Available online at https://www.asjp.cerist.dz/en/PresentationRevue/85

Economic Researcher Review

ISSN: 2335-1748, EISSN: 2588-235X VOL 14,N^{O}1..(2026),PP 198-213

Managing Human Resources in Defiance of Occupational Stress: A Study of the Academic Context in Algerian Universities

***BOUZIDA Zahia*[1]**
[1] LARMHO Laboratory, University of Tlemcen
Associate Professor (Class A), University of Tizi Ouzou - Algeria

Zahia.bouzida@ummto.dz
0009-0005-1902-3530

***MALEK Nadir* [2]**
[2] LARMHO Laboratory, University of Tlemcen
Associate Professor (Class B), University of Tizi Ouzou - Algeria

nadir.malek@ummto.dz
0009-0009-7343-0398

***GHOMARI Souhila*[3]**
[3]LARMHO Laboratory, University of Tlemcen
Professor, University of Tlemcen - Algeria
souhila.ghomari@hotmail.com
0000-0003-4362-6540

Received:03 /13/2026; **Accepted:**06/21/2026 ;**Published:**06/30 /2026

Abstract :

The present article primarily aims to analyze the links between organizational factors, occupational stress, and the well-being of university teachers in the Algerian context in which the intensification of academic tasks, such as research and publications, and administrative duties, often aggravates psychosocial risks. Despite the growing international interest in occupational well-being in higher education, a critical research gap persists: quantitative empirical studies addressing the specific organizational determinants of stress among Algerian university faculty remain scarce, and existing work rarely integrates the dual role of occupational stress as both outcome and mediator within a unified analytical framework

This study is based on a quantitative survey that was conducted among Algerian university teachers, using a structured questionnaire that was mainly designed to assess the causes of stress as well as its various manifestations and effects on their well-being at work. The data collected were then analyzed using appropriate statistical methods.

The results show that the major sources of occupational stress are primarily the workload and administrative demands. They also suggest that perceived stress adversely affects job satisfaction and promotes the development of burnout symptoms. They equally reveal that younger and less experienced teachers exhibit greater vulnerability.

This research contributes to highlighting the organizational specificities of the Algerian university context. It also emphasizes the need to integrate stress prevention and the promotion of well-being at work into university human resource management policies.

Keywords: Occupational stress; Well-being at work; Human resource management; University teachers; Algerian university..

Jel Classification Codes :I23; J24; J28; O15.

How to cite this article by the APA method:

BOUZIDA, Z., MALEK, N. & GHOMARI, S. (2026). *Managing Human Resources in Defiance of Occupational Stress: A Study of the Academic Context in Algerian Universities.* Economic Researcher Review, Volume 14(01), Algeria: University of Skikda, pp198-213

This article is licensed under a Creative Commons Attribution-Non-Commercial 4.0 International license

Corresponding author: ***malek nadir****, Email:* nadir.malek@ummto.dz

1. Introduction.

It is widely acknowledged that the organizational and institutional transformations currently taking place in universities have profoundly altered the working conditions of teachers. Indeed, the intensification of teaching, research, and administrative activities and responsibilities, combined with numerous severe demands for academic performance, has contributed to the increasing exposure of university faculty to occupational stress (Kinman & Jones, 2008; Smith et al., 2018). According to Johnson & Hall (1988) and Maslach & Leiter (1997), this situation raises major issues not only for the mental health and well-being of faculty, but also for the performance and sustainability of university institutions.

Furthermore, the international scientific literature has extensively documented the negative effects of occupational stress on university professors. It has particularly highlighted a number of consequences, including burnout, decreased job satisfaction, and reduced academic performance (Maslach & Leiter, 1997; Winefield et al., 2003). Nevertheless, the work reported in the literature has mostly focused on Western contexts which are generally characterized by relatively structured human resource management systems and more developed institutional support mechanisms (Kinman & Wray, 2013).

Universities in the Algerian context operate within an environment that is characterized by a number of specific constraints, including overcrowded student bodies, limited material and human resources, and the exaggerated bureaucratization of academic activities. These factors are likely to amplify the sources of professional stress while reducing the effectiveness of mechanisms for preventing and addressing the psychological distress of faculty. In this regard, numerous empirical studies, conducted in Algeria, have highlighted high levels of stress among university professors, primarily linked to heavy workloads and administrative demands (Benabdeljalil et al., 2020; Bousenna & Khelifa, 2021). However, despite the urgency of these challenges, two critical gaps remain unaddressed in the literature: (1) the absence of validated quantitative models examining the mediating role of occupational stress between organizational constraints and well-being outcomes in the Algerian university context; and (2) the lack of studies integrating recent post-COVID transformations of academic work (Watermeyer et al., 2021; Sokal et al., 2020), which have further intensified workload and administrative demands. .

Furthermore, human resource management in Algerian universities often is primarily concentrated on administrative dimensions, to the detriment of developing a strategic approach that integrates mental health and workplace well-being as drivers of organizational performance. Despite this, the human resource management literature emphasizes that appropriate organizational practices can play a decisive role in reducing the occupational stress and improving the employee comfort at work (Ulrich, 1997; Rhoades & Eisenberger, 2002).

This research study falls within this perspective. It is primarily structured around the following question :

What are the main organizational and professional factors contributing to stress among Algerian university professors, and to what extent do these factors influence their well-being and mental health?

This research primarily aims to provide some answers to this problem based on a quantitative empirical study that was conducted with 175 university professors. It essentially seeks to contribute to a better understanding of occupational stress in the Algerian university environment and to provide some useful avenues for reflection on improving human resource management practices within higher education institutions in Algeria.

2. Literature Review

The literature review begins with an examination of the concept of workplace stress and its main theoretical perspectives.

2.1.Workplace Stress

Nowadays, it is common knowledge that workplace stress constitutes a major central issue in organizational psychology and in human resource management as well. In this context, Lazarus and Folkman (1984) revealed that stress generally results from a dynamic interaction between individuals and their environment when job demands exceed the perceived resources. Indeed, occupational stress can sometimes lead to adverse consequences, such as burnout, decreased job satisfaction, and reduced performance, at both the individual and organizational levels (Maslach & Leiter, 1997).

In this respect, the literature identifies various sources of workplace stress, including workload overload, lack of control, insufficient social support, and interpersonal conflicts (Cox & Griffiths, 1995). More recently, research on this topic has also highlighted the role of frequent organizational changes and increased performance demands in intensifying occupational stress (Ganster & Rosen, 2013).

The COVID-19 pandemic has further exacerbated these dynamics by forcing abrupt transitions to remote and hybrid teaching, dramatically increasing digital workload and blurring work-life boundaries (Watermeyer et al., 2021; Truzoli et al., 2021). Recent studies also point to the growing role of emotional exhaustion and perceived job insecurity as amplifiers of stress in academic settings (Sokal et al., 2020; Yin et al., 2022).

2.2.Human Resource Management

Human resource management (HRM) plays a crucial role in preventing and managing workplace stress. In this regard, Ulrich (1997) considers the human resource (HR) function as a strategic partner responsible for aligning people management practices with organizational objectives. It has also been shown that HRM practices, such as recruitment, training, skills development, performance appraisal, and recognition systems, contribute directly to supporting employees and reducing workplace tensions (Noe et al., 2017).

Likewise, the literature also highlights the importance of perceived organizational support, which acts as a protective factor against work-related stress and mitigates its adverse effects on employee well-being (Rhoades & Eisenberger, 2002). It should be emphasized that flexible work policies, combined with appropriate support programs, are highly important levers for more effective stress management (Quick & Henderson, 2016).

More recent contributions highlight the growing importance of digital well-being initiatives and the development of psychologically safe work climates as institutional responses to emerging stress factors (Nadinloyi et al., 2021; Parker et al., 2020).

2.3.Stress Management

Managing stress at work relies on an integrated approach that combines individual and organizational interventions. In this respect, Lazarus and Folkman (1984) conducted a research

study in which they distinguished between problem-focused and emotion-focused coping strategies. Managing stress at the organizational level involves reducing structural stress factors, clarifying roles, and improving internal communication (Karasek & Theorell, 1990).

Furthermore, numerous studies show that, in academic environment, pressure to publish, administrative burden, and lack of recognition, are major stress sources for teachers (Kinman & Wray, 2013). Therefore, targeted initiatives, such as reducing excessive workloads and promoting work-life balance, appear to be highly essential (Winefield et al., 2003).

2.4. Organizational Factors, Occupational Stress, and Well-being of University Faculty

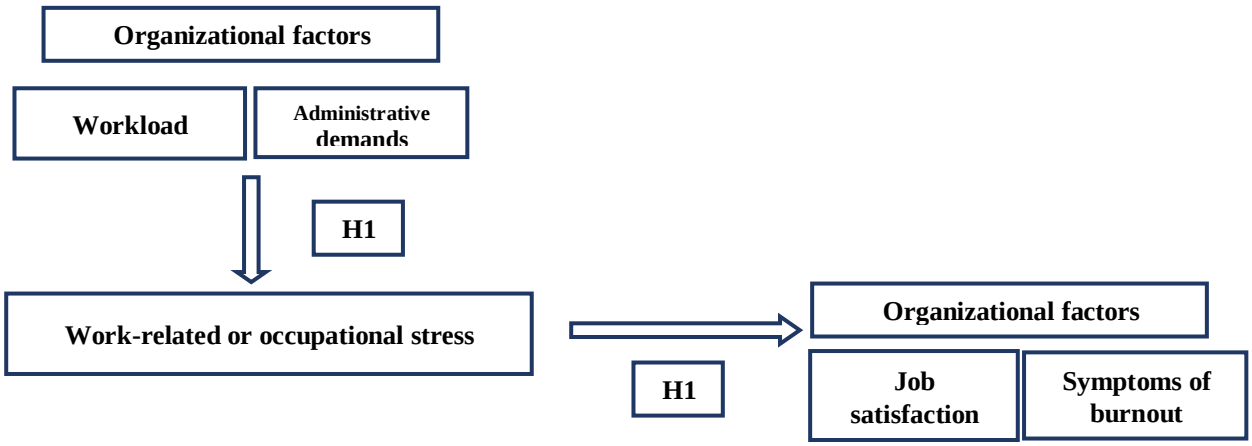
The literature generally converges on the idea that occupational stress among university faculty is largely influenced and controlled by organizational factors, including workload, administrative demands, and lack of institutional support (Kinman & Jones, 2008; Ganster & Rosen, 2013). It has been shown that when these factors are not appropriately addressed by human resource management policies, they can lead to adverse consequences, such as decreased job satisfaction and the onset of burnout symptoms, hence impacting psychological well-being of teachers (Maslach & Leiter, 1997).

It is worth emphasizing that these effects are particularly pronounced among younger or less experienced faculty members, who have more limited resources to cope with organizational constraints (Smith et al., 2018). From this perspective, it can therefore be asserted that it is highly important to implement an integrated approach to human resource management, aimed at reducing organizational stress factors and promoting well-being at work. This strategy constitutes the analytical framework within which the present empirical study, which was conducted with a number of Algerian university professors, is situated.

2.5.The conceptual model of research

Figure 1 depicts the conceptual model proposed in this work. It posits that organizational and professional factors, particularly workload and administrative demands, have a direct impact on the level of occupational stress among university professors. This workplace stress, in turn, acts as a major determinant of well-being and mental health, resulting in decreased job satisfaction and increased burnout symptoms. This model fits within an integrated approach to human resource management and workplace stress, which is well-suited to the Algerian university context.

Figure 1: Conceptual model



Source: Conducted by our own team

3. Methodological Approach and Research Protocol

A quantitative approach is implemented in this research. It primarily seeks to analyze the relationships between organizational factors, occupational stress, and well-being of Algerian university professors. This methodology is used essentially to externalize the phenomena under study and to test, through empirical observation, the hypotheses derived from the literature review, using appropriate statistical tools.

3.1.Hypotheses and Research Variables

Two main hypotheses, broken down into sub-hypotheses, were formulated based on the literature review and on the selected conceptual model.

Main Hypothesis H1

Organizational and professional factors have a significant impact on the occupational stress level among Algerian university professors.

• H1.1: The workload has a positive and significant effect on the occupational stress of Algerian university professors.

• H1.2: Administrative requirements have a beneficial and considerable impact on the occupational stress of Algerian university professors.

Main Hypothesis H2

Occupational stress has a substantial influence on the well-being and mental health of Algerian university professors.

• H2.1: Occupational stress has an adverse and important effect on the job satisfaction of Algerian university professors.

• H2.2: Occupational stress has a beneficial and significant effect on the onset of burnout symptoms among Algerian university professors.

The research uses one dependent variable and several independent variables, in accordance with the conceptual model and the formulated hypotheses, in accordance with a two-level causal logic.

Firstly, the occupational stress is considered as a dependent variable that is influenced by organizational and professional factors. Secondly, this same occupational stress becomes an explanatory variable that acts on the well-being and mental health of university professors.

Table 1: Operationalization of the research variables

Variable type	Variable	Dimensions / Indicators	Measurement method
Independent variables (H1)	**Workload**	Teaching workload, administrative workload, pressure associated with research and publication	Likert scale (1 = Never / 5 = Very often)
	Administrative demands	Bureaucratic tasks, administrative procedures, deadlines, excessive number of responsibilities	Likert scale (1 = Not at all / 5 = Extremely)
Dependent variable (H1) / Independent variable (H2)	**Occupational stress**	Physical symptoms (fatigue, headaches); Emotional symptoms (anxiety, irritability); Behavioral symptoms (disengagement)	Likert scale (1 = Never / 5 = Very often)
Dependent variables (H2)	**Workplace satisfaction**	Feeling of fulfillment; Motivation; Overall satisfaction with academic work	Likert scale (1 = Very dissatisfied / 5 = Very satisfied)
	Burnout symptoms	Emotional exhaustion; Chronic fatigue; Loss of professional enthusiasm	Likert scale (1 = Never / 5 = Very often)

Source: Conducted by our research team

3.2. Population and Sample

In this research, the population under study includes all university teachers working in higher education institutions in Algeria. This population was chosen owing to the nature of the research question that is primarily concentrated on analyzing the occupational stress and well-being in a university context which is mainly characterized by specific organizational constraints.

For the purpose of efficiently carrying out this empirical study, data were gathered from 175 university professors, from various higher education institutions. It is worth highlighting that university professors are a population that is highly subjected to multiple professional requirements, with a combination of diverse teaching, research, and administrative activities, which makes them a relevant subject for the analysis of the relationships between the organizational factors, occupational stress, and well-being at work.

Given the lack of comprehensive databases that could help to identify all university teachers throughout the nation, a non-probability purposive sampling strategy was adopted, targeting faculty members from multiple disciplines and institutions in order to capture diverse professional profiles and work situations. This approach was combined with a snowball technique to reach respondents across geographically dispersed campuses. The sample size of 175 respondents is statistically justified based on Cohen's (1988) power analysis: assuming a medium effect size ($f^2 = 0.15$), a significance level of $\alpha = 0.05$, and a statistical power of 0.80, a minimum sample of 119 is required

for a regression model with four predictors. The retained sample of 175 therefore exceeds this threshold, providing adequate statistical power and ensuring sufficient representativeness within the targeted population.

3.3.Data Collection Instruments

To carry out this investigation, a structured questionnaire was administered to university teachers, and the respondents' data were recorded. This questionnaire was established to measure, in a way that is consistent with the conceptual model and research hypotheses, organizational stress factors, occupational stress and its effects on the well-being and mental health of university professors.

The questionnaire includes three principal parts that correspond to the variables under investigation.

a) Assessing Organizational Stress Factors

The main organizational and occupational sources of stress are evaluated in the first section of the study. This section includes all items related to workload (teaching volume, course preparation, marking exam papers, pressure related to research and publication) as well as administrative requirements (bureaucratic tasks, administrative procedures, multiple responsibilities). The respondents were expected to specify the degree of impact of these different factors on their job-related stress using a five-point Likert scale.

b) Measuring Work-Related Stress

The perceived occupational stress is assessed in the second section of this survey. This section includes items measuring the physical, emotional, and behavioral symptoms of stress, like the fatigue, headaches, anxiety, irritability, insomnia, and lack of motivation towards work. Respondents reported the frequency of these symptoms on a Likert scale ranging from 1 (never) to 5 (very often).

c) Measuring the Impact of Stress on Well-being

The consequences of occupational stress on the well-being and mental health of university teachers are analyzed in the third section. It assesses the job satisfaction as well as the burnout symptoms through items associated with emotional exhaustion, professional motivation, and perceived work performance. All responses were rated using a five-point Likert scale.

d) Reliability and Validity of the Instrument Used

The content of the questionnaire was validated by a panel of experts in work psychology and educational sciences, in order to ensure its relevance and clarity. Cronbach's alpha coefficient was used to assess the reliability of the scales and the results obtained showed a good internal consistency of the instrument used in the survey, with an overall alpha coefficient of 0.89, which confirms the reliability of the measurements used in this study.

Table 2: Reliability and validity of the measurement instrument

Dimensions / Variables	Number of items	Cronbach's Alpha
Workload	**6 items**	≥ 0.70
Administrative requirements	**5 items**	≥ 0.70
Job-related stress	**10 items**	≥ 0.80
Job satisfaction	**5 items**	≥ 0.70
Burnout symptoms	**6 items**	≥ 0.80
Global instrument	**32 items**	**0.89**

Source: Conducted by our team

3.4.Data Analysis

It was deemed appropriate to employ the statistical software package SPSS for the processing of the collected data. First, a number of descriptive statistical analyses were performed with a view to characterize the study population and examine the distribution of the research variables as well. Afterwards, correlational analyses and linear regressions were utilized to test the developed hypotheses and to analyze the relationships between organizational factors, occupational stress, and well-being and mental health indicators.

The analytical approach adopted helps to assess the nature and intensity of the relationships between the independent and dependent variables, while guaranteeing consistency between the conceptual framework, the research hypotheses, and the empirical results obtained. It also provides a substantial empirical basis that may employed to elucidate the results and make recommendations regarding stress management in the Algerian university context.

4. Analysis of Empirical Results

The analysis of empirical results begins with a description of the characteristics of the study participants.

4.1.Description of Participants

The demographic characteristics presented in Table 3 explicitly show that the sample consists of university professors having important professional experience, and belonging to different age groups. This diversity is highly important as it allows considering varied profiles as concerns career paths which are likely to influence the perception of stress and the adaptation mechanisms mobilized.

Table 3: Demographic Characteristics of Participants

Characteristic	Measure
Age	Average = 42 years; Standard deviation = 5.3 years
	Age range : 28 - 60 years
Sex	Men : 55% ; Women : 45%
Professional Experience	Average = 15 years; Standard deviation = 3.8 years
	Professional experience range : 5 - 30 years

Source: Created by our team using data obtained from SPSS21.

The relatively balanced distribution between men and women helps to avoid or limit the gender bias in the analysis of occupational stress and its impact on well-being. Furthermore, the average level of seniority observed indicates that the respondents are sufficiently familiar with the academic profession demands, which strengthens the relevance of their responses regarding the organizational factors and professional constraints under study.

It may therefore be stated that, overall, the above characteristics give the sample a satisfactory fit with the research objectives. They also provide a relevant empirical basis for analyzing the relationships between organizational factors, occupational stress, and the well-being of university professors.

4.2. Descriptive and Interpretive Analysis

Table 2 provides the descriptive statistics which reveal an overall high level of perceived stress among university professors, in terms of symptoms of stress and in respect of the organizational factors causing this stress.

Table 4: Descriptive Statistics for the Symptoms, Causes, and Consequences of Stress

Domain	Measure	Average	Standard Deviation
Symptoms of Stress	Fatigue	4.2	0.8
	Headache	3.8	0.6
	Irritability	4.0	0.7
Causes of Stress	Workload	4.5	0.9
	Administrative Requirements	4.2	0.7
	Relations with Colleagues	3.9	0.8
Consequences of Stress	Job Satisfaction	3.6	0.7
	Productivity	3.8	0.6
	Burnout symptoms	4.1	0.8

Source: Compiled by our team using data obtained from SPSS21

The findings clearly indicate that manifestations of stress are quite frequent. They affect both the physical and emotional dimensions, indicating that the university teacher is continuously exposed to professional constraints.

Furthermore, the organizational factors appear to be major sources of stress, which confirms the significant burden of requirements associated with the organization of university work. This configuration suggests that the teachers' stress is primarily associated with structural constraints rather than individual or relational factors. This strengthens the relevance of the conceptual model that is centered on organizational determinants.

As regards the consequences of stress, the descriptive results focus attention on a significant impact on professional well-being, which mainly characterized by a decline in job satisfaction and the emergence of signs of burnout. These findings give emphasis to the existence of a potential relationship between professional stress and teachers' mental health, hence validating the use of inferential analyses for the examination of the relationships between the variables under study more thoroughly and more comprehensively.

4.3.Inferential Analysis

Correlational analyses and linear regressions were performed for testing the research hypotheses. These analyses primarily aim to examine the nature, intensity, and direction of the relationships between organizational factors, occupational stress, and university faculty well-being indicators. They also allow for the assessment of the statistical significance of the observed relationships, in accordance with the formulated hypotheses.

4.3.1. Correlation Tests

The results of the correlation analyses confirm the existence of positive and statistically significant relationships between organizational factors and occupational stress among university faculty.

Table 5: Correlation Tests Results

Correlated variables	Coefficient r	Significance (p)
Workload – Stress Symptoms	0.62	< 0.001
Administrative requirements – Well-being	0.48	< 0.01

Source: Conducted by our team

The findings suggest that the workload appears to be strongly linked to the stress symptoms, while the administrative requirements exhibit a significant relationship with the impact of stress on the well-being of teachers. These results indicate that the intensification of organizational constraints occurs with an increase in perceived stress and its adverse effects, which is consistent with the theoretical framework used and fully justifies further explanatory analyses.

4.3.2. Regression Tests

The relative contribution of different stressors to the onset of burnout symptoms was investigated by carrying out a multiple regression analysis.

Table 6: Multiple Regression Results

Explanatory variables	Coefficient β	Significance (p)
Workload	β =0.41	< 0.05
Relationships with colleagues	β =0.29	< 0.05
Age	β =0.07(n.s.)	> 0.05
Professional experience	β =0.05 (n.s.)	> 0.05

Source: Conducted by our team

The findings indicate that workload and difficult professional relationships are significant burnout predictors.

The overall regression model explains 47% of the variance in burnout symptoms ($R^2 = 0.47$; $F = 21.3$; $p < 0.001$), confirming the substantial explanatory power of the organizational variables.

This confirms the fundamental role of organizational constraints in the degradation of the mental health of university teachers. On the other hand, sociodemographic variables, such as age

and professional experience, turn out to have no significant effect. This suggests that stress and burnout are more closely linked to working conditions than to personal characteristics.

These findings also provide indirect evidence for a mediating role of occupational stress between organizational factors and well-being outcomes, a relationship that future studies should confirm through formal mediation analysis (Baron & Kenny, 1986; Hayes, 2013).

4.3.3. Identification of Vulnerable Groups

The analysis of subgroups reveals the existence of teacher profiles particularly exposed to occupational stress.

Table 7: Groups Vulnerable to Occupational Stress

Criteria	Vulnerability level
Age < 35 years	High
Experience < 10 years	High
High workload	High
Limited organizational resources	High

Source: Conducted by our team

It is found that younger teachers and those with limited professional experience exhibit higher levels of stress and burnout, which may be explained by a reduced capacity to adapt to the academic profession requirements. Furthermore, teachers working in organizational environments characterized by a heavy workload and limited resources also seem to be more vulnerable, which highlights the fundamental role of the work environment in the development of occupational stress.

5. Discussion of Results and Contributions of the Research

This section provides an interpretation of the results in light of the existing literature and the research hypotheses.

5.1.Interpretation of Results

This study's results give in-depth insights into the dynamics of occupational stress in the Algerian university environment and also allows examining and discussing the hypotheses formulated in light of empirical data and existing literature.

a) Confirmation of Hypothesis H1 and Subhypotheses H1.1 and H1.2

The empirical results confirm the first main hypothesis (H1) according to which organizational and professional factors have a significant influence on the professional stress of Algerian university teachers. Indeed, correlation analyses reveal positive and statistically significant relationships between organizational factors and perceived stress.

More specifically, subhypothesis H1.1, which assumes a positive effect of workload on occupational stress, is confirmed by a high and importaant correlation between these two variables ($r = 0.62$; $p < 0.001$). Similarly, subhypothesis H1.2, concerning the influence of administrative demands, is also corroborated by a positive and significant relationship with stress and well-being indicators ($r = 0.48$; $p < 0.01$).

These results are in good agreement with those reported in previous studies that identify work overload and administrative pressure as major determinants of occupational stress among university teachers (Smith et al., 2018; Kinman & Wray, 2013). However, it is important to highlight that, unlike some studies conducted in Western contexts that emphasize academic perfectionism, the results obtained clearly underscore the predominant role of structural organizational constraints in the Algerian university context.

b) Confirmation of Hypothesis H2 and Sub-hypotheses H2.1 and H2.2

The second main hypothesis (H2), which assumes that occupational stress has a significant influence on the well-being and mental health of Algerian university teachers, is also confirmed by the empirical results.

Sub hypothesis H2.1, which supposes a negative effect of occupational stress on job satisfaction, is corroborated by regression analyses which demonstrate a significant negative relationship between these two variables ($\beta < 0$; $p < 0.05$). Furthermore, sub hypothesis H2.2, regarding the positive effect of occupational stress on the onset of burnout symptoms, is substantiated by a significant contribution of both stress and workload to the prediction of burnout ($\beta > 0$; $p < 0.05$). These results are consistent with the findings of Maslach and Leiter (1997) and Winefield et al. (2003), which highlight the detrimental effects of occupational stress on the mental health, motivation, and engagement of teachers.

It can consequently be said that, overall, the statistical evidence obtained corroborate all the hypotheses and sub hypotheses formulated. They enhance the relevance of the proposed conceptual model in which occupational stress plays a pivotal mediating role between organizational factors and the well-being of university teachers. These findings underscore the need to rethink and reconsider human resource management practices in Algerian universities, while giving priority attention to reducing organizational constraints and improving working conditions conducive to mental health.

5.2.Comparison with Previous Studies

Comparing the results of this research with those of several previous studies reveals both convergences and contextual specificities. Similarly to many international studies, the results obtained corroborate that the professional stress experienced by university teachers is strongly associated with high workload demands, giving this issue a broad scope that extends beyond the national contexts.

Nevertheless, it is important to note that this study stands out due to its focus on the organizational and structural constraints that are specific to the Algerian university environment. While several studies conducted in Western contexts place more emphasis on individual or competitive factors, such as pressure to achieve scientific performance or peer competition, the results obtained emphasize the crucial role of organizational conditions, particularly the administrative burdens and the limited availability of institutional resources.

Moreover, the conclusions of this research are found quite consistent with the findings of the meta-analysis previously carried out by Jones et al. (2020), which highlights the universal nature of workload as a stress factor for university teachers.

From a critical perspective, it is important to acknowledge that while the results are statistically significant and internally consistent, they reveal a pattern that is relatively predictable from existing theory workload and administrative burden cause stress, which in turn reduces well-being. The scientific novelty of the contribution therefore lies less in the direction of these relationships than in their empirical quantification within a specific and underexplored institutional context. Furthermore, the cross-sectional design limits causal interpretation: the observed associations, however robust, cannot be interpreted as definitive causal pathways without longitudinal or experimental evidence. Future research should also systematically examine moderating variables such as institutional support quality, teaching discipline, or contract type, which may significantly alter the stress-well-being relationship. Finally, the absence of formal mediation testing (e.g., through structural equation modelling or the Process macro) represents a limitation that partially constrains the theoretical contribution of the study.

However, it should be noted that the proposed analysis enhances this viewpoint by showing that the intensity and nature of stress sources can change depending on the institutional contexts, hence emphasizing the necessity to adopt differentiated approaches to managing workplace stress.

5.3. Implications for Human Resource Management

The findings of this study clearly indicate that Algerian universities ought to adopt a more strategic approach to human resource management, explicitly integrating the dimension of well-being at work. From this point of view, human resources management policies must move beyond a purely administrative approach and concentrate instead on preventing psychosocial risks and improving teachers' working conditions in a sustainable manner.

The implementation of organizational support mechanisms, such as mentoring, coaching, or professional development programs, represents a major lever for action. These mechanisms are widely recognized for their effectiveness in reducing stress and strengthening teachers' resilience (Brown et al., 2019). These systems also help encourage professional integration, especially for younger or less experienced teachers.

It was also revealed that investing in the development of managerial and psychosocial skills is a central issue. In addition, targeted training initiatives, focusing essentially on time management, communication, and stress prevention, can contribute to improving management practices for both teachers and university administrators. These initiatives contribute to creating a more structured and supportive work environment.

In conclusion, promoting a positive organizational culture, based on recognition of work accomplished, balance between professional and personal life, and internal communication, seems to be a crucial factor in supporting teacher’s well-being. In this regard, the work performed by Garcia et al. (2020) highlights the significance of organizational climate in quality of work life and professional engagement and commitment.

Therefore, incorporating all these guidelines into their human resource management policies certainly allows Algerian universities to contribute sustainably to improving teacher well-being, while at the same time strengthening the quality of teaching and research.

6. Conclusion

The primary purpose of this research was to analyze the organizational determinants of job stress and to examine their effects on the well-being and mental health of university teachers in Algeria. Hence, by adopting a quantitative approach, the study allowed highlighting the central role of workload and administrative demands in the development of occupational stress. It also emphasized the significant impact of occupational stress on job satisfaction and on the appearance of burnout symptoms. The findings also revealed further vulnerability among younger and less experienced teachers, which underscores the existence of inequalities in dealing with stress within the teaching profession.

From a scientific perspective, this research contributes to enriching the literature on work-related stress in a university setting by providing a contextualized analysis of the Algerian case, which remains relatively unexplored in empirical studies. It also highlights the importance of organizational and institutional factors in understanding workplace stress, thus confirming the pertinence of an integrated approach that associates human resource management, mental health, and academic performance.

From a managerial perspective, the findings emphasize the need for Algerian universities to adopt more proactive human resource management policies that incorporate the prevention of psychosocial risks and the promotion of well-being at work as well. Furthermore, streamlining administrative tasks, supporting teachers at the beginning of their careers, and developing organizational support mechanisms are proving to be essential levers for the sustainable improvement of working conditions and professional commitment and engagement.

Nevertheless, this study still has a number of limitations. For instance, its cross-sectional nature does not allow for the establishment of definitive causal relationships between the different variables under study, and self-reported data may be subject to perceptual biases.

Furthermore, although the sample is quite significant, generalization of the results to other institutional or cultural contexts should be considered with high caution.

The above limitations open up interesting avenues for this research topic. Longitudinal studies could be performed to analyze the evolution of teacher stress and well-being over time. In addition, qualitative or comparative approaches could provide a more nuanced understanding of the underlying mechanisms and contextual specificities. Furthermore, the empirical assessment of stress management intervention programs would also constitute a relevant extension of this work.

Ultimately, a major strategic challenge for Algerian universities would be to promote healthy and supportive working environments for university teachers. Moreover, investing in the well-being of these major stakeholders not only preserves their mental health but also sustainably enhances the quality of higher education and research.

7. Bibliographical References

- Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology, 51*(6), 1173–1182. https://doi.org/10.1037/0022-3514.51.6.1173

- Benabdeljalil, S., Ziani, H., & Moussaoui, A. (2020). Workload and job stress among university teachers in Algeria: A case study. *Journal of Educational Sciences*.
- Bousenna, L., & Khelifa, R. (2021). Stress and mental health of university teachers in Algeria: Findings from a nationwide survey. *Algerian Journal of Education and Research*.
- Brown, J., Wilson, S., & Garcia, M. (2019). Human resource management practices in education: A comprehensive review. *Educational Administration Quarterly, 55*(4), 589–612.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Lawrence Erlbaum Associates.
- Cohen, S., & Wills, T. A. (1985). Stress, social support, and the buffering hypothesis. *Psychological Bulletin, 98*(2), 310–357.
- Cox, T., & Griffiths, A. (1995). The nature and measurement of work-related stress: Theory and practice. In J. Wilson & N. Corlett (Eds.), *Evaluation of human work: A practical ergonomics methodology* (2nd ed., pp. 783–803). CRC Press.
- Dua, J. K. (1994). Job stressors and their effects on physical health, emotional health, and job satisfaction in a university. *Journal of Educational Administration, 32*(1), 59–78.
- Ganster, D. C., & Rosen, C. C. (2013). Work stress and employee health: A multidisciplinary review. *Journal of Management, 39*(5), 1085–1122.
- Garcia, R., Martinez, E., & Lopez, A. (2020). Organizational climate and employee well-being in universities: A cross-national study. *Journal of Organizational Behavior, 38*(2), 201–218.
- Gignac, M. A. M., Kelloway, E. K., & Gottlieb, B. H. (2000). The impact of caregiving on employment: A mediational model of work-family conflict. *Canadian Journal on Aging, 19*(4), 489–512.
- Guglielmi, R. S., & Tatrow, K. (1998). Occupational stress, burnout, and health in teachers: A methodological and theoretical analysis. *Review of Educational Research, 68*(1), 61–99.
- Hayes, A. F. (2013). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach*. The Guilford Press.
- Johnson, J. V., & Hall, E. M. (1988). Job strain, workplace social support, and cardiovascular disease: A cross-sectional study of a random sample of the Swedish working population. *American Journal of Public Health, 78*(10), 1336–1342.
- Jones, D., Miller, E., & White, L. (2020). A meta-analysis of stress factors among university teachers worldwide. *International Journal of Educational Research, 78*, 112–125.
- Karasek, R. A., & Theorell, T. (1990). *Healthy work: Stress, productivity, and the reconstruction of working life*. Basic Books.
- Kinman, G., & Jones, F. (2008). Effort-reward imbalance, over-commitment and work-life conflict: Testing an expanded model. *Journal of Managerial Psychology, 23*(3), 236–251.
- Kinman, G., & Wray, S. (2013). *Higher stress: A survey of stress and wellbeing among staff in higher education*. University and College Union.
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer Publishing Company.
- Maslach, C., & Leiter, M. P. (1997). *The truth about burnout: How organizations cause personal stress and what to do about it*. Jossey-Bass.
- Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2017). *Human resource management: Gaining a competitive advantage* (10th ed.). McGraw-Hill Education.
- Parker, S. K., Knight, C., & Keller, A. (2020, July 30). Remote managers are having trust issues. *Harvard Business Review*. https://hbr.org/2020/07/remote-managers-are-having-trust-issues
- Quick, J. C., & Henderson, D. F. (2016). Occupational stress: Preventing suffering, enhancing wellbeing. *International Journal of Environmental Research and Public Health, 13*(5), Article 459. https://doi.org/10.3390/ijerph13050459

- Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology, 87*(4), 698–714.
- Smith, A., Johnson, B., & Brown, C. (2018). The impact of workload on stress levels among university lecturers in Western Europe. *Journal of Higher Education, 45*(3), 321–335.
- Smith, C. A., Segal, R., & Robinson, L. (2018). *Burnout prevention and treatment*. HelpGuide. https://www.helpguide.org
- Sokal, L., Trudel, L. E., & Babb, J. (2020). Canadian teachers' motivation to continue teaching during the COVID-19 pandemic. *International Journal of Educational Research Open, 1*, Article 100016. https://doi.org/10.1016/j.ijedro.2020.100016
- Truzoli, R., Pirola, V., & Conte, S. (2021). The impact of risk and protective factors on online teaching experience in high school Italian teachers during the COVID-19 pandemic. *Journal of Computer Assisted Learning, 37*(4), 940–952. https://doi.org/10.1111/jcal.12533
- Ulrich, D. (1997). *Human resource champions: The next agenda for adding value and delivering results*. Harvard Business School Press.
- Watermeyer, R., Crick, T., Knight, C., & Goodall, J. (2021). COVID-19 and digital disruption in UK universities: Afflictions and affordances of emergency online migration. *Higher Education, 81*(3), 623–641. https://doi.org/10.1007/s10734-020-00561-y
- Winefield, A. H., Gillespie, N., Stough, C., Dua, J., Hapuararchchi, J., & Boyd, C. (2003). Occupational stress in Australian university staff: Results from a national survey. *International Journal of Stress Management, 10*(1), 51–63.
- Yin, H., Huang, S., & Wang, W. (2016). Work environment characteristics and teacher well-being: The mediation of emotion regulation strategies. *International Journal of Environmental Research and Public Health, 13*(9), Article 907. https://doi.org/10.3390/ijerph13090907