The journal « The challenge »: ISSN 9859-1112 EISSN2602-6619 :
Volume: 18 Issue: 02 / 2026, Pages 233 - 247

Quality of Work Life and Its Dimensions in Relation to Mental Health among Physical Education Teachers at the Primary School Level in El Oued Province

جودة الحياة الوظيفية بأبعادها وعلاقتها بالصحة النفسية لدى أساتذة التربية البدنية والرياضية للمرحلة الابتدائية بولاية الوادي

Habib Ali [*1], bouzidi hamza [2] djaballah ahmed [3]
[1] University of Souk Ahras (Algeria), a.habib@univ-soukahras.dz
[2] University of Souk Ahras (Algeria), hamzabozidi19841992@gmail.com
[3] University of Souk Ahras (Algeria), ahmeddjaballah8282@gmail.com

Received: 14/01/2026 **Accepted: 25/04/2026** **Published: 06 /06/2026**

Abstract:

This study aimed to examine the relationship between quality of work life and its dimensions and mental health among physical education teachers at the primary school level in El Oued Province. The researchers adopted a descriptive correlational research design. The study sample consisted of primary school physical education teachers in El Oued Province, selected using a survey sampling method. The research instruments included the Quality of Work Life Scale developed by Hosni Fouad Al-Dahdouh (2015), which was adapted to the Algerian context by the researchers Bourzag Youcef and Said Ayache, as well as the Mental Health Scale developed by Hamza Fertas.

The findings revealed a significant relationship between quality of work life and mental health among primary school physical education teachers in El Oued Province. In addition, significant relationships were found between the dimensions of quality of work life namely human relations, decision-making, job satisfaction, and the school environment and mental health
Keywords: Quality of Work Life ; Mental Health ; Physical Education Teacher

Corresponding author: Habib Ali **E-mail:** a.habib@univ-soukahras.dz

-Publication rights are reserved for Oum-El Bouaghi University - website: https://www.asjp.cerist.dz/en/PresentationRevue/71

1.Introduction:

Education is considered a fundamental pillar of the societal system and one of the most important foundations upon which nations develop and individuals progress. In the Arab world, education in the twenty-first century faces a set of major challenges and transformations, most notably the emergence of technological tools, global communication networks, quality management practices, and the ability to communicate effectively with students. Achieving positive change within educational institutions requires, first and foremost, attention to one of their most essential components: the teacher.

(Maimouna Bint Khalifa Bin Hamad Al Qasimi, 2023, p. 204).

Quality of work life is regarded as a key factor in the success of any institution, as it contributes to creating a work environment characterized by clarity and transparency, teamwork among individuals, consultation in decision-making, and information sharing. Such an environment enhances cognitive capacities, builds trust, and recognizes employees' efforts through management's attention to their ideas and suggestions. Achieving organizational goals necessarily requires meeting employees' needs and aspirations. The more the work environment is characterized by acceptance and job satisfaction, the greater employees' loyalty and dedication, ultimately leading to improved performance.

(Lejlat Ibrahim et al., 2028, p. 291).

From another perspective, quality of work life contributes to creating a suitable work environment and achieving job satisfaction for physical education teachers by involving them in the decision-making process and integrating them into all administrative and organizational units. (Hussein Hafez Fadel, 2024, p. 414).

Quality of work life in schools considered among the most important institutions in society holds particular significance, as its outcomes, whether positive or negative, have substantial implications for the performance of both teachers and students, who function within an integrated system. Therefore, improving quality of work life in schools is a fundamental requirement for the success of the educational system. Such improvement not only enables teachers to bring about positive change in their students' lives but also in their own personal lives, those of their colleagues, and their communities, transforming them from traditional transmitters of knowledge into facilitators and motivators of learning.

(Bourzag Youcef & Oum El Kheir Iman, 2018, p. 685).

Mental health also emerges as an important variable, as teachers' psychological well-being contributes significantly to delivering optimal teaching performance. Accordingly, it is essential to examine the nature and extent of the relationship between mental health and quality of work life among teachers.

Corresponding author: Habib Ali **E-mail:** a.habib@univ-soukahras.dz
Publication rights are reserved for Oum-El Bouaghi University - website: https://www.asjp.cerist.dz/en/PresentationRevue/71

1.1.Study questions:

1.1.1. General Problem:

Is there a correlational relationship between quality of work life and mental health among physical education teachers at the primary education level?

1.1.2 Specific Questions:

- Is there a relationship between the dimension of human relations and mental health among physical education teachers at the primary education level?
- Is there a relationship between participation in decision-making and mental health among physical education teachers at the primary education level?
- Is there a relationship between job satisfaction and mental health among physical education teachers at the primary education level?
- Is there a relationship between the school environment and mental health among physical education teachers at the primary education level?

1.2. Objectives of the study:

1.2.1 General Objective:

- To identify the correlational relationship between quality of work life and mental health among physical education teachers at the primary education level.

1.2.2 Specific Objectives:

- To examine the relationship between the human relations dimension and mental health among physical education teachers at the primary education level.
- To examine the relationship between participation in decision-making and mental health among physical education teachers at the primary education level.
- To examine the relationship between job satisfaction and mental health among physical education teachers at the primary education level.
- To examine the relationship between the school environment dimension and mental health among physical education teachers at the primary education level.

1.3 Importance of the Study:

This study seeks to enrich the theoretical framework related to quality of work life and its relationship with mental health within a specific professional and educational context, namely primary education, with particular emphasis on physical education teachers.

Furthermore, the findings of this study may provide valuable indicators for educational administrators and policymakers in El Oued Province to improve the working conditions of physical education teachers and to develop psychological and professional support mechanisms for this group, which may positively influence their performance and effectiveness.

Additionally, teachers represent a fundamental pillar in the development of societies, and their mental health is a necessary condition for fulfilling their educational mission. Accordingly, improving teachers' quality of work life can be considered an investment in the future of students and the educational system as a whole.

Corresponding author: Habib Ali **E-mail:** a.habib@univ-soukahras.dz

-Publication rights are reserved for Oum-El Bouaghi University - website: https://www.asjp.cerist.dz/en/PresentationRevue/71

1.4 Hypotheses of the Study:

1.4.1 General Hypothesis:

There is a correlational relationship between quality of work life and mental health among primary school physical education teachers.

1.4.1 Specific Hypotheses:

There is a correlational relationship between the human relations dimension and mental health among primary school physical education teachers.

There is a correlational relationship between the participation in decision-making dimension and mental health among primary school physical education teachers.

There is a correlational relationship between the job satisfaction dimension and mental health among primary school physical education teachers.

There is a correlational relationship between the school environment dimension and mental health among primary school physical education teachers.

1.5.Explanation of Terms:

1.5.1 Quality of Work Life (QWL):

Conceptually: It refers to providing an appropriate work environment for employees within the organization to help build positive relationships, enhance their health, well-being, and job satisfaction, develop their competencies, and maintain a balance between work and life outside of work. These factors collectively influence overall job performance (Taghreed Bint Hamad, 2020, p. 238).

Operationally: It is the score obtained by a teacher through the combined scores of the following dimensions: human relations, participation in decision-making, job satisfaction, school environment, and material and moral factors, measured using the Quality of Work Life Scale developed by Hosni Fouad Al-Dahdouh (2015) and adapted to the Algerian context by Bourzag Youcef and Said Ayache.

1.5.2. Mental Health:

Conceptually: Mental health is a relatively stable state in which an individual is psychologically, personally, emotionally, and socially well-adjusted with themselves and others. The individual is capable of self-actualization, fully utilizing their abilities and potential, effectively coping with life's demands, and demonstrating a coherent, integrated personality with normal behavior, thereby living in peace (Tomiyat Abdel Razak & Lznak Ahmed, 2021, p. 607).

Operationally: It refers to the mental health status of physical education teachers (the study sample) as measured through the scale developed by Hamza Fertas in his research.

1.5.3. Physical Education Teacher:

Conceptually: A physical education teacher plays an active role in a student's life, acting as a mediator between the student and sports. Therefore, it is essential to prepare them professionally, academically, culturally, and scientifically (Osama Marzouki & Hassan Maash, 2021, p. 883).

Operationally: The study sample consists of primary school physical education teachers in El Oued Province for the 2024/2025 academic year.

Corresponding author: Habib Ali **E-mail:** a.habib@univ-soukahras.dz
Publication rights are reserved for Oum-El Bouaghi University - website: https://www.asjp.cerist.dz/en/PresentationRevue/71

2. Previous Studies:

2.1. Al-Dahdouh, Hosni Fouad (2015):

Title: Quality of Work Life among Basic Education Teachers in Gaza Governorates and Its Relationship with Their Performance.

This study aimed to investigate the level of quality of work life among basic education teachers in Gaza governorates, their performance levels, and the relationship between teachers' perceived quality of work life and their performance. The researcher employed a descriptive-analytical method and designed two questionnaires: the first assessed teachers' perceptions of their quality of work life (46 items across four domains: human relations, participation in decision-making, job satisfaction, and physical and health-related school environment), and the second assessed teachers' performance from the perspective of school principals (25 items). The study population included all public basic education teachers in Gaza during the 2014–2015 academic year (3,368 teachers) and 259 school principals. A stratified random sample was selected, including 465 teachers (13.8%) and 140 principals (54.05%).
Findings:

- The human relations domain ranked first (relative weight = 84.96%) with a very high rating.

- Job satisfaction ranked second (63.76%) with a moderate rating.

- Participation in decision-making ranked third (60.72%) with a moderate rating.

- The physical and health-related school environment ranked last (59.18%) with a moderate rating.

2.2. Fertas, Hamza (2017):

Title: Organizational Justice and Its Relationship with Mental Health: A Field Study on Primary Education Teachers in Annaba City.

The study aimed to investigate whether there is a relationship between perceived organizational justice and mental health, as well as the relationship between their respective dimensions among primary education teachers in Annaba. It also examined differences in organizational justice and mental health according to teachers' educational qualifications and years of experience. The researcher applied a descriptive method on a sample of 184 primary school teachers. Data were analyzed using SPSS v.22.
Findings:

- Teachers' perception of organizational justice was moderate.

- Teachers' mental health levels were high.

Corresponding author: Habib Ali **E-mail:** a.habib@univ-soukahras.dz

-Publication rights are reserved for Oum-El Bouaghi University - website: https://www.asjp.cerist.dz/en/PresentationRevue/71

- No statistically significant relationship was found between organizational justice and mental health.

- Statistically significant differences in organizational justice and mental health were attributed to educational qualification.

- No significant differences were found based on years of experience.

2.3. Bourzag, Youcef (2018):

Title: The Reality of Work Life Quality among Secondary Education Teachers in Light of Some Variables.

This study aimed to examine the reality of work life quality in light of certain variables. After verifying the psychometric properties of the scale, the researcher applied it to a sample of 148 secondary school teachers in Mostaganem city.

Findings:

- The level of work life quality among secondary school teachers was moderate.

- No statistically significant differences were observed in work life quality due to gender or professional experience.

2.4. Tomiyat, Abdel Razak (2021):

Title: Mental Health and Its Relationship with Job Performance of Physical Education Teachers at the Secondary Level: A Field Study in Some Districts of M'sila Province.

The study aimed to examine the relationship between mental health and both sports and job performance of secondary-level physical education teachers. The descriptive-analytical method was used on a sample of 20 teachers during the 2018/2019 academic year. The researcher used a mental health scale and a job performance questionnaire.

Findings:

- Physical education teachers demonstrated good mental health.

- Variations were observed in teachers' sports and job performance across lesson planning, implementation, assessment, and classroom management.

2.5. Afra Farfarash & Hadi Farhadi (Iran, 2025) :

Title: Work Life Quality and Mental Health.

This study investigated the relationship between work life quality and mental health among employees in a large industrial context. The statistical population included 12,500 employees in Isfahan steel industries in 2022, from which a convenient sample of 348

Corresponding author: Habib Ali **E-mail:** a.habib@univ-soukahras.dz
Publication rights are reserved for Oum-El Bouaghi University - website: https://www.asjp.cerist.dz/en/PresentationRevue/71

participants was selected. The study adopted a descriptive-correlational approach, using the Work-Related Quality of Life Scale (WRQoL-2) and the Depression Anxiety Stress Scale (DASS-21). Pearson correlation coefficients were used for analysis.

Findings:

- Significant negative correlations were found between work life quality and components of mental health: depression ($r = -0.269$, $p < 0.001$), anxiety ($r = -0.307$, $p < 0.001$), and stress ($r = -0.299$, $p < 0.001$).

- Improved work life quality was associated with reduced depression, anxiety, and stress.

- The study emphasizes improving work life quality as a strategy to enhance employees' psychological well-being.

2.6. Dang Thiam Tam et al. (Vietnam, 2024):

Title: Factors of Work Life Quality and Their Impact on Employee Commitment in Da Nang City.

This study examined the effect of various factors on work life quality and their impact on employee commitment. The research model included 8 factors and 19 hypotheses based on theoretical and empirical foundations. The quantitative study involved 400 official employees in Da Nang, Vietnam. Data were analyzed using Smart PLS-4 with Partial Least Squares Structural Equation Modeling (PLS-SEM).

Findings:

- Four factors significantly influenced work life quality: workplace environment (WE, $\beta = 0.276$), work-life balance (PWB, $\beta = 0.249$), financial rewards and wages (FRW, $\beta = 0.197$), and job security and stability (JSS, $\beta = 0.127$).

- Work life quality mediated the relationship between job security and stability, financial rewards and wages, workplace environment, work-life balance, and organizational commitment (OC).

- Job security and stability had the strongest influence on organizational commitment ($\beta = 0.203$), followed by financial rewards and wages ($\beta = 0.160$) and participation (PA, $\beta = 0.110$).

- Recommendations emphasize designing effective social support programs, improving work environments, and implementing HR policies that enhance employee engagement and reduce turnover.

Corresponding author: Habib Ali **E-mail:** a.habib@univ-soukahras.dz

-Publication rights are reserved for Oum-El Bouaghi University - website: https://www.asjp.cerist.dz/en/PresentationRevue/71

3. Methodology and Tools:

3.1. Pilot Study:

The pilot study represents a crucial preliminary stage in any scientific research before conducting the main field study. A pilot study was conducted on a random sample of 20 primary school physical education teachers in El Oued Province. Based on the outcomes of the pilot study, the final tests were applied to all primary school physical education teachers in El Oued Province using the same methodology.

3.2. Research Methodology:

The descriptive correlational method was adopted due to its suitability for examining relationships among variables in this study.

3. Study Population:

The study population consisted of primary school physical education teachers in El Oued Province, totaling 80 teachers for the 2024/2025 academic year.

3.3. Study Sample:

The study sample included 60 teachers, selected using a survey method after excluding the 20 teachers who participated in the pilot study.

3.4. Research Instruments:

- Quality of Work Life Scale:

The Quality of Work Life Scale developed by Hosni Fouad Al-Dahdouh (2015) and adapted to the Algerian context by Bourzag Youcef and Said Ayache was used. The scale consists of 44 items distributed across four dimensions:

- Dimension 1: Human Relations – 11 items (Items 1–11)
- Dimension 2: Participation in Decision-Making – 11 items (Items 12–22)
- Dimension 3: Job Satisfaction – 12 items (Items 23–34)
- Dimension 4: School Environment – 10 items (Items 35–44)

- Mental Health Scale:

The Mental Health Scale developed by Hamza Fertas (2017) was used, consisting of 25 items distributed across five dimensions:

- Dimension 1: Sense of Competence and Self-Confidence – 5 items (Items 1, 2, 11, 16, 26)
- Dimension 2: Social Interaction – 5 items (Items 6, 8, 9, 10, 23)
- Dimension 3: Emotional Balance – 5 items (Items 12, 14, 15, 19, 24)
- Dimension 4: Ability to Utilize Energies and Potentials in Meaningful Work – 5 items (Items 5, 4, 17, 18, 22)
- Dimension 5: Freedom from Neurotic Symptoms – 5 items (Items 3, 7, 13, 21, 25)

3.5 Psychometric Characteristics of the Research Tool:

The psychometric properties of the Quality of Work Life Scale and the Mental Health Scale were examined using a pilot sample of 20 primary school physical education teachers in El Oued Province.

Corresponding author: Habib Ali **E-mail:** a.habib@univ-soukahras.dz
Publication rights are reserved for Oum-El Bouaghi University - website: https://www.asjp.cerist.dz/en/PresentationRevue/71

3.5.1. Validity and Reliability of the Quality of Work Life Scale

- Discriminant Validity (Extreme Group Method):

The extreme group method was applied to test the discriminant validity after processing the pilot sample data. The total scores were ranked in descending order, and the sample was divided into two groups (upper and lower) with 27% of the sample in each group. The results are presented in Table 1:

Table 01: Discriminant Validity (Extreme Group Comparison) of the Quality of Work Life Scale.

Groups	Sample	Mean	SD	t-value	Significance
Upper	6	3.213	0.243	11.739	0.00
Lower	6	1.704	0.203		

Source: Prepared by the researcher.

The results show that the upper group mean = 3.213 (SD = 0.243) and the lower group mean = 1.704 (SD = 0.203). The t-value = 11.739, which is statistically significant at $p < 0.01$. This indicates significant differences between the two groups, confirming that the scale effectively discriminates between high and low performers. Therefore, the Quality of Work Life Scale demonstrates a high level of discriminant validity.

3.5.2 Reliability of the Quality of Work Life Scale:

Reliability was tested using Cronbach's alpha. A scale is considered reliable if Cronbach's alpha ≥ 0.60. The results are summarized in Table 2:

Table 02: Cronbach's Alpha Coefficient for the Reliability of the Scale.

Scale Dimension	Cronbach's Alpha
Human Relations	0.843
Participation in Decision-Making	0.726
Job Satisfaction	0.746
School Environment	0.625
Overall Scale	0.733

Source: Prepared by the researcher.

The overall Cronbach's alpha = 0.733, which exceeds 0.60, indicating that the scale is reliable. The consistency across dimensions further supports the reliability of the instrument.

Corresponding author: Habib Ali **E-mail:** a.habib@univ-soukahras.dz

-Publication rights are reserved for Oum-El Bouaghi University - website: https://www.asjp.cerist.dz/en/PresentationRevue/71

3.5.3 Discriminant Validity (Extreme Group Method):

The extreme group method was also applied to the Mental Health Scale using the same procedure. The results are shown in Table 3:

Table 03: Discriminant Validity (Extreme Groups Comparison) of the Mental Health Scale.

Groups	Sample	Mean	SD	t-value	Significance
Upper	6	2.170	0.423	10.824	0.00
Lower	6	1.023	0.582		

Source: Prepared by the researcher

The upper group mean = 2.170 (SD = 0.423) and the lower group mean = 1.023 (SD = 0.582). The t-value = 10.824, statistically significant at $p < 0.01$, indicating that the scale effectively differentiates between groups. Therefore, the Mental Health Scale demonstrates high discriminant validity.

3.5.4 Reliability of the Mental Health Scale:

Reliability was tested using Cronbach's alpha, with $\alpha \geq 0.60$ considered acceptable. The results are shown in Table 4:

Table 04: Cronbach's Alpha Reliability Coefficient of the Scale.

Scale Dimension	Cronbach's Alpha
Sense of Competence and Self-Confidence	0.852
Social Interaction	0.841
Emotional Balance	0.833
Ability to Utilize Energies in Meaningful Work	0.771
Freedom from Neurotic Symptoms	0.611
Overall Scale	0.772

Source: Prepared by the researcher.

The overall Cronbach's alpha = 0.772, exceeding the threshold of 0.60, confirming the reliability of the scale. The dimensions showed consistent reliability, indicating that the Mental Health Scale is a stable and dependable instrument for the study.

Corresponding author: Habib Ali **E-mail:** a.habib@univ-soukahras.dz
Publication rights are reserved for Oum-El Bouaghi University - website: https://www.asjp.cerist.dz/en/PresentationRevue/71

4.Presentation and Analysis of the Study Results:

4.1. Analysis of the First Sub-Hypothesis

Sub-hypothesis 1: There is a statistically significant relationship between human relations and mental health among primary school physical education teachers in El Oued.

To test this hypothesis, the Pearson correlation coefficient (R) was used to measure the strength and significance of the relationship between the two variables. The results are shown in Table 5:

Table 05: Pearson Correlation Coefficient (R) Between Human Relations and Mental Health.

Variables	Mean	SD	Correlation (R)	Significance
Human Relations	4.953	0.762	0.549	Significant at 0.01
Mental Health	3.761	0.317		

Source: Prepared by the researcher.

The table shows a correlation coefficient of 0.549, which is statistically significant at the 0.01 level. This confirms the existence of a significant relationship between human relations and mental health among physical education teachers in El Oued.

Decision: The alternative hypothesis (H_1) is accepted, and the null hypothesis (H_0) is rejected.

4.2. Analysis of the Second Sub-Hypothesis

Sub-hypothesis 2: There is a statistically significant relationship between participation in decision-making and mental health among primary school physical education teachers in El Oued.

The Pearson correlation coefficient (R) was calculated as follows (Table 6):

Table 06: Pearson Correlation Coefficient (R) Between Participation in Decision-Making and Mental Health.

Variables	Mean	SD	Correlation (R)	Significance
Participation in Decision-Making	3.990	0.645	0.657	Significant at 0.01
Mental Health	3.761	0.617		

Source: Prepared by the researcher.

The correlation coefficient **0.657** is statistically significant at the 0.01 level, confirming a significant relationship between participation in decision-making and mental health.

Decision: H_1 is accepted, H_0 is rejected.

Corresponding author: Habib Ali **E-mail:** a.habib@univ-soukahras.dz

-Publication rights are reserved for Oum-El Bouaghi University - website: https://www.asjp.cerist.dz/en/PresentationRevue/71

4.3. Analysis of the Third Sub-Hypothesis

Sub-hypothesis 3: There is a statistically significant relationship between job satisfaction and mental health among primary school physical education teachers in El Oued**.**

Table 07: Pearson Correlation Coefficient (R) Between Job Satisfaction and Mental Health.

Variables	Mean	SD	Correlation (R)	Significance
Job Satisfaction	3.940	0.379	0.574	Significant at 0.05
Mental Health	3.761	0.317		

Source: Prepared by the researcher.

The correlation coefficient **0.574** indicates a significant relationship at the 0.05 level, confirming that job satisfaction is positively related to mental health.

Decision: H_1 is accepted, H_0 is rejected.

4.4. Analysis of the Fourth Sub-Hypothesis

Sub-hypothesis 4: There is a statistically significant relationship between **school environment** and **mental health** among primary school physical education teachers in El Oued.

Table 08: Pearson Correlation Coefficient (R) Between School Environment and Mental Health.

Variables	Mean	SD	Correlation (R)	Significance
School Environment	4.125	0.982	0.508	Significant at 0.05
Mental Health	3.555	0.741		

Source: Prepared by the researcher.

The correlation coefficient **0.508** is statistically significant at the 0.05 level, indicating a significant relationship between school environment and mental health.

Decision: H_1 is accepted, H_0 is rejected.

4.4. Analysis of the General Hypothesis

General Hypothesis: There is a statistically significant relationship between overall quality of work life and mental health among primary school physical education teachers in El Oued.

Corresponding author: Habib Ali **E-mail:** a.habib@univ-soukahras.dz
Publication rights are reserved for Oum-El Bouaghi University - website**:** https://www.asjp.cerist.dz/en/PresentationRevue/71

Table 09: Pearson Correlation Coefficient (R) Between Quality of Work Life and Mental Health

Variables	Mean	SD	Correlation (R)	Significance
Quality of Work Life	4.376	0.178	0.628	Significant at 0.01
Mental Health	3.761	0.317		

Source: Prepared by the researcher.

The correlation coefficient **0.628** is statistically significant at the 0.01 level, confirming a significant relationship between overall quality of work life and mental health.

Decision: The alternative hypothesis (H_1) is accepted, and the null hypothesis (H_0) is rejected

5. Interpretation of Results in Light of the Study Hypotheses

5.1. Results in Light of the First Hypothesis

The first sub-hypothesis aimed to investigate the relationship between human relations in the professional environment and mental health among primary school physical education teachers in El Oued. Analysis using Pearson's correlation coefficient revealed a positive and statistically significant correlation of r = 0.549 with a significance level (Sig.) = 0.000, which is below the study's threshold of 0.01.

This indicates a statistically significant relationship between the two variables, supporting the acceptance of the first sub-hypothesis.

This result suggests that positive human relations in the workplace—such as cooperation, mutual respect, and social support from colleagues and administration—play a crucial role in enhancing teachers' mental health. Effective communication and appreciation in professional interactions reduce stress, mitigate feelings of isolation, and increase job satisfaction. This finding aligns with the literature in organizational psychology, which emphasizes that a positive human climate within educational institutions contributes significantly to psychological well-being, particularly in physically and mentally demanding professions like physical education teaching.

5.2. Results in Light of the Second Hypothesis

The second sub-hypothesis aimed to explore the relationship between participation in decision-making and mental health. Pearson's correlation analysis indicated a positive and relatively strong relationship, r = 0.657, with a significance level (Sig.) = 0.000, which is below 0.01, confirming statistical significance.

Accordingly, the second sub-hypothesis is accepted.

Corresponding author: Habib Ali **E-mail:** a.habib@univ-soukahras.dz

-Publication rights are reserved for Oum-El Bouaghi University - website: https://www.asjp.cerist.dz/en/PresentationRevue/71

This finding indicates that involving teachers in decisions related to their profession—at both classroom and institutional levels—directly enhances their sense of belonging and recognition, reducing feelings of marginalization and psychological pressure. The more a teacher perceives their voice as heard and impactful, the higher their self-confidence and morale, leading to better mental health outcomes. This result is consistent with organizational psychology studies, which highlight that employee empowerment, particularly through decision-making participation, is critical in promoting mental health and reducing stress and burnout, especially in educational settings.

5.3. Results in Light of the Third Hypothesis:

The third sub-hypothesis examined the relationship between job satisfaction and mental health. Pearson correlation revealed a positive and moderate correlation, r = 0.574, with a significance level below 0.05, indicating a statistically significant relationship.

Hence, the third sub-hypothesis is accepted.

These findings suggest that job satisfaction—including feelings of fairness, recognition, comfort in the work environment, and professional belonging—plays a significant role in enhancing teachers' mental health. Higher job satisfaction positively impacts mental well-being and reduces exposure to job-related stress and tension. This result is consistent with previous research in occupational psychology, which identifies job satisfaction as a key factor in achieving psychological balance, particularly in professions that require continuous physical and mental effort, such as physical education teaching.

5.4. Results in Light of the Fourth Hypothesis:

The fourth sub-hypothesis aimed to examine the relationship between school environment and mental health. Pearson's correlation analysis revealed a positive and moderate correlation, r = 0.508, with a significance level below 0.05, indicating a statistically significant relationship.

Accordingly, the fourth sub-hypothesis is accepted.

This result indicates that characteristics of the school environment—such as availability of resources, cleanliness of sports spaces, administrative support, relationships with students, and absence of professional threats or pressures—significantly affect teachers' mental health. A supportive and well-equipped school environment reduces anxiety and stress, improves general mood, and enhances professional engagement. This finding aligns with numerous studies emphasizing the crucial role of the school environment in shaping teachers' psychological well-being, especially in subjects requiring specialized physical and organizational conditions like physical education.

Corresponding author: Habib Ali **E-mail:** a.habib@univ-soukahras.dz
Publication rights are reserved for Oum-El Bouaghi University - website: https://www.asjp.cerist.dz/en/PresentationRevue/71

6. Recommendations:

- Provide all necessary conditions to improve teachers' quality of work life, enabling them to deliver optimal performance.
- Conduct further studies exploring the relationship between quality of work life and other variables, such as teaching performance and students' academic achievement.
- Conduct studies examining the relationship between teachers' mental health and other factors, such as job satisfaction and achievement motivationWorks of the forums: name and title of the researcher, address of the intervention, definition of the forum, place, histo

Referrals and Quotations:

1. Abdel Karim, G. Recreational practice and its role in improving the mental health of professors at the Institute of Physical Activities and Sports Techniques: A field study on professors at the Institute of Physical Activities and Sports Techniques, University of Ouargla, 2023.
2. Al-Dahdouh, H. F. H. Work life quality among primary school teachers in Gaza Governorates and its relation to their performance (Master's thesis). Islamic University, Faculty of Education, Gaza, Palestine, 2015.
3. Bourzek, Y., & Al-Khyout, I. The reality of work life quality among secondary school teachers in light of some variables. Arab Journal of Humanities and Social Sciences, 2018, 10(4).
4. Dang, T. T., et al. Factors of work life quality and their effect on organizational commitment of workers in Da Nang City, Vietnam. American Journal of Management Science and Engineering, 2024, 9(6).
5. Hamza, F. Organizational justice and its relationship with mental health: A field study applied to primary school teachers in Annaba (Doctoral dissertation). Algeria, 2017.
6. Hussein, H. F. Work life quality and its role in evaluating the performance of physical education teachers in Baghdad. Journal of Sports Education Sciences, 2024, 17(4).
7. Lajlat, I., et al. Work life quality in light of some demographic variables among professors at the Faculty of Economics, Management, and Commercial Sciences, Ibn Khaldoun University, Tiaret. Journal of Development and Applied Economics, 2028, 2(4).
8. Maimouna, B. K. B. H. Optimism and its relationship with work life quality among teachers in Oman. International Journal for Publishing Research and Studies, 2023, 4(39).
9. Osama, M., & Hassan, M. The role of physical education teachers in promoting the culture of physical, sports, and recreational activities among third-year secondary school students. Ma'arif Journal, 2021, 16(1).
10. Parvaresh, A., & Farhadi, H. Quality of work life and mental health: Investigating the link in a correlational framework. International Journal of New Findings in Health and Educational Sciences (IJHES), 2025, 3(2).
11. Taghreed, B. H. The impact of work life quality on job burnout: A field study on a sample of female employees in the General Administration of Education, Riyadh region. Arab Journal of Management, 2020, 40(3).
12. Toumyat, A., & Laznek, A. Mental health and its relationship with job performance of physical education teachers in secondary schools. Journal of Social and Human Sciences, 2021, 11(2).

Corresponding author: Habib Ali **E-mail:** a.habib@univ-soukahras.dz

-Publication rights are reserved for Oum-El Bouaghi University - website: https://www.asjp.cerist.dz/en/PresentationRevue/71