir araştırma, İSG uygulamalarının İYK'yi olumlu yönde etkilediğini göstermiştir. Eğitim sektöründe, öğretmenlerin güvenli bir çalışma ortamını kalitenin temel bir göstergesi olarak gördüğü belirtilmiştir.

Çalışmanın, öğretmenlerin algıladıkları İSG sorunları ve başa çıkma öz-yeterlilikleri ile İYK arasındaki ilişkiyi anlamak için önemli bir katkı sağlamayı amaçladığı vurgulanmaktadır. Bu, eğitim kurumlarında güvenli bir çalışma ortamının önemini vurgulayarak, öğretmenlerin genel refahını iyileştirmeye yönelik müdahaleleri destekleyebilecek değerli bilgiler sunmaktadır.

Yöntem

Bu kesitsel araştırma, Konya ilindeki Milli Eğitim Müdürlüğü'ne bağlı devlet okullarında görev yapan öğretmenler arasında yürütülmüştür. Araştırmanın evrenini tüm okullardaki toplam 16.681 öğretmen oluştururken, $p = .50$, $\alpha = .05$ ve $d = .05$ parametreleri göz önüne alınarak belirlenen minimum örneklem büyüklüğü 376 olarak belirlenmiştir.

Veri toplama araçları, katılımcıların tanımlayıcı bilgilerini içeren bir tanıtım formunu içermektedir. Ayrıca, İş Sağlığı ve Güvenliği Öz Yeterlik Ölçeği (İSGÖÖ) ile İş Yaşam Kalitesi Ölçeği (İYK) de kullanılmıştır.

Veri toplama süreci, anketlerin Google Formlar aracılığıyla okul yönetimlerine ve öğretmenlere uygulanması şeklinde gerçekleşmiştir. Katılım gönüllülük esasına dayalı olup, katılımcıların soruları atlamasına veya boş bırakmasına izin verilmiştir.

Verilerin analizi için, doğrusal regresyon modelinin varsayımlarını incelemiştir. Çalışmada bağımlı değişken olarak İYK belirlenmiş, İSGÖÖ ve tanımlayıcı bulgular ise bağımsız değişken olarak kullanılmıştır. Kategorik değişkenler için kukla değişkenler oluşturulmuş ve geriye dönük Wald yöntemi kullanılarak anlamlılık düzeyi $p < .05$ olarak belirlenmiştir. Ayrıca, normal dağılım, doğrusallık ve artıkların bağımsızlığını kontrol etmek için çeşitli kontroller yapılmıştır.

Bulgular

Araştırmaya katılan öğretmenlerin profili incelendiğinde, katılımcıların %62,0'sinin erkek, %87,7'sinin evli, %68,8'inin il merkezinde çalıştığı ve %43,0'inin lise düzeyinde eğitim verdiği görülmüştür. Ayrıca, katılımcıların %23,0'u çalışma ortamlarında İş Sağlığı ve Güvenliği (İSG) sorunları yaşadığını ifade etmiştir.

İstatistiksel analizlerde, cinsiyet, medeni durum, işyeri ve çalışılan okul düzeyine göre İş Yaşam Kalitesi toplam puanlarında anlamlı bir fark bulunmazken, işyerinde sağlık veya güvenlik sorunu yaşadığını belirtenlerde Çalışma Yaşam Kalitesi toplam puanında anlamlı bir düşüş gözlemlenmiştir ($p < .05$).

Korelasyon analizi sonuçlarına göre, İSGÖÖ'nün alt faktörleri ile Çalışma Yaşam Kalitesi Toplam Puanı arasında pozitif yönde zayıf bir ilişki belirlenmiştir. Ayrıca, işyerinde sağlık veya güvenlik konularının algılanması ile iş yaşam kalitesi arasında orta düzeyde negatif bir ilişki tespit edilmiştir.

Doğrusal regresyon analizi, İSGÖÖ'nün alt boyutlarından Düşme-Kayması, Genel Kültür, Bakım-Onarım'ın iş yaşam kalitesini pozitif yönde anlamlı şekilde yordadığını göstermiştir. İşyerinde sağlık veya güvenlik konularına ilişkin algının ise iş yaşam

kalitesini olumsuz yönde etkilediği belirlenmiştir. Belirlenen yordayıcılar, İYK toplam puanındaki varyansın %18,9'unu açıklamaktadır.

Sonuç ve Öneriler

Bu çalışma, öğretmenler arasında İSGÖÖ ile çeşitli demografik faktörler arasındaki ilişkiyi ve İYK üzerindeki etkilerini incelemektedir. Araştırmanın bulguları, öğretmenlerin önemli bir kısmının işyerlerinde İSG konularını fark ettiğini ve bu durumun genel iş yaşam kalitelerini olumsuz etkilediğini ortaya koymaktadır. Çalışmanın sonuçları, öğretmenlerin refahını artırmak için eğitim ortamlarında İSG endişelerine odaklanmanın önemini vurgulamaktadır.

Öğretmenlerin iş sağlığı ve güvenliği konusundaki öz yeterlilikleri ile iş yaşam kaliteleri arasındaki pozitif yönlü zayıf ilişki, güvenlikle ilgili görevleri yerine getirme konusundaki yeterlilik duygusunun artmasının daha iyi bir iş hayatı deneyimine katkıda bulunabileceğini göstermektedir. İSGÖÖ'nün alt boyutlarından Düşme-Kayma, Genel Kültür ve Bakım-Onarım'ın, çalışma yaşam kalitesini olumlu yönde etkileyen önemli yordayıcılar olduğu belirlenmiştir.

Çalışmanın önerileri arasında İSG programlarının uygulanması, eğitim ve öğretim girişimleri, güvenlik kültürünün teşvik edilmesi, işyeri güvenliğinin periyodik olarak değerlendirilmesi ve daha fazla araştırma yapılması yer almaktadır. İSG programları, öğretmenleri daha güvenli bir çalışma ortamı için bilgilendirme ve yetkilendirme amacıyla Düşme-Kayma, Genel Bilgi ve Bakım-Onarım gibi özel endişeleri ele almalıdır. Eğitim ve öğretim girişimleri, öğretmenlerin İSG konusundaki öz yeterliliklerini geliştirmeye yönelik olmalıdır. Güvenlik kültürünün teşvik edilmesi, öğretmenlerin ve yöneticilerin etkileşim içinde olduğu bir ortamı desteklemeyi amaçlamaktadır. İşyeri güvenliğinin periyodik olarak değerlendirilmesi, gelişen riskleri belirleyerek önleyici tedbirlerin zamanında uygulanmasına olanak tanır. Ayrıca, daha fazla araştırma, öğretmenler arasında yaşam kalitesini etkileyebilecek ek faktörleri anlamak için yapılmalıdır. Boylamsal çalışmalar ve belirli İSG müdahalelerinin analizleri, eğitim ortamlarında rol oynayan dinamikleri daha iyi anlamamıza yardımcı olacaktır.