



## **Quality of Life and Its Relationship to Self-Esteem Among High School Teachers in Blida State -A Descriptive Study on Some High Schools in Blida State-**

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### **Abstract:**

*This study aimed to examine the relationship between quality of life and self-esteem among high school teachers in Blida State. A descriptive research design was employed, involving a sample of 34 teachers. Two instruments were used: the Quality of Life Scale developed by Mohamed Ibrahim Mohamed Mansour and the Self-Esteem Scale developed by Cooper Smith. The Quality of Life Scale comprises 20 items distributed across five domains: Incentives and Rewards, Job Satisfaction, Physical and Organizational Work Environment, Human*

*Relations, and Self-Actualization. The Self-Esteem Scale includes four domains: General Self, Social Self, Home and Parents, and Work. Data were analyzed using SPSS, employing Pearson's correlation coefficient and the Chi-square test to test the study's hypotheses. The results revealed a statistically significant correlation between quality of life and self-esteem among high school teachers at Ibn Rushd and Al-Fath secondary schools in Blida State. Moreover, the findings indicated a moderate level of both quality of life and self-esteem among the participants.*

**Keywords:** *Quality of Life, Self-Esteem, High School Teachers*

### **Résumé :**

*Cette étude visait à examiner la relation entre la qualité de vie et l'estime de soi chez les enseignants du secondaire dans la province de Blida. Une méthodologie descriptive a été employée, sur un échantillon de 34 enseignants. Deux instruments ont été utilisés : l'échelle de qualité de vie développée par Mohamed Ibrahim Mohamed Mansour et l'échelle d'estime de soi développée par Cooper Smith. L'échelle de qualité de vie comprend 20 items répartis en cinq domaines : incitations et récompenses, satisfaction professionnelle, environnement physique et organisationnel du travail, relations humaines et réalisation de soi. L'échelle d'estime de soi comprend quatre domaines : soi général, soi social, foyer et parents, et travail. Les données ont été analysées à l'aide du logiciel SPSS, en utilisant le coefficient de corrélation de Pearson et le test du chi carré pour tester les hypothèses de l'étude. Les résultats ont révélé une corrélation statistiquement significative entre la qualité de vie et l'estime de soi chez les enseignants des lycées Ibn Rushd et Al-Fath de la wilaya de Blida. De plus, les résultats ont indiqué un niveau modéré de qualité de vie et d'estime de soi chez les participants.*

**Mots-clés :** *qualité de vie, estime de soi, enseignants du secondaire*



## **Introduction:**

Humans strive to achieve happiness by fulfilling their needs without facing obstacles that hinder their pursuit. Understanding human behavior requires attention to both the individual and their environment.

Psychologists have shown significant interest in individual development, particularly in the concept of quality of life, because of its novelty. Quality of life is a multidimensional and relative concept that varies from person to person, both theoretically and practically, depending on the standards individuals use to evaluate their lives. These standards are often influenced by factors such as cognitive ability and decision-making, managing surrounding conditions, physical and mental health, economic conditions, religious beliefs, and cultural values. These factors determine what individuals consider essential for their happiness in life (Khadija Hani, 2015, p. 8).

On the other hand, self-esteem is one of the most essential mechanisms of personal strength, serving as a central motivator for individuals to engage in activities or impactful efforts to face the pressures they encounter in any given situation. This was emphasized by Rogers, the proponent of self-theory, who stated that the self-system is the most crucial psychological factor in regulating and controlling human behavior. This is because individuals can, through their authentic selves, exercise control over their thoughts, feelings, and actions (Sinan Saeed Jasim, 2023, p. 475).

Given the importance of quality of life, self-esteem, and their psychological impact on teachers, this study focuses on

exploring the relationship between these factors among secondary school teachers.

High school teachers are the most critical link in the secondary education stage, as they determine the extent to which students can succeed in this pivotal and significant phase of their educational journey.

***Problem Statement:***

Education is one of the fundamental pillars of contemporary societies, alongside other social services such as housing, healthcare, security, and more. Education can be divided into two types: traditional education, which has existed since the inception of the educational system, and distance learning, a crucial strategy in modern education.

Through daily interaction and years of experience in the field of higher education, it has been observed that a significant and diverse portion of higher school faculty members are dissatisfied with their lives and generally do not enjoy life. They feel a lack of essential aspects of life, such as satisfaction, happiness, and optimism. This has led researchers to explore variables that evaluate the personal, social, and service-related facets of their daily lives. This issue highlights the importance of quality of life and self-esteem (Abdul Karim, 2016).

Quality of life reflects the level of happiness and satisfaction felt by employees in various institutions through their ability to fulfil the needs provided to them (Maryam, 2022).

Achieving quality of life for school employees has several objectives, with the most important being to boost teachers' morale. This, in turn, makes them feel secure in their jobs, motivating them to perform their work with greater



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effectiveness and efficiency (Maryam Saad Fahd Al-Mashboot, 2022).

The concept of quality of work life is broad, encompassing a variety of techniques, theories, and management styles aimed at making employees more responsible and autonomous than they typically are. This enhances an individual's trust in the institution and boosts their motivation to work towards achieving higher levels of goal accomplishment. It is also a significant factor for organizations to invest in, attract, and retain employees. "Grassione" believes that the quality of work life is crucial for job performance, while "Goshe" considers it a factor that influences work motivation. "Gidroone" views these programs as having two goals: improving employee productivity and job satisfaction. Additionally, the quality of work life reflects the quality of the relationship between employees and the overall work environment (Mohamed Ibrahim, Mohamed Mansour, 2016).

Researchers believe that no matter how advanced technology becomes or how large institutions grow, teachers remain the primary responsible party for preparing generations of students capable of facing challenges. They are the ones who provide students with the knowledge, scientific techniques, and cultural and social skills that help them adapt, live, and contribute to society (Hisham bin Farouh, Mohamed Boufateh, 2021).

We must pay more attention to their psychological well-being and consider the conditions that help them feel psychologically comfortable while performing their duties. This is especially important since completing the educational program within a limited timeframe is not as

straightforward as it used to be (Abdel Halim Younis Jamila, 2023).

Self-esteem, as a general concept, is one of the most important mechanisms of personal strength. It represents a central point in motivating individuals to engage in activities or impactful human efforts to face the pressures they encounter in any given situation (Sinan Saeed Jasim, 2023).

Based on the above, the following questions can be raised:

- **Is there a statistically significant correlation between quality of life and self-esteem among high school teachers?**
- **What is the quality of life level among high school teachers?**
- **What is the level of self-esteem among high school teachers?**

***General Hypothesis:***

- There is a statistically significant correlation between quality of life and self-esteem among high school teachers.
- The quality of life among high school teachers is high.
- The level of self-esteem among high school teachers is high.

***Study Objectives:***

The study aims to achieve the following objectives:

- To identify the nature of the relationship between quality of life and self-esteem among secondary school teachers.
- To attempt to uncover the level of quality of life among secondary school teachers.



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- To attempt to uncover the level of self-esteem among secondary school teachers.

## 1. Definition of Concepts:

▪ **Quality of Life:** Generally, refers to the quality of human characteristics in terms of physical, psychological, and cognitive composition, the degree of harmony with oneself and others, and social and moral composition. It is the optimal level of psychological, physical, and social performance that an individual achieves, including relationships, beliefs, health, fitness, life satisfaction, and well-being (Zeddaqa Wafa, 2020, p. 6). The current research refers to the scores obtained by secondary school teachers in response to the items of the Quality of Life scale, which consists of 44 items divided into five dimensions.

▪ **Self-Esteem:** A psychological term that expresses a hypothetical concept of all the opinions, ideas, feelings, and attitudes that an individual forms about themselves. It includes beliefs, values, convictions, and future aspirations, which are significantly influenced by physical, mental, emotional, and social aspects (Ahmed Mohsen Al-Saidi, 2020, p. 422). In the current study, inferences are drawn from the scores obtained by secondary school teachers responding to the 25-item Self-Esteem scale.

▪ **High School Teachers:** Individuals who hold qualifications that enable them to teach a specific subject at the secondary education level, having gained experience and passed competency tests.

## 2. Study Methodology:

To achieve the study's objectives, a descriptive methodology with a correlational approach was used, as this is the most suitable and widely used type in research.

### 2.1. Study Population and Sample:

The study population consists of male and female high school teachers from Ibn Rushd and Al-Fath high schools. The following table represents the study population:

School Name	Male Teachers	Female Teachers	Total
Ibn Rushd	15	22	37
Al-Fath	20	35	55
<b>Total</b>	35	57	92

### 2.2. Study Sample:

The main study sample consisted of 34 teachers selected and purposively distributed as follows: The current research relied upon practical aspects to choose the teachers as the study population. One of the main reasons for selecting this educational institution is that it contributes to educating generations. The study sample was selected from a group of teachers in a non-random manner and can be categorized by three variables: gender, educational level, and years of experience.

### 2.3. Study Limitations:

The study is limited to the following:

- **Thematic Limitations:** Represented by both quality of life and self-esteem.



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- **Human Limitations:** A representative sample of high school teachers.
- **Spatial Limitations:** Ibn Rushd and Al-Fath High Schools.
- **Temporal Limitations:** The academic year 2023/2024 during February.

#### 2.4. Data Collection Methods:

**Quality of Life Scale:** "Psychometric Properties of Study Tools:"

Researcher **Mohamed Ibrahim Mohamed Mansour** developed the Quality of Life scale, which consists of 45 items divided equally into five dimensions, with each dimension represented by nine items.

**Table 2 shows the distribution of items according to the scale's dimensions.**

Dimensions	Item Numbers
Incentives and Rewards	1, 2, 3, 4, 5, 6, 7, 8, 9
Job Satisfaction	10, 11, 12, 13, 14, 15, 16, 17, 18
Physical and Organizational Work Environment	19, 20, 21, 22, 23, 24, 25, 26, 27
Human Relations	28, 29, 30, 31, 32, 33, 34, 35, 36
Self-Actualization	37, 38, 39, 40, 41, 42, 43, 44, 45

**Scale Instructions:**

The following material is a questionnaire to measure quality of life. Please fill it out by expressing your opinion accurately and objectively for each item in the questionnaire by placing an (X) in the appropriate place.

**Table 3 shows the distribution of scores for the five-point Likert scale**

Categories	Very High	High	Moderate	Low	Very Low
Scores	5	4	3	2	1

The Quality of Life scale consists of 45 items, with the highest score being 225 and the lowest score being 45. Thus, the scale ranges from 45 to 225.

Three levels of the Quality of Life scale were determined based on the scores obtained by the respondents, calculated as follows:

$$\text{Range Length} = \frac{\text{Highest Score in the Scale} - \text{Lowest Score in the Scale}}{3} = \frac{225 - 45}{3} = 60$$

Accordingly, the levels of the Quality of Life scale were determined as follows:

**Table (4) Levels of the Quality of Life Scale**

Number	Levels	Range
1	Low	45-105
2	Moderate	105-165
3	High	165-225

**Self-Esteem Scale:**

The **Cooper-Smith Self-Esteem Scale** is designed for adults aged 16 and above. It consists of 25 items describing



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the individual's feelings, opinions, and reactions. The respondent marks whether each statement applies or does not apply to them. Clear positive and negative directions characterize the scale and help ensure the validity of responses.

The Self-Esteem scale consists of 25 items, with a total score for the scale.

**Table 5 shows the distribution of scores for the five-point Likert scale**

Categories	Applies	Does Not Apply
Scores	2	1

The Self-Esteem scale consists of 25 items, with the highest score being 50 and the lowest score being 25. Thus, the scale ranges from 25 to 50.

Three levels of the Self-Esteem scale were determined based on the scores obtained by the respondents, calculated as follows:

$$\text{Range Length} = \frac{\text{Highest Score in the Scale} - \text{Lowest Score in the Scale}}{3} = \frac{50 - 25}{3} = 8$$

Accordingly, the levels of the Self-Esteem scale were determined as follows:

**Table (6) Levels of the Self-Esteem Scale**

Number	Levels	Range
1	Low	25-33
2	Moderate	33-41
3	High	41-50

### Psychometric Properties of Study Tools:

**Quality of Life Scale:** Validity Calculation, Internal Consistency

### Correlation Between Total Scores of Dimensions and Total Scale Score:

The reliability of this scale was calculated using internal consistency through Pearson's correlation coefficient, which estimates the average correlation between items for each test separately, as shown in the following table:

**Table 7 shows the correlation matrix of the Quality of Life scale dimensions with their total score**

Dimensions	Correlation Coefficient
Dimension 1 (Incentives and Rewards)	0.612**
Dimension 2 (Job Satisfaction)	0.584**
Dimension 3 (Physical and Organizational Work Environment)	0.842**
Dimension 4 (Human Relations)	0.679**
Dimension 5 (Self-Actualization)	0.647**
Correlation is significant at (0.01)	

From the above table, we observe that all Pearson correlation coefficient values are statistically significant at the alpha level ( $\alpha = 0.01$ ). The correlation coefficient between the first dimension and the total scale score is 0.61; between the second dimension and the total scale score is 0.58;



between the third dimension and the total scale score is 0.84; between the fourth dimension and the total scale score is 0.67, and between the fifth dimension and the total scale score is 0.64. All values are positive and strong, indicating that this scale is valid because all its dimensions are consistent with each other and with the total scale score.

**Reliability: Internal Consistency (Cronbach's Alpha):**

The reliability of this scale was calculated using internal consistency through Cronbach's alpha, which estimates the average correlation between items for each test separately, as shown in the following table:

**Table 8 shows the reliability of the Quality of Life scale using Cronbach's alpha**

Dimensions	Cronbach's Alpha	Number of Items
Dimension 1 (Incentives and Rewards)	0.730	9
Dimension 2 (Job Satisfaction)	0.642	9
Dimension 3 (Physical and Organizational Work Environment)	0.762	9
Dimension 4 (Human Relations)	0.742	9
Dimension 5 (Self-Actualization)	0.691	9
Total Scale	0.726	45

From the above table, we observe that Cronbach's alpha values for the first dimension, "Incentives and Rewards," is 0.73; for the second dimension, "Job Satisfaction," is 0.64; for the third dimension, "Physical and Organizational Work Environment" is 0.76, for the fourth dimension "Human Relations" is 0.74, for the fifth dimension "Self-Actualization" is 0.69, and for the total scale is 0.72. These values indicate that this scale has high reliability, as all values are positive, and there is a high level of harmony and correlation between the items, almost reaching complete correlation (1).

**Self-Esteem Scale:** Validity Calculation, Internal Consistency.

**Correlation Between Total Scores of Dimensions and Total Scale Score:**

The reliability of this scale was calculated using internal consistency through Pearson's correlation coefficient, which estimates the average correlation between items for each test separately, as shown in the following table:

**Table 9 shows the correlation matrix of the Self-Esteem scale dimensions with their total score**

<b>Dimensions</b>	<b>Correlation Coefficient</b>
<b>Dimension 1 (General Self)</b>	0.642**
<b>Dimension 2 (Social Self)</b>	0.693**
<b>Dimension 3 (Home and Parents)</b>	0.796**
<b>Dimension 4 (Work)</b>	0.676**
<b>Correlation is significant at (0.01)</b>	

From the above table, we observe that all Pearson correlation coefficient values are statistically significant at



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the alpha level ( $\alpha = 0.01$ ). The correlation coefficient between the first dimension and the total scale score is 0.64; between the second dimension and the total scale score is 0.69; between the third dimension and the total scale score is 0.79; between the fourth dimension and the total scale score is 0.67. All values are positive and strong, indicating that this scale is valid because all its dimensions are consistent with each other and with the total scale score.

Reliability: Internal Consistency (Cronbach's Alpha):

The reliability of this scale was calculated using internal consistency through Cronbach's alpha, which estimates the average correlation between items for each test separately, as shown in the following table:

**Table 10 shows the reliability of the Self-Esteem scale using Cronbach's alpha**

Dimensions	Cronbach's Alpha	Number of Items
Dimension 1 (General Self)	0.785	6
Dimension 2 (Social Self)	0.726	6
Dimension 3 (Home and Parents)	0.790	6
Dimension 4 (Work)	0.770	7
Total Scale	0.707	25

From the above table, we observe that the Cronbach's alpha values for the first dimension, "General Self," is 0.78; for the second dimension, "Social Self," is 0.72; for the third

dimension, "Home and Parents" is 0.79, for the fourth dimension "Work" is 0.77, and for the total scale is 0.70. These values indicate that this scale has high reliability, as all values are positive, and there is a high level of harmony and correlation between the items, almost reaching complete correlation (1).

**Statistical Methods Used:**

- Internal consistency validity
- Cronbach's alpha for reliability
- Pearson's correlation coefficient to calculate the relationship between variables
- Chi-square to calculate the level of variables

**3. Presentation, Discussion, and Interpretation of Study Results:**

**3.1. First Hypothesis:**

There is a statistically significant correlation between quality of life and self-esteem among high school teachers.

**Table 11 shows the relationship between quality of life and self-esteem among high school teachers.**

Variables	Sample	Pearson's Correlation Coefficient	Sig	Decision
Quality of Life and Self-Esteem	20	0.677**	0.000	Significant at 0.01

This hypothesis states that there is a relationship between quality of life and self-esteem among high school teachers.



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From Table 11, we observe that Pearson's correlation coefficient is 0.677\*\*, and the significance value (Sig = 0.000) is less than the significance level (0.01), indicating a statistically significant correlation between quality of life and self-esteem among secondary school teachers. Therefore, the hypothesis is confirmed.

Several reasons can explain this result:

- The similarity of experiences and motivations that high school teachers go through in their professional, academic, and scientific lives, in addition to the efforts of school administrators to provide a good work environment through psychological follow-up of teachers' performance to serve their community and educate generations that contribute to the nation's progress.
- Teachers' performance in their work is not linked to the quality of life in terms of material resources, regardless of the luxury that should be available in secondary schools, but rather in their work and their adaptation to the most challenging conditions that have affected the educational journey.

This is confirmed by some studies, such as the study by Othman (2007) titled "Depression and its Relationship to Self-Esteem and Meaning of Life Among Youth," which found a statistically significant negative relationship between depression and meaning of life and between depression and self-esteem. It also found statistically significant differences between the average scores of males and females on the self-esteem scale, which favored females, and on the meaning of life and depression scales, which favored males. This study also agrees with the study by

Jaafar (2007) titled "Shyness and its Relationship to Self-Esteem and Psychological Loneliness: A Comparative Study on a Sample of Students from Damascus and Aden Universities," which found a negative relationship between shyness and self-esteem and psychological loneliness among students from Damascus and Aden Universities, and differences in shyness and psychological loneliness in favor of students from Damascus University, while in self-esteem, the differences were in favor of students from Aden University.

### 3.2. Second Hypothesis:

The study's hypothesis states, "The level of quality of life among high school teachers is high."

To verify the validity of this hypothesis, a Chi-square test was used to determine the quality of life among high school teachers. After statistical processing, the result was shown in the following table:

**Table 12 shows the level of quality of life among high school teachers**

Quality of Life Level	Frequencies	Percentage	Degrees of Freedom (df)	Chi-Square Value ( $\chi^2$ )	Sig
<b>Low</b>	7	20.58%	2	15.23	<0.001
<b>Moderate</b>	22	64.70%			
<b>High</b>	5	14.70%			

As shown in Table 12, the highest frequency among the study sample was observed at the moderate level of quality



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of life (64.7%), followed by the low level (20.6%) and the high level (14.7%). These results indicate that the overall level of quality of life among high school teachers is moderate.

A Chi-square goodness-of-fit test was conducted to examine whether the observed distribution differed significantly from an equal distribution across levels. The test revealed a statistically significant difference,  $\chi^2(2, N = 34) = 15.23, p < .01$ , indicating that the frequencies across the three levels were not evenly distributed.

Therefore, "the level of quality of life among high school teachers is moderate," due to several reasons, most notably:

In addition to the material resources available to the Ministry of Education to provide a suitable work life for teachers, these resources do not meet the required level. Salaries are irregular, which has contributed to the decline in the quality of life for teachers.

This is confirmed by studies like Shahin Raslan's (2009), which found that the nature of work sources is an important and influential factor in the psychological adjustment of teachers. The study explained that the teaching profession is demanding, and teachers bear its pressures, which are evident through the sources that make up the work nature questionnaire. They contribute entirely despite varying intensity and levels. This leads to the reflection of these sources on various aspects of life. The study also agrees with the study conducted by Al-Bahadli and Kadhem (2008), which aimed to determine the quality of life among university students in Oman. The study used a scale with six dimensions and found that the level of quality of life was high in two dimensions: family and social quality of life, and

education and study quality. It was moderate in two dimensions: mental health quality and emotional quality. The study also agrees with the study by Hassan, Al-Mahrizi, and Ibrahim (2008), which indicated a moderate level of quality of life, as well as the study by Nagham Salim Jamal titled "Quality of Life and Its Relationship to Counseling Needs Among High School Students," which showed the level of quality of life among the study sample and the level of counseling needs. The study was applied to a sample of 321 male and female students from general high schools.

The study concluded that the higher the level of quality of life from the student's perspective, the lower their counseling needs, and vice versa. When a student in this stage suffers from any imbalance, deficiency, or problem in any aspect of their life, whether it is unmet psychological needs such as feelings of inadequacy, anxiety, shyness, or low self-esteem, or social needs such as feelings of loneliness or isolation, or school needs, whether academic or communication needs within the school, this will make the student's perception of their quality of life low.

### **3.3. Third Hypothesis:**

The study's hypothesis states, "The level of self-esteem among high school teachers is high."

A chi-square test was used to verify the validity of this hypothesis and determine the level of self-esteem among high school teachers. After statistical processing, the result was shown in the following table:

**Table 13 shows the level of self-esteem among high school teachers**

Self-Esteem Level	Frequencies	Percentage	Degrees of Freedom (df)	Chi-Square Value ( $\chi^2$ )	Sig
Low	3	8.82%	2	54.00	<0.001
Moderate	3	8.82%			
High	27	79.41%			

From Table 13, the distribution of self-esteem levels among high school teachers showed that the majority of participants reported a high level of self-esteem (79.41%), whereas both the moderate and low levels each represented 8.82% of the sample. A Chi-square test was conducted to determine whether these differences were statistically significant. The results indicated a significant difference in the distribution of self-esteem levels among teachers,  $\chi^2(2, N = 33) = 54.00, p < .001$ . These findings suggest that the overall level of self-esteem among high school teachers in the study sample was high due to several reasons, most notably: Continuous growth in external variables or the environment they belong to is conducive to raising the level of self-esteem. In addition, success is considered an inseparable part of their future aspirations and goals, which does not diminish their self-esteem. Additionally, several factors contribute to their self-evaluation, such as parental upbringing styles.

This is confirmed by some studies, such as the study by Ellis S.G. (1999), which emphasized that self-esteem depends on external factors, the most important of which are

academic achievements, praise, and support from others, whether family, school, or friends. The study by Mohamed Shawkat (1993) also indicated that individuals with high self-esteem perceive their parents' upbringing styles as characterized by independence and democracy. The study by Fathi Okasha (1990) showed that the type of care a child receives plays an important role in their self-esteem. Kohutkorma believes that external factors have less influence on individuals with high self-esteem than on those with low self-esteem. Cooper Smith also supports this view: "Children with high self-esteem have confidence in their perceptions and judgments, and their attitudes towards themselves lead to accepting their opinions and taking pride in their reactions and conclusions, which allows them to satisfy their judgments when others' opinions differ."

## **Conclusion**

In conclusion, the study of the relationship between quality of life and self-esteem among high school teachers shows that there is a strong correlation between these two variables. It has been shown that improving the quality of life, including psychological, social, and economic aspects, significantly contributes to enhancing self-esteem among teachers. These results emphasize the importance of providing a supportive and comfortable work environment for teachers, along with a positive and balanced organizational climate, by improving working conditions and increasing professional and social support for them.

High self-esteem among teachers reflects positively on their professional performance and their ability to influence



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students, thereby enhancing the educational process as a whole. Therefore, this study calls on educational institutions, decision-makers, and employing bodies to consider the quality of life of teachers as an essential component of strategies to improve the quality of education.

In conclusion, investing in teachers' well-being is not only a social and moral responsibility but also a strategic investment in improving the quality of education and raising students' academic achievement levels. These results should serve as a starting point for further research and studies exploring other aspects of teachers' lives and their relationship to professional performance. The aim is to achieve a deeper and more comprehensive understanding that contributes to the development of more effective and sustainable educational policies.

In light of the achieved results and after reviewing the theoretical knowledge, we summarize the following recommendations:

- Conduct studies to uncover the levels of quality of life and self-esteem associated with high school teachers.
- Conduct more research and studies on topics related to high school teachers to complement the findings of the current study.
- Conduct studies to uncover differences in quality of life and self-esteem associated with high school teachers based on other variables.
- Reduce Workload: Distribute tasks fairly and logically to avoid excessive pressure and stress.
- Provide a Comfortable and Safe Work Environment: Improve infrastructure and provide

the necessary equipment to create a suitable work environment.

- Increase Salaries and Incentives: Offer fair salaries and additional bonuses to recognize teachers' efforts.
- Continuous Training: Provide advanced training courses to develop teachers' skills and enhance their competencies.
- Professional Support: Offer professional guidance and consultations to help teachers face professional challenges.
- Flexible Working Hours: Provide flexible work options to help teachers achieve a better work-life balance.
- Provide Psychological Counseling Services: Offer counseling sessions to support teachers' mental health and help them overcome stress.
- Teamwork: Promote teamwork among teachers and create a cooperative and supportive environment.
- Encourage Open Dialogue: Establish open communication channels between administration and teachers to exchange opinions, suggestions, and complaints.



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