

Quality of life for university teachers



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Abstract:

This study aimed to identify the level of quality of life among university teachers. Additionally, it aimed to determine if there were differences in the level of quality of life attributed to gender, years of experience. The study sample consisted of 76 university teachers. A descriptive research design was adopted, and data were collected using a quality of life scale for faculty members developed by the researcher and Dr. Abdul Karim Obaid Jumah Al-Kubaisi. After applying the scale to the research sample, the following results were obtained:

- *The level of quality of life among university teachers was found to be high. There were no statistically significant differences in the level of quality of life among university teachers attributed to gender and years of experience.*

Keywords: Quality of life; positive psychology; university teacher.

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Introduction:

The progress and prosperity of countries are reflected in the level of their universities. Therefore, there has been a growing interest by the state in establishing and building universities, equipping them to keep pace with developments, and facilitating the educational process. This process cannot proceed without the presence of university teachers, who are the essential and effective element in it. They are crucial for achieving its objectives and asserting its scientific and social leadership. Unless competent professors, both in teaching and research, are present, the university cannot compensate for any deficiencies in material or technical resources. (Kharmoush, Bahri, 2021, p.103) The task of education now is no longer limited to the mere acquisition and transfer of knowledge, but plays a major role in meeting society's needs, and seeks to instil values and trends in students aimed at serving and developing it.. (Flouh, 2016, p. 221) Therefore, he is one of the leading pioneers of higher education and scientific research because he plays an active and important role in achieving the goals set by the University (Al-Hussein, 2019, p. 488) This is achieved through the multitude of roles and tasks that the teacher undertakes, including the role of teaching, designing projects, conducting research and innovation, and contributing to serving the community through the results obtained in his research, in addition to administrative tasks.

To achieve these goals, there must be personal and behavioural qualities and cognitive qualifications at the teacher. (Khaloof, 2022, p. 627) Also, he should possess a set of characteristics: psychological and emotional traits such as stability and flexibility, good perception and balance, self-confidence, and effective stress management. Ethical traits like discipline and professional conscience are essential. As for cognitive traits, he should have extensive knowledge and continuously work on its development. Additionally, he needs effective communication skills, persuasion methods, and, in terms of social traits, the ability to interact with others, maintain good relationships, and establish a position in society. (Dukhan, Kutafi Al-Sharif, 2019, pp. 206-207)

If a university teacher is able and succeeds in balancing working and personal life, this will ensure that he is motivated to give, contribute effectively to his work and enjoy good mental health free of pressure. The nature of his work and the different functional and social roles he plays make him vulnerable to many pressures: working conditions, relationships with colleagues, lack of resources and a worrying increase in teaching's physical requirements. Insufficient money as salaries and lack of respect for society ultimately lead to a reduction in a university teacher's mental health. All this can affect teaching efficiency and can disrupt work-life balance and generate stress. (Chatterjee, 2018) Because his various roles in society and the extent to which he enjoys his life depends on his efficiency, abilities, potential and effectiveness

Positive psychology focuses on developing positive aspects of personality, which carries within it many concepts such as the concept of quality, happiness, and optimism. Quality of life is one of the broad concepts that has been used with multiple meanings in different contexts. Its use has been widely used in the scientific and practical fields. Quality of life is often conceptualized as consisting of many dimensions, which are reflected in one or more degrees for each of them. Nowadays, there is broad consensus that quality of life is a multidimensional construct. It is quite reasonable because quality of life is such a complex concept that it is not compatible with assessment based on only one factor. In addition to this consensus, many researchers have looked to identify quality of life factors, but there is no specific number of factors, nor any agreed-upon list. (2020, Khoi, Ngan) Each person may have his own definition, and the same person's definition of it may differ after years. This is what makes it a large and complex concept.

According to Mansi and Kazim, quality of life is a sense of satisfaction and ability to satisfy its needs through the wealth of the environment and the development of services in the health, social, educational and psychological fields with good time management (Mansi, Kazim, 2006, p. 65). It includes objective and subjective components. Subjective indicators such as: ethics and happiness. And also subjective objectivity like: health. (Al -Zboon, Theed, 2014, P2) And provide personal characteristics in the university teacher linked to aspects of quality of life, which are manifested in psychological quality of life represented in self-esteem, thinking, and mental well-being, (Al-Nashawi, Dr. S., p. 67) likewise, physical quality of life, which includes mobility, pain and discomfort, sleep and rest, strength and fatigue, ability to work, and health status. (Abdel-Moaty, Mohamed, 2019, p. 290) As for social quality of life, it is achieved through relationships with individuals and interaction with them through social and recreational activities (, Cai et al, 2021) Also, the quality of professional life consists of consent to work, the execution of tasks assigned to it and the performance of professional duties. (Sheikhi, 2014, p. 80) There is also the quality of environmental life, which is material resources, health care, security and safety, opportunities for creativity, recreational activities, opportunities to acquire knowledge, skills and the natural environment (pollution, noise, climate and traffic). (Abdel-Moaty, Mohamed, 2019, p. 290)

If these aspects are achieved in the life of the university teacher, they develop a stronger awareness of the components of their life and live in a harmonious way. They become capable of achieving their ambitions and interests, as well as developing the ability to face difficulties, problems, conflicts, and pressures that arise in their life. This increases their motivation to improve their professional performance, reducing concerns about the future.

The term quality of life has become popular in recent years in studies and research, similar to this category of society that has not received much attention in research. However, there are some researchers who have paid attention to it in their research and are interested in studying the quality of their lives, such as the

study conducted by Hafida Khalouf in 2022. Titled: Quality of life and its relationship to psychological stress among university teachers in light of some variables, where results were presented stating that university teachers enjoy a low level of quality of life (p. 638),

The studies by Amal Moghaddam and Fawzia Musbaih, titled "The Role of E-Learning in Improving the Quality of Career Life among University Teachers" in 2021, and by Aysem Saad Mohammadi Mahmoud in 2020, titled "A Proposed Vision for Improving the Quality of Career Life among Faculty Members at the Graduate College of Education," indicated that the quality of career life for teachers is average (p. 1697), The study by Norhan Hussein El Nashawy in 2021, titled "Bullying Behaviors and Their Relationship to the Quality of Life among University Faculty Members," confirmed that the level of faculty members' quality of life is low (p. 79). As for the study conducted by Hamam Samir Hamadneh in 2019, titled "The Level of Quality of Work Life among Faculty Members at the Jordan University of Science and Technology," it indicated that they enjoy a very high level of quality of work life (p. 125), likewise the study by Aurea Fátima Oliveira and Helena B M S Paro in 2019 entitled Quality of life and burnout among faculty members: How much does the field of knowledge matter? Which studied the relationship between the quality of life of faculty members and their psychological burnout, and the study conducted by (Hamama, Al-Shayeb, 2017) under the title of quality of work life among teachers of the Faculty of Social and Human Sciences at the Martyr "Hama Lakhdar" University in Al-Oued in light of some.

Here, the importance of this study lies in its interest in this very important sample in society, known as the elite of society, which has a significant impact on the future of societies. Understanding the quality of life leads to practical recommendations to enhance the lives of university teachers by improving work-life balance, stronger personal relationships and better health practices. In short, the quality of life study provides valuable insights into the complexities of human experience, enabling us to address the challenges facing society today and to shape a future characterized by enhanced well-being and progress. These are aimed at assessing and understanding the level of satisfaction and well-being of teachers because it is necessary to improve working conditions and maximize their productivity, comparing the quality of life among teachers and identifying the factors influencing them through the analysis of variables such as sex, experience.

Hence, in this study, we will address research on the quality of life among university teachers, and in light of that, we pose the following question:

-What is the level of quality of life for university teachers?

By asking this question, we can ask the following sub-questions:

The proposed research questions are as follows:

-Are there statistically significant differences in the level of quality of life among university teachers attributed to the gender variable?

-Are there statistically significant differences in the level of quality of life among university teachers attributed to the experience variable?

-Are there statistically significant differences in the level of quality of life among university teachers attributed to the .variable?

Study hypotheses:

General hypothesis:

-The level of quality of life among university teachers is high.

The partial hypotheses are:

-There are statistically significant differences in the level of quality of life among university teachers attributed to the gender variable.

-There are statistically significant differences in the level of quality of life among university teachers attributed to the experience variable.

1. The applied aspect:

a. Methods:

Any scientific study requires following a specific methodology, and methodologies vary with different fields of study and research topics. Each subject imposes a particular methodology on the researcher. Considering that our study falls within the realm of psychological and social studies, it involves describing the studied phenomenon, quantifying it, analyzing it, and subjecting it to rigorous examination. (Bouhoush, Al-Dhinibat, 2022) We will rely on the descriptive approach because of the nature of the objectives of this study.

b. Study sample:

This study is limited to a sample of university teachers Mohamed Lamine Debaghine and 8 may 1945 (Guelma) universities.

Table (01): Distribution of sample members according to the variables of gender, years of experience.

Variables	Category	Repetition	Percentage%
Gender	Male	51	67,1
	Female	25	32,9
	Total	76	100,0
years of experience	Less than 5	13	17,1
	From 5 to 10	22	28,9
	From 10 to 15	15	19,7

	From 15 to 20	16	21,1
	More than 20	10	13,2
	Total	76	100,0

Source: Researchers' achievement

c. Study tools:

The Quality of Life Scale for University Faculty Members.

- Introduction to the Scale:

This scale was designed by researcher and Dr. Abdul Karim Obaid Juma Al-Kubaisi in a study entitled Measuring the level of quality of life among faculty members at the university, a comparative study of Libyan, Iraqi, and Egyptian samples in the year (2016).

- Psychometric Characteristics of the Scale:

Scale Validity:

Face Validity: Face validity of the scale was ensured by subjecting it to (09) specialized teachers in behavioral sciences. After considering their opinions, (05) items were deleted, and adjustments were made to other items. Positive and negative items were identified.

Construct Validity: This type of validity was verified by extracting the discriminatory power of items (extreme groups) and calculating the Pearson correlation coefficient between each item of the scale and its total score. Internal consistency of the scale was also assessed through these procedures, resulting in the deletion of (10) items while retaining (42) items.

Reliability of the Scale:

The researcher employed two methods to assess the reliability of the scale: the split-half method yielded a reliability coefficient after correction of (0.83), and the test-retest method resulted in a reliability coefficient of (0.76).

The final version of the scale:

The scale was adopted in its final form, comprising (42) items distributed across two domains, each consisting of (21) items, including both positive and negative statements. The two domains are the Objective Domain and the Self Domain. Five response alternatives are provided, with weights (1, 2, 3, 4, 5) for positive items and weights (5, 4, 3, 2, 1) for negative items. The scale scores range from (42-210), with a hypothetical mean of (126).

Table (02): Sequence of positive and negative items of the Quality of Life Scale distributed according to the two domains of the scale.

domain	items		Total
	positive	negative	
Objective Domain	3,14,25,28,34,39,41	2,4,5,6,9,10,11,13,17,18,24,26,30,40	21
Self Domain	7,12,15,16,19,20,21,27,29,32,42	1,8,,22,23,31,33,35,36,37,38	21
Total	18	24	42

Source: Researchers' achievement

2. Statistical Methods:

-The one-sample t-test to determine the significance of differences between the mean and the hypothetical mean in assessing the level of quality of life among university teachers.

-The independent samples t-test to determine the significance of differences between two independent samples, revealing the significance of differences in the quality of life among university teachers based on the gender variable.

-The one-way Analysis of Variance (ANOVA) test to detect the significance of differences in the quality of life among university teachers based on the variables of seniority years.

-The effect size test 'd' for Cohen to identify the magnitude of the difference between the mean and the hypothetical mean for the quality of life among university teachers, and the effect size 'Eta-squared' to determine the size of the effect of the variables of seniority years on the quality of life among university teachers.

3. study results:

Prior to the test of study hypotheses, the moderate distribution of life quality variable data was verified using the Shapiro-Wilk test, where the test value (0,969), at the degree of freedom (76) was statistically non-existent because the probability (0,061), was greater than 0.05, indicating the moderate distribution of life quality variable data, allowing for the use of educational tests in the test of study hypotheses.

a. The level of quality of life among university teachers is high:

To test the first hypothesis, a one-sample t-test was used to examine the significance of the differences between the mean scores of quality of life among

university teachers and the hypothetical mean of the quality of life scale. The t-test was accompanied by Cohen's effect size test 'd' (Cohen, 1988) to identify the magnitude of the difference between the mean and the hypothetical mean of the scale.

Table (03): T-test results for the level of quality of life among university teachers:

variable	Quality of life
Number of individuals	76
Arithmetic mean	136,20
Standard deviation	20,50
Mean difference	126
Hypothetical mean	10,20
"T-value"	4,34
Degrees of freedom	75
P-value	0,001<
Effect size d	0,50

Source: Researchers' achievement using SPSS

The table (03) indicates that the level of quality of life among university teachers is high, as the mean score of their ratings (136.20) is greater than the hypothetical mean of the scale (126). The "t" value (4.34) at degrees of freedom (75) demonstrates statistical significance between the mean scores of quality of life and the hypothetical mean, with an average difference estimated at (10.20) in favor of the mean scores, as the p-value is smaller than 0.001. The effect size reached (0.50) standard deviation units, indicating a medium-sized effect according to Cohen's guidelines (1988), falling within the range of (0.50-0.80). Consequently, the level of quality of life among university teachers is high and statistically significant at a 0.05 level, confirming the general hypothesis that university teachers enjoy a high level of quality of life.

This can be explained by the fact that this group of society has advanced academic degrees, often at the MSc's or doctorate level. This can raise their self-esteem and thus affect their orientations in life, whether practical or social, and also their ability to keep up with life's fluctuations and confront various pressures. to which they are exposed. Higher education is also often associated with the possibility of higher income and greater job security. This can also be attributed to job satisfaction, as university level education allows people to participate in their chosen field of study, share their knowledge and inspire students. Job satisfaction can contribute significantly to improving the overall quality of life. Teaching at the university often gives teachers the opportunity to participate in academic and research activities that contribute to their motivation and scientific and personal development.

University teachers usually enjoy a certain level of autonomy when designing their courses, conducting research and managing their programmes. This autonomy can lead to a sense of control and functional satisfaction. Many colleges also provide sets of competitive benefits and benefits, including health insurance, retirement plans and other concessions. These benefits contribute to a general sense of security and well-being. Permanent positions at the University can also provide them with stability, which is an important factor in understanding the high quality of life. A flexible schedule, despite the multiple responsibilities of teachers such as teaching, research and administrative duties, can be seen as often more flexible than other professions to contribute to a better balance between work and personal life. Many consider that the work of teachers contributes to the improvement of society by training and preparing the next generation of professionals, intellectuals and leaders. This sense of purpose can raise their quality of life.

This is consistent with the study by Al-Dawmah (2016), which confirms that the high quality of life among university teachers is attributed to their awareness of life's benefits, the pursuit of improving life quality, and their adaptation to the environment and pressures. Additionally, their educational awareness, which increases their appreciation and evaluation of life, reflects on their quality of life (Al-Dawmah, 2016:290). This is also in line with the findings of the study by Oliveira and Paro (2019), which acknowledged that the majority of faculty members at the university are satisfied with their quality of life (Oliveira, Paro, 2019, p06). However, these results contradict the findings of the study by Al-Kubaisi (2016), which affirms that the level of quality of life among university teachers is low (Al-Kubaisi, 2016, p450).

b. There are statistically significant differences in the level of quality of life among university teachers due to the gender variable:

To verify this hypothesis, the independent samples t-test was used to assess the differences between two independent groups, comparing the scores of males and females in the quality of life. Additionally, the t-test was accompanied by Cohen's d effect size test (Cohen, 1988) to determine the magnitude of the difference between males and females in the quality of life.

Table (04): Results of the "t" test for the significance of differences between males and females in the quality of life.

Variable		Quality of life
Male	Mean	136,94
	Standard deviation	20,68
Female	Mean	134,68
	Standard deviation	20,48
Mean Difference		2,26

"t" value	0,45
Degrees of freedom	74
P-value	0,66
Effect size d	0,11

Source: Researchers' achievement using SPSS

Table (04) shows that there are no statistically significant differences between males and females in the quality of life, since the value of "T" (0.45) at a degree of freedom (74) is not statistically significant because the probability (0.66) is greater than the level of 0.05, and the statistical average of the quality of life of males (136.94) is very similar to the statistical average of females (134.68) by a standard deviation (20.48), with an average difference of 2.26. The impact of sex on quality of life has been lacking among university teachers because it's less than 0, 20, according to Cohen's instructions. (1988). The results revealed that there were no statistically significant differences at 0.05 levels in the quality of life of a university teacher attributed to the gender variable. He therefore rejected the hypothesis that there were statistically significant differences attributable to the gender variable.

This can be explained by the fact that there are several factors that may contribute to the lack of these differences in the quality of life of university teachers. It is possible that university institutions have implemented effective policies and practices to ensure equal opportunities, promotions and benefits for male and female faculty, thus contributing to equal quality of life outcomes. Social and cultural changes towards gender equality can also have a positive impact on eliminating differences in their quality of life. Efforts can also be made to create a more inclusive and conducive work environment with a focus on gender equality in the distribution of resources and opportunities, leading to equitable quality of life outcomes. Besides, career evaluation and advancement based on merit rather than gender could lead to results similar to teachers in terms of career satisfaction and quality of life. Having family-supportive policies, such as flexible work hours, parental leave, and childcare support, can contribute to a better work-life balance for male and female teachers, and can have a similar impact on their overall quality of life. Increasing community awareness and advocacy for gender equality in academia can also lead to positive changes in policies and practices, thus promoting an environment in which both genders enjoy equal levels of job satisfaction and well-being. Changes in social norms and attitudes toward gender roles can lead to a more balanced distribution of responsibilities at home and the workplace, thus reducing the impact of gender on quality of life.

These results align with a study by Al-Nashawi (2021), confirming our study's findings of no statistically significant differences in the quality of life between male and female university teachers. However, a study by Hamadneh (2019) contradicts these results and suggests statistically significant differences in the quality of life between genders, with differences favoring females (p. 127).

c. There are statistically significant differences in the level of quality of life among university teachers attributed to the variable of years of experience:

To test the third hypothesis, a one-way analysis of variance (ANOVA) test was used to indicate differences in quality of life according to years of experience, and it was accompanied by an effect size test (eta square) to identify the size of the effect of the years of experience variable on quality of life. Before testing this hypothesis, descriptive statistics (arithmetic means and standard deviations) were presented for the quality of life scores of university teachers across categories of years of experience, which are shown in Table (05).

Table (05): Descriptive statistics for quality of life scores according to years of experience

Years of Experience	Number of Individuals	Mean	Standard Deviation
Less than 5 years	13	137,39	18,20
5 to 10 years	22	133,91	23,02
10 to 15 years	15	139,13	18,13
15 to 20 years	16	133,25	18,70
More than 20 years	10	135,56	23,06

Source: Researchers' achievement using SPSS

Table (05) shows that the means and standard deviations of the quality of life scores for university teachers are close between the categories of years of experience. The mean scores range from (133.25 to 139.13) with standard deviations ranging from (18.13 to 23.06).

Table (06): Results of the "F" test for the significance of differences in quality of life according to the years of experience variable

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	"F" value	P-value	Impact size (ETA square)
Between Groups	379,936	4	94,984	0,23	0,92	0,013
Within Groups	29207,851	70	417,255			
Total	29587,787	74				

Source: Researchers' achievement using SPSS

The table (06) shows no statistically significant differences in the quality of life among university teachers based on the variable of years of experience. The value

of "F" (0.228) with degrees of freedom (4, 70) is not statistically significant because the probability value (0.92) is greater than the significance level of 0.05. The effect size of the variable "years of experience" on the quality of life for university teachers is estimated at (0.013) standard deviation units, indicating a small effect size according to Cohen's guidelines (1988), as it is less than (0.06). Therefore, there are no statistically significant differences at the 0.05 level in the quality of life among university teachers attributed to the variable of years of experience.

As a result, , the hypothesis is rejected. This can be explained by the fact that the advanced academic level reached by university teachers helped them adapt to the various challenges of the educational world, which may lead to a more consistent level of well-being across different levels of experience. The lack of differences may also be due to the fact that institutions provide opportunities Continuous career development for teachers at all stages of their career, ensuring that people with different levels of experience have access to resources and support that lead to similar levels of quality of life. This can also be attributed to job satisfaction, as regardless of the number of years university teachers have spent in the university setting, they can feel satisfied with their career development. Which, in turn, this satisfaction may contribute to achieving a consistent level of quality of life among teachers with different levels of experience. A greater focus on work-life balance, diversity, and inclusion will contribute to a more consistent quality of life among them regardless of their years of experience.

This result aligns with the findings of a study by Sheikhi (2014), which indicated no significant differences in the level of quality of life among teachers attributed to their seniority in the profession. However, it contradicts a study conducted by Hamama and Alshaib (2017), whose results revealed differences in the level of quality of life associated with years of experience.

Conclusion:

Quality of life is a multidimensional concept encompassing different aspects of well-being and satisfaction with a person's life. While there is no single universal definition, quality of life is generally considered the general self-perception of satisfaction and well-being in various areas of life, such as physical and mental health, relationships, social issues, standard of living, environment, and security. and the realization of personality. This self-perception can vary from person to person depending on one's values, goals and circumstances. In short, quality of life refers to how a person's life as a whole is assessed and felt, beyond simple economic or health indicators.

This study presents the results of a research study that aimed to examine the level of quality of life among university teachers, and also to study the effect of gender, years of experience, and .on these results.

The results of the study indicated that university teachers generally reported a high level of quality of life. Specifically, the research found no statistically significant differences in quality of life levels based on three main variables: gender, years of experience.

The findings underscore the flexibility and adaptability of university teachers across different demographic and professional dimensions. The absence of significant differences in quality of life based on gender, experience challenges preconceived notions and provides a nuanced understanding of the factors that contribute to the well-being of individuals within the university setting.

The implications of these findings may have broader significance for academic institutions, policy makers, and teachers who wish to create supportive environments that foster high-quality professional experiences for all university teachers, regardless of gender, tenure level, or academic qualifications. Further research and exploration of additional variables may contribute to a more comprehensive understanding of the complex dynamics that influence quality of life among university teachers.

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