

The relationship between well-being at work and professional performance among university professors

العلاقة بين الرفاهية في العمل والأداء المهني لدى الأساتذة الجامعيين

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Abstract:

The development of higher education is based on the performance of teacher-researchers and the management practices adopted, the latter often encounter an overload of work that can harm their health and efficiency. This research aims to evaluate the relationship between well-being at work and current task performance among Algerian university teachers who have previously held a senior position. A study was conducted among 110 teacher-researchers at the University of Bejaia. The data were collected via the Index of Psychological Well-being at Work (IBEPT) and a self-assessment of performance based on the Anderson and William scale. The results confirm that well-being at work is significantly linked to task performance ($r=.53$ $p=.001$). Secondly, this research highlighted the dimensions of Well-being at work which are the Sense of competence ($\beta = 0.616$, $R^2 = 0.379$), the willingness to engage in the organisation ($\beta = 0.563$, $R^2 = 0.316$) and Fulfillment at work ($\beta = 0.496$, $R^2 = 0.246$) as the most important factors in this performance.

Keywords: Task Performance, Well-being at work, Teacher-researcher, Algerian University.

ملخص:

يعتمد تطوير التعليم العالي على أداء المعلمين الباحثين وممارسات الإدارة المتبعة، وغالبًا ما يواجه هؤلاء عبء عمل زائد يمكن أن يضر بصحتهم وكفاءتهم. لذلك يهدف هذا البحث إلى تقييم العلاقة بين الرفاهية في العمل وأداء المهام الحالية بين أساتذة الجامعات الجزائرية الذين شغلوا مناصب عليا في الماضي. أجريت دراسة بين 110 أستاذًا باحثًا في جامعة بجاية. تم جمع البيانات من خلال مؤشر الرفاهية النفسية في العمل (IBEPT) وتقييم ذاتي للأداء بناءً على مقياس أندرسون وويليام. تؤكد النتائج أن الرفاهية في العمل مرتبطة بشكل كبير بأداء المهام ($r=.53$ ($p=.001$)). ثانيًا، سلط هذا البحث الضوء على أبعاد الرفاهية في العمل وهي الشعور بالكفاءة ($\beta = 0.616$, $R^2 = 0.379$)، والاستعداد للالتزام ($\beta = 0.563$, $R^2 = 0.316$) والرضا في العمل ($\beta = 0.496$, $R^2 = 0.246$) كأهم العوامل في هذا الأداء.

Title : Well-being at work and current task performance: what findings among Algerian university teachers?

كلمات مفتاحية: أداء المهام، الرفاهية في العمل، الأستاذ الباحث، الجامعة الجزائرية

1. Introduction

Higher education is a strategic pillar for the socio-economic development of a country. In Algeria, it is supervised by the Ministry of Higher Education and Scientific Research (MESRS), it includes in March 2024, 106 university institutions, including 54 universities, 9 university centers, and 39 national higher schools, 13 Higher Teacher Training Colleges (which train teachers), 53 public institutions attached to other sectors and 22 private institutions. Since 2004, Algeria has adopted the LMD system (Bachelor, Master, Doctorate), thus aligning its higher education framework with international standards and facilitating the recognition of diplomas worldwide.

Teacher researchers in Algeria, as in most countries implementing the LMD system, benefited from a special arrangement including flexible working hours with attractive salaries and the valorization of their role in society. However, institutional, technological and demographic developments have gradually changed their working environment. The increase in the number of students and the massification of higher education, leading to an overload of work for teachers (Boutaleb and Nedjimi, 2020). These changes can be perceived as unfavorable to their well-being and health (Boukefda and Bouhali, 2022).

Teachers in positions of organic or pedagogical responsibility, such as department heads or program managers, are particularly affected by the rapid changes in the university system. In addition to these changes, the increase in workload is particularly linked to the need to ensure effective governance, manage teaching teams, and supervise research projects. Boutaleb and Nedjimi (2020) emphasize that these changes have amplified performance-related pressures.

Individual performance at work is defined as a set of behaviors valued by the organization, contributing to the achievement of its objectives. According to Motowildo (2003), these behaviors are discrete, manifesting themselves in an aggregated manner across different periods. Research (Borman et al., 1993; Hunter, 1983;) indicates that experience and ability predict professional knowledge, which directly influences task performance. Indeed, task performance explains a significant portion of the variance in overall performance evaluations, highlighting the importance of these skills acquired through experience for high performance.

According to the literature review by Carlos and Rodrigues (2016), task performance is divided into three dimensions: knowledge, organizational skills, and effectiveness. Knowledge reflects the degree of mastery of the knowledge and skills required for the job. Organizational skills encompass behaviors related to planning, organizing, and managing resources to accomplish tasks within the time frame. Finally, effectiveness refers to an

individual's ability to effectively perform the essential tasks of his or her job. These three dimensions provide an in-depth understanding of the factors that influence performance in task execution.

Teacher researchers are faced with a variety of responsibilities that may include teaching, research, student supervision, and administrative tasks. This accumulation of tasks often results in work overload that can impact their mental and physical health. Many studies highlight that this overload can lead to a state of suffering, characterized by chronic stress, burnout, and a decrease in general well-being (Dahan&Mangematin, 2010; Fredman&Doughney, 2012). Consequently, the occupational health of teacher researchers becomes a major concern, requiring strategies to manage workloads and promote a healthier professional environment (Hogan & McKnight, 2007).

Well-being is a complex and multidimensional concept, often associated with notions such as happiness, optimism, and life satisfaction. Two major philosophical approaches have been identified: hedonism and eudaemonism. Hedonism, which has its roots in philosophy, focuses on maximizing pleasures and minimizing pains (Diener, 1994). In contrast, eudaimonism, emphasizes personal accomplishment and self-realization (Waterman, 1993). These approaches, although different, converge on a multidimensional vision of well-being, combining the affective and cognitive dimensions of human experience (Deci & Ryan, 2008).

Well-being at work, although a component of general well-being, has its own specificities and dimensions. Researchers agree that well-being at work is a multidimensional concept, including both hedonic and eudaimonic aspects. The Dagenais-Desmarais (2010) model of psychological well-being at work is distinguished by a multidimensional approach based on the five dimensions of this model including, among others, the sense of self-efficacy, fulfilling social relationships and organizational commitment. This model highlights the importance of the interaction between the personal and contextual dimensions of well-being at work, thus offering a comprehensive analytical framework to understand the psychological well-being of employees in their professional environment (Dagenais-Desmarais & Savoie, 2012).

The well-being at work of teacher-researchers is a topic of growing research interest, due to the complex and demanding nature of their profession. Studies show that teacher-researchers are often faced with high stress, due to the pressure to publish research, the administrative workload and the expectations of academic commitment (Yukhymenko-Lescroart& Sharma, 2019).

Local research shows that Algerian professors and researchers face work overload and an increasingly important role of publishing scientific articles as pressure in their career development, which negatively affects their well-being and health at work (Bouchareb, 2020; Meziani&Boulahbel, 2019).

The literature on well-being at work indicates that a high level of well-being is often correlated with better professional performance (Harter, Schmidt, & Keyes, 2002).

Title : Well-being at work and current task performance: what findings among Algerian university teachers?

Employees who feel good in their work environment tend to be more productive, creative and engaged. Well-being at work promotes better cooperation and a positive work climate (Grant et al., 2007). Therefore, organizations that invest in the well-being of their employees can expect positive returns in terms of performance and reduced absenteeism.

Among teacher-researchers, a positive relationship between well-being at work and performance has been observed in several studies (Kumar, 2022; Wright et al, 2007) as well as job satisfaction on performance (Judge et al, 2001). In addition, the effect of performance on well-being at work appears significant in other studies (Kumar, 2020). Teachers who benefit from a favorable work environment and institutional support are more likely to achieve high levels of performance in teaching and research (Kinman, 2014).

In Algeria, improving working conditions and promoting well-being are potential levers to increase the academic performance of teachers, by allowing them to focus on their teaching and scientific activities in a psychologically secure environment (Meziani & Boulahbel, 2019). Investing in the well-being of teachers could thus be an effective strategy to improve the performance of Algerian universities and strengthen their competitiveness internationally.

To explore these aspects, we formulate the following research question:

Does well-being at work have a statistically significant relationship on the current task performance of teacher-researchers at the University of Bejaia who previously held a senior position?

Secondary question:

- What is the level of well-being at work and current task performance among teacher-researchers at the University of Bejaia who previously held a senior position ?
- Do the dimensions of well-being at work, such as interpersonal fit, fulfilment at work, sense of competence at work, perceived recognition at work and willingness to engage to the organization, have a significant effect on the current task performance of teacher-researchers at the University of Bejaia who previously held a senior position?

To the main research question, we make the following hypothesis:

Well-being at work has a significant relationship with the current task performance of teacher-researchers of the University of Bejaia who previously held a senior position.

Secondary hypothesis:

- The dimensions of Well-being at work that are interpersonal fit, fulfilment at work, sense of competence at work, perceived recognition at work and willingness to engage to the organization have a significant effect with the current task performance of teacher-researchers of the University of Bejaia who previously held a senior position.

2. Method

To analyze the relationship between well-being at work and the current performance of teacher-researchers at the University of Bejaia who have held a senior position, a descriptive

correlational method was adopted, using a quantitative approach. This approach offers an objective and measurable assessment of the relationship between well-being at work and task performance, facilitating the identification of significant relationships and making it possible to draw generalizable conclusions for the university context.

2.1. Survey field, study population and sampling technique

Our survey took place from September 11, 2023 (date of obtaining the necessary authorizations) until January 14, 2024. It concerns teachers at the University of Bejaia who previously held a senior position (organic or pedagogical) or we examine their current task performance.

The survey population includes 267 teacher-researchers who previously held a senior position, distributed as follows: 25 teacher-researchers in human and social sciences, 37 in literature and languages, 45 in economics, management and business sciences, 18 in law and political sciences, 7 in medicine, 33 in exact sciences, 64 in technology and 38 in natural and life sciences.

Our sample was selected using the exhaustive probability sampling technique or the entire study population will be studied. Of the 267 questionnaires sent, 118 teacher-researchers agreed to participate and only 110 questionnaires were retained.

2.2. Sample characteristics:

In this study, the socio-professional variables were examined to assess their effect on Well-being at work and Task Performance relationship :

Table 1 Tables of socio-professional data

Variable	Category	Frequency (n)	Percentage (%)	Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	80	72.73	Number of years of seniority in senior positions	Less than 5 years	25	22.73
	Female	29	26.36		More than 5 years to 10 years	17	15.45
Age	25 to 34 years old	1	0.91		More than 10 years to 15 years	15	13.64
	35 to 44 years old	27	24.44		More than 15ans years	38	34.55
	45 to 54 years old	45	40.91	Academic rank	MAB	1	0.91
	55 to 64 years old	25	22.73		MAA	17	15.45
	65 years and older	3	2.73		MCB	18	16.36
Number of years of seniority in higher education	Less than 5 years	9	8.18		MCA	28	25.45
	More than 5 years to 10 years	30	27.27	Marital status	Single	10	9.09
	More than 10 years to 15 years	63	57.27		Married	93	84.55
					Other	7	6.36

(Source: Amghar et Benkerrou, 2024)

Title : Well-being at work and current task performance: what findings among Algerian university teachers?

Socio-demographic data reveal a high male proportion among senior professors and researchers, with 72.73% men versus 26.36% women.

The data show a distribution mainly concentrated in the middle and advanced age groups, with 40.91% of participants aged 45 to 54, and 24.44% between 35 and 44. Young professors (25-34 years) represent a minority, at 0.91%, while the proportion of professors aged 55 and over reaches 25.46%.

The data on the marital status of professors and researchers who have held an administrative position show a significant majority of married respondents, representing 84.55% of the sample. Only 9.09% of the participants are single. These results suggest that most of the lecturers are currently in stable marital situations.

The analysis of data on the number of years in higher education reveals that the majority of lecturers who have held an administrative position have some degree of experience, with 57.27% having between 10 and 15 years of experience. In comparison, only 8.18% have less than 5 years.

The data on academic ranks show a majority of respondents holding positions of professor (32.73%) and lecturer of rank A (25.45%). Assistant lecturers of rank A (15.45%) and B (0.91%) represent a lower proportion, while lecturers of rank B (16.36%) form an intermediate group.

2.3 measuring scales

A. Well-being at work

Individual psychological well-being is measured in our research by the Index of Psychological Well-being at Work (IBEPT) of Dagenais-Desmarais and Savoie, (2012). It includes 25 items measuring five dimensions (interpersonal fit at work, fulfilment at work, sense of competence at work, perceived recognition at work and willingness to engage to the organisation). The items are measured using a six-point Likert scale, from 0 (Disagree) to 5 (Strongly agree). The instrument has a satisfactory internal consistency of $\alpha = 0.925$.

B. Task Performance

In order to study Task performance among teacher-researchers, 11 items based on the Task Performance scale developed by Williams and Anderson (1991, Olowookere and Adejuwon, 2015) and discussed by Carlos and Rodrigues (2016), were used. Respondents will have to indicate the frequency of the behavior of each statement on a 7-point Likert scale, ranging from 0 Never to 6 Always. The instrument has a satisfactory internal consistency of $\alpha = 0.822$.

2.4 Statistical processing of data

The data from this study were analyzed using quantitative statistical techniques, allowing to test the hypotheses and measure the relationship between well-being and

performance in the task of teacher-researchers. The SPSS 27 software was chosen to carry out these statistical analyses.

3. Results

3.1 Index of Well-being at Work and Performance in the Task among Teacher-Researchers Having Held a Senior Position

A. Well-being at work

For the well-being index, the overall average is 3.1, which indicates a moderate level of well-being. Employees generally feel a satisfactory well-being at work. Regarding interpersonal fit, the score is 2.8. The score on fulfillment at work is 3.24. For the sense of competence at work, the score is 2.8. Perceived recognition at work obtains a score of 2.8. Finally, the willingness to engage to the organization is 3.2.

B. Task Performance Index

The overall average is 4.69 (out of 6), which indicates a good level of task performance. Teachers perceive a relatively good task performance. The scores by dimension are as follows: for the dimension "Knowledge", the score is 4.7, which indicates a sense of having a good level of qualification in this dimension. Regarding "Organizational Competence", the score is 4.79, which shows the perception of a high level in organizational skills. Finally, for "Efficiency", the score is 4.46, which reflects a satisfactory level in this dimension.

3.2 The relationship between well-being at work and current Task performance

We had initially hypothesized that "Well-being at work has a significant relationship with the current task performance of teacher-researchers of the University of Bejaia who previously held a senior position".

In order to test our hypothesis, we used the Spearman correlation coefficient. The variable Well-being at work study seems to have a normal distribution while Task performance seems to have an asymmetric distribution.

Table 2 Normality test for the variables Well-being at work and Task Performance

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
WBatW	,057	110	,200 [*]	,977	110	,059
TP	,110	110	,002	,975	110	,037

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

(Source: Amghar et Benkerrou, 2024)

Title : Well-being at work and current task performance: what findings among Algerian university teachers?

The results of the correlation coefficient show that well-being at work (WBatW) has a statistically significant link on the task performance of teacher-researchers who have occupied a senior position (TP) $r = (0.536, p = <0.001)$.

The constant of the model is 23.197 which represents the expected performance of teachers when their well-being is zero. The model is significant ($p = <0.001$), with an $r = 0.298$, which means that 29.8% of the variance in work performance is explained by well-being.

The model adjustment is validated by a significant variation of F ($F = 45.936, df1 = 1, df2 = 109, p < 0.001$), confirming that the included variables significantly improve the prediction compared to a model without explanatory variable. The standard error of the estimate (6.5879) suggests a moderate dispersion of the residuals around the predicted values.

Table 3 Correlation between well-being at work and Task Performance

Correlations			WBatW	TP
Spearman's rho	WBatW	Correlation Coefficient	1,000	,536**
		Sig. (2-tailed)	.	<,001
		N	110	110
	TP	Correlation Coefficient	,536**	1,000
		Sig. (2-tailed)	<,001	.
		N	110	110

** . Correlation is significant at the 0.01 level (2-tailed).

(Source: Amghar et Benkerrou, 2024)

3.2 Effect of the dimensions of Well-being at work on Current Task Performance:

We initially postulated that “interpersonal fit, fulfilment at work, sense of competence at work, perceived recognition at work and willingness to engage to the organization have a significant effect on the current Task Performance of teacher-researchers who have held previously a senior position”.

Table4 Data on the relationship between the 5 dimensions of Well-being at work and Task Performance

		Correlations & Regression				
	Dimensions	Interpersonal fit	Fulfillment at work	Sense of competence at work	Perceived recognition at work	Willingness to engage in the organization
Task Performance	Spearman Rho	,291**	,529**	,611**	,333**	,591**
	Sig. (2 tailed)	,002	,000	,000	,000	,000
	N	110	110	110	110	109
	Coefficient β beta β	0.292	0.496	0.616	0.327	0.563
	p-value	0.002	<0.001	<0.001	<0.001	<0.001
	R ²	0.85	0.246	0.379	0.107	0.316

** . The correlation is significant at the 0.01 level (two-tailed).

(Source: Amghar et Benkerrou, 2024)

The results of Spearman correlations show significant relationships between different dimensions of well-being and the performance of teachers. Interpersonal fit has a correlation of 0.292, significant at the 0.01 level with performance. Fulfillment at work is correlated with 0.496, also significant at the 0.01 level. sense of competence at work shows a correlation of 0.616, significant at the 0.01 level. Perceived recognition at work is correlated with 0.327, significant at the 0.01 level. Finally, the willingness to engage to the organization presents a correlation of 0.563, also significant at the 0.01 level with the Task Performance of teachers.

Linear regression analyses allow to examine the specific relationship between each dimension of well-being at work and performance. They show the effect of the different dimensions of well-being and the task performance of teachers.

Interpersonal fit presents a coefficient $\beta = 0.292$ and an $R^2 = 0.85$. This suggests that positive interpersonal relationships contribute to a measurable improvement in the performance of teachers.

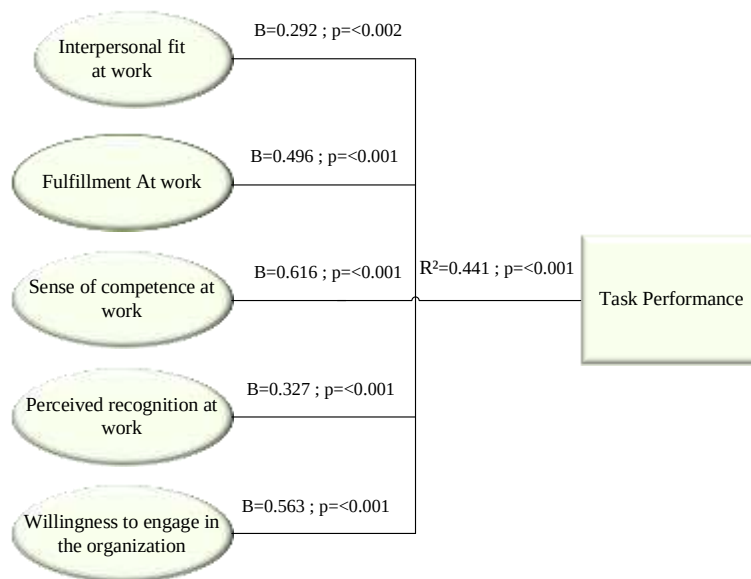
Fulfillment at work has a coefficient $\beta = 0.496$ and an $R^2 = 0.246$. This dimension seems to be an important factor in performance.

The sense of competence at work, with a coefficient $\beta = 0.616$ and an $R^2 = 0.376$. This highlights the crucial role of the perception of one's own skills in performance, emphasizing that the more competent teachers feel, the better their task performance.

Perceived recognition presents a coefficient $\beta = 0.327$ and an $R^2 = 0.107$. This shows that teachers who feel valued for their work perform better, which confirms the importance of recognition in motivation and task performance.

Title : Well-being at work and current task performance: what findings among Algerian university teachers?

Fig 1 Data on the impact of the 5 dimensions of the model



(Source: Amghar et Benkerrou, 2024)

Finally, the willingness to engage to the organization is significant with a coefficient $\beta = 0.563$ and an $R^2 = 0.316$. Among the five dimensions studied, the sense of competence and the willingness to engage to the organization stand out as the factors with the most weight on task performance, explaining 30% and 27% of the variance respectively. Furthermore, these results suggest that initiatives targeting these dimensions could generate substantial improvements in terms of performance.

Although each dimension has a significant effect when analyzed separately, it is likely that these dimensions interact or reinforce each other in reality.

3.3Influence of socio-professional variables on task performance:

To begin with, a komogorov-smirnov test was carried out on our sample. The results of the gender and marital status variables showed a p-value of 0.02, which is less than the threshold of 0.05. Therefore, we reject the null hypothesis that the data follow a normal distribution. This indicates that the data relating to these two variables are not normally distributed

Table5 Normality test and results of the comparison of sample means

Variables	Wilcoxon-Mannwhitney test	Student T test	Anova
Gender	***	0.853	***
Age	***	0.980	***
Marital status	0.317	***	***
Number of years of seniority in higher education	***	***	0.573
Number of years of seniority in the position	***	***	0.728
Academic rank	***	***	0.985

(Source: Amghar et Benkerrou, 2024)

Considering the results obtained for the six socio-professional variables obtained, it is noted that there are no significant differences in the task Performance of teacher-researchers who have previously occupied a higher position according to the number of years of seniority in higher education, in the position or according to the university grade. Also, the task Performance of teacher-researchers who have occupied a higher position does not seem to present significant differences according to the variables Gender, Age and Marital status.

4. Discussion

4.1 Index of Well-being at Work and Performance in the Task among Teacher-Researchers Having Held a Senior Position

A. Well-being at work

The analyzed data show a moderate overall well-being at work, with a general average of 3.1. Dimensions such as interpersonal fit, fulfillment at work, sense of competence, perceived recognition at work, and willingness to engage show scores varying between 2.8 and 3.24, which highlights areas of satisfaction but also notable gaps. These observations are consistent with the findings of Winefield et al (2014), who emphasize that teacher satisfaction is based on a balance between harmonious working relationships, opportunities for personal development, and sufficient recognition. However, a significant contrast emerges in the studies of Zhe (2021), where the scores related to the general well-being of teacher researchers were significantly higher (average of 4.1), indicating institutional contexts better adapted to teachers' expectations. The disparity could be explained by differences in organizational cultures or human resource management policies. For example, teachers in the institutions studied by Zhe reported increased organizational support, fostering strong interpersonal relationships (score of 3.8 versus 2.8 in our current research).

Task Performance

The performance scores of senior research professors are high, with an overall mean of 4.69, and dimensions such as knowledge (4.7), organizational competence (4.79), and effectiveness (4.46) reaching scores above 4.4. These results confirm satisfactory performance despite moderate levels of well-being. Comparatively, the study by Winefield et

Title : Well-being at work and current task performance: what findings among Algerian university teachers?

al (2014) observes a similar phenomenon, where moderate well-being does not necessarily hinder high performance, especially when teachers benefit from clear responsibilities and continuous training.

4.2. Differences in task performance according to socio-professional variables:

The analyses of socio-professional variables reveal that there are no significant differences in teacher performance according to gender, age, marital status, or seniority. This finding is consistent with the research of Li and Wang (2020) and Winefield et al (2014), who also show a relative independence of these variables in terms of performance. However, Blackburn and Clark (1975) qualify these results by emphasizing that, in certain cultural or academic contexts, gender or seniority can indirectly influence the perception of recognition or access to opportunities, thus affecting well-being and performance or having a moderate significant effect (Hassan and Olufemi, 2014). A lack of unanimity in the results is observed regarding the relationship between age and performance (Kelchtermans and Veugelers 2011).

4.3. Link between Well-being at Work and Performance in the Task:

The data provided show a moderate but significant relationship between well-being at work and current task performance among teacher-researchers who have held senior positions ($r = 0.298$, $p < 0.001$). This indicates that 30% of the variance in performance can be explained by well-being at work. This result is consistent with the findings of Li and Wang (2020), who also establish significant relationships between these variables. However, the coefficients of determination reported in other studies, such as that of Zhe (2021), are slightly higher ($r = 0.35$), suggesting that other factors such as the work environment or available educational resources play a complementary role in the influence of well-being on performance. These results differ from a very large number of previous studies (Gutiérrez et al, 2020) where psychological well-being is not significantly correlated with task performance.

The correlation analysis used to examine these relationships in the data provided is robust (with $F = 45.936$, $p < 0.001$), which validates the significant effect of well-being on performance. However, since the model only explains 30% of the variance, it is crucial to explore other explanatory variables such as workload, administrative expectations, or educational resources, as recommended by Li and Wang (2020).

The correlation of well-being on performance reported here ($r = 0.298$) is similar to that observed by Winefield et al (2014) ($r = 0.28$), but lower than the results of Blackburn and Clark (1975), where an r of 0.34 was found. A possible explanation is that Blackburn and Clark include more mediating variables such as organizational support and access to educational resources, reinforcing the effect of well-being on performance. Furthermore, Zhe (2021) highlights that explicit recognition policies and fluid interpersonal relationships increase the weight of this relationship, with an r reaching 0.35 in some institutions.

4.4. Impact of dimensions of well-being at work on task performance:

The analyses show that all dimensions of well-being at work influence performance to

a varying extent. Self-commitment ($\beta = 0.616$, $R^2 = 0.379$), willingness to engage ($\beta = 0.563$, $R^2 = 0.316$), and fulfilment at work ($\beta = 0.496$, $R^2 = 0.246$) emerge as key factors, which is in line with the work of Ingersoll & Strong (2011). In contrast, interpersonal fit ($\beta = 0.292$, $R^2 = 0.85$) shows a weaker effect here. Willingness to engage had a similarly strong effect in Zhe's (2021) study, where teachers had greater autonomy and more opportunities for career progression. The impact of perceived recognition and self-commitment is particularly strong. This is consistent with Meyer & Allen's (1991) findings on the fundamental role of these dimensions in building a healthy work environment. In contrast, fulfillment at work is more emphasized in Zhe's (2021) studies, where it is considered as the main lever for lasting satisfaction.

Sense of competence at work: With $\beta = 0.616$, $R^2 = 0.379$, this dimension is crucial for performance. The index of sense of competence at work was 2.8, which highlights that teachers perceive their skills as insufficient. This reflects the work of Ingersoll & Strong (2011) and Arnold (1985), who highlight the key role of perceptions of competence in pedagogy.

Willingness to engage: With a strong effect ($\beta = 0.563$, $R^2 = 0.316$), commitment to the organization

5. Conclusion

The main objective of this research work was to determine the existence of a statistically significant relation between well-being at work and current task performance among teacher-researchers who have previously held a senior position at the University of Bejaia, to assess their degrees of well-being at work and current task performance, to specify the effect of each dimension of well-being at work on this same performance and to confirm a significant variation in this performance according to socio-professional variables.

The results obtained from a sample of 110 teachers reveal the existence of a statistically significant relationship between well-being at work and task performance, a significant effect of each of the dimensions of well-being at work on current task performance, a relatively moderate index of well-being at work and performance in the task for this population and an absence of a statistically significant effect of socio-professional variables in the variation of performance in the task.

This study, although it provides valuable insight, has certain limitations that should be highlighted. First, even though the initially targeted population was 267 teachers from a single Algerian university, only 118 took part in the study, of which 110 questionnaires could be processed, which may limit the representativeness of the results. The reduction in the sample may lead to a risk of bias, particularly due to disparities between participants and those who did not respond. In addition, the respondents came from different departments and disciplines, which, although it offers a diversity of points of view, could also lead to heterogeneity in the analyses. The specific context of each department or discipline could have an unforeseen impact on the results, which sometimes makes it difficult to identify generalizable trends. For

Title : Well-being at work and current task performance: what findings among Algerian university teachers?

the university, interpersonal fit, Sense of competence at work and perceived recognition at work appear to be, through the IBEPT, sensitive points and levers that can be developed in order to improve human resources practices. A developmental ergonomic approach will make it possible to analyze, transform and support internal dialogue within the university.

The results of this research and these limitations open the way to several research perspectives. First, future work could try to include a larger sample with other Algerian universities in order to be more representative of the target population. This would allow for a better understanding of the dynamics studied.

Second, given the diversity of participating departments and disciplines, it would be relevant to include this parameter in the study. This would allow for a better understanding of contextual particularities and to determine the possible generalization of the results or whether they are specific to each field and to study in more detail the effect of the experience of an administrative role on performance and well-being.

Finally, a longitudinal approach could also be considered. This will allow us to follow the evolution of variables over time and to explore potential causalities between the variables studied. In addition, a qualitative approach, through in-depth interviews, could enrich the understanding of the results by offering complementary perspectives.

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