

Original Paper

Dissecting the Association between Quality of Work Life Practices and the Proficiency of Instructors' Productivity

Hussein Abdelsater¹

¹ Faculty of Business Administration, Jinan University, Tripoli, Lebanon

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Abstract

The Quality of Work Life (QWL) is an educational and occupational matter for instructors. This research conducted in Lebanon aimed to determine the influence of the quality of work-life practices and the proficiency of instructors' productivity. Data was collected from instructors working in private universities. Through a quantitative study, the dimensionality of the measuring instrument was examined. Exploratory and confirmatory phases were applied. The EFA phase followed the factor analysis to assess structure, validity, and reliability. The CFA revealed an adequate model adjustment, with average to excellent adjustment index values. Results validated that practices of quality of work-life influence instructors' productivity directly. However, these results confirmed that job satisfaction has the most significant effect. The conclusion discussed results and integrated recommendations and avenues for future studies.

Keywords

instructors' productivity, proficiency, Quality of Work-Life, private Universities.

1. Introduction

To confront negative consequences from ambient uncertainty and complexity in a context of permanent upheaval, managers have an essential role in giving meaning to change, promoting flexibility and autonomy, and endorsing employees (Gamage & Wickramaratne, 2021). Top managers guarantee a decent QWL and must develop the necessary skills. If the manager is one of the leading players in QWL, the latter is not the only one: HR, general management, and employees all have a role to play. Far from being fundamentally novel, managerial skills favorable to QWL are expected today in managers. These abilities are not limited to sagacity, knowledge, the delegation of authority, acceptance of the right to make mistakes, and trust. The quality of work-life is a concrete application of humanist philosophy. Its practices are introduced through participatory methods aiming to modify critical aspects of the workplace (Williams et al., 2019). Techniques of quality of life at work aim to create new-fangled circumstances favorable to employee satisfaction. Bedelkhalif and Studies (2017); Sheikh et al. (2018) mentioned that the quality of work life constitutes a new paradigm based on the principle of joint optimization, according to which the man is a complement of the machine and is endowed with a single capacity, the judgment. The human being is a resource that must be established and not degraded and discarded. Arijaldi (2020) added that the dimensions of quality of work-life optimize technical and human resources.

The quality of life and work in the university atmosphere is an educational and well-being matter for everyone. Indeed, the university is an educational place of work and life for teaching professionals and students. Permata, Sujanto, and Matin (2020) incorporated satisfactory and acceptable quality of life at work and a university environment for instructors and students. The well-being resulting from the quality of work-life practices is a positive, pleasant, and multidimensional psychological state that effectively rules out the negative aspects associated with psychosocial risks. The quality of work-life is bidirectional. According to Jelińska and Paradowski (2021), work-life measures affect the organizational structural factors (flexibility in jobs design, human resources management policies) and the cultural factors (relations between colleagues, support from the immediate supervisor) (Hasani, Salavati & Maghsoudi, 2013). Therefore, this relationship can be manifested in both directions. Hence, implementing quality work-life measures and practices to facilitate work-family balance increases performance and productivity (Saro et al., 2017).

The quality of life in the university environment is challenging, as highlighted in the literature. Problems of quality of work-life, more specifically in the strategies and tactics of work-life balance to sustain continuous growth. Plentiful studies have documented an adverse influence on quality work-life practices and productivity. According to Ampofo and Dartey-Baah (2016), most instructors have unsatisfactory work-life quality due to restraining agendas that negatively impact their responsibilities and performance. Negative consequences embrace stress, depressive and anxiety symptoms, and work-life conflict. This conflict increases for employees due to exertion in reconciling job demands and family requirements. Disputes in life and professional spheres arise when an employee's commitment to one of the spheres negatively affects the other's perception and functioning (Khansa et al., 2020). Accordingly, these obstacles raise two essential research questions. How can QWL quality of work-life practices influence the proficiency of instructors' productivity? What is the impact of job satisfaction, leadership style, career and skills development, salaries and compensations, and work-life balance on the productivity of Lebanese instructors?

The purpose of this research paper is to present a guide clarifying the implementation of adequate quality of work-life measures in Lebanese universities. This research explains the theoretical and empirical association between work-life quality and productivity proficiency. It analyzes the association between instructors' perceptions of the quality of work-life balance and their perspective toward productivity. Consequently, this research documents the associations between the quality of work-life measures and the productivity of instructors in Lebanese universities as the workplace. The following specific objectives are pursued to achieve these aims:

- 1) To identify and describe the quality of work-life and its applicable measures,
- 2) To categorize and diagnose the influence of the quality of work-life practices on the productivity of Lebanese instructors,
- 3) To document recommendations to improve the relationship between variables.

The significance of this study is grounded on two levels. On the scientific level, few researchers have documented an existing relationship between the perception of instructors toward the quality of work-life and their proficiency in productivity. Therefore, few research approaches were proposed for a good quality of life at work. On a practical level, categorizing the statistical relation between the variables is vital due to the potential offered by the growth of governance methods of universities (Leitão, Pereira & Gonçalves, 2019).

Thus, universities with contemporary vision conduct surveys on instructors' perception of the needed practices of the quality of work-life. These surveys assess practical indicators of job satisfaction, career and skills development, work-life balance, leadership style, salaries, and compensations. Dimensions of QWL constitute a tangible management tool for university executives (Soltani, 2016). These measures include concrete shreds of evidence from the human resources management to prove the proficiency of implementing the quality of work-life practices. Top managers, including CEOs and COOs, are not yet convinced of the return on investment of each method forming QWL quality of work-life structures. Executives should be persuaded that improved quality of life at work contributes to better-quality work, therefore, to effective productivity. Thus, the quality of work-life should not be measured as a cost. It is an investment in human capital. For example, productivity indicators such as reduced absenteeism can be an excellent method to convince stakeholders (management and top management) of the awareness and significance of an effectively implemented quality of work-life practices. After this critical introduction, the second section defines the variables from a review of past studies. It elaborates on the construction of five research hypotheses. The research methodology is clarified in the third section. Findings, analysis, and interpretations are discussed in section four. Recommendations and research limitations conclude this research paper.

2. The Literature Review

Janmohammadi et al. (2015), Parsa et al. (2014), Ogohi (2019) have fixed the objective and multidimensional nature of the quality of life-work. Those terms encompass organizational culture, working conditions, participation and engagement, autonomy and responsibility, and recognition and gratitude for the accomplished tasks. The latter is a beneficial tactic to enhance well-being.

2.1 *Quality of Work-Life Approaches*

Approaches to the quality of life at work are generic expressions covering all dimensions of work, for example, wages and bonuses, safety, working conditions, and organizational or interpersonal relationships. The studies of Hymavathi and Sekhara Rao (2019) showed that the university work climate influences the academic staff's well-being, motivation, performance, and productivity, namely instructors. Adopting work-life balance measures is a critical part of a comprehensive approach to promoting productivity that should not be neglected (Kwahaar & Iyortsuun, 2018). The implementation of QWL measures to meet the workforce needs is developed according to two standards. The first focuses on the work-life relationship theme, namely the work-family balance standard. Different practices restrict the quality of work-life in the second standard. Those practices can be grouped into four components: improvement of the work itself, participation, improvement of the environment, and improvement of the relationship between work and private life (Soltani, 2016).

2.1.1 Job Satisfaction

This dimension of QWL is an emotional state resulting from the estimation of work achievement. It is expressed in terms of accomplished values at work. Satisfaction is a function of the perceived connection associating an individual's work expectations and the actual results (Bagheri Hossein Abadi et al., 2021). Two core motives centered either on the employee or the organization make satisfaction one of the most frequently studied dimensions in research on organizational behavior. The first is based on the clue that job satisfaction can predict well-being at work. The second contemplates that job satisfaction can lead to employees' behaviors affecting organizational operations and processes. In this case, satisfaction reflects performance and productivity as executive functioning (Lewis, 2019).

Zakerian et al. (2014); Abdien (2019) related satisfaction into two dimensions. An organizational dimension where the relationship between employees and the organization is central. An individual extent focuses on the association among employees and job characteristics. On the other hand, little research to knowledgeable associates these two meta-dimensions with an environmental one. The term environment designates that of the organization and not the position and its characteristics. Hence, the organizational constraints conflict with employees' characteristics as individuals (Roche & Haar, 2020).

2.1.2 Leadership Style

Leadership is the ability to manage others and unite around shared ideas and practical methods to accomplish tasks. Leaders don't have to have a managerial position to prove themselves (Sekhara Rao et al., 2018). Leaders are not afraid to take risks and decisions for the good of the team. Leaders proving themselves in groups are noticed in their workplace and are approached by recruiters. An endless list of categories and classifications are attributed to leadership and its contemporary style (Althobaiti, Alharthi & ALZahrani, 2020). The most recent one is the directive, participatory and visionary styles. The directive leader sets the tempo for the work teams. This style of managers is demanding; however, they lead by example and expect subordinates to be excellent team players. The directive leader leaves a margin of autonomy when team members have proven themselves.

Nonetheless, those leaders are less patient with some less successful individuals. The participative leader puts forward collective intelligence (Devi, 2015). Those leaders with a participatory style ask individuals' opinions leaving room for great creativity and brainstorming (Nanjundeswaraswamy & Swamy, 2015).

2.1.3 Career and Skills Development

The first step in professional career and skills development is to evaluate skills. Employees need realistic and achievable goals concerning their present professional situation. Human resources managers should discover the possibility of professional training and choose among the most applicable methods, including on-the-job training, job enlargement, or job enrichment (Azhar, Sidin & Rewa, 2022). Those techniques should inspire employees. After completing a skills assessment, career and skills development should match newly acquired skills. For successful professional development, employees should consider vocational training programs to boost employment. Employees will have the ability to develop their conceptual, human, interpersonal, and technical skills. Line managers will have to provide their support, but it's an efficient way to generate new ideas in teams and allow employees to develop in new areas in a win-win environment (Bakhshayesh, Rahimi & Eftekhari, 2015).

2.1.4 Salaries and Compensations

Salaries, remuneration, and compensation appear to be complex terminologies for employees. It can be fixed or variable according to the turnover or the margin generated. It can also be dependent on individual objectives or team objectives. Compensation proves viable success (Hymavathi & Sekhara Rao, 2019a). Particular attention to remuneration makes it an essential variable for human resources. However, income takes on more meaning according to the employee's position and conferring to the salary level of peers. The notion of equity is a central facet of both salaries and compensation. Employees should find wages adequate for their executed tasks. Asadi et al. (2019) accentuated that satisfaction with pay depends on the level of remuneration in absolute terms and on the general

perception of the individual. Bhagyashri and Bhakane (2015); Çetinkanat and Kösterelioğlu (2016) illustrated that workforce satisfaction with their pay best explains perceptions of pay equity.

2.1.5 Work-Life Balance

Work-life balance harmonizes the professional environment's requirements and those resulting from family roles. It promotes a healthy equilibrium among work, family, and personal life (Bhende et al., 2020). Work-life balance is a rewarding experience since these two spheres can be constructively dependent on each other and mutually enriching. The balance between work and personal time is correlated with time management. However, organizations choose to develop the practice of part-time and work flexibility measures to ensure that the time dedicated to working does not significantly affect private and family life. Those practices allow employees to have a balanced and successful professional life (Swathi, 2017). Work-life balance leads to visible and valuable results. Beyond the notion of productivity, the valuation of the right amount of work will allow employees to invest and flourish in their duties. Work flexibility is related to working hours. Flexibility is embraced in activities where employees can schedule and manage their work as long as they respect the approved hours in their contract. Therefore, work flexibility allows the workforce to adapt professional life to private life (El Badawy, Shiha & Magdy, 2016).

2.2 *Instructors' Productivity*

The education sector contributes, in particular, to workforce training. Therefore, it is considered a factor of production. In this case, it is about the productivity of education as it is usual to speak of the productivity of capital or labor (Alawamleh, Al-Twait & Al-Saht, 2022). Education is a process that consumes factors of production (fixed assets, equipment, labor) and "produces" pupils and students who have reached various levels of training. It is the internal productivity of the factors consumed by education systems or productivity in education. Internal productivity will be high if an optimal use of resources in the education sector accompanies good school results. Instructors can operate very efficiently and have very high internal productivity but, at the same time, prove to have little effect on overall productivity and have very low external productivity (Jelińska & Paradowski, 2021).

Instructor-led education is a traditional, top-down, teacher-directed approach to learning that occurs in online or offline classroom environments. The process connects instructors with students to encourage discussion and interaction in a group setting. An organization's overall productivity level is defined by the variety of factors of production within the mode of production (Suryadi, Al azhary & Moeins, 2021). The efficiency of a production mode is measured using factor productivity (Dalimunte, Marhalinda & Moeins, 2021). The factors that influence productivity are numerous and varied: number of machines used, organization of work, professional skill of workers, and efficiency of the equipment. Furthermore, the productivity of a factor of production is explained by its combination, within the production process, with other aspects of production.

2.3 *Formulation of Research Hypotheses*

Gardner and Romney (2021) established a close link relating the Quality of Work Life (QWL) and the proficiency of productivity through a constant improvement of work conditions, job satisfaction, enhanced work-life balance, and leadership style. QWL leads to valuable and cost-effective ramifications of working life for the workforce and the establishment. Clinton (2015); Wooten (2021); Keramaty, Khorshidi, and Taghva (2016) identified four components of QWL: the work itself, participation, the environment, and the work-private life relationship. However, Kalboussi et al. (2019) extracted five practices directly influencing the proficiency of productivity. Those practices are job

satisfaction, leadership style, career and skills development, salaries and compensations, and work-life balance. The following points simplify the relationship between those variables.

2.3.1 Job Satisfaction and Instructors' Productivity

Job satisfaction is one of the most studied dimensions in research on organizational behavior. In this sense, studies have multiplied in recent years in the sales force field. Job satisfaction and productivity are not clearly and directly linked, although in many cases, satisfied instructors with their teaching jobs are more productive (Razak, Ma'amor & Hassan, 2016). Job satisfaction and productivity are essential for an effective workplace. Job satisfaction and productivity are linked. Instructors with pessimistic attitudes and personalities may be predisposed to high productivity or satisfaction regardless of the job. Job satisfaction is a positive affective state accompanying or succeeding professional activity. When trying to improve productivity, many organizations seek to improve job satisfaction. It is because many believe that happy or satisfied instructors are naturally more productive (Santally et al., 2020). Knowing how instructors feel about their work seems central to many managers, who know that satisfaction has potential links with productivity. Instructors are satisfied when the result of their academic tasks and action conforms to the expectations and aspirations that aroused them (Al-Shawabkeh & Hijjawi, 2018). In other words, when academic results meet instructors' expectations. These facts advance the first hypothesis.

H1: Job Satisfaction has a positive influence on Instructors' Productivity.

2.3.2 Leadership Style and Instructors' Productivity

Leadership is a behavioral characteristic of an individual. This behavior is innate in people. Leadership is grounded on managerial practices to influence and direct the activities of members of groups and teams. Leaders are viewed as individuals with distinctive capabilities to plan and regulate employees and their attitudes and actions toward attaining predetermined goals. Leadership is the capacity to stimulate, instigate and motivate the workforce to exert high potential toward achieving goals. The latter is determined through a set of coordinated decision-making strategies. It secures cooperation between the various framework mechanisms that make up the establishment (Yadav & Dixit, 2017). The objective is that all employees understand the path, the objectives pursued, and why, thus generating greater motivation in their work performance. Leadership is based on everyone's participation (Hamiduzzaman et al., 2020). Leaders, in their innate characteristics, believe that they should inspire workers to participate in the opinions and strategies to be used in the organization, even if he is the one who makes the final decision. These facts advance the second hypothesis.

H2: Leadership Styles have a positive influence on Instructors' Productivity.

2.3.3 Career and Skills Development and Instructors' Productivity

The heart of the neoclassical human capital theory is that education is an investment (for individuals and society) that increases the productivity of those who receive it and thereby increases their remuneration (Algan & Ummannel, 2019). Career and skills development is based on the investment financed in whole or part by universities as organizations (directly or indirectly). Consequently, employed instructors can improve, acquire or maintain skills, knowledge, or professional qualifications (Gibson, 2012). The relationship between career and skills development and instructors' productivity has been the subject of various studies. Results verified that an increase in investment in skills development positively and significantly influences productivity (Sharma & Jyoti, 2013).

Instructors ensure practical benefits from career and skills development, ease in exercising educational tasks and increase their knowledge capital. Therefore, those development arm instructors with the tools

necessary to cope with technological developments relating to teaching practices (Aruldoss, Kowalski & Parayitam, 2021). Instructors satisfy professional curiosity, develop new skills, innovate, and create new teaching methodologies. These facts support the third hypothesis that there is a causal link between career and skills development and instructors' productivity. These facts advance the third hypothesis.

H3: Career and Skills Development positively influence Instructors' Productivity.

2.3.4 Salaries and Compensations and Instructors' Productivity

Following the theory of Taylorism, it was considered that the fundamental reason for employee satisfaction was sufficient remuneration. The consecutive productivity gains should make salaries and compensations possible (Dhamija, Gupta & Bag, 2019). Capital productivity is assessed as an added value and gauged as the connection between the attained capital and investment factors. The theory of human capital attributes wage differences to employee productivity variances. Those differences arise from differences in the quantities of the aspect of production, "Human Capital" accumulated by employees through investments in human capital. Řezáč (2021); Krauze Boone et al. (2019) demonstrated that salaries and compensations represent an investment that positively impacts the instructors' productivity. These facts advance the fourth hypothesis.

H4: Salaries and compensations have a positive influence on Instructors' Productivity.

2.3.5 Work-life Balance and Instructors' Productivity

Work-life balance is finding ways to work effectively and simultaneously achieve goals. Professional and personal. One way to do this is to establish the crucial goals and determine how much time we want to spend on each. These goals can then serve as a compass, especially when arranging our schedule and imposing our limits (Tsygankova, Reznikova & Huang, 2021). Employers have an important role in helping employees maintain their work-life balance. That's why we need employers who are forward-thinking and ready to make innovative and courageous systemic changes that prioritize the mental health of their employees instead of just productivity goals (Sharma, 2021). These facts advance the fifth hypothesis.

H5: Work-Life Balance has a positive influence on Instructors' Productivity.

2.4 Conceptual Framework

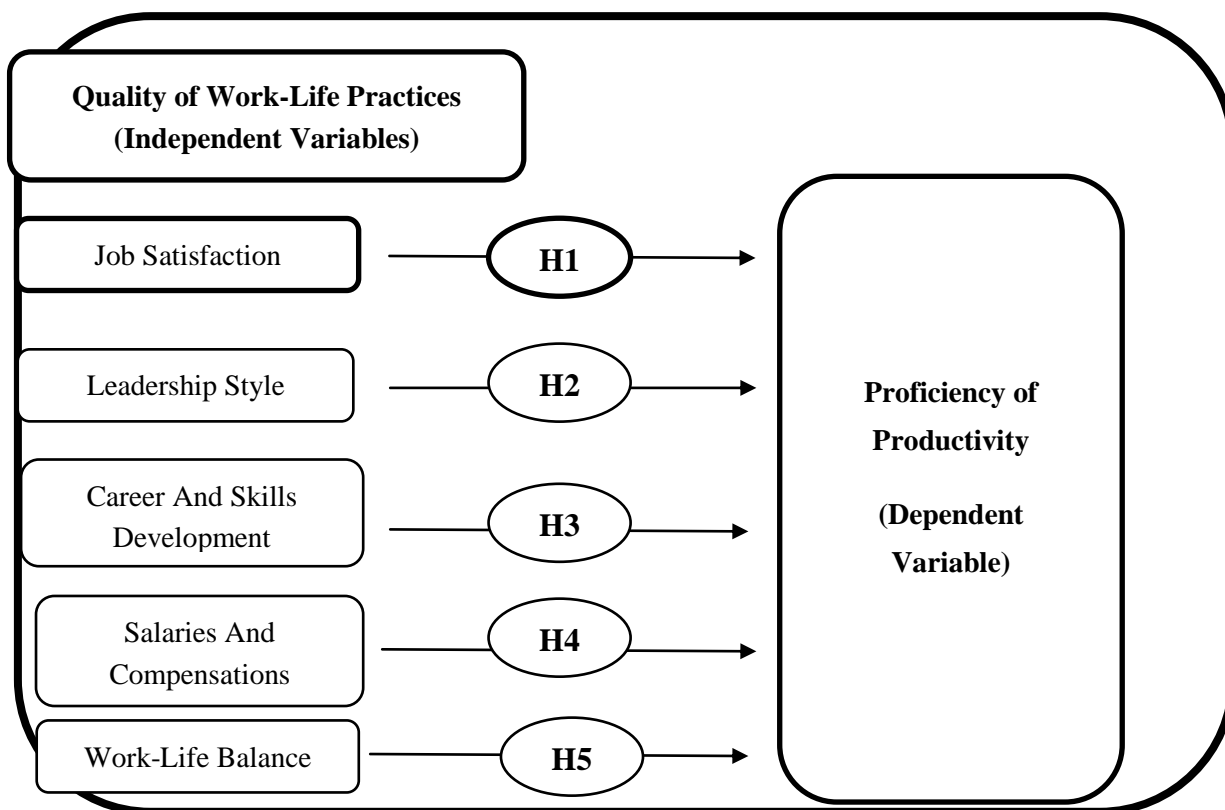


Figure 1. Conceptual Framework (Pio & Tampi, 2018; Fleuren et al., 2016; Hasan Alfani & Hamzah, 2019)

3. Research Methodology

This research adopts the classical philosophy of positivism (Crossley, 2021). This approach states that the study of human behavior in organizations uses a scientific methodology based on facts and realities. This philosophy is crucial to understanding and interpreting the theories, inspirations, and individuals’ actions to understand social reality (Saunders, Lewis & Thornhill, 2019). Positivism treats science with numbers. In other words, it is explained by quantization. Positivism uses quantitative methods such as statistics, surveys, and questionnaires.

3.1 The Questionnaire

At the methodological level, a face-to-face survey was conducted to validate a causal model integrating QWL practices and the proficiency of instructors’ productivity. The quantitative analysis using survey data explores the associations between instructors’ perceptions regarding job satisfaction, leadership style, career and skills development, salaries and compensations, and work-life balance as practices of QWL and productivity. The questionnaire is addressed to a convenience sample composed of Lebanese Instructors. The questionnaires were administered in the paper during the fall semester of 2021-2022. Hence, there was no intermediary between the collector and participants when filling out the questionnaire. The fact that the respondents answer the questions themselves allows for rapid data collection.

3.2 Analysis Stages

The methodology comprises three successive stages. Initially, a pre-study made it possible to correct mistakes in the questionnaire. Secondly, the questionnaire has undergone an EFA (Exploratory Factor Analysis) followed by a confirmatory factor analysis CFA. It was distributed to instructors available in Lebanese Universities. It highlighted the validity and reliability of the measuring scales.

From initial dimensions, the objective was to underline the factorial structure by carrying out an Exploratory Factorial Analysis (Principal Component Analysis). Thus, a set of factors defined by the questionnaire items was retained and purified to qualify each dimension. Then a second-order Confirmatory Factor Analysis procedure was implemented. The later stage validated the quality of the framework and highlighted indices. Accordingly, the CFA confirmed the structure of the factors in items and the structure of each variable.

3.3 The Operationalization of Variables

The operationalization of the variables of the quality of work-life and the proficiency of instructors' productivity are described. Items in the objective measure the quality of work-life and its practices.

Table 1. Operationalization of Variables

Variables	Operation Methods	Authors
		(Sharma & Jyoti, 2013)
Job Satisfaction (JS)	The scale of job satisfaction is assessed by using six dimensions. It is evaluated on the five points of the Likert scale.	(Algan & Ummanel, 2019)
		(Aruldoss, Kowalski & Parayitam, 2021)
Leadership Style (LS)	Leadership style is assessed by using three dimensions. It is evaluated on the five points of the Likert scale.	(Williams et al., 2019)
		(Saro et al., 2017)
		(Khansa et al., 2020)
Career And Skills Development (CSD)	Three dimensions contributed to the evaluation of career and skills development. It is measured using the five points of the Likert scale.	(Hasani, Salavati & Maghsoudi, 2013)
		(Leit ão, Pereira & Gon çalves, 2019)
		(Soltani, 2016)
Salaries And	three dimensions contributed to the evaluation of wages and compensations. It is measured using the five points of the Likert scale.	(Bagheri Hossein Abadi et al., 2021)

Compensations		(Lewis, 2019)
(SAC)		(Zakerian et al., 2014)(Abdien, 2019) (Asadi et al., 2019)
Work-Life Balance	WLB scale is assessed by using four dimensions. It is measured using the five points of the Likert scale.	(Bhende et al., 2020)
(WLB)		(Bhagyashri & Bhakane, 2015) (Çetinkanat & Kösterelioğlu, 2016) (Kalboussi et al., 2019)
Proficiency of instructors’ productivity	Seven statements contributed to the evaluation of the proficiency of instructors’ productivity. It is measured using the five points of the Likert scale.	(Razak, Ma’amor & Hassan, 2016)

4. Results and Findings

To answer the research question, namely, to determine the number of sub-dimensions inherent in each of the six latent dimensions, an exploratory principal component factor analysis was performed. The exploratory factor analysis was carried out using SPSS 25 on all 19 items forming the quality of work-life while specifying five factors. The extraction method chosen to determine the number of elements is (PCA). The Principal Component Analysis is calculated with the varimax rotation. The purification of the measurement scale required the realization of successive ACP. The data factoring was checked at each stage to remove one dimension from the analysis. The results of the KMO test are more significant than 0.5, which is acceptable. Bartlett’s sphericity tests indicated a considerable score with a P-value of $0.00 < 0.001$, which rejects the hypothesis of no correlation.

This test clearly explains the significantly extended variances represented in a minimum of factors. The Kaiser-Meyer-Olkin (KMO) coefficients, the determinants of the correlation matrix (JRJ), and the Bartlett’s sphericity test outcomes are presented in Table 1. These results make it possible to conclude that the data can be factored. Consequently, the principal component analysis PCA implementation is verified.

Table 2. Validity and Reliability

Variables	Cronbach alpha	KMO	Sig.	Items
Job Satisfaction	0.977	0.834	0.000	6
Leadership Style	0.733	0.702	0.000	3
Career And Skills Development	0.704	0.706	0.000	3
Salaries And Compensations	0.718	0.701	0.000	3
Work-Life Balance	0.875	0.638	0.000	4
Quality of work-life (five dimensions)	0.855	0.822	0.000	19
Proficiency of instructors' productivity	0.736	0.888	0.000	7

The KMO coefficients of the six dimensions are between 0.707 and 0.834. These results demonstrate excellent sampling adequacy. It shows the validity of the dimensions. As for measured Cronbach's alphas for subscales of this variable, they range from 0.704 to 0.977. This statistical test confirmed an internal items consistency ($\alpha=0.855$). The Cronbach's alpha of the "job satisfaction" variable is 0.97, which indicates that the things that compose it measure the same variable. At the same time, this dimension reached a KMO of 0.834, highlighting excellent validity. The section devoted to the variable "career and skills development" provided a good Cronbach's alphas, indicating high internal consistency and good internal validity. For the section as a whole, the $\alpha=0.855$ for the sub-dimensions constructing this variable. As for the "Proficiency of instructors' productivity" section, the validity KMO measured 0.888. Cronbach's alpha indicates good internal consistency. The latter has a value of 0.736. It varies between 0.84 and 0.65 for each of the subscales in this variable.

4.1 Correlation Matrix

Analyzing the correlation between items is a recommended step in analyzing structural models. It is recommended that the correlation between the items of the reflective variable be solid and significant. The inter-item correlation is influential since the correlation coefficients are higher than 0.5 with a p-value<0.01.

Table 3. Correlation Matrix

		Job Satisfaction	Leadership Style	Career And Skills Development	Salaries And Compensations	Work-Life Balance
Leadership Style	Pearson Correlation	.398**	1			
	Sig. (2-tailed)	.000				
	N	715	715			
Career And Skills Development	Pearson Correlation	.517**	.291**	1		
	Sig. (2-tailed)	.000	.000			
	N	715	715	715		
Career And Skills Development	Pearson Correlation	.271**	.172**	.351**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	715	715	715	715	
Work-Life Balance	Pearson Correlation	.174**	.168**	.385**	.273**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	715	715	715	715	715
Proficiency of instructors' productivity	Pearson Correlation	.449**	.309**	.408**	.253**	.270**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	715	715	715	715	715

Indices lead to the conclusion that the items of these constructs indeed measure its concept. The inter-item correlation of the QWL is solid and weighty (the correlation coefficients are more significant than 0, 5, and $p\text{-value} < 0.01$). Likewise, the inter-item correlation between job satisfaction and instructors' productivity is vital and practical (the correlation coefficients are more significant than 0.5, and the $p\text{-value} < 0.01$). Therefore, no multicollinearity exists in the data set.

4.2 Principal Factor Analysis

For data extraction, Principal Component Analysis was performed with varimax rotation. Each component column shows the retained items for variables.

Table 4. Component Analysis

		Component				
		1	2	3	4	5
		Job Satisfaction				
Six Dimensions	JS1	.762				
	JS2	.759				
	JS3	.744				
	JS4	.708				
	JS5	.621				
	JS6	.603				
		Work-Life Balance				
Four dimensions	WLB1		.625			
	WLB2		.599			
	WLB3		.585			
	WLB4		.527			
		Leadership Style				
Three dimensions	LS1			.830		
	LS2			.826		
	LS3			.820		
		Salaries And Compensations				
Three dimensions	AC1				.662	
	AC3				.658	
	AC4				.655	
		Career And Skills Development				
Three items	CSD1					.682
	CSD2					.600
	CSD3					.540

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

Items assembled in a column prove that these items are connected to one variable. Hence, those items confirmed a significant saturation on each factorial axis. This factor structure explains 50% of the information. Examination of the matrix of components after rotation clarified that the first component is defined by Job Satisfaction. The second component, for its part, is determined by four dimensions constructing the Work-Life Balance.

Table 5. Total Variable Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of variance	Cumulative %	Total	% Of variance	Cumulative %
1	3.576	17.878	17.878	3.576	17.878	17.878
2	2.454	12.271	30.149	2.454	12.271	30.149
3	1.500	7.498	37.647	1.500	7.498	37.647
4	1.326	6.629	44.276	1.326	6.629	44.276
5	1.247	6.233	50.509	1.247	6.233	50.509
6	1.038	5.188	55.697			

For each of the five dimensions, eigenvalues were extracted. These extracted factors explained a vital part of the total variance of the construct in question. The CFA confirmatory possessing fitting adjustment indices are confirmation tool for the EFA.

4.3 Skewness and Kurtosis (Normality Evaluation)

Regarding the CFA results to test the model fitness on a final sample, the normal distribution of the variables was first ensured. The values of the symmetry (skewness) and flattening (Kurtosis) coefficients are correct, as shown in the following table.

Table 6. Skewness and Kurtosis (Normality Evaluation)

Variables	Min	Max	Skew	C.R.	kurtosis	C.R.
Job Satisfaction	1.286	5.000	-1.037	-11.321	.408	2.226
Leadership Style	1.875	5.000	-.649	-7.088	.315	1.720
Career And Skills Development	1.000	5.000	-.652	-7.116	.301	1.643
Salaries And Compensations	1.000	5.000	-.791	-8.631	-.147	-.800
Work-Life Balance	1.000	5.000	-1.142	-12.465	.477	2.601
Proficiency of instructors' productivity	1.250	5.000	-.967	-10.560	.276	1.504

The kurtosis and skewness testing normality demonstrated that null hypotheses are rejected based on $\alpha=0.05$, $CR>1.96$, and $Kurtosis<5$, recommended threshold. Confirmatory factor analysis effectively reveals a structure of the quality of work-life organized around five dimensions: job satisfaction, leadership style, career and skills development, salaries and compensations, and work-life balance. The below Figure shows the structural equation model.

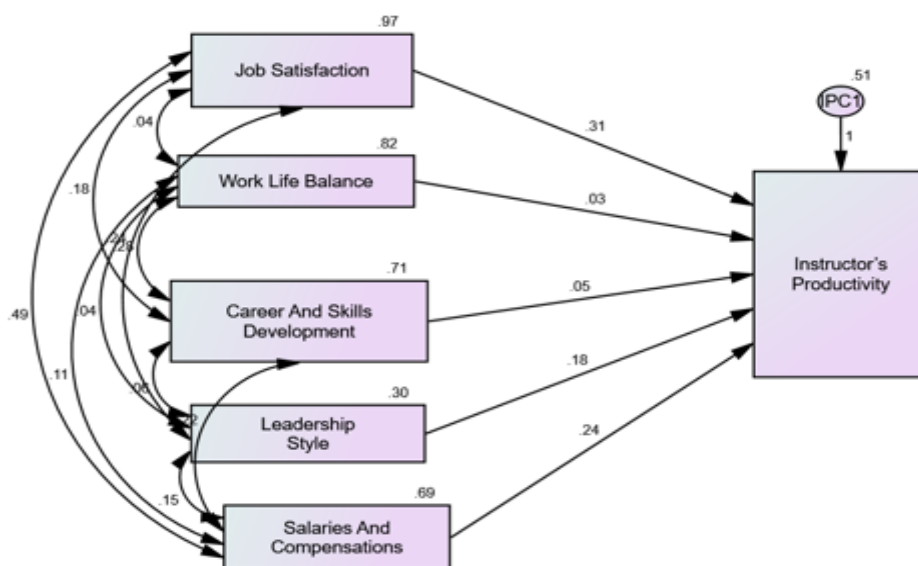


Figure 2. Path Analysis (Research Model)

Table 7. Fit Indices

Indices of fitness	Threshold Of Acceptance	Results
χ^2 (Chi-square)	< 3	0.000
GFI	Values > 0.9	1.006
AGFI	Values > 0.9	1.494
RMR	Values < 0.05	.000
RMSEA	Values < 0.05	.000
CFI	Values > 0.9	1.000
NFI	> 0.9	1.000
IFI	> 0.9	1.001
RFI	> 0.9	1.000

The main fit indices (CFI, NFI, and RMSEA) illustrated fitting results regarding the fit of the hypothetical structure. Data from the table estimated that ($\chi^2=0.000$; $p<0.01$; CFI=1.000, NFI=1.000 and RMSEA=0.000). Associated items and constructs are significant and exceed 0.40. Results have validated a model constructed with five-dimensional measures. The model has a good fit.

4.4 Regression Weights

Table 8. Regression Weights

			E.	SE.	CR.	P
Instructors' Productivity	<---	Job Satisfaction	.314	.036	8.748	***
Instructors' Productivity	<---	Leadership Style	.130	.032	7.950	***
Instructors' Productivity	<---	Career And Skills Development	.047	.035	1.341	***
Instructors' Productivity	<---	Salaries And Compensations	.185	.054	3.434	***
Instructors' Productivity	<---	Work-Life Balance	.239	.042	5.727	***

The relationships obtained between the pre-structured model constructs (the quality of work-life dimensions and instructors' productivity) are consistent with what is expected and the literature. Indeed, the CR. The critical Ratio of job satisfaction values (C.R.=8.7; P-value<0.01) positively influences the instructors' productivity. The leadership positively influences the instructor's productivity (C.R.=7.9; P-value<0.01). The table above verifies a positive association between career and skills development, salaries and compensations, work-life balance, and instructors' productivity. Consequently, the research hypotheses H1, H2, H3, H4, H5 are confirmed.

Table 9. Supported Hypotheses

H1: Job satisfaction has a positive influence on instructors' productivity.	Supported
H2: Leadership styles have a positive influence on instructors' productivity.	Supported
H3: Career and skills development have a positive influence on instructors' productivity.	Supported
H4: Salaries and compensations have a positive influence on instructors' productivity.	Supported
H5: Work-life balance has a positive influence on instructors' productivity.	Supported

4.5 Interpretation

First, the validity and reliability factors were checked using exploratory factor analysis. Secondly, a model for measuring the use of knowledge from the research was developed using confirmatory factor analyses and its adjustment to empirical data tested. The confirmatory factor analysis concluded that the measurement model considers all reflexive constructs. The indicators measuring the different constructs are significant, the constructs are valid, and the relationships between the constructs conform to what is expected and studied in the literature. The CFA confirmed that the model that fits the data well.

The well-being of instructors is affected by the balance between professional and personal life. Work-life balance creates a family spirit and a source of well-being. The generation of a relationship between job satisfaction and productivity is accomplished by creating a quality work-life culture emphasizing productivity values. This culture is backed up by weeding dissatisfaction and an increase

in work-life balance. Instructors tend to show proficiency in productivity by eliminating dissatisfaction. Increasing job satisfaction in other areas is vital for worker morale and maintaining positive attitudes. Productive instructors can create a group of students with higher academic levels. The university should work to keep instructors invested through career and skills development that will ensure proficiency in productivity. Universities try to adjust productivity by improving salaries and compensation. Increased productivity often makes instructors feel like their work is worthwhile because they are paid more for their efforts. Better consideration of the quality of life at work enhances the organization's attractiveness and improves employee commitment. Besides, professional satisfaction and concern allow more significant potential mobilization and, therefore, better productivity.

5. Conclusion and Recommendations

To make an organization efficient and competitive, taking care of employees and offering them a pleasant working environment is essential today. However, managers cannot improvise strategies to progress the quality of work-life and productivity. The quality of work-life in the university is necessary for instructors. QWL practices can improve learning, developing skills, and realizing well-being. This paper examined the relationship between the quality of work-life practices and the proficiency of instructors' productivity. The outcome verified a positive relationship between each dimension of the QWL and the command of instructors' productivity. Instructors want to spend time with family and actively pursue meaningful and rewarding careers. As these needs evolve, universities must be open and imaginative in helping their employees achieve the desired quality of work-life. Managers should be sensitive to instructors' concerns about conflicts between their roles. Instructors who are reluctant to ask for help when overwhelmed with family priorities can neglect their productivity, lose balance, and fall into burnout.

Quality of work-life practices is an essential and structuring project to improve productivity. Hence, it is necessary to identify the real impact of each factor that plays a role in the quality of life at work before implementing concrete actions to sustain a positive impact. The key is to focus on a critical point to improve working conditions and measure progress sustainably.

Universities can help their instructors improve their quality of work-life and reduce conflict between their professional and personal lives. Managers should discover and meet instructors' expectations. If instructors have personal or family concerns, managers should listen to them and discuss methods of implementing their expectations. Heads of departments should be ready to make changes. Instructors who have difficulty balancing work and personal responsibilities should be reassured that they can have a positive and productive conversation with their deans to find solutions.

This research highlights substantial contributions. A large part of the literature on the QWL has been empirically carried out internationally. These studies contributed to enriching the body of the literature. Besides, this empirical work used a representative sample of Lebanese Instructors and assessed their points of view on the selected topic. From a managerial point of view, this paper highlighted the interest in taking the quality of work-life into account for Human Resources Managers to improve productivity and overall performance.

This research concentrates on methodological limits. Some of the data were collected in Arabic. This limit cannot be denied. However, its impact on the search results was ruled out by proceeding via an exploratory and confirmatory factor analysis on the different measurement scales developed. On the other hand, the results obtained cannot be generalized because they remain specific to the Lebanese Universities as a private organizations. To reach generalization in future research, investigations with empirical data should first continue with different instructor samples by adopting a stratified random technique. This sampling technique should draw equal strata according to gender and education. Besides, future studies should consider adopting longitudinal protocols instead of the cross-sectional time horizon to compare changes in the quality of work-life and its influence on performance appraisals. Longitudinal research is more appropriate to generate results transferable to other similar contexts. Future research should consider a theoretical framework based on learning theories. It should reflect on implementing innovative processes for employees to improve and develop their emotional skills before being considered. This proposal could be the subject of future study within Lebanese universities.

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