

RESEARCH ARTICLE

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The Relationship Between Quality of Life and Job Satisfaction Among Higher Education Professors from a Clinical Psychology Perspective

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Abstract:

This study aimed to determine the relationship between work-related quality of life and job satisfaction among professors at the University of Algiers 2 in Algeria. To achieve the study objectives, a descriptive approach was adopted using a quality-of-worklife and job-satisfaction scale as the data collection tool. After confirming its psychometric properties, it was administered to a sample of 39 workers in a cross-sectional study. We reached the following conclusions.

- There is a statistically significant correlation between work-life quality and job satisfaction among professors at the University of Algiers 2.
- There was no statistically significant correlation between the quality of working life and absenteeism among professors at the University of Algiers. 2
- There is no statistically significant correlation between the quality of professors' working lives and job turnover at the University of Algiers 2.
- There is a statistically significant correlation between the quality of working life and goal achievement among professors at the University of Algiers. 2
- There is a statistically significant positive correlation between the quality of working life and productivity among

- professors at the University of Algiers 2.
- There is a statistically significant positive correlation between the quality of working life and the desire to continue working among professors at the University of Algiers. 2

Keywords: Quality of Life, Quality of Life at Work, Job Satisfaction, Higher Education Professors

Introduction:

Organizations are a fundamental pillar in building modern societies, whether they belong to the public or private sector, due to their pivotal roles in achieving development in its various economic, social, and cultural dimensions. At the heart of these organizations are universities, which are strategic scientific and research institutions that contribute to the development of human resources, the production of knowledge, and the support of innovation, making them one of the most important components of social and intellectual development.

The importance of the university is reflected in the educational, research, and training efforts of its professors, which contribute to raising the quality of higher education and achieving comprehensive development objectives. However, the outstanding performance of these professors can only be achieved in a comfortable and stimulating work environment that provides them with a high quality of life at work, including material,

moral, organizational, and psychological dimensions of their work. The more satisfied university professors are with their working conditions in terms of appreciation, communication, organizational climate, and work-life balance, the more positively this is reflected in their academic and research performance.

Quality of life at work is one of the most important determinants of job satisfaction, which in turn is a key indicator of mental health, organizational commitment, and loyalty to the university. An environment that respects the needs of faculty and values their efforts increases their motivation and fosters a sense of belonging, which is reflected in the quality of education and scientific research output.

In light of the transformations taking place in the Algerian higher education sector, from the modernization of pedagogical programs to the expansion of the university's mission to include innovation and community service, there is an urgent need to understand the relationship between quality of life at work and job satisfaction among university professors, as they are the center of the academic process and the driving force behind university development.

From this perspective, this study aims to highlight the relationship between quality of life at work and job satisfaction among professors at the University of Algiers 2, in an attempt to understand the extent to which the university work environment affects professors' satisfaction and efficiency and to offer recommendations that would contribute to improving the academic work environment and enhancing the university's effectiveness.

-The problem:

The current era is witnessing many developments and changes in societies, particularly within institutions and organizations, due to technological developments, especially after the emergence of artificial intelligence and local and global economic changes. This has led many

institutions and organizations to modernize and implement changes and developments that will advance and improve them. Institutions play a major role in advancing and promoting the economies of societies and, consequently, in the development and advancement of countries.

The success of any organization or institution depends on several factors, the most important of which is the human resource. Human resources are considered the beating heart and driving force of an institution because their capabilities can bring about many changes and developments within the organization by making good use of the capabilities and potential of these resources to achieve the organization's goals and aspirations. This is achieved by creating a suitable and appropriate working environment where psychological and physical comfort and security prevail, enabling human resources to be creative and develop their potential. Organizations, in turn, need creative individuals who can bring about developments and changes that serve the organization through their skills, abilities, and potential. There is a strong relationship between the success of institutions and the skills, abilities, and competencies of human resources within the organization.

Quality of life at work plays an important and fundamental role in developing the skills and abilities of individuals, as it is considered one of the main motivators and factors that drive individuals to improve and develop their abilities and skills and strive for creativity and excellence in their fields. Quality of life at work is defined as a set of systems related to improving and developing various aspects specific to employees that affect their social, cultural, and health environments and contribute to achieving the goals of companies and their employees. (Khanasa 2022, p. 60)

It is also defined as a means of focusing on the well-being of individuals within an organization by providing for their human needs, providing them with a safe and healthy work environment, and enabling them to achieve self-fulfillment through participation

in decision-making related to performance and productivity, which leads to loyalty, commitment, and satisfaction. (**Abdullah 2022, 154**)

Given the great importance of quality of life at work, this area has attracted considerable attention from researchers, scientists, and thinkers. For example, we find a study (**Belhadi, 2022**) entitled "The Impact of Quality of Life at Work on Organizational Commitment," which was conducted at the Faculty of Economics and Business at Mohamed Khider University in Biskra and applied to a sample of 201 professors working at the university. This study aimed to identify the impact of job quality on organizational loyalty at the Faculty of Economics and Business Sciences, and its most important finding was that job quality in its various dimensions has an impact on organizational loyalty.

We also mention (**Falaq et al., 2022**) under the title Quality of Working Life on the Performance of University Faculty Members, which was conducted at the Faculty of Social and Human Sciences at the University of Chlef and applied to a sample of 43 professors. This study aimed to statistically test the effect of working life on the performance of faculty members at the Faculty of Humanities and Social Sciences. Among the most notable findings of this study were the following: There is a statistically significant relationship between work-life quality practices and the respondents' teaching performance. Another study (**Kahiri Fatna Ksna Mohamed, 2018**) entitled "Study and Analysis of the Dimensions of Quality of Working Life in Service Institutions" was conducted at the Mother and Child Hospital in the province of Djelfa. This study was applied to a sample of 60 employees in the hospitality industry. This study aimed to understand the concept of quality of working life and the benefits of its application in institutions. The most important finding was that there were no differences between the responses of the sample individuals regarding quality of working life attributable to personal and functional data.

Quality of working life is considered one of the most important elements for the success of an institution and the job satisfaction of its employees. There is a strong and sequential relationship between quality of working life and job satisfaction, as quality of working life is one of the most important means and elements that achieve job satisfaction. The topic of job satisfaction has received a lot of attention from researchers and scientists who have tried to understand it through studies, research, and theory. For example, Frederick Taylor's theory seeks to provide incentives and material rewards to increase performance, that is, to achieve job satisfaction for workers to increase their performance. Then there is Elton Mayo's theory of human relations, which did not support Taylor's theory, as it focused on the human element and human relations within an organization. All these theories and others sought to achieve job satisfaction due to its great importance in increasing workers' performance and productivity. This prompted many researchers to conduct studies on job satisfaction, including a study by **Ismail Mahdadi et al. (2023)** entitled "Job Satisfaction and Its Relationship to the Job Performance of Workers in Economic Institutions," which was conducted at the Londgaz Bouguerra institution. This study was applied to a sample of 100 workers and aimed to identify job satisfaction and its relationship with job performance among workers in industrial institutions. The most important finding of this study is that job performance is related to the level of job satisfaction among workers. We also mention a study (**Ismail bin Mohammed bin Abdullah Nuwaira, 2020**) entitled "Professional pressures and their relationship to job satisfaction among faculty members at the University of Benghazi" on a sample of 53 professors. This study aimed to determine the relationship between occupational stress and job satisfaction among professors at the Faculty of Education, University of Benghazi, Libya. The study reached several conclusions, the most important of which was that there is a correlation between occupational stress and job satisfaction among professors working at

the Faculty of Education. Another study (**Sheikhi Malika et al., 2020**), entitled "The Effect of Psychological Empowerment on the Job Performance of Employees with Job Satisfaction as a Mediating Variable: A Case Study of the Banking Sector in Saida," was conducted on a sample of 85 banking sector employees. This study aimed to examine the relationship between employees' psychological empowerment and their job performance, with job satisfaction as a mediating variable in the banking sector. The most important finding was that psychological empowerment has a direct positive effect on job satisfaction in the banking sector in Saida.

The relationship between the quality of life at work is interactive and mutually influential. Quality of life at work is considered one of the most important elements in achieving job satisfaction within an institution. When there is a good, appropriate quality of life at work, it raises job satisfaction among workers, giving them a sense of belonging, motivating them to work, and improving their performance and productivity. This has prompted many researchers to conduct numerous studies, including a study (**Mohammed Breiki, 2023**) entitled "The Impact of Quality of Life Dimensions on Job Satisfaction among Employees at the Office of Promotion and Real Estate Management in the Province of M'Sila," which was conducted on a sample of 30 employees at the Office of Promotion and Real Estate Management. This study aimed to test the nature of the impact of job quality on job satisfaction among employees at the Office of Promotion and Real Estate Management in the province of M'Sila. Its most important findings were as follows: The study results also showed that the dimensions of job quality affect job satisfaction among employees of the Office of Promotion and Real Estate Management in M'Sila. We also mention the study (**Rima Awad Ghazi Al-Dhafiri, 2024**) entitled "and its relationship to job satisfaction among teachers in public elementary schools in the Al-Jahra Governorate in Kuwait. This study was applied to a sample of 202 elementary school teachers in public schools in the city of Al-Jahra, Kuwait. The study aimed to

determine the quality of working life among public school teachers and reached the following main conclusions: The quality of working life was high. At the same time, the level of job satisfaction was average. We also mention a study (**Kamasweis, 2018**) titled "The Reality of Quality of Working Life in Achieving Job Satisfaction," which was conducted with a sample of 60 administrative employees in Palestinian universities. This study aimed to assess the quality of working life in Palestinian universities and reached the following conclusions: the fairness of the wage and reward system was the most important factor.

The importance of quality of life at work and its relationship to job satisfaction is becoming increasingly apparent in educational institutions, especially universities, as spaces for knowledge production and the development of human competencies. University professors are the cornerstone of the educational and research processes. They are among the most important human resources on which universities rely to achieve their academic, scientific, and developmental goals.

However, the reality of university work in Algeria presents many challenges that may affect professors' quality of life in their work environment, such as teaching and research pressures, limited resources, low motivation, and, at times, a lack of organizational and professional justice, which may negatively affect their job satisfaction.

Based on these findings, it is important to study the relationship between work-related quality of life and job satisfaction among university professors to identify factors that contribute to improving their academic and research performance and strengthening their commitment and professional affiliation with the university.

Based on the above, the research question is formulated as follows:

Is there a statistically significant correlation between the quality of life at work and job satisfaction among university professors?

2. Sub-questions:

Is there a correlation between quality of life at work and the work environment of university professors?

Is there a correlation between the quality of life at work and the nature of the job among university professors?

Is there a correlation between quality of life at work and relationships with colleagues among employees of the Electricity and Gas Distribution Directorate in the province of Algiers 2?

Is there a correlation between quality of life at work and relationships with superiors among university professors?

Is there a correlation between quality of life at work and salary among university professors?

-3 Study hypotheses:

- General hypothesis:

There is a correlation between the quality of life at work and job satisfaction among university professors.

-Sub-hypotheses:

- There is a correlation between the quality of life at work and the work environment of university professors.
- There is a correlation between quality of life at work and job nature among university faculty.
- There is a correlation between the quality of life at work and relationships with colleagues among university professors.
- There is a correlation between quality of life at work and the relationship with the boss among university professors.

- There is a correlation between the quality of life at work and salaries among university professors.

-Study objectives:

- To identify the relationship between quality of life at work and job satisfaction among university professors
- To examine the relationship between quality of life at work and dimensions of job satisfaction among university professors

- Study concepts:

Procedural definition of quality of life at work: defined as the total score ranging from 30 to 150 points obtained by university professors on a scale designed by researcher Boukhalfa Faiza (2017), consisting of five dimensions of quality of life at work (healthy and safe work environment, job characteristics, wages and benefits, work group, supervisory style, and participation in decision-making) on a 30-item Likert scale.

Procedural definition of job satisfaction: defined as the total score ranging from 22 to 110 points obtained by university professors on a scale designed by Boukhalfa Faiza (2017) consisting of five dimensions (level of absenteeism, job turnover, achievement of institutional goals, level of productivity, and desire to continue working) divided into 22 items on a five-point Likert scale.

- Study methodology:

In this study, we relied on the descriptive approach, which is defined as a precise process of describing a specific problem or issue, using appropriate scientific research tools to collect information, then analyzing it, and reaching conclusions that are presented in a numerical (quantitative) or qualitative (qualitative) manner.

- Study sample: We selected a sample of professors from the University of Algiers 2 using a non-random cross-sectional sampling

method, consisting of 39 professors. Fifty questionnaires were distributed, of which 39 were returned, providing a sample for the final study.

- Psychometric characteristics of the study tools

-Testing the validity and reliability of the Quality of Life at Work Scale:

We will now discuss the validity test of this scale using the usual methods.

- Scale validity:

- Internal consistency for each dimension and the overall score of the scale

Table 1 shows the internal consistency of each dimension and the total score of the Work Life Quality scale.

Quality of working life	Pearson's correlation coefficient	Significance level
Healthy and safe work environment	0762.	0.001
Job characteristics	0838.**	0.001
Wages and benefits	0760.**	0.001
Work group	0848.**	0.001
Supervisory style of the president	0825.**	0.001
Participation in decision-making	0803.**	0.001

The results of the internal consistency reliability of the job quality scale indicate strong and statistically significant correlations between the total score of the scale and its subscales, with Pearson's correlation coefficients ranging from 0.760

to 0.848, all of which are highly significant at the 0.001 level.

These results confirm that the scale has good construct validity and that its items effectively measure the dimensions for which it was developed.

-Scale stability:

-Cronbach's alpha and split-half methods:

Table 2 presents the reliability coefficients of the Work Life Quality Scale.

Variable	Cronbach's alpha coefficient	Half-split	
		Correlation coefficient	Gattman coefficient
Quality of life in functional capacity	0.940	0.902	0.948

The Cronbach's alpha coefficient results for the functional quality of life scale indicate that the scale has a very high degree of internal consistency, reaching 0.940, which is an excellent value and indicates the homogeneity of the items in measuring the same dimension. The results of the half-split also showed

additional support for the stability of the scale, with a correlation coefficient between the two halves of 0.902 and a Guttman coefficient of 0.948, which reinforces the reliability of the scale when applied to the same sample under similar conditions. Therefore, these results

confirm that the functional quality of life scale has a high degree of stability and reliability.

-Testing the validity and reliability of the job satisfaction scale:

-Validity of the scale:

Table 3 shows the internal consistency of each dimension and the total score of the job satisfaction scale.

Job satisfaction	Pearson correlation coefficient	Significance level
Level of absence	0547.	0.001
Job rotation	0492.	0.001
Goal attainment	0853.	0.001
Production level	0822.	0.001
Desire to continue working	0774.	0.001

The results of the internal consistency of the job satisfaction scale indicated statistically significant correlations between the total score of the scale and each of its sub-dimensions, with Pearson's correlation coefficients ranging

- Scale stability:

- Cronbach's alpha method and half-halving:

Table 4 shows the stability coefficient of the job satisfaction scale.

Variable	Cronbach's alpha coefficient	Half-split	
		Correlation coefficient	Guttman coefficient
Job satisfaction	0.861	0.695	0.817

The Cronbach's alpha coefficient for the job satisfaction scale indicated that the scale had a good degree of internal consistency, with a value of 0.861, which is considered acceptable and reflects satisfactory homogeneity among the scale items. As for the results of the half-split, the correlation coefficient between the two halves was 0.695, and the Guttman coefficient was 0.817, which also indicates an acceptable level of stability. Based on this, the job satisfaction scale can be considered a

Internal consistency of the job satisfaction scale dimensions:

The correlations and degrees of each dimension and the overall degree of the scale were calculated.

from 0.492 to 0.853, all significant at the 0.001 level.

Based on this, it can be said that the scale has a good degree of construct validity and effectively measures job satisfaction.

reliable measure that can be used to measure this variable in the sample studied.

Presentation, interpretation, and discussion of the general hypothesis

The hypothesis states:

"There is a statistically significant correlation between quality of working life and job satisfaction among university professors."

Table 5 illustrates the relationship between quality of life at work and job satisfaction.

Variables	Pearson's correlation coefficient	Significance level
Quality of working life and job satisfaction	0.38	0.05

The hypothesis test results indicate a statistically significant positive correlation between job quality and job satisfaction among university professors, with a Pearson correlation coefficient of 0.380, indicating a moderate correlation. The significance level (0.05) confirms that this relationship is statistically significant at the 0.05 level, which means that job quality contributes significantly to job satisfaction, supporting the validity of the proposed hypothesis.

Quality of working life and job satisfaction are fundamental to the sustainability of performance in research and educational universities, which bear great responsibility for ensuring the continuous and secure provision of essential services to faculty and students. In this context, quality of working life plays a pivotal role in achieving a balance between work requirements and faculty comfort by providing a stimulating professional environment that includes appropriate working conditions, job security, a fair incentive and promotion system, opportunities for continuous training, and a balance between professional and personal lives. Together, these factors directly influence university professors' job satisfaction and positively reflect their commitment, performance, and loyalty to the institution.

Through fieldwork and daily experience in the university environment, it has become clear that the relationship between quality of working life and job satisfaction among university professors is not limited to theoretical analysis or statistical data but is clearly reflected in the practical reality of the professor's life on campus.

As both a knowledge institution and a professional community, the university is a complex environment in which organizational,

academic, and social factors overlap, making quality of life at work a decisive factor in determining job satisfaction and performance among university faculty.

It has been observed that many professors express job satisfaction due to the academic independence and intellectual freedom provided by the university environment, as well as the positive collegial relationships within departments and scientific laboratories, which create an atmosphere of professional harmony and constructive interaction. Furthermore, the clarity of academic tasks—teaching, scientific research, and supervision—contributes to the stability of the professional role and the professors' sense of institutional belonging.

However, this satisfaction is not universal or comprehensive, as some professors express a decline in job satisfaction due to academic and administrative pressures, an increase in teaching loads, weak financial and moral incentives compared to the efforts made, a lack of opportunities for continuing education, and the absence of incentives related to scientific research or promotion. These factors combined create a sense of professional exhaustion and career stagnation among some teachers.

Investing in improving the quality of working life within the university is not an organizational luxury but rather a strategic choice aimed at raising academic performance and enhancing the quality of education and research. Universities that care about the psychological and professional well-being of their faculty and work to create a stimulating work environment are better able to achieve their educational and scientific goals.

Studies show that the relationship between quality of working life and job satisfaction

among university professors is based on a combination of key elements:

Job security is the cornerstone of a professor's sense of stability and commitment, while fairness in the distribution of burdens and rewards and the existence of a transparent promotion system based on competence and academic effort enhance trust and belonging. Opportunities for continuous professional training and development are also key to increasing motivation and satisfaction, as faculty members feel that the institution believes in their abilities and invests in their development.

Equally important is achieving a balance between professional and personal life, which reflects the university's respect for the professor's humanity and social needs, thereby positively impacting academic performance. Moral appreciation and recognition of scientific and pedagogical efforts—whether through honors or symbolic praise—are also among the most important sources of moral motivation that enhance the spirit of belonging and professional commitment of teachers.

In addition, promoting effective communication between university management and faculty members and involving them in academic decisions that affect their daily activities fosters a sense of responsibility and participation, making them more committed to the institution's goals.

Based on the above, it can be said that the quality of working life and job satisfaction among university professors represent an integrated system whose elements cannot be separated from one another, and that improving the quality of life within the university is a fundamental gateway to enhancing satisfaction, raising academic performance, and ensuring the professional stability of university professors, which ultimately reflects on the quality of higher education in general.

My study, along with that of Breki (2023), confirmed that certain aspects of quality of life

at work, such as social relationships and salaries, play a decisive role in enhancing job satisfaction among employees of the Promotion and Real Estate Management Office. Quality of life at work is one of the factors that plays a major role in raising the level of job satisfaction and motivation among workers. Based on this, the relationship between quality of life at work and job satisfaction is strong and solid. This is what I have demonstrated in this study.

A study by Sweis (2018) also showed that employees who enjoy a high quality of working life report higher levels of satisfaction and stability. Therefore, all of these data, whether through statistical results, field interviews, or the results of previous studies, confirm the validity of the general hypothesis and highlight the importance of quality of life at work as a fundamental element in achieving satisfaction. It also highlights the necessity and importance of institutions considering these dimensions, not only to improve and increase performance and productivity rates, but also to maintain the stability of human resources and enhance their institutional loyalty, which is considered the most important resource in the institution. Enhancing the quality of working life is one of the most important strategies that should be adopted in public institutions, as it is a key element in creating a stimulating and safe working environment that ensures the institution's stability and ability to compete with other institutions.

2-Presentation, explanation, and discussion of the first partial hypothesis

The hypothesis states:

"There is a statistically significant correlation between the quality of working life and the level of absenteeism among university professors.

Table 6 illustrates the relationship between the quality of working life and the level of absence.

Variables	Pearson's correlation coefficient	Level of significance
Quality of functional life and level of absence	0.162	Not significant

The results of the first partial hypothesis test indicate that there is no statistically significant correlation between job quality and absence rate among university professors, as the Pearson correlation coefficient (0.162) is weak, and the significance level is not statistically significant.

Quality of working life is one of the key factors that universities rely on to enhance the work environment and achieve a balance between job requirements and employees' psychological, social, and professional needs. This quality includes multiple elements, such as a safe and comfortable work environment, fair wage distribution, clarity of career path, job appreciation, and opportunities for development. Despite the increasing importance that institutions attach to this concept, research and field experience indicate that the level of absenteeism, which is one of the behavioral dimensions of job satisfaction, is not always directly or strongly related to the quality of working life. It has been observed in many institutions that some professors who enjoy an excellent work environment, whether in terms of job security, benefits, or administrative support, still show high rates of absenteeism, while others in lower-quality environments show greater commitment to attendance.

This contradiction is due to the fact that job absenteeism is influenced by a number of interrelated factors that go beyond the quality of life in the workplace, such as health conditions, family responsibilities, psychological state, social pressures, and even the culture of the institution and its tolerance for absenteeism. Some employees may even be absent for reasons completely unrelated to work, such as personal or emergency issues, making it difficult to establish a definitive link

between the quality of life at work and absenteeism levels. Simultaneously, job satisfaction alone may not be sufficient to ensure consistent attendance if it is not accompanied by strong intrinsic motivation, a deep sense of professional commitment, and a strong sense of belonging to the organization. Some teachers may evaluate the work environment as satisfactory in terms of external conditions but suffer from internal problems that do not appear in quality of life indicators, such as lack of motivation, routine, or lack of passion, prompting them to take frequent absences as an indirect means of escape from an unstimulating reality. Therefore, the assumption that improving the quality of working life will automatically lead to a reduction in absenteeism is inaccurate and does not reflect the psychological and social complexities of this behavior.

Although it is logically assumed that improving the quality of working life will necessarily lead to a reduction in absenteeism, numerous studies and field observations within university institutions indicate a weak or absent direct relationship between these two variables, raising serious questions about the nature and complexity of this relationship. This disconnect can be attributed to a set of overlapping and multidimensional causes. First, absenteeism is not only explained from an organizational or functional perspective but is also influenced by personal, social, and health factors that are beyond the control of the institution. An employee may enjoy all the elements of a good working life, such as a comfortable environment, fair pay, and opportunities for development, but may face family pressures, suffer from chronic illnesses, or experience psychological conditions that lead to repeated absences, without this being

directly related to the quality of the work environment.

Second, individual differences play a decisive role in explaining absenteeism, as responses to work conditions vary from one person to another. Some see work as a source of commitment and discipline even in difficult circumstances, while others may be easily absent despite a stimulating work environment, especially if they have a personal tendency toward laxity or a weak sense of responsibility. Some employees may also use absenteeism as an undeclared means of protesting against certain management policies, even if the quality of working life is apparently high, revealing a disconnect between the organization's assessment of the work environment and the employee's assessment of management practices or team relationships.

Third, there are organizational factors that contribute to absenteeism despite quality of life, including the absence of an effective monitoring system or an organizational culture that is lenient toward absenteeism, where deterrent measures are not taken or the root causes of the problem are not seriously addressed, leading to the normalization of absenteeism as an acceptable behavior. Some institutions also rely on superficial measures to assess quality of life, such as improving facilities or offering superficial perks, without addressing the psychological depth of employees, such as moral motivation, fairness in evaluation, and ensuring participation in decision-making, which may not appear in

traditional indicators but plays an important role in shaping attendance and absence behavior.

Finally, it should be noted that the concept of job quality itself may be vague in some applications, as its criteria vary from one sector to another and from one organizational culture to another, making it difficult to establish a precise causal relationship with job absence. Therefore, the absence of a relationship does not necessarily mean the absence of an effect; rather, it reveals the presence of complex mediating factors between the two variables, which calls for a more in-depth and comprehensive analysis of employee behavior in the future.

Thus, this result can be considered not only statistically justified but also supported by empirical observations. It also highlights a deeper understanding of employee behavior within Sonelgaz, as the interaction between the individual and the organization goes beyond the organizational to the social and personal. This shows that the quality of working life, despite its importance, does not necessarily constitute a barrier to absenteeism unless it is reinforced by complementary policies such as psychological support and flexible working hours.

--Presentation, explanation, and discussion of the second partial hypothesis

The hypothesis states:

There is a statistically significant correlation between job quality and turnover among university professors.

Table 7 illustrates the relationship between quality of working life and job turnover.

Variables	Pearson's correlation coefficient	Significance level
Quality of working life and job turnover	0.04	Not significant

The results of the second partial hypothesis test indicate that there is no statistically significant

correlation between job quality and job turnover among university professors, as the

Pearson correlation coefficient (0.04) is very weak and tends to be non-existent, and the significance level is not significant.

Therefore, there is insufficient statistical evidence to support the hypothesis, leading to the rejection of the second hypothesis.

The second partial hypothesis was based on the assumption that there is a statistically significant correlation between the quality of working life and job turnover among university professors. However, the results of the statistical analysis revealed the absence of this relationship, as the Pearson correlation coefficient was 0.04, which is a very weak correlation coefficient tending towards zero, and the level of statistical significance was not indicative. This result leads to the rejection of the hypothesis, as there is insufficient quantitative evidence to prove that improving the quality of working life necessarily leads to a reduction in employee turnover within the institution.

Quality of working life is one of the most prominent modern management concepts that aims to improve the work environment and ensure employee comfort by providing professional and humane conditions that help raise performance levels, reduce stress, and enhance belongingness and job satisfaction. This quality includes multiple elements, such as job security, work-life balance, fair pay, leadership support, and participation in decision-making. Conversely, employee turnover (i.e., workers moving or leaving the organization) is considered a critical organizational indicator, as it is used to measure the stability of human resources. and are seen as indicators of job satisfaction or dissatisfaction, given the financial and moral costs involved, including loss of talent, higher recruitment and training costs, and reduced productivity.

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Table 8 illustrates the relationship between quality of working life and goal achievement.

Although quality of working life and employee turnover are two strategic pillars of human resource management, their relationship is not always as close or direct as one might assume in theory. Some organizations that invest heavily in improving the quality of employees' working lives may unexpectedly experience high turnover rates, raising questions about the real factors influencing employees' decisions to stay or leave. This disconnect can be explained by several external and internal influences that control employee behavior beyond the tangible work environment. An employee may leave the organization due to a personal desire for development, better opportunities in the market, geographical relocation, or even professional ambitions that cannot be met within the current organization, regardless of the quality of the available working conditions.

Some employees may appreciate a good working environment but find it insufficient motivation to stay in the long term if it does not match their future aspirations or if they feel that the organization does not offer them a clear career path. Conversely, some employees may remain in lower-quality environments due to job stability or limited external opportunities, meaning that the decision to leave is not necessarily linked to an employee's assessment of the quality of their working life but is influenced by personal, professional, and market factors.

4-Presentation, interpretation, and discussion of the third hypothesis

The hypothesis states:

There is a statistically significant correlation between the quality of working life and goal achievement among university professors

Variables	Pearson's correlation coefficient	Significance level
Quality of working life and goal achievement	0.351	0.05

The results of the third partial hypothesis test indicate a statistically significant positive correlation between job quality and goal achievement among university professors, with a Pearson correlation coefficient of 0.351, which is a moderate correlation coefficient, and a significance level of 0.05, indicating acceptable statistical significance.

Quality of working life is a key element in building an effective and motivating work environment, as it provides a framework that enables employees to perform their tasks efficiently and feel psychological satisfaction, organizational support, fair treatment, and a balance between their professional and personal lives. When quality of life is achieved within the work environment, it directly reflects on the employee's ability to focus, innovate, make decisions, and persevere toward achieving professional and personal goals, which in turn are essential indicators of job satisfaction. Employees who enjoy a high quality of life at work often feel motivated and eager to achieve, which strengthens their commitment to specific plans and their ability to achieve desired goals, whether individual or collective.

The positive relationship between quality of life at work and the achievement of professional goals among workers does not come out of nowhere but is the result of the interaction of a set of organizational, human, and psychological factors that enhance employees' ability to achieve when provided with a suitable and motivating work environment. Perhaps the most prominent of these factors is the sense of security and job stability, as employees who feel that their jobs are not threatened are more willing to make an effort and achieve long-term goals without being preoccupied with the fear of losing their jobs or their professional future. Similarly,

clarity of roles and responsibilities is a key factor, as the quality of working life contributes to reducing job ambiguity by clearly defining tasks and providing the necessary training, allowing employees to focus their energy on clear and specific goals.

Conversely, supportive and motivational leadership plays a pivotal role in linking quality of life to the achievement of goals, as leaders who provide continuous guidance and appreciation contribute to building employees' self-confidence, which drives them to work hard to achieve the desired results. The availability of opportunities for professional growth and self-development within the framework of quality of life at work is also a strong internal motivator, as employees see the achievement of goals as a means of advancing themselves within the organization or enhancing their competence rather than merely responding to job requirements.

In addition, the work-life balance encouraged by quality of working life indirectly contributes to increasing employee productivity, as employees who can organize their time and balance their family and work lives are more focused and committed to their professional goals and are not burdened by excessive psychological pressure or physical stress. Similarly, organizational justice and a sense of equality in opportunities and appreciation increase workers' motivation to work, as they feel that their efforts will be appreciated and rewarded, which drives them to strive hard to achieve their goals.

Other influential factors include participation in decision-making and the availability of effective communication channels, as employees who feel that they are being listened to and have a role in directing the work are more committed to the goals they have helped

to set or understand the motives behind them. A positive and supportive work environment, through healthy collegial relationships and a conflict-free atmosphere, facilitates cooperation and teamwork, increasing the chances of achieving goals collectively and in an organized way.

Therefore, the combination of these factors within the framework of quality of working life not only creates a comfortable environment for the employee but also transforms that comfort into productive energy directed towards achieving goals. This explains why the relationship between the quality of working life and goal achievement is positive and direct in many successful organizations, where quality of life is understood not as an additional privilege but as a strategic tool for improving performance and achieving results at all levels.

Table 9 illustrates the relationship between the quality of working life and the level of productivity.

Variables	Pearson's correlation coefficient	Significance level
Quality of working life and level of productivity	0.377	0.05

The results of the fourth partial hypothesis test indicate a statistically significant positive correlation between job quality and productivity among university professors, with a Pearson correlation coefficient of 0.377, indicating a moderately strong correlation, and the significance level was 0.05, confirming its statistical significance.

Quality of working life is one of the fundamental pillars on which modern institutions rely in their quest to enhance efficiency, as providing a work environment in which employees feel comfortable, secure, and appreciated contributes significantly to increasing their level of commitment and willingness to give and participate effectively in achieving institutional goals. Quality of working life is integrated through several

These observations coincide with the findings of **Belhai's study (2022)**, which showed that quality of life at work, when supported by a stable organizational environment and internal justice, leads to an increase in workers' ability to achieve set goals, especially in public institutions with complex structures. However, the same study warned that certain factors, such as salary or incentive schemes, if not effectively implemented, may limit the impact of quality of life at work on desired outcomes.

5-Presentation, explanation, and discussion of the fourth hypothesis

The hypothesis states:

"There is a statistically significant correlation between the quality of working life and the level of productivity among university professors."

interrelated components, including improving working conditions, achieving fair pay, clarifying tasks and roles, building positive human relationships, and providing real opportunities for learning and professional development. The importance of these factors is not limited to the psychological aspects of the worker but is directly reflected in overall performance.

Many theoretical models, such as Herzberg's model, have shown that motivating factors within the work environment are key drivers of positive and sustainable productivity. However, the relationship between quality of life and productivity is not always direct but is influenced by several mediating factors, including the nature of the tasks, degree of supervision, and available resources.

Furthermore, the availability of professional development opportunities and continuous training are key factors in this relationship, as employees who feel that the organization is investing in the development of their skills and competencies gain a sense of motivation and belonging and become more eager to apply what they learn to improve their performance and increase their productivity. Likewise, work-life balance, which is one of the dimensions of job satisfaction, indirectly contributes to improving performance by reducing family and psychological tensions that may negatively affect employees' performance in the workplace.

These observations are consistent with the findings of a study by Soueis (2018), who

confirmed that the quality of working life, particularly in its organizational and technical dimensions, is an important factor in improving productivity within public institutions. The study indicated that performance is largely linked to the availability of organizational and administrative support and moral and material incentives.

6-Presentation, explanation, and discussion of the fifth partial hypothesis

The hypothesis states:

"There is a statistically significant correlation between the quality of working life and the desire to continue working among university professors.

Table 10 shows the relationship between quality of life at work and desire to continue working.

Variables	Pearson correlation coefficient	Significance level
Quality of life at work and desire to continue working	0.364	0.05

The results of the fifth partial hypothesis test indicate a statistically significant positive correlation between job quality and desire to continue working among university professors, with a Pearson correlation coefficient of 0.364, which indicates a moderate correlation. The significance level was set at 0.05, indicating an acceptable statistical significance.

Quality of working life contributes to strengthening institutional belonging, as employees feel that they are part of a larger entity that respects and supports them, creating a sense of loyalty and commitment that motivates them to stay and work diligently in the organization. Likewise, providing a healthy work environment free of tension and organizational problems increases professional stability and reduces the intention to leave or seek alternatives outside the organization, which is particularly important in sectors that struggle to retain qualified employees. Employees who enjoy a high quality of working life are better able to adapt to

challenges and problems because they feel that the organization supports them and prioritizes their well-being, making them more patient and understanding of the temporary pressures. On the other hand, enhancing the desire to continue working is not only reflected in the individual but also in the performance of the organization as a whole, as it reduces employee turnover rates, improves the continuity of work teams, and saves the organization the costs associated with repeated recruitment and training. Workers who remain with the same organization for long periods of time become more understanding of its organizational culture and more capable of creativity and initiative, which enhances the overall performance quality. Therefore, the relationship between quality of working life and the desire to stay is a strategic one that should be considered in all policies and programs aimed at improving the work environment and increasing the organization's attractiveness to current and potential employees.

This was confirmed by our study and the results of Belhai's study (2022), which showed that quality of working life, when supported by a stable organizational environment and internal fairness, leads to an increase in workers' ability to achieve set goals, especially in public institutions with complex structures. However, the same study warned that certain factors, such as salary or incentive schemes, if not effectively implemented, may limit the impact of quality of life at work on desired outcomes.

Conclusion:

By addressing the issue of quality of life at work and its relationship to job satisfaction among university professors, it becomes clear that quality of working life is not just a modern organizational concept but a fundamental pillar for ensuring a stimulating academic environment that enables university professors to perform their duties efficiently. The more favorable the conditions within the university—in terms of administrative support, organizational fairness, opportunities for professional development, and work-life balance—the more positively this is reflected in job satisfaction, leading to higher-quality teaching and research performance and a stronger sense of belonging to the university. Therefore, investing in improving professors' quality of life is not an administrative luxury but rather a strategic choice aimed at developing human capital and achieving institutional stability and academic excellence. In light of the above, it is recommended that supportive university policies be adopted to improve the university work environment and address the mental and professional health of professors, thereby ensuring the development of a productive and creative university capable of keeping pace with the demands of the time.

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