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

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Abstract

The purpose of this study was to investigate the relationship between quality of school work life (QSWL) and psychological well-being (PWB) of public school teachers. Cluster random sampling technique was used to collect data from 784 teachers in 120 schools across six providences in Turkey. Data were primarily collected with two validated scales: Psychological Well-being, and the Quality of School Work Life. The study revealed that teachers rated their level of Quality of School Work Life moderately, and rated their level of Psychological Well-being relatively higher. The findings of the study indicate that there were some differences in QSWL levels of teachers in connection with some demographic variables. Further, stepwise linear regression revealed that their Quality of School Work Life rating described teachers' Psychological Well-being. The findings are compared with previous research, and finally, the limitations of the study are discussed with recommendations for future research.

Keywords: Quality of work life, psychological well-being, teachers, Turkey, regression

Özet

Bu çalışmanın amacı devlet okullarında çalışan öğretmenlerin okul iş yaşamı kaliteleri ile psikolojik iyi olma durumları arasındaki ilişkiyi incelemektir. Türkiye'deki 6 farklı ilde bulunan 120 okulda çalışan 784 öğretmenden veri toplamak amacıyla seçkisiz küme örnekleme yöntemi ve ölçme araçları olarak Psikolojik İyi Olma (PWB) ve Okul İş Yaşam Kalitesi (QSWL) ölçekleri kullanılmıştır. Araştırmanın sonuçları öğretmenlerin okul iş yaşamı kalitelerinin orta düzeyde olduğunu, psikolojik iyi olma düzeylerinin ise nispeten daha yüksek olduğunu göstermiştir. Ayrıca bulgular öğretmenlerin okul iş yaşam kalitesi düzeylerinin bazı demografik değişkenlere göre farklılaştığını göstermiştir. Buna ek olarak yapılan aşamalı doğrusal regresyon sonuçlarına göre, öğretmenlerin okul iş yaşam kaliteleri onların psikolojik iyi olma durumlarını açıklamıştır. Makalede araştırmanın bulguları daha önce yapılan araştırmaların bulguları ile karşılaştırılmakta, araştırmanın sınırlılıkları verilmekte ve gelecekte yapılacak olan yeni araştırmalar için öneriler sunulmaktadır.

Anahtar Kelimeler: İş yaşam kalitesi, psikolojik iyi olma, öğretmenler, Türkiye, regresyon

Introduction

Competitive conditions of today's global world put workers under a lot of stress. Consequently this stress influences their Psychological Well-Being (PWB). Public school teachers, as workers, also feel the influences of this stress. They feel burned-out, unhappy, dull, or unsatisfied because of factors such as high teacher-student ratio, inconvenient or inefficient physical school conditions,

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and low salaries (Maraşlı, 2005). According to a comprehensive study (www.turkegitimsen.org, 2013) done with 16,723 teacher participants by the second biggest teacher union in Turkey, Türk Eğitim Sen (Turkish Education Union), 66.9 percent of teachers have burn-out syndrome; 37 percent are in a state of temper and stress; 18.6 percent feel worthless; and 31.9 percent are exposed to parent or student violence. Other research supports the statement that teachers feel burned-out at various levels (Başol and Altay, 2009; Kırılmaz, Çelen, and Sarp, 2003), and Çokluk (2003), also argued that teachers experienced more burn-out syndrome when compared to workers in other occupations.

Researchers have only recently started to link positive psychology with work environments, Quality of Work Life (QWL) or job satisfaction variables. In fact, it is believed in the true sense that "healthy work" means the promotion of both physical and psychological well-being (Turner, Barling & Zacharatos, 2002). There is much research on QWL, but there is a need for more attempts to find relationships between QWL and overall feelings of well-being (Al-Qutop & Harrim, 2011). Also, most studies that investigate the relationship between QWL and well-being are done in industrial organizations. Therefore, this study carries significance by initiating research that explores the relationship between Quality of Work Life and Psychological Well-Being of workers in an educational setting.

Quality of Work Life

It is possible to see that some companies exhausted various efforts to improve conditions for their workers as early as the 1800s (Martel & Dupuis, 2006). Triggered by the post-war economy, industrialization increased, and by the end of 1960s, most organizations chose to adopt Taylor's method (Scientific Management) (Backer, 1998). Taylor's method was initiated by an American mechanical engineer, Frederick Winslow Taylor, and it aimed to improve industrial efficiency by breaking a work assignment into simple tasks for the workers. This method provided a great deal of efficiency for companies, but dehumanization of employees became an issue.

Attempts to develop work organizations first took place in Europe, but they were not well-organized efforts (Davis & Cherns, 1975). Irving Bluestone, a General Motors of America employee, was first to use the expression "Quality of Work Life" in a program. This program allowed workers to play an active role in making decisions that concerned their working conditions (Goode, 1989; Martel & Dupuis, 2006). Along with the job dehumanization, various problems such as safety, compensation, conditions, and alienation, forced managers to reconsider the methods used in workplaces. An international conference on QWL was held in September, 1972 in New York. The general conclusion was to recognize the necessity of coordinating efforts by researchers, and within one year the International Council for the Quality of Working Life was formed to encourage continued research and to produce information on mental health at work (Martel & Dupuis, 2006).

It is difficult to pin-point a definition for QWL. One of the early researchers of QWL, Walton (1973) inserted that the concept suggests comprehensiveness and is broader than the aims of the unionization movement, labor laws, or equal employment struggles. The focus of QWL is also broader than job satisfaction. Robbins (1989, p. 207) defined QWL as "a process by which an organization responds to employee needs by developing mechanisms to allow them to share fully in making the decisions that design their lives at work." Sirgy, Efraty, Siegel, and Lee (2001, p. 242) stated, "It (QWL) involves the effect of the workplace on satisfaction with the job, satisfaction in non-work life domains, and satisfaction with overall life, personal happiness, and subjective well-being."

The concept of QWL underwent a number of transformations in the 1980s so much so that there was a risk that the concept would mean whatever anyone wanted it to mean, in other words,

it would not mean anything (Nadler & Lawler, 1984). Nonetheless, today QWL has well-established parameters and refers to the degree to which work provides an opportunity for an individual to satisfy a wide variety of personal needs such as security, interaction with others, a sense of personal usefulness, recognition for achievement, and an opportunity to improve one's skills (Lippitt, 1978). Five of the eight conceptual categories Walton (1973) proposed are still used to measure QWL. These categories are (1) Adequate and Fair Compensation, (2) Social Integration in the Work Organization, (3) Constitutionalism in the Work Organization, (4) Work and Total Life Space, (5) The Social Relevance of Work Life.

The QWL measurement for this study is adopted from Walton (1973)'s categories and is tailored for educators and education settings. In general, several studies have shown that QWL has a positive relationship with other variables within an organization (Jofreh, Yasini, Dehsorkhi, & Hayat, 2013; Lu, While, & Barriball, 2007; Spector, 1997; Tsai, Yen, Huang, & Huang, 2007), but educators have different primary reasons for their choice of occupation. Educators often site such reasons as making a change in children's lives or job security, whereas employees in other sectors site higher compensation and advancing career opportunities. These differences show that extensive QWL studies have little to offer educational organizations, and there is a dearth of research when it comes to examining the QWL within educational settings (Day, Elliot, & Kington, 2005; Jofreh, Yasini, Dehsorkhi, & Hayat, 2013).

Cenkseven-Önder and Sarı (2009) discussed that teachers' feelings of being valued and their involvement in school administration predicted a high level of QWL. This study had a relatively small population (n=181) from one providence in Turkey. Another study with 801 public and private school teachers from 17 different providences in Turkey, Erdem (2010) investigated the relationship between QWL and organizational commitment. This study found that a high level of democratic climate and social integration predicted a low level of difficulty in adaptation. Therefore, Erdem (2010) claimed, principals and school district leaders should work to improve the quality of work life in schools by using civic engagement responsibilities to help teachers interiorize the organizational commitment. Erdem (2010) also suggested that a high level of QWL in schools turned forced compliance into an identifiable level of psychological attachment.

Psychological Well-being

Fifty years ago, the World Health Organization defined health as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (Ryff & Singer, 1998). The relationship between physical health and mental health is characterized by an intersection of factors; each factor influences the other factor both as cause and effect (Barr, Kirkcaldy, Robinson, Poustie, & Capewell, 2005). Moreover, in the past 50 years, psychology has discovered that it is not merely the study of pathology or damage, but it is also the study of growth, optimism, hope, capacity for flow and insight; interpersonal skills, future mindedness, courage, work ethic and other factors (Seligman & Csikszentmihalyi, 2000). This is exactly the field of positive psychology that was first used in 1954 by Abraham Maslow and was reintroduced by Martin Seligman 40 years later (Lopez & Gallagher, 2009). It focuses on, and contributes to the subjective level wellbeing, contentment and satisfaction in the past; hope and optimism for the future and flow and happiness in the present (Vazquez, Hervas, Rahona & Gomez, 2009). Through this method, it is predicted that in the new century, positive psychology will allow individuals, societies and communities to flourish (Seligman & Csikszentmihalyi, 2000). For this reason, research literature in recent years has had more emphasis on well-being than on disorder and dysfunction (Huppert, 2009).

The concept of well-being within positive mental health studies is a complex construct with two main approaches: subjective well-being and psychological well-being (Cenksever & Akbaş,

2007). Subjective well-being is indicated by hedonic measures, while psychological well-being is indicated by eudemonic measures (Samman, 2007; Kallay & Rus, 2014). Well-being indicates the highest of all goods that humans achieve by their actions and feelings that are consistent with their true selves; so the eudemonic approach frames psychological well-being within meaning, optimal functioning and self-actualization (Garg and Rastogi, 2009). Ryff's model is the most famous for this approach. Ryff bonds Maslow's (1968) self-actualization, Roger's (1961) fully-functioning person, Jung's (1933) individuation, Allport's (1961) maturity, Erickson's (1959) psychosocial stage model, Buhlker's (1935) basic life tendencies which work toward the fulfilment of life, Neugarten's (1968) description of personal change and Jahoda's (1958) criteria of mental health (Ryff , 1989). This model consists of six dimensions: (1) Autonomy, (2) Environmental Mastery, (3) Personal Growth, (4) Positive Relations with Others, (5) Purpose in Life, and (6) Self-Acceptance (Ryff & Singer, 1996). The dimensions are explained below in detail (Ryff, 1989):

Self-Acceptance: The center of mental health; characteristic of self-actualization, optimal functioning, and maturity.

Positive Relations with Others: Having close interpersonal relations based on trust; ability to love.

Autonomy: Self-determination, independence and regulation of behavior from within.

Environmental Mastery: The ability to develop in the world and change it creatively by engaging in physical or mental activities.

Purpose in Life: Having intentions, goals and sense of direction.

Personal Growth: Developing one's capacity to grow and expand from birth to death.

Based on empirical research about psychological well-being, the following summarization can be made (Huppert, 2009):

1. PWB is associated with adaptable and creative thinking, pro-social behavior and good physical health.
2. An individual's PWB is powerfully influenced by his/her early environment.
3. Interventions which bring out positive attitudes and behaviors enhance PWB of individuals.
4. A universal approach is needed for reducing the number of common mental disorders people have.
5. The concept of PWB that focuses on flourishing, rather than on pathologies, can advance the understanding of possible pathways to the well-being of individuals, organizations and society in general.

Relationship between PWB and QWL

Psychological well-being (PWB) is concerned with an individual's judgement regarding his/her continual happiness; satisfaction with his/her physical and mental health, and how it relates to some psychosocial factors such as life satisfaction or work satisfaction (Garg & Rastogi, 2009). For this reason, as in other disciplines, psychological well-being is a concept that is increasingly popular in organizational sciences (Degenais –Desmerais & Savoie, 2011).

Research indicates that not only is a good lifestyle positively associated with psychological well-being (Kawada, Otsuka, Inagaki, Wakayama et al. 2011), but also the quality of work life significantly influences an individual's non-working life (Rathi, 2009). So, PWB influences an individual's work life, personal life and overall well-being, and in return, job satisfaction, and being free from stress, tension, anxiety, boredom, frustration, loneliness, and alienation is needed for PWB (Al-Qutop & Harrim, 2011). One example of this interrelationship is a study that investigated the relationships between the measures of nurses' workload and a variety of work considerations; indicators of psychological well-being, and perceptions of the quality of nursing

care among nurses working in Turkish hospitals. The findings of this study suggested that a higher workload was related to less work engagement (i.e., lower vigor), more exhaustion, poorer physical fitness, poorer health and more psychosomatic symptoms (Burke, Koyuncu & Durna, 2010). In another study, high workloads and low levels of reward, control and value congruence were associated with greater worker distress and lower psychological well-being (Burke, Ng & Wolpin, 2011). A study by Srivastava (2007) showed that the employees (industrial supervisors and blue-collar workers) who perceived their work environment to be safer and more favorable, experienced lower levels of psychosomatic distress and had fewer symptoms of somatization than those who perceived their work environment negatively. Also, recent research proves that positive psychological well-being positively effects worker productivity (Envick, 2012). It is well established in literature that employees with a high level of psychological well-being are better, more committed, and more productive than employees with a low level of psychological well-being (Rathi, 2009).

As working conditions promote positive values, optimism and a willingness to use personal potential for the benefit of themselves and the organization, a person continues to flourish and feel happy (Monkevicius, 2014). Therefore, both the quality of work life and well-being have become important issues for organizational behavior studies (Duyan, Aytaç, Akyıldız & Laar, 2013), and studies in industrial/organizational psychology indicate that quality of work life is an important predictor of overall life satisfaction and psychological well-being of employees (e.g., Martel & Dupuis 2006; Sirgy et al. 2001). For example higher job demands lead to more stress in the work environment hence affecting the health and well-being of employees negatively (Iacovides, Fountoulakis, & Kaprins, 2003). In a study conducted by Grawitch, Gottschalk, & Munz (2006), it was observed that satisfaction with workplace practices (e.g. work-life balance, employee involvement and employee recognition) influence the mental well-being of employees. Results of another study showed that all variables to measure QWL were significantly related to the well-being of employees (Ajala, 2013). Another study also proves that there is a significant relationship between employees' QWL and psychological well-being, and that QWL is an important predictor of psychological well-being (Rathi, 2009). Additionally, Donaldson, Sussman, Dent, Severson, and Stoddard (1999) found that QWL significantly predicted the psychological well-being of employees, and according to a research conducted by Bradshaw (2008) quality of work life is the best predictor of well-being at work, thus providing a good framework and reason for instituting well-being policies in organizations.

The overall purpose of this research is to examine the relationship between the perceived Quality of School Work Life (QSWL) of teachers and their PWB. The main goals of this study are (1) to analyze teachers' perceptions about QSWL, (2) to examine the level of QSWL perceived by teachers based on gender, subject, marital status and age, (3) to analyze the teachers' PWB, (4) to examine the level of PWB of teachers based on gender, subject, marital status and age, and (5) to investigate the extent to which teacher PWB is related with QSWL.

Hypothesis of the research is as follows:

There is a significant relationship between dimensions of the QSWL scale (Administrative support and human development, Safe and healthy work environment, Human Relations Among Employees, Supportive Work Environment, Decent and Fair Wages and Benefits) and PWB scale (Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life, Self-acceptance).

Methodology

To investigate the relationship between perceived QSWL and teacher PWB, a descriptive correlation survey design (Fraenkel and Wallen 2009) was used to collect data from a large sample of Turkish teachers. Correlational designs are appropriate when the researcher is interested in determining the extent to which two or more statistically measurable variables co-vary (Vogt 2005). Fraenkel and Wallen (2009) defined correlational research as a study that aims to determine the degree to which a relationship exists between two or more variables. Creswell (2005) described two categories of correlational designs: prediction and explanatory. Prediction correlational studies are appropriate once the relationship between variables has been established and a researcher is interested in further examining how one variable influences the other(s). For this research, it was determined that prediction correlation design was an appropriate choice.

Study Sample

The target population of the study (n=800) included primary and secondary public school teachers working in different Turkish providences during 2012-2013 academic year. Participating teachers were selected using cluster sampling. The data has been collected for the aim of this research only, and it does not belong to any other projects. Participants surveyed in the study are from various providences (Ankara, İzmir, Manisa, Mardin, Isparta and Duzce), and as these providences are located throughout the country; they are aptly representative of Turkey as a whole. The aim of the research and that participation was voluntary were mentioned at the beginning of the survey. The lists of schools and school districts were obtained from the provincial offices of education. Upon formal permission of provincial offices of education, hard copy questionnaires were administered in 120 schools. In total, 900 paper surveys were administered in six providences; to ensure desired sample size, the number of distributed surveys was higher than the targeted sample size. The return rate was high (87%) yielding a total of 784 responses. The analyzed data for this research was collected on behalf of this study.

Table 1. *Demographic variables of participants*

Variable	Level	N	%
Gender	1. Female	421	53.7
	2. Male	359	45.8
	3. No Response	4	.5
	4. Total	784	100
Marital Status	1. Married	562	71.7
	2. Single	214	27.3
	3. No Response	8	1
	4. Total	784	100
Subject	1. Classroom Teacher (1st, 2nd, 3rd, 4th grade)	225	28,7
	2. English Teacher	70	8,9
	3. Math	67	8,5
	4. Science (Science Teacher, and Information Technology	82	10,5
	5. Turkish Language and Literature	87	11,1
	6. Social Sciences (History, Geography, Social Studies, Religion)	94	12,0
	7. School counsellor and preschool teacher	59	7,5

	8. Physical education, art, music etc.	81	10,3
	9. No Response	19	2.4
	10. Total	784	100
Age	1. 22-25 years	69	8.8
	2. 26-30 years	237	30.2
Total	3. 31-35 years	216	27.6
	4. 36-40 years	113	14.4
	5. 41-45 years	74	9.4
	6. 46 and more	63	8.3
	7. No Response	12	1.5
	8. Total	784	100

Instruments and Procedures

Two different scales were used in the study to examine teachers' perceived QSWL and PWB. The PWB scale previously developed and validated by (Akın, Demirci, Yıldız, Gediksiz, & Eroğlu, 2012) included 30 statements with 7-point Likert-scale response options along with analysis range such as: Strongly disagree (1-1.85); Disagree (1.86-2.71); Partly disagree (2.72-3.57); Undecided (3.58-4.43); Partly agree (4.44-5.3); Agree (5.31-6.15); and Strongly agree (6.16-7). The PWB has six dimensions and each dimension has five items. The dimensions are as follows: (1) Self-acceptance, (2) Positive Relations with Others, (3) Autonomy, (4) Environmental Mastery, (5) Purpose in Life, and (6) Personal Growth. The results of confirmatory factor analysis for PWB conducted by (Akın et al. 2012) indicated that the six-dimensional model was well fit: x^2=2689.13, df=791, p=0.00000, RMSEA=.048, NFI=.92, NNFI = 94, CFI=.95, IFI= .95, RFI=.92, GFI=.90, and SRMR=.048. The internal consistency coefficient of the PWB was .87. All the differences between the item mean-scores and the factor scores of the upper 27% and lower 27% groups were found to be significant. These results demonstrate that the 30 item version of PWB was a valid and reliable instrument to use. Higher scores indicate higher level of psychological wellbeing while lower scores show lower levels of psychological wellbeing. During the process of developing the PWB scale, the researchers (Akın et al. 2012) solicited opinions from practitioner teachers and expert theorists. Statistical analyses also contributed to the validation of the scale.

The Quality of School Work Life (QSWL) scale was developed by Ilgan, Ata, Zepeda, & Ozu-Cengiz (2014) for the purposes of this study and consisted of 30 items. The scale's items were based on a literature review and an open-ended composition was completed by 15 volunteer teachers. The draft question pool was based on the literature review and teachers' opinions, and it was finalized based on suggestions from educational administration scholars. The scale was validated and found reliable. The QSWL was a 5-point Likert scale, with the following answers: (1) Never, (2) Little, (3) Somewhat, (4) Much and (5) A Great Deal. Higher points in the scale reflected a higher level of QSWL. Exploratory Factor Analysis (EFA) revealed that the scale had the following five sub-dimensions (see Table 2): Administrative Support and Human Development (explained 17.33% of total variance); Safe and Healthy Work Environment (10.32%); Economic Facilities (9.62%); Supportive Work Environment (8.14%) and Human Relations (7%). Based on the result of the EFA (Principal Component Analysis), four items were excluded from the scale due to low factor loadings and or item-total correlation reliability coefficients. Thus, QSWL Scale explained 52.42% of the total variance for teachers' quality of work life. Factor loading ranges varied between 0.371 and 0.782. Therefore, the construct validity of the QSWL Scale was relatively high. Also, the reliability coefficient was also high (.88), suggesting that the QSWL Scale was found to be consistently reliable.

Table 2. *Construct validity and reliability analysis of the QSWL*

Dimensions	Number of items	Explained variance %	Factor loadings range	Reliability coefficient	Item-total correlations range
1. Administrative support and human development	10	18.45	0.461 – 0.775	.868	0.414 – 0.726
2. Safe and healthy work environment	4	10	0.644 – 0.688	.753	0.413 – 0.672
3. Human relations among employees	3	8.56	0.541 – 0.754	.591	0.386 – 0.523
4. Supportive work environment	4	8.13	0.471 – 0.719	.654	0.386 – 0.542
5. Decent and fair wages and benefits	4	7.36	0.419 – 0.635	.612	0.410 – 0.546
Total Variance Explained for QSWL: 52.51		KMO: .914		Reliability coefficient for QSWL: 0.88	

Data analysis

The data gathered by the QSWL and PWB scales have been analyzed by SPSS (Version 20). Percentages and frequencies were used to analyze demographic variables. To describe teachers' QSWL and PWB, descriptive statistics (i.e., mean and standard deviation) were used. One Way ANOVA was used to compare teachers' perceived QSWL to their PWB level in terms of gender, marital status and subject matter. Pearson's correlation coefficient was used to describe the relationship between teachers' age and QSWL and PWB. To examine how accurately the independent variable (QSWL) predicted teachers' PWB as a dependent variable, Multiple Linear Regression (stepwise) analysis was used. The stepwise method, as defined by Howel (2010), is "a set of rules for delivering a regression equation by adding or subtracting one variable at a time from the regression equation" (p. 266). In stepwise regression the decision about the order in which predictors are entered into the model are based on a purely mathematical criterion (Field, 2009). The skewness index of the composite QSWL Scale was -0.42 and the kurtosis index was 0.043; skewness and kurtosis indexes ranged between -1 and 1, which is considered excellent (George and Mallery 2001). Moreover, the skewness index of the PWB scale was -0.84 and the kurtosis index was 1.25. These results indicate that parametric statistic procedures used to analyze the data were appropriate.

Results

The results are reported in the order of analysis that took place. First, descriptive statistics are provided. Second, the results of ANOVA are reported to compare the differences between the participants' perceptions about QSWL and PWB based on gender, marital status and subject taught. Third, the relationships among participants' age, QSWL, and PWB are examined with Pearson's correlations coefficient. Finally, the results of multiple linear regression are provided to examine the extent to which QSWL predicts teachers' PWB.

Table 3. *Descriptive statistics*

Scales	Dimensions	N	X	SD
QSWL	1. Administrative support and human development	412	3.43	.72
	2. Safe and healthy work environment	412	3.15	.88
	3. Human relations among employees	784	3.74	.71
	4. Supportive work environment	784	3.31	.77
	5. Decent and fair wages and benefits	784	2.84	.76
Composite QSWL		784	3.31	.46
PWB	1) Autonomy	784	4.70	.82
	2) Environmental mastery	784	5.36	.88
	3) Personal growth.	784	5.63	.94
	4) Positive relations with others	784	5.55	.90
	5) Purpose in life	784	5.70	.91
	6) Self-acceptance	784	5.15	.94
Composite PWB		784	5.35	.68

Descriptive statistics (Table 3) revealed that the teachers' perceptions about their QSWL were at moderate levels ($\overline{X}$ = 3.31; SD = .46). As a showcase of the statements in the QSWL Scale, the ones with the highest and the lowest descriptive statics in each dimension are shown here: In the Human Relations Among Employees dimension, the most agreed statement by teachers is "I can talk with my superiors about my work problems directly and easily" ($\overline{X}$ = 3.89) while the least agreed is "Necessary opportunities are offered for me to develop myself at work" ($\overline{X}$ = 2.97). In the Safe and Healthy Work Environment dimension, the most agreed statement is "The school has a proper setting for the activities of education and learning" ($\overline{X}$ = 3.29) while the least agreed is "The number of classrooms in my school is not enough for education and learning" ($\overline{X}$ = 3.03). In the Human Relations Among Employees dimension, the most agreed statement is "I get along well with my colleagues" ($\overline{X}$ = 4.17) while the least agreed is "There are trust issues among school personnel" ($\overline{X}$ = 3.42). In the Supportive Work Environment dimension, the most agreed statement is "I do not have the privilege of making decisions about my work in school" ($\overline{X}$ = 3.46) while the least agreed is "I do not think I can utilize my abilities at work" ($\overline{X}$ = 3.42). In the Decent and Fair Wages and Benefits dimension, the most agreed statement is "The salary I get negatively affects my productiveness at work" ($\overline{X}$ = 3.46) while the least agreed is "The salary I get is enough to follow up with academic publications such as books and journals in my field" ($\overline{X}$ = 2.48).

Descriptive statistics (Table 3) revealed that the teachers' perceptions about their PWB were relatively high ($\overline{X}$ = 5.35; SD= .68) and correspondingly agree. As a showcase of the statements in the PWB scale, the highest and the lowest descriptive statics in each dimension are shown here: In Autonomy, the most agreed statement by teachers is "I trust my thoughts even if they are contradictory to general opinion." ($\overline{X}$ = 5.54) while the least agreed is "I tend to get influenced by those who have strong ideas." ($\overline{X}$ = 3.40). In Environmental Mastery, the most agreed statement is "I am really good at carrying out most of the responsibilities in my life." ($\overline{X}$ = 5.76) while the least agreed is 'I have difficulties organizing my life in a satisfying way." ($\overline{X}$ = 4.77). In 'Personal Growth,' the most agreed statement is "I believe that life is a process of constant learning, change

and development." ($\overline{X}$ = 6) while the least agreed is "As an individual, I think I have developed myself greatly with time." ($\overline{X}$ = 5.43). In Positive Relations with Others, the most agreed statement is "I like to chat with my family and friends." ($\overline{X}$ = 6.1) while the least agreed is "I have not experienced many candid and trustworthy relationships with other people." ($\overline{X}$ = 4.9). In Purpose in Life, the most agreed statement is "I think that my life has direction and aim." ($\overline{X}$ = 6.1) while the least agreed is "I think most of my everyday activities are nonsense and unimportant." ($\overline{X}$ = 5.28). In Self-acceptance, the most agreed statement is "I like most features of my character." ($\overline{X}$ = 5.6) while the least agreed is "It is pleasure for me to plan for the future and to try to make it happen." ($\overline{X}$ = 4.61).

Comparison of QSWL and PWB According to the Demographic Variables

To test whether there were differences in QSWL and PWB levels of teachers under different boundary conditions (gender, marital status, subject matter) analyses of variance (ANOVA) and independent samples- t-tests- were conducted. When a statistically significant F was found, a follow-up Tukey post-hoc test was used to examine whether groups with three and more differed from each other. Basic descriptive statistics are offered to compare teachers' perceptions of QSWL and PWB in terms of demographical variables (see Table 4).

There were statistically significant differences [$t_{(778)}$ = 4.038; $p < .05$] between male and female teachers perceptions in terms of PWB, where female teachers ($\overline{X}$ = 5.44) have a higher perception level than male teachers ($\overline{X}$ = 5.24).

The analysis revealed there were statistically significant differences both for QSWL [$t_{(774)}$ = 2.58; $p < .05$] and PWB [$t_{(774)}$ = 2.062; $p < .05$] in terms of marital status of participants. Married teachers [QSWL ($\overline{X}$ = 3.34); PWB ($\overline{X}$ = 5.38)] have higher perceptions regarding both QSWL and PWB than do single teachers [QSWL ($\overline{X}$ = 3.22); PWB ($\overline{X}$ = 5.26)]. When perceptions are compared based on the subjects participants teach, they do not differ for QSWL [$F_{(7,757)}$ = .867; $p > .05$] while they do for PWB [$F_{(7,757)}$ = 2.237; $p > .05$]. According to this, regular classroom teachers at ($\overline{X}$ = 5.41), and school counsellors and preschool teachers, both groups at ($\overline{X}$ = 5.53) have higher perceptions than Math teachers at ($\overline{X}$ = 5.21), and science and information technology teachers, both at ($\overline{X}$ = 5.18) regarding PWB.

Analyses regarding geographical locations revealed that teachers' perceptions of QSWL showed meaningful differences [$F_{(2,783)}$ = 5.48; $p < .05$]. According to this, teachers in the east part of Turkey ($\overline{X}$ = 3.21) perceived their QSWL poorer when compared to the perceptions of teachers in central Turkey ($\overline{X}$ = 3.37) and teachers in the western part of Turkey ($\overline{X}$ = 3.34). It is possible to say that this was an expected result considering that the economic status of eastern Turkey is comparatively behind other parts of the country. Analyses regarding teachers' geographical locations also revealed that teachers' perceptions of PWB showed meaningful differences [$F_{(2,783)}$ = 6.11; $p < .05$]. Teachers in the eastern part of Turkey ($\overline{X}$ = 5.44) perceived their PWB better than teachers in the western part of Turkey ($\overline{X}$ = 5.27) did. It is possible that the stressful and busy work conditions of big cities in western Turkey are a reason for this difference.

There is a statistically significant and positive relationship at the weak level (r= .106**) between teacher's age and QSWL points, while the relationship between a teacher's age and PWB points is statistically significant and negative at the weak level (r= -.096**). Thus, it is possible to say that as a teacher's age raises, perceptions regarding QSWL will increase at the low level, but perceptions regarding PWB decrease at the low level. Additionally, there is a statistically

significant and positive relationship (r= .278**) at the weak level between teacher perceptions regarding QSWL and teacher perceptions regarding PWB.

Table 4. *Basic descriptive statistic about QSWL and PWB in terms of demographical variables*

Variable	Level	Quality of School Work Life			Psychological Well-Being		
		N	X	SD	N	X	SD
Gender	1. Female	421	3.28	.54	421	5.44	.68
	2. Male	359	3.33	.57	359	5.24	.66
Marital Status	1. Married	562	3.34	.55	562	5.38	.66
	2. Single	214	3.22	.56	214	5.26	.73
School Type	1. Primary School	225	3.31	.54	225	5.41	.59
	2. Middle and High School	540	3.30	.56	540	5.32	.72
Geographic Location	1. West	412	3.34	.57	412	5.27	.74
	2. Middle	136	3.37	.55	136	5.43	.69
	3. East	236	3.21	.53	236	5.44	.56
	4. Total	784	3.31	.56	784	5.35	.69
Subject	1. Classroom Teacher (1st. 2nd. 3rd. 4th grade)	225	3.31	.54	225	5.41	.59
	2. English Teacher	70	3.40	.61	70	5.35	.65
	3. Math	67	3.27	.47	67	5.21	.79
	4. Science (Science Teacher. and Information Technology	82	3.26	.54	82	5.18	.69
	5. Turkish Language and Literature	87	3.30	.56	87	5.29	.70
	6. Social Sciences (History. Geography. Social Studies. Religion)	94	3.28	.57	94	5.31	.66
	7. School counsellor and preschool teacher	59	3.41	.62	59	5.53	.79
	8. Physical education. art. music etc.	81	3.25	.55	81	5.43	.75
	Total	765	3.31	.55	765	5.35	.68

Relationship between Teachers' PWB and QSWL

The stepwise linear regression analysis was used to explain teachers' PWB, with PWB as a dependent variable and QSWL being the independent variable. Initially, the stepwise regression model was run to determine if teachers' QSWL predicted dimensions of PWB. Then, the model examined the proportion of variance in teachers' PWB that can be explained by QSWL and described significant predictor/s of the dependent variable, as well.

Table 5. *Prediction teachers' PWB based to QWL*

Independent Variables	PWB's Dimensions (Dependent Variables)														
	Positive Relations With Others					Purpose in Life					Self-acceptance				
	B	Std.Er	β	t	p	B	Std.Er	β	t	p	B	Std.Er	β	t	p
Constant	18.63	.960		19.40	.000	20.559	1.000		20.55	.000	14.609	1.010		14.47	.000
Administrative Support and Human dev.	-.028	.028	-.046	-1.03	.303	-.019	.029	-.030	-.653	.514	.015	.029	-.022	-.504	.614
Safe and healthy work environment	-.077	.051	-.061	-1.50	.133	-.042	.054	-.033	-.791	.429	.011	.054	.008	.196	.844
Human relations among employees	.687	.081	.325	8.443	.000	.553	.085	.259	6.520	.000	.596	.086	.269	6.97	.000
Supportive work environment	.338	.052	.233	6.520	.000	.288	.054	.196	5.322	.000	.343	.055	.225	6.29	.000
Decent and fair wages and benefits	-.100	.053	-.068	-1.89	.059	-.079	.055	-.053	-1.44	.151	.024	.056	.016	.437	.663
R; Adjusted R² ; F	R=.409 $\quad$ R²=.162 $\quad$ F$_{(5-778)}$=31.345; p < .000					R=.339 $\quad$ R²=.109 $\quad$ F$_{(5-778)}$=20.211; p < .000					R=.401 $\quad$ R²=.155 $\quad$ F$_{(5-778)}$=29.835; p < .000				

Independent Variables	PWB's Dimensions (Dependent Variables)														
	Autonomy					Environmental Mastery					Personal Growth				
	B	Std.Er	β	t	p	B	Std.Er	β	t	p	B	Std.Er	β	t	p
Constant	19.35	.939		20.62	.000	16.58	.952		17.42	.000	21.1	1.027		20.5	.000
Administrative Support and Human dev.	.036	.027	.063	1.326	.185	.007	.027	.011	.255	.799	-.004	.030	-.007	-.15	.884
Safe and healthy work environment	.033	.050	.029	.664	.507	-.018	.051	-.014	-.351	.726	-.068	.055	-.051	1.24	.215
Human relations among employees	.202	.080	.104	2.537	.011	.568	.081	.273	7.039	.000	.446	.087	.202	5.13	.000
Supportive work environment	.173	.051	.130	3.416	.001	.291	.051	.204	5.656	.000	.412	.056	.271	7.42	.000
Decent and fair wages and benefits	-.181	.052	-.134	-3.50	.000	-.002	.053	-.001	-.037	.970	-.211	.057	-.14	-3.7	.000
R; Adjusted R² ; F	R=.232 $\quad$ R²=.048 $\quad$ F$_{(5-778)}$=8.858; p < .000					R=.392 $\quad$ R²=.148 $\quad$ F$_{(5-778)}$=28.177; p < .000					R=.361 $\quad$ R²=.124 $\quad$ F$_{(5-778)}$=23.265; p < .000				

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Table 5 displays results of the multiple-regression analyzing the effect of teachers' QSWL perceptions on their PWB. The multiple-regression analysis suggests that there is a statistically significant relationship at the low level between the points teachers got from the Autonomy dimension of the PWB scale and the dimensions of QSWL (R = .232; R^2 = .048; F= 8.858; p < .000). QSWL accounted for 4.8 % of the total variance in Autonomy. As for the standardized regression coefficient (β), the Autonomy dimension's relative importance rank-ordering of independent variables is Decent and Fair Wages and Benefits and Supportive Work Environment. It was clear that other sub-dimensions of QSWL are not significant predictors of this dimension when the results of significance of the t-test were analyzed.

Regarding the second sub-dimension of PWB, Environmental Mastery, there is a statistically significant relationship at the low level between points that teachers got from the Environmental Mastery sub-dimension of PWB and dimensions of QSWL (R = .392; R^2 = .148; F= 28.177; p < .000). QSWL accounted for 14.8 % of the total variance in Environmental mastery. As for the standardized regression coefficient (β), the Environmental Mastery dimension's relative importance rank-ordering of independent variables is Human Relations Among Employees and Supportive Work Environment. It was clear that other sub-dimensions of QSWL are not significant predictors of this dimension when the results of significance of the t-test were analyzed.

There is a statistically significant relationship at the low level between points that teachers got from the third sub-dimension (Personal Growth) of PWB and dimensions of QSWL (R = .361; R^2 = .124; F= 23.265; p < .000). QSWL accounted for 12.4 % of the total variance in Personal Growth. As for the standardized regression coefficient (β), the Personal Growth dimension's relative importance rank-ordering of independent variables is Supportive Work Environment, Human Relations Among Employees, and Decent and Fair Wages and Benefits. It was clear that other sub-dimensions of QSWL are not significant predictors of this dimension when the results of significance of the t-test were analyzed.

Regarding the fourth sub-dimension of PWB, Positive Relations With Others, there is a statistically significant relationship at the moderate level between points that teachers got from the Positive Relations With Others sub-dimension of PWB and dimensions of QSWL (R = .409; R^2 = .162; F= 31.345; p < .000). QSWL accounted for 16.2 % of the total variance in Positive Relations With Others. As for the standardized regression coefficient (β), the Positive Relations With Others dimension's relative importance rank-ordering of independent variables is Human Relations Among Employees and Supportive Work Environment. It was clear that other sub-dimensions of QSWL are not significant predictors of this dimension when the results of significance of the t-test were analyzed.

There is a statistically significant relationship at the low level between points that teachers got from the fifth sub-dimension (Purpose in Life) of PWB and dimensions of QSWL (R = .339; R^2 = .109; F= 20.211; p < .000). QSWL accounted for 10.1 % of the total variance in Purpose in Life. As for the standardized regression coefficient (β), the Purpose in Life dimension's relative importance rank-ordering of independent variables is Human Relations Among Employees and Supportive Work Environment. This was also the case for the Positive Relations With Others sub-dimension. It was clear that other sub-dimensions of QSWL are not significant predictors of this dimension when the results of significance of the t-test were analyzed.

For the last, and sixth, sub-dimension of PWB, Self-acceptance, there is a statistically significant relationship at the moderate level between points that teachers got from the Self-acceptance sub-dimension of PWB and dimensions of QSWL (R = .401; R^2 = .155; F= 29.835; p < .000). QSWL accounted for 15.5 % of the total variance in Self-acceptance. As for the standardized regression coefficient (β), the Self-acceptance dimension's relative importance rank-ordering of independent

variables is Human Relations Among Employees and Supportive Work Environment. This was also the case for the fourth and fifth sub-dimensions. It was understood that other sub-dimensions of QSWL are not significant predictors of this dimension when the results of significance of the t-test were analyzed.

Discussion

Regarding Descriptive Statistics about QSWL and PWB

The results of the study showed that teachers' QSWL levels were, in general, at the moderate level. The results are consistent with many studies. For example, in a study done by Baleghizadeh & Gordani (2012), teachers were found to have a medium-level quality of work life. In another study done by Çelik & Tabancalı (2012), it was found that teachers had medium-level job satisfaction, a low level of burnout, and compassion fatigue. The results of other studies reveal that primary school teachers have a slightly higher than average level of QSWL (Korkmaz & Sadık, 2011; Sarı, 2007; İnal, 2010). In our study, participants reported having the highest quality level in the Human Relations Among Employees and Administrative Support and Human Development dimensions. This may be due to the fact that in recent years there has been an ever increasing focus on administrative philosophy, which tries to improve the value of workers in educational settings (Shain & Suurvali, 2001). New communication styles are developed and new approaches have risen within organizations in order to predict workers' needs and demands (Çelik & Tabancalı, 2012). The finding that the participants reported the lowest level of quality of their work life in the dimension of Decent and Fair Wages and Benefits is not surprising, as the ascendance and status of the teaching profession in Turkey is outdated by many other occupations. One reason for this is the strong relationship between the status imputed to an occupation and its economical return, social benefits and working conditions (Çelikten, Şanal & Yeni, 2005).

Descriptive statistics revealed that teachers' PWB levels were relatively high. Findings from this study are supported by a study done by Aelterman, Engels, Van Petegem & Verhaeghe (2007). The researchers concluded that, in general, the well-being of teachers was reasonably high. Also a study done by Mundia (2013) proved that teachers, in general, have reasonably good mental health. All these results are noteworthy, because a bulk of literature states that teachers are potentially at a higher risk for stress and burnout (Beehr, 1995; Guglielmi & Tatrow, 1998; Pascual, Perez-Jover, Mirambell, Ivanez & Terol, 2003). Moreover, it is established that more than 20 percent of teachers leave their jobs during their first three years of working life in Australia, the United States, England and many European countries (Roffey, 2012). To understand this phenomenon, it may be helpful to look at results derived from the subscales. The participants in our study reported the highest level of psychological well-being in the dimensions of Purpose in Life and Personal Growth. This may be related to the fact that occupations which focus on helping other people enable workers to fulfill their basic psychological need for relatedness (Spilt, Koomen & Thijs, 2011). This may be valid for teachers as they show close interest and special attention to their students. Teachers have close relationships with their pupils; they get feedback from pupils, and they contribute to the psychosocial development of their pupils (Aelterman, Engels, Van Petegem & Verhaeghe, 2007). This may especially be true for teachers in Turkey, as Turkish culture considers teachers to not only engage youth during the teaching process, but they are also considered to be "in loco parentis." This cultural aspect may also support teachers' commitment and maintenance of motivation, as these two factors help establish teacher resilience (Gu & Day, 2007).

Regarding Comparison of QSWL & PWB According to the Demographic Variables

The findings of our study indicated that there were some differences in QSWL levels of teachers based on some demographic variables. No gender differences were found regarding QSWL points. Findings from Korkmaz and Sadık's (2011) study supported our results as in that study there were no gender differences found regarding teachers' quality of school life. Nonetheless, the finding is not consistent with many studies' findings. For example according to Çelik and Tabancalı's (2012) study, male teachers have a higher incidence of burnout than female teachers have. In our study female teachers were found to have higher PWB scores, in general, than male teachers. This finding is consistent with some research independent from occupational variables, especially in subscales of Personal Development and Having Positive Relationships with Others (Cenkseven & Akbaş, 2007; Cooper, Okamura & McNeil (1995); Ryff, 1989; Ryff & Singer, 2008; Kuyumcu, 2012; Mundia, 2013). The reason for this finding may be that women's rights, in a social context, have been developing on a daily basis, and that one of the most noteworthy areas for this is the educational context (Kuyumcu, 2012). But, there are also other research findings in which males were found to have higher well-being scores (Hori, 2010; Kirkcoldy, Furnham and Siefen, 2010), and Uskul and Greenglass (2005) found no gender differences in their study. Also according to Kittel and Leynen's (2003) results, there are no gender differences in PWB scores of teachers. It can be assumed that continuing research in the subject will neutralize differences between genders.

The finding that married teachers were found to have higher scores regarding both QSWL and PWB in our study contradicts findings from Çelik and Tabancalı's (2012) study; but is consistent with Korkmaz and Sadık's (2011) study regarding QSWL, and the results are in line with the existing literature regarding PWB (Uskul & Greenglass, 2005; Wei, 2003). The literature concludes that there is a positive relationship between job satisfaction and life satisfaction (Aşan & Erenler, 2008), and the life satisfaction of married people is greater than that of the unmarried (Avcı & Pala, 2004). This may result from the continual social support couples get from each other in marriage; because social support has been directly linked to life satisfaction (Salami, 2010). Marriage also could have supportive effects on an individual's emotional functioning, planning a life schedule and living a more programmed life (Asada & Ohkusa, 2004).

In our study a positive relationship was found between age and quality of work life. Parallel to Korkmaz and Sadık's (2011) study, it was found that teachers who had been working for 15-19 years had more positive emotions towards school. Also, according to Karahan's (2005) and Tanrıverdi's (2008) studies, teachers, 40 years old and older have more positive attitudes towards their work than younger teachers. Tümkaya (1996) also found that senior teachers had less burnout. This can be interpreted as experienced teachers have a better developed sense of professional well-being than their less experienced colleagues, so older teachers have more experience in problem-solving strategies, are more capable of forming positive relationships with students, school administration and teachers. Their level of appropriation of occupation may also rise with age, which enables them to feel more valuable and confident in the school environment. Conversely, our study found a negative relationship between age and PWB scores of teachers. In other words, older teachers were found to have lower psychological well-being scores than the younger ones. Actually, Ryff (1989) found that wellbeing (especially in the dimensions of Autonomy, Environmental Mastery, and Personal Growth) increased with age. But the association between age and well-being is not simple; there is a U-shaped relationship, which means that middle-aged people tend to have lower well-being scores than the younger and older ones (Huppert, 2009). For example, in one study, poor feelings well-being was most prevalent in respondents aged 45-54 years (Barr, Kirkcaldy, Robinson, Poustie & Capewell, 2005).

These may be the results of negative consequences of long-term experience such as burnout, empathy, sickness or boredom of occupational demands especially for occupations focus on helping other people (Van Petegem, Creemers, Rossel & Aelterman, 2005; Çelik & Tabancalı, 2012).

In the study it was found that regular classroom teachers, school counsellors and preschool teachers had higher PWB than math, science and information technology teachers. This finding may indicate that regular classroom teachers and school counsellors feel more personally connected to their students. In-depth interviews conducted by Hargreaves (2000) revealed that the most important source of motivation and enjoyment for teachers was the relationship with students. There are also associations between relationships of students and teachers and the well-being of teachers (Spilt, Koomen & Thijs, 2011), and some researchers highlighted the importance of personal attachments of teachers to their students (e.g. Day & Leitch, 2001). Teachers who deal with their students in a friendly way tend to feel good about themselves and their profession (Van Petegem, Creemers, Rossel & Aelterman, 2005). Since younger students are more spontaneous than older ones, preschool teachers can observe the results of their work directly in a short time. They get direct feedback and appreciation from the children. This might be the reason for higher well-being of preschool teachers. Another reason may be that math, science and technology teachers experience more teacher-student conflicts, because of the abstract and difficult structure and content of the subject matter. Findings suggest that conflicts between teachers and students might decrease teachers' efficacy beliefs, which in turn evokes feelings of helplessness and low PWB (Spilt, Koomen & Thijs, 2011). Mastery factor is a predictor of well-being across all cultures (Diener, 2012).

There was a positive relationship between teacher QSWL and teacher PWB in the study. Rathi (2010) had the same finding in his study. This is not striking, as psychological well-being is related to being free from stress, tension, anxiety, boredom, frustration, loneliness and alienation (Al-Qutop & Harrim, 2011). This is also consistent with existing literature because "school" is an important factor for teachers' well-being and many other job properties. For example, the "content of the job, role conflicts, and role ambiguity; pressure of work and autonomy, physical and material working conditions, school management, school climate and interpersonal relationships are among the most cited workplace-related factors that can positively influence job satisfaction and, in turn, well-being" (Van Petegem et al. 2005). This is also in-line with the finding of Ajala (2013), that higher well-being is associated with satisfaction with work and the perception of quality of work life. Moreover, there is a positive relationship between positive experiences in the workplace and happiness (Rathi, 2010).

Regarding The Relationship Between Teachers' PWB and QSWL

The findings of this research revealed that QSWL has a significant relationship with teachers' psychological well-being. This is in accordance with other studies (Rathi, 2010; Chan & Wyatt, 2007; Warr, 2005). When considered closely, "human relations among employees" and "supportive work environment" were the most important variables predicting different aspects of PWB of teachers. Poor interpersonal relationships have been recognized as occupational stressors that threat psychological well-being of an individual (Sliskovic & Sersic, 2011). Results from Van Petegem et al. (2005) prove that support from colleagues increases scores of well-being; because the increase in self-efficacy and the decrease in pressure of work lead to an orientation of more "pupil-centeredness." Results from the same study show that the factor "school" explains a reasonable level of the total variance in teachers' well-being. Also according to Ajala (2013), the high level of organizational support reduces risk of lower quality of life and promotes good health and well-being of employees. All these can be linked to self-determination theory as it proposes that psychological needs as nutrition, relatedness and integrity

lead directly to personal well-being (Deci & Ryan, 1992; Ryan, 1995). As employees' needs are satisfied in an organization, their quality of work and family life are also increased and this leads to their overall life satisfaction and well-being (Chan & Wyatt, 2007; Sirgy et al. 2001). It may also be said that positive relationships with others at workplace induces positive feedback from others for well-accomplished tasks, highlights an individual's purpose in life and consequently leading to personal growth (Garg & Rastogi, 2009).

Limitations of the Study

We need to note that the data collection process mainly covered rural area schools instead of urban schools because of its convenience. Therefore, the study is limited to urban school settings. It is important to acknowledge that the quality of work life of teachers and their psychological well-being can highly be affected according to schools' locations. Also, collected data is limited to spring semester period of 2013, and to teachers in elementary and middle schools. Even though selected locations are varied in terms of location, they might still fall short to draw a big picture for all school in Turkish education system. Another limitation of this research was using stepwise regression to analyse data. Derksen and Keselman's (1992) research revealed that (1) the degree of correlation between the predictor variables affected the frequency with which authentic predictor variables found their way into the final model, and (2) the number of candidate predictor variables affected the number of noise variables that gained entry to the model. These two situations may have occurred for our research as well.

Married teachers significantly displayed higher level of QSWL and PWB as compared to single teachers. These differences might be due to unequal number of married (562) and unmarried (214) teachers. The reliability coefficient of the sub-dimension "Human relations among employees" under QSWL was relatively low (.591). That might be due to relatively less number of items loaded on this factor (3 items). The reliability might be increased by increasing number of items in this sub-dimension.

Implications

The results of the study have shown that the average score teachers acquired from the QSWL Scale is at the level of "somewhat." Consequently, it is possible to conclude that the quality of work life experienced by teachers at schools is not sufficient. Teachers' attitude scores especially in the Decent and Fair Wages and Safe and Healthy Work Environment dimensions were found to be low. This suggests that in order to improve teachers' work-life conditions, it is important to provide teachers with pay raises, and safe and healthy work environments.

In general, teachers' responses regarding their PWB statements correspond to "agree," which is at a reasonable level. Their responses in "Autonomy" and "Self-acceptance" measurements were "partly agree." This level is not acceptable for those in the teaching occupation and could be improved. Teachers' feeling concerning their Autonomy and Self-acceptance play an essential role in student development. Besides, teacher's autonomy and self-acceptance levels are important for themselves as educators who are open to continuing education developments, who are reflecting various experiences within their work, who can self-critique in an objective manner, and finally, who make plans and evaluate the results of the application of their plans.

Improvement in autonomy also helps with meta-cognitive skills. Therefore, teachers could be offered employee assistance programs to help them master certain issues and skills such as self-awareness, responsibility, taking challenges, and flexibility to adapt to various roles in the classroom

and in the school. Additionally, the positive link between teachers' autonomy scores and dimensions of Decent and Fair Wages, Supportive Work Environment, and Human Relations Among Employees suggests that these dimensions should be targeted for improvements. Similarly, the dimensions of Human Relations Among Employees and Supportive Work Environment should also be targeted for improvements so as to increase teachers' self-acceptance, because these two dimensions and self-acceptance have a positive correlation.

Lastly, this study has shown that all of the sub-dimensions of PWB as the response (dependent) variable and Human Relations Among Employees and Supportive Work Environment dimensions of QSWL as the predictor (independent) variable have a meaningful relationship. Thus, this relationship suggests that officials need to exhaust more efforts to improve teachers' social interaction and supportive work environment in schools. Experimental research is needed to understand the causality relationships among the findings of this study.

We recommend further research to focus on developing intervention programs that will increase teachers' well-being levels, and to focus on the effectiveness of these intervention programs. Further studies might be conducted by employing equal number of male and female, and married and single teachers from rural, as well as, urban schools. The reliability of the overall QSWL Scale, as well as, the reliability of the Human Relations Among Employees dimension can be improved by modifying the QSWL and increasing the number of items in the dimension. Also, further studies might also be conducted to compare the quality of work life of teachers and psychological well-being across different cultures.

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