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RESEARCH ARTICLE 

A Comprehensive Assessment of Quality of Work Life Indicators among Primary School Teachers: An Empirical Study at Teriaa Messaoud School, Annaba

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Abstract

The quality of work life (QWL) has emerged as a critical determinant of employee well-being, organisational effectiveness, and institutional sustainability, particularly within the education sector. Teachers, as the cornerstone of the educational process, are directly influenced by the conditions under which they work, which in turn affects their performance, motivation, and commitment. This study aims to examine and analyse the key indicators of quality of work life among primary school teachers at Teriaa Messaoud School in Annaba, Algeria. The study focuses on four central dimensions of QWL: promotion and career advancement opportunities, perceptions of distributive justice, job satisfaction, and the balance between personal and professional life. A descriptive research design was adopted to achieve the study's objectives, employing a structured questionnaire as the primary data collection instrument. The research sample consisted of 17 primary school teachers selected from Teriaa Messaoud School. The findings reveal that the selected indicators of quality of work life are present to a moderate-to-positive degree among the teachers surveyed. Promotion and career advancement opportunities were perceived as limited but meaningful, while perceptions of distributive justice and job satisfaction demonstrated a generally favourable trend. Additionally, the results highlight the importance of work-life balance in sustaining teachers' psychological well-being and professional engagement. The study underscores the necessity of adopting comprehensive quality of work life programmes as a long-term strategic approach to enhancing teacher satisfaction, organisational commitment, and educational effectiveness within primary schools.

Citation

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Introduction:

The school is one of the most important socialisation institutions, responsible for the educational, social, psychological and scientific preparation of young people, so that they can rely on it in the future and be ready to take on responsibilities across various sectors. To achieve these goals, it is essential for educational institutions to prioritise their resources, particularly human resources in the form of teachers, as they play a key role in the educational process. The success of education is tied to their success. Therefore, it is necessary to improve the work environment to meet teachers' material, psychological and social needs and desires within the professional context, while also enhancing their quality of working life. This will help to strike a balance between teachers' desires and job requirements, thereby contributing to the achievement of the school's objectives. Quality of work life is considered one of the most important scientific terms within the fields of management and organisational behaviour. It emerged in the 1970s, when organisations began to pay more attention to developing their work environments and improving their employees' working lives. This can be achieved by improving material working conditions, focusing on health and safety, ensuring employee well-being, fostering feelings of satisfaction and happiness, promoting fairness and career advancement, and encouraging participation in decision-making processes. The presence of quality of work life in the professional environment is indicated by all these factors being realised.

1. Problem statement:

Regardless of their activities, organisations strive to develop themselves in order to keep pace with rapid changes in the external environment, thereby gaining a competitive advantage and achieving their goals. Among these are educational institutions that attempt to create an organisational climate that fosters work and creativity among primary school teachers. This can be achieved by improving various organisational, material, psychological and social factors. These include ensuring promotion and career advancement, achieving distributive justice, enhancing feelings of satisfaction and happiness, and helping teachers to achieve a balance between their personal and professional lives. Other improvements include increasing salaries and rewards, providing training to enhance qualifications and abilities, improving material working conditions such as adequate lighting, ventilation and heating in classrooms, minimising noise, enhancing health and safety at work, providing housing and increasing rest periods. This also includes managing working hours, developing educational content that aligns with current developments, and embracing the rapid technological advances that now require remote learning (e-learning), using technological tools that deliver educational content efficiently and effectively. All of these measures contribute to improving the quality of work life for primary school teachers. It is a long-term programme aimed at creating an ideal work environment and improving the professional lives of teachers. This enhances their satisfaction, loyalty and attachment to these institutions and improves their motivation to achieve goals.

El-Demerdash argues that the importance of quality of work life does not merely stem from the initiation of programmes and the achievement of various outcomes with differing positive impacts on organisations depending on their specific circumstances. If it is revisited only when organisational phenomena yield desirable effects for either the organisation or the employees, it loses its true essence and lasting impact. Quality of work life is truly important when it becomes part of the organisational culture and a lifestyle that drives the organisation during planning, budgeting and decision-making. (El-Demerdash, 2018, p. 16).

In the same context, Teriaa Messaoud School in Annaba is one of the educational institutions striving to improve quality of work life for its staff, particularly teachers, by implementing a systematic plan to create a suitable work environment that meets their material and psychological needs. This is reflected in their positive responses to the institution, as evidenced by certain indicators impacting overall performance and helping to achieve the institution's objectives. We seek to prove or disprove the existence of these indicators among the teachers at this school, which embodies the general objective of the study. This prompts us to ask the following central question:

Are there indicators of quality of working life among primary school teachers at Teriaa Messaoud School in Annaba?

This central question gives rise to the following sub-questions:

1. Are there any opportunities for career advancement or promotion for primary school teachers at Teriaa Messaoud School in Annaba?
2. Is distributive justice observed among primary school teachers at Teriaa Messaoud School in Annaba?
3. Do primary school teachers at Teriaa Messaoud School - Annaba feel satisfied?
4. Is there a balance between the personal and professional lives of primary school teachers at Teriaa Messaoud School in Annaba?

2. Study hypotheses:

2.1 General hypothesis:

There are indicators of work-life quality among primary school teachers at Teriaa Messaoud School in Annaba.

2.2 Sub-hypotheses:

- Primary school teachers at Teriaa Messaoud School - Annaba have access to promotion and career advancement opportunities.
- There is distributive justice among primary school teachers at Teriaa Messaoud School in Annaba.
- Primary school teachers at Teriaa Messaoud School - Annaba are satisfied with their work.
- Primary school teachers at Teriaa Messaoud School - Annaba have a balance between their personal and professional lives.

3. Importance of the study:

The importance of our study lies in the significance of its topic: the indicators of work-life quality among primary school teachers at Teriaa Messaoud School in Annaba. This topic is important for academic research, libraries and educational institutions.

3.1 Scientific importance:

Supporting libraries by providing a study that addresses the highly relevant topic of quality of work life indicators. This topic is pertinent to students, researchers and professional circles, especially in the field of education.

- Identifying the most important indicators that demonstrate the existence and measure the level of quality of work life among teachers, thereby promoting their psychological stability and job security.
- Achieving more accurate and objective results through this study that can be generalised and serve as a foundation for subsequent research.

3.2 Practical importance:

- Raising awareness of quality of work life indicators among teachers in professional settings and simplifying the concept in practice to help alleviate professional pressures such as occupational stress.

Highlighting the importance of improving school work environments to achieve quality of work life for teachers in primary schools by enhancing salaries, developing educational content and improving classroom conditions.

Providing a proposed framework for primary schools that aligns teachers' desires and aspirations with job requirements to result in professional compatibility, loyalty, organisational trust and increased performance effectiveness. This contributes to achieving institutional goals and the success of the educational process.

4. Operational definition of terms:

4.1 Quality:

The overall level achieved in primary schools after the fulfilment of various interconnected indicators, as perceived by teachers.

4.2 Quality of work life:

A long-term plan aimed at creating an ideal work environment for primary school teachers. This environment is characterised by material and moral factors that have a positive effect on teachers, leading to feelings of satisfaction and job security. This, in turn, results in improved performance levels and the achievement of institutional goals.

4.3 Indicators of quality of work life:

A set of criteria relating to primary school teachers' work and personal lives.

4.3.1 Promotion and career advancement:

This is an organisational process involving teachers moving to a higher rank within their career path in the school, resulting in an increased salary and greater job responsibilities.

4.3.2 Distributive justice:

The extent to which primary school teachers perceive the distribution of salaries, rewards and job responsibilities by the administration as fair.

4.3.3 Sense of satisfaction:

A subjective state experienced by the teacher involving feelings of comfort and well-being regarding their work environment, professional path, personal life and self-acceptance and acceptance of their colleagues.

4.3.4 Balance between personal and professional life:

The teacher's ability to achieve harmony between their personal desires and job requirements.

4.4 Primary school teachers:

Teachers who practise teaching in the first and second stages of primary education.

5. Previous studies:

5.1 Hohou and Yahiaoui (2022): "Quality of Life in the Algerian School from the Teachers' Perspective": A Field Study on a Sample of Primary, Middle and Secondary School Teachers in Biskra Province.

The study aimed to reveal the extent to which quality of life is achieved in the Algerian school system from the teachers' perspective. A descriptive method was employed, alongside a questionnaire as a data collection tool, which was administered to a purposive sample of 101 teachers distributed across three educational institutions. The study concluded that the quality of school life, in terms of educational relationships and pedagogical quality, is not as high as required in Algerian schools, according to teachers. (Hohou & Yahiaoui, 2022, pp. 69–86).

5.2 Study by Osman (2023): titled 'The Role of Quality of Work Life Indicators in Enhancing Human Resource Performance' — a case study of the General Cable Manufacturing Company in Biskra.

This study aimed to clarify the concept of quality of work life and its indicators in management science, as well as identifying the extent to which these indicators are present in the cable manufacturing company in Biskra. A descriptive method was employed and a questionnaire was used to collect data from a purposively selected sample of 57 executives. The study reached the following results:

The level of availability of quality of work life indicators at the General Cable Manufacturing Company in Biskra is high.

There is a strong positive correlation, statistically significant at the 0.05 level, between quality of work life and its indicators. (Osman, 2023, pp. 284-301).

First section: The Nature of Quality of Work Life

First Requirement: Concept of Quality of Work Life

Subtle defined it as follows: 'The maximum degree to which employees can meet their significant desires and needs' (Al-Anzi & Saleh, 2009, p. 38). (Al-Anzi & Saleh, 2009, p. 38).

Gayathiri and Lalitha, on the other hand, see it as: 'The extent to which the workplace provides appropriate conditions and an environment that enhances job satisfaction by offering rewards, job security and growth opportunities' (Gayathiri & Lalitha, 2013, p. 4). (Gayathiri & Lalitha, 2013, p. 4).

From these definitions, we can derive an operational definition of quality of work life as follows: 'The overall level formed by a set of interconnected elements which, when present at high levels in a certain professional environment, lead to well-being, job security and feelings of happiness and satisfaction among employees, thereby contributing to the achievement of organisational goals.'

Second Requirement: Indicators of Quality of Work Life

These are a set of interconnected criteria used to reveal the existence of quality of work life and measure its level in professional environments. Among them, we mention the following:

First Subsection: Promotion and career advancement.

Promotion is considered one of the most important decisions for successful learning organisations. The availability of promotion opportunities across different career paths, alongside an objective promotion system, enhances job satisfaction and motivates employees to work with high morale. This creates an atmosphere of competition among employees to obtain the necessary promotions from organisational managers. (Al-Harbi, 2022, pp. 66-67).

Second subsection: Distributive Justice:

Abbas defines justice in payment as a worker's perception of equality regarding what they receive in return for their work. He distinguishes between two types of justice: internal justice, which refers to the level of wages paid for jobs within the organisation that correspond to the value of those jobs; and external justice, which refers to the worker's perception that the wages and salaries paid for jobs in their organisation are equal to those for similar jobs in other organisations. (Abbas, 2003, p. 226).

Third Subsection: Sense of Satisfaction

This is a continuous, dynamic process undertaken by the individual to achieve harmony between themselves and their professional environment, both material and social. In doing so, they strive to meet the organisation's demand for professional alignment. (Boudiaf, 2020, p. 101).

Fourth Subsection: Balance between personal and professional life

Maintaining a balance between an employee's personal and professional lives is one of the most significant challenges for employers and employees alike. This requires a distinctive work-life balance strategy to be adopted. Employers face the challenge of creating an organisational culture that encourages employees to focus on their work responsibilities during working hours. Employees, meanwhile, must fulfil their personal commitments without neglecting their work responsibilities. (Aqoon & Boukhadouni, 2020, p. 84).

Second section: Practical Procedures

In this section, we will address the various field procedures of the study and present, analyse and discuss the results. Based on these, we will make recommendations.

First Requirement: Field Procedures of the Study

First Subsection: Defining the study areas

Through exploring the study field, we have defined the following areas:

First: spatial area

The study was conducted at the Teriaa Messaoud School in Annaba. This is a free educational institution providing education from preschool to the fifth grade of primary school.

Second: Temporal area

The study was carried out in February and March 2023.

Third: Human Area.

The study population consists of all primary school teachers at Teriaa Messaoud School in Annaba. According to January 2023 statistics, there are an estimated 17 teachers.

Second Subsection: Method used:

Due to the exploratory nature of the topic, which aimed to identify the main quality of work life indicators among primary school teachers at Teriaa Messaoud School in Annaba, a descriptive method was employed. This method focuses on describing the phenomenon as it is in reality, as well as analysing the obtained data both quantitatively and qualitatively.

Third Subsection: Study Population and Sample

The study population comprised all 17 primary school teachers at Teriaa Messaoud School in Annaba, leading us to adopt a comprehensive sampling method.

Fourth Subsection: Data Collection Tools

To achieve more accurate results, it is essential to rely on a precise and objective data collection tool. Sometimes, researchers may use more than one tool. In this study, a questionnaire was used as it was more suitable for the characteristics of the study sample. The 24-item questionnaire is distributed across four dimensions related to the indicators of quality of work life among primary school teachers at Teriaa Messaoud School in Annaba. The details are illustrated in the table below:

Table 1 shows the dimensions of the questionnaire.

Dimension	Items
Career Advancement and Progress	1- 6
Distributive Justice	7-12
Sense of Satisfaction	13- 18
Work-Life Balance	19- 24

A five-point Likert scale was used, where respondents were asked to indicate whether they strongly agreed, agreed, were neutral, disagreed or strongly disagreed with each statement. For positive statements, a score of 1 to 5 was assigned to each response, and for negative statements, a score of 5 to 1 was assigned. The psychometric properties of the tool were calculated to ensure its reliability.

A) Validity calculation:

Apparent validity was relied upon as the questionnaire was presented to a group of judges to ensure the tool measured what the subject aimed to address. These judges were five professors specialising in Industrial and Organisational Psychology from the universities of Badji Mokhtar - Annaba and 20 August 1955 - Skikda. During this process, adjustments were made, mainly involving rephrasing some items.

B) Reliability calculation:

Due to the small size of the study sample, Cronbach's alpha coefficient was used to calculate the questionnaire's reliability. There were 24 items, and the coefficient was estimated at 0.85, indicating that the measurement tool has a high level of internal consistency.

Fifth Subsection: Statistical Methods Used:

The Statistical Package for the Social Sciences (SPSS) version 20 was used, and the main statistical methods employed were: Cronbach's alpha, frequency and percentage, arithmetic mean, weighted arithmetic mean and standard deviation.

Second Requirement: Presenting, analysing and discussing the study hypotheses

In this section, we will present and analyse the data collected through the questionnaire in order to reveal the extent to which quality of work life indicators are present among primary school teachers at Teriaa Messaoud School in Annaba.

First Subsection: Presenting and analysing data

First: Presenting and analysing data for the first dimension

Table 2 shows the results for the dimension of promotion and career advancement among primary school teachers.

Number		Alternatives					Mean	Standard Deviation	Trend
		Strongly Agree	Agree	Neutral		Disagree			
1	T	02	14	00		01	00	4,00	0,61
	%	12	82	00		06	00		
2	T	00	15	00		02	00	3,76	0,66
	%	00	88	00		12	00		
3	T	05	11	01		00	00	4,24	0,56
	%	29	65	06		00	00		
4	T	02	14	00		01	00	4,00	0,61
	%	12	82	00		06	00		
5	T	00	15	00		02	00	3,76	0,66
	%	00	88	00		12	00		
6	T	00	00	02		12	03	4,06	0,55
	%	00	00	12		71	18		

Through the table above, we will present and analyse the data collected, which illustrates the responses of the sample regarding promotion and career advancement as an indicator of quality of working life for primary school teachers at Teriaa Messaoud School in Annaba.

The majority of the sample believes that promotion and career advancement are among the most important indicators of quality of working life for primary school teachers at Teriaa Messaoud School in Annaba. This is clearly demonstrated by the responses to the items measuring this dimension. They confirmed this through the first item, which stated: 'The school administration provides promotion opportunities for all teachers', achieving an average score of 4.00 and a standard deviation of 0.61. This indicates the availability of numerous promotion opportunities for primary school teachers at Teriaa Messaoud School, Annaba, a fact supported by ongoing changes to the workforce based on merit and qualifications. The school offers teachers opportunities to be promoted to higher ranks based on academic qualifications, seniority and professional exams. This enhances teachers' skills and qualifications and improves their material, moral and social conditions. This benefits the school by enabling it to contribute more effectively to the educational process.

The second item states: 'I strive to obtain a higher academic degree to advance in my career', achieving an average score of 3.76 with a standard deviation of 0.66. The responses suggest that teachers are seeking career advancement through promotion opportunities based on academic qualifications. Teachers aim to obtain academic degrees to utilise them for career progression and to enhance their scientific and practical qualifications. This also confirms the existence of promotion at the school, which is a strong indicator of the quality of working life.

The third item states: 'Teachers are promoted based on seniority', a statement supported by an average score of 4.24 and a standard deviation of 0.56 in the sample responses. According to the responses, this criterion is available for primary school teachers at Teriaa Messaoud School in Annaba. This right is guaranteed by public service laws, which affirm employees' right to promotion to a higher rank after a certain period in the same rank, provided there are vacancies. This serves as a material and moral incentive for teachers to prepare thoroughly for the educational process.

Then we find the fourth item, which states: 'I avoid disciplinary penalties to ensure I receive a promotion in rank', which has an average score of 4.00 and a standard deviation of 0.61. The responses confirm that primary school teachers at Teriaa Messaoud School in Annaba are keen to obtain lateral or rank promotions, which are available to all teachers every two and a half years, except for those with disciplinary records, who are granted the right every three years, or whose names are removed altogether, or who are demoted. Therefore, teachers are motivated to avoid disciplinary penalties resulting from professional errors that could prevent them from receiving rank promotions.

Finally, the fifth item states: 'I regularly participate in professional competitions to be promoted to a higher rank', with an average score of 3.76 and a standard deviation of 0.66. This reflects the responses indicating that promotion based on professional exams is available to teachers at Teriaa Messaoud School - Annaba who meet the conditions, corresponding to their ongoing efforts to participate in these competitions to advance their careers.

Finally, the sixth item states: 'The teacher benefits from one promotion during their professional career', with an average score of 4.06 and a standard deviation of 0.55. This is confirmed by the responses of the study sample, which suggest that, albeit rarely, promotions do occur in some educational institutions. This may be due to a reluctance to seek a higher rank, either because of the influence of their current position or because of a lack of vacancies.

Second: Presenting and analysing data for the second dimension.

Table 3 shows the results for the dimension of distributive justice among primary school teachers.

Number			Alternatives					Mean	Standard Deviation	Trend
			Strongly Agree	Agree	Neutral		Disagree			
7	T	03	14	00	00		00	4,18	0,39	+
		%	18	82	00		00			
8	T	04	13	00	00		00	4,24	0,43	+
		%	24	76	00		00			
9	T	02	15	00	00		00	4,12	0,33	+
		%	12	88	00		00			
10	T	02	14	00	00		01	3,94	0,82	+
		%	12	82	00		06			
11	T	00	00	00	14		03	4,18	0,39	+

12	%	00	00	00	82	18			
	T	04	13	00	00	00	4,24	0,43	
	%	24	76	00	00	00			+

Through the table above, we will present and analyse the data collected, which illustrates the sample's responses regarding distributive justice as an indicator of quality of working life for primary school teachers at Teriaa Messaoud School in Annaba.

The majority of the sample believes that distributive justice is one of the most important indicators of quality of working life for primary school teachers at Teriaa Messaoud School in Annaba. This is evident from the responses to the items that measure this dimension. They confirmed this through the seventh item, which states: 'I feel equality in the distribution of rewards', achieving an average score of 4.18 and a standard deviation of 0.39. This indicates fair distribution of material incentives (e.g. rewards, bonuses and salaries) among teachers compared to other teachers in different educational institutions.

The eighth item states: 'Equity prevails in the material motivation of teachers', with an average score of 4.24 and a standard deviation of 0.43. The responses confirm that financial grants, such as the productivity bonus awarded every three months based on the teacher's actual performance during that period, are distributed fairly.

The ninth item states: 'My monthly salary is commensurate with the effort I exert', a statement supported by an average score of 4.12 and a standard deviation of 0.33 from the sample. This affirms teachers' perceptions of justice regarding the effort they put into their work and the corresponding salary they feel is appropriate, which increases their satisfaction and motivation at work — fundamental pillars for achieving a good work-life balance.

Finally, the tenth item states: 'Rewards are distributed to teachers according to merit', which is confirmed by an average score of 3.94 and a standard deviation of 0.82 in the responses of the sample. This reflects the sense of justice in the distribution of rewards based on effort, which contributes to achieving quality of work life.

The eleventh item states: 'The salary I receive is lower than that of my colleagues in the same category', as reflected in the sample's average score of 4.18 and standard deviation of 0.39. This indicates the existence of salary disparities among teachers, reducing their satisfaction with pay and fairness.

Finally, the twelfth item states: 'I feel justice in the distribution of job responsibilities among teachers', reflecting an average score of 4.24 and a standard deviation of 0.43 in the responses of the sample. This confirms the fair distribution of responsibilities and pedagogical burdens, which reduces professional stress and conflict while enhancing trust, initiative and responsibility—essential components for achieving a good work-life balance in schools.

Third: Presenting and analysing data for the third dimension.

Table 4 shows the results for the dimension of sense of satisfaction among primary school teachers.

Number		Alternatives					Mean	Standard Deviation	Trend
		Strongly Agree	Agree	Neutral		Disagree			
13	T	03	14	00		00	4,18	0,39	+
	%	18	82	00		00			
14	T	02	13	00		02	3,88	0,78	+
	%	12	76	00		12			
15	T	00	13	02		02	3,65	0,70	+
	%	00	76	12		12			
16	T	03	14	00		00	4,18	0,39	+
	%	18	82	00		00			
17	T	04	13	00		00	4,24	0,43	+
	%	24	76	00		00			
18	T	05	12	00		00	4,29	0,47	+
	%	29	71	00		00			

Through the table above, we will present and analyse the data collected, which illustrates the sample's responses regarding the sense of satisfaction dimension as an indicator of quality of working life for primary school teachers at Teriaa Messaoud School in Annaba.

The majority of the sample believes that sense of satisfaction is one of the most important indicators of quality of working life for primary school teachers at Teriaa Messaoud School in Annaba. This is evident from the responses to the items measuring this dimension. They confirmed this through the thirteenth item, which states: 'I am satisfied with the performance I have delivered throughout my career at the school', achieving an average score of 4.18 and a standard deviation of 0.39. This indicates that teachers are completely satisfied with their professional performance, as evidenced by factors such as effectiveness, commitment, loyalty to the school, initiative, teamwork and mutual respect.

The same value is reflected in the sixteenth item: 'The prevailing team spirit in the school motivates me to continue working here', which is supported by the responses indicating that the prevailing team spirit encourages them to continue working there.

Next is the fourteenth item: 'I am happy to participate in decision-making at the school', with an average score of 3.88 and a standard deviation of 0.78. This reflects the responses of the sample, who confirmed that being given the opportunity to participate in decision-making makes them feel proud and happy, giving them a sense of belonging and driving them to work harder, which in turn enhances work-life quality.

The fifteenth item follows, stating: 'I feel proud of the excellent educational level the school has reached', a statement supported by an average score of 3.65 and a standard deviation of 0.70 among the sample. According to the respondents, their sense of pride and honour regarding the school's achievements stems from its overall annual performance, reflected in the high success rates of students, which results in the school occupying a commendable position at provincial level.

The seventeenth item states: 'I am satisfied with the effective evaluation system adopted by the school administration', with an average score of 4.24 and a standard deviation of 0.43. This reflects the sample's responses, in which they expressed complete satisfaction with the school's effective evaluation system, characterised by accuracy, objectivity and fairness. This sense of satisfaction is reflected in the growing spirit of initiative, teamwork, job stability and security, reduced absenteeism and disputes, and greater discipline and dedication among the teachers.

Finally, the eighteenth item states: 'Improving the physical working conditions makes me feel satisfied', with an average score of 4.29 and a standard deviation of 0.47. This confirms the important role that good physical conditions play in enhancing satisfaction and happiness among teachers. The better these conditions are suited to work, the more they contribute to achieving work-life quality indicators such as effective performance, positive results, efficiency, and effectiveness.

Fourth: Presenting and analysing data for the fourth dimension.

Table 5 shows the results for the dimension of balance between personal and professional life.

Number			Alternatives					Mean	Standard Deviation	Trend
			Strongly Agree	Agree	Neutral		Disagree			
19	T	14	03	00		00	00	4,18	0,39	+
		%	82	18	00		00			
20	T	00	00	00		13	04	4,24	0,43	+
		%	00	00	00		76			
21	T	00	00	00		13	04	4,24	0,43	+
		%	00	00	00		76			
22	T	02	13	01		01	00	3,94	0,65	+
		%	12	76	06		06			
23	T	4	11	01		00	01	4,00	0,93	+
		%	23	65	06		00			
24	T	12	05	00		00	00	4,29	0,47	+

	%	71	29	00	00	00			
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Through the table above, we will present and analyse the data collected, which illustrates the responses of the sample regarding the balance between personal and professional life as an indicator of quality of working life for primary school teachers at Teriaa Messaoud School in Annaba.

The majority of the sample believes that achieving a balance between personal and professional life is one of the most important factors in determining the quality of work life for primary school teachers at Teriaa Messaoud School in Annaba. This is evident in their responses to the questions measuring this dimension. They confirmed this through the nineteenth item, which states: 'The alignment between my personal desires and work requirements gives me peace of mind', achieving an average score of 4.18 and a standard deviation of 0.39. This suggests that achieving professional alignment for teachers involves balancing personal desires and needs with work requirements, so that they can avoid bringing family problems to the workplace and prioritise the public interest over personal interests.

The twentieth item states: 'The stress I experience at work negatively affects my family life', with an average score of 4.24 and a standard deviation of 0.43. The same value is reflected in the twenty-first item: 'I focus more on my personal responsibilities at the expense of my professional ones.' Most of the sample agreed that the stress they experience at work has a negative impact on their family lives, highlighting the need for psychological support and care for teachers. Regarding the twenty-first item, the responses indicated that teachers prioritise their personal issues and interests over their work duties and responsibilities, reflecting a decline in trust and belonging among teachers. This situation necessitates administrative intervention to address and correct these issues.

The twenty-second item states: 'The administration places great importance on listening to my personal problems', with an average score of 3.94 and a standard deviation of 0.65. This indicates the administration's efforts to solve teachers' personal issues by setting up listening committees and being transparent in their dealings to help resolve some outstanding issues between teachers and other administrations, improving the relationship between the administration and the teachers.

Following this is the twenty-third item stating: 'I am given sufficient breaks to spend time with my family', with an average score of 4.00 and a standard deviation of 0.93. This reflects the views of those in the sample who confirmed that they benefit from regular legal breaks provided by the administration, which they use for outings and recreational trips with family members. This improves teachers' mental well-being, enabling them to return to work feeling motivated and in a good mood.

Finally, the twenty-fourth item states: 'I always strive not to bring my personal problems to work', with an average score of 4.29 and a standard deviation of 0.47. The responses of the sample confirm that teachers seek to separate their family issues from work requirements. Work-related problems do not leave the school premises, and there are official and unofficial channels through which they can be addressed. The same applies to family problems, which are only discussed among family members.

Subsection Two: Testing Hypotheses

In this section, we will test the study hypotheses using the overall average and standard deviation for each dimension.

First: Testing the first hypothesis: 'Promotion and career advancement exist among primary school teachers at Teriaa Messaoud School in Annaba.'

Based on the results in Table 2, which show the sample's responses regarding promotion and career advancement as an indicator of work-life quality among primary school teachers at Teriaa Messaoud School in Annaba, it is evident that the average item scores ranged from 3.76 to 4.24, with an estimated overall dimension average of 3.97, indicating a high level. The standard deviation values for the items ranged from 0.55 to 0.66, indicating homogeneity in the sample's responses regarding this dimension. The overall standard deviation for this dimension was estimated at 0.60.

Based on the presentation and analysis of the obtained results, it can be concluded that the hypothesis stating: 'There is promotion and career advancement among primary school teachers at Teriaa Messaoud School - Annaba' is validated, with an overall average of 3.97.

Second: testing the second hypothesis: 'Distributive justice exists among primary school teachers at Teriaa Messaoud School in Annaba.'

Based on Table 3, which shows the sample's responses regarding distributive justice as an indicator of work-life quality among Teriaa Messaoud School - Annaba's primary school teachers, it is evident that the average item scores ranged from 3.94 to 4.24, while the item standard deviation values ranged from 0.33 to 0.82, indicating homogeneity in the sample's responses regarding this dimension. The overall standard deviation for this dimension was estimated at 0.46.

Based on the presentation and analysis of the obtained results, it can be concluded that the hypothesis stating: 'There is distributive justice among primary school teachers at Teriaa Messaoud School - Annaba' is validated, with an overall average of 4.15.

Third: testing the third hypothesis: 'There is a sense of satisfaction among primary school teachers at Teriaa Messaoud School, Annaba.'

Based on the results in Table 4, which show the responses of the sample regarding the sense of satisfaction dimension as an indicator of work-life quality among primary school teachers at Teriaa Messaoud School in Annaba, it is evident that the average item scores ranged from 3.65 to 4.29. The standard deviation values for the items ranged from 0.39 to 0.78, indicating homogeneity in the sample's responses regarding this dimension. The overall standard deviation for this dimension was estimated at 0.52.

Based on the presentation and analysis of the obtained results, the hypothesis that: 'There is a sense of satisfaction among primary school teachers at Teriaa Messaoud School in Annaba', is validated, with an overall average of 4.07.

Fourth: testing the fourth hypothesis: 'There is a balance between personal and professional life among primary school teachers at Teriaa Messaoud School - Annaba.'

Based on the results in Table 5, which show the sample's responses regarding the balance between personal and professional life as an indicator of work-life quality among primary school teachers at Teriaa Messaoud School in Annaba, it is evident that the average item scores ranged between 3.94 and 4.29. The standard deviation values for the items ranged from 0.39 to 0.93, indicating homogeneity in the sample's responses regarding this dimension. The overall standard deviation for this dimension was estimated at 0.60.

Based on the presentation and analysis of the results obtained, it can be concluded that the hypothesis stating: 'There is a balance between personal and professional life among primary school teachers at Teriaa Messaoud School in Annaba' is validated, with an overall average of 4.42.

Fifth: testing the general hypothesis: 'There are indicators of work-life quality among primary school teachers at Teriaa Messaoud School in Annaba.'

Table 6 shows the results for the quality of work life variable.

Number	Dimensions	Weighted Mean	Arithmetic Mean	Standard Deviation
1	Career Advancement and Progress	23,82	3.97	0,60
2	Distributive Justice	24,09	4,15	0,46
3	Sense of Satisfaction	24,42	4,07	0,52
4	Work-Life Balance	24,89	4,14	0,55
Total			4.08	0.53

Based on the results in Table 6, which show the responses of the sample regarding the study variable of quality of work life indicators among primary school teachers at Teriaa Messaoud School in Annaba, it appears that the average scores for the dimensions ranged from 3.97 to 4.15, with an estimated overall average for the variable of 4.08, indicating a high level. The standard deviation values for the dimensions ranged from 0.46 to 0.60, indicating

homogeneity in the sample's responses regarding the variable. The overall standard deviation for the variable was estimated at 0.53.

Therefore, according to the obtained results, the general hypothesis that: 'There are quality of work life indicators among primary school teachers at Teriaa Messaoud School in Annaba' is validated, with an overall average of 4.08.

Subsection Three: Suggestions

Through this study, and by combining its theoretical and practical elements, we developed a series of recommendations:

- Create a suitable work environment for primary school teachers that ensures their comfort and happiness in the professional setting. This will contribute to improving the educational process and achieving the institution's goals.
- Improve the sense of satisfaction among primary school teachers by offering material and moral incentives, supporting their occupational health and safety, and enhancing their working conditions.
- Encourage primary school teachers to develop their skills and qualifications by providing continuous training and using technological media to deliver educational content, as well as embracing digitisation and distance learning.
- Provide psychological support and counselling for primary school teachers when they encounter stressful situations.
- Ensure the ergonomic design of educational institutions and classrooms facilitates the delivery of educational content to students, eliciting positive feedback.
- Promote career advancement and progression based on merit and qualifications to ensure qualified individuals progress to higher ranks, thereby contributing to the development of the educational process.
- Fairly distribute job responsibilities and duties, and improve teachers' salaries and rewards to enhance their sense of well-being, justice, belonging and loyalty.
- Open channels of communication between the administration and teachers to encourage human relations, mutual respect and team spirit, strengthening their rapport with the administration.
- Offer teachers certain privileges, such as housing, transportation and meals, to enable them to dedicate themselves fully to their work at school.
- Strike a balance between the personal desires of primary school teachers and their job requirements to enhance the balance between their personal and professional lives, fostering feelings of satisfaction, comfort and well-being.

4. Conclusion:

The quality of working life has long been a key term in human resource management. Since its emergence, it has become the primary demand for organisations seeking to develop in an era characterised by rapid change and reliance on modern technology to achieve the highest levels of progress. Educational institutions, including primary schools, are no exception. They prioritise improving the quality of working life for teachers by creating a suitable working environment that enhances working conditions, achieves fairness — especially distributive fairness — and promotes a sense of satisfaction and provides opportunities for promotion and career advancement. It is also essential to help employees achieve a balance between their personal and professional lives, and to enhance their feelings of job security and stability. These indicators reflect employees' satisfaction with their work and self-efficacy, confirming the existence of a good work-life balance among primary school teachers.

Ethical Considerations. This study adhered to established ethical standards for research involving human participants. Participation was voluntary, and all respondents were informed of the purpose of the study. Confidentiality and anonymity of participants were strictly maintained, and data were used solely for academic and scientific purposes. No personal identifying information was collected, and informed consent was obtained prior to questionnaire administration.

Author Contributions

Dr. Rida Khattab contributed to the conceptualisation of the study, research design, data collection, and interpretation of results.

Dr. Moussa Metatla contributed to the literature review, data analysis, methodological validation, and drafting and

revising the manuscript.

Both authors reviewed and approved the final version of the manuscript.

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