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Effectiveness of Shafiabady's Multiaxial Pattern of Vocational Choice (SMPVC) Training on Enhancing Occupational Well-Being and Quality of Work Life Among Teachers in Qom City

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Shafiabady's Multiaxial Pattern, Occupational Well-Being, Quality of Work Life

Purpose: The purpose of the current research was to investigate the effectiveness of shafiabady's multiaxial pattern of vocational choice (smpvc) training on enhancing occupational well-being and quality of work life among teachers in Qom city

Methodology: The research method was experimental, employing a pre-test, post-test design with a control group, along with a one-month follow-up phase. The population consisted of all female teachers in Qom city in 2022. Initially, 30 individuals were selected through convenience sampling and then randomly assigned into an experimental group (15 individuals) and a control group (15 individuals). The experimental group underwent eight 90-minute sessions of Shafiabady's multiaxial pattern; however, the control group did not receive any intervention and remained on the waiting list. The Employee Well-Being Scale (EWBS) by Zheng et al. (2015) and the Work-Related Quality of Life Questionnaire (WRQOLQ) by Stone and Van Laar (2018) were used for data collection. Data analysis was performed using SPSS software version 24, both descriptively and inferentially (mixed ANOVA and Bonferroni post-hoc test).

Findings: The results showed that Shafiabady's multiaxial pattern training had a significant effect on enhancing occupational well-being and quality of work life in the post-test and follow-up stages compared to the control group ($P<0.05$).

Conclusion: Based on the findings of the current study, Shafiabady's multiaxial pattern can be used as an appropriate educational method for enhancing occupational well-being and quality of work life among female teachers.

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Introduction

Well-being acts as a protective factor against social isolation and depression (Fernandez-Abascal et al., 2021). One dimension of well-being is its occupational aspect, defined by the absence of negative experiences such as anxiety, psychological stress, and job burnout in working individuals (Nouri Kaab et al., 2016).

Furthermore, research has shown that opportunities for advancement in one's job are another significant factor in enhancing occupational well-being. Limited opportunities for growth and advancement in the workplace lead to dissatisfaction and decreased well-being, as individuals' efforts and attitudes towards their progress in the organization play a role in their perception of occupational well-being (Homayouni et al., 2019).

Another occupational function related to occupational well-being is the quality of work life (Farokhbakhsh et al., 2019). In other words, quality of work life is defined as the balance between work and personal life, satisfaction with the physical work environment, job satisfaction, a sense of control in workplace decision-making, absence of stress, and having overall well-being and comfort at work (Fontinha et al., 2019).

Given the importance of occupational well-being and quality of work life, various therapeutic and educational interventions have been employed to improve these functions, including mindfulness skills training (Jannatabadi et al., 2016), career counseling based on constructivist career theory (Seyyedalitabar et al., 2022), and mindfulness-based cognitive therapy (Adibi et al., 2020). Another effective and proven educational intervention for improving job functions and career choice is Shafiabady's multiaxial pattern in career selection and counseling, which has been demonstrated to be effective in various studies (Fekri & Shahmansh, 2017; Razavi Ghefarkhi & Fekri, 2015). According to Shafiabady, since all humans want to choose a job that satisfies not only their material needs but also their psychological ones, it is essential to place individuals in suitable jobs through understanding the individual, jobs, and the employment needs of society. If jobs are assigned to uninterested and incapable individuals, it results in the wastage of resources; hence, special attention must be given to career guidance and counseling aimed at helping people choose and continue in satisfying employment and establishing training and retraining centers for skilled work assignment (Shafiabady, 2021).

Therefore, in any organization (such as education), one of the criteria for effectiveness and achieving goals is the recruitment, training, and retention of skilled and specialized human resources. Skilled and efficient human resources play a constructive and key role in advancing organizational goals and are considered pillars of organizational growth, development, and survival. Thus, training teachers with well-being, quality of work life, and job satisfaction, who have correct attitudes, views, and perceptions about the functions, goals, and structure of the organization and are aware of their role in achieving organizational goals, is a crucial and undeniable issue (Mirzaei & Fekri, 2018). One of the career counseling models that can achieve this is Shafiabady's multiaxial pattern of career counseling and choice, which highlights the importance of decision-making as one of its theoretical principles and foundations (Shafiabady, 2021).

From Shafiabady's perspective, humans must make correct decisions in various areas at every moment to continue living and solve problems. If an individual lacks the ability to solve problems appropriately and timely, they will face various psychological issues. Solving occupational problems is one of the most important life decisions. If a person has not learned the problem-solving process and cannot make correct decisions considering social, economic, personal, and political factors, their life will be disorderly. Shafiabady's multiaxial pattern of career choice, a native model in line with Iranian culture, adopts a developmental (evolutionary) approach to career choice. According to Shafiabady's multiaxial pattern, one reason for career choice is to satisfy physical, psychological, and social needs, and career self-concept develops when it coincides with need satisfaction. Ultimately, for career choice, an individual requires creative and decision-making force to align with their self-concept, aiding them in timely decision-making and action to achieve their goals (Fekri, Shafiabady, Nouranipour & Ahghar, 2013).

One of the theoretical foundations of this model is Adler's individual psychology theory. According to Adler's theory, a job is a means through which people can demonstrate social interest and a sense of belonging to society. In other words, a job functions alongside the tasks of love and social interest as foundations of a healthy life (Matni et al., 2000; as cited in Rezaei, Shafiabady & Falsafinejad, 2015). Therefore,

Shafiabady's multiaxial pattern, emphasizing self-concept, purposefulness, dynamism, decision-making, and needs, creates an environment for increasing self-esteem, planning, and need satisfaction, leading to correct decision-making for occupational problems (Shafiabady, 2021).

The dynamism axis, when strengthened in an individual, prevents them from becoming passive unless they become depressed or fail, causing them to abandon dynamism, mobility, and creativity. Dynamism in career choice signifies mobility, adaptability, creativity, and vitality. Purposefulness in career choice means that through employment, a person seeks to escape feelings of inferiority and dependency on others, experiencing superiority and independence and engaging in the development of desirable social relationships with others. Purposefulness, being associated with planning, does not easily change unless these plans consistently lead to failure or the individual's work conditions change, altering their goals. Self-concept, the personal judgment about oneself, when formed as a positive judgment and attitude, does not easily change unless the person faces various failures. Self-concept significantly determines how an individual behaves and judges success or failure, values, abilities or weaknesses, and personal significance or insignificance (Shafiabady, 2021).

The decision-making axis, as one of the key and important axes of Shafiabady's multiaxial pattern, which is involved in every aspect of life and work decisions, when strengthened and the individual learns the appropriate style of decision-making through training, does not easily abandon this style unless their decisions yield opposite results, prompting them to reconsider their decision-making approach. Decision-making is a creative, dynamic, and active process aimed at satisfying needs and achieving goals, considering the individual's self-concept. Ultimately, individual needs are divided into three types: physical, psychological, and social. Needs are one of the dimensions of lifestyle and also one of the determinants of behavior types. Humans are continuously and persistently in a state of arousal and can only achieve complete satisfaction of needs for a short period. When one need is satisfied, another takes its place, and needs can be understood as a hierarchy, arranged in order of precedence, like a pyramid. When the needs at the lower levels of the pyramid are satisfied, the individual shows interest and attention to higher-level needs. In the needs axis, assessing essential needs becomes a focus, and when an individual reviews the positive outcomes of this assessment in their work and is encouraged in subsequent instances to always prioritize needs assessment in their activities and not neglect it. Based on the discussion, the research question is whether Shafiabady's multiaxial pattern training is effective in enhancing occupational well-being and quality of work life among teachers in Qom city?

Methods and Materials

The research method was applied in purpose and quantitative in nature, employing a quasi-experimental design with pre-test, post-test with a control group, accompanied by a 1-month follow-up. The population consisted of female teachers working in primary schools in Qom city in the year 2022. Initially, through a call for participation in training sessions and using convenience sampling, among the female teachers who volunteered to participate and completed the occupational well-being and quality of work life questionnaires online, 30 individuals with lower scores compared to others in these questionnaires were selected. These individuals were then divided into two groups of 15 each. Informed consent to participate in the research, not having specific physical and psychological illnesses, at least a bachelor's degree, and an age range of 25 to 45 years were the criteria for inclusion in the study. Missing more than two sessions, concurrent participation in other courses and therapeutic interventions during the research, non-response to post-test questions, and non-participation in the follow-up phase were criteria for exclusion from the study. Additionally, respecting dignity and rights, privacy, confidentiality, and freedom of the female teachers, explaining the research objectives to them, obtaining informed consent from them, the voluntary nature of the research, the right to withdraw from the study, the harmlessness of the Shafiabady educational intervention, providing results to the female teachers if desired, and offering condensed intervention sessions to the control group after the post-test were ethical principles observed in this research. This study used descriptive statistics such as mean and standard deviation and inferential statistics including repeated measures ANOVA. Also, for comparing pre-test, post-test, and follow-up stages, the Bonferroni post-hoc test and SPSS software version 24 were used.

The multiaxial career choice model was presented by Dr. Abdollah Shafiabady. This model adopts a developmental and evolutionary perspective on career choice, considering it a dynamic and purposeful process within the lifestyle, influenced by self-concept, need

satisfaction, and decision-making capacity. The sessions are described in Table 1.

Table 1. Summary of Training Sessions Based on Shafiabady's multiaxial pattern (Adapted from Fekri & Shahmansh, 2016)

Session	Objectives	Content	Assignments
1	Introduction to members and overview	- Getting to know each other - Establishing group rules - Discussing well-being and quality of work life definitions, impacts, and factors affecting them in teachers	-
2	Understanding the multiaxial pattern	- Introduction to various factors affecting well-being and quality of work life including skill deficits, self-awareness, and planning	-
3	Exploring the concept of dynamism	- Assessing teachers' dynamism (activity, vitality, updated knowledge) - Discussing the role of dynamism in enhancing well-being and quality of work life	-
4	Understanding purposefulness	- Exploring the level of goal orientation and planning among teachers - Strategies to increase personal efficacy, well-being, and quality of work life focusing on planning and goal orientation	-
5	Understanding self-concept	- Discussing teachers' self-perception and capabilities - Relating negative self-concept with well-being and quality of work life	- Listing personal successes at work and receiving feedback on strengths
6	Exploring needs	- Introduction to physical, psychological, and social needs according to the multiaxial pattern - Discussing fulfillment of needs and its relation to well-being and quality of work life	-
7	Understanding decision-making	- Learning about decision-making stages including information gathering, analysis, integration, and conclusion - Relating lack of decision-making skills with well-being and quality of work life	- Making informed decisions to face workplace challenges to improve well-being and quality of work life
8	Conclusion	- Summary and wrap-up	-

This scale includes 18 items measuring three subscales: personal life well-being with questions 1, 2, 3, 4, 5, and 6; work-related well-being with questions 7, 8, 9, 10, 11, and 12; and psychological well-being with questions 13, 14, 15, 16, 17, and 18. Scoring is on a 7-point Likert scale, ranging from strongly agree (7 points) to strongly disagree (1 point) (Nouri Kaab et al., 2016). In Iran, the scale's reliability was tested using Cronbach's alpha coefficient, yielding coefficients of .86 for personal life well-being, .90 for work-related well-being, .74 for psychological well-being, and .91 for the entire scale (Nouri Kaab et al., 2016). The scale's creators also used Cronbach's alpha to test reliability, with coefficients of .82 for personal well-being, .87 for work-related well-being, .82 for psychological well-being, and .90 for the entire scale, indicating good reliability (Zheng et al., 2015). In the present study, the scale's reliability was calculated using Cronbach's alpha, yielding a coefficient of .71 for the pre-test, .80 for the post-test, and .90 for the follow-up.

This questionnaire consists of 24 items measuring 6 factors: job satisfaction with questions 1, 3, 8, 11, 18, and 20; general well-being with questions 4, 9, 10, 15, 17, and 21; work-life balance with questions 5, 6, and 14; stress at work with questions 7 and 19; control at work with questions 2, 12, and 23; and working conditions with questions 13, 16, and 22. Question 24 does not fall into any of the factors. Scoring is on a 5-point Likert scale, from strongly disagree (1 point) to strongly agree (5 points), with questions 7, 9, and 19 scored inversely (Christenson et al., 2019). In Iran, the questionnaire's reliability was examined using Cronbach's alpha, with coefficients ranging from .64 to .97 and test-retest reliability ranging from .91 to .99

(Mozloomi et al., 2017). The questionnaire's creators used Cronbach's alpha for reliability testing, with coefficients of .86 for job satisfaction, .82 for general well-being, .82 for work-life balance, .81 for stress at work, .81 for control at work, .75 for working conditions, and .91 for the entire questionnaire (Stone & Van Laar, 2018). Another study reported Cronbach's alpha coefficients of .84 for job satisfaction, .85 for general well-being, .85 for work-life balance, .84 for stress at work, .86 for control at work, and .79 for working conditions (Fontinha et al., 2019). In the current study, the questionnaire's reliability was calculated using Cronbach's alpha, resulting in a coefficient of .71 for the pre-test, .80 for the post-test, and .90 for the follow-up.

Findings

The following section presents the descriptive and inferential findings of the research data. Initially, the demographic findings were analyzed using percentage and frequency statistics, followed by descriptive statistics (mean and standard deviation). Subsequently, the effectiveness of the Shafiabady's multiaxial pattern on occupational well-being and quality of work life was examined using mixed ANOVA. Table 2 presents the independent groups t-test statistics for age matching between the two groups.

Table2. Mean Age and Standard Deviation of Age for Experimental and Control Groups

Group	Mean Age	Standard Deviation	t-test	Significance (Sig.)
Experimental (Shafiabady's Model)	31.60	4.085	0.767	0.818
Control	31.27	3.788		

Table 2 shows the mean and standard deviation of age for the experimental and control groups. The t-test statistic obtained from comparing the frequencies of the two groups in the age variable was t=0.767, which was not statistically significant (sig=0.818), indicating that the two groups were matched for age.

Table 3. Educational Background of Participants

Group	Bachelor's Degree	Master's Degree	Doctoral Students	Total	Chi-Square	Significance (Sig.)
Experimental (Shafiabady's Model)	53.33%	26.67%	20%	100%	1.303	0.521
Control	33.33%	33.33%	33.33%	100%		

Table 3 displays the frequency and percentage of education levels for the experimental and control groups. The Chi-Square statistic from the comparison of the two groups in the education variable was Chi-Square=1.303, which was not statistically significant (sig=0.521), indicating that the two groups were matched for education.

Table 4. Descriptive Characteristics of Research Variables

Variables	Stage	Shafiabady's multiaxial pattern Group	Control Group
		Mean (SD)	Mean (SD)
Personal Life Well-being	Pre-test	23.33 (0.816)	23.60 (0.632)
	Post-test	25.93 (1.280)	23.73 (0.704)
	Follow-up	25.80 (1.474)	23.80 (0.775)
Work Well-being	Pre-test	24.07 (1.100)	24.00 (1.134)
	Post-test	26.80 (1.146)	24.60 (1.242)
	Follow-up	26.47 (1.407)	24.67 (1.175)
Psychological Well-being	Pre-test	25.13 (1.125)	25.07 (1.223)
	Post-test	27.40 (1.844)	25.07 (1.223)
	Follow-up	27.13 (1.885)	25.13 (1.356)
Job Satisfaction	Pre-test	14.60 (0.737)	14.80 (0.676)
	Post-test	17.73 (0.704)	15.60 (1.639)

	Follow-up	17.47 (0.743)	15.67 (1.589)
General Well-being	Pre-test	21.07 (0.884)	21.13 (1.125)
	Post-test	23.93 (1.280)	21.67 (1.589)
	Follow-up	23.93 (1.534)	21.53 (1.727)
Work-Life Balance	Pre-test	6.13 (0.990)	6.53 (1.125)
	Post-test	9.67 (1.952)	7.27 (1.792)
	Follow-up	9.40 (1.993)	7.40 (1.805)
Workplace Stress	Pre-test	6.13 (0.990)	6.20 (1.014)
	Post-test	9.20 (0.561)	6.40 (1.404)
	Follow-up	8.80 (0.941)	6.53 (1.356)
Workplace Control	Pre-test	6.53 (1.356)	6.73 (1.438)
	Post-test	10.00 (1.852)	7.47 (1.922)
	Follow-up	9.73 (1.907)	7.60 (0.920)
Working Conditions	Pre-test	6.73 (1.792)	6.73 (1.580)
	Post-test	9.67 (1.759)	7.40 (1.920)
	Follow-up	9.47 (1.846)	7.53 (1.995)

Table 4 shows the mean and standard deviation of occupational well-being and quality of work life at different assessment stages (pre-test, post-test, and follow-up). To determine whether these changes in the post-test and follow-up were statistically significant, mixed ANOVA was utilized. This test requires adherence to several preliminary assumptions, including the normality of score distributions and homogeneity of variances, which were initially examined. The Shapiro-Wilk test was used to assess normality. Since the Shapiro-Wilk test values were not significant at any stage ($P<0.05$), it can be concluded that the score distributions were normal. The Levene's test was used to assess the homogeneity of variances. According to the results, the Levene's test statistic was not statistically significant in all three assessment stages ($P<0.05$), thus confirming the assumption of variance homogeneity. The research data did not challenge the assumption of homogeneity of variance-covariance matrices (Box's M); therefore, this assumption was also met ($P>0.05$). The significance level of the interaction effect of group and pre-test was greater than 0.05, indicating the homogeneity of the regression slope. Given that the assumptions for using mixed ANOVA were met, this statistical test was utilized.

Table 5. Results of the Mauchly's Test of Sphericity for Occupational Well-being and Quality of Work Life

Dependent Variables	Mauchly's W	Chi-Square	Degrees of Freedom	Significance
Personal Life Well-being	0.052	61.930	2	<0.001
Work Well-being	0.029	74.673	2	<0.001
Psychological Well-being	0.066	57.051	2	<0.001
Job Satisfaction	0.050	62.897	2	<0.001
General Well-being	0.025	118.063	2	<0.001
Work-Life Balance	0.065	56.502	2	<0.001
Workplace Stress	0.072	51.701	2	<0.001
Workplace Control	0.035	102.052	2	<0.001
Working Conditions	0.045	52.211	2	<0.001

Based on Table 5, the Mauchly's Test of Sphericity indicated a significance level of 0.001 for occupational well-being and quality of work life, thus the sphericity assumption was violated. Therefore, confidence in the assumption of equal variances and more precisely, the condition of homogeneity of the covariance matrix was not established, and thus deviation from the F-statistical model occurred. Consequently, alternative tests were used; hence, the conservative Greenhouse-Geisser test was employed to examine within-subject effects of the treatment, with results presented in Table 6.

Table 6. Mixed ANOVA Results for Between-Subjects and Within-Subjects Effects on Occupational Well-being and Quality of Work Life

Dependent Variables	Source of Variation	F-Statistic	Significance	Effect Size	Statistical Power
Personal Life Well-being	Group	19.037	<0.001	0.405	0.988
	Time	38.226	<0.001	0.577	0.999
	Time × Group	29.514	<0.001	0.513	0.999
Work Well-being	Group	14.335	<0.001	0.339	0.955
	Time	34.940	<0.001	0.555	0.999
	Time × Group	13.095	<0.001	0.319	0.959
Psychological Well-being	Group	8.430	0.007	0.231	0.800
	Time	30.187	<0.001	0.519	0.999
	Time × Group	28.710	<0.001	0.506	0.999
Job Satisfaction	Group	15.965	<0.001	0.363	0.971
	Time	50.913	<0.001	0.645	0.999
	Time × Group	16.520	<0.001	0.371	0.983
General Well-being	Group	12.310	0.002	0.305	0.923
	Time	28.640	<0.001	0.506	0.999
	Time × Group	14.387	<0.001	0.339	0.964
Work-Life Balance	Group	6.330	0.018	0.184	0.680
	Time	45.768	<0.001	0.620	0.999
	Time × Group	17.837	<0.001	0.389	0.988
Workplace Stress	Group	25.064	<0.001	0.472	0.998
	Time	48.584	<0.001	0.634	0.999
	Time × Group	34.322	<0.001	0.551	0.999
Workplace Control	Group	6.721	0.015	0.194	0.706
	Time	48.696	<0.001	0.635	0.999
	Time × Group	18.620	<0.001	0.399	0.991
Working Conditions	Group	5.376	<0.001	0.161	0.610
	Time	36.672	0.028	0.567	0.999
	Time × Group	12.950	<0.001	0.316	0.952

The results in Table 6 indicate that the implementation and training of the Shafiabady's multiaxial pattern have a significant effect on enhancing occupational well-being and quality of work life. The pairwise comparison of adjusted mean scores for the test stages (pre-test, post-test, and follow-up) is presented in Table 7.

Table 7. Bonferroni Post-Hoc Test Results for Occupational Well-being and Quality of Work Life for Result Sustainability

Dependent Variables	Stage	Adjusted Mean	Stage Difference	Mean Difference	Significance
Personal Life Well-being	Pre-test	23.467	Pre-test - Post-test	-1.367	<0.001
	Post-test	24.833	Pre-test - Follow-up	-1.333	<0.001
	Follow-up	24.800	Post-test - Follow-up	-0.033	0.999
Work Well-being	Pre-test	24.033	Pre-test - Post-test	-1.667	<0.001
	Post-test	25.700	Pre-test - Follow-up	-1.533	<0.001
	Follow-up	25.567	Post-test - Follow-up	-0.133	0.402
Psychological Well-being	Pre-test	25.100	Pre-test - Post-test	-1.133	<0.001
	Post-test	26.233	Pre-test - Follow-up	-1.133	<0.001
	Follow-up	26.133	Post-test - Follow-up	-0.100	0.455
Job Satisfaction	Pre-test	14.700	Pre-test - Post-test	-1.967	<0.001
	Post-test	16.667	Pre-test - Follow-up	-1.867	<0.001
	Follow-up	16.567	Post-test - Follow-up	-0.100	0.455
General Well-being	Pre-test	21.100	Pre-test - Post-test	-1.700	<0.001

	Post-test	22.800	Pre-test - Follow-up	-1.533	<0.001
	Follow-up	22.633	Post-test - Follow-up	-0.167	0.074
Work-Life Balance	Pre-test	6.333	Pre-test - Post-test	-2.133	<0.001
	Post-test	8.467	Pre-test - Follow-up	-2.067	<0.001
	Follow-up	8.400	Post-test - Follow-up	-0.067	0.999
Workplace Stress	Pre-test	6.167	Pre-test - Post-test	-1.633	<0.001
	Post-test	7.800	Pre-test - Follow-up	-1.500	<0.001
	Follow-up	7.667	Post-test - Follow-up	-0.133	0.782
Workplace Control	Pre-test	6.633	Pre-test - Post-test	-2.100	<0.001
	Post-test	8.733	Pre-test - Follow-up	-2.033	<0.001
	Follow-up	8.667	Post-test - Follow-up	-0.067	0.999
Working Conditions	Pre-test	6.733	Pre-test - Post-test	-1.800	<0.001
	Post-test	8.533	Pre-test - Follow-up	-1.767	<0.001
	Follow-up	8.500	Post-test - Follow-up	-0.033	0.999

As Table 7 shows, the difference in mean scores between the pre-test and post-test (intervention effect) and the difference between the pre-test and follow-up (time effect) are greater and more significant than the difference between the post-test and follow-up (intervention stability effect). This indicates that the Shafiabady multiaxial pattern had an impact on improving occupational well-being and quality of work life in the post-test phase and that this effect persisted in the follow-up phase (second post-test).

Conclusion

The aim of the present research was to investigate the effectiveness of Shafiabady's multiaxial pattern training on enhancing occupational well-being and quality of work life among teachers in Qom city. The results demonstrated that Shafiabady's multiaxial pattern training significantly improved occupational well-being and quality of work life in the post-test and follow-up phases compared to the control group. These findings are consistent with the results of research conducted by Fekri and Shahmansh (2017). To explain the effectiveness of Shafiabady's multiaxial pattern training on enhancing occupational well-being, it can be said that dynamism in the multiaxial pattern is related to personal efficacy in occupational life. Knowing strategies for vitality in the workplace and establishing proper relationships with people reduces emotional exhaustion, which in turn decreases occupational problems for teachers. Training on self-concept within the multiaxial pattern enables individuals to better understand themselves and exhibit appropriate reactions in crisis situations because if an individual, despite being capable, has an incorrect perception of their abilities, they feel defeated and inadequate, leading to energy depletion. Consequently, this results in emotional exhaustion, depersonalization, a sense of inefficacy, and ultimately job burnout (Fekri & Shahmansh, 2017). Therefore, in Shafiabady's multiaxial pattern, teachers were trained to identify their needs and responsibly plan and execute programs to achieve their needs and goals. When an individual's needs are recognized and met, it leads to a sense of personal efficacy at work and, consequently, an increase in occupational well-being. Thus, it is logical that Shafiabady's multiaxial pattern training can be effective in enhancing occupational well-being.

To explain the effectiveness of Shafiabady's multiaxial pattern training on improving quality of work life, it can be stated that in Shafiabady's multiaxial pattern, teachers were taught to write down all possible solutions to a problem and then analyze the proposed solutions to select the most appropriate one for correct decision-making. Decision-making skill is related to a sense of personal efficacy (Fekri & Shahmansh, 2017). When a teacher is unable to make timely and correct decisions, they feel inadequate, leading to exhaustion and eventually a decrease in the quality of work life. Therefore, a teacher who can make timely and correct decisions can address their occupational problems with the appropriate solution, experiencing a higher quality of work life. Hence, it is logical that Shafiabady's multiaxial pattern training can be effective in enhancing the quality of work life.

Since this research was conducted only among teachers in Qom city, caution is advised when generalizing the results to female teachers in other cities due to cultural, ethnic, and social differences. The limitation of data collection tools to questionnaires and the lack of use of other measurement tools are other limitations and

challenges of this research. There is a possibility that the responses of the sample might have been biased and socially desirable. It is recommended that similar research be conducted in other cities and cultures to compare the results of conducted research and help overcome the limitations of this study. Future research should investigate the effectiveness of Shafiabady's multiaxial pattern on improving other occupational functions of teachers, such as job satisfaction, job enthusiasm, job performance, job empowerment, job adaptation, etc. Moreover, the follow-up phase in this research was one month; thus, it is suggested that future research consider longer follow-up periods (more than six months or even a year) to examine the sustainability of Shafiabady's multiaxial pattern on occupational well-being and quality of work life among female teachers. Since this study involved 15 participants per group, it is recommended that future researchers use a larger sample size. Theoretically, the results of this study can confirm the findings of previous research. Practically, the findings of this study can be utilized to develop programs and educational interventions in the Ministry of Education and in-service training courses at the University of Teacher Education. Based on the results of the present study, Shafiabady's multiaxial pattern can be used as an appropriate educational method for enhancing occupational well-being and quality of work life among female teachers. It is suggested that the Ministry of Education, the University of Teacher Education, and other related institutions organize workshops based on Shafiabady's multiaxial pattern to help solve the occupational problems of female teachers.

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Declaration of Interest

The authors of this article declared no conflict of interest.

Ethics principles

In this study, ethical considerations such as obtaining full consent from all participants, maintaining confidentiality and secrecy of information, and allowing participants to withdraw from study.

Authors' Contributions

All authors contributed equally.

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