

Identifying the Components and Indicators of the Quality of Working Life of Managers

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Purpose: The quality of working life due to the improvement of the quality of human resources has been the focus of most managers and planners. As a result, the present research was conducted with the aim of identifying the components and indicators of the quality of working life of school managers.

Methodology: This study in terms of purpose was applied and in terms of implementation method was descriptive from type of qualitative. The research population was experts who were familiar with the research field and the samples of this study according to the principle of theoretical saturation were determined 20 people who were selected by non-probability purposive and snowball sampling methods. The research tool was an in-depth interview with experts, whose content validity was confirmed by 10 experts in the field of educational management, and its reliability was calculated by the method of the coefficient of agreement between two coders of 0.77. Finally, the data obtained from the interviews were analyzed by coding method.

Findings: The results of the analysis showed that the quality of working life of school managers had 92 indicators in 5 components including the individual factors, group factors, organizational factors, managerial factors and educational factors. Finally, the pattern of components of quality of working life of school managers was drawn.

Conclusion: According to the results of this study, in order to improve the quality of working life of school managers should be provided the ground for the improvement of individual, group, organizational, managerial and educational factors affecting it.

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1. Introduction

In today's world, the capability, economic power, and welfare of any country depend on the optimal use of resources, facilities, and its human workforce. Such that the more competent and efficient the workforce, the greater the country's progress in economic and social arenas. Indeed, attention to human resources is a phenomenon that has been significantly emphasized by developmental thought streams over the past two decades. Accordingly, attention to the quality of life among employees is also considered (Sun, Fu, Yan, Wang, & Fan, 2022). Work-quality of life, due to the enhancement of human resource quality, has captured the attention of most managers, presenting a complex issue encompassing workplace variables and being the result of individuals' overall job evaluations. Work-quality of life refers to a level of satisfaction, motivation, engagement, and commitment experienced by individuals in the workplace, indicating the importance of individuals' work-life. The process of work-quality of life enables employees at all levels to effectively shape the work environment, implement directives, and be active in work output (Sumarsi & Rizal, 2021).

High work-quality of life is essential for attracting and retaining the workforce. With improvements in work-quality of life, employee satisfaction, loyalty, and productivity increase at both individual and organizational levels. Satisfied employees are efficient, dedicated to their work, and committed. Failure to manage and supervise these matters significantly impacts employee behavior. A work environment that meets employees' needs such as rewards, promotion, training, and development enhances work-quality of life (Warhurst & Knox, 2022; Chung & Vander Lippe, 2020; Palumbo, 2020). Pioneers of the work-quality of life movement in America and England emphasized improving working conditions to meet both the workforce's expectations and the organization's expectations for greater productivity and quality (Sahni, 2019). Enhancing work-quality of life leads to increased productivity. Increased productivity creates a sense of achievement, which in turn motivates more work and satisfaction (Tarigan, Susanto, Hatane, Jie, & Foedjiawati, 2021).

Work-quality of life is a process through which all organizational members, via open and appropriate communication channels created for this purpose, participate in decisions that particularly affect their jobs and overall work environment, thereby increasing their job satisfaction and participation and reducing work-related stress (Purwanto, Purba, Sijabat, & Bernarto, 2021). Work-quality of life as an organizational performance improvement goal creates more challenging, satisfying, and effective jobs and work environments for individuals at all organizational levels. As a process, work-quality of life calls for efforts to realize this goal through involving and actively participating all organizational members (De Jong, De Boer, Tamminga, & Frings-Dresen, 2015). Work-quality of life represents a managerial philosophy that preserves the dignity and status of employees and facilitates organizational culture change and improvement (Choi & Bum, 2019). In recent years, a group of mental health researchers, especially in positive psychology, have adopted a different theoretical and research approach to explain and study mental health. They conceptualize psychological well-being as equivalent to positive psychological functioning, viewing it in the context of the mentioned correction. This group does not consider the absence of disease sufficient for feeling healthy but believes that having a sense of life satisfaction, adequate progress, efficient and effective interaction with the world, and positive progress are characteristics of a healthy individual (Karademas, 2007).

Palumbo (2020) found in his study that work-quality of life directly affects employee morale, which in turn has a direct effect on organizational departure, highlighting the importance of examining work-quality of life of managers and its role in their morale. Ko (2021) believed that a work-quality of life program includes any improvement in organizational culture that allows for employee growth and excellence. Giahi, Babaei, and Mohammadian (2022) conducted a study titled "The Impact of Work-Quality of Life on Employee Performance: A Case Study of Military University Employees." Research findings showed that fair payment, growth opportunities, rule of law, human capability development, safe work environment, integrity and cohesion, social dependency, overall life space, and unit performance of employees are components of work-quality of life affecting employee performance. Khabbazi Ravandi, Shafiabady, Asgari, and Borjali (2021) conducted a study titled "Developing a Work-Quality of Life Model for Welfare Organization Employees." In the text analysis of interviews, thematic similarities among primary concepts were aggregated into

secondary concepts. In the axial coding phase, based on thematic similarities among secondary concepts, core categories were formed. In selective coding, core categories were integrated into a core or central category named "Justice and Rule of Law," yielding 14 core categories in the form of causal conditions, contextual conditions, intervening conditions, strategies, and outcomes. Justice and Rule of Law is the central category that links all categories.

Given the discussed points for improving the work-quality of life of organizational managers, including school managers, they can help by designing and modifying certain programs and activities, such as implementing a fair performance evaluation program or governance leadership instead of authoritative management, and through changing and correcting managers' beliefs to help them have positive experiences and memories of the workplace. A review of the literature on work-quality of life in Iran conducted by the researcher did not find a comprehensive qualitative study on this concept and the preparation of a specific work-quality of life model suitable for the organizational structure, organizational culture, and working conditions of its employees, although some research on work-quality of life models or the examination of work quality in employees of public and private sectors has been conducted. Work-quality of life, due to the enhancement of human resource quality, has captured the attention of most managers and planners. Consequently, the current research was conducted with the aim of identifying the components and indicators of work-quality of life for school managers.

2. Methodology

This research is qualitative, aiming at application and employing a descriptive-qualitative method. In other words, the study was application-oriented in its goal and descriptive-qualitative in its approach. The research population consisted of experts familiar with the field of study, and the sample included 20 individuals determined by theoretical saturation, selected through purposive non-probability and snowball sampling methods. The study population involved 20 management experts for identifying and selecting work-quality of life components, selected through purposive and snowball sampling methods. In purposive sampling, samples were chosen based on criteria including having publications or articles on work-quality of life, willingness to participate in the research, and agreement to record interviews.

The research aimed to identify the components and indicators of work-quality of life for school managers. Therefore, identifying the work-quality of life components in this research was conducted in the following steps: initially, work-quality of life indicators were identified, examined, and summarized by reviewing specialized texts, articles, books, and reputable national and international publications, and questions were designed for expert interviews based on these indicators. In the second step, interviews were conducted with 20 experts. In the third step, to ensure the effectiveness of the identified indicators and components as representing work-quality of life, an expert review method was used, where selected experts were a group of educational management professionals with years of experience in educational jobs and had expertise and numerous articles in the related indices and components. Following the expert interviews, some indicators and components were eliminated, and ultimately, the final form of indicators and components of school managers' work-quality of life was prepared. After collecting data on the desired variables, responses were organized, categorized, and coded, and components of school managers' work-quality of life were identified through inference from related and reviewed concepts and components, eventually reviewing and enumerating work-quality of life indicators and components for managers as well.

The data collection tool was semi-structured interviews with experts, reaching theoretical saturation after eliminating some repetitive and overlapping indicators and components. Interviews were conducted individually at prearranged times and locations, and as previously agreed with the experts, the interviews were recorded for further review. It's worth noting that the importance and necessity of the research were explained to them, and assurances regarding ethical considerations were provided. Each interview lasted approximately 40 to 60 minutes. The validity of the interviews was confirmed through content validity by 10 experts in educational management. Moreover, four acceptable criteria were used to evaluate the interview

validity: credibility, transferability, dependability, and confirmability. To ensure data credibility, interview forms were distributed across different faculties with maximum diversity. Transferability was ensured by thoroughly explaining the research's implementation steps, context, and objectives to the readers. Dependability was ensured by making the study process available to experienced professors in qualitative research, and since the previous three criteria were met, it can be inferred that confirmability was automatically observed. It should be mentioned that the reliability of the interviews was calculated using a coefficient of agreement between two coders as 0.77. Finally, the data obtained from the interviews were analyzed through coding method.

3. Findings

The findings of this research resulted from in-depth interviews with 20 educational management experts familiar with the research area, i.e., work-quality of life. Table 1 reports the coding results and interviewee codes for identifying the components and indicators of work-quality of life for school managers.

Table 1. Coding Results and Codes of Interviewees for Identifying Components and Indicators of Work-Quality of Life for School Managers

| Component | Indicator | Interviewees' Code |
|--------------------|--|-----------------------|
| Individual Factors | Dynamism is observed in the behavior of managers. | I10, I6, I5, I1, I7 |
| | Managers are personally adaptable. | I13, I14, I15 |
| | Joy is apparent in the behavior of managers. | I12, I5, I14, I2, I11 |
| | Multidimensionality is a prominent characteristic of school managers. | I11, I7,, I3, I10 |
| | Individual response to issues is demonstrated. | I8, I3, I15, I12, I2 |
| | They have mental health. | I12, I3, I8, I2 |
| | Capability is a prominent characteristic of school managers. | I7, I3, I9, I12, I17 |
| | Interest in the job is observable in the work behavior of school managers. | I11, I7, I3, I10 |
| | Ethical conduct is a characteristic of school managers. | I8, I3, I15, I12, I2 |
| | They have a sense of improvement. | I12, I3, I8, I2 |
| | They have a passion for work. | I7, I3, I9, I12, I17 |
| | Hope is a prominent characteristic of school managers. | I11, I7, I10, I3, |
| | The school manager appears to have personal agreements on work issues. | I8, I3, I15, I12, I2 |
| | Work enthusiasm is a prominent characteristic of the school manager. | I12, I3, I14, I8, I2 |
| | The school manager has sufficient motivation to continue. | I7, I3, I9, I12, I17 |
| | Possesses individual skill. | I11, I7, I12 I3, I10 |
| | Risk-taking is a prominent characteristic of the school manager. | I8, I3, I15, I12, I2 |
| | Self-esteem is a prominent characteristic of the school manager. | I12, I3, I0, I8, I2 |
| | Has professional competence. | I7, I3, I9, I12, I17 |
| | Satisfaction from volunteer work can be felt in the manager's behavior. | I11, I7, I15, I3, I10 |
| | Actively participates in decisions. | I8, I3, I15, I12, I2 |
| | Has a positive attitude towards surrounding issues. | I12, I3, I13, I8, I2 |
| | Creativity is a prominent characteristic of the school manager. | I7, I3, I9, I12, I17 |
| | Agreement between personal expectations and hopes and the realities of life is observed in them. | I11, I7, I10, I3, I1 |
| | Is satisfied with life. | I8, I3, I15, I12, I2 |
| Group Factor | The school manager believes in social integration. | I3, I4, I11, I5 |

| | | |
|---------------------------|--|-----------------------|
| Organizational Factors | There exists an open communication channel between the manager and other members. | I12, I8, I3 |
| | Creates opportunities for influencing the group. | I10, I9, I1, I18, I11 |
| | Collaboration in the school is clearly seen. | I6, I8, I10, I17, I4 |
| | The school manager is well aware of their social responsibility. | I10, I8, I1, I3, I4 |
| | Mutual understanding is the principle of actions in this school. | I3, I1, I5, I14, I16 |
| | Participation is observed in this school. | I11, I7, I10, I3, I10 |
| | Creating connections with others is a characteristic of the school management's sociability. | I10, I8, I1, I3, I4 |
| | Formation of work groups in this school is observed. | I11, I7, I10, I3, I10 |
| | Collective resolve is evident in this school. | I10, I8, I1, I3, I4 |
| | The management shows responsibility towards other members. | I3, I1, I5, I14, I16 |
| | Self-assessment is conducted by school management. | I11, I7, I10, I3, I1 |
| | School management is knowledgeable about social psychology. | I4, I2, I8, I15, I9 |
| | Independent work groups are active in this school. | I8, I2, I19, I1 |
| | A positive perception of work exists between school members and management. | I11, I1, I15, I8, I6 |
| | Superior group combinations are created. | I6, I8, I10, I17, I4 |
| | Group opportunity creation is observable. | I10, I8, I1, I3, I4 |
| | Changes between individuals and groups exist. | I4, I2, I8, I15, I9 |
| | Intra-group and inter-group relations are designed and maintained. | I8, I2, I19, I1 |
| | Continuous organizational efforts are clearly seen. | I6, I1, I13 |
| | Involving employees in organizational issues is a characteristic of the Department of Education. | I11, I7, I10, I3, I10 |
| | Decentralization exists in the Department of Education. | I8, I3, I15, I12, I2 |
| | Formality reduction in the organizational structure exists in the Department of Education and schools. | I4, I2, I8, I15, I9 |
| | Job complexity reduction exists in the Department of Education and schools. | I8, I2, I19, I1 |
| | The career path for school managers is smooth. | I11, I1, I15, I8, I6 |
| | School management satisfaction is important for the Department of Education. | I6, I8, I10, I17, I4 |
| | A performance evaluation system exists in the Department of Education and schools. | I10, I8, I1, I3, I4 |
| | A participatory decision-making system exists in the Department of Education and schools. | I6, I9, I3, I5 |
| | Restructuring is conducted in the Department of Education and schools. | I4, I2, I8, I15, I9 |
| | A fair reward system is established in the school. | I5, I11, I4, I13 |
| | An accountable structure responsive to the needs of school managers exists. | I1, I2, I11, I7, I15 |
| | Organizational democracy exists. | I8, I7, I11, I18 |
| | Management duties are appropriately distributed. | I4, I2, I8, I15, I9 |
| | Development of mental and tangible organizational dimensions is conducted. | I8, I2, I19, I1 |
| | The compensation and benefits system is based on performance. | I11, I1, I15, I8, I6 |
| | Career development exists in the school structure. | I6, I8, I10, I17, I4 |

| | | |
|---------------------|--|-----------------------|
| Management Factors | Increasing welfare for management and other members is desirable for the Department of Education. | I10, I8, I1, I3, I4 |
| | Job division has been conducted. | I4, I2, I8, I15, I9 |
| | Adequate physical conditions have been provided. | I8, I2, I19, I1 |
| | Security and growth opportunities are ensured. | I11, I1, I15, I8, I6 |
| | Job security exists for school management. | I6, I7, I5, I7 |
| | Income security exists. | I10, I3, I18, I2 |
| | A precise work schedule is set. | I7, I5, I1, I7 |
| | The challenge of the organization is a highlight of the Department of Education. | I11, I8, I4, I9 |
| | Job diversity exists for school managers. | I4, I2, I6 |
| | Maintenance and development of fair behaviors by senior managers of the Department of Education are observed. | I6, I9, I3, I5 |
| | Appropriate distribution of resources based on the trust of senior managers is conducted. | I2, I1, I10, I7 |
| | Comprehensive support by senior managers of the Department of Education is applied. | I10, I6, I5, I1, I7 |
| | Senior management's effort towards legality and regulation observance exists. | I13, I14, I15 |
| | Maintenance and development of innovative behaviors of school managers are on the agenda of managers and planners. | I12, I5, I14, I2, I11 |
| | Use of modern leadership styles suitable for the information technology era is observed. | I3, I4, I11, I5 |
| | Management's commitment to performance is visible. | I12, I8, I3 |
| | Senior management's commitment and sensitivity to delegating responsibility to school managers are felt. | I10, I9, I1, I18, I11 |
| | Senior management of the Department of Education's effort to provide technological facilities for school managers is observed. | I6, I8, I10, I17, I4 |
| | Continuous evaluation of the performance of middle school managers is conducted. | I10, I8, I1, I3, I4 |
| | Management knowledge exists. | I6, I8, I10, I17, I4 |
| Educational Factors | Improvement of working conditions is on the agenda. | I10, I8, I1, I3, I4 |
| | Precise control over work speed by upper management is applied. | I3, I1, I5, I14, I16 |
| | Regulation of relations between school managers and other members by senior management is conducted. | I2, I6, I10, I14 |
| | Feedback from senior managers is considered very important and is the responsibility of managers. | I11, I9, I10, I14, I5 |
| | Control of political factors affecting the organization is the responsibility of managers. | I6, I1, I13 |
| | The educational level of school managers has been enhanced. | I10, I8, I1, I3, I4 |
| | The quality of educational services is always maintained. | I6, I8, I10, I17, I4 |
| | Organizational training for newcomers who have received school management positions is applied. | I10, I8, I1, I3, I4 |
| | Establishment of educational justice based on service compensation considering the competence of managers is conducted. | I3, I1, I5, I14, I16 |
| | Effective technology in the education of school managers is observed. | I2, I6, I10, I14 |
| | Educational connection with other schools and organizations exists. | I10, I8, I1, I3, I4 |

The analysis results showed that the work-quality of life of school managers comprises 92 indicators in 5 components including individual factors, group factors, organizational factors, management factors, and educational factors. Consequently, Table 2 reports the results of the components and the number of indicators of work-quality of life for school managers.

Table 2. Results of the Components and the Number of Indicators of Work-Quality of Life for School Managers

| Component | Indicators |
|------------------------|------------|
| Individual Factors | 25 |
| Group Factors | 19 |
| Organizational Factors | 26 |
| Management Factors | 16 |
| Educational Factors | 6 |
| 5 Components | 92 |

The analysis results showed that the work-quality of life of school managers comprises 92 indicators in 5 components including individual factors, group factors, organizational factors, management factors, and educational factors. Therefore, Figure 1 reports the model of work-quality of life components for school managers.

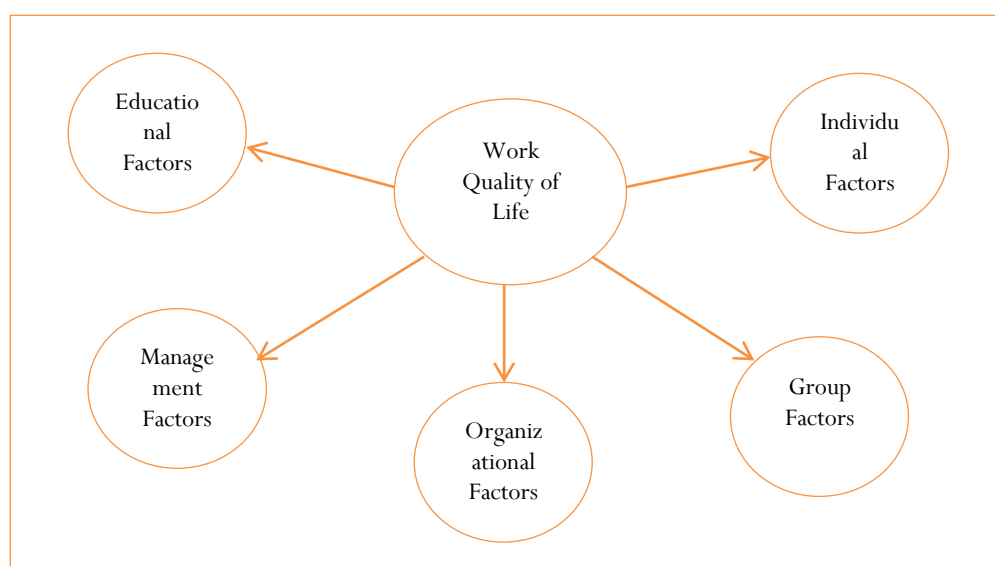


Figure 1. The Model of Work-Quality of Life Components for School Managers

4. Conclusion

Today, work-quality of life is considered an important issue, and due to the enhancement of human resource quality, it has garnered the attention of most managers and planners. Consequently, the current research was conducted with the aim of identifying the components and indicators of work-quality of life for school managers.

The analysis results showed that the work-quality of life of school managers comprises 92 indicators in 5 components including individual factors, group factors, organizational factors, management factors, and educational factors. These results align with the findings of studies by Palumbo (2020), Ko (2021), Giahi et al. (2022), and Khabbazi Ravandi et al. (2021). Moreover, Perera and Jayarathna (2022) demonstrated in their research that work-quality of life significantly impacts the performance of managers and employees,

highlighting individual and group factors in work-quality of life. Sun et al. (2022) indicated that self-efficacy in the work-quality of life of managers is effective and a predictive factor for their behavioral changes. Rahimiyan and Najafi (2016) showed a significant relationship between all variables of work-quality of life and the performance of middle managers. Through the Friedman test, it was determined that the variables studied in relation to work-quality of life, in order of priority from first to sixth, include workspace and job design, participation in decision-making, organizational democracy, training and educational opportunities, compensation and benefits, and welfare and medical services. Barazandeh, Samavatian, and Abedi (2019) revealed that work-quality of life overall includes 16 themes such as incentives, compensation and benefits, effective educational atmosphere, organizational reputation, autonomy, participation, empathetic relationships, job factors, accident prevention, job security, external factors, perceived justice, meaningfulness, spirituality, and corporate social responsibility along with 30 subthemes related to them.

Examining the research question regarding the determination of components and indicators of work-quality of life for managers, the results indicated that it comprises five components: individual factors, group factors, organizational factors, management factors, and educational factors. Considering the importance of work-quality of life in school managers, it should be noted that enhancing work-quality of life in school managers leads to positive outcomes including improved teacher performance, school dynamism, and student progress. Therefore, it is advisable to first review this concept and then explain and interpret the research results. The research literature also stated that the work-quality of life of managers is a process through which managers strive to increase participation, job satisfaction, and work enthusiasm by having proper supervision, suitable working conditions, favorable compensation and benefits, and most importantly, creating a challenging, participatory, and convincing work environment. The current focus on work-quality of life reflects its importance, with many managers dissatisfied with their jobs and seeking more meaningful work. Managers request changes in both economic and non-economic outcomes of their work. The importance of non-economic rewards has increased, especially among managers with higher education. Part of the productivity stagnation and quality decline in some countries is due to deficiencies in life and changes in managers' interests and preferences, with managers seeking more control and involvement in their work.

This research identified several factors contributing to the enhancement of work-quality of life for school managers. The first factor, named individual factors, pertains to all components related to management's personal characteristics. For instance, the dynamism observed in managers' behavior or their adaptability to environmental conditions - the more flexible they are, the better they can adapt to working conditions, which in turn increases their job satisfaction. Also, happiness in managers' behavior, which is transmitted both to themselves and as feedback to teachers and students, enhances satisfaction among the educational staff and students. The multidimensionality of managers allows them to resolve organizational issues through various methods, addressing each issue not as a major crisis. This aspect relates to individual responses to issues and facilitates problem-solving. A manager with high work-quality of life typically enjoys mental and physical health and seizes every opportunity for self-empowerment. Interest in the job and ethical behavior are prominent features of these managers, who strive for self-improvement and convey this enthusiasm to others. Upon entering schools, these characteristics can be easily observed in the principal. If they welcome clients with openness and hopefulness and interact with educational staff and students with feeling, it indicates a hopeful spirit and work enthusiasm. This also shows that the school principal has sufficient motivation to continue. Other individual characteristics to consider in the work-quality of life of school managers include their personal skills and risk-taking ability, as maintaining school dynamism and using up-to-date tools require risk-taking. Proper management and quality maintenance in the school also depend on managerial professional competence. This professional competence encompasses a set of competencies in management, including cognitive, emotional, social, ethical, skill-based, and professional competencies. If competent in all these areas, a manager not only enjoys high work-quality of life but also spreads this quality throughout their school. Volunteering in such schools is considered a value because management demonstrates satisfaction with volunteer work in their behavior and conveys it to others. The joy of doing volunteer work appears in active

participation in decisions and a positive attitude towards surrounding issues. In general, a manager with high work-quality of life has reconciled personal expectations and hopes with the realities of life, experiencing genuine satisfaction with their personal life.

Examining the work-quality of life of school managers is not limited to individual characteristics of managers; several other factors also contribute to this domain. Group factors, organizational factors, management factors, and educational factors are other identified factors in this research, referring to management behavior in a group. The school principal's belief in social integration is the first thing that becomes apparent in group activities. A principal who believes in social integration strives to create open communication channels between themselves and other members, never missing an opportunity to influence the group. Moreover, the school principal collaborates in solving school issues. Cooperation and teamwork in the school lead to the enhancement of work-quality of life for all school members, maintaining an active spirit, adequately distributing social responsibility, and fostering mutual understanding among school members, eventually resulting in comprehensive participation and cooperation between school management, teachers, and students. For participation, the principal should establish communication with others and create a collective will for improvement by forming work groups in the school. The school principal's awareness of social psychology and independent work groups leads to a positive perception of work among school members and management and the formation of superior group combinations. Creating these combinations teaches both teachers and students that group opportunity creation alongside forming various groups should be seriously considered. Creating group, organizational, management, and educational changes in managers enhances their work-quality of life.

The research findings indicated that the dimensions of work-quality of life for managers include individual factors, group factors, organizational factors, management factors, and educational factors. Therefore, the following recommendations are offered:

Individual Factors

- Plan for raising managers' awareness regarding the enhancement of job interest in their work behavior. To this end, the Department of Education should organize psychological workshops to encourage managers' enthusiasm for their assigned duties.
- Involve managers in in-service training classes to enhance their professional competence. For this purpose, special classes should be organized to improve managers' competencies in all areas: job-related, emotional, social, and ethical.

Group Factors

- Create open communication channels between the manager and other school members. It is necessary to hold weekly meetings consisting of school management, deputies, and teachers to discuss issues related to each class.
- Clearly establish collaboration in the school. To this effect, management should display their own and others' duties on school boards and engage everyone in participation through weekly question sessions.

Organizational Factors

- Engage managers in organizational matters as a characteristic of the Department of Education. To this end, the organization should invite all middle managers to monthly meetings, involving them in organizational issues and utilizing their opinions.
- Reduce centralization in the Department of Education. Planners should grant suitable authorities to school managers through legal mechanisms, allowing them to utilize their powers as necessary.

Management Factors

- Senior managers of the Department of Education should maintain and develop fair behaviors. For this purpose, suggestion and complaint boxes specifically for school managers should be prepared so that such behaviors can be judged and critiqued.

- Distribute resources appropriately based on the trust of senior managers and request school managers to provide their monthly performance as effective feedback to the organization's managers to institutionalize trust.

Educational Factors

- Establish educational connections among school managers within a region. To this end, coordination and brainstorming meetings among regional school managers should be held monthly.
- Enhance the educational level of school managers and consider extracurricular and in-service training classes for them, prioritizing needs assessment for organizing these classes.

Ethical Considerations

In this study, ethical standards for participants were explained and adhered to.

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Authors' Contributions

The authors of this study had approximately equal contributions.

Conflict of Interest

No conflict of interest was reported among the authors.

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