

## Modeling Structural Relationship Between Perceived Organizational Support and Quality of Work Life Among Secondary School Teachers of English as a Foreign Language

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### Abstract

Teachers' quality of work life (QWL) is an umbrella concept that refers to the degree of satisfaction a teacher experiences with respect to his or her job and the overall work situations which are influenced by three factors of organizational support including participation in decision making, the fairness of rewards, and growth opportunity. The present study examined the relationship between perceived organizational support (POS) and QWL among secondary school teachers of English as a foreign language. To this end, employing a descriptive correlational method, the researchers selected a number of 173 male and female teachers who were selected via probability multistage cluster sampling from among a population that consisted of EFL teachers at secondary schools in Tehran (N=1826), Iran. Data collection instruments included an attitude survey based on Allen, Armstrong, Reid, and Riemenschneider's (2008) model of POS as well as Walton's (1973) QWL questionnaire. Pearson correlation and multiple linear regression were used to analyze the data. The relationship between POS and QWL was found to be .71. In other words, the three dimensions of POS could affect the QWL by 71 percent. More specifically, the three dimensions of participation in decision making with 21.4, the fairness of rewards with 24.7, and growth opportunity with 64.1 percent could be used to predict the QWL. These findings are important in that they demonstrate that POS is significantly related to the QWL of EFL teachers which can in turn significantly affect the performance of these teachers at schools.

**Keywords:** EFL teachers, Perceived organizational support, Quality of work life, Secondary school, Social exchange

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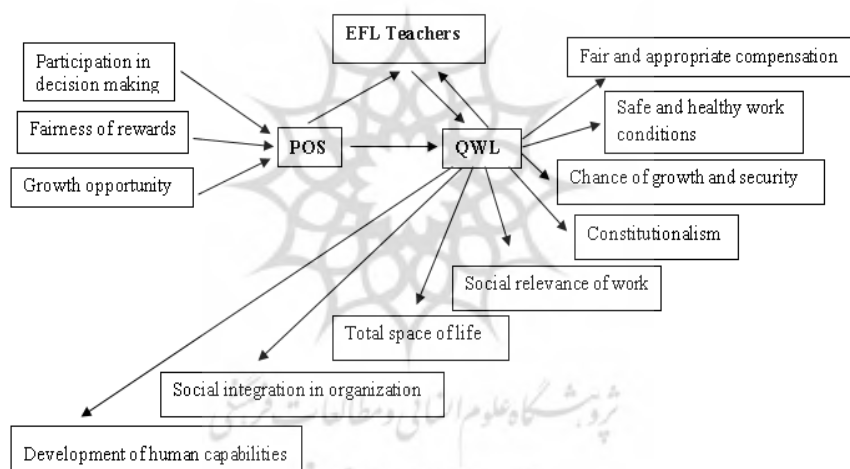
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## INTRODUCTION

Teachers are among the basic elements in any educational system. They are considered the most important and influential factor in improving educational systems (Villegas-Reimers, 2003). Teachers' QWL is an umbrella concept that refers to the degree of satisfaction a teacher experiences with respect to his or her job and the overall work situations which are influenced by three factors of organizational support which include having the chance to grow, taking part in organizational decisions, and receiving fair salary and benefits. These work situations can directly lead to the job satisfaction, comfort, and safety that the organization believes for the teachers with an objective to improve their work conditions (Akar, 2018; Louis, 1998). Therefore, organizational support in favor of improving teachers' living and work conditions would undoubtedly lead to an enhancement of their professional qualifications as well (Evers, Van der Heijden, Kreijns, & Gerrichhauzen, 2011; Fathi & Nezakatgoo, 2017; Ghasemzadeh, Nemat, & Fathi, 2019). Providing the necessary support as one essential factor has a pivotal role in the professional growth of the employees. This belief is known as perceived organizational support (POS), which, in fact, reflects the quality of social interaction that is going on between the employee and management (Chiang & Hsieh, 2012). POS is the outlook or strong beliefs of employees that an organization assesses the value or quality of their work for their welfare as well. Indeed, the outlooks of employees are stimulated according to the actions which are taken by organizations. Employees display their charges about work when support from an organization is great (Qaiser-Danish, Ramzan, & Ahmad, 2013). The concept of POS was first designed by Eisenberger, Huntington, Hutchison, and Sowa, (1986).

POS could be conceptualized as a sort of organizational resource which can create a set of favorable emotional feelings and experiences in the workplace context, thereby leading to further job satisfaction and employees' QWL (Ingusci, Callea, Chirumbolo, & Urbini, 2016; Wen,

Huang, & Hou, 2019). However, the association between perceived organizational support and work life quality has remained under-researched in EFL contexts. Besides, it appears that these two constructs have been neglected in English Language Teaching (ELT) in general. To address this lacuna and to shed further light on these variables in the Iranian EFL context, the purpose of this study was set to probe the interrelationship among a conceptualized model using two measured variables (POS and QWL), and 11 latent variables (three dimensions of POS, and eight dimensions of QWL). Figure 1 below illustrates a path diagram of the structural relationship model of the measured and latent variables in this study.



**Figure 1:** A path model of the structural relationship between measured and latent variables

## LITERATURE REVIEW

### Perceived Organizational Support: Meaning and Theory

POS is concerned with the idea of the staff on how much the authorities in an organization value their well-being, security, and welfare (Edmondson

& Boyer, 2013). Ingham (2008) demonstrated that the staff in organizations would always believe and show true interest in the organization based on how much the organizations value their welfare, well-being, and job security. Such beliefs are usually referred to as the perception of organizational support. To put it differently, POS is a personal state in which the employee feels that the organization considers him/her as an important, prominent, and useful person and is in need of his/her immediate service. Therefore, POS holds that people within an organization believe in an overall perspective (either positive or negative) towards themselves within the organization which pursues to recognize them about improving their welfare (Chen & Shaffer, 2016). The organizational support theory (Eisenberger et al., 1986; Eisenberger & Stinglhamber, 2011; Fathi & Saeedian, 2020; Shore & Shore, 1995) holds that the staff builds up on an ideology regarding the extent to which their attempts are valued and their welfare is taken care of (perceived organizational support). The organizational support theory is of interest to researchers because it can help them observe the relationship between the employee and the organization from the perspective of the staff and the correlation of POS with other constructs such as organizational commitment and job satisfaction (Kurtessis et al., 2015).

The organizational support theory uses the social exchange theory in which being employed is considered to be the business of effort and loyalty by the staff for real resources and outcomes from the organization (Cropanzano & Mitchell, 2005). For every employee, POS should result in a sense of commitment to help the organization and they should be hopeful that their efforts are seen and appreciated by the decision-makers. Therefore, those employees who have higher levels of POS are naturally more willing to take part in activities related to their jobs which at the end of the day will be beneficial to organizational objectives. Regarding affective organizational commitment, employees search for an accord in their communion with the organization by holding positive perspectives and performance in line with POS. Thus, feelings of responsibility which is

resulted from POS are proven to have a positive relationship with affective organizational commitment (Eisenberger, Armeli, Rexwinkel, Lynch, & Rhoades, 2001).

Results from various studies in this area have shown that many factors are related to POS such as work conditions (Eisenberger, Rhoades, & Cameron, 1999), assistance from managers and supervisors (Wayne, Shore, & Liden, 1997), and perceptions of the fairness and justice in organizations (Moorman, Blakely, & Niehoff, 1998). In addition, Allen, Shore, and Griffeth (2003) propose that "employee perceptions of supportive organizational human resources practices that signal investment in employees and recognition of their contributions (i.e., participation in decision making, the fairness of rewards, and growth opportunities) contribute to the development of POS" (p.100). Organizations with higher levels of support have a greater tendency to educate and potentially motivate the staff so that they could develop their abilities, and in response, the staff would build warmer emotional rapport with the organization (Tseng & Yu, 2016). If the managers treat the staff fairly and evenhandedly, the staff will try to develop their performance to compensate, which in turn affects the efficiency of the organization. In addition, the quality of social interactions between the employer and the employee can be considered as a reflection of the POS (Casper, Harris, Taylor-Bianco, & Wayne, 2011).

Moreover, organizational support is a crucial variable in employee commitment to the organization, their job satisfaction, and quality of working life (Pennaforte, 2016; Rozaini, Norailis, & Aida, 2015; Yadav & Rangnekar, 2015). According to Rhoades and Eisenberger (2002) justice, supervisor assistance, organizational benefits, and work environment form the basis for the theory of perceived organizational support. In their study, they found that promoting POS can enhance the sense of belonging to the organization and job satisfaction in individuals through a reciprocal situation, and as a result, employees are more inclined to stay in their organization. Of course, organizational and supervisor support can have

several other consequences as well. POS leads to acceptable employee behavior in the organization. Increasing the employees' POS improves performance and decreases job stress, which in turn can have a huge impact on improving the life quality among the employees (Ghasemizad & MohammadKhani, 2013). As a matter of fact, it can be concluded that POS is influenced by different aspects of the way employees are behaved by the organization (Eisenberger et al., 2014). The employees, in turn, add up to their efforts to meet their socio-affective needs and estimate the degree of organizational readiness to praise them (Pennaforte, 2016).

As mentioned early, this study focused on the three dimensions of POS: participation in decision making, the fairness of rewards, and growth of opportunity. Considering *the participation in decision making*, Kentab (2018) explained:

The decision-making process is one of the most important and influential elements in the life of organizations. It is the essence of administrative leadership. It is the starting point for all the jobs and tasks within it. The success of the manager depends to a large extent on the success of the decisions he makes. The process of decision-making is an important and fundamental process of management. It is the driver for human resource efforts and activities. Therefore, the decision-making process must be understood. (p. 881)

Regarding *fairness of rewards*, according to Ceplenski (2013), it is necessary to notice that employee reward fairness concerns are typically relative to a benchmark point internally and externally. For example, employee skills, capabilities, knowledge, education, and performance are internal benchmark points so that an employee may perceive whether their individual reward is fair in terms of the amount of effort, the quality and impact of the performance, the education, the training, and experience possesses, the content, and intricacy of their current role. The employees will also compare the fairness relative to others as external benchmark points such as the supervisor, peers doing the same job, and peers in other organizations. Hence, the reward plans of an organization should focus on

fairness from both an internal and an external perspective.

With reference to the *growth of opportunity*, Pope (2019) viewed that having the chance to grow helps employees to broaden and apply their knowledge, abilities, and skills. Opportunities for employee growth include the continuation of educational courses either through in-service training or sending employees away on courses, thereby providing opportunities for their career advancement and future promotions. According to Pope, the key factors for growth opportunities are access to the latest technology, continuous training opportunities, and providing management opportunities.

Accordingly, organizational support assists employees in gaining the necessary skills in dealing with the whole aspects of delivering services, thus increasing employees' self-esteem, self-confidence, and overall capabilities. Studies have shown that POS can significantly shorten the distance between employees' real internal emotions and the necessary positive emotions in giving service to customers so as to reduce their unreal feelings (Wena, Huangb, & Houc, 2019).

### **Quality of Work Life**

It is not surprising, then, to suppose that organizational support can be expected to influence the quality of working life of employees. QWL is one of the basic issues in each organization and the best indicator for attracting and retaining employees. QWL is not a new concept for organizations and in most previous studies it is shown to be one of the top priorities which should be considered by any organization (Prajogo & Sohal, 2006). QWL is a process of common decision-making, cooperation, and collaboration between the managers and employees which aims at changing the job conditions in a way that employees contribute more to their job and thereby benefit more from what they do for the organization (Arif & Ilyas, 2013). A variety of factors can be considered as influential aspects of the QWL, including fair and proper compensation, healthy and

safe work conditions, and social integration in the work of the organization that enables the employees to flourish their abilities and talents to reach the highest levels of satisfaction in their jobs (Walton, 1973, as mentioned in Baleghizadeh & Gordani, 2012). QWL is one of the most interesting contributors to creating motivation and a primary solution to enrich the working life and is rooted in the employee and manager perspectives towards the concept of motivation, (Nayak, Mohanty, & Sundaray, 2016). This will in fact lead to the formation of the idea that the organization is capable of providing healthy work conditions and creating job satisfaction for its employees. Job satisfaction is the state of employees being satisfied or dissatisfied with their jobs (Samancioglu, Baglibel, Barbara, & Erwin, 2020). It is believed that a teacher's job satisfaction level can positively affect student achievement both academically and socially (Ostroff, 1992, cited in Samancioglu et al., 2020). Teachers experience discouragement because they are dissatisfied with their job conditions as a result of low and unfair payment of salaries, insufficient opportunities for job advancement, and poor working environments (Manalo, Castro, & Uy, 2020). Through the impact on job satisfaction, quality of work life can also affect employee performance and organizational productivity (Rubel & Kee, 2014).

## **PURPOSE OF THE STUDY**

Considering the influential role of teachers in educational systems and the training of successful future citizens, it is necessary for teachers to have sufficient levels of QWL and job satisfaction, so that they can allow ample time to their students and the task of teaching. This is because if the teachers feel insecure about the environment and their QWL, their attention is likely to become diverted from student and school development, and consequently the academic achievement of students may be negatively affected. One of the factors that can play a role in this area and promote the work environment and motivation of teachers in schools is for school principals to pay attention to teachers and support them.



Determining the factors affecting teachers' quality of working life in secondary schools in Tehran is one of the priorities for authorities in the ministry of education. The present study, therefore, examined the relationship between POS and QWL among secondary school EFL teachers in Tehran. The main question sought to be answered in this research was whether or not dimensions of POS have a significant relationship with dimensions of QWL when investigated among secondary school EFL teachers.

## METHOD

### Participants

The present study adopted the basic principles of the correlational method through structural equation modeling (SEM). It is a multivariate statistical analysis technique that is used to analyze structural relationships between measured variables and latent constructs. The statistical population of the study was secondary school EFL teachers during one academic year ( $N = 1826$ ) of Tehran—five districts: north, south, center, west, and east. Accordingly, 173 Iranian EFL teachers were picked out using the probability multi-stage cluster sampling. These participants were both male ( $N=81$ ) and female ( $N=92$ ). Their age varied from 21 to 44 with an average age of 26.12. The teaching experience of the participants ranged from nine months to 25 years.

**Table 1:** The statistical population and sample size based on different districts

<b>Educational district</b>	<b>Size of the statistical population</b>	<b>Size of statistical sampling</b>
<b>North</b>	250	23
<b>South</b>	673	44
<b>Center</b>	454	40
<b>West</b>	128	23
<b>East</b>	321	43
<b>Total</b>	1826	173

## Instrumentation

The research method was correlation via structural equation modeling, and the research instruments were the questionnaires of POS and QWL. The two questionnaires were applied as the main research instruments for this study, namely the Perceived Organizational Support and Walton's Quality of Work life questionnaires. This study used three dimensions (as three latent variables) of the POS questionnaire developed by Allen et al. (2008). In this questionnaire, the three POS dimensions include *participation in decision-making*, *the fairness of rewards*, and *growth opportunity*. All survey items in this questionnaire are selected from previously validated scales, all of which were greater than 0.70 and considered an acceptable index. Responses were recorded using one of two 7-point Likert-type scales. The reliability of the questionnaire was also calculated in this study and the alpha was 0.822.

Moreover, Walton's Quality of Work life Questionnaire was prepared by Walton (1973) and has 35 questions and eight dimensions (as eight latent variables): *fair and appropriate compensation*, *safe and healthy work conditions*, *chance of growth and security*, *constitutionalism*, *the social relevance of work*, *total space of life*, *social integration in an organization*, and *development of human capabilities*. The reliability of this questionnaire as obtained by Cronbach's alpha coefficient was 0.779. The data for this study were analyzed via the Pearson correlation test and multiple regression analyses.

## RESULTS

The Kolmogorov-Smirnov test was used to demonstrate that the variables under study were normally distributed and the results demonstrated that the distribution was indeed normal.

**Table 2:** Kolmogorov-Smirnov test of normality check

Indexes	Perceived organizational support	Quality of work life
Kolmogorov-Smirnov test	.641	.971
Significance level	.553	.302

Pearson's correlation coefficient was used to examine the relationship between POS and the variables of QWL for EFL teachers in secondary schools of Tehran. Table 3 shows the correlation coefficients and significance level between perceived organizational support and quality of work life.

**Table 3:** Correlation analysis between POS and variables of QWL

Correlation matrix		Quality of work life	Fair and appropriate compensation	Work conditions	Chance of growth and security	Constitutionalism	The social relevance of work	Total space of life	Social integration in an organization	Use and development of capabilities
Perceived organizational support	Correlation coefficient	.710	.290	.418	.396	.381	.390	.414	.490	.698
	Significance level	.001	.001	.001	.001	.001	.001	.001	.001	.001

The relationship between POS and QWL was found to be 0.71 and at the significance level, less than 0.01 which is a significant positive relationship. Among the variables of the quality of work life, the correlation coefficient of the variable of human capacity development was 0.69, which was the

highest level of relationship with POS, while the variables of fair and appropriate compensation at a rate of 0.29 had the lowest amount of correlation with POS.

The relationship between participation in decision making as the first variable of POS and the QWL for secondary school EFL teachers in Tehran was examined via Pearson product-moment correlation. Table 4 shows the correlation coefficients and significance level between this variable and the quality of work life.

**Table 4:** Correlation analysis between participation in decision making and variables of QWL

Correlation matrix		Quality of work life	Fair and appropriate compensation	Work conditions	Chance of growth and security	Constitutionalism	The social relevance of work	Total space of life	Social integration in an organization	Use and development of capabilities
		<b>Participation in decision making</b>	Correlation coefficient	.446	.079	.196	.173	.415	.372	.041
	Significance level	.001	.001	.001	.001	.001	.001	.001	.001	.001

The results of the Pearson correlation coefficient test showed that participation in decision makings as a variable of POS correlates significantly with quality of work life at around 0.44 and at the 0.001

significance level which shows a positive correlation. This had the highest level of correlation with the variables of constitutionalism (0.41), the social relevance of work (0.37), and social integration in the organization (0.26). However, the results of Table 4 showed that participation in decision-making had the lowest level of correlation with work and the total space of life (0.041) and fair and appropriate compensation (0.079).

Pearson correlation coefficient was also used to investigate the relationship between fairness of rewards as a second variable of perceived organizational support and quality of work life among secondary school EFL teachers. Table 5 shows the correlation coefficients and the significance levels with this respect.

**Table 5:** Correlation analysis between fairness of rewards and variables of QWL

Correlation matrix		Quality of work life	Fair and appropriate compensation	Work conditions	Chance of growth and security	Constitutionalism	The social relevance of work	Total space of life	Social integration in an organization	Use and development of capabilities
Fairness of rewards	Correlation coefficient	.410	.449	.397	.035	.042	.133	.298	.051	.263
	Significance level	.001	.001	.001	.001	.001	.001	.001	.001	.001

The results of the Pearson correlation coefficient showed that fairness of rewards correlates with the quality of work life (0.41) and at the meaningful level less than 0.01 which is a significant positive relationship.

We can see that at the rate of 0.44, the fairness of rewards had the highest level of correlation with the variable of fair and appropriate compensation followed by work conditions at a rate of 0.397. However, the results of Table 5 showed that the variable of the fairness of rewards of POS had the lowest amounts of relationship with the chance of growth and security and constitutionalism.

The relationship between the third variable of POS, namely growth opportunity and QWL among secondary school EFL teachers in Tehran was also studied using the Pearson correlation coefficient. Table 6 shows the correlation coefficients and the significance level between growth opportunity and variables of the QWL.

**Table 6:** Correlation analysis between growth opportunity and variables of QWL

Correlation matrix		Quality of work life	Fair and appropriate compensation	Work conditions	Chance of growth and security	Constitutionalism	The social relevance of work	Total space of life	Social integration in an organization	Use and development of capabilities
		<b>Grow th oppo rtunity</b>	Correlation coefficient	.714	.475	.203	.789	.695	.703	.657
	Significance level	.001	.001	.001	.001	.001	.001	.001	.001	.001

The results of Table 6 showed that growth opportunity is correlated with the quality of work life and the amount is 0.71 at the significance level of less than 0.01 which is a meaningful and positive relationship. Growth

opportunity had the highest level of correlation with the chance of growth and security (0.789), use and development of capacities (0.717), and the social relevance of work (0.703).

In order to determine which variable of POS would better predict the QWL, a multiple regression equation was used. Table 7 shows the results of regression coefficients of perceived organizational support variables on the quality of work life.

**Table 7:** Multiple regression analysis to see which variables of POS would predict the QWL

Indexes	Quality of work life			
	B	$\beta$	T	P-value
Fixed value	.407		5.456	.001
Participation in decision making	.223	.214	5.321	.001
Fairness of rewards	.236	.247	6.837	.001
Growth opportunity	.663	.641	14.331	.001
F			988.172	
R2			.711	
R2 adjusted			.698	

The coefficient of determination is .711, which means that variables of POS (participation in decision making, the fairness of rewards, and growth opportunity) can have around a 71-percent amount of effect on the QWL. The amount of calculated F for regression analysis is significant ( $p < 0.01$ ). Therefore, the regression equation is statistically significant. The results of Table 7 show that the aforementioned variables have significant effects on QWL. Considering the amount of beta and the significance level, we can say that participation in decision-making is capable of predicting the QWL by 21.4 percent, while the fairness of rewards is capable of predicting the QWL by 24.7 percent. However, growth opportunity with 64.1 percent is the variable most capable of predicting the QWL.

## DISCUSSION

In this piece of research, the go-togetherness between POS and the QWL was investigated among secondary school EFL teachers in Tehran. Many factors bear an influence directly or indirectly on the quality of the employees' working lives, and organizational support is one of these factors. In fact, as mentioned previously, POS is one key factor in employees' organizational commitment, job satisfaction, and quality of their working lives. The findings of this study were congruent with those of Rhoades and Eisenberger (2002) who supposed that promoting POS can enhance the sense of belonging to the organization and job satisfaction, but, as they believed it happens through a reciprocal situation; hence, reciprocation is the main factor for such perceived support in order to lead to an increased commitment from both sides, namely the organization (as the employer) and the teachers (as the employees). Additionally, based on this assumption, organizational support can illuminate the methodology of the mutual contract in employee-employer relationships. On the basis of the reciprocity norm, POS should create an obligation to take into account the organization's welfare. Consequently, it causes not only an improved emotional commitment to the organization but also an improved favorable performance by the employees. However, the favorable performance of employees and the perceived responsibility to consider the organization's wellbeing are the results of planning for organizational support.

The findings of this research also demonstrate a positive and meaningful relationship between POS and the quality of teachers' working lives based on which we can conclude that attempts to improve POS for EFL teachers can contribute to the quality of their working lives and vice versa. In other words, if teachers feel that the school/organization views them as important and effective individuals and requires their work service, they exert further efforts in order to improve the quality of their works. The extent to which teachers consider the school as an organization values their contributions and cares about their wellbeing is what Eisenberger,



Cummings, Armeli, and Lynch (1997) also considered as one of the main variables affecting job satisfaction and work life of teachers. These findings also were, in turn, congruent with the findings of studies reported in Rhoades and Eisenberger's (2002) meta-analysis which indicated that employees with high levels of perceived organizational support perceive their jobs to be more favorable (in term of higher job satisfaction and lower levels of stress) as well as studies by Ghasemizad and Mohammad Khani (2013), Grover and Grooker (1995), Kossek (1989), and Miller, Unruh, Wharton, Liu, and Zhang (2017).

Moreover, the results of this study demonstrated that there is a meaningful and positive relationship between participation in decision-making as a POS variable and the QWL variables. More specifically, participation in decision-making had the highest degree of relationship with constitutionalism, the social relevance of work, and social integration in the organization. Regarding the fairness of rewards as a variable of perceived organizational support, the results also demonstrated a positive and meaningful relationship with the teachers' QWL variables. This variable had the highest degree of relationship with fair and appropriate compensation followed by work conditions. Among variables of POS, however, growth opportunity had the highest level of correlation with variables of QWL. Having the opportunity to grow and ensure security, apply and develop the capacities, and the social relevance of work were highly correlated with growth opportunities.

However, as it was found, perceived organizational support accounts for around 71 percent of the quality of work life of the EFL teachers in secondary schools. Therefore, there are still some other factors that need to be considered before drawing any general conclusions about the variables under study. Lambert (2000) mentions both benefits and supervisor support as influential factors:

Although there may not be a causal relationship between the two, how useful workers find their benefits and how supportive they consider their supervisors to be are likely to be correlated, and both are likely to

contribute to perceptions of organizational support, (p. 804).

## CONCLUSION AND IMPLICATIONS

The structural equation model revealed that teachers' QWL is significantly and positively related to the three dimensions of POS (i.e., participation in decision making, the fairness of rewards, and growth opportunity). This significant relationship indicated that higher levels of QWL resulted in higher levels of POS. Also, the model revealed that the POS variable of *growth opportunity* enjoyed the highest  $\beta$  (0.64) comparing to the variable *participation in decision-making*  $\beta$  (0.21) and the variable *growth fairness of rewards*  $\beta$  (0.24)—considering its effectiveness regarding the variables of QWL. Therefore, it seems a requirement that organizational support should make an effort to manage the QWL conflict of teachers by expanding and improving growth opportunity support for them with more concern and service. This study concluded that offering growth of opportunity not only increases the employees' job loyalty but also provokes their hidden talents towards job development. Additionally, in line with the results and conclusions of this research, the POS includes the following advantages:

- Putting out a climate of trust,
- Enhancing the job commitment,
- Increasing productive work behavior,
- Maximizing the willingness to help each other.

Foremost, it is important to the teachers that the organization helps them to identify their strengths to serve students, stay sharply at the forefront of education and training through stretching their abilities, and grow professionally. Besides, educational authorities and principals should make their best and demonstrate a strong commitment to the teachers' quality of work lives and create conditions in which the teachers would be

sufficiently satisfied with their organization and would have enough faith in their organization. Principals should always try to have a friendly and intimate relationship with the teachers and get familiar with their problems and concerns in an attempt to solve their problems. Any promotion or upgrading should also be in line with the teachers' abilities and the services they offer to the organization. Moreover, regarding the allocation of organizational incentives such as benefits, bonuses, and any other kind of financial and spiritual support, school authorities must pay attention to how teachers perceive these incentives which can have a fundamental role in the creation of desirable and high quality working life.

Finally, based on the finding of the present study, the following suggestions can be made concerning improving the QWL and thereby the POS among EFL teachers in secondary schools. First of all, the educational authorities should make a double effort to consider the views and opinions of EFL teachers and respect their beliefs, values, and goals. Besides, the issue of teacher welfare should be valued as a high priority. Aside from financial support, authorities can reinforce the perceived organizational support by providing spiritual support, advocating group work, encouraging teamwork, and keeping up to the tacit promises made to the employees in an attempt to build up on the employer's faith and loyalty towards the organization. In other words, school principals must trust their teachers' abilities and let them have a say in organizational decisions.

Furthermore, to enhance the generalizability of the results, more empirical studies should be conducted with bigger samples of EFL teachers in other contexts. These studies will add further empirical support to the significance of perceived organizational support in affecting work life quality. Additionally, future researchers are recommended to employ qualitative and mixed methods designs in order to illuminate the interplay between these two constructs in EFL contexts.

## Disclosure statement

No potential conflict of interest was reported by the authors.

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