

**Quality of Work Life as an Entrance for Developing the Job
Performance of The Employees in Social Work Education
Institutions**

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Abstract

The study aimed to determine the level of the quality of work life and determine the level of job performance for workers in social work education institutions, and to determine the relationship between the quality of work life and the development of job performance for workers in social work education institutions, and to determine the differences between the averages of workers' responses about the quality of work life in social work education institutions according to the variables (type , age, years of experience, academic qualification), down to proposed planning mechanisms to improve the quality of work life to develop the job performance of workers in social work education institutions, and this study is a descriptive study, and the study relied on the scientific method using the comprehensive social survey method for workers at the College of Social Work University Helwan, their number is (83) single, and the study tool was a questionnaire for workers, and the results of the study found a statistically significant relationship between the quality of work life and the development of job performance for workers in social work education institutions, It also found that there were no statistically significant differences between the averages of workers' responses about the quality of working life according to the variables of gender, age, years of experience, and academic qualification.

Keywords: Quality of Work Life, job performance, employees.

المخلص

استهدفت الدراسة تحديد مستوى جودة الحياة الوظيفية وتحديد مستوى الأداء الوظيفي للعاملين بمؤسسات تعليم الخدمة الاجتماعية، وتحديد العلاقة بين جودة الحياة الوظيفية وتطوير الأداء الوظيفي للعاملين بمؤسسات تعليم الخدمة الاجتماعية، وتحديد الفروق بين متوسطات إستجابات العاملين حول جودة الحياة الوظيفية بمؤسسات تعليم الخدمة الاجتماعية وفقاً لمتغيرات (النوع، السن، سنوات الخبرة، المؤهل الدراسي)، وصولاً إلى آليات تخطيطية مقترحة لتحسين جودة الحياة الوظيفية لتطوير الأداء الوظيفي للعاملين بمؤسسات تعليم الخدمة الاجتماعية، وتعد هذه الدراسة من الدراسات الوصفية، واعتمدت الدراسة على المنهج العلمي باستخدام منهج المسح الاجتماعي الشامل للعاملين بكية الخدمة الاجتماعية جامعة حلوان وعددهم (83) مفردة، وتمثلت أداة الدراسة في إستمارة إستبيان للعاملين، وتوصلت نتائج الدراسة إلى وجود علاقة ذات دلالة إحصائية بين جودة الحياة الوظيفية وتطوير الأداء الوظيفي للعاملين بمؤسسات تعليم الخدمة الاجتماعية، كما توصلت إلى عدم وجود فروق ذات دلالة إحصائية بين متوسطات إستجابات العاملين حول جودة الحياة الوظيفية وفقاً لمتغيرات النوع، والسن، وسنوات الخبرة، والمؤهل الدراسي.

الكلمات المفتاحية: جودة الحياة الوظيفية، الأداء الوظيفي، العاملين.

Study Problem

The world is looking forward at the present time towards institutions with a high level of performance, achieving a high degree of job satisfaction for workers, and ensuring excellence and effectiveness towards its society, and researchers seek to explore and search for everything that can lead to achieving these goals, in order to maintain the balance of the equation between the two mutually exclusive opposites They are the institution and its employees (Ryan, 2008, p. 31).

Where the progress and development of any society is based on the quality of the work and activities of its institutions and the efficiency of its performance through its optimal use of resources, especially human resources, which are considered the common denominator in all activities of any institution, and it has become seen as the most important and most valuable asset of the institution, and even the first and main determinant of its success, as Availability of an efficient and responsible workforce that enables them to carry out workloads, achieve the objectives of the institution, and use its available material capabilities as efficiently as possible (Budbus, Zahmul, 2020, pp. 14-15).

And based on the desire of these institutions to achieve their goals efficiently and effectively, and to face the changing challenges, they must adopt modern and effective administrative systems, and the quality of work life is one of the methodologies that enable institutions to face challenges, maintain their survival, and achieve their strategic goals represented mainly in achieving a competitive advantage and profitability, and improving their performance These strategic objectives are related to the institutions' keenness to develop their resources and capabilities at the internal level, or to obtain those resources and capabilities from abroad (Chen, 2014, p.3).

Since the nineties of the last century, there has been an increasing interest in the quality of work life, working conditions and psychological and social risks, as some researchers considered that the quality of work life is one of the most important goals and priority strategies for institutions, as it leads to achieving better health and well-being for employees, and adding value to business, Which reflects positively on the institutions and society dealing with them (Vidal-Blanco et al., 2019, p187).

Nowadays, the quality of work life has gained great importance, especially since some institutions face many issues related to human resources, including the stability of employees at work, so the quality of work life is among one of the various reasons that work on the stability of employees, as the effective implementation of quality of work life factors such as flexible time, , job enrichment, and the culture of the employees of the organization, can help the employees to remain in the organization, and also ensure the full use of their potential by ensuring greater participation makes work more effective, as well as opportunities for effective employee participation in the decision-making process (Swamy et al., 2015, pp. 281-282).

The quality of work life seeks to meet the aspirations of workers towards the job, salary, professional growth, and relations with co-workers. In addition, it includes factors that affect job satisfaction in the workplace, such as joy and personal well-being. The quality of work life helps create a supportive and encouraging work environment that enhances employee satisfaction. In it, it guarantees better salaries,

job security, and development opportunities, which increases the productivity of institutions and helps to improve them continuously (Akram et al., 2017, p.245).

The importance of applying the quality of work life in various institutions is also evident in reducing conflicts between employees and management by developing a climate for more productive relations, and greater participation of members of the work force with constructive ideas that can lead to improving working conditions, increasing employee affiliation and loyalty, and achieving integration between the goals of the institution and the objectives of the employees, and contribute to enhancing quality, learning and creativity, and increasing the degree of job satisfaction, and improving and supporting human relations in the institution, and a decrease in the rate of work turnover, and a decrease in absenteeism rates in the institution, and an increase in organizational efficiency and effectiveness and a better and optimal investment of human resources in the institution (Madi, 2014, p.67).

Which requires every institution to ensure that its human resources are provided with good working conditions, fair wages, additional benefits, ample career growth opportunities, safety and security, recreational facilities, adequate training and development opportunities, and this helps institutions to recruit talented competencies and retain them who represent a source of strength For the institution, this would ensure employee satisfaction and motivation to perform their duties and job duties efficiently and effectively, and institutions that pay due attention towards improving the quality of work life prevailing in them will ensure that their employees get a good experience in their workplace and thus better performance (Thakur & Sharma, 2019, p.328).

Performance is one of the vital topics in the lives of individuals and institutions alike, and that any improvement in the level of employee performance is one of the most important determinants of success for any organization, whatever its type of activity. Job performance is not a goal in it self, but rather a means to achieve the goal, as this goal is limited to raising the efficiency of workers Which benefits the organization in achieving its goals and provides the opportunity for these workers to excel and benefit from promotion opportunities, and this helps in satisfying their needs for self-esteem, self-realization and respect for others (Al-Ghalibi, Idris, 2007, p. 76).

The importance of job performance lies in its ability to maintain a distinguished level of performance for the organization, which enables it to achieve the highest competitive positions, achieve its goals, and protect it from the fluctuations and challenges of external environmental factors, in addition to that job performance contributes to ensuring the continuity of the organization's work and development and keeping pace with the latest contemporary technological means, which It provides the opportunity to reach the largest possible segment of customers, and provide them with the best services and products. As well as its ability to enable employers to solve current problems, predict risks and develop appropriate strategies to address and confront them (Mahdinezhad et al., 2013, p.30).

Job performance also helps employees in the process of making and making decisions by determining their abilities and their efficiency in completing their work within a certain period of time, which is rewarded by obtaining material incentives

and promotions by the management, as job performance is closely linked with incentives, whether material or moral, and that To encourage employees to continue and progress in developing their job performance, which in turn reflects positively on their job satisfaction, their sense of loyalty and belonging to the work environment, and develops their talent and creativity (Holford, 2016, p.6).

Based on the above, we find that the quality of work life is significantly and positively associated with management performance and employee job performance, which in turn affects the organizational performance of the organization (Chanana & Gupta, 2016, p17). Also, ignoring organizations to improve the quality of life for their employees will make them suffer from the poor performance of their dissatisfied employees, which is reflected in their level of productivity and the performance of the institution as a whole (Elqassaby, 2020, p.616). Likewise, without job performance that is characterized by responsibility, it is impossible for the organization to carry out its activities as required, and it becomes floundering in its pursuit of achieving its goals and ambitions (Adebayo, 2012, p.979).

Many studies have dealt with the quality of work life and job performance, as follows:

(a) Studies related to quality of work life:

There were many previous studies that dealt with the issue of the quality of work life, some of which focused on its dimensions, and some of them dealt with its advantages, and many of them focused on the quality of work life as a method to improve the work environment, as well as its relationship to many organizational variables. We find that the results of the study (Sirgy et al., 2008) concluded that there is a significant effect of applying the quality of work life on employees' job satisfaction, productivity, organizational behavior, and their attitudes towards work, and the effect of applying the quality of work life extends to aspects of personal life outside the scope of work, as the high rates of The individual performance of the workers leads to an increase in the profitability of the organization, which leads to an increase in the wages and incentives of the workers and is reflected in the standard of living that they practice in their private lives, with a significant positive effect of applying the concept of quality of work life on the employees' job performance, and thus on the organizational performance of the institution.

The study (Islam & Siengthai, 2009) emphasized the need for attention to the quality of work life through the development of communication channels between managers and workers, the provision of fair wages that provide workers with a good living, the participation of workers in decision-making, and the adoption of a culture of dialogue between bosses and employees, which reduces cases of Dissatisfaction and turmoil within the organization.

As confirmed study (Chimoi, 2012) the need to enhance the working life of workers by providing appropriate and fair compensation for workers, providing good and competitive working conditions, and providing opportunities for training and career growth for workers by improving their skills, which encourages innovation and creativity among workers.

A study (Garg et al., 2012) indicated that the quality of work life is of great importance at the level of institutions and at the level of society as a whole and The

study considered that the quality of work life is a decisive factor in determining the satisfaction and performance of workers in all institutions, and that there are many benefits resulting from improving the quality of work life, including a decrease in long absence from work, the participation of workers in decision-making more broadly, high productivity, and job satisfaction, higher job performance, and a decrease in the rate of work turnover, and a decrease in the quality of work life has a negative impact on the productivity and performance of workers in the institution.

The results of the study (Fapohunda, 2013) showed that there is a difference and variation between males and females in the degree of satisfaction with some indicators of the quality of work life (incentives, organizational commitment, job satisfaction, and organizational culture) in favor of females. The results also showed that males have a sense of job security. more than females, and that there is agreement between the sexes on the degree of satisfaction with some indicators of the quality of work life, which are supervisory behavior, communication, compensation and rewards development and career growth.

The results of the study (Mejbel et al., 2013) concluded that the most important dimensions of the quality of work life are rewards, benefits and compensation, job satisfaction, career development, senior management participation, communication, employee motivation, work-life cohesion, security, and safety. The most influencing factors on the quality of work life are rewards, benefits, and compensation, so the better the rewards and compensation, the greater the employee participation, and therefore the employees hope to develop their skills and obtain a promotion to a higher position.

In addition, the study (Xhakollari, 2013) concluded that the most controversial dimensions of the quality of work life among employees are (fairness of wages and rewards, safety in the work environment, and future opportunities available), as mental health employees consider that their basic salary is very low compared to work. Most of the respondents emphasized that improving the quality of work life factors enhances the quality of work life in general in mental health institutions, with a strong positive relationship between satisfaction with the quality of work life and a healthy and safe work environment.

A study (Amraei et al., 2015) stressed the need to give managers and officials greater attention to the dimensions of the quality of work life of employees, because of its significant impact on empowering employees and increasing their organizational citizenship behavior, as well as increasing the productivity of human resources and raising the efficiency and performance of institutions as a whole.

The results of the study (Mahmoud, 2015) found that there is a statistically significant correlation for each dimension of the quality of work life (participation in decision-making, providing moral conditions that support the performance of employees, opportunities for promotion and career advancement, fairness of reward systems, providing integrated job opportunities) and administrative creativity among officials of promotional activities in Egyptian universities.

A study (Al-Hasani, 2016) indicated that the quality of work life is affected by several factors, including (wages, social relations, job stability and security, leadership behavior, work supervision and participation in decision-making). The

study recommended the need to raise the quality of working life through regular salary payments. Providing the requirements for stability and job security, as well as giving social researchers the opportunity to participate in decision-making, which increases confidence in their abilities and skills.

The results of the study (Mohamed, 2018) revealed a low level of quality of work life among the participants in the study, and that there is a highly significant relationship between the overall level of quality of work life and organizational citizenship behavior of the participants in the study.

While the study (Shmailan, 2019) recommended the need to pay attention to the appropriate job climate for work, the need to pay attention to the material aspects of the employee, take care of his psychological aspects, and the good selection of administrative leaders who are able to use effective and successful leadership strategies, and prepare training courses periodically for employees to inform them of everything new in their field of work.

The study (Shalabi, 2021) recommended the necessity of developing and strengthening the concept of quality of work life for workers by conducting seminars and workshops, encouraging ethical leadership behaviors, and changing the incentive system because of its positive psychological impact on workers, which is reflected in their performance in the institution.

The results of the study (Mohamed, 2022) also revealed a low level of quality of work life for the participants in the study, due to the lack of incentives and wages received by the administrative leaders of Fayoum University, the university's lack of interest in material and moral incentives, the lack of a clear and appropriate system for rewards, and the lack of training provided by the university for administrative leaders, which allows them to develop themselves, in addition to the weakness of the university's internet which affects the workflow.

(b) Studies related to job performance:

As for studies related to job performance, the results of a study (Olorunsola, 2012) found that the job performance of administrative workers in Nigerian universities is very high, as the results showed that the rise in the job performance of workers may be a result of the quality and ability shown by the leadership in dealing with others, and there are no fundamental differences in the job performance of workers attributed to the gender factor, as the performance was high among males and females in these universities.

The results of a study (Kazan & Gümüs, 2013) also found that there is a positive impact of employees' sense of belonging on the performance of employees, and that the physical and moral environment has a positive impact on the performance of employees, and the results showed that there is no positive impact for each of (salaries granted to employees, level of job satisfaction, promotion and career advancement systems, labor relations, incentives) on the job performance of employees.

As for a study (Madi, 2015), it found a statistically significant relationship between participation in decision-making and the development and development of the job performance of employees, as the study recommended the need to ensure an effective relationship between senior management at the university and subordinates, in addition to restructuring the systems of wages and financial rewards for all

universities, and working to link wages and bonuses to an effective system of incentives linked to the work system and the efficiency of the performance of employees in their various specialties and workplaces in order to increase their ability to innovate in work within the university.

The results of the study (Al-Tuwaijri, 2016) showed that the level of job performance of administrative workers in the College of Education in general is high and recommended providing training programs for administrative workers to enhance and develop their creative skills and keep pace with modern administrative changes, which contributes to improving the level of performance of workers and increasing their effectiveness.

The study (Alandonse, 2019) recommended the need to increase the participation of female employees in decision-making related to the planning and implementation of work tasks, with university administrative leaders adopting the principle of delegating powers and reducing centralization, improving work systems and procedures by providing an organizational guide that defines work rules and procedures and clearly describing tasks, and working to provide more training and development courses and programs and workshops appropriate for female employees to work to increase the effectiveness of their job performance.

The study (Al-Hajjaj, Hassouna, 2019) stressed the need to provide opportunities for training teachers on the job, in a manner that meets their needs and improves their performance within the school, which reflects positively on the educational process, while providing material and moral incentives for teachers, as this has a great impact on their job performance.

The study (Al-Zahrani, 2019) also stressed the need to provide appropriate training programs that contribute to raising the level of teachers' performance and enhancing the reward of teachers who are distinguished by high performance, whether material or moral rewards, in order to serve the work and enhance their job performance.

The study (Jibril, 2019) emphasized the need to adopt factors that positively affect the job performance of individuals such as organizational commitment, quality of work life of individuals, organizational justice, organizational climate, administrative incentives, training and organizational development, and participation in decision-making, while limiting routine administrative patterns, work pressures, centralization, and excessive work on individuals, which leads to better job performance.

As study recommended (Al-Sayed, 2022) The need to urge workers to work in a team spirit and to form relationships based on respect, trust, exchange, integrity and to increase the rates of compassion among them by giving encouraging and moral incentives, and increasing the attention of senior management to workers, which is reflected in their job performance.

The study (Al-Gawab, 2022) also recommended the necessity of preparing special programs to develop the skills of workers in dealing with work pressures, as well as activating the concept of human relations between senior management and workers, because of its impact on enhancing the motivation of workers and improving their job performance.

Formulation of the study problem

The continuous increase in the role of institutions in the twenty-first century, and their relentless pursuit to keep pace with development and growth, increased their responsibilities and interests, and added to them goals that did not exist among their priorities, just as the transformations that occurred in the world such as globalization, postmodernism, the new world order, and developments technology, and the information and communication revolution and the Internet (Arifij,2004,p.103). This led to great challenges facing these institutions, which resulted in rapid performance, achievement and decision-making Change, development and keeping pace with the modern era imposed on these institutions the application of open administrative policies, commitment to objectivity, transparency, decentralization, and participation in decision-making.

Social work is an institutional profession based on practice and an academic system that promotes social change, development, social cohesion, empowerment, and emancipation of people and there have been major changes worldwide in social work education in recent years. These changes have been driven by external forces, which requires proof in social policy and new legislation In order for social work education to be linked to the achievement of social development and social care and to develop rapidly to keep pace with the changing requirements for services in light of rapid social change, as social work education greatly affects the ability of the current generation of social workers to provide programs and services that make a significant difference in the lives of individuals and achieve well-being in Society.

The quality of work life is one of the most important requirements of work life, and it is a vital element in achieving organizational goato, enhancing creativity, stability, and trust between management and employees, and perhaps its presence in any institution is a sign of success on its ability to manage the affairs of its employees, and workers in social work education institutions are a real tool to achieve success in these institutions and achieve their goals, and the quality of the work life of workers contributes to developing the capabilities of social work education institutions to survive, grow continuously and catch up with progress and development, so it was necessary for them to pay attention to the dimensions of the quality of work life, and try to apply them on the ground, which is reflected in its performance, the level of its graduates and the status of the profession in society.

The quality of work life is of great importance in social work education institutions due to its great repercussions on the job performance of the employees of these institutions, as maintaining these institutions and their employees is a strategic goal that they seek to achieve, which reflects the urgent need to improve the quality of work life for workers in social work education institutions, which improves their job performance and performance of the roles assigned to them, and increases their motivation, loyalty and belonging to the institution.

Through the previous subtraction and the results of previous studies, the problem of the study is determined in identifying the level of quality of work life in social work education institutions and determining the level of job performance of employees in social work education institutions and determining the relationship between the quality of work life and the development of job performance for

employees in social work education institutions, as well as determining the differences between the averages of employees responses about the quality of work life in social work education institutions, according to variables (gender, age, years of experience, academic qualification), With the aim of reaching a set of proposed planning mechanisms to improve the quality of work life to develop the job performance of employees in social work education institutions.

Study Importance

- 1- The study gains its importance from the importance of its topic, which deals with the quality of career life, which is an entry point for improving and developing the performance of employees in various institutions.
- 2- Quality of work life is one of the management concepts on which institutions that seek to achieve excellence and maintain their opportunities for continuity and growth in the local and international business environment are based.
- 3- Detecting the problems facing workers in social work education institutions that impede the achievement of quality of work life.
- 4- Through the results of the field study, social work education institutions may be able to identify the shortcomings in their application of the dimensions of work life and their impact on their job performance.
- 5- The results of this study may help officials in social work education institutions to take appropriate measures that increase the level of quality of work life for their employees, which reflects positively on their performance and achievement of their goals.

Study Objectives

- 1- Determining the level of quality of work life in social work education institutions.
- 2- Determining the level of job performance for employees in social work education institutions.
- 3- Determining the relationship between the quality of work life and the development of job performance for employees in social work education institutions.
- 4- Determining the most important dimensions of the quality of work life related to the development of the job performance of employees in social work education institutions.
- 5- Determining the differences between the averages of employees' responses about the quality of work life in social work education institutions, according to the variables (gender, age, years of experience, and educational qualification).
- 6- Reaching proposed planning mechanisms to improve the quality of work life to develop the job performance of employees in social work education institutions.

Study hypothesis

(1) The first main hypothesis of the study:

“There is a statistically significant relationship between the quality of work life and the development of job performance for employees in social work education institutions.”

This can be measured through the following hypotheses:

- 1- There is a statistically significant relationship between stability, job security, and the development of job performance for employees in social work education institutions.

- 2- There is a statistically significant relationship between participation in decision-making and job performance development for employees in social work education institutions.
- 3- There is a statistically significant relationship between wages, rewards, and the development of job performance for employees in social work education institutions.
- 4- There is a statistically significant relationship between social relations and job performance development for employees in social work education institutions.
- 5- There is a statistically significant relationship between opportunities for promotion, career advancement, and job performance development for employees in social work education institutions.

(2) The second main hypothesis of the study:

“There are statistically significant differences between the averages of employees responses about the quality of work life in social work education institutions, according to the following demographic variables (gender, age, years of experience, and educational qualification).”

Study Concepts

1- Concept of quality of work life:

There is no unified and common concept of quality of work life, which is also called the quality of the work environment, as there are many definitions that dealt with this term and sometimes differed according to the different point of view of the subject of quality of work life, although its content is the same related to improving the work environment and the lives of its employees.

The concept of quality of work life is one of the contemporary management concepts closely related to human resources in institutions, and the process of institutional communication, which is affected by many factors related to management style, working conditions, ability to communicate with others, motives, isolation, stress, and exhaustion, all of which affect on the productivity of the individual, and achieving job satisfaction for him (Ozturk et al., 2019, p.281).

According to (Werther & Davis, 2002, p.502) quality of work life is defined as providing good working conditions, good supervision, salaries and material and moral rewards, and a degree of interest and challenge in the job, and quality of work life is achieved through the philosophy of employee relations that encourages the use of quality of work life to give employees greater opportunities to influence their jobs, and to contribute effectively at the level of the organization in general.

It defines the quality of work life as the degree of distinction created at work, and the work conditions that determine the relationship between the worker and his environment, in addition to the human dimension, which contribute in total to general satisfaction and improve capabilities in performing work at the level of the individual and then at the level of performance of the organization in general (Kumar & Shani, 2012, p2).

As for (Linguli, 2013, p.4), he defines the quality of work life as the general meaning of well-being and its relationship to human health and his ability to work, as well as the suitability of the work environment with people, and it is the quality relationship between employees and the work environment in general.

While (Mejbel et al., 2013, p.399) believes that the quality of work life aims to know the impact of work on the employee, the participation of workers in problem-solving and decision-making, and the structure of rewards for the employee's work in the institution.

It is also defined as a process by which an organization responds to the needs of employees by developing mechanisms that allow them to participate in making decisions that affect their lives through their job (khetavath, 2015, p.34).

While (Al-Demerdash, 2018, p. 10) defines the quality of work life as the procedures, conditions, or processes that provide workers with a comfortable living environment, whether inside or outside the workplace, in a way that satisfies their needs, and leads to the achievement of institutional goals, and they differ according to different individuals and institutions.

According to this study, quality of work life is defined as:

a set of integrated, planned and continuous processes aimed at improving various aspects that affect the career and personal lives of employees of social work education institutions such as (stability and job security, participation in decision-making, wages and rewards, social relations, opportunities for promotion and career advancement), which in turn affects their job performance and organizational commitment in a way that contributes to achieving the objectives of the institution effectively.

2- Concept of job performance:

Job performance is an essential and important concept for institutions in general, and it represents the common denominator of interest of management scientists, and a central element for all fields of management knowledge, as well as being the most important dimension of various institutions around which the existence of the organization revolves. Job performance refers to the degree to which the tasks constituting an individual's job are accomplished and completed and reflects the way in which the individual satisfies the demands of the job. It is also considered one of the indicators indicating the efficiency of employees and their achievement of the required level of achievement according to the available capabilities (Hassan, 2001, p. 209).

Job performance is defined as the outputs and achievements that are achieved by an individual, group, or organization (Rothwell et al., 2000, p.1).

It also defines (Sultan, 2004, p.219) job performance It is the net effect of the individual's efforts that begin with the capabilities and awareness of the role or tasks that refer to the degree of achievement and completion of the tasks constituting the individual's job.

While define (al-Madhoun, 2005, p.152) job performance as studying and analyzing the performance of workers for their work and observing their behavior during work, to judge the extent of their success and level of competence in carrying out their current work and to judge the possibilities of growth and advancement of the individual in the future and bear greater responsibilities, or promotion to another job.

Hilal (2006) defines job performance as the employee's implementation of his responsibilities and work assigned to him by the organization or entity to which his job is related, and means the results achieved by the employee in the organization.

As (Onis, 2013, p. 258) goes in defining job performance as the output achieved by the employee when carrying out his tasks that include converting inputs into outputs, and it is the result of the interaction between three main determinants: motivation, work environment and ability, which is functional behavior aimed at completing tasks accurately, In the shortest time and least effort.

Job performance is defined as individual behaviors associated with organizational goals, and these individual behaviors can be measured by achieving the degree of contribution to the goals (Che et al., 2018).

The concept of job performance in this study refers to the level of completion of tasks and the ability of workers in social work education institutions to properly invest the available capabilities to complete the required tasks in the best way.

Methodological procedures for the study

(1) Type of study

This study is one of the descriptive studies aimed at determining the level of quality of work life and determining the level of job performance for workers in social work education institutions.

(2) Curriculum of the study

The study relied on the scientific method using a comprehensive social survey approach for employees in the administrative apparatus at the Faculty of Social Work, Helwan University.

(3) Study Fields

(a) Location Field

It represents the spatial field of study in the Faculty of Social Work, Helwan University.

The Faculty of Social Work at Helwan University was selected as a community for the study for the following reasons:

- 1- The Faculty of Social Work at Helwan University is considered the mother faculty of social work colleges and institutes in Egypt and the Middle East.
- 2- The Faculty of Social Work at Helwan University is considered one of the first faculties of Helwan University to obtain quality and academic accreditation, and it is also considered the first faculties of social work to obtain quality and academic accreditation in the Arab Republic of Egypt.
- 3- The Faculty of Social Work at Helwan University is considered the largest faculties of social work in Egypt to which students belong, as the number of students in the faculty is more than 34 thousand students for the academic year 2022/2023.
- 4- The approval of the employees (members of the administrative apparatus) and their willingness to cooperate with the researchers in conducting the study.

(b) Human Field

The human domain of the study was represented in the comprehensive enumeration of the workers in the administrative apparatus at the Faculty of Social Work at Helwan University, and their number is (83) single.

(c) Time Field

This is the period that it took to collect data from the field, which started from 9/5/2022 to 9/11/2022.

(4) Data collection tools

A questionnaire for workers about the quality of work life as an input to develop the job performance of workers in social work education institutions.

The tool was designed according to the following steps:

1- The researchers designed a questionnaire for workers about the quality of work life as an input to develop the job performance of workers in social work education institutions, by referring to the theoretical heritage that directed the study, and previous studies related to the study dimensions.

2- The validity of the tool**(a) The Face validity of the tool**

The tool was presented to (5) faculty members at the Faculty of Social Work, Helwan University. Accordingly, some phrases were modified, added, and deleted according to an agreement degree of no less than (80%). At the end of this stage, the tool was formulated in its final form.

(b) Content validity

to verify this kind of honesty, the researchers looked at the literature, books, studies, and previous research that dealt with the dimensions of the study, and then analyzed these literature, research, and studies in order to reach the different dimensions and phrases related to the issue of the study.

3- Tool stability

The stability of the tool was calculated using Cronbach's alpha coefficient, for a sample of (10) members of the study population at the College of Social Work.

The results are as shown in the following table:

Table No. (1) shows the results of the stability of the questionnaire form using Cronbach's alpha coefficient (N = 10)

Sr.	Dimensions	number of paragraphs	Alpha-Cronbach coefficient
1	Participation and job security	8	0.870
2	Participate in making decisions	8	0.815
3	Wages and bonuses	8	0.887
4	Social relations	8	0.931
5	Opportunities for promotion and career advancement	8	0.878
6	job performance	20	0.934
The questionnaire as a whole		60	0.930

It is clear from the results of Table No. (1) that the value of Cronbach's alpha coefficient is high for each dimension of the

questionnaire, ranging between (0.815, 0.934), and the value of Cronbach's alpha coefficient for all items of the questionnaire was (0.930), and this means that the tool has a high degree of stability And its results can be relied upon, and thus the tool has become in its final form.

(5) Determining the level of quality of work life in social work education institutions:

To judge the level of quality of work life in social work education institutions, so that the beginning and end of the categories of the triple scale: Yes (three degrees), to some extent (two degrees), No (one degree), the data was coded and entered into the computer, and to determine the length of the cells of the triple scale (lower and upper limits), the range was calculated = the largest value - the lowest value ($3 - 1 = 2$), it was divided by the number of scale cells to obtain the corrected cell length ($2/3 = 0.67$) and then added This value to the lowest value in the scale or the beginning of the scale, which is the correct one, in order to determine the upper limit of this cell,

Thus, the cell length becomes:

Table No. (2) shows the levels of arithmetic averages

(6)	If the value of the mean dimension ranged between 1-1.67	low level
	If the average dimension value between more than 1.68-2.34	Medium level
	If the average dimension value is between more than 2.35-3	high level

Statistical Analysis Methods

The Data was collected in the period from (5/9/2022 to 9/11/2022) and reviewed in the field and in the office by the researchers, then processed the data through the computer using the program (SPSS.V. 24.0) Statistical Packages for Social Sciences, and the methods were applied the following statistic: frequencies, percentages, arithmetic mean, standard deviation, internal consistency validity, Cronbach's alpha coefficient, simple regression analysis, Pearson's correlation coefficient, coefficient of determination, One Way Anova, and Independent Samples T-Test.

The results of the field study

The first axis: Characteristics of the study community:

Table (3) The characteristics of the study community (N = 83)

Gender		Frequency	%
1	Male	28	33.7
2	Female	55	66.3
Total		83	100
Age		Frequency	%
1	From 30 years - less than 40 years	33	39.8
2	From 40 years old - less than 50 years old	20	24.1
3	From 50 years and over	30	36.1
Total		83	100
Educational Qualification		Frequency	%
1	Average qualification	16	19.3
2	Above average qualification	12	14.5
3	University qualification	43	51.8
4	Postgraduate diploma	1	1.2
5	Master's	2	2.4
6	PhD	9	10.8
Total		83	100

It is

Current job		Frequency	%
1	General Manager	1	1.2
2	Senior Specialist with General Manager rank	7	8.4
3	Department manager	10	12
4	Social worker	10	12
5	Administrative	46	55.4
6	Computer Specialist	3	3.6
7	secretary	6	7.2
Total		83	100
Experience years		Frequency	%
1	Less than 5 years	3	3.6
2	From 5 - less than 10 years	3	3.6
3	From 10 - less than 15 years	19	22.9
4	From 15 years and over	58	69.9
Total		83	100

clear from the results of Table No. (3) that: The characteristics of the study community were as follows:

The vast majority of the study population is female, at a rate of (66.3%), followed by males, at a rate of (33.7%), and that nearly half of the study population are of age (from 30 years to less than 40 years), at a rate of (39.8%), followed by Workers who reach the age of (50 years and over) with a rate of (36.1%), followed by workers who reach the age (40 years - less than 50 years) with a rate of (24.1%), And that more than half of the study population have a university qualification with a rate of (51.8%), followed by those with an intermediate academic qualification with a rate of (19.3%), then those with an above-average qualification with a rate of (14.5%), followed by workers with a qualification Ph.D. (10.8%), And that more than half of the study population have work experience within social service education institutions (from 15 years and over) with a rate of (69.6%), followed by workers with experience (from 10 - less than 15 years) with a rate of (22.9%), then This was followed by workers with experience (less than 5 years), (from 5 to less than 10 years) with a rate of (3.6%).

The second axis: the quality of work life in social work education institutions:

(1) Job Stability and Security:

Table No. (4) shows the results of the statistical analysis of the paragraphs of the first dimension of the quality of work life, which is stability and job security (N = 83)

Sr.	phrases	Mean	σ	Ranking
1	I work in an organizational climate characterized by security and mutual trust between the parties to work	2.35	0.67	2
2	I feel stable and secure in my job	2.35	0.75	3
3	I expect a better future in my job	2.25	0.73	5
4	The organizational structure of the organization helps me in my career development	2.25	0.69	4
5	My qualifications and scientific experience are compatible with my job title	2.47	0.72	1
6	The institution is keen on qualifying and training employees continuously	2.24	0.67	6
7	The organization's management follows a policy of motivation to retain qualified employees	2.02	0.71	7
8	The institution has the necessary material and moral capabilities to provide job stability for workers	1.84	0.63	8
Dimension as a whole		2.22	0.50	Medium

It is clear from the results of the previous table No. (4) that the level of stability and job security in social work education institutions as determined by employees is average, with the arithmetic mean (2.22) and standard deviation (0.50), and the indicators of that are according to the arithmetic mean arrangement: In the first rank, my qualifications and scientific experience coincide with my job grade, with an arithmetic mean (2.47) and a standard deviation (0.72), and in the second rank I work in an organizational climate that is characterized by safety and mutual trust between work parties, with an arithmetic mean (2.35) and a standard deviation (2.35). normative (0.67), then came the third ranking: I feel job stability and security in my work, with an arithmetic mean (2.35) and a standard deviation (0.75). At the end of the ranking, the institution has the material and moral capabilities necessary to provide job stability for workers with an arithmetic mean (1.84) and a standard deviation (0.63).

Although all workers in social work education institutions hold their jobs under a fixed contract, they feel stability and relative job security. This reflects that this dimension obtained a medium score, and this may be due to the difficult economic situation that the country is going through, which in turn is reflected in the universities and their employees. as well as the state's tendency towards adopting a policy of digital transformation and reducing the number of state employees in government institutions, and the weakness of the financial and moral support provided by the state to universities, these results agreed with the results of some studies such

as the study (Chimoi, 2012), the study (Xhakollari, 2013), and the study (Shmilan, 2019), which all concluded that there is stability and job security to a moderate degree.

(2) Participation in Decision-Making:

Table No. (5) shows the results of the statistical analysis of the items of the second dimension of the quality of work life, which is participation in decision-making (N = 83)

Sr.	phrases	Mean	σ	Ranking
1	I participate in making decisions related to my business	2.25	0.76	5
2	I participate in setting the annual and developmental plans of the institution	1.82	0.75	8
3	I participate in choosing the training courses that I will attend	2.20	0.86	6
4	I am delegated some authority by my direct manager	2.55	0.64	3
5	I contribute to solving work problems within the institution	2.61	0.53	2
6	I offer suggestions for the development of work	2.70	0.51	1
7	I have an appropriate amount of freedom and independence in my work	2.31	0.64	4
8	The institution's management follows policies that enable employees to participate in decision-making	1.96	0.72	7
Dimension as a whole		2.30	0.45	Medium

It is clear from the results of the previous table No. (5) that the level of participation in decision-making in social work education institutions as determined by employees is average, with the arithmetic mean (2.30) and standard deviation (0.45), and the indicators of that according to the order of the arithmetic mean: The first to initiate Suggestions for developing work with an arithmetic mean (2.70) and a standard deviation (0.51), and came in the second place: I contribute to solving work problems within the organization with an arithmetic mean (2.61) and a standard deviation (0.53), then in the third place came I delegate some powers by my direct manager with an average arithmetic (2.55) and standard deviation (0.64), And at the end of the arrangement, I participated in setting the annual and developmental plans in the institution, with an arithmetic mean (1.82) and a standard deviation (0.75).

And it reflects that after participating in decision-making a medium degree, decisions are centered primarily in the hands of the senior management of social work education institutions, which indicates the centrality of decision-making The decision, and the absence of active participation of the workers, in addition to the failure of the management of these institutions to follow policies that enable the workers to participate in decision-making, despite their participation in some decisions and the delegation of some powers to them, but it was not sufficient from their point of view. These results agreed with the results of the study (Islam & Siengthai, 2009), the

results of the study (Garg et al., 2012), the results of the study (Mahmoud, 2015), and the results of the study (Al-Hasani, 2016).

(3) Wages and Bonuses:

Table No. (6) shows the results of the statistical analysis of the paragraphs of the third dimension of the quality of work life, which is wages and bonuses (N = 83)

It is

Sr.	phrases	Mean	σ	Ranking
1	My salary is commensurate with my job duties	1.72	0.63	5
2	The salary that I receive is commensurate with my requirements and living needs	1.57	0.73	6
3	The salary commensurate with my experience and qualifications	1.73	0.73	4
4	The salary I receive is commensurate with the economic situation in the country	1.48	0.68	8
5	The system of wages and rewards encourages me to improve my performance of my work	1.76	0.72	3
6	I feel good about the bonuses and raises that are added to my salary	1.77	0.63	2
7	Rewards are distributed in the institution to those who deserve it	1.83	0.60	1
8	The salary is considered appropriate compared to workers in the same field in other institutions	1.53	0.59	7
Dimension as a whole		1.67	0.50	low

clear from the results of the previous table No. (6) that the level of wages and rewards in social work education institutions as determined by employees is low, with an arithmetic mean (1.67) and a standard deviation (0.50), And the indicators of that according to the arithmetic mean order: In the first order, bonuses are distributed in the institution to those who deserve them, with an arithmetic mean (1.83) and a standard deviation (0.60), and in the second order, I feel satisfied with the bonuses and increases that are added to my salary, with an arithmetic mean (1.77) and a standard deviation (0.63), Then came the third arrangement that encourages me to improve my work performance with an arithmetic average (1.76) and a standard deviation (0.72), and at the end of the arrangement the salary I receive is consistent with the economic situation in the country with an arithmetic mean (1.48) and a standard deviation (0.68).

And the low score obtained after wages and rewards reflects the dissatisfaction of a large part of the workers in social work education institutions with the wages and material rewards that they receive, and there are differences in the salary and wages system in general compared to the salaries and wages of workers in the same field in other institutions This necessitates the need to review and update the system of wages and rewards and make it more compatible with the performance and tasks performed, the economic situation of the state, and the living requirements and needs of workers.

These results agreed with the results of some studies such as the study (Islam & Siengthai, 2009), the study (Mejbel et al., 2013), the study (Xhakollari, 2013), the

study (Al-Hasani, 2016), the study (Shamilan, 2019), and the study (Muhammad, 2022), all of which established the system of wages, rewards, and financial compensation as the most influencing factors on the quality of the workers' career, and stressed the need to provide fair wages that provide workers with good living conditions, which is reflected in increasing the participation of workers and raising the level of their performance.

(4) Social Relations:

Table No. (7) shows the results of the statistical analysis of the paragraphs of the fourth dimension of the quality of work life, which is social relations (N = 83)

Sr.	phrases	Mean	σ	Ranking
1	I seek to strengthen my relationship with my colleagues in the institution	2.78	0.44	1
2	I assume work responsibilities for my colleagues when needed	2.78	0.49	2
3	I participate with my colleagues in their events	2.69	0.60	5
4	My colleagues join me in my special events	2.63	0.61	6
5	My good relationship with my colleagues helps me quickly complete the required work	2.70	0.59	4
6	My relationship with my bosses at work is characterized by mutual respect	2.78	0.58	3
7	Cooperation and team spirit prevail among the employees	2.51	0.65	7
8	The institution's management promotes the principles of brotherhood and cooperation among employees	2.29	0.67	8
Dimension as a whole		2.64	0.48	High

It is clear from the results of the previous table No. (7) that the level of social relations in social service education institutions as determined by the employees is high, with an arithmetic mean (2.64) and a standard deviation (0.48), and the indicators of that according to the arithmetic mean arrangement: In the first rank, I seek to strengthen my relationship with my colleagues in the institution, with an arithmetic mean (2.78) and a standard deviation (0.44), and in the second rank, I assume work responsibilities for my colleagues at the time of need, with an arithmetic mean (2.78) and a standard deviation (0.49), Then, in the third ranking, my relationship with my superiors at work is characterized by mutual respect, with an arithmetic mean (2.78) and a standard deviation (0.58), and at the end of the ranking, the institution's management reinforces the principles of brotherhood and cooperation among employees, with an arithmetic mean (2.29) and a standard deviation (0.67).

This reflects the keenness of workers in social work education institutions to consolidate relations among them for the success of work, and that working in a team spirit requires the presence of good social relations between workers, and these relations are represented in mutual appreciation and respect among them, in addition to the good relationship of workers with their superiors, which is dominated by friendliness and mutual respect. Despite the high degree obtained after social

relations, it requires the management of social work education institutions to work to further consolidate these relations and benefit from them in achieving other goals related to developing the performance of workers and the performance of these institutions as a whole, increasing the effectiveness of administrative work and strengthening the organizational commitment of workers.

These results agreed with the results of some studies such as the study (Sirgy et al., 2008), the study (Islam & Siengthai, 2009), the study (Al-Hasani, 2016), and the study (Shamilan, 2019), all of which emphasized the need to pay attention to providing an appropriate job climate To work, to consolidate social relations between workers, as well as to adopt a culture of dialogue between superiors and employees, which improves work performance in general and reduces dissatisfaction and turmoil within the institution.

(5) Opportunities for promotion and career advancement:

Table No. (8) shows the results of the statistical analysis of the paragraphs of the fifth dimension of the quality of work life, which is the opportunities for promotion and career advancement (N= 83)

Sr.	phrases	Mean	σ	Ranking
1	The institution management provides employees with access to higher management positions	2.12	0.63	2
2	Promotion of the institution is carried out on fair and objective grounds	2.06	0.66	3
3	The management of the institution is based on the principle of merit in promotions	1.87	0.72	7
4	The institution management designs clear career paths for all employees	1.96	0.59	5
5	My educational qualification and practical abilities are compatible with my job grade	2.23	0.78	1
6	My work provides me with opportunities for professional and career advancement	2.04	0.68	4
7	The organization's management follows the policy of placing the right person in the right place	1.96	0.59	5
8	Exceptional promotions are granted based on performance efficiency	1.76	0.69	8
Dimension as a whole		2.01	0.49	Medium

It is clear from the results of the previous table No. (8) that the level of opportunities for promotion and career advancement in social work education institutions as determined by employees is average, with the arithmetic mean (2.01) and standard deviation (0.49), and the indicators of that are according to the arithmetic mean arrangement: In the first rank, my scientific qualification and practical abilities correspond to my job grade, with an arithmetic average (2.23) and a standard deviation (0.78), and in the second rank, the organization's management allows employees access to higher administrative positions, with an arithmetic mean (2.12) and a standard deviation. (0.63), Then, in the third arrangement, the promotion takes place in the institution based on fair and objective bases, with an arithmetic

average (2.06) and a standard deviation (0.66), and at the end of the arrangement, exceptional promotions are granted based on performance efficiency, with an arithmetic mean (1.76) and a standard deviation (0.69).

In spite of the fact that the dimension of opportunities for promotion and career progression achieved a medium degree, which may be due to the different viewpoints of the workers, each according to the department in which he works, there is satisfaction on the part of the workers with the promotion system used in these institutions, and that the opportunities for promotion are clear and available to everyone and are based on Objective and fair standards, as all employees working in university institutions are subject to the same law, which is the Civil Service Law, and the same rules and procedures apply to them in terms of the appointment and promotion system, which depends on the seniority system as a basis for career advancement.

These results agreed with the results of some studies such as the study (Chimoi, 2012), the study (Mejbel et al., 2013), the study (Xhakollari, 2013), and the study (Mahmoud, 2015). All of which agreed that providing opportunities for promotion, growth and career advancement would encourage innovation and creativity among employees, which is reflected in improving the performance of the institution in general.

Table No. (9) shows the level of quality of work life in social work education institutions (N = 83)

Sr.	Dimensions	Mean	σ	level	Ranking
1	Participation and job security	2.22	0.50	Medium	3
2	Participate in making decisions	2.30	0.45	Medium	2
3	Wages and bonuses	1.67	0.50	low	5
4	Social relations	2.64	0.48	High	1
5	Opportunities for promotion and career advancement	2.01	0.49	Medium	4
Dimensions as a whole		2.17	0.32	Medium	

It is clear from the results of Table No. (9) that the level of quality of work life in social work education institutions from the point of view of workers in social work education institutions is average, with an arithmetic mean (2.17) and a standard deviation (0.32), and the indicators of that according to the arithmetic mean order: in the first rank came social relations with an arithmetic mean (2.64) and a standard deviation (0.48), which is a high level, and in the second rank came participation in decision-making with an arithmetic mean (2.30) and a standard deviation (0.45), which is an average level, followed by the ranking The third is stability and job security with an arithmetic average of (2.22) and a standard deviation of (0.50), which is an average level. Then came the fourth rank, opportunities for promotion and career advancement, with an arithmetic average of (2.01) and a standard deviation of (0.49), which is an average level. Then came the fifth rank, wages, and bonuses with an arithmetic average of (1.67) and a standard deviation (0.50), which is an average level.

The average degree of the dimensions of the quality of work life for workers in

social work education institutions confirms the need to pay attention to developing and strengthening the quality of work life for workers through holding seminars and workshops for workers, encouraging ethical leadership behaviors in the institution, developing a culture of dialogue and developing channels of communication between management and workers, and the participation of workers more in Decision-making within these institutions, providing fair wages that provide workers with a good living, while changing the incentive system and its ratios because of its positive impact on workers, which is reflected in their performance in the institution.

These results agreed with the results of some studies such as (Islam & Siengthai, 2009), (Garg et al., 2012), and (Mejbel et al., 2013), all of which showed that the degree of availability of the quality of work life dimensions is medium. These results also differed with the results of some studies, such as the study (Mohamed, 2018) and the study (Mohamed, 2022), whose results concluded that the level of quality of work life was low.

Table (10) shows the level of job performance for employees in social work education institutions (N = 83)

Sr.	phrases	Mean	σ	Ranking
1	I adhere to the attendance and departure systems at work	2.84	0.39	6
2	I am committed to implementing the duties and instructions regulating my work	2.95	0.26	2
3	I abide by the regulations and laws governing work	2.93	0.30	4
4	I respect the instructions of my superiors to improve the work performance	2.94	0.28	3
5	I make sure to complete my job duties on time	2.99	0.11	1
6	I make sure to set a timetable for carrying out the required tasks	2.92	0.28	5
7	I carry out the required work efficiently and effectively	2.75	0.46	13
8	I avoid procrastination and delay in performing my job duties	2.78	0.44	9
9	I perform my job duties accurately and proficiently	2.83	0.37	7
10	I get training courses continuously to improve my work	2.28	0.68	18
11	I have the ability to lead and take responsibility	2.72	0.47	14
12	I can deal with modern technology and link it to work	2.53	0.54	17
13	I have the skills and abilities to solve daily work problems	2.76	0.43	11
14	I seek to develop my skills and abilities at work	2.80	0.40	8
15	I benefit from past experiences to improve my work performance	2.77	0.57	10
16	I make sure to innovate when performing my job duties	2.70	0.59	15

17	I try to find new ways to do my work	2.69	0.62	16
18	Carry out job tasks in accordance with the quality standards required at work	2.76	0.45	12
19	I make use of all available resources to perform tasks at the required level	2.76	0.45	12
20	I constantly evaluate my work to improve performance	2.78	0.44	9
Dimension as a whole		2.77	0.30	High

It is clear from the results of Table No. (10) that the level of job performance of employees in social work education institutions as determined by the employees is high, with an arithmetic mean (2.77) and a standard deviation (0.30), and the indicators of that according to the arithmetic mean arrangement: In the first rank, I am keen to complete my job duties on time, with an arithmetic mean (2.99) and a standard deviation (0.11), and in the second rank, I am committed to implementing the duties and instructions organizing my work, with an arithmetic mean (2.95) and a standard deviation (0.26), Then came the third ranking: I respect the instructions of my superiors to improve work performance with an arithmetic mean (2.94) and a standard deviation (0.28), then came in the fourth ranking: I abide by the regulations and laws regulating work with an arithmetic mean (2.93) and a standard deviation (0.30), then it came in The fifth ranking: I make sure to set a timetable for carrying out the required tasks with an arithmetic mean (2.92) and a standard deviation (0.28), and at the end of the ranking came: The sixteenth ranking: I try to find new methods to accomplish my work with an arithmetic mean (2.69) and a standard deviation (0.62) Where it came in the seventeenth rank: I can deal with modern technology and link it to work with an arithmetic mean (2.53) and a standard deviation (0.54), and at the end of the rank I get training courses continuously to improve my work with an arithmetic mean (2.28) and a standard deviation (0.68).

The high level of job performance of workers in social work education institutions reflects their commitment to the regulations and laws regulating work within these institutions, and the performance of their job duties with the required efficiency and effectiveness, as well as their commitment to the required quality standards in work, and the good relationship between workers and the management of the institution. All this does not preclude emphasizing the need to hold training courses on an ongoing basis to improve the performance of workers and increase their ability to deal with modern technology and link it to work, which helps workers to find new methods to accomplish their work, and to increase their ability to create and innovate.

These results are consistent with the results of some studies such as the study (Olorunsola, 2012), the study (Kazan & Gümüs, 2013), the study (Al-Tuwaijri, 2016), and the study (Al-Zahrani, 2019), which all showed that the level of job performance was high. The results are in line with the results of some studies, such as the study (Madhi, 2015), the study (Al-Andunusi, 2019), the study (Al-Hajjaj, Hassouna, 2019), the study (Jibril, 2019), the study (Al-Sayyid, 2022), and the study (Al-Ghawab, 2022). The results indicated that the level of job performance was low.

The Third Axis: Study hypotheses test**(1) Testing the first main hypothesis of the study and its sub-hypotheses:**

“There is a statistically significant relationship between the quality of work life and the development of job performance for workers in social work education institutions”:

Table No. (11) shows the results of testing the first main hypothesis and related sub-hypotheses (N = 83)

Sr.	Independent variable	(Job performance) Dependent variable	
		Total	
		R	sig
1	Participation and job security	**0.355	0.000
2	Participate in making decisions	**0.498	0.000
3	Wages and bonuses	**0.324	0.000
4	Social relations	**0.716	0.000
5	Opportunities for promotion and career advancement	**0.345	0.000
	Quality of work life as a whole	**0.356	0.000

(*) Significant at (0.05)

(**) Significant at (0.01)

It is clear from the results of Table No. (11) that:

- The value of the Pearson correlation coefficient between the independent variable (stability and job security) and the dependent variable (Job performance) amounted to (R = 0.355), and this correlation was statistically significant at a significant level (0.01), as the calculated significance value was (sig = 0.000), This indicates that there is a statistically significant relationship between stability, job security and job performance from the viewpoint of workers in social work education institutions.
- The value of the Pearson correlation coefficient between the independent variable (participation in decision-making) and the dependent variable (Job performance) amounted to (R = 0.498), and this correlation was statistically significant at a significant level (0.01), as the calculated significance value was (sig = 0.000), This indicates that there is a statistically significant relationship between participation in decision-making and job performance from the point of view of workers in social work education institutions.
- The value of the Pearson correlation coefficient between the independent variable (wages and bonuses) and the dependent variable (job performance) amounted to (R = 0.324), and this correlation was statistically significant at a significant level (0.01), as the calculated significance value was (sig = 0.000), This indicates that there is a statistically significant relationship between wages, rewards and job performance from the point of view of workers in social work education institutions.
- The value of the Pearson correlation coefficient between the independent variable (social relations) and the dependent variable (job performance) amounted to (R = 0.716), and this correlation was statistically significant at a significant level (0.01), as the calculated significance value was (sig = 0.000), and this indicates a statistically significant relationship between social relations and job performance

- from the point of view of workers in social work education institutions.
- The value of the Pearson correlation coefficient between the independent variable (advancement opportunities and career advancement) and the dependent variable (job performance) amounted to ($R = 0.345$), and this correlation was statistically significant at a significant level (0.01), as the calculated significance value was ($\text{sig} = 0.000$), and this indicates a statistically significant relationship between opportunities for promotion, career advancement and job performance from the point of view of workers in social work education institutions.
 - The value of the correlation coefficient between the independent variable (quality of work life) and the dependent variable (job performance) amounted to ($R = 0.356$), and this correlation was statistically significant at a significant level (0.01), as the calculated significance value was ($\text{sig} = 0.000$), and this indicates that there is a statistically significant relationship between the quality of work life and the job performance of workers in social work education institutions from the point of view of workers in social work education institutions themselves, and this confirms the link between the quality of work life and job performance, And the more social work education institutions are concerned with applying the quality of work life, the higher the job performance of these institutions.

Table No. (12) shows the results of the simple regression analysis of the relationship between the quality of work life and the development of job performance for workers in social work education institutions (N = 83)

It is

Independent variable	B	T-Test		F-Test		R		R ²
		value	sig	value	sig	value	sig	
Quality of work life	2.050	9.598	0.000	11.730	0.000	0.356	0.000	0.126

clear from the results of Table No. (12) that:

- The value of the correlation coefficient between the independent variable "quality of work life" and the dependent variable "job performance of workers in social work education institutions" (0.830), which is statistically significant at a significant level (0.01) and indicates a correlation between the two variables.
- The result of the test (F) ($F = 11.730$, $\text{Sig} = 0.000$) indicates the significance of the regression model, and the value of the coefficient of determination was (0.126), meaning that the dimensions of the quality of work life as a whole explain (12.6%) of the changes in the job performance of employees in social work education institutions.
- The value of the regression coefficient was (2.050), which indicates the existence of a direct relationship between the independent variable and the dependent variable, and the result of the T test ($T = 9.598$, $\text{Sig} = 0.000$) indicates that the effect of the independent variable on the dependent variable is considered a significant and statistically significant effect when Significance level (0.01), These results are consistent with the results of the study (Sirgy et al., 2008) and the study (Jibril, 2019), both of which indicated that there are many factors that have a positive impact on the job performance of workers, including the quality of work life, and also agree with the results of the study (Garg et al., 2012), which considered that

the quality of work life is a decisive factor in determining the satisfaction and performance of workers in all institutions, and agrees with the results of the study (Madi, 2015), which indicated that there is a statistically significant relationship between participation in making decisions and developing the job performance of employees, These results also agreed with the results of the study of (Al-Sayed, 2022) and the study of (Al-Ghawab, 2022), which emphasized that respect, mutual trust, integrity, and human relations between senior management and employees have a significant impact on enhancing employee motivation and improving their job performance.

(2) Testing the second main hypothesis of the study:

“There are statistically significant differences between the averages of workers' responses about the quality of work life in social work education institutions, according to the following demographic variables (gender, age, years of experience, educational qualification)”:

Table (13) shows the results of the (T) Test to verify the differences in the quality of work life according to the gender variable (N = 83)

gender	N	Mean	σ	(df)	T-test	sig
Male	28	2.24	0.21	81	1.473	.145
female	55	2.13	0.35			

(*) Significant at (0.05)

(**) Significant at (0.01)

It is clear from the results of the previous table that: The levels of significance calculated for the "T-test" for two independent samples" are greater than the level of significance (0.05), This indicates that there are no statistically significant differences in the answers of males to females about the quality of work life for workers in social service education institutions, and the researchers attribute this to the fact that members of the research community have a similar vision about the quality of working life, regardless of gender, whether male or female, and all workers are subject to the same work environment conditions and according to unified policies and instructions for both sexes.

These results differ with the results of the study (Fapohunda, 2013), which concluded that there is a difference and discrepancy between males and females in some indicators of the quality of work life, in favor of females.

Table (14) shows the results of the (Anova) Test to verify the differences in the quality of work life according to the age variable (N = 83)

Age	Mean	σ	F	Sig
From 30 years - less than 40 years	2.08	0.36	2.022	0.139
From 40 years - less than 50 years	2.24	0.23		
From 50 years and over	2.21	0.30		

(*) Significant at (0.05)

(**) Significant at (0.01)

It is clear from the results of the previous table that: The value of the calculated significance level is (sig = 0.139), which is a higher value than the significance level (0.05), which indicates that there are no statistically significant differences in the respondents' answers about the quality of work life due to the age variable, and this means that the respondents have similar visions about the quality of

work life due to the age variable.

Table (15) shows the results of the (Anova) Test to verify the differences in the quality of work life according to the educational qualification variable (N = 83)

Educational Qualification	Mean	σ	F	Sig
Average qualification	2.24	0.22	1.742	0.135
Above average qualification	2.02	0.20		
University qualification	2.19	0.32		
Postgraduate diploma	2.47	-		
Master's	2.43	0.12		
PhD	2.01	0.49		

(*) Significant at (0.05)

(**) Significant at (0.01)

It is clear from the results of the previous table that: The value of the calculated significance level is (sig = 0.135), which is a higher value than the significance level (0.05), which indicates that there are no statistically significant differences in the respondents' answers about the quality of work life due to the educational qualification variable, and this means that the members of the study population have a similar vision about the quality of work life and its dimensions, regardless of their educational qualifications.

Table (16) shows the results of the (Anova) Test to verify the differences in the quality of work life according to the experience variable (N = 83)

Experience	Mean	σ	F	Sig
Less than 5 years	2.26	0.072	2.204	0.094
From 5 - less than 10 years	1.99	0.42		
From 10 - less than 15 years	2.02	0.34		
From 15 years and over	2.21	0.30		

(*) Significant at (0.05)

(**) Significant at (0.01)

It is clear from the results of the previous table that: The value of the calculated significance level is (sig = 0.094), which is a higher value than the significance level (0.05), which indicates that there are no statistically significant differences in the respondents' answers about the quality of work life due to the experience variable. This means that the members of the study population have a similar vision about the quality of work life and its dimensions, regardless of years of experience.

The fourth axis: Proposed planning mechanisms to improve the quality of work life to develop the job performance of workers in social work education institutions:

Through a review of the theoretical framework guiding the study and the results of the field study, a set of planning mechanisms can be reached to improve the quality of work life in a way that contributes to the development of job performance for workers in social work education institutions, as follows:

Mechanism	Implementation procedures	Time period	Target	The agency responsible for implementation
Interest in enhancing	- Strengthening the financial and moral capabilities of the	continuously	employees	-College management

security and job stability	<p>institution necessary to provide job stability for workers.</p> <p>-Continuous evaluation of employees' performance and informing them of the results to enhance their strengths and address weaknesses, which is reflected in their job performance.</p> <p>-The institution's management follows a policy of motivation to retain the most efficient employees.</p> <p>-Holding educational seminars explaining the role of the institution and the efforts made to ensure the stability of its employees.</p>			-Quality Assurance and Accreditation Unit in the institution
Enable employees to participate in decision-making	<p>-Holding periodic meetings with employees to involve them in setting annual and development plans for the institution.</p> <p>-Holding training courses to develop the capabilities of employees to participate in decision-making in the institution.</p> <p>-Delegating more power and authority to employees to make decisions.</p>	continuously	employees	-College management -Quality Assurance and Accreditation Unit in the institution
Improving the system of wages and rewards for the employees of the institution	<p>-Make the wage system clearly and transparently declared.</p> <p>-Ensure that employees receive wages commensurate with the nature of their jobs and commensurate with the tasks assigned to them.</p> <p>-Developing an effective system to encourage employees to perform well by linking achievement with rewards.</p> <p>-Developing the system of wages and rewards to suit the living conditions of workers.</p>	continuously	employees	-University administration -College administration -Managing financial affairs in the institution
Reconsider opportunities for promotion and career	<p>-Making the promotion bases clear and announced so that employees feel transparent and clear.</p>	continuously	employees	-University administration -College administration

<p>advancement</p>	<ul style="list-style-type: none"> -Provide the opportunity for workers to grow and learn continuously and complete their studies. -Make promotion based on scientific and practical competence rather than relying on the seniority system only, without neglecting the role of experience. - Continuous training and holding training courses to develop the capabilities of workers and pay attention to the preparation of leadership cadres. - Granting exceptional promotions based on performance efficiency. 			<p>-Administration of personnel affairs in the institution</p>
<p>Strengthening the social relations between the employees</p>	<ul style="list-style-type: none"> -Strengthening the institution's management of the principles of brotherhood and cooperation among employees. -Establishing the concept of cooperation and team spirit among all employees. -Paying attention to continuous social communication and congratulating employees on family occasions. -Taking care of recreational trips for the employees of the institution, and activating their participation in social clubs. -Activating social activities to develop the spirit of workers and the cooperative work between them and their colleagues and between them and the management of the institution. 	<p>continuously</p>	<p>employees</p>	<ul style="list-style-type: none"> -University administration -College administration -Administration of personnel affairs in the institution

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