



QUALITY OF WORK LIFE AMONG FACULTY MEMBERS AT JERASH UNIVERSITY FROM THEIR POINT OF VIEW

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ABSTRACT

Objectives: The study aims to identify the level of quality of work life among faculty members at Jerash University because it is important in motivating them to work in a good way and raising their motivation to work. The University competes with other Universities, so the majority of Universities in general and private universities in particular seek to attract the best academic cadres to create a university environment improve the educational environment, and increase the university's productivity, as well as identify whether there is Statistically significant differences in the level of quality of work life among faculty members at Jerash University due to the variables: gender, academic rank, college, and experience in university teaching.

Theoretical framework: This study focuses on the quality of work life among faculty members at Jerash University, Higher education institutions face enormous challenges and great competition between universities in general and private universities in particular. The concept of quality of work life is one of the modern concepts in the domain of management in general and in the domain of higher education institutions in particular and in light of the importance of educational institutions and their effective role in Developing the work and improving the performance of faculty members, which reflects positively on the student as a way out of the educational-learning process and competitiveness with other educational institutions.

Method: Obtain survey data and use descriptive-analytical method and employing conceptual and analytical approach analysis of the literature articles and using a questionnaire as a tool for the study to collect data from a sample of (94) faculty members at Jerash University who were selected randomly

Results: The results indicate that the level of quality of work life among faculty members at Jerash University from their point of view was moderate. There were no statistically significant differences in the degree of strategic leadership practice among academic leaders from the point of view of faculty members due to the variables of gender, academic rank, and experience.

Conclusion: These results highlight the need for college leaders to diversify the methods of evaluating faculty members in the college. Training courses for academic leaders related to resolving conflicts and problems through scientific methods.

Keywords: Quality of Work Life, Faculty Members, Jerash University, Jordan.

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QUALIDADE DE VIDA PROFISSIONAL ENTRE OS DOCENTES DA UNIVERSIDADE DE JERASH DO SEU PONTO DE VISTA

RESUMO

Objetivos: O estudo visa identificar o nível de qualidade de vida profissional entre os docentes da Universidade Jerash, porque é importante para motivá-los a trabalhar de forma adequada e aumentar sua motivação para trabalhar. A Universidade compete com outras Universidades, de modo que a maioria das Universidades em geral e universidades privadas em particular buscam atrair os melhores quadros acadêmicos para criar um ambiente universitário, melhorar o ambiente educacional e aumentar a produtividade da universidade, bem como identificar se há diferenças estatisticamente significativas no nível de qualidade de vida profissional entre os membros do corpo docente na Universidade Jerash devido às variáveis: gênero, classificação acadêmica, faculdade e experiência no ensino universitário.

Estrutura teórica: Este estudo se concentra na qualidade da vida profissional entre os docentes da Universidade Jerash, instituições de ensino superior enfrentam enormes desafios e grande concorrência entre universidades em geral e universidades privadas em particular. O conceito de qualidade da vida profissional é um dos conceitos modernos no domínio da gestão em geral e no domínio das instituições de ensino superior em particular e à luz da importância das instituições educacionais e seu papel eficaz no desenvolvimento do trabalho e melhoria do desempenho dos membros do corpo docente, que reflete positivamente sobre o aluno como uma saída do processo de aprendizagem educacional e competitividade com outras instituições educacionais.

Método: Obter dados do inquérito e usar método descritivo-analítico e empregando análise de abordagem conceitual e analítica dos artigos da literatura e usando um questionário como uma ferramenta para o estudo para coletar dados de uma amostra de (94) membros do corpo docente da Universidade Jerash que foram selecionados aleatoriamente.

Resultados: Os resultados indicam que o nível de qualidade da vida profissional entre os docentes da Universidade Jerash, do seu ponto de vista, foi moderado. Não houve diferenças estatisticamente significativas no grau de prática de liderança estratégica entre os líderes acadêmicos do ponto de vista dos membros do corpo docente devido às variáveis de gênero, classificação acadêmica e experiência.

Conclusão: Esses resultados destacam a necessidade de líderes universitários diversificarem os métodos de avaliação dos membros do corpo docente na faculdade. Cursos de formação para líderes acadêmicos relacionados com a resolução de conflitos e problemas através de métodos científicos.

Palavras-chave: Qualidade de vida profissional, Membros do corpo docente, Universidade Jerash, Jordânia.

CALIDAD DE VIDA LABORAL ENTRE LOS DOCENTES DE LA UNIVERSIDAD DE JERASH DESDE SU PUNTO DE VISTA

RESUMEN

Objetivos: El estudio tiene como objetivo identificar el nivel de calidad de vida laboral entre los miembros del profesorado de la Universidad de Jerash porque es importante para motivarlos a trabajar de una buena manera y aumentar su motivación para trabajar. La Universidad compite con otras Universidades, por lo que la mayoría de las Universidades en general y las universidades privadas en particular buscan atraer a los mejores cuadros académicos para crear un entorno universitario, mejorar el entorno educativo y aumentar la productividad de la universidad, así como identificar si hay diferencias estadísticamente significativas en el nivel de calidad de vida laboral entre los miembros del profesorado de la Universidad de Jerash debido a las variables: género, rango académico, universidad y experiencia en la enseñanza universitaria.

Marco teórico: Este estudio se centra en la calidad de vida laboral entre los miembros del profesorado de la Universidad de Jerash, las instituciones de educación superior se enfrentan a enormes desafíos y a una gran competencia entre las universidades en general y las universidades privadas en particular. El concepto de calidad de vida laboral es uno de los conceptos modernos en el ámbito de la gestión en general y en el ámbito de las instituciones de educación superior en particular y a la luz de la importancia de las instituciones educativas y su papel efectivo en el desarrollo del trabajo y la mejora del rendimiento de los miembros del profesorado, que reflexiona positivamente sobre el estudiante como una salida del proceso de aprendizaje educativo y la competitividad con otras instituciones educativas.



Método: Obtener datos de la encuesta y utilizar el método descriptivo-analítico y el análisis conceptual y analítico de los artículos de la literatura y el uso de un cuestionario como herramienta para el estudio para recopilar datos de una muestra de (94) miembros de la facultad de la Universidad de Jerash que fueron seleccionados al azar.

Resultados: Los resultados indican que el nivel de calidad de vida laboral entre los profesores de la Universidad de Jerash desde su punto de vista fue moderado. No hubo diferencias estadísticamente significativas en el grado de práctica de liderazgo estratégico entre los líderes académicos desde el punto de vista de los miembros de la facultad debido a las variables de género, rango académico y experiencia.

Conclusión: Estos resultados resaltan la necesidad de que los líderes universitarios diversifiquen los métodos de evaluación de los miembros de la facultad en la universidad. Cursos de formación para líderes académicos relacionados con la resolución de conflictos y problemas a través de métodos científicos.

Palabras clave: Calidad de Vida Laboral, Profesores, Universidad Jerash, Jordania.

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1 INTRODUCTION

Higher education institutions in many countries, especially Arab countries, face difficulties and challenges that hinder the performance of faculty members from carrying out their tasks and duties. Therefore, higher education institutions seek to maintain the functional quality of faculty members, as their concerns and priorities are at the forefront of those responsible for raising the motivation of faculty members to complete work at the highest level. What is required and improve the level of performance to achieve its desired goals is for the faculty member to carry out his role in teaching performance, research performance, and community service, which reflects positively on the university's position as an educational institution and on achieving its goals and improving the level of its performance and efficiency as a whole.

The human element is considered one of the most important and valuable resources for the work of institutions, especially universities, so it requires paying attention to them academically, from a skill and cognitive standpoint, and providing a work environment and quality of life suitable for achieving the goals of the employees and the institution. (Abu Hamid, 2017). The effective human element is the basic basis upon which organizations are built and managed. Therefore, organizations care about the human element and strive to possess human competencies, develop them, and develop practices that lead to improving their careers. (Sayed Ahmed, Abu Al-Dhahab, Marzouk, 2020). Definitions of the concept of leadership have varied in administrative thought, so the researcher will address some concepts, as leadership is defined as the process of influencing the behavior of followers to achieve the desired goals. (Jan, Singh,



& Bhatie, 2007, 283) Al-Sakarna (2010, 20) defined it as the process through which the interest of others is aroused, directing them, and releasing their energies towards work. Ayasra and Hijazin (2006, 18) defined it as the process of influencing and igniting enthusiasm in subordinates to implement I do enthusiastically without the leader using formal authority.

As for the quality of work life, it is one of the modern and contemporary administrative concepts in the domain of human resources management, and its importance highlights that it is the basic seed for the success of many institutions in increasing their productivity and achieving the work of employees by satisfying their needs and work requirements. (Al-Enezi and Saleh, 2009, 97). The concept of quality of work life is not just a term that is circulated in many human resources literature. Still, rather it is an integrated system that aims to improve and develop the human element in the organization, as it is the real wealth through achieving the organization's goals efficiently and effectively. It means providing a suitable work environment for the organization's employees and fairness. Wages, rewards, and promoting their well-being and health, which affects helping them build good work relationships, developing their competencies, providing them with material and moral support, building relationships of appreciation and trust, as well as participation between employees and management in identifying problems and solving them, and the possibility of achieving a balance between work and life outside the scope of their work, which affects engagement. Organization employees. (Ahmed, Al-Sayed, 2020, 152).

Faculty members are considered one of the most important pillars of university education. Their competence in teaching and scientific activity determines the reputation of the university or college in which they work. Therefore, universities are keen to appoint the best members of their teaching staff in terms of competence and scientific production, and the academic leadership at the university is keen to provide academic freedom. For the faculty member to perform his job optimally, she must hold renewed training courses to master the university's main functions, which are teaching operations, scientific research, and community service. (Al-Sarhan, 2012, 16).

Through the researcher's experience as a faculty member at Jerash University, he noticed that there is a discrepancy in the views of some faculty members in the university's colleges regarding their dissatisfaction with the nature of work life, which will reflect negatively on the performance of the faculty member and thus on the product, which is the student learner. Also, some studies recommended the necessity of conducting studies related to the quality of a faculty member's work life and searching for the reasons that lead to faculty members'



dissatisfaction with working conditions, such as the study by Al-Dulaimi (2016), and other studies.

Quality of work life is defined as “a set of planned and continuous measures aimed at improving the physical environment, wages, rewards and promotion of workers, granting more empowerment and independence in performing their tasks and motivating them to work collectively and participate in decision-making, which affects the working and personal lives of workers.” (Al-Dhubiani, 2021, 451).

The quality of work life is defined as a set of processes and efforts made by the university, through which it aims to improve the work life of faculty members in a way that reflects on the institution’s productivity in a positive way. (Ahmed, 2015, 369). It is clear from the above the importance of the quality of work life for faculty members at the university because of its role in creating the climate that prepares the faculty member to express his or her energies and potential, reach the highest levels of performance, and raise their job satisfaction.

Hence a need to attention to the job performance of faculty members within various educational institutions (universities, colleges, educational centers.....) and that the level of quality of work life is a clear influence on the success of educational institutions and is also a clear reflection of the ability of university academic leaders to Using modern administrative methods. The study problem can be defined by the following questions:

- The first question: What is the level of quality of work life among faculty members at Jerash University from their point of view?
- The second question: Are there statistically significant differences in the level of quality of work life among faculty members at Jerash University due to the variables: gender, academic rank, college, and experience in university teaching?

2 THEORETICAL FRAMEWORK

The concept of quality of work life is one of the modern concepts in the domain of administrative sciences and has a significant impact on the performance of institutions in general and on educational institutions, in particular, to improve the work environment and increase productivity.

Work-life is defined idiomatically as: “A planned process that aims to improve performance by improving the work environment, providing fair systems for wages and rewards, improving opportunities for advancement and growth, and achieving stability and job security while following the necessary strategies to create a balance between the professional



and personal lives of workers.” (Mohammed, 2019, 13). It is defined procedurally as a set of planned procedures and operations implemented by the university to improve various aspects related to the career lives of faculty members, meet their needs, and achieve their satisfaction and job security to ensure the university’s continued success in performing its mission. "Faculty member: He is a person who carries out various activities characterized by a mental and intellectual nature, such as giving lectures, supervising students, completing scientific research, and providing consultations... (Dakhkh, Hussein, and Abdul Latif, 207, 20). It is defined procedurally as a person who is appointed at the university to undertake academic tasks and a group of diverse activities, including those related to teaching, some related to scientific research, and some related to community service. The quality of work life aims to provide an attractive work environment for workers, as well as increase their affiliation and loyalty to the institution in which they work, prevent them from leaving work, reduce difficulties, and contribute to enhancing the quality of work and creativity with the aim of development, improvement, and competitiveness. (Al-Salem, 2009).

A study by Amaral, Silva, Teixeira, and Teixeira (2024) analyzed the initiatives linked to Quality of Life at Work (QWL) in implementing the Sustainable Logistics Management Plan of the Brazilian Federal Institutes (IFs), the results showed initiatives such as the promotion of training courses and qualification courses for staff and the provision of training. Research implications: The analysis and categorization of (QWL) actions contribute as a measurement tool for both public and private organizations.

Lumbao & Ferraren, (2023) indicated that the theory of work-life serves as a guide to explore the positive work-related experiences that can enrich employees' personal lives and contribute to their work experience, the results showed that work environment, organization culture, and climate, relation and cooperation, rewards, and autonomy of work, effective communication are associated with higher job satisfaction. Overall, the findings of the study suggest that there is a positive quality of work life among the employees in various dimensions including work environment, training, development, and facilities. The study highlights the importance of providing positive work, effective communication and collaboration, and adequate resources to enhance employee satisfaction, well-being, and organizational effectiveness.

Due to the importance of the quality of work life, Madi (2014) pointed out that it reduces conflicts between employees, balances the employees’ personal goals and the organization’s goals, achieves human relations in the work environment, reduces employee absenteeism rates, increases organizational effectiveness and efficiency within the organization, and invests in the



available capabilities, whether material or Human or economic. Faculty members are the main pillar of universities and the main engine through which universities develop and achieve excellence and competitiveness. Therefore, attention to the quality of the work life of a faculty member in universities is an urgent necessity due to its importance in raising the level of the professional performance of the faculty member and enabling society to achieve its goals and overcome the difficulties it faces. (Al-Desouki, 2015, 289). Falaq, Jahir, and Zarroukhi (2020) indicated that the university faculty member is an active element in achieving the desired goals, as he performs various educational research roles, as well as serving the community in which he is active, in addition to the teaching aspect, and the faculty member must have a group Among the specifications to achieve the objectives of its various activities, such as taking into account the level and abilities of students, flexibility, and adaptation to environmental, administrative and organizational conditions, using more than one educational method, taking into account the time allocated for lectures and increasing their quality, and choosing the optimal method suitable for large numbers of students.

Teaching is one of the basic jobs that consume a university professor's time, and it has a great impact on students in forming their personalities and developing their abilities and talents, in addition to providing them with specialized knowledge, information, and skills. Therefore, it requires that the faculty member possess knowledge of learning resources and how to deal with them. (Hamoudi and Ibrahim, 2011, 197). "One of the tasks of a faculty member is to perform research in his domain of specialization by conducting studies on societal issues and directing that research to solve societal problems." (Anne Hafid Al-Biladi, 2015, 53). Community service is one of the tasks of a faculty member, as he provides many community activities, such as holding training courses, and awareness lectures, giving seminars, contributing to spreading culture, raising the scientific level of community members, and providing various consultations. (Flouh, 2016, 225).

Many studies have been conducted in the domain of quality of work life. Al-Maliki (2022) conducted a study that aimed to know the level of quality of work life among faculty members at the University of Jeddah from their point of view. The study followed the descriptive approach and used the questionnaire as a tool for collecting data and achieving its goals. The study was applied During the academic year 2021/2022 on a sample of (218) faculty members, the study concluded that the level of quality of work life among faculty members at the University of Jeddah was moderate and that there were statistically significant differences between the responses of the study sample members due to the college variable and in favor of the scientific colleges. There are statistically significant differences due to the academic rank



variable, in favor of the rank of professor, and there are differences in the experience variable, in favor of those who have served more than (10) years.

Al-Badri's study (2021) aimed to identify the reality of the quality of work life for employees at King Khalid University. The study found that the sample members agreed on the reality of the dimensions of the quality of work life after participation in decision-making, after wages and rewards, after stability and job security, and after balance between personal and professional life, while A study by Falak, Jahiq, and Zarukhi (2020), which aimed to statistically test the effect of the quality of work life on the performance of faculty members at the University of Chlef on a sample size of (43) professors, results showed the presence of an influence relationship between quality of work life practices, and the teaching performance of the respondents, while there is no effect of practicing the quality of work life on the teaching performance and the service of the respondents to their community. In addition, Hamadna (2019) showed that the level of quality of work life among faculty members at the Jordan University of Science and Technology was very high in all domains of study, and there were differences due to the gender variable and in favor of females, except the domain of job stability and security, and the domain of balance between university work and life. Social, and there are differences in the rank variable in favor of associate professor and assistant professor. Mohammad & Karuplaf (2019) sought to reveal the level of quality of work-life for faculty members in the public and private sectors in Malaysia, and the results showed that the work-life for faculty members in the private government sector was average and that tolerance and cohesion are factors that increase the quality of work life in the basics. Governmental factors, while material factors and peer support work to improve career life in private universities. Abdel Sattar's study (2019) aimed to present a set of proposed mechanisms that would achieve the quality of career life for faculty members at the Faculty of Education, Beni Suef University.

3 METHODOLOGY

The researchers adopted the descriptive analytical approach to achieve the objectives of the study, the study population consisted of (235) faculty members at Jerash University. The study sample consisted of (94) faculty members. The questionnaire was distributed electronically to all members of the community, and the retrieval rate was (2) faculty members. The characteristics of the study sample are characterized by several personal and functional characteristics, which we explain in the table. Below

**Table 1***Distribution of study sample members and percentages according to study variables*

Variables	Categories	Frequency	Percentage
Gender	Male	77	81.9
	female	17	18.1
Academic rank	Assistant Professor	42	44.7
	Associate Professor	35	37.2
	Professor	17	18.1
Years of Experience	Less than (10) years	49	52.1
	(10) years and more	45	47.9
the college	Humanity	60	63.8
	Scientific	34	36.2
Total		94	100.0

Study tool: After reviewing previous research and studies, the researchers developed an appropriate questionnaire to answer the study questions and achieve its objectives, which included the following parts:

The first part: contains primary data for the study sample members: gender, academic rank, years of experience, and college. The second part: A group of paragraphs on the dimensions of strategic leadership, which includes four dimensions: the transformational dimension, the administrative dimension, the political dimension, and the moral dimension, with (21) paragraphs.

The five-point Likert scale was adopted to correct the study tools, by giving each of its items one score out of its five levels (strongly agree, agree, neutral, disagree, strongly disagree), which is represented numerically (5, 4, 3, 2, 1) on the scale. Ranking. The following scale was adopted to analyze the results:

From 1.00-2.33 a little, from 2.34-3.67 medium, from 3.68-5.00 large. The measure was calculated using the following equation: (The upper limit of the scale (5) - The lower limit of the scale (1)) / Number of required categories (3) = (5-1)/3 =1.33. Then add the answer (1.33) to the end of each category.

Validity of the study tool: The content validity of the study tool was confirmed by presenting the questionnaire to a group of professors specialized in educational leadership, and their comments and opinions were taken into account in preparing the questionnaire in its final form for application to the study sample. After ensuring the content validity of the tool, it was applied to a survey sample. The researchers calculated the internal correlation coefficient between the score of each statement of the questionnaire and the total score of the domain to which the statement belongs.



Construct validity: Quality of work life To extract the implications of the construct validity of the scale, I extracted the correlation coefficients for each item and the total score, and between each item and its connection to the domain to which it belongs, and between the domains to each other and the total score, in an exploratory sample from outside the study sample consisting of (30) --, and the correlation coefficients for the items ranged With the tool as a whole, it is between (0.54-0.87), and with the range (0.66-0.93), and the following table shows this.

Table 2

Correlation coefficients between the item, the total score, and the domain to which it belongs

Paragrap h number	correlatio n coefficient With the domain	correlatio n coefficient With the tool	Paragrap h number	correlatio n coefficient With the domain	correlatio n coefficient With the tool	Paragrap h number	correlatio n coefficient With the domain	correlatio n coefficient With the tool
1	.87**	.81**	9	.82**	.76**	17	.84**	.81**
2	.81**	.76**	10	.73**	.78**	18	.89**	.87**
3	.82**	.77**	11	.83**	.54**	19	.85**	.85**
4	.76**	.74**	12	.91**	.80**	20	.66**	.67**
5	.77**	.77**	13	.74**	.72**	21	.79**	.68**
6	.77**	.78**	14	.90**	.81**	22	.82**	.70**
7	.89**	.82**	15	.93**	.86**	23	.69**	.76**
8	.79**	.73**	16	.87**	.87**	24	.76**	.80**

Statistically significant at the significance level (0.05).

** Statistically significant at the significance level (0.01).

It should be noted that all correlation coefficients were of acceptable and statistically significant degrees, and therefore none of these items were deleted. The domain correlation coefficient with the total score and correlation coefficients between the domains were also extracted, and the following table shows this.

Table 3

Correlation coefficients between the domains with each other and with the overall degree

Domains	Job stability and security	Work-life balance	Courses and rewards	Supervisory leadership style	Quality of work life
Job stability and security	1				
Work-life balance	.796**	1			
Courses and rewards	.890**	.737**	1		



Supervisory leadership style	.848**	.819**	.858**	1	
Quality of work life	.918**	.883**	.931**	.900**	1

*Statistically significant at the significance level (0.05).

** Statistically significant at the significance level (0.01).

Table (3) showed that all correlation coefficients were of acceptable and statistically significant degrees, which indicates an appropriate degree of construct validity.

Stability of the study tool: To ensure the stability of the study tool, it was verified using the test-retest method by applying the scale and re-applying it after two weeks to a group from outside the study sample consisting of (30), and then the Pearson correlation coefficient was calculated between their estimates. Both times.

The reliability coefficient was also calculated using the internal consistency method according to the Cronbach Alpha equation, and Table No. (-) shows the internal consistency coefficient according to the Cronbach Alpha equation the repetition reliability of the domains and the total score. These values were considered appropriate for this study.

Table 4

Cronbach's alpha internal consistency coefficient and repeat reliability of the domains and the total score

Domains	Retest reliability	internal consistency
Job stability and security	0.84	0.82
Work-life balance	0.83	0.71
Courses and rewards	0.81	0.77
Supervisory leadership style	0.82	0.80
Quality of work life	0.88	0.85

4 RESULTS AND DISCUSSION

Discussing the results related to the first question, which states: “What is the level of quality of work life among faculty members at Jerash University from their point of view?” To answer this question, the arithmetic means and standard deviations of the level of quality of work life among faculty members at Jerash University were extracted from their point of view, and the table below shows this.

**Table 5**

means and standard deviations of the level of quality of work life among faculty members at Jerash University from their point of view, arranged in descending order according to the arithmetic means.

Rank	Number	Domain	Mean	Standard Deviation	Level
1	2	Work-life balance	3.81	.733	high
2	1	Job stability and security	3.22	.730	middle
3	4	Supervisory leadership style	3.17	.702	middle
4	3	Courses and bonuses	2.91	.881	middle
1	2	Quality of work life	3.26	.715	middle

Table (5) showed that the arithmetic averages ranged between (2.91-3.81), where the domain of work-life balance came in first place with the highest arithmetic average of (3.81), while the domain of job stability and security came in second place with an arithmetic average of (3.22). At an average level, the domain of supervisory leadership style came in third place with an arithmetic average of (3.17) and at an average level, the domain of courses and rewards ranked last with an arithmetic average of (2.91), and the arithmetic average of the level of quality of work life among faculty members at Jerash University from their point of view as a whole was (3.26) and at an average level. The result can be explained by the fact that Jerash University may still be in a stage of development and growth in addition to the available financial capabilities, and the reason may be due to the economic aspect and the high cost of living, and that the income level in the study sample estimates was average and they aspire to have a high income level compared to other universities, and perhaps It is also explained that there is a disparity in salaries between universities, whether between public universities and private universities or between private universities with each other, and the level of quality of work life among faculty members as a whole was at an average level and this result is consistent with the result of the study of Al-Maliki (2022), and the study of Mohammad & Karupaf (2019), while the result of the study contradicted the study of Hamadne (2019), which indicated that the level of quality of work life for faculty members at the Jordan University of Science and Technology was very high, and it also contradicted the result of the study of Khovir (2018)



and the study of Suleiman (2016). As for the domains of quality of work life among faculty members from their point of view, they are as follows:

Table 6

Arithmetic means and standard deviations related to the level of quality of work life among faculty members at Jerash University from their point of view

No	Items	means	Standard Deviation
The first domain is Job stability and security			
1	The department/college leadership takes into consideration the personal circumstances of the faculty member.	3.36	.878
2	The department/college leadership gives me complete freedom in doing my work	3.18	.890
3	Department/college leadership gives me complete freedom in doing my work.	3.30	.865
4	Department/college leadership encourages me not to leave my job at the college.	3.20	.815
5	The department/college leadership applies the principle of justice and equality in reward and punishment.	3.06	.972
6	Department/college leadership provides a healthy environment for faculty members.	3.22	.776
	Job stability and security as a whole	3.22	.730
The second domain:: work-life balance			
7	The department/college leadership cares about the inclinations and desires of the faculty members by providing various cultural and awareness programs.	3.79	.788
8	Department/college leadership takes into account a faculty member's circumstances when considering to evaluate their performance.	3.96	.775
9	The department/college leadership is keen to build a social network among faculty members through social visits and trips outside of work.	3.88	.926
10	Department/college leadership provides the necessary facilities for the faculty member to achieve a balance between personal life and professional life.	3.94	.902
11	Department/college leadership provides recreational programs for faculty outside of work.	3.49	1.075
	work-life balance as a whole	3.81	.733
Third domain: Courses and rewards			
12	The department/college leadership cares about the inclinations and desires of the faculty members by providing various cultural and awareness programs.	2.73	1.075
13	Department/college leadership takes into account a faculty member's circumstances when considering to evaluate their performance.	3.00	.851
14	The department/college leadership is keen to build a social network among faculty members through social visits and trips outside of work.	2.68	1.187
15	Department/college leadership provides the necessary facilities for the faculty member to achieve a balance between personal life and professional life.	2.89	1.055
16	Department/college leadership provides recreational programs for faculty outside of work.	3.27	.897
	Courses and rewards as a whole	2.91	.881
The Fourth domain: the supervisory leadership style			
17	Department/college leadership treats faculty members fairly and without discrimination.	3.13	.978
18	The department/college leadership encourages the development of the faculty member's spirit of creativity and innovation.	3.14	.856
19	The department/college leadership adopts a participatory style of leadership and supervision at work.	3.17	.907
20	Department/college leadership uses positive criticism of a faculty member when he or she makes mistakes.	3.14	.843
21	Department/college leadership encourages faculty members to express their opinions to conduct business affairs.	3.17	.895



22	Department/college leadership delegates certain powers and responsibilities to faculty members.	3.23	.796
23	Department/college leadership uses different methods of motivation to get the work done.	3.15	.757
24	The department/college leadership is keen to provide guidance and continuous supervision of various activities.	3.23	.836
	supervisory leadership style as a whole	3.17	.702

The domain of work-life balance received the highest average score of (3.18) at a high level. This can be explained by the fact that Jerash University is in continuous development and that there is interest on the part of academic leaders in the inclinations and desires of faculty members by providing diverse cultural and awareness programs and taking into account the circumstances. Personal personality of faculty members, and keenness to communicate with faculty members through social visits and trips outside the framework of work. It may also be explained by the fact that academic leaders provide entertainment programs for faculty members, so the level of balance between work and life was at an average level of (3.18).

- In the domain of stability and job security, the average level of the study sample was 3.22 for faculty members. The result may be explained from the point of view of the faculty members by the fact that academic leaders feel that the faculty member feels job security and stability to some extent, and also give them complete freedom in performing their work. To some extent as well, the study sample aspires to obtain a high level of job security. This may be explained by the desire of academic leaders to contract with new faculty members due to the presence of large numbers of graduates seeking work in universities, and also their large numbers of doctoral holders, and there is very intense competition between universities.
- In the domain of the supervisory leadership style, the work included a participatory style in leadership and supervision. It may also be interpreted that non-academic leaders have sufficient experience in how to deal with faculty members at an average level in the estimates of the study sample. It may also be interpreted that department/college leaders deal with members The faculty is fairly, without discrimination, to a certain extent, and adopts the leadership of the department/college. Also, the result can be interpreted that academic leaders possess sufficient experience and information on how to deal with faculty members when they make mistakes through positive criticism, and there is motivation for faculty members at an average level among college members.
- As for the domain of courses and rewards, it obtained the lowest arithmetic average in the study sample estimates, at an average level. The result may be interpreted to mean that courses and rewards came in fourth place, with an arithmetic average of (2.92) and at



an average level, in the study sample estimates until the department leaders/ The college provides the opportunity for faculty members to attend training courses to develop their skills without discrimination to a certain extent, and they aspire to have a high level. The department/college leaders seek to improve the faculty member's income and aspire for the level to reach a high level. The result may be explained by the fact that the faculty member's income at the university, and the study sample estimates are at an average level as a result of economic conditions and high prices. This may also be explained by the fact that there is a large disparity in the income of a faculty member between universities, whether it is a public university or a private university.

The second question: "Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the level of quality of work life among faculty members at Jerash University from their point of view due to the variables (gender, academic rank, years of experience, and college)?" To answer this question, the arithmetic means and standard deviations of the level of quality of work life among faculty members at Jerash University were extracted from their point of view according to the variables of gender, academic rank, years of experience, and college, and the table below shows this.

Table 7

means and standard deviations of the level of quality of work life among faculty members at Jerash University from their point of view according to the variables of gender, academic rank, years of experience, and college

Variables			Job stability and security	Work-life balance	Courses and rewards	Supervisory leadership style	Quality of work life
Gender	male	Mean	3.26	3.89	2.98	3.25	3.33
		Standard deviation	.680	.620	.770	.616	.622
	female	Mean	3.05	3.44	2.60	2.83	2.96
		Standard deviation	.931	1.056	1.253	.954	1.011
Academic rank	Assistant Professor	Mean	3.16	3.69	2.81	3.14	3.19
		Standard deviation	.720	.846	.965	.713	.756
	Associate Professor	Mean	3.18	3.77	2.87	3.12	3.22
		Standard deviation	.758	.570	.763	.732	.683
	Professor	Mean	3.43	4.20	3.24	3.37	3.53



		Standard deviation	.702	.628	.860	.611	.653
Years of Experience	Less than (10) years	Mean	3.04	3.64	2.76	3.03	3.10
		Standard deviation	.722	.727	.848	.671	.698
	(10) years and more	Mean	3.41	3.99	3.08	3.32	3.43
		Standard deviation	.695	.704	.894	.711	.701
the college	Humanity	Mean	3.44	3.96	3.14	3.35	3.46
		Standard deviation	.632	.653	.755	.666	.636
	Scientific	Mean	2.83	3.55	2.52	2.85	2.92
		Standard deviation	.735	.800	.956	.653	.728

x = mean p = standard deviation

Table (6) shows an apparent variation in the arithmetic means and standard deviations of the level of quality of work life among faculty members at Jerash University from their point of view due to the different categories of variables of gender, academic rank, years of experience, and college. To demonstrate the significance of the statistical differences between the arithmetic means, a four-way multiple analysis of variance was used on the domains, Table (7), and a four-way analysis of variance for the tool as a whole, Table (8).

Table 8

Four-way multiple variance analysis of the effect of gender, academic rank, years of experience, and college on the domains of quality of work life

Source of variance	Domains	sum of squares	degrees of freedom	mean squares	, p-value	statistical significance
Gender	Job stability and security	1.045	1	1.045	2.442	.122
	Work-life balance	2.728	1	2.728	6.003	.016
	Courses and rewards	1.999	1	1.999	2.970	.088
	Supervisory leadership style	3.174	1	3.174	7.894	.006
Academic rank	Job stability and security	.144	2	.072	.072	.846
	Work-life balance	.268	2	.134	.134	.745
	Courses and rewards	.128	2	.064	.064	.910
	Supervisory leadership style	.236	2	.118	.118	.746



Years of Experience	Job stability and security	2.710	1	2.710	2.710	.014
	Work-life balance	1.346	1	1.346	1.346	.089
	Courses and rewards	1.204	1	1.204	1.204	.184
	Supervisory leadership style	2.176	1	2.176	2.176	.022
the college	Job stability and security	7.562	1	7.562	7.562	.000
	Work-life balance	3.357	1	3.357	3.357	.008
	Courses and rewards	7.891	1	7.891	7.891	.001
	Supervisory leadership style	5.211	1	5.211	5.211	.001
mistake	Job stability and security	37.654	88	.428		
	Work-life balance	39.993	88	.454		
	Courses and rewards	59.232	88	.673		
	Supervisory leadership style	35.379	88	.402		
Total	Job stability and security	49.569	93			
	Work-life balance	50.029	93			
	Courses and rewards	72.148	93			
	Supervisory leadership style	45.832	93			

It is evident from Table (7) that:

- There were statistically significant differences ($\alpha = 0.05$) due to the gender variable in all domains except stability job security, and courses and rewards. The differences were in favor of males.
- There are no statistically significant differences ($\alpha = 0.05$) due to the academic rank variable in all domains.
- There were statistically significant differences ($\alpha = 0.05$) due to the variable years of experience in all domains except work-life balance, courses, and rewards. The differences were in favor of (10) years or more.
- There were statistically significant differences ($\alpha = 0.05$) attributed to the college variable in all domains, and the differences were in favor of the humanitarian colleges.

**Table 9**

Four-way analysis of variance of the effect of gender, academic rank, years of experience, and college on the quality of work life among faculty members at Jerash University from their point of view

Source of variance	sum of squares	degrees of freedom	mean squares	p-value	statistical significance
Gender	2.214	1	2.214	5.290	.024
Academic rank	.012	2	.006	.014	.986
Years of Experience	1.887	1	1.887	4.509	.037
the college	5.834	1	5.834	13.939	.000
Mistake	36.831	88	.419		
Total	47.605	93			

It is evident from the following table:

- There were statistically significant differences ($\alpha = 0.05$) due to the effect of gender, as the P value reached 5.290 with a statistical significance of 0.024, and the differences were in favor of males.
- There were no statistically significant differences ($\alpha = 0.05$) due to the effect of academic rank, as the P value reached 0.014 and a statistical significance of 0.986.
- There were statistically significant differences ($\alpha = 0.05$) attributed to the effect of years of experience, as the P value reached 4.509 with a statistical significance of 0.037, and the differences were in favor of (10) years or more.
- There were statistically significant differences ($\alpha = 0.05$) attributed to the impact of the college, as the P value reached 13.939 with a statistical significance of 0.000, and the differences were in favor of the humanities colleges.

The results of the second question can be interpreted as follows:

5 CONCLUSION

In light of the results reached, the current study recommends the following:

1. The necessity of adopting the college's leadership in developing an emergency plan to anticipate events before they occur.
2. Holding training courses for academic leaders related to resolving conflicts and problems through scientific methods.



3. Establishing a written and registered ethical charter in the college that all employees adhere to.
4. Increase the interest of academic leaders in the college in providing the necessary needs for students.
5. The need for college leaders to diversify the methods of evaluating faculty members in the college.

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