

Psychological Occupational Risks Among Higher Education Professors and Their Negative Impact on the Quality of Education

المخاطر النفسية المهنية لدى أساتذة التعليم العالي وانعكاساتها السلبية على جودة التعليم

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Yamina KABACHE*¹

University of Oum El Bouaghi, (Algeria)

Laboratory of Ergonomics and Applied Research in Psychology and Educational Sciences,

Email kabache.yamina@univ-oeb.dz

Nouara TELAJD²

University of Oum El Bouaghi, (Algeria)

Laboratory of Ergonomics and Applied Research in Psychology and Educational Sciences,

Email : telaidj.nouara@univ-oeb.dz



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Abstract :

The present study aims to identify the most prominent psychological occupational risks faced by higher education professors and to examine their negative impact on the quality of education. Based on theoretical literature, it is evident that the prevalence of these risks in the academic environment negatively affects, first, the professors' psychological and physical health, their motivation for work, and their ability to be creative and innovative. Second, it impacts the performance of academic institutions, particularly the quality of education. Through this study, we sought to propose a set of recommendations to adopt constructive strategies aimed at reducing or minimizing these psychological occupational risks within the academic environment. The ultimate goal is to achieve quality in higher education by providing the necessary support for professors, alleviating excessive workloads, and enhancing communication among various stakeholders in the university.

Keywords: Psychological occupational risks, quality of education, higher education.

الملخص :

تهدف الدراسة الحالية إلى تحديد أبرز المخاطر النفسية المهنية التي تواجه أساتذة التعليم العالي، ومعرفة انعكاساتها السلبية على جودة التعليم. وهذا بالاستناد إلى التراث النظري، حيث نجد أن انتشار هذه المخاطر في الوسط الجامعي يؤثر سلباً أولاً على صحة الأساتذة النفسية والجسدية، وكذا انخفاض دافعيتهم للعمل وعلى قدرتهم على الإبداع والابتكار، وثانياً على مستوى أداء المؤسسات الجامعية، وجودة التعليم على وجه التحديد. حيث حاولنا من خلال هذه الدراسة أن نخرج بجملته من المقترحات من أجل تبني استراتيجيات بناء تهدف إلى الحد أو التقليل من هذه المخاطر النفسية المهنية في الوسط الجامعي للوصول إلى تحقيق الجودة في التعليم العالي، وهذا عن طريق توفير الدعم اللازم للأساتذة، وتخفيف عبء العمل الزائد، والعمل على تطوير عملية الاتصال بين مختلف الجهات الفاعلة داخل الجامعة.

الكلمات المفتاحية: المخاطر النفسية المهنية، جودة التعليم، أساتذة التعليم العالي.

1-INTRODUCTION

The rapid changes and continuous developments in the world today, in terms of its components and requirements, have contributed to exposing employees across various professions and fields to numerous occupational risks that have affected their psychological and physical health, extending their impact to their professional lives. Among the most prevalent occupational risks they face are specifically psychological, occupational risks, occupational stress, burnout, and exhaustion. This is particularly evident in the teaching profession, which is among the most susceptible to such risks due to the intellectual and cognitive burden it entails. This negatively affects teachers' psychological and physical well-being as well as their emotional balance, considering that mental health is one of the most critical aspects that shape an individual's personality, influence their behavior, and pose an obstacle to achieving their goals—whether personal, social, or professional (Halis & Slami, 2020). Moreover, it impacts their interactions with those around them, a fact supported by reports cited by Peternite&Shihadeh (2010), referencing Ficher (1994), Currie (1996), Soliman & Soliman (1997), and Doyle & Hinde (1998), which indicate that stress levels have risen across all professions, including university teaching, which has increasingly become a stress-inducing field for a growing number of university professors.

This increase in stress is attributed to several factors, including extended working hours, the growing volume of exam papers requiring correction, and the pressure to publish and print research. Furthermore, university professors are now required to engage with large and diverse student populations while dealing with intensive curricula and limited resources that hinder their work. Additionally, strict administrative supervision has added further challenges, forcing them to struggle to meet their professional responsibilities as required, at the same time, there has been a noticeable decline in attention to university professors, despite their fundamental role in the academic system. Their role extends beyond merely transferring knowledge and information; they are also responsible for advancing scientific research and training professional competencies through their academic expertise and distinguished scholarly status. This, in turn, contributes to enhancing the quality of higher education, which has become an indispensable requirement for managing change and

achieving development in various fields, including economic, social, and cultural domains.

Quality encompasses a set of standards that contribute to the development of universities, which have become the fundamental pillar upon which societies rely to prepare generations capable of keeping pace with global advancements and competing in the ever-evolving global landscape. This, in turn, enables societies to achieve progress both locally and internationally. For this reason, universities worldwide have adopted quality assurance systems, including Algerian universities, which have made significant efforts to implement quality standards across all aspects of higher education. Among these elements, the university professor stands as a key pillar in establishing the foundations of quality, ensuring the production of well-qualified graduates—most importantly, graduates who are creative in their fields thereby fostering high competitiveness in the job market both locally and globally. This ultimately contributes to advancing society along the path of sustainable development.

To achieve this, it is essential to focus on the university professor by ensuring a healthy work environment free from psychological occupational risks that negatively impact their academic performance and effectiveness in achieving quality education. It is inconceivable to expect quality education without addressing the well-being of professors. This is precisely what Higginson (1996) affirmed who stated that "no educational system can rise above the level of its teachers." (Taima et al., 2006, p. 120), This underscores the strong correlation between achieving quality education and the quality of a professor's performance.

However, despite the Algerian university's efforts, under the supervision of the Ministry of Higher Education, to establish a quality assurance system by adopting the LMD system (Licence-Master-Doctorate) a globally recognized model for ensuring quality education since the academic year 2004/2005, the reality of university professors still reflects numerous challenges that hinder their ability to fully perform their duties. These challenges have been exacerbated by rapid changes that have imposed additional responsibilities and tasks on them, leading to increased exposure to various psychological occupational risks, including occupational stress, burnout, and exhaustion.

However, despite the significance of this topic, a review of the theoretical literature reveals a lack of studies specifically addressing psychological occupational risks among higher education professors and their impact on the quality of education at least to the best of our knowledge. The available literature consists mainly of local studies that have examined psychological occupational risks in the higher education sector, as well as studies on quality in higher education, which align with the objectives of our current research.

Among these studies is the research conducted by Farhoun and Ghorine (2021), which aimed to explore how various aspects of quality assurance contribute to the effectiveness of the higher education sector. A key finding of their study was that professors often show little willingness to provide meaningful services to society and do not adhere to or implement the established quality assurance standards at the required level. This reluctance is attributed to dissatisfaction with working conditions on the one hand, and on the other hand, the lack of sufficient incentives both financial and moral that would otherwise make them feel valued and motivate them to contribute more actively toward sustainable development. (Farhoun & Ghorine, 2021, p.410)

Another relevant study of Zrouki and Ahmed Ben Yahia (2022), which focused on the training needs of faculty members and their impact on educational quality. Their findings indicate that university professors have significant training needs in teaching skills, technical skills, technological competencies, personal and leadership abilities, and research skills especially regarding publication in international journals. This suggests that educational quality standards have not yet reached the desired level, as reflected in the current state of Algerian universities.

According to faculty members surveyed in this study, the main deficiencies in the Algerian university system include:

- Severe shortages in educational equipment and teaching materials
- Inadequate and insufficient lecture halls (Zrouki & Ben Yahia, 2022, p. 289)

These shortcomings have contributed to Algerian universities ranking among the lowest in international university rankings in terms of quality standards.

Regarding studies on psychological occupational risks among higher education professors, several have explored work-related stress in this academic context.

One notable study is by Zebdi (2003), which aimed to identify whether Algerian university professors experience psychological stress and to examine the causes and factors contributing to it. The findings confirmed the existence of various stressors, including anxiety, tension, and nervous strain, primarily due to the numerous social and professional responsibilities that professors handle on a daily basis. (Zebdi, 2003)

Similarly, the study of Draâou and Meziane, (2018) investigated occupational stress levels among university professors at the Relizane University Center (including both teaching and administrative faculty). The study concluded that administrative professors experience higher levels of stress compared to teaching professors, who experience moderate stress levels. This discrepancy is attributed to the additional administrative duties that lead to severe exhaustion. Moreover, administrative professors are more likely to suffer from psychological disorders such as severe anxiety, which sometimes results in aggressive behavior towards students over minor issues, such as talking with a classmate or arriving slightly late to a lecture. (Draâou & Meziane, 2018)

Another relevant study is that of Mellal and Mahrazzi (2018), which sought to assess burnout levels among university professors. Although the study found that burnout levels were moderate, it highlighted the significant work pressure professors endure, both pedagogically through supervision, teaching, and preparing course materials, academically with obligations such as conference participation, publishing research articles, and authoring academic books. Additionally, professors face structural challenges, such as poorly scheduled courses and overcrowded classrooms, which contradict the LMD (Licence-Master-Doctorate) system's pedagogical principles. (Mellal & Mahrazzi, 2018)

Furthermore, some professors face personal hardships, including working outside their home province, leading to difficulties in commuting, renting accommodations, or living away from their families all of which contribute to heightened burnout levels.

Lastly, the study by Brahkalia, Jellab, and Bounouika (2023) examined the correlation between burnout levels and psychosomatic symptoms among university professors at Mssila University. The findings revealed that professors

experiencing high levels of burnout also exhibited symptoms such as headaches, insomnia, and depression, indicating a strong link between psychological distress and physical health issues in academia. (Brahkalia et al, 2023)

It is evident from these studies that psychological occupational risks among higher education professors have negative consequences on their mental and physical health. Furthermore, these risks significantly impact their professional lives, directly affecting their performance quality, ability to excel, motivation to work, and sense of job security. Such risks manifest in symptoms that hinder academic and research activities.

With the growing psychological challenges faced by professors in higher education, their consequences are increasingly apparent, leading to negative behaviors such as frequent absences, reluctance to work, requests for leave, resistance to change, and disengagement from academic responsibilities. These behaviors, in turn, affect the quality of education.

Given these concerns, this study aims to explore the impact of psychological risks on higher education quality, through tackling the issue through the following research questions:

- What are the main psychological occupational risks faced by higher education professors?
- What are the negative effects of these psychological occupational risks on education quality?
- What are the key recommendations can be proposed to mitigate psychological occupational risks among higher education professors and reduce their impact on education quality?

2- Study Objectives

This study aims to achieve the following objectives:

- Identify the main psychological occupational risks faced by higher education professors.
- Examine the negative impacts of these psychological occupational risks on the quality of education.

- Propose a set of recommendations to reduce the psychological occupational risks among higher education professors and mitigate their negative effects on education quality.

3- Importance of the Study:

The current study derives its significance from the importance of the topic itself, as it sheds light on the major psychological occupational risks faced by higher education professors. It also draws attention to the negative consequences these risks have on the professors themselves, as well as the quality of the educational process. The importance of the study is summarized in the following points:

- The study is a scientific contribution to the Algerian library, as it highlights a critical issue that has not previously been explored in terms of the relationship between psychological occupational risks and education quality.
- It raises awareness among those responsible for higher education and the relevant ministry about the psychological risks faced by professors and the negative impact these risks have on their academic performance and the achievement of quality education.
- The study provides a set of proposals to help decision-makers in the higher education sector improve the working environment for professors, thereby enhancing the efficiency of higher education and ultimately ensuring quality education.

4- Operational Definitions of the Study:

4-1-Psychological Occupational Risks:

These refer to factors and influences surrounding higher education professors that have negative repercussions on their mental and physical health, extending their impact to their professional performance. In this study, psychological occupational risks are identified as stress, pressures, burnout, and other related factors.

4-2- Quality of Education:

Quality of education refers to the degree of excellence and innovation that determines the efficiency of the educational system and ensures the provision of

education that effectively meets the needs of students and society. It encompasses several dimensions, including curricula, educational environment, faculty competence, skills development, continuous assessment and improvement, learning outcomes, and student engagement. However, this study focuses specifically on the role of professors in ensuring education quality.

5-Theoretical Framework of the Study:

5-1-Psychological Occupational Risks:

This section highlights the concept of psychological occupational risks by reviewing relevant theoretical literature. It provides a concise synthesis of key perspectives on the topic and emphasizes the psychological risks associated with university professors.

5-1-1-Definition of Psychological Occupational Risks:

The definitions of psychological occupational risks in the workplace vary but generally converge on the idea that they are the result of poor working conditions, which negatively impact workers' psychological, physical, and social well-being.

For instance, Ben Amior defines psychological occupational risks as: "A set of work-related conditions that may cause harm to an employee's psychological and physical well-being, leading to long-term stress." (Ben Amior, 2023, p. 207)

Similarly, Kharoufa describes them as: "Aspects related to job structure, organization, management, and the surrounding social and environmental context that have the potential to cause physical, social, or psychological harm to workers." (Kharoufa, 2022, p. 784)

Moreover, Naqbil, Hosseini, and Al-Wazen view psychological occupational risks as: "Pressures arising from the implementation of institutional strategies, manifesting in various forms such as anxiety, violence, mental overload, poor communication, and other stressors that affect employees differently based on their position within the institution." (Naqbil et al., 2023, p. 18)

From these definitions, it can be concluded that psychological occupational risks are the outcome of organizational and social factors in the workplace that negatively impact employees' health. These risks are diverse and vary depending on the nature of each profession.

In this study, psychological occupational risks are defined as the factors and influences surrounding university professors that negatively affect their psychological and physical well-being, extending their impact to their professional performance. These risks include stress, pressure, burnout, and other related conditions.

5-1-2-Types of Psychological Occupational Risks Among University Professors:

Psychological occupational risks are diverse; however, this study focuses on occupational stress, job strain, and burnout, as they are the most prevalent stressors faced by university professors. These risks were identified based on previous studies and referenced in the research problem.

A. Occupational Stress:

Numerous definitions exist for occupational stress. According to Marnis and Ben Al-Hajj (2016), it is: "A set of internal influences affecting employees due to the interaction of organizational, social, and personal factors, leading to psychological, behavioral, and physical disorders that result in a deviation from their normal work performance." (Marnis & Ben Al-Hajj, 2016)

Similarly, the National Institute for Occupational Safety and Health (NIOSH) in the United States defines occupational stress as: "A painful emotional and physical response that occurs when job demands do not match the worker's needs, capabilities, or energy levels" (Haj Ali & Ben Abbou, 2020, p. 11).

Occupational stress arises from various interacting factors surrounding employees (professors) that subject them to work-related pressures. Several factors contribute to these pressures. According to Marnis and Ben Al-Hajj (2016), McGrath categorizes sources of occupational stress into three main types:

- Stress caused by the physical environment
- Stress resulting from the social environment
- Stress originating from an individual's ecological system

Thus, occupational stress among university professors stems from multiple sources, including:

- Physical factors (workplace conditions, workload)

- Institutional regulations (university policies and administrative requirements)
- Interpersonal relationships (collegial interactions and professional dynamics)
- Personal traits and individual differences, which significantly influence how a professor responds to stress.

Additionally, Catano et al. (2007) define occupational stress as: "A complex, multidimensional process resulting from a broad system of factors, where inputs, outputs, indirect assessment and adaptation activities interact." (Catano, et al., 2007, p. 08)

B. Job Strain

Job Strain refers to a set of external influences that cause psychological and behavioral changes of varying degrees in individuals, depending on their physical and personal capacities to adapt to these influences (From & Kawan, 2023, p. 56).

Ben Zeroual, (2013) further explains: "If stress exceeds an individual's adaptive capacity, it turns into a negative impact on the person and their environment, becoming a potential threat that disrupts natural balance. This condition, known as harmful stress, arises in cases of excessive response, painful adaptation, or repeated exposure to minor stressors." (Ben Zeroual, 2013)

C. Burnout

Maslach (1982) defines burnout as:

"A syndrome characterized by symptoms of nervous exhaustion, emotional depletion, depersonalization, and dissatisfaction with personal achievements in the workplace. These symptoms primarily affect individuals engaged in professions requiring direct interaction with people" (Madouri, 2021, p.484).

The World Health Organization (WHO) officially recognized burnout in 2019 and included it in the International Classification of Diseases (ICD) in 2022. The WHO defines burnout as:

"Chronic workplace stress that persists over time. It is not classified as a disease but rather as a state of exhaustion that depletes energy, reduces professional

efficiency, and fosters a negative attitude toward work and oneself" (Al-Fayez, 2022.p.74).

The exposure of university professors to psychological occupational risks, namely occupational stress, job strain, and burnout, inevitably leads to emotional and physical exhaustion. This state negatively impacts their professional competence, which in turn hinders the achievement of quality education.

5-1-3-Sources or Factors of Psychological Occupational Risks for University Professors:

Psychological occupational risks stem from multiple factors that contribute to their emergence. These include work organization and conditions, duration, available resources, interpersonal relationships with colleagues and superiors, and most importantly, the balance between personal and professional life (i.e., the professor's professional environment, social relationships, and psychological state) (Skeel, 2023). These factors can be categorized as follow :

- Factors related to job demands nature of the work, including monotony, workload, high work pace, frequent disruptions, inadequate physical conditions, and poor work organization.
- Factors related to employees' expectations of their job human resources policies within the institution, including lack of professional recognition, absence of appreciation, loss of identity, low wages, and unsuitable working hours. these factors can create an imbalance in the employee's overall life.
- Factors related to the employee's personal life conflicts and disputes with colleagues and supervisors, which can contribute to increased stress and emotional exhaustion.
- Factors related to social change challenges, lack of a stable social and economic environment, intense competition in the workplace, uncertainty about the institution's future, and ambiguous or unclear strategies (Bouzorane, 2024).

Psychological occupational risks stem from various and diverse sources but have a uniform impact on both the professor and the university institution. These factors can be categorized into personal, social, organizational, and

environmental factors, all of which influence the professor's mental well-being and professional performance.

5-2-Quality of Education:

Before defining quality in education, it is essential to establish a clear understanding of quality as a concept, given its complexity and the diverse interpretations presented by researchers in this field.

5-2-1-The Concept of Quality:

As previously mentioned, it is challenging to provide a comprehensive and definitive definition of quality due to its multi-dimensional nature. According to Plante (1998), quality is considered an ambiguous concept with multiple interpretations. Some define it as excellence, while others see it as conformity to specifications based on what is required or desired, another perspective considers as compliance with actual production outcomes.

Quality is often described as a "multi-dimensional, complex, and evolving concept" (CIAQES, Barouche, & Bouzid, 2012). Depending on the context, quality can be understood as:

- Adequacy to objectives (adéquation aux objectifs)
- Conformity of objectives (adéquation des objectifs)
- Continuous improvement (amélioration continue) (Bouzeid & Taglit, 2017)

Among these, the most widely accepted definition is "fitness for purpose", as highlighted by CIAQES (2012) and Barouche and Bouzid.

On the other hand, Harvey (2008) identified five key definitions of quality:

- Quality as excellence
- Quality as the ability to perform a task without errors
- Quality as functional efficiency
- Quality as profitability relative to costs
- Quality as the added value obtained (Boukalkoul, Khelif, & Bouras, 2013, p.6)

In general, the modern approach to quality adopts an integrative perspective, linking:

- Conformance quality (adherence to specifications)
- Design quality (how well a product or service is conceived)
- Performance quality (how effectively it meets user expectations)

This interdependent relationship ultimately influences user experience and satisfaction, shaping either a positive or negative perception (Sayed & Haddad, 2012, p. 4).

The International Organization for Standardization (ISO) defines quality as "a set of requirements that must be met in a product or process, ensuring that the method of fulfillment makes the process feasible" (Ben Farhat, 2020, p. 398).

5-2-2-The Concept of Quality in Higher Education:

Martin and Stella (2007) define quality in higher education based on two key principles:

- Adherence to standards and their application across all programs and institutions.
- Alignment with predefined objectives and efforts toward achieving them. (Martin & Stella. 2007)

Furthermore, quality in higher education is reflected in the alignment between educational outcomes and labor market demands. Achieving this balance depends on both material and non-material efforts made by universities to enhance the educational process. These efforts should generate knowledge, innovative thinking methods, and creative skills, which form the core foundation of the productive and creative process.

According to Ajal as cited by Mahdi Salah Al-Samarrai, quality in education encompasses the development of all elements of the educational process, including:

- University management and its relationship with its environment
- Regulations, policies, and legislative frameworks

- Teaching and learning resources, including laboratories, references, and instructional methods
- Learning spaces, schedules, and accessibility of education
- Assessment of all educational components, including evaluation criteria and procedures (Ajal, 2018, p .823)

The Quality Assurance Agency (QAA) in the United Kingdom defines quality in higher education as:

"The extent to which available educational opportunities help students achieve their academic degrees, ensuring appropriate and effective teaching, assessment, and learning experiences."(Farhoun & Ghorin, 2021, p .409).

Thus, quality in education can be understood as enhancing the educational process to achieve excellence while providing students with opportunities for success and growth.

5-2-3-Objectives of Quality in Higher Education:

According to Zrouqi and Ben Yahia (2022), the objectives of quality in higher education aim to achieve the following:

- Enhancing overall performance: This is accomplished by adopting a set of measures and adhering to multiple standards that define the required level of university performance, including students, faculty members, academic content, and the university environment.
- Graduating highly qualified students: This is a core objective of quality implementation in universities. Producing graduates with high-level skills and competencies directly contributes to societal development and supports sustainable progress.
- Achieving a distinguished status for the university: The success of a university in securing a prestigious and competitive position depends on its commitment to both global and national standards, whether in academic or administrative aspects. Such a status increases student enrollment and institutional reputation, leading to greater material and moral support. (Zrouqi & Ben Yahia, 2022)

5-3-The Negative Implications of Occupational Psychological Risks on the Quality of Higher Education:

The occupational psychological risks that the university professors face have negative repercussions on the quality of education. Among the most significant of these risks, as previously mentioned, are occupational stress, burnout, and work-related fatigue. These challenges result in weakened teaching performance, reduced ability to convey knowledge effectively, decreased motivation, and weak assessment students. Additionally, they negatively impact the ability to conduct high-quality scientific research.

According to El-Hassani (2021), the negative consequences of occupational stress on professors manifest in several dimensions:

- **Physiological Effects:** Many health issues arise from work-related stress, including cardiovascular diseases, high blood sugar, migraines, back pain, and other physical ailments.
- **Psychological Effects:** High levels of occupational stress are linked to anger, anxiety, depression, emotional instability, tension, boredom, mood swings, decision-making difficulties, and job dissatisfaction.
- **Behavioral Effects:** These effects appear in eating changes and sleeping patterns. Work-related frustration can lead to increased anxiety, which professors may attempt to alleviate through absenteeism, aggression, or resignation.
- **Social Effects:** Occupational stress contributes to workplace alienation, loss of motivation and efficiency, and strained relationships with colleagues and superiors.
- **Cognitive Effects:** These include poor concentration, memory disturbances, decreased motivation, and an inability to achieve outstanding performance. (El-Hassani, 2021, pp. 757-758)

According to Derrbal and Ben Zahi (2019), occupational stress has adverse effects on both the individual and the institution. Professors often experience recurrent workplace pressures, which, if not managed properly, result in negative physiological, psychological, and behavioral consequences. The severity of these effects varies depending on each individual's stress response mechanisms. (Derrbal & Ben Zahi, 2019)

- Physiological Effects: These include high blood pressure, heart attacks, diabetes, asthma, and chronic back pain, among other health complications.
- Behavioral Effects: Stress leads to changes in daily habits and behaviors, such as insomnia, excessive smoking, weight fluctuations, loss of appetite, aggression, and disregard for workplace rules.
- Psychological Effects: These manifest as a trust loss in others, anxiety, depression, pessimism, indifference, and frequent forgetfulness.

Furthermore, Froum & Kaouan (2023) identified additional negative effects of occupational fatigue on university professors, categorized as follows:

- Physical Symptoms: Including insomnia or excessive sleep, eating disorders, loss of energy, and generalized body pain.
- Emotional Symptoms: Such as mood swings, irritability, aggression, and depression.
- Behavioral Symptoms: Including appetite disturbances, excessive smoking, distrust of others, and unwarranted sarcasm. (Froum & Kaouan, 2023)

Additionally, Khouildi (2015) argued that occupational stress not only affects the professor but also impacts students and the entire academic system. He emphasized that professors experiencing stress make irrational decisions, which, in extreme cases, may even lead them to abandon their teaching careers altogether. (Khouildi, 2015)

Psychological burnout among university professors has significant negative effects on their creativity, problem-solving skills, sense of competence, and motivation to continue teaching. It also affects their professional development, innovation, ability to handle challenges, and ambition levels. Additionally, burnout lowers morale, reduces the quality of services that professors provide, and impairs their ability to organize and manage work effectively. Furthermore, its consequences extend to professors' health, social adaptation, attitudes, and relationships with others. (Al-Fayez. 2022).

According to Rashwan (2019), some of the most prominent effects of burnout among university professors include:

- Reduced sense of professional responsibility, leading to psychological exhaustion.
- Abandonment of idealism and increased negativity, often resulting in blaming others for failures.
- Decreased performance efficiency, frequent absenteeism, and a lack of job security and stability. (Rashwan, 2019)

Similarly, Bouqassa and Medour (2019) highlighted that burnout leads to:

- Frequent absenteeism and lateness, as constant work-related stress causes frustration and boredom, reducing professors' loyalty to their institutions and lowering their morale. In some cases, this results in resignations or career abandonment.
- Weakened communication among colleagues, where dysfunctional workplace interactions isolate professors, leading them to make poor decisions that impact their performance, personal lives, and the quality of education. (Bouqassa & Medour, 2019)

Ultimately, burnout not only affects individual professors but also diminishes the overall quality of higher education by lowering instructional effectiveness and weakening academic engagement.

Based on the analysis above, it is evident that exposure to occupational psychological risks among university professors negatively impacts the achievement of quality education. Some of the key consequences include :

- Decline in motivation, innovation, and creativity in teaching, leading to reduced interaction between professors and students.
- Inadequate preparation of course materials and failure to adopt new teaching methods.
- Inability to effectively guide students in their research projects, which negatively affects the quality of scientific research.
- Psychological and health-related issues affecting the professor's ability to conduct lectures effectively.
- Reduced effort in conducting outstanding and innovative research, ultimately lowering education quality.

- Poor communication among professors, leading to misunderstandings regarding assigned tasks.
- Decreased energy and enthusiasm, resulting in less contribution to improving education quality and a decline in research output.

CONCLUSION

The quality of education is based on several key criteria, including professors, students, universities, and academic programs. Achieving educational excellence requires a healthy environment free from factors that negatively impact the psychological and physical well-being of university professors. Among the most pressing occupational risks faced by higher education faculty are work-related stress, burnout, and psychological strain, which represent significant challenges in both their professional and personal lives. These risks directly affect teaching quality by diminishing motivation and lowering performance levels.

Therefore, it is essential to prioritize the mental health of professors and provide a supportive work environment, as this positively influences the educational process. Additionally, implementing various reforms and preventive measures to mitigate psychological occupational risks within the academic setting will enhance the quality of higher education.

Recommendations to reduce the negative impact of psychological risks on education quality:

- Improving working conditions by creating a supportive and pressure-free environment, reducing excessive administrative burdens, and providing moral and institutional support to professors.
- Encouraging a balance between professional and personal life to ensure well-being and reduce stress, achieved through effective time

management and prioritization between work and personal commitments.

- Organizing training and awareness programs for professors on the impact of psychological risks on their health, performance, and education quality. These programs should also equip them with strategies for coping with stress and adapting to workplace challenges.
- Enhancing workplace conditions to foster productive and innovative research, while offering incentives for academic excellence to boost motivation and job satisfaction.
- Promoting collaboration and knowledge exchange among faculty members to strengthen a sense of belonging and institutional loyalty, while adopting modern and effective management strategies to prevent workplace conflicts.
- Providing training workshops to help professors integrate modern technology into teaching, which can reduce workload, save time, and improve efficiency.

By implementing these measures, universities can significantly enhance the well-being of faculty members, leading to higher-quality teaching, research, and overall educational outcomes.

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