

Original Paper

The Relationship between Universities Social Responsibility Internal Strategies and Staff Quality Work Life: An Empirical Study on Al Jinan University in Lebanon

Mazen Fawaz Massoud^{1*}, Dr. Joumana Younis^{2*} & Professor Nabila Abbas Ibrahim^{3*}

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

² Dean Faculty of Business, Jinan University, Tripoli, Lebanon

³ Professor of Marketing, Faculty of Business Administration, Jinan University, Tripoli, Lebanon

*Mazen Fawaz Massoud, Faculty of Business Administration, Jinan University, Tripoli, Lebanon

Received: July 27, 2020 Accepted: August 15, 2020 Online Published: August 28, 2020

doi:10.22158/rem.v5n4p21

URL: <http://dx.doi.org/10.22158/rem.v5n4p21>

Abstract

The quality of life at work increases employees' abilities to practice gained talents to face work challenges. Efficient internal USR practices supporting working conditions, developing new skills, opportunities for advancement, and the opportunity for work-life balance contribute to increasing the quality of work-life QWL. Accordingly, universities are trying to maintain their employees' quality work-life by leading their human resources managers to implement internal USR practices. Hence, this study aims to examine the relationship between the Internal University Social Responsibility Practices USR as independent variables and the Quality of Work Life (QWL) of Al Jinan university staff as a dependent variable. The results indicate that the work-life balance, training and education, working conditions, human rights, workplace diversity, and job enrichment have a positive significant impact on the quality of work-life; hence to maintain a good quality of work-life for the workforce, universities should implement efficient USR practices internally.

Keywords

internal USR strategies, work-life balance, Quality of Work Life (QWL), Al Jinan University, Lebanon

1. Introduction

The constraints imposed by the environment as well as the social pressure are pushing companies especially education institutes to confront new major challenges that are taking into consideration the internal University Social Responsibilities USR strategies, therefore, going beyond the economic and financial dimensions (Alzyoud & Bani-Hani, 2015). Concerning the social dimension, the institute objectives are to measure the employee's involvement in the organization in terms of working conditions, career development, and internal communication. Institutes are trying to satisfy internal stakeholders by leading their human resources managers to implement innovative practices (Altmann & Ebersberger, 2013). However, even if there is clear progress in terms of social innovations and internal USR practices, there exists a gap between these practices and organizational actions. Though, this gap would lead to ask the following question: is these USR practices can be classified as more social responsibilities or more social reputation? Indeed, human resource management is a powerful tool for the institute to adopt a more socially responsible behavior. This research seeks to show that human resource management tends to be more attentive to its workforce and is forced to propose internal socially responsible practices. USR is considered a fundamental concept that initiates a redesign of human resource management systems. USR is embraced as an exploratory and managerial procedure that aims to enrich the strategic vision and mission of the institute, and lay the foundations for an innovative HRM (Hilliard, 2013). This paper is organized as follows: the first section deals with the research problem, research questions, research objectives, and explored the background of the study to highlight its importance. The second section will treat the literature review to explain the studied variables which include the internal university social responsibility practices, the work-life balance, training and education, working conditions, job stability, human rights, workplace diversity, job enrichment, and the quality of work life. The third section will explore the research method and will focus on the quantitative study, the sampling procedures, the conceptual framework, and the research hypotheses. The fourth section will present the major findings and interpretations, finally, the last section will be dedicated to the conclusion and the recommendations.

1.1 Research Problem

University social responsibility practices are implemented in two main dimensions specifically: external social responsibility and internal social responsibility. Although, internal stakeholders are the central players in the managerial debate (Wanat & Stefańska, 2015). Hence, the staff is more presented as a partner, it is considered the reason for their integration in the university strategy. In the contemporary era, education institutes are considering the term of team or associates to replace the term of staff or employees. Therefore, associates no longer represent a simple potential to manage but are perceived as internal actors to train, satisfy, and motivate. In other words, internal social responsibility is correlated to numerous HRM mechanisms including working conditions, training and education, job enrichment, and the social climate in the institute (Chatterjee, 2018). Also, the principle of integrating workplace diversity and work-life balance are considered major practices to be integrated into the

workplace. However, the implementation of these practices remains the major problem in achieving a satisfactory quality work-life QWL for the workforce. Therefore, the major interrogation that will guide this study is: “what is the impact of internal social responsibility practices on the quality of work-life QWL of Al Jinan university staff?”

1.2 Research Questions

The following are the research questions that will guide this study:

- Q1:** Is there a relationship between work-life balance and Quality of Work-Life?
- Q2:** Is there a relationship between training and education and Quality of Work-Life?
- Q3:** Is there a relationship between working conditions and Quality of Work-Life?
- Q4:** Is there a relationship between job stability and Quality of Work-Life?
- Q5:** Is there a relationship between human rights and Quality of Work-Life?
- Q6:** Is there a relationship between workplace diversity and Quality of Work-Life?
- Q7:** Is there a relationship between job enrichment and Quality of Work-Life?

1.3 Research Objectives

This project highlights that the major duty of the HRM is to merge economic efficiency with the internal practices of USR. Human resources should integrate and preserve the interest of each stakeholder (Wanat & Stefańska, 2015). Therefore, this project studies the integration of the internal social responsibility USR into multiple HRM practices that affect the different dimensions of the well-being of associates and the quality of work life. For the empirical objective, this project aims to study the relationship between the Internal University Social Responsibility Practices USR, namely Work-Life Balance, Training and Education, Working Conditions, Job Stability, Human Rights, Workplace Diversity, Job Enrichment and the Quality of Work Life (QWL) of Al Jinan university staff. Therefore, the major research objectives guiding this study are the following:

- 1) To assess the efficiency of internal USR practices at Al Jinan University Lebanon.
- 2) To evaluate the relationship between internal university social responsibility USR practices counting the work-life balance, training and education, working conditions, job stability, workplace diversity and job enrichment on the quality of work-life of Al Jinan University.
- 3) To present suitable recommendations for universities according to the empirical studies analysis.

1.4 Background of the Study

The topic of work-life quality has been discussed before the deployment of the University Social Responsibility USR (Chan & Hasan, 2018). However, the implementation of this approach has played a supportive role namely when the institute had co-constructed its social responsibility policies with its associates otherwise known as institute staff. Henceforth, education institutes must communicate internally its willingness to develop a USR policy, explain its major purposes, and the reasons for its approach. To launch a consistent USR approach, the institute must listen to their associates' opinions to involve them in their USR strategies and to ensure their support in achieving organizational goals.

Consequently, to advance the USR approach and maintain a good quality of work-life for the workforce, education institutes should implement efficient USR practices internally (Polák-weldon, 2013).

2. Literature Review

Nowadays, universities need to deliberate innovative human resource management models, with the initial goal of leveraging their performance as well as their competitive position in the market. The human resource management is now considered as a supportive function of the organization that enables the latter to stand from its competitors (Pompper, 2017). According to a recent study conducted by Lockwood in 2003, human resources practices based on innovative policies have changed dramatically in recent years. These policies have focused on the resource dimension that deals with the issue of acquisition, appraisal, conservation, and enrichment of the human capital. Nevertheless, modern institutes are concerned with the quality of employees' life at work. These institutes have recognized that guaranteeing a better work-life quality is crucial to increase productivity and ensuring a competitive advantage (Truxillo, Cadiz, & Hammer, 2015).

2.1 Internal University Social Responsibility Practices

As per the study conducted by Plungpongpan in 2016, human resource management as a part of the internal USR strategy has numerous advantages namely the cost reduction related to work problems and employee turnover (Attig & Cleary, 2015). The study has found that a responsible HRM stimulates innovation through employee engagement and contributes to improving employees' productivity. Responsible human resource management helps to enhance the company image, improve its reputation in society, and facilitate the attraction and recruitment of talented employees. From this perspective, innovative USR outlines raise the question of redefining human resource management into a more socially responsible function (Vázquez et al., 2014). Consequently, HRM should be involved with Internal University Social Responsibility practices including long-term training and education, improving work-life balance, increased workplace diversity, and applying human rights principles, equality for remunerations, and career prospects. Another recent study conducted by Dahan in 2012, showed that the major USR interest includes the ability of management to increase the institute staff's involvement in decision making at work, attract and reveal the best talents. This interest is to follow an employee-centric strategy as a USR social dimension. As a consequence, new socially responsible challenges are presented to the human resources in terms of training, managing competencies, developing a career, and ensuring responsible retirement plans for the workforce. Additional practices including employment stability, employees' rights, the promotion of diversity at the workplace, and job enrichment are also considered as major focus areas for human resources (Ayala-Rodríguez et al., 2017). These factors are presented below.

2.1.1 Work-Life Balance

Work-life balance means harmonizing different activities and interests between an employee's personal life and work. By definition, work-life balance incorporates personal life and more broadly family life and work to fulfill their commitment and responsibilities to both spheres of life, without being penalized in terms of salary, career, continuous education, and tasks' assignments (Deery & Jago, 2015). Nevertheless, researchers have proposed different definitions that include the absence of conflicts between personal and professional life, a strong commitment, and satisfaction obtained from multiple activities. Therefore, the work-life balance does not have the same meaning and varies from one person to another and also varies during different stages of life. Finding the right balance between work and life is linked to the feeling of managing the workload and fulfilling personal goals and commitment. However, failing to achieve this balance may result in increased stress, poor performance, and poor quality of work-life (Abendroth & den Dulk, 2011).

2.1.2 Training and Education

For the proper installation of the USR approach, the university needs to train the employees thoroughly. Well-implemented training will enable the university staff to achieve higher results. Universities believe in training their workforce by offering them training courses and educational opportunities. The latter is useful to acquire new knowledge and develop their skills (Baral & Bhargava, 2010). However, the training quality does not depend on the sophistication of the transmitted knowledge but the ability of this training to develop critical behaviors and transmit essential know-how for the job, hence, the training should allow installing a real quality of life at work. Conducting an employee training policy is a long-term investment for the organization to enrich the skills and the know-how of the employees and therefore improving their productivity and adapting associates to market expectations. Training and education are powerful tools that fulfill USR obligations that increase employees' skills and motivate teams by offering adapted career paths (Lyonette, 2015).

2.1.3 Working Conditions

Working conditions refer to both materials and human elements that have a direct influence on employees their daily work routine, it denotes the conditions of safety and hygiene of the institute premises. Working conditions must be grasped and understood by the organization to provide employees with a quality of life at work. With this intention, a healthy working condition is inseparable from the well-being of the workforce and the working environment. Also, employees' expectations in terms of quality of life at work are essential, especially since they spend the greatest part of their life there (Mossholder, Richardson, & Settoon, 2011). A good working condition appears to be the second factor affecting the quality of life at work, just after the interest in the job itself. Employees' expectations regarding both the working conditions and environment focus particularly on two types of factors, the first factor is related to the work content in terms of tasks assigned, the workload and autonomy at work, it is also related to the working environment in terms of safety, and risk prevention. The second factor is related to the human relationship in terms of team spirit, feedback, recognition for

tasks achieved, and participation in decision-making. It also includes the possibilities of organizing working time regarding personal life objectives (Narehan et al., 2014).

2.1.4 Job Stability

The job security and stability are essential factors that maintain good quality work-life, job stability is measured by the time spent by an employee with the same employer or organization. Nowadays, employees are looking for a more stable job through unions who advocate for stable employment. However, the new trend in employment is the work by contract that induced a decline in long-term jobs (Oswald et al., 2012). This type of job is not stable because studies showed that employees do not feel any attachment to the organization they work for. Other researchers showed that to maintain a motivated stable and productive workforce, employers need to ensure job stability as a basic need for their workforce. These findings have an important significance on the organizational objectives and the international labor organization through the development of decent work. Therefore, organizations should adopt internal strategies that ensure job stability while allowing some flexibility. However, job stability and security remain a great concern for employees due to high insecurity in the labor market. For instance, countries experiencing economic crises like Lebanon, the feeling of instability and insecurity at work can be high (Kanten & Sadullah, 2012).

2.1.5 Human Rights

Any organization wishing to be involved in the CSR will be forced to take an interest in its primary and secondary stakeholders and will have to ensure that they are well respected. Organizations need to prevent any type of discrimination in the workplace which corresponds to the scope of actions with regards to human rights. The well-being and the respect for human rights at the workplace are embraced as essential matters of quality of life at work. Human rights should be placed as a center obligation on any CSR strategy (Hammell, 2015). The respect for human rights should be consistent with the desire to implement the university social responsibility concept and emphasizes international regulations' issues. Universities play an undeniable role in the implementation and respect of human rights because of the special place of these actors in society (Munn, 2013).

2.1.6 Workplace Diversity

The strength of education institutes depends on the accrued knowledge of its workforce. Therefore, promoting diversity denote the promotion of experiences as a strength for staff growth. By reaching 2055, the majority of international companies will certainly have a diversified workforce. Diversity incorporates ethnic groups, race, gender, age, sexual orientation, religion, citizenship status, as well as diverse variances among individuals (Boreham et al., 2016). This move toward workplace diversity will have a direct impact on both the organization and the workforce. Moreover, studies found that modern organizations will be facing major challenges especially for human resources management in managing this diversity among their associates. Hence, managing workplace diversity effectively will gain a distinguishable advantage edge in terms of recruiting best-talented employees (Hofhuis et al., 2015). HRM needs to set conflict management strategies, they need to understand the workforce

backgrounds, behaviors, and beliefs to settle any problem and to manage diversity efficiently. Managing diversity efficiently is based on eliminating all forms of discrimination and making better use of human resources available in the workplace. For education institutes, adopting workplace diversity in their recruiting strategies is considered a USR strategy that has a direct impact on the quality of work-life of employees.

2.1.7 Job Enrichment

Job enriching though the work content has a direct influence on the feeling of quality of work life. The possibility of obtaining a higher level of education can be a motivational factor for QWL provided that these employees changes are recognized by their organization and allow them to advance at their work or to change position. Therefore, employees who develop new skills are more committed to the organization and more involved in their work. According to recent researches, academic and administrative staff feel that they have skills and abilities that are not used by their institute. Therefore, it is essential to solicit these skills when making work decisions. In these studies, it was recommended that skills assessment sheets of annual performance appraisal should be drawn for future development while taking into consideration individuals' wishes and the institute objectives (X. W. Chan et al., 2016). In other words, a performance appraisal should be planned to include job enrichment skills to ensure better quality work-life objectives. Also, managers have always expressed that job enrichment is a key factor that motivates employees to increase their productivity. Job enrichment can take the form of receiving constant feedback, involving them in daily meetings, and citing them in university publications. A relevant factor in establishing better communication systems and meeting staff expectations (Cooklin et al., 2015).

2.2 *Quality of Work Life (QWL)*

The quality of work can be defined as the opportunity for employees to practice their gained talents and abilities to face work challenges. It can also be defined as the degree to which employees have the opportunity to satisfy crucial personal needs in their work experience (Lapierre et al., 2006). The quality of work-life embraces any strategy that contributes to creating more harmonious living conditions. Major factors embrace the following factors: healthy and safe working conditions, fair and adequate wages and compensation, the chance of developing new skills and the possibilities of using gained skills, the opportunity to participate in decision-making, opportunities for advancement, the job security, social interactions within the establishment, organizational climate and finally the opportunity for work-life balance (Nayeri et al., 2011). Quality of work-life can be achieved if adequate working conditions are met, these conditions include tasks variety, employee's autonomy to complete tasks, and the feedback provided during and after completing tasks. Numerous studies referred to the different aspects that influence quality work-life namely, employees' remunerations, career advancement opportunities, working conditions, and job security. Quality of work life is defined as the social process that allows the workforce to develop within the organization (Yahya Al-Qutop & Harrim, 2011). QWL groups actions that harmonize the improvement of employees' working conditions and the overall

performance of the organization. However, researchers also added that the definition of QWL goes beyond the factual description of working conditions and meeting related factors by introducing the notion of feelings. Therefore, QWL is a multidimensional concept, associated with objective elements related to the work organization and also composed of subjective and personal factors. In this sense, it is possible to say that there is no universal definition of this notion.

2.3 Summary of the Literature Review

As per a recent study conducted by Srivastava in 2014 on the quality of work-life, the researcher found that the job quality index can be created from six sub-indices including wages and remunerations, working conditions, work-life balance, job security, and stability, facilitating access to training education and the possibility of work advancement and succession planning. Another study (Beloor et al., 2017) confirmed that the integration of the quality of life at work parameters is more relevant in the light of the following interpretations: managing diversity is a potential source of performance if it leads to a better quality of life at work, the correlation between USR and quality of work-life is based on the notion of cause and effects, therefore the quality of life at work is an extension and the results of efficient internal social responsibility. Also, the quality of life at work depends on the balance between work-life. according to a study conducted by Cooklin in 2015, the majority of employees expressed their needs through working conditions, job stability, hence the institute should take these demands into considerations to achieve the well-being of the workforce.

3. Research Method

This section is dedicated to the research method and techniques. This study will follow Saunders' onion for data collection and implementing suitable research design. First of all, this study is classified as a descriptive and explanatory used to ask questions and clarify the reasons behind a problem. This study observed and described a social case study without affecting or influencing any behavior (Terrel, 2012). Secondary data was collected from books, previous researches, and published journals on the internet. These data helped to form the literature review and to build the conceptual framework of the study, it helped to define the Internal University Social Responsibility practices. For the primary data, this study has considered the quantitative method to attain the objectives and to verify the proposed hypotheses. Therefore, the researcher opted for a questionnaire as a survey tool that allowed the Al Jinan university staff to participate in the study anonymously. Accordingly, the questionnaire is useful to test and measure a large number of observations needed for a quantitative research method. University social responsibilities either internally or externally are classified as descriptive research with valuable variables that are worthy to be quantitatively tested (Saunders, 2017). In this study, there is a good reason to study the relationship between the studied factors by following other descriptive studies that led to the observation of a statistical association.

3.1 Positivism Philosophy

The positivism approach as a philosophy indicates that human science starts with observable facts. From this perspective, the researcher relies on available resources to explain reality. Positivism considers that reality exists, it is considered as an ontological hypothesis (Saunders, 2017). The scientific method of this project has started with the theory of internal USR practices, collecting data that supports this theory, and conducting a questionnaire to collect primary data.

3.2 Quantitative Method

The quantitative research is appropriate because there is an existing theoretical framework for USR practices. This quantitative research involves the collection and analysis of quantifiable data namely percentages for the studied variables including statistical tests, regression analysis, and structural equation modeling. The goal of quantitative research is to obtain information that can be deduced from a large population. This deductive approach goes from the general to the particular, from the principle to the consequence, in this project, the researcher has started by stating the concept and ends with the hypothesis's verification. We have started by clarifying the relationship between different variables and then verifies it through the empirical study (Saunders, 2017). The questionnaire will be evaluated by using the five points of the Likert scale of an agreement to measure the research variables. This questionnaire was divided into eight sections. The first section is concerned with work-life balance and consisted of 9 items, the second section deals with training and education (6 items), the third section was entitled the working conditions (6 items), the fourth section treated the job stability (5 items), human rights (6 items), workplace diversity (5 items), job enrichment (6 items), these sections represented the independent variables while the eighth section treated the Quality of Work-Life (QWL) as a dependent variable with nine items. Also, the demographic section embraced the gender, age, marital status, type of contract with the institute, and work position.

3.3 Sampling Procedures

This study has taken both the administrative employees and the academic staff at Al Jinan university Tripoli campus. The sampling technique adopted in this study is the stratified random sampling because the sample is well defined geographically and is attained by dividing the elements of a population into distinct groups, called strata, and selecting in each group (stratum) a simple random sample (Dellice, 2010). In the below table, the sample profile that includes Al Jinan staff's demographic characteristics will be presented. Both Al Jinan campuses counted 200 employees when the survey was conducted. This number varies due to the type of contract. The researcher distributed 100 questionnaires therefore the collection rate targeted was 50% of the sample. These demographics incorporated employees' gender, age, marital status, type of contract, and their work position. Precisely, 100 questionnaires were distributed at Al Jinan University. These questionnaires were divided in terms of distribution, 25 were distributed by the human resources manager at the university campus of Tripoli. The additional 25 questionnaires were distributed by the researcher at the campus. 45 questionnaires were collected back

from the Tripoli campus and 37 were collected from the Saida campus, therefore the total collected questionnaire were 82 the response percentage of 82%.

Table 1. Al Jinan Staff' Demographic Characteristics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	29	35.4	35.4	35.4
Gender	Female	53	64.6	64.6	100.0
	Total	82	100.0	100.0	
Valid	18-29	20	24.4	24.4	24.4
age range	30-39	29	35.4	35.4	59.8
	40-49	12	14.6	14.6	74.4
	Above 50	21	25.6	25.6	100.0
	Total	82	100.0	100.0	
Valid	Single	12	14.6	14.6	14.6
Marital Status	Married	60	73.2	73.2	87.8
	Divorced	4	4.9	4.9	92.7
	Widowed	6	7.3	7.3	100.0
	Total	82	100.0	100.0	
Valid	Full timer	65	79.3	79.3	79.3
Type of contract	Contractual per hour	9	11.0	11.0	90.2
with the	Contractual per year	8	9.8	9.8	100.0
institute	Total	82	100.0	100.0	
Valid	Employee (administrative,	26	31.7	31.7	31.7
Work Position	admission)				
	Instructor/ lecturer	6	7.3	7.3	39.0
	Assistant professor	33	40.2	40.2	79.3
	Associate professor	9	11.0	11.0	90.2
	Professor	8	9.8	9.8	100.0
	Total	82	100.0	100.0	

- **Gender:** according to the above table, the majority of the studied sample was females more precisely 64.6% while males had a percentage of 35.4%.
- **Age range:** the age distribution of the studied sample showed that 24.4% of them were aged 18-29 years old, 35.4% were aged between 30-39 years old, 14.6% were aged between 40-49 years old, and 25.6% were aged Above 50 years when conducting the study.

- **Marital status:** the studied sample shows that 14.6% were single, 73.2% were married, 4.9% divorced, and 7.3% were widowed when the study was conducted.
- **Type of contract with the institute:** the study showed that the majority of the staff are permanent staff, more precisely 79.3% are a full-timer, 11% are contractual per hour, and 9.8% are contracted by year.
- **Work Position:** the distribution of the sample showed that 7.3% were instructors, 40.2% were assistant professors, 11% were Associate professors and 9.8% were professors when conducting the study.

3.4 Conceptual Framework

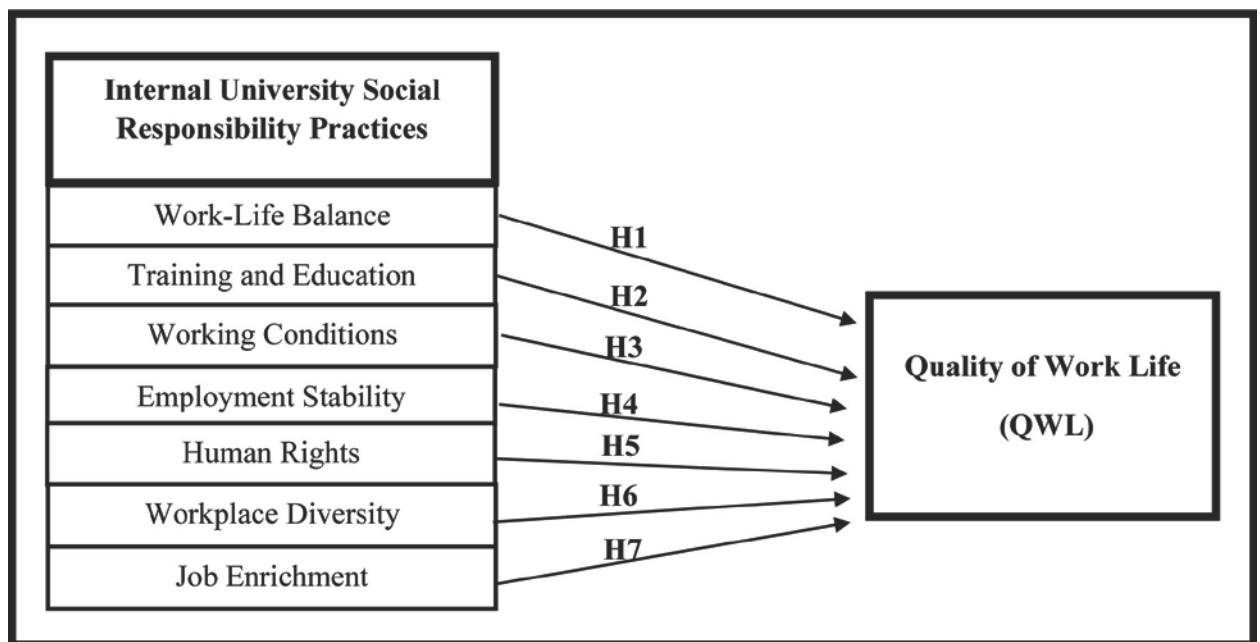


Figure 1. Conceptual Framework

3.5 Research Hypotheses

➤ **H1: Work-Life Balance**

H1.0: there is no significant relationship between work-life balance and Quality of Work Life

H1.a: there is a significant positive relationship between work-life balance and Quality of Work Life

➤ **H2: Training and Education**

H2.0: there is no significant relationship between training and education and Quality of Work Life

H2.a: there is a significant positive relationship between training and education and Quality of Work Life

➤ **H3: Working Conditions**

H3.0: there is no significant relationship between working conditions and Quality of Work Life

H3. a: there is a significant positive relationship between working conditions and Quality of Work Life

➤ **H4: Job Stability**

H4.0: there is no significant relationship between job stability and Quality of Work Life

H4. a: there is a significant positive relationship between job stability and Quality of Work Life

➤ **H5: Human Rights**

H5.0: there is no significant relationship between human rights and Quality of Work Life

H5. a: there is a significant positive relationship between human rights and Quality of Work Life

➤ **H6: Workplace Diversity**

H6.0: there is no significant relationship between workplace diversity and Quality of Work Life

H6. a: there is a significant positive relationship between workplace diversity and Quality of Work Life

➤ **H7: Job Enrichment**

H7.0: there is no significant relationship between job enrichment and Quality of Work Life

H7. a: there is a significant positive relationship between job enrichment and Quality of Work Life

4. Findings and Interpretations

This section will present the major findings and interpretations of the study, which was based on a quantitative study analyzing 82 participants forming the studied sample of Al Jinan University. This section will be divided into three parts, the first part will show the reliability test of the studied variables, the second part will present the KMO and the component matrix, the third part will be dedicated for hypotheses verification throughout the linear regression.

4.1 Reliability Analysis

Table 2. Reliability Statistics

sections	Cronbach's Alpha Based on Standardized		
	Cronbach's Alpha	Items	N of Items
Work-Life Balance	.827	.827	9
Training and Education	.833	.843	6
Working Conditions	.890	.891	6
Job Stability	.849	.849	5
Human Rights	.863	.854	6
Workplace Diversity	.800	.895	5
Job Enrichment	.834	.840	6
Quality of Work Life (QWL)	.885	.890	9

The above table shows the reliability test for the studied variables according to their related items, results showed the studied sections are reliable, Cronbach Alpha for Work-Life Balance has a value of

(0.827), Training and Education has a Cronbach Alpha of (0.833), Working Conditions has Cronbach Alpha value of (0.890), Employment Stability (0.849), Human Rights (0.863), Workplace Diversity (0.800), Job Enrichment (0.834), Quality of Work Life (QWL) has a value of (0.885) all these values are greater than 0.6 which means that the included questions (items) are acceptable and reliable ranging between $0.6 \leq \alpha < 0.7$ as an acceptable range.

4.2 Factor Analysis

The conducted factor analysis showed that all the scales are adequate for factor analysis with a KMO value that is higher than 0.5 which demonstrates a very good validity of the measured variables with a Bartlett test Sig. of $0.000 < 0.001$.

Table 3. KMO and Bartlett's Test

sections	KMO test	Bartlett's Test of Sphericity	N of Items
Work-Life Balance	.735	Chi-Square: 235.263 Sig: 0.000	9
Training and Education	.715	Chi-Square:151.767 Sig: 0.000	6
Working Conditions	.894	Chi-Square:202.845 Sig: 0.000	6
Job Stability	.859	Chi-Square:241.214 Sig: 0.000	5
Human Rights	.713	Chi-Square:74.806 Sig: 0.000	6
Workplace Diversity	.763	Chi-Square:179.199 Sig: 0.000	5
Job Enrichment	.728	Chi-Square:70.794 Sig: 0.000	6
Quality of Work Life (QWL)	.846	Chi-Square: 205.427 Sig: 0.000	9

The KMO is used to calculate the sampling suitability, in the above table the quality of work-life has a KMO value of 0.84% that is considered reliable as it is greater than 0.5 (50%). Besides, the Bartlett test has P-value Sig = 0.000 that is greater than $\alpha = 0.05$, besides the Chi-Square is of a high value of 205.427 therefore, the item of this variable is valid and significant to continue the study.

The factor analysis refers to statistical techniques as an introduction to the principal component analysis. The factor analysis makes it possible to check whether items can be grouped in coherence with the planned scales and if the construct of the questionnaire aims to measure distinct factors.

Thereafter, each item should be associated with the factors representing the scale measured. The first part of the PCA principle factor analysis is shown in the communalities.

Table 4. Communalities

	Initial	Extraction
Work-Life Balance	1.000	.700
Training and Education	1.000	.811
Working Conditions	1.000	.257
Job Stability	1.000	.672
Human Rights	1.000	.797
Workplace Diversity	1.000	.777
Job Enrichment	1.000	.720
Quality of Work Life (QWL)	1.000	.800

Extraction Method: Principal Component Analysis.

By definition, the initial value of communalities is always 1 which is represented in our case, while the extraction represents the proportion of variance of the studied variable. The above table showed that all variables are represented with high values which is a good indicator for the variables to fit in the factorial model. As we observe all variables have an extracted component value higher than 0.5, for instance, work-life balance has a value of 70% which fits well in the factorial model, training, and education fits well in the factorial model with a percentage of 0.811.

Table 5. Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.497	43.707	43.707	3.497	43.707	43.707
2	1.137	14.215	57.921	1.137	14.215	57.921
3	.844	10.550	68.471			
4	.749	9.362	77.833			
5	.622	7.779	85.611			
6	.584	7.302	92.913			
7	.339	4.237	97.150			
8	.228	2.850	100.000			

Extraction Method: Principal Component Analysis.

The above table shows that the first three sections have a satisfactory value of 68.5% which contributes to the total variances.

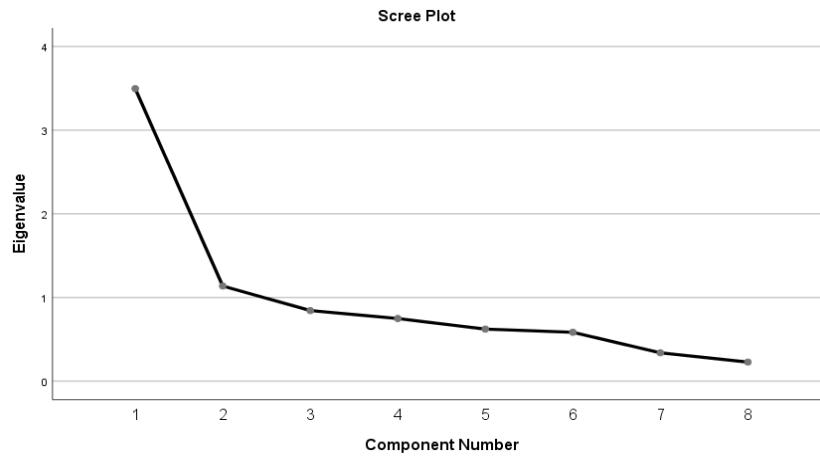


Figure 2. Scree Plot

The scree plot represents the validity of the total variance explained and shows that the variables can be grouped into a maximum number of two factors since it shows a sharp decline after the second point. This data is also presented by the eigenvalue that is above 1.

Table 6. Component Matrix

	Component	
	1	2
Work-Life Balance	.753	.182
Training and Education	.671	.600
Working Conditions	.606	.041
Job Stability	.738	.619
Human Rights	.687	.157
Workplace Diversity	.668	.177
Job Enrichment	.714	.100
Quality of Work Life (QWL)	.711	.542

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

All the studied variables load well in the first component, the able table shows that Work-Life Balance, Training and Education, Working Conditions, Employment Stability, Human Rights, Workplace Diversity, Job Enrichment as dependent variables are highly correlated with the first component.

4.3 Variables Correlations

Table 7. Correlation Matrix

		Quality of Work Life
Work-Life Balance	Pearson Correlation	.452**
	Sig. (2-tailed)	.000
Training and Education	Pearson Correlation	.702**
	Sig. (2-tailed)	.000
Working Conditions	Pearson Correlation	.344**
	Sig. (2-tailed)	.002
Job Stability	Pearson Correlation	.476**
	Sig. (2-tailed)	.003
Human Rights	Pearson Correlation	.341**
	Sig. (2-tailed)	.002
Workplace Diversity	Pearson Correlation	.273**
	Sig. (2-tailed)	.003
Job Enrichment	Pearson Correlation	.390**
	Sig. (2-tailed)	.000

All the above correlations are significant and positive with Sig. a value of less than 0.005. This test is useful to meet our objectives. We can this test since the studied variables are measured on the nominal scale.

4.4 Multiple Linear Regression Analysis

The regression analysis is used to model relationships between different variables (dependent and independent). The relationships between the data will be used for predicting and generating a prediction model. The below tables show the results between internal USR practices as the dependent variable and the quality of work-life as the dependent variable.

Table 8. Model Summary

Model	R	R Square	Adjusted R Square	Std. An error of the Estimate
1. Work-Life Balance	.712 ^a	.507	.503	.48938
2. Training and Education	.702 ^a	.492	.486	.32935
3. Working Conditions	.712 ^a	.532	.503	.43391
4. Job Stability	.697 ^a	.507	.503	.45495
5. Human Rights	.822 ^a	.676	.552	.43446
6. Workplace Diversity	.697 ^a	.586	.583	.44459
7. Job Enrichment	.728 ^a	.529	.526	.42563

Predictions can be made using linear regression analyzes, whereby the relationships between the data will be used as a basis for predicting and generating a prediction model. Regression and correlation analysis is considered as a component of multivariate analytical methods and is used in very different domains. The absolute value of R indicates the strength with absolute values. The R-value shows that the data is satisfactorily adjusted to the model. It can be determined that the work-life balance accounts for 71% from the variation, training and education accounts for 70% from the total variation, working conditions account for 71%, employment stability accounts for 69%, human rights accounts for 82%, workplace diversity accounts for 69%, and job enrichment accounts for 72% from the total variation in the quality of work life.

Table 9. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1. Work-Life Balance	Regression	3.497	1	3.497	20.581	.000
	Residual	13.593	80	.170		
	Total	17.090	81			
2. Training and Education	Regression	8.412	1	8.412	77.552	.000
	Residual	8.678	80	.108		
	Total	17.090	81			
3. Working Conditions	Regression	2.027	1	2.027	10.766	.002
	Residual	15.062	80	.188		
	Total	17.090	81			
4. Job Stability	Regression	.531	1	.531	2.567	.003
	Residual	16.558	80	.207		
	Total	17.090	81			
5. Human Rights	Regression	1.989	1	1.989	10.537	.002
	Residual	15.101	80	.189		
	Total	17.090	81			
6. Workplace Diversity	Regression	1.277	1	1.277	6.458	.003
	Residual	15.813	80	.198		

	Total	17.090	81			
7. Job Enrichment	Regression	2.597	1	2.597	14.336	.000
	Residual	14.493	80	.181		
	Total	17.090	81			

a. Dependent Variable: Quality of Work Life (QWL)

b. Predictors: (Constant),

It can be concluded that both values extracted from the one-way ANOVA and the regression analysis helped the researcher to reject the null hypotheses and accept the alternative hypotheses, therefore, the equation is statistically significant for example, the Work-Life Balance: (F value = 20.581, P value = 0.000 < alpha = 0.005) consequently rejecting the null hypothesis and the Training and Education: (F value = 77.552, P value = 0.000 < alpha = 0.005) consequently rejecting the null hypotheses.

Table 10. Coefficients

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1. Work-Life	(Constant)	1.911	.516		3.703	.000
Balance	Work-Life Balance	.551	.121	.452	4.537	.000
2. Training and	(Constant)	2.004	.257		7.801	.000
Education	Training and	.551	.063	.702	8.806	.000
	Education					
3. Working	(Constant)	3.155	.335		9.423	.000
Conditions	Working Conditions	.271	.083	.344	3.281	.002
4. Job Stability	(Constant)	3.834	.260		14.764	.000
	Employment Stability	.102	.064	.176	1.602	.003
5. Human Rights	(Constant)	3.460	.246		14.082	.000
	Human Rights	.200	.062	.341	3.246	.002
6. Workplace	(Constant)	3.589	.262		13.705	.000
Diversity	Workplace Diversity	.167	.066	.273	2.541	.003
7. Job Enrichment	(Constant)	2.738	.400		6.843	.000
	Job Enrichment	.368	.097	.390	3.786	.000

a. Dependent Variable: Quality of Work Life (QWL)

The coefficient indicates the meaning of the relationship, in this case, when the work-life balance increases, the quality of work-life increases. All the studied variables have a high at the value which contributes significantly to the model. Consequently, when there is an increase in the independent variables, it will reflect an increase in the dependent variable. The above table shows that there is a

significant relationship between the studied variables. The multiple linear regression equation is as follow:

- 1) **Work-Life Balance:** $1.911 + \text{work-life balance} * 0.551$
- 2) **Training and Education:** $2.004 + \text{training and education} * 0.551$
- 3) **Working Conditions:** $3.155 + \text{working conditions} * 0.271$
- 4) **Employment Stability:** $3.834 + \text{employment stability} * 0.102$
- 5) **Human Rights:** $3.460 + \text{human rights} * 0.200$
- 6) **Workplace Diversity:** $3.589 + \text{workplace diversity} * 0.167$
- 7) **Job Enrichment:** $2.738 + \text{job enrichment} * 0.368$

Table 11. Verified Hypotheses

H1. a: there is a significant positive relationship between work-life balance and Quality of Work Life	Verified
H2. a: there is a significant positive relationship between training and education and Quality of Work Life	Verified
H3. a: there is a significant positive relationship between working conditions and Quality of Work Life	Verified
H4. a: there is a significant positive relationship between job stability and Quality of Work Life	Verified
H5. a: there is a significant positive relationship between human rights and Quality of Work Life	Verified
H6. a: there is a significant positive relationship between workplace diversity and Quality of Work Life	Verified
H7. a: there is a significant positive relationship between job enrichment and Quality of Work Life	Verified

As a conclusion from the data discussed above, it has been found that internal USR practices have a positive influence on the staff quality work-life QWL. More specifically, work-life balance, training and education, working conditions, human rights, workplace diversity, and job enrichment have a positive significant impact on the quality of work life. Hence, findings helped to achieve the research objectives. In terms of working conditions, university staff is experiencing a positive quality of life at work: the quality of the work carried out, the quality of relationships experienced at work. These results go along with the studies of (Chan & Hasan, 2018; Chatterjee, 2018). Besides, results are supported by the findings of the study conducted by Deery and Jago in (2015) verifying that the quality of life at work requires a balance between private and professional life. Also, training and learning opportunities contribute to a better quality of work-life, because employees gain confidence and acquire the appropriate behavior to solve problems, control, or cope with uncertain demands that can deteriorate their quality of work-life (Lyonette, 2015; Ayala-Rodríguez et al., 2017). This study confirms the

results of the following authors ((Beloor et al., 2017; Chan & Hasan, 2018; Chatterjee, 2018). These studies have verified a positive relationship between USR practices and quality work-life. Given such favorable results, universities are encouraged to develop and pursue their USR activities.

5. Conclusion and Recommendations

5.1 Conclusion

The quality of work life is considered as a proactive approach that aims to improve the staff experience through organizational strategies and managerial practices. In this framework, USR is presented as a practical policy that highlights the social rationality of the organization. Results of this paper support the seven hypotheses. The empirical outcome of this paper is supported by the results of the researches done by (Lockwood, 2003; Alzyoud & Bani-Hani, 2015; Altmann & Ebersberger, 2013; Ayala-Rodríguez et al., 2017), these studies have also proven a positive relationship between internal USR practices and the quality of work life. Also, the result of this study is reinforced by recent studies conducted by (Beloor et al., 2017; Boreham et al., 2016; Chan & Hasan, 2018; Chatterjee, 2018). These recent studies have shown the importance of USR and quality of work-life from employees' perspectives. It has demonstrated that linking the USR to human resource management is a broad topic that covers a wide range of human resources practices ranging from human rights respects to helping associates to maintain a work-life balance, therefore, reaching the desired quality of work life. The quality of work-life QWL is a source of motivation for the staff that increases their performance, decrease their turnover. The QWL is a long procedure with continuous improvement that deserves to be explored. Internal social responsibility is concerned with the quality of life at work, achieved as efficient human resources management mission, it is built through a beneficial, constructive conversation with the internal associates and social partners to advance the quality of employment, to ensure human rights, healthy and safe working conditions and environment, to promote training and education and workplace diversity (Lyonette, 2015; Ayala-Rodríguez et al., 2017).

5.2 Recommendations

As a conclusion, the internal social responsibility of USR practices is an essential lever to improve the quality of life at work. Education institutes should rethink their traditional human resources practices to improve their internal strategies and safeguard its implementation through constant follow up and feedback to internal associates. Institutes should organize meetings for the associates to raise their awareness about internal USR strategies. Hence, from this study, we can recommend the following:

- To propose working measures that ensure an efficient work-life balance
- To promote workforce recognition and autonomy in the work through constant on the job and off the job training
- To encourage and support associates demonstrating a willingness to excel in their education
- To provide job stability by providing tenure and internal promotion to reduce stress and increase job security

- To incorporate USR internal practices that increase the quality of work-life for the associates by following strict human rights rules and regulations as declared by the government.
- To increase the involvement of the institute management and its board of directors to establish and implement a sustainable policy to improve the quality of life at work.
- To improve the working conditions by mobilizing the resources needed to accomplish tasks.
- To encourage diversity in the workplace by promoting gender equality, and benefits from diversified opinions and backgrounds.

Finally, this study is considered as a contribution to the understanding of the USR practices at the universities by adding knowledge by examining its effects on the staff quality of life at work. It showed that deeper researchers can be done to analyze the university staff perceptions of these internal practices and to evaluate the organizational trust and job engagement as elements of QWL in the future. Further findings are useful to address the perceived areas for improvements. Such an approach shows that university staff is embraced as an integral part of USR who can contribute to achieving long-term benefits for the organization.

References

- Abendroth, A. K., & den Dulk, L. (2011). Support for the work-life balance in Europe: The impact of state, workplace, and family support on work-life balance satisfaction. *Work, Employment, and Society*. <https://doi.org/10.1177/0950017011398892>
- Altmann, A., & Ebersberger, B. (2013). Universities in change: Managing higher education institutions in the age of globalization. *Universities in Change: Managing Higher Education Institutions in the Age of Globalization*. <https://doi.org/10.1007/978-1-4614-4590-6>
- Alzyoud, S. A., & Bani-Hani, K. (2015). SOCIAL RESPONSIBILITY IN HIGHER EDUCATION INSTITUTIONS: APPLICATION CASE FROM THE MIDDLE EAST. *European Scientific Journal*.
- Attig, N., & Cleary, S. (2015). Managerial Practices and Corporate Social Responsibility. *Journal of Business Ethics*. <https://doi.org/10.1007/s10551-014-2273-x>
- Ayala-Rodríguez, N., Barreto, I., Rozas Ossandón, G., Castro, A., & Moreno, S. (2017). Social transcultural representations about the concept of university social responsibility. *Studies in Higher Education*. <https://doi.org/10.1080/03075079.2017.1359248>
- Baral, R., & Bhargava, S. (2010). Work-family enrichment as a mediator between organizational interventions for work-life balance and job outcomes. *Journal of Managerial Psychology*. <https://doi.org/10.1108/02683941011023749>
- Beloor, V., Nanjundeswaraswamy, T. S., & Swamy, D. R. (2017). Employee Commitment and Quality of Work Life —A Literature Review. *The International Journal of Indian Psychology*.

- Boreham, P., Povey, J., & Tomaszewski, W. (2016). Work and social well-being: the impact of employment conditions on quality of life. *International Journal of Human Resource Management*. <https://doi.org/10.1080/09585192.2015.1027250>
- Chan, T. J., & Hasan, N. A. M. (2018). Corporate Social Responsibility Practices from the Employees' Perspective: A Case of Malaysian Higher Education Institution. *International Journal of Academic Research in Business and Social Sciences*, 8(4), 141-163. <https://doi.org/10.6007/IJARBS/v8-i4/4003>
- Chan, X. W., Kalliath, T., Brough, P., Siu, O. L., O'Driscoll, M. P., & Timms, C. (2016). Work-family enrichment and satisfaction: The mediating role of self-efficacy and work-life balance. *International Journal of Human Resource Management*. <https://doi.org/10.1080/09585192.2015.1075574>
- Chatterjee, P. (2018). *Changing Dimensions of Quality of Work Life of the University Teaching Faculties : A Sociological Analysis*, 7(3), 38-42.
- Cooklin, A. R., Giallo, R., Strazdins, L., Martin, A., Leach, L. S., & Nicholson, J. M. (2015). What matters for working fathers? Job characteristics, work-family conflict and enrichment, and fathers' postpartum mental health in an Australian cohort. *Social Science and Medicine*. <https://doi.org/10.1016/j.socscimed.2015.09.028>
- Dahan, G., & Senol, I. (2012). Corporate Social Responsibility in Higher Education Institutions: Istanbul Bilgi University Case. *American International Journal of Contemporary Research*.
- Deery, M., & Jago, L. (2015). Revisiting talent management, work-life balance and retention strategies. *International Journal of Contemporary Hospitality Management*. <https://doi.org/10.1108/IJCHM-12-2013-0538>
- Delíce, A. (2010). The Sampling Issues in Quantitative Research. *Educational Sciences: Theory and Practice*. <https://doi.org/10.4135/9781849208901>
- Hammell, K. W. (2015). Quality of life, participation and occupational rights: A capabilities perspective. *Australian Occupational Therapy Journal*. <https://doi.org/10.1111/1440-1630.12183>
- Hilliard, I. (2013). Responsible Management, Incentive Systems, and Productivity. *Journal of Business Ethics*. <https://doi.org/10.1007/s10551-012-1570-5>
- Hofhuis, J., van der Zee, K. I., & Otten, S. (2015). Measuring Employee Perception on the Effects of Cultural Diversity at Work: Development of the Benefits and Threats of Diversity Scale. *Quality and Quantity*. <https://doi.org/10.1007/s11135-013-9981-7>
- Kanten, S., & Sadullah, O. (2012). An Empirical Research on Relationship Quality of Work Life and Work Engagement. *Procedia-Social and Behavioral Sciences*. <https://doi.org/10.1016/j.sbspro.2012.09.057>
- Lapierre, L. M., Hackett, R. D., & Taggar, S. (2006). A test of the links between family interference with work, job enrichment and leader-member exchange. *Applied Psychology*. <https://doi.org/10.1111/j.1464-0597.2006.00234.x>

- Lockwood, N. R. (2003). Work Life Balance : Challenges and Solutions. *SHRM Research Quartely*.
<https://doi.org/10.1017/CBO9781107415324.004>
- Lyonette, C. (2015). Part-time work, work-life balance and gender equality. *Journal of Social Welfare and Family Law*. <https://doi.org/10.1080/09649069.2015.1081225>
- Mossholder, K., Richardson, H., & Settoon, R. (2011). Human resource systems and helping in organizations: A relational perspective. *Academy of Management Review*.
<https://doi.org/10.5465/amr.2009.0402>
- Munn, S. L. (2013). Unveiling the Work-Life System: The Influence of Work-Life Balance on Meaningful Work. *Advances in Developing Human Resources*.
<https://doi.org/10.1177/1523422313498567>
- Narehan, H., Hairunnisa, M., Norfadzillah, R. A., & Freziamella, L. (2014). The Effect of Quality of Work Life (QWL) Programs on Quality of Life (QOL) among Employees at Multinational Companies in Malaysia. *Procedia—Social and Behavioral Sciences*.
<https://doi.org/10.1016/j.sbspro.2014.01.1136>
- Nayeri, N. D., Salehi, T., & Noghabi, A. A. A. (2011). Quality of work life (QWL) and productivity among Iranian nurses. *Contemporary Nurse*. <https://doi.org/10.5172/conu.2011.39.1.106>
- Oswald, A. J., Proto, E., Sgroi, D., Levine, D. I., Bryson, A., Stokes, L., ... Okaka, O. (2012). Effects of Quality of Work Life on Job Performance: Theoretical Perspectives and Literature Review. *Current Research Journal of Social Sciences*. <https://doi.org/10.1177/0018726717693073>
- Plungpongpan, J., Tiangsoongnern, L., & Speece, M. (2016). University social responsibility and brand image of private universities in Bangkok. *International Journal of Educational Management*.
<https://doi.org/10.1108/IJEM-10-2014-0136>
- Polák-weldon, R. (2013). Internal csr models in hungary. *International Journal of Human and Social Sciences*, 5(14), 2010. Retrieved from
<http://www.toknowpress.net/ISBN/978-961-6914-02-4/papers/ML13-317.pdf>
- Pompper, D. (2017). *Corporate Social Responsibility, Sustainability and Ethical Public Relations*, 322.
<https://doi.org/10.1108/9781787145856>
- Saunders, M. L. (2017). *Research Onion-Explanation of the Concept* (pp. 1-6). Essays, UK. Retrieved from
<https://www.ukessays.com/essays/psychology/explanation-of-the-concept-of-research-onion-psychology-essay.php>
- Srivastava, S., & Kanpur, R. (2014). A Study On Quality Of Work Life: Key Elements & It's Implications. *IOSR Journal of Business and Management Ver. I*.
- Terrel, S. R. (2012). MIXED METHOD RESEARCH METHODOLOGIES. *The Qualitative Report*.
<https://doi.org/10.1177/1744987106064635>

- Truxillo, D. M., Cadiz, D., & Hammer, L. (2015). *Supporting the Aging Workforce: A Review and Recommendations for Workplace Intervention Research*. SSRN. <https://doi.org/10.1146/annurev-orgpsych-032414-111435>
- Vázquez, J. L., Aza, C. L., & Lanero, A. (2014). Are students aware of university social responsibility? Some insights from a survey in a Spanish university. *International Review on Public and Nonprofit Marketing*. <https://doi.org/10.1007/s12208-014-0114-3>
- Wanat, T., & Stefańska, M. (2015). Company's CSR activities addressed to its employees-diffusion of CSR to customers by employees. *Prace Naukowe Uniwersytetu Ekonomicznego we Wrocławiu*. <https://doi.org/10.15611/pn.2015.387.15>
- Yahya Al-Qutop, M.-A., & Harrim, H. (2011). Quality of Worklife Human Well-being Linkage: Integrated Conceptual Framework. *International Journal of Business and Management*. <https://doi.org/10.5539/ijbm.v6n8p193>

APPENDIX A QUESTIONNAIRE

Hello, my name is Mazen Fawaz Massoud, a Ph.D. student at Al Jinan University. I'm currently conducting a study to evaluate **the quality of work-life as an internal university social responsibility**. This is considered as an assembly of internal practices that takes the institute staff well-being and their quality of life as a priority. Your participation in the survey is vital to complete our project. Your collaboration in evaluating the below statement is appreciated. Please keep in mind that all the information collected will be strictly private and confidential and will be used for academic purposes only.

مرحباً ، اسمي مازن فواز مسعود ، طالب دكتوراه في جامعة جنان. أقوم حالياً بإجراء دراسة لتقييم جودة الحياة العملية كنتيجة للمسؤولية الاجتماعية للجامعة. يعتبر هذا بمثابة تجميع للممارسات الداخلية التي تأخذ رفاه موظفي المعهد ونوعية حياتهم كأولوية. مشاركتك في الاستبيان أمر حيوي لإكمال مشروعنا. يتم تقدير تعاونك في تقييم البيان أدناه. يرجى أن تضع في اعتبارك أن جميع المعلومات التي يتم جمعها ستكون خاصة وسرية للغاية وسيتم استخدامها للأغراض الأكاديمية فقط.

Please, evaluate the below nine sections by using the scale of agreement from 1 to 5. Only one answer is required for each statement		من فضلك ، قم بتقييم الأقسام التسع أدناه باستخدام مقياس الاتفاق من 1 إلى 5. إجابة واحدة فقط مطلوبة لكل عبارة				
Strongly Disagree لا اوافق ابدا 1	Disagree لا اوافق 2	Neutral على الحياد 3	Agree اوافق 4	Strongly Agree اوافق جدا 5		
1. Work-Life Balance توازن الحياة مع العمل						
WLB 1	Having a positive balance between my work and my personal life is important for my well-being	1	2	3	4	5

	وجود توازن ايجابي بين عملي وحياتي الشخصية مهم لسلامتي					
WLB 2	My educational institute provides efficient WLB practices يقدم المعهد التعليمي الذي أعمل لديه توازن الحياة مع العمل بطريقة فعالة	1	2	3	4	5
WLB 3	As a staff in the institute, I have enough energy to balance my responsibilities and Leisure time كعامل في المعهد ، لدي ما يكفي من الطاقة لموازنة مسؤولياتي ووقت الفراغ	1	2	3	4	5
WLB 4	My well-being is significantly improved due to positive WLB practices تحسنت الرفاهيات الشخصية بشكل كبير بسبب ممارسات توازن الحياة مع العمل الإيجابية	1	2	3	4	5
WLB 5	I feel that I'm not able to balance my work and personal life أشعر أنني غير قادر على موازنة عملي وحياتي الشخصية	1	2	3	4	5
WLB 6	I always think or worry about work when I'm not actually at work أفكر دائماً أو أقلق بشأن العمل عندما لا أكون في المعهد	1	2	3	4	5
WLB 7	I always miss out quality time with my family or friends because of work pressure أفتقد دائماً وقت الجودة مع عائلتي أو أصدقائي بسبب ضغط العمل	1	2	3	4	5
WLB 8	I believe that work-life balance policy in the institute should be customized to individual needs أعتقد أنه ينبغي تخصيص سياسة التوازن في الحياة العملية في المعهد حسب الاحتياجات الفردية	1	2	3	4	5
WLB 9	I believe that if I have good work-life balance the organization will be more effective and successful أعتقد أنه إذا كان لدي توازن جيد بين العمل والحياة فإن عملي سيكون أكثر فعالية ونجاحاً	1	2	3	4	5
2. Training and Education التدريب والتعليم						
TE 1	The institute has provided me with sufficient training to do my job effectively قدم لي المعهد التدريب الكافي للقيام بعلمي بفعالية	1	2	3	4	5
TE 2	I had training sessions in quality improvement skills كان لدي دورات تدريبية في مهارات تحسين الجودة	1	2	3	4	5
TE 3	The institute has provided enough training to emphasize service and educational quality قدم المعهد التدريب الكافي للتأكيد على جودة الخدمة والجودة التعليمية	1	2	3	4	5
TE 4	I have received training in group-discussion and communication techniques تلقيت التدريب على تقنيات المناقشة الجماعية والاتصالات	1	2	3	4	5
TE 5	I receive support if I decided to continue my education أتلقي الدعم إذا قررت مواصلة دراستي	1	2	3	4	5
TE 6	Training and education for new skills are always provided يتم توفير التدريب والتعليم لمهارات جديدة دائماً	1	2	3	4	5
3. Working Conditions ظروف العمل						

WC 1	I have good medical insurance for my family and me	1	2	3	4	5
	لدي تأمين طبي جيد لعائلتي وأنا					
WC 2	The institute has a fair promotion system	1	2	3	4	5
	لدى المعهد نظام ترقية عادل					
WC 3	The institute strives to eliminate factors causing stress at work	1	2	3	4	5
	يسعى المعهد للقضاء على العوامل المسببة للتوتر في العمل					
WC 4	Working and recreation hours are balanced at my workplace	1	2	3	4	5
	ساعات العمل والاستجمام متوازنة في مكان عملي					
WC 5	Salaries and fringe benefits are sufficient to maintain good quality for my work and life	1	2	3	4	5
	الرواتب والفوائد الإضافية كافية للحفاظ على جودة جيدة لعملتي وحياتي					
WC 6	The institute provides good working conditions in term of temperature and ventilation	1	2	3	4	5
	يوفر المعهد ظروف عمل جيدة من حيث درجة الحرارة والتهوية					
4. Employment Stability استقرار التوظيف						
ES 1	My institute provides me with steady employment	1	2	3	4	5
	يوفر لي معدي توظيف ثابت					
ES 2	As an employee, I'm satisfied with the stability of my job	1	2	3	4	5
	بصفتي موظفًا ، فأنا راضٍ عن استقرار وظيفتي					
ES 3	The idea of quitting this job is always on my mind	1	2	3	4	5
	فكرة ترك هذه الوظيفة هي دائمًا في ذهني					
ES 4	As an employee, I always feel insecure at the workplace	1	2	3	4	5
	كموظف ، أشعر دائمًا بعدم الأمان في مكان العمل					
ES 5	Being a full-timer at the institute provides me with the job security needed	1	2	3	4	5
	يوفر لي دوام كامل في المعهد الحماية الوظيفية المطلوبة					
5. Human Rights حقوق الانسان						
HR 1	The institute has promoted and supported my participation in cultural life	1	2	3	4	5
	قام المعهد بدعم ودعم مشاركتي في الحياة الثقافية					
HR 2	My institute always guarantee the highest standards of physical and mental health	1	2	3	4	5
	يضمن معهدنا دائمًا أعلى معايير الصحة البدنية والعقلية					
HR 3	The institute has ensured tenure security that is free of discrimination	1	2	3	4	5
	كفل المعهد ضمان وظيفة دائمة خالٍ من التمييز					
HR 4	The institute respects the right to practice their religion	1	2	3	4	5
	يحترم المعهد حق ممارسة كل شخص دينه الخاص					
HR 5	The Institute adheres to local customs, values in term of ethnicity, race, and gender	1	2	3	4	5
	يلتزم المعهد بالعادات المحلية والقيم من حيث العرق والجنس					

HR 6	Top management always takes unfair employees' decisions	1	2	3	4	5
	تأخذ الإدارة العليا دائمًا قرارات الموظفين غير عادلة					
6. Workplace Diversity التنوع في مكان العمل						
WD 1	The university staff share their knowledge and expertise regardless of their ethnicity or race	1	2	3	4	5
	يشارك موظفو الجامعة معارفهم وخبراتهم بغض النظر عن انتمائهم العرقي					
WD 2	The university staff do not get distracted by culture or ethnicity differences because we believe that we are all the same	1	2	3	4	5
	لا يشتت انتباهنا كموظفي الجامعة الاختلافات الثقافية أو العرقية لأننا نعتقد أنهم جميعًا متشابهون					
WD 3	In the case of miscommunication, the staff sit down and talk about the differences until they understand each other	1	2	3	4	5
	في حالة سوء الفهم، يجلس الموظفون ويتحدثون عن الاختلافات حتى يفهموا بعضهم البعض					
WD 4	I have an equal opportunity to access internal promotion in the workplace	1	2	3	4	5
	لدي فرصة متساوية للوصول إلى الترقية الداخلية في مكان العمل					
WD 5	I think that the institute has a discrimination policy when recruiting new personnel	1	2	3	4	5
	أعتقد أن المعهد لديه سياسة للتمييز عند تعيين موظفين جدد					
7. Job Enrichment الإثراء الوظيفي						
JE 1	I have the chance to supervise the work of others as a part of my job	1	2	3	4	5
	لدي فرصة للإشراف على عمل الآخرين كجزء من عملي					
JE 2	The institute provides me with the opportunity to develop my special abilities	1	2	3	4	5
	يمنحني المعهد الفرصة لتطوير قدراتي الخاصة					
JE 3	The equipment and tools provided at my workplace are up-to-date and they help us in improving our performances in the workplace	1	2	3	4	5
	المعدات والأدوات المتوفرة في مكان عملي محدثة وتساعدني في تحسين أدائي في مكان العمل					
JE 4	The institute encourages employees to acquire additional education	1	2	3	4	5
	يشجع المعهد الموظفين على الحصول على تعليم إضافي					
JE 5	The institute enforces me to complete an entire task by my own	1	2	3	4	5
	يفرضني المعهد على إكمال مهمة كاملة من قبل بلدي					
JE 6	My managers allow me to make my own decision to increase task efficiency	1	2	3	4	5
	يسمح لي مديري اتخاذ قراري الخاص لزيادة كفاءة المهام					
8. Quality of Work Life (QWL) جودة العمل والحياة						
QW LF1	The institute always tries to meet my expectations	1	2	3	4	5
	يحاول المعهد دائمًا تلبية توقعاتي					
QW LF2	My institute is committed to the application of proper management practices	1	2	3	4	5
	يلتزم معهدنا بتطبيق ممارسات الإدارة السليمة					

QW LF3	My institute is committed to understanding employees' point of views يلتزم معهدنا بفهم وجهة نظر الموظفين	1	2	3	4	5
QW LF4	I feel that I'm a part of a family at my workplace أشعر أنني جزء من عائلة في مكان عملي	1	2	3	4	5
QW LF5	The institute provides a wide range of direct and indirect benefits to improve the quality of employees' lives يوفر المعهد مجموعة واسعة من المزايا المباشرة وغير المباشرة لتحسين نوعية حياة الموظفين	1	2	3	4	5
QW LF6	The institute policies provide a safe and healthy environment for all the workforce توفر سياسات المعهد بيئة آمنة وصحية لجميع القوى العاملة	1	2	3	4	5
QW LF7	The institute applies flexible policies to provide a good work-life balance for the staff يطبق المعهد سياسات مرنة لتوفير توازن جيد بين العمل والموظفين	1	2	3	4	5
QW LF8	Top management of the institute is concerned with the staff's needs and wants تعنى الإدارة العليا للمعهد باحتياجات الموظفين ورغباتهم	1	2	3	4	5
QW LF9	I believe that the institute provides equal opportunities to the workforce أعتقد أن المعهد يوفر فرصًا متكافئة للقوى العاملة	1	2	3	4	5

Demographics

D1. Gender		الجنس	
1.	Male	ذكر	1
2.	Female	انثى	2
D2. Your age range		العمر	
1.	18 – 29	18 – 29	1
2.	30 – 39	30 – 39	2
3.	40 – 49	40 – 49	3
4.	Above 50	Above 50	4
D3. Marital Status		الحالة الشخصية	
1.	Single	أعزب	1
2.	Married	مزوج	2
3.	Divorced	مطلق	3
4.	Widowed	أرمل	4
D4. Type of contract with the institute		نوع العقد مع المعهد	
1.	Full timer	متفرغ	1
2.	Contractual per hour	تعاقد في الساعة	2
3.	Contractual per year	تعاقد في السنة	3
D5. Work Position		العمل	

1.	Employee (administrative, admission)	موظف (إداري، دائرة قبول الطلاب)	1
2.	Instructor/ lecturer	مدرس / محاضر	2
3.	Assistant professor	استاذ مساعد	3
4.	Associate professor	أستاذ مشارك	4
5.	Professor	دكتور جامعي	5