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Original Research

Providing A Model of Quality of Working Life Related to Teachers' Mental Health and Its Effect on The Organizational Climate of Schools

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Abstract

Introduction: Improving the quality of working life and mental health of employees is the key to the success of any organization. And it has psychological and social effects on employees. The aim of this study was to provide a model of quality of working life related to teachers' mental health and its effect on the organizational climate of schools.

Methods: This research is a mix of exploratory type (qualitative and quantitative) that its qualitative stage is based on the grounded theory and is quantitative stage is post-event. In the qualitative section of the research, 40 faculty members, specialists and leading figures in the field of management and human resources in Mahshahr city were selected by purposeful sampling method using snowball technique. In the quantitative section, 300 school teachers of this city were selected by multi-stage sampling method.

Findings: Finally, the findings showed that the quality of working life of teachers can be classified into eight components, which include: motivation and interest in work, doing family and social responsibilities at work, fair salaries and benefits, independence in decision-making, job promotion, creativity and innovation, organizational climate based on trust and security and management style of managers. And the findings of exploratory and confirmatory factor analysis confirmed the model derived from the content analysis of expert opinions. In addition, it was observed that there is a 0.23% correlation between quality of life and organizational climate of schools.

Conclusion: According to the findings of this study, it can be concluded that family dimensions and job opportunities and benefits form components of quality of working life of teachers that their improvement is associated with improving the organizational climate of schools. As the quality of working life in schools increases, a more favorable work environment is provided for teachers and thus their mental health increases.

Keywords: Quality of working life, organizational climate of schools, Mental health, Teachers, Mixed research methods

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Introduction

Today, human resource management has become very important due to increased competition in jobs, products, and services, increased human resource costs, as well as the dynamism and complexity of cultural, economic, educational, social, and political change. On the other hand, there is a direct relationship between human resource management practices and quality of working life. Therefore, revitalizing employees by improving the quality of their working life is the key to the success of any organization (1).

Casio (2007) has defined the quality of working life in two terms: in the objective definition, the quality of working life is equivalent to a set of real working conditions and work environment in an organization such as salary and health and safety benefits, participation in decision making, training courses, delegation, social prestige, etc. In the subjective definition, the quality of working life is the physical and mental health in the workplace. In general, measures that include welfare facilities, treatment, job security, job design, job importance, job development and advancement, training and improvement, and the like, are collectively considered as quality of working life (2,25).

Quality of working life can affect different dimensions of an organization. One of these dimensions is the organizational climate. The climate of an organization can almost be considered the personality of the organization, that is, the relationship of climate to organization is like personality to individual. Similarly, the difference between schools is not limited to the physical condition, structure, quantity and quality of human and material resources, but each school has its own specific and relatively stable customs, values, norms and scientific methods. These characteristics, which allow us to distinguish one school from another, are called "school climate". The organizational climate refers to the perceptions of the organization members of the fundamental elements of the organization. Since the climate is based on individual perspectives, it has rapid variability, while also affecting the behavior of individuals. The organizational climate can play a vital role in promoting creativity and innovation among individuals (3).

On the other hand, since a significant part of the teachers' time is spent in school, the quality of their working life is very important, which in turn is likely to have a psychological and social impact on them. When employees seek and direct their subordinates' mental health, they should make sure that a favorable mental environment is created for activity and compatibility at school. Such a difficult task requires that all employees have good mental health to be able to spread it to all elements of the organization. Mental health enables employees to make better and more appropriate decisions with a better understanding of organizational realities and environmental variables(26). Employees with lower mental health not only shirk their responsibilities and reduce effectiveness and efficiency in performing their duties (4) (5). There is also a significant correlation between the areas of physical function and quality of life and the areas of anxiety, social dysfunction and depression. In the areas of mental health, anxiety was observed in women more than men (6). However, mental health prepares teachers to perform their job duties. Conversely, people with poor mental health are more prone to illness and, as a result, more likely to stay away from their work activities. Therefore, it is a logical conclusion to say that mental health is essential for the performance of employees in schools. Various factors play a role in ensuring mental health in the workplace. Some factors related to workplace conditions, organizational climate indicate mutual and cheerful trust, relationships between employees and the quality of life in the workplace and the organization in general. In fact, the school climate should be considered as characteristics that describe the psychological characteristics of a particular school, distinguish it from other schools, influence the behavior of teachers and students, as well as it is a psychological feeling that teachers and students have towards that

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school (7). Thus, understanding the climate of schools helps us to identify conflicts and then try to reduce or eliminate them by examining them, and by resolving the conflict in the workplace between teachers and principals, students' attitudes towards education will become more favorable.

In general, the optimal use of human resources depends on the development of human resource strategies and measures that are taken to protect the body and soul and maintain the human dignity of employees (18,2). Meanwhile, education as an educational organization in various ways leads to economic growth and improving the working life of individuals (8). This institution is the basis of cultural, social, economic and political development of any society, and since a significant part of educational activities take place in schools, schools as a sensitive and important social system have a special position. Therefore, researchers in the present study try to first provide a model of quality of working life of teachers and then examine the effect of this model on the organizational climate of Mahshahr schools. In this way, they can make suggestions to improve the performance of teachers and the organizational climate of schools.

Materials and Methods

This research is a mix of exploratory type (qualitative and quantitative) that its qualitative stage is based on the grounded theory and is quantitative stage is ex-post facto (causal-comparative). The study population in the qualitative section of the research was all faculty members, specialists and leading figures in the field of management and human resources in Mahshahr city of Khuzestan province in 2019. 40 people from the target population were selected by purposeful sampling method and according to inclusion criteria (outstanding faculty members and specialists) and exclusion criteria (professors, teachers and principals who were reluctant to participate in the study) and using the snowball technique. In the quantitative section of the study, the study population was all school teachers in Mahshahr city of Khuzestan province in 2019 that according to Cochran's formula, 300 of them were selected by multi-stage sampling method.

Research tools

Organizational Climate Description Questionnaire for Secondary Schools (OCDQ-RS): This questionnaire was developed by Hoy, Tarter and Kottkamp (9) which has 34 items and has been prepared to explain the behavior of secondary school teachers and principals. Responses are scored on a 4-point Likert scale (1=rarely and 4=very high). This questionnaire has five dimensions, two of which explain the supportive behavior (Cronbach's alpha=0.91) and directive behavior (Cronbach's alpha=0.87) of the school principal and the other three dimensions explain the engaged behavior (0.85=Cronbach's alpha), intimate behavior (0.85 = Cronbach's alpha) and frustrated behavior (Cronbach's=0.71) of teachers. The factor structure of this questionnaire has been confirmed in the studies of Hoy et al. (9) and Hoy and Tartar (10). In the study of Maleki and Ghaderi (11), internal consistency of scale was 0.86.

Research methodology

The method of conducting the research in the qualitative section of the research was that in the first stage, the study of research literature and study background related to the research topic was examined from 2000 to 2019. In this stage, papers that were not related to the research topic were removed and the rest of the papers were thoroughly reviewed. In the second stage, an initial list of educational management experts was prepared and in the third stage, a semi-structured interview was conducted with experts, professors and managers with relevant questions. In the same

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way, the interview process continued until the collected information reached the saturation point. Theoretical saturation is a point in qualitative research that indicates the adequacy of the data collected to analyze and present the final report. To reach the saturation point, the field study must continue until no new evidence of data is obtained (repetition of previous data). In other words, a complete review of the data is performed (12) then the collected data are coded, categorized and classified. Coding was used to analyze the data:

A) Open coding: First, the concepts and categories obtained regarding the design and validation of the quality of working life model were studied and categorized from the process of studying theoretical literature such as models, theories and research background conducted in Iran and abroad. Then, the experts were interviewed and the phrases, concepts and items extracted from the interviews were merged with the concepts obtained from reviewing the documents and research background by performing open coding, detailed analysis, homogenization (choosing the most correct words, deleting common concepts). In this stage, according to the conventional method, a title and a label was given to each component. This title, so-called "code", should be indicative of the content of the data, so that the researcher and the reader, by looking at this title, understand the meaning of the sentences to a large extent.

B) Axial coding: After collecting a lot of qualitative data, the key points emphasized in the interviewees' answers were compared to the concepts obtained from reviewing the documents and research background, and those answers that referred to a common topic were grouped. This common axis is called comment classification and axial coding. It should be noted that in the open coding stage, many codes were obtained, but after each stage of classification and data analysis, duplicate concepts were removed and similar concepts were merged.

C) Selective coding: According to Straus and Corbin (13), selective coding is the systematic selection of key components and linking them to other components, validating relationships and filling in gaps with categories that need further modification and expansion. After generating the categories and their features, in the axial coding, the categories were regularly developed and attached to the subcategories, but until the main categories come together and form a larger theoretical design, the research findings do not take the form of theory. In addition, one of the most important steps is to determine the core category or phenomenon. This category has the power of analysis and brings the categories closer together. This category emerges from the existing categories and covers other categories (14).

Finally, the result of two processes of reviewing the research background and interviewing experts and specialists was to identify indicators (using open coding) that were categorized into dimensions and components (using axial and selective coding). Also, heuristic and confirmatory factor analysis using PLS software was used to validate the model of teachers' quality of working life and Pearson correlation coefficient with SPSS software was used to investigate the relationship between components of teachers' quality of working life and the climate of schools.

Findings

The mean age of the subjects was 43 years with a standard deviation of 8.7. 115 or 0.87% of women were married and only 0.13% were single. While 0.78% of men were married and 0.22 were single. Table 1 shows the components of teachers' quality of working life model.

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Table 1. Components of quality of working life

Theme	Class	Code
Components of teachers' working life	Component of Motivation and interest in work	Higher interest and motivation improve the quality of life
		High motivation makes life problems better resolved
		Adequate motivation makes for better performance
		Adequate motivation makes for more job peace
		High progress motivation makes schools fruitful
		Low motivation reduces participation
		Poor motivation makes for fatigue and irritability
		Lack of motivation reduces job satisfaction and activities
		Adequate motivation leads to job and life satisfaction
		A tired, bored and unmotivated teacher wastes time and energy
		An unmotivated teacher causes the learners to not grow and develop
		Interest makes for progress in work
		Without interest, only coercion remains and the quality of work decreases
		The most important factor of quality in all stages of work is motivation and interest
		Motivation and interest make for happiness
	Performing family and social responsibilities along with job	High-pressure living conditions reduce job information
		Happy mood in the workplace is influenced by family and community conditions
		Many responsibilities reduce the quality of work life
		Family tensions reduce the quality of work
		Excessive family and social responsibilities cause a lot of stress
		Family and social conflicts lead to a decrease in the quality of work
		Ability to perform various responsibilities can improve the quality of work
		The mutual relationship between family and social responsibilities and quality of life
		I agree with various work responsibilities in life
		Doing each role correctly in its place has a positive effect on each other
	Component of fair salaries and benefits	Inadequacy of the salaries and benefits of Education workers in proportion to our performance and efforts
		Damages of salary imbalance
		Unfairness of salaries causes an imbalance of life
		Unfairness of benefits causes the teacher to become involved in the material life
		Imbalance of incomes
		Lack of legal justice causes the emergence of physical, mental or physical illnesses
		Legal imbalances cause little progress of students
		Injustice and discrimination in the workplace affect the quality of work
		Financial well-being makes for peace of mind to do things
		Negative inequality makes for reduced quality of education or underworking
		Salary satisfaction increases the quality of work

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	Appropriate salaries and benefits can increase the quality of work for teachers
	The factor of financial benefits has its own effect on quality of life
	Adequate salaries cause teachers to make efforts to work with quality
Independence in decision making	Being controlling has a negative effect on the quality of working life
	Teachers' freedom of choice lead to a better quality of life
	Monitoring and controlling how work progresses is great
	Control means creating constraints and obstacles that hinder quality
	Every decision in the workplace is related to work life
	Good decisions make a person effective in working life
	Enabling decision-making leads to less stress
	Independent decision-making leads to a better quality of life
	Making right decisions makes the conclusion of the work worth
	Having control over work and the opportunity to make decisions in the job position improves
	Ability to make decisions has a positive effect on better work quality
Job promotion and growth opportunity	Job progress enhances the quality of working life
	Progress in any field affects life and work style
	Lack of growth opportunities leads to work regression
	Little progress affects performance
	Growth opportunity by increasing life satisfaction increases the quality of work
	Slight improvements result in lower quality
	Having opportunities to progress improves the quality of working life
	Growth and advancement in work causes self-confidence and creates a very good feeling
	Scientific growth affects the quality of life.
	Growth and progress make me do things well
Creativity and innovation in work	Creativity and innovation make working life up to date
	The possibility of innovation at work expands activities
	The possibility of creativity increases the desire of employees
	Creativity and curiosity improve quality
	Creativity improves the quantity and quality of life process and success at work
	The possibility of creativity and innovation in a person improves his quality of life
	Creativity and motivation reduce ambiguity and conflict of roles
	Creativity leads to work growth
	Working on dictation destroys creativity and innovation

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	The possibility of creativity creates a better mood
Organizational climate based on trust and security	Having security and confidence at work calms the soul and body
	Security makes you feel comfortable and relaxed in life
	Incompatibility of work space with interests and desires
	A tense organizational climate transmits inconveniences to life
	Teachers' feeling of security in a good work environment
	Trusted organizational climate leads to employee participation and cooperation
	Low stress climate is effective on quality of life
	Organizational climate peace is directly related to peace and quality of life
	Distrust deprives teachers of the ability to move and be creative
	Distrust deprives teachers of the ability to move and be creative
	Distrust makes teachers inactive and neutral
	Wherever there is trust, there is an atmosphere of success
	We work better if there is security and trust
Managers' management styles and quality of work	Good management makes for a good work system
	Lack of supportive managers is a pressure factor for teachers
	Principals heal teachers' pain
	Dry management leads to burnout
	Experienced and skilled managers with professional ethics affect the quality of work
	Flat management makes for better performance
	A more capable and thoughtful manager makes for more peace
	Interactive and supervisory management improves performance quality
	Implementing a better management style makes teachers more satisfied
	Centralized and non-participatory management weakens decision making
	Low stress management improves the quality of work
	Peremptory leadership style causes a lack of feeling of freedom
	Managers' management style affects how they work
	Management style has a direct effect on the stages and quality of life and progress

As can be seen in Table 1, the findings of the present study showed that the quality of working life could be classified into eight categories that were extracted from 100 open codes. Eight categories of quality of working life include: motivation and interest in work, fulfillment of family and social responsibilities along with work, fair salaries and benefits, independence in decision-making, job promotion, creativity and innovation, organizational climate based on trust and security, and managers' management styles.

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Table 2 shows the values of descriptive indicators such as minimum, maximum, mean and standard deviation of components related to quality of working life.

According to the value of sampling adequacy index[1] (0.83 with significance level, 0.0001) and Bartlett's test of sphericity (2.99, significance level, 0.028) , exploratory factor analysis with principal axis factoring and varimax rotation was used to evaluate the validity of the questionnaire (Table 3).

As shown in Table 3, the eigenvalues of the five factors are greater than one, and these five factors together account for 55.73% of the total variance. Also, the commonality of the materials of the 45-item questionnaire obtained by performing the principal axis factoring shows that the first factor with about 0.20 commonality rate has the most explanation and the eighth factor with 3.44% variance has the lowest commonality rate.

After performing exploratory factor analysis and extracting the factors of quality of work life questionnaire, the fit of the model obtained from the factors of this scale was examined through confirmatory factor analysis. The results of model fit indices with the observed data were evaluated through 6 criteria. These criteria are: 1) Chi-square χ^2, 2) of ratio Chi-square to degree of freedom, 3) Good fit index 4) Adjusted good fit index, 5) Comparative fit index, and 6) Root mean square error of approximation (Table 4).

According to Table 4, it can be concluded that most of the indicators are at a desirable level and the questions related to the components of the quality of work life questionnaire are acceptable. The correlation values of the items are reported in Figure 1. Also, the reliability calculation of the questionnaire showed that the internal consistency coefficient through Cronbach's alpha for the whole scale is 0.87.

To answer the question that what effect does the model of teachers' work quality have on the organizational climate? First, Pearson correlation test was used (Table 5).

According to the results of Pearson correlation analysis, it can be said that there is a significant correlation between some components of quality of working life and organizational climate. Based on this, the relationship between the components of quality of working life and organizational climate was calculated in the form of a model, the results of which are shown in Figure 2.

Based on the above model, it is observed that the correlation between quality of life and organizational climate is 0.23%. Regression coefficients between the components of quality of working life and organizational climate are presented in Table 6.

Table 2. Descriptive values for variables

Variables	Number	Minimum	Maximum	Mean	standard deviation
Quality of working life	210	79.00	180.00	119.7238	20.23924
Motivation and interest in work	210	6.00	24.00	15.0333	3.01889
Multiple responsibilities	210	8.00	27.00	15.7667	3.64945
Fair salaries and benefits	210	10.00	29.00	18.8667	3.33337
Independence in decision-making	210	5.00	19.00	11.0952	2.49410
Job growth and promotion	210	7.00	20.00	12.5048	2.77936
Creativity and innovation	210	6.00	22.00	11.2095	2.93859
Organizational climate based on trust and security	210	5.00	21.00	10.5905	3.66725
Manages' management style	210	16.00	44.00	24.6571	4.07778

[1] Kaiser Myers Normalization

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Table 3. Eigenvalues, percentage of variance and cumulative variance of factors of quality of working life questionnaire

Factor	Before rotation			After varimax rotation		
	Eigenvalue	percentage of variance	Cumulative percentage	Eigenvalue	percentage of variance	Cumulative percentage
۱	9.184	20.409	20.409	7.225	16.056	16.056
۲	4.398	9.774	30.183	3.485	7.744	23.800
۳	2.600	5.777	35.960	2.939	6.530	30.331
۴	2.305	5.123	41.083	2.756	6.125	36.456
۵	1.893	4.206	45.289	2.738	6.084	42.540
۶	1.660	3.688	48.977	2.671	5.936	48.476
۷	1.580	3.512	52.489	1.713	3.806	52.282
۸	1.457	3.238	55.727	1.550	3.445	55.727

Table 4. Fit indices of the confirmatory factor analysis model of the eight factors

RMSEA	CFI	AGFI	GFI	IFI	NFI	P	df/ χ^2	df	χ^2
۰/۰۸۵	۰/۷۸	۰/۶۰	۰/۶۳	۰/۸۰	۰/۶۱	۰/۰۰۱	۲/۵۱	۹۴۵	۲۳۷۷/۳

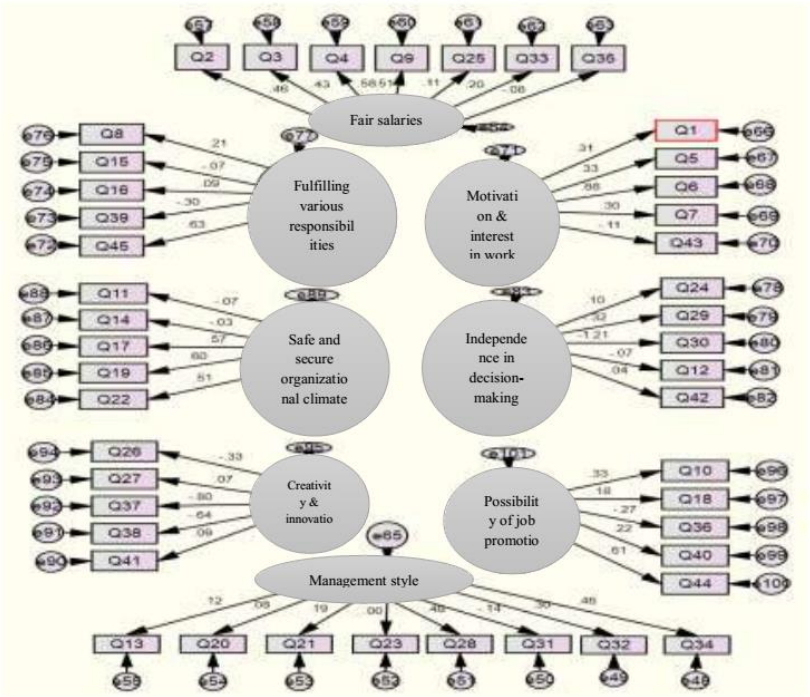


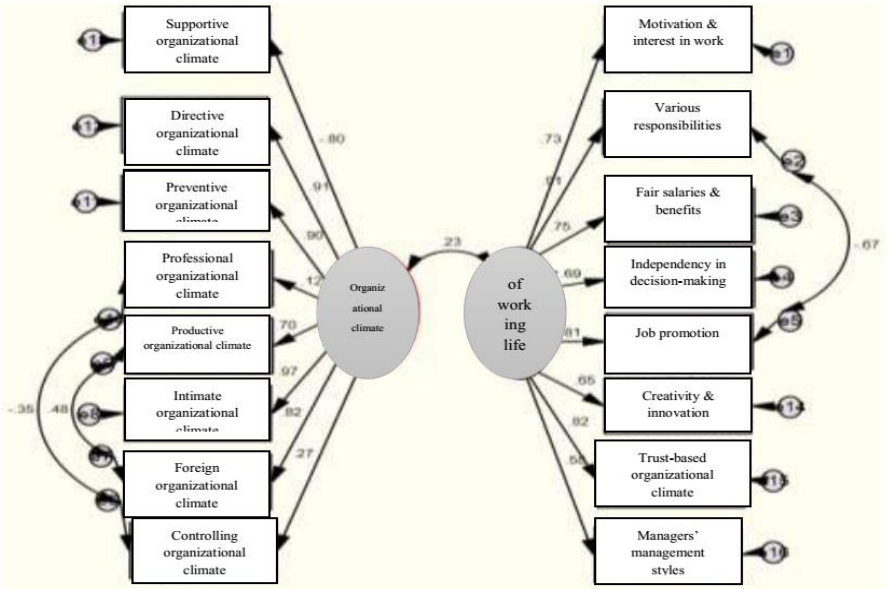
Figure 1. Results of confirmatory factor analysis for the eight components of the quality of working life questionnaire

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Table 5. Pearson correlation results between quality of working life components and organizational climate

Variables and components	Organizational climate	Supportive	Directive	Preventive	Professional	Intimate	Foreign	Controlling	Productive
Quality of life	-.191**	.113	-.147*	-.169*	-.104	-.171*	-.23*	-.028	-.208**
Motivation and interest in work	-.112	.073	-.061	-.095	-.094	-.078	-.088	-.036	-.132
Multiple responsibilities	-.269**	.224**	-.252**	-.260**	-.098	-.276**	-.29**	-.076	-.199**
Fair salaries and benefits	-.172*	.094	-.128	-.160*	-.124	-.150*	-.18**	.020	-.188**
Independence in decision	-.045	.063	.006	-.052	-.052	-.062	-.122	-.037	-.086
Possibility of growth and promotion	-.112	.054	-.071	-.090	-.055	-.104	-.19**	.036	-.158*
Creativity and innovation	-.151*	.030	-.127	-.125	.018	-.121	-.24**	-.097	-.154*
Safe organizational climate	-.184**	.083	-.159*	-.158*	-.107	-.156*	-.22**	-.018	-.199**
Management of managers	-.107	.057	-.076	-.078	-.102	-.084	-.17*	.214**	.153*



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Figure 2. Model of relationship between components of quality of working life and organizational climate

Table 6. Regression coefficients between components of quality of working life and organizational climate

Components		Variables	Estimate	S.E.	C.R.	P
Fair salaries and benefits	→	Quality of working life	.753	.104	10.999	***
Controlling climate	→	Organizational climate	.268			***
Supportive climate	→	Organizational climate	-.796	.549	-3.878	***
Independence in decision-making	→	Quality of working life	.689	.078	10.025	***
Multiple responsibilities	→	Quality of working life	.909	.115	13.086	***
Motivation and interest in work	→	Quality of working life	.727			***
Job promotion	→	Quality of working life	.811	.089	11.517	***
Productive climate	→	Organizational climate	.704	.171	3.816	***
Professional climate	→	Organizational climate	.121	.322	1.415	.157
Preventive climate	→	Organizational climate	.899	.382	3.928	***
Directive climate	→	Organizational climate	.912	.368	3.933	***
Intimate climate	→	Organizational climate	.973	.430	3.954	***
Foreign climate	→	Organizational climate	.824	.280	3.893	***
Creativity and innovation	→	Quality of working life	.645	.092	9.352	***
Organizational climate based on trust	→	Quality of working life	.821	.114	12.072	***
Managers' management styles	→	Quality of working life	.580	.129	8.369	***

According to the results of the above table, it can be said that in the general sample, there is a significant correlation between the components of quality of working life and the total score or latent variable. Thus, the component of fulfilling multiple responsibilities along with job with a coefficient of 0.901 had the highest coefficient and the component of creativity and innovation in work with a coefficient of 0.72 showed the weakest correlation. However, the correlation of all components of quality of life with latent score was significant. On the other hand, according to the results of the above table, it can be said that all components of organizational climate (except for professional climate) showed a significant correlation with the latent score of organizational climate. Thus, the intimate climate has shown the highest significant correlation coefficient. Accordingly, the answer to the question of whether there is a positive relationship between the quality of working life and school organizational climate of Khuzestan teachers.

Discussion

The aim of this study was to provide a model of teachers' quality of working life and its effect on the organizational climate of schools. Initially, the findings of this study showed that the quality of working life of teachers can be classified into eight categories, which include: motivation and interest in work, fulfilling family and social responsibilities along with work, fair salaries and benefits, independence in decision-making, job promotion, creativity and innovation, organizational climate based on trust and security and managers' management styles. In addition, the findings of the exploratory and confirmatory factor analysis confirmed the model derived from the content analysis of expert opinions. In line with the present study, Alvss (2019) states that the quality of working life means the satisfaction of an employee in meeting his needs through resources, activities and the outcomes of participation in workplace.

In the next step, the findings obtained from teachers 'opinions on the effect of teachers' quality of working life model on the organizational climate of schools showed that there is a positive and significant correlation between the components of quality of working life and organizational climate. The component of fulfilling multiple responsibilities along with

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job showed the highest and the component of creativity and innovation in work showed the weakest correlation with the organizational climate. This finding is consistent with studies conducted in this area (15) (16) (17) (19) (20) (21).

For example, Hatami et al. (16) showed that organizational climate is a variable that affects the quality of working life and directly affects productivity. In this way, a positive organizational climate and a healthy environment in the organization, as well as paying attention to the quality of working life of the organization employees, make them feel more responsible and increase their productivity in the growth and excellence of the organization. Shirazian et al. (17) found that organizational climate and quality of working life affected employee productivity. Also, the dimensions of quality of working life such as fair and adequate payment, safe and healthy work environment, development of human capabilities, providing opportunities for growth and security, social integration and cohesion, legalism in the organization and general living space increase productivity of employees.

Kitratporn and Puncreobutr (19) showed that there is a positive and significant relationship between teachers' quality of working life and school organizational climate, but the relationship between individual dimensions of quality of working life and organizational climate was moderate to weak. Also, Kak et al. (20) showed that the dimensions of transformational leadership (as one of the components of quality of working life) such as high influence (attribution and behavior), more effort, individual considerations and intelligent motivation have the most relationship with positive organizational climate. In addition, other studies have shown that there is a positive and significant relationship between the dimensions of quality of working life and organizational climate, as well as productivity in the organization (21-23).

Conclusion

The findings of the present study show that when the components of teachers' quality of working life are provided, it will create and strengthen the organizational climate of schools in a healthy and appropriate way. Also, if the work environment and conditions among school staff have the necessary flexibility, mental health will improve. In other words, having motivation and interest in work, facilitating family and social responsibilities along with work, fair salaries and benefits, independence in decision-making, job promotion, strengthening creativity and innovation, creating an organizational climate based on trust and security and supportive management style of the principals strengthens the intimate, directive and professional climate of schools. On the other hand, considering that the components of fulfilling family and social responsibilities along with work show the greatest correlation with the organizational climate, it can be expressed when people face multiple concerns in their personal and professional lives, they become conflicted, do not perform their duties properly, and have problems with others or the organization. As a result, their attachment to the organization will decrease and they will no longer have a positive attitude towards it. However, when principals consider the interests of employees, this will strengthen the organizational climate and further improve the educational quality of schools by strengthening the working life of teachers. In addition, fair payment to employees as well as incentive payments, creating independence and the possibility of promotion affect their understanding of the organization and increase quality and productivity (24). The present study also had some limitations. Due to the limitations of purposeful sampling method, caution should be exercised in generalizing the findings of this study to other teachers. Also, since the interview was the main method of data collection in this study, the accuracy of the findings may depend on the accuracy of the participants' statements and interpretations made by the researcher that in order to reduce this limitation, the researcher conducted in-

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depth interviews and made every effort to carefully and comprehensively examine the participants' statements. In addition, in qualitative studies, the researcher and the people who read the interview transcripts are considered as research tools, therefore, there may be a bias regarding the way the interviews are read and interpreted. To avoid this, the interview transcripts were read separately and independently by the researcher, supervisors, and advisors, and coded until common classes were obtained. In general, paying attention to the components of quality of working life in teachers with different demographic characteristics such as gender and level of education can provide a more accurate insight into the quality of working life in different classes of teachers. Also, examining the components of quality of working life from the perspective of managers and other education personnel can provide a more comprehensive research framework in this area, leading to planning and implementation of guidelines to strengthen the quality of working life and, consequently, creating a better organizational climate and work efficiency in schools.

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