Quality of Life of Education Supervisors Undergoing Pedagogical Training in Touggourt, Algeria

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Abstract

The present study aims to assess the quality of life among education supervisors undergoing pedagogical training as well as to examine differences based on gender, marital status, and professional experience. A descriptive-analytical approach was employed, utilizing the abbreviated Quality of Life Scale developed by the World Health Organization. The study sample consisted of 20 education supervisors from the state of Touggourt. Key findings include:

- The overall quality of life among the participants was found to be average.

- No statistically significant differences were observed in quality of life based on gender.

- No statistically significant differences were identified based on marital status.

- No statistically significant differences were noted based on professional experience.

These results highlight a consistent quality of life level among education supervisors, irrespective of the studied variables.

Keywords: Quality of life; education supervisors undergoing pedagogical training

Introduction

Many people associate psychology exclusively with pathological behaviors and psychological disorders, such as anxiety, fear, and depression. However, positive psychology, a significant branch of the field, shifts this focus to emphasize the positive aspects of mental health. Instead of concentrating solely on illness and negative tendencies, positive psychology highlights personal strengths and fosters a positive understanding of events, aiming to enhance satisfaction, happiness, psychological well-being, and quality of life.

Mechri (2014) explains that positive psychology examines the quality of life and related dimensions, variables, and training programs, emerging as a response to the excessive emphasis on life's negative aspects. This new scientific approach prioritizes human potential, strengths, and virtues, which play a vital role in cultivating positive qualities in individuals. Seligman further defines positive psychology as the "science of happiness," aimed at spreading hope and encouraging individuals to embrace life (Faqih, 2022).

This study builds on the principles of positive psychology by examining one of its core variables—quality of life. Titled *Quality of Life Among Education Supervisors Undergoing Training in Touggourt, Algeria* the research encompasses two key components:

1.   **Theoretical part:** This part addresses the study's subject, problem statement, objectives, significance, operational definitions of variables, and the theoretical framework.

2.   **Practical part:** This section details the study's methodology, sample, research tools, and findings, along with an in-depth discussion of the results.

By exploring these aspects, the study aims to contribute to the growing body of research in positive psychology, focusing on quality of life as a critical factor in human well-being.

1. Statement of the problem:

In recent years, there has been a growing focus on positive psychology and its emphasis on fostering the positive mental health of individuals. This field aims to enhance satisfaction, happiness, and optimism—components collectively referred to as *quality of life.*

Quality of life is a multidimensional concept encompassing physical health, mental health, social relationships, religious beliefs, and the environment in which individuals live and work. According to the World Health Organization (WHO), the global concept of quality of life includes dimensions such as psychological and emotional well-being, job satisfaction, family interactions, religious beliefs, education, and financial income. It is shaped by an individual's self-perception of their mental state, physical health, functional abilities, and understanding of their symptoms (Bouamama, 2019).

In the national education sector, quality of life is reflected through psychological, social, physical, and functional indicators, particularly for employees in close contact with students, such as teachers and education supervisors. Education supervisors play a critical role in ensuring the proper functioning of educational institutions. Their responsibilities include maintaining order and discipline, ensuring continuity of education during teacher absences, documenting related administrative tasks, and supervising students during off-campus educational activities.

Additionally, education supervisors contribute to fostering human relationships, developing social and educational activities, and providing guidance to students and their parents. These professionals carry out their duties in middle and high schools, aligning with the broader goals of the educational system and its integration with the surrounding environment (Executive Decree No. 12).

To effectively implement their responsibilities in alignment with quality-of-life indicators, the Ministry of National Education has incorporated specialized training for education supervisors

across all ranks and levels. These training sessions, conducted at various times throughout the school year, aim to enhance their efficiency and professionalism. The training is structured into time blocks, allowing supervisors to participate without interrupting their ongoing duties at their respective institutions. The goal is to enable supervisors to apply the knowledge and skills acquired during training to improve their performance.

However, the training process, particularly the intensive sessions held in July, has had noticeable effects on the health, psychological well-being, and social lives of the participating education supervisors. This observation motivated the current study, which aims to derive insights from real-life experiences to inform stakeholders. The study seeks to provide a foundation for intervention and prevention plans to mitigate these challenges.

Research Questions:

1.   What is the level of quality of life among education supervisors undergoing pedagogical training in Touggourt?

2.   Are there statistically significant differences in the level of quality of life based on the gender of education supervisors undergoing pedagogical training in Touggourt?

3.   Are there statistically significant differences in the level of quality of life based on the marital status of education supervisors undergoing pedagogical training in Touggourt?

4.   Are there statistically significant differences in the level of quality of life based on the professional experience of education supervisors undergoing pedagogical training in Touggourt?

Hypotheses:

1.   The quality of life among education supervisors undergoing pedagogical training in Touggourt is high.

2.   There are no statistically significant differences in the quality of life-based on gender among education supervisors undergoing pedagogical training in Touggourt.

3.   There are no statistically significant differences in the quality of life-based on marital status among education supervisors undergoing pedagogical training in Touggourt.

4.   There are no statistically significant differences in the quality of life-based on professional experience among education supervisors undergoing pedagogical training in Touggourt.

3. Importance of the Study:

The significance of this study lies in emphasizing the critical role of education supervisors as active contributors within educational institutions and in exploring how pedagogical training impacts their quality of life. Furthermore, the study addresses a relatively modern concept within positive psychology—quality of life—which considers various dimensions of an individual's existence, including health, psychological well-being, social relationships, environmental factors, religious beliefs, and self-awareness. By investigating this variable, the study aims to deepen understanding and offer insights into enhancing the overall well-being of education supervisors.

4. Study Objectives:

1. To assess the level of quality of life among education supervisors undergoing pedagogical training in the state of Touggourt.

2. To determine whether statistically significant differences exist in the quality of life levels of education supervisors based on the variable of **marital status.**

3. To examine whether statistically significant differences exist in the quality of life levels of education supervisors based on the variable of **professional experience.**

5. Operational definition of study terms:

5.1. Definition of Quality of Life

Theoretical Definition:

Quality of life refers to the extent to which an individual experiences continuous improvement across various dimensions of their personality, including psychological, cognitive, creative, cultural, athletic, personal, and physical aspects. It involves balancing these elements while fostering an optimal emotional and mood climate for work and achievement. It encompasses the ongoing acquisition of habits, skills, and attitudes, problem-solving and adaptation strategies, a commitment to performance improvement as a lifestyle, and meeting individual needs in a balanced manner. Additionally, it involves developing ideas, creativity, psychological and social skills, and cooperative learning (Maamaria, 2020).

Procedural Definition:

Quality of life is operationalized through measurable indicators reflected in the overall score obtained by education supervisors on the World Health Organization's abbreviated Quality of Life Scale during their training.

5.2. Educational Supervisors Undergoing Pedagogical Training

Theoretical Definition:

An educational supervisor is a professional responsible for overseeing various aspects of the school environment. They serve as a vital source of ideas, a proponent of innovative proposals, and a planner who assists teachers and school principals in understanding the educational process comprehensively and effectively (Boutbicha, 2023).

Procedural Definition:

In the context of this study, an educational supervisor refers to an employee in the education sector working at the middle or secondary level, participating in pedagogical training programs aimed at promotion to higher ranks. During these training sessions, they engage in theoretical and practical learning to enhance their understanding of educational concepts and apply them effectively in their professional roles within educational institutions.

6. Previous studies:

The study by Fouatmia Muhammad (2018) titled *"Organizational Communication and Quality of Life among Primary School Teachers in Mostaganem"* aimed to examine the

impact of organizational communication on teachers' quality of life. To achieve this, the researcher employed a descriptive-analytical approach and used two scales: an organizational communication scale developed by the researcher to measure the type of communication (ascending or descending) and the World Health Organization's quality of life scale. These scales were administered to a random sample of 300 male and female teachers in Mostaganem State. Statistical analysis using SPSS 22 included simple linear regression to assess the impact of organizational communication on quality of life, as well as one-way and two-way variance analysis. The findings revealed that organizational communication does not significantly affect teachers' quality of life. However, there are statistically significant differences in quality of life dimensions related to the type of organizational communication, favoring descending communication. The level of quality of life among primary school teachers was found to be average. (Fouatmia, 2018)

Dardan Linda's study (2021) titled *"Quality of Life among Higher Education Professors"* aimed to explore the quality of life of 263 higher education professors at Mouloud Mammeri University in Tizi Ouzou. Using a descriptive approach and the World Health Organization's Quality of Life Scale, which was translated into Arabic by Dr. Ahmed Mohamed Hassanein in 2011 and adapted by the researcher, the study found a high level of quality of life among all sample members, regardless of their academic rank or field of specialization. The findings indicated no significant differences in quality of life-based on these factors. The study highlighted the importance of addressing the quality of life of higher education professors in general and specifically those at Mouloud Mammeri University in Tizi Ouzou. (Dardan, 2021)

The study by Jafal Aida and Qouarah Mohammad (2021), titled *"The Level of Quality of Work Life among Administrative Workers,"* aimed to assess the quality of work life (classified as high, medium, or low) among administrative workers at Pole 2 of the University of Ouargla. The study also examined differences in quality of life based on intermediate variables such as gender and seniority. The sample consisted of 40 administrative workers selected through stratified random sampling. The study tool was validated and tested for reliability in an exploratory phase. Using the SPSS statistical program, the results showed that the level of quality of work life among administrative workers at Pole 2 is high. Additionally, there were no statistically significant differences in the quality of work life based on gender or seniority. (Jawareh, 2021)

The study conducted by Ivica Radovanović (2017) titled *"Quality of Life - Lifelong Education Platform"* aimed to assess the quality of life among adolescents to determine the effectiveness of lifelong education services. The study utilized the PedsQL quality of life questionnaire and was conducted on a sample of 220 students from the first to the fourth grade of secondary school in Serbia. The results indicated a high level of quality of life, particularly in physical and social performance aspects. However, emotional performance was identified as a dimension with relatively lower quality. Factor analysis revealed six relatively independent factors influencing quality of life. (Ivica Radovanović, 2017)

The study conducted by KheloufHafidha (2022) aimed to determine *the level of quality of life and psychological stress among a sample of professors from the Faculty of Humanities and Social Sciences at Mouloud Mammeri University in Tizi Ouzou - Tamda Pole.* It also sought

to examine the relationship between these two variables among university professors and identify differences in quality of life and psychological stress based on certain factors. Using a descriptive-analytical method, the study surveyed 100 male and female professors, applying scales for measuring quality of life and psychological stress. The results showed that the quality of life among these professors is moderate, while psychological stress is high. A statistically significant inverse correlation was found between quality of life and psychological stress. Differences in quality of life were associated with marital status, with singles reporting better quality of life, while psychological stress varied with marital status, favoring married individuals. (Khalouf, 2022)

6. Comment on previous studies:

We observe from these studies that they share similarities with the current study in terms of the descriptive analytical method used. They also align with the study of Dardan Linda and Fawatmiya Muhammad in using the abbreviated World Health Organization quality of life scale. The researchers were particularly focused on categories such as adolescents, primary school teachers, university professors, and administrative workers in the Faculty of Humanities and Social Sciences. However, the category of educational supervisors, despite their crucial role in the educational system and their important pedagogical responsibilities across primary, middle, and secondary education stages, has not been extensively studied. In light of this, and following the Ministry of National Education's recommendation for pedagogical training, this study aims to examine the level of quality of life among educational supervisors undergoing such training in the state of Touggourt.

II Method and tools:

1.   Study Methodology:

Given the nature of the study, a specific methodology was chosen based on its objectives and significance. This study aims to determine the quality of life level among education supervisors in training and examine variations in the quality of life based on martial status and professional experience. Therefore, the descriptive analytical methodology is appropriate, focusing on a deep and precise description of the phenomenon as it exists in reality. The researcher analyzes the data collected (Hanoun, 2023).

1.1. Study Population and Sample:

The questionnaire was distributed to all educational supervisors undergoing training in the state of Touggourt, totaling 20 educational supervisors under pedagogical training from the state of Touggourt.

1.2. Distribution of sample members according to gender variable

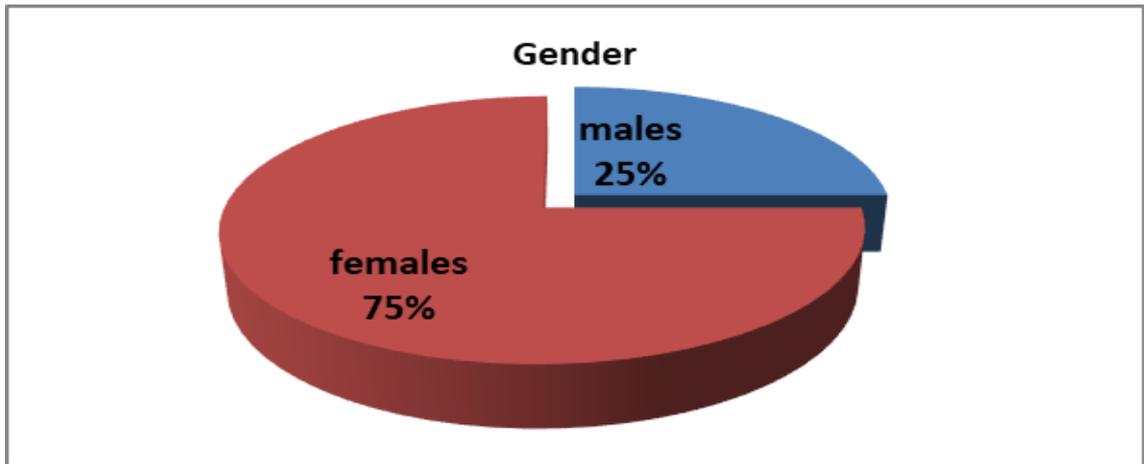Table 1: Distribution of study sample members according to gender

variable	Category	number	Percentage
Sex	male	05	25 %

	female	15	75%
the total		20	100 %

Source: Designed by the researcher based on the outputs of (SPSS v25)

The following figure shows the distribution of the study sample members according to the gender variable.

Figure 1: Distribution of study sample members according to gender

Source: designed by the researcher based on 2021 Excel outputs

We note from the previous table and figure that the majority of the sample members are female at 75%, while the percentage of males is 25%, indicating a diverse composition of the study sample.

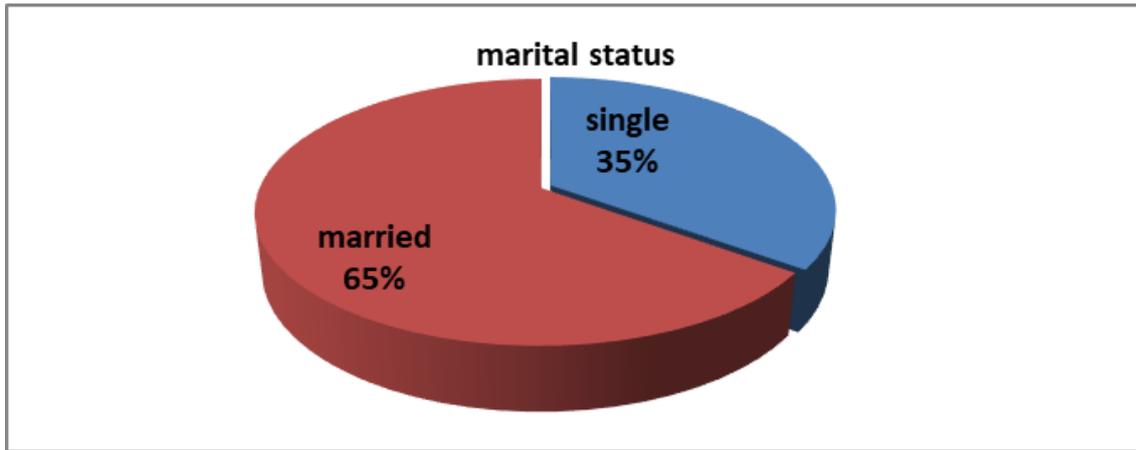**1.3. Distribution of Sample Members According to Marital Status Variable**

The following table shows the distribution of the study sample based on the martial status variable.

Table 2: Distribution of Study Sample Members According to Marital Status Variable

variable	Category	number	Percentage
marital status	Single	09	35%
	married	11	65%
the total	20	100%

The following figure illustrates the distribution of the study sample members according to the martial status variable.

Figure 2: Distribution of study sample members according to marital status variable

Source: designed by the researcher based on 2021 Excel outputs

We note from the previous table and figure that the majority of the sample members are married, at a rate of 65%, while the percentage of single individuals is 35%. This indicates a diverse composition of the study sample members.

1.4. Distribution of Sample Members According to the Variable of Professional Experience

The following table shows the distribution of the study sample based on the variable of professional experience.

Table 3: Distribution of study sample members according to the variable of professional experience

variable	Category	number	Percentage
Professional experience	Under 12 years	07	45%
	More than 12 years	13	55%
the total		20	100%

Source: Designed by the researcher based on the outputs of (SPSS v25)

Figure 3: Distribution of study sample members according to the variable of professional experience
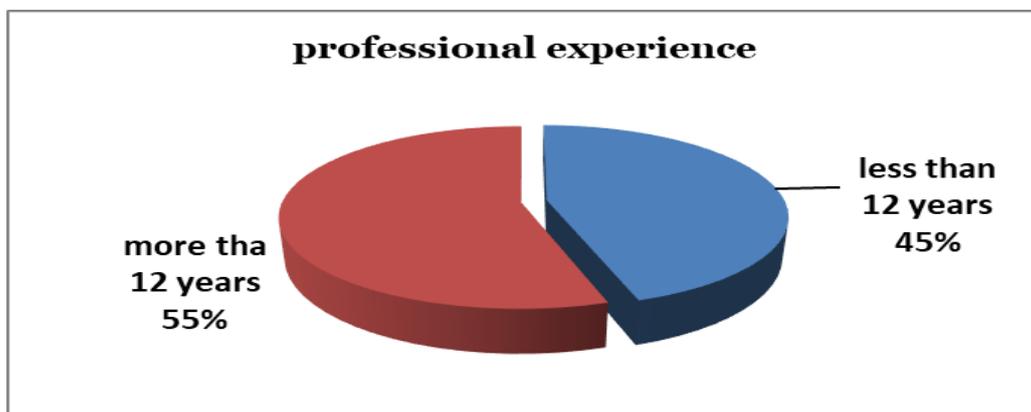
From the previous table and figure, it is observed that the majority of the sample members have more than 12 years of professional experience, representing 55%, while those with less than 12 years of experience constitute 45%. This distribution highlights the diversity of the study sample.

2.   Study Tool

To measure the quality of life, the study utilized the abbreviated version of the Quality of Life Scale (WHO QOL-BREF) developed by the World Health Organization and translated into Arabic by Dr. Bushra Ismail in 2008. This scale was chosen due to the clarity of its items and its proven high psychometric properties across various Arab contexts, including Egyptian, Lebanese, Palestinian, and Algerian populations.

Dr. Bushra Ismail translated the scale into Arabic with assistance from two English-specialized faculty members. The translated version was reviewed by four psychology professors to ensure the appropriateness of linguistic formulation, answer options, and the relevance of each item to its respective dimension.

The finalized Arabic version of the scale comprised 26 items, including 2 items addressing general quality of life and overall health, and 24 items distributed across four sub-dimensions as follows:

1.   **Physical   Health   (7   items)**
This dimension evaluates aspects such as daily activities, reliance on medical support, energy levels, mobility, pain, sleep, and work capacity. The items included are numbers 3, 4, 10, 15, 16, 17, and 18.

2.   **Psychological   Health   (6   items)**
This sub-dimension covers body image, negative and positive feelings, self-esteem, spiritual beliefs, and cognitive functions (thinking, memory, concentration). The items are numbers 5, 6, 7, 11, 19, and 26.

3.   **Social   Relationships   (3   items)**
This includes personal relationships, social support, and sexual activity. The relevant items are numbers 20, 21, and 22.

4.   **Environment   (8   items)**
This sub-dimension assesses material resources, safety, healthcare quality, family environment, opportunities for learning and creativity, recreational activities, and environmental factors such as pollution, noise, and transportation. The items are numbers 8, 9, 12, 13, 14, 23, 24, and 25.

2.1.   Scoring   and   Interpretation
Responses are graded on a five-point Likert scale, where higher scores indicate a better quality of life. For negatively worded items, scores are reversed.

The score for each dimension is calculated by averaging the total scores of its respective items. The overall quality of life score is then derived by summing the averages of all four dimensions

and converting the total score using the formula: Converted Score = (Raw Score - 4) × (100/16)

2.2. Psychometric properties of the scale:

A-Validity:

Internal consistency validity:

Table 4: Internal consistency test for the quality of life variable

Dimension	Correlation coefficient	sig value	Significance level
General quality of life and general health	0.246**	0.000	Significant
Physical health	0.879**	0.000	Significant
Mental health	0.570**	0.000	Significant
Social relations	0.823**	0.000	Significant
the environment	0.826**	0.000	Significant

The table above indicates that all correlation coefficients are statistically significant, with values ranging between 0.246 and 0.879. This demonstrates a strong positive correlation between the dimensions of physical health, mental health, social relations, and environment, and the overall quality of life variable. Consequently, the variable is valid and appropriately measures the construct it was designed to assess.

2.3. Validity of the Two-Tailed Comparison

This method evaluates validity by distinguishing between the two extremes of the scale, specifically the lower and upper groups. It is employed to assess both formative validity and content validity. The scores of the sample members were arranged in descending order, and 27% of the highest and lowest scores from the distribution (calculated as 100/20×27100/20 \times 27100/20×27) were selected. The differences in mean scores between these two groups were then analyzed using the "t-test," as detailed in the following table:

Table 5: the validity of the scale's tail comparison.

variable	Indicator	number	F	Sig	Arithmetic mean	Standard deviation	Degree of freedom	T-test value	Significance level
Quality of life	Lower	5	1.241	0.289	77.20	5.80		8,419	0.000
	Alawi	5			101.6	2.88			

					0					

Table No. indicates that the calculated *t* value is 8.419, which is significant at the 0.05 level. This finding demonstrates that the scale effectively differentiates between the upper and lower ends of the distribution, thereby confirming the validity of the scale.

B. **Reliability**

To assess the reliability of the scale, it was applied to the study sample consisting of 20 educational supervisors. Data collected from their responses were processed using the Statistical Package for the Social Sciences (SPSS) software to calculate Cronbach's alpha coefficient, a standard measure of internal consistency. The results of this reliability analysis are presented in the following table:

Table 6: Stability of the Quality of Life Scale

variable	Number of phrases	Cronbach's alpha coefficient
Quality of life	26	0.792

Based on Table No., the quality of life scale demonstrates a high-reliability coefficient, with a Cronbach's alpha value of 0.792, indicating strong internal consistency.

III. Results and Discussion

1. Presentation, Analysis, and Interpretation of the General Hypothesis
The general hypothesis states: *"The level of quality of life among education supervisors under training is average."* To evaluate this hypothesis, a cutoff score was calculated as follows:

1. **Range Calculation**: The difference between the highest and lowest scores was determined, 1–5=41 - 5 = 41–5=4.

2. **Category Length**: The range was divided by the number of levels, 4/3=1.334/3 = 1.334/3=1.33.

3. **Categorization**: The resulting value (1.33) was sequentially added to the minimum score (1) to define the categories.

The established scale categories are presented in the following manner:

- **Low Level:** Scores from 1 to 2.33

- **Average Level:** Scores from 2.34 to 3.67

- **High Level:** Scores from 3.68 to 5

This categorization served as the foundation for analyzing the level of quality of life among the educational supervisors in the study. Further results and interpretations are discussed in the following table:

<div align="center">Table 7: the cut-off score for the quality of life level and its levels</div>

The number	Class length	Level
1	1- 2.33	low
2	2.34 – 3.67	Average
3	3.68 - 5.00	high

The table shows the results of processing the hypothesis :

Table 8: Arithmetic means and standard deviations of the quality of life level of the sample members

Phrase number	Arithmetic mean	Standard deviation	Degree of adoption	Arrangement
Q1	3.45	0.99	Average	1
Q2	1.90	0.78	low	2
public health	**2.675**	**0.885**	**Average**	**5**
Q3	2.65	1,13	Average	6
Q4	2.85	1.34	Average	5
Q10	3.25	0.91	Average	3
Q15	2.55	1.27	Average	7
Q16	3.20	1.39	Average	4
Q17	3.85	0.74	high	2
Q18	4.35	0.58	high	1
Physical health	**3.242**	**1.051**	**Average**	**3**
Q5	3.25	0.85	Average	6
Q6	3.85	0.87	high	2
Q7	3.35	0.81	Average	5
Q11	4.25	0.85	high	1
Q19	3.70	1,17	high	3
Q26	3.45	0.68	Average	4

Mental health	3.641	0.871	Average	2
Q20	3.45	1.39	Average	3
Q21	4.25	0.71	high	1
Q22	4.15	0.58	high	2
Social relations	3.95	0.893	high	1
Q8	3.05	0.99	Average	5
Q9	3.35	0.812	Average	4
Q13	3.40	0.94	Average	3
Q14	2.70	0.86	Average	6
Q23	3.80	1.00	high	1
Q24	2.65	1.30	Average	7
Q25	3.70	0.86	high	2
the environment	3.235	0.966	Average	4
the total	3.348	0.933	Average	/

From the previous table, it is evident that the responses of the study sample to the dimensions of quality of life were at an average level. The overall arithmetic mean for all quality-of-life items was 3.348, with a standard deviation of 0.933. Among the dimensions, "social relations" ranked first with an arithmetic mean of 3.95 and a standard deviation of 0.893, indicating a "high" level. Following this, "mental health" ranked second with an arithmetic mean of 3.64, a standard deviation of 0.871, and an "average" level.

"Physical health" came in third place with an arithmetic mean of 3.24, a standard deviation of 1.051, and an "average" level. Next was the "environment" dimension, which ranked fourth with an arithmetic mean of 3.235, a standard deviation of 0.966, and an "average" level. Finally, "public health" ranked last, with an arithmetic mean of 2.675, a standard deviation of 0.885, and an "average" level.

Thus, the overall quality of life among educational supervisors under training in the state of Touggourt was determined to be at an average level. This confirms the hypothesis that the quality of life for this group is indeed average. This result can be attributed to the training environment, which fostered positive social relations characterized by understanding, cooperation, mutual respect, and team spirit among the educational supervisors and between them and the trainers. However, the environmental conditions in Touggourt, particularly the high temperatures, along with the timing of the training immediately after the end of their institutional work, negatively impacted their physical health. The supervisors frequently

exhibited signs of exhaustion and reported persistent headaches and body aches, which in turn influenced their mental health and overall quality of life.

This conclusion aligns with the findings of FouatmiaMuhammad (2018), whose study revealed an average quality of life among primary school teachers. However, it contrasts with the study by Dardan Linda (2021), which reported a high quality of life among higher education professors, and the study by Jafal Aida and Qawarah Muhammad (2021), which found a high level of quality of work-life among administrative workers at the University of Ouargla. Similarly, it diverges from Ivica Radovanovic's (2017) findings, which showed a high quality of life in physical and social performance among adolescents, despite emotional performance being rated lower.

2. Displaying the Results of the First Hypothesis

The hypothesis under investigation states: "There are statistically significant differences in the level of quality of life attributed to the gender variable."

To test the validity of this hypothesis, the t-test was applied to determine whether significant differences exist in the quality of life scores between genders. The results are presented in the following table:

Table 9: *T-test Results for Differences in Quality of Life Scores by Gender Variable*

variable	Indicator	number	F	Sig	Arithmetic mean	Standard deviation	degree of freedom	T-test value	Significance level
Sex	male	5	3.289	0.086	87.00	7.28	10.904	0.459	Not significant
	feminine	15			89.00	11.23			

From the analysis presented in the previous table, the **t-value** is **0.459**, which is statistically insignificant at the predefined significance level (e.g., 0.05). This result indicates that there are no statistically significant differences in the quality of life levels among education supervisors under training based on the **gender variable.**

Thus, the first partial hypothesis is supported, confirming that there are no gender-based differences in the quality of life among the supervisors under training.

2.1. Results of the Second Hypothesis

To test the second partial hypothesis, which states: "There are statistically significant differences in the level of quality of life attributed to the marital status variable,"

the t-test was employed to examine the differences in the quality of life scores based on marital status.

The analysis revealed that the t-value was calculated, and its significance level (p-value) was assessed. The results indicated that:

● If the p-value is less than 0.05, it demonstrates statistically significant differences in the quality of life based on marital status.

● If the p-value is greater than 0.05, it shows no significant differences attributable to the marital status variable.

These findings allow for the validation or rejection of the hypothesis. Please provide additional information if you'd like specific results or further interpretation.

Table 10: *T-test Results for Differences in Quality of Life Scores by* martial*Status Variable*

variable	Indicator	number	F	Sig	Arithmetic mean	Standard deviation	degree of freedom	T-test value	Significance level
Professional experience	Single	7	0.220	0.644	92.14	10.30	12.13	1.170	Not significant
	married	13			86.53	10.05			

From the analysis, it is evident that the t-value equals 1.170, which is statistically insignificant. This indicates that there are no significant differences in the level of quality of life among educational supervisors under training attributable to the variable of marital status. Consequently, the second partial hypothesis is confirmed, as it asserts the absence of differences in the quality of life of educational supervisors under training based on their marital status.

2.2. Results of the Third Hypothesis

The third partial hypothesis states: "There are statistically significant differences in the level of quality of life attributed to the variable of professional experience." To test this hypothesis, the t-test was applied to evaluate the significance of the differences in quality of life according to the variable of professional experience.

The results for this are shown in the following table:

Table 11: the value of (t) for the significance of the differences in the averages of quality of life scores according to the variable of professional experience.

variable	Indicator	number	F	Sig	Arithmetic mean	Standard deviatio	degree of freedo	T-test valu	Significance level

						n	m	e	
Profession al experienc e	Less than 12 years	09	0.01 5	0.90 4	90.33	10.07	17.54	0.71 9	Not significant
	Over 12 years old	11			87.00	10.71			

From the analysis, it is evident that the **t-value** equals **0.719**, which is statistically insignificant. This suggests that there are no significant differences in the quality of life among educational supervisors under training based on the variable of professional experience. Accordingly, the third partial hypothesis is confirmed, asserting the absence of differences in the quality of life of educational supervisors under training attributed to professional experience.

3. Interpretation and Discussion of the Results of the Hypotheses

The findings of the hypotheses can be attributed to the uniformity of conditions experienced by all educational supervisors during their training. They undergo identical formative conditions within the same environmental and pedagogical context, utilizing similar resources such as printed materials, presentations, multimedia devices, and traditional tools like the blackboard. Moreover, the social and professional atmosphere fosters cooperation, mutual respect, dialogue, and team spirit among the supervisors, as well as strong collaborative relationships with administrative staff and instructors.

Additionally, the supervisors share common psychological, health, academic, and social needs, which likely contribute to the similar levels of quality of life observed across genders, marital statuses (single or married), and varying levels of professional experience (less than or more than 12 years).

These findings align with the results of **Jafal Aida and Qouarah Mohammad (2021)**, who reported no statistically significant differences in the quality of work life based on gender or seniority among higher education professors. However, the results contradict the findings of **KheloufHafidha (2022)**, which indicated statistically significant differences in quality of life among university professors, favoring single individuals over married individuals.

IV - Conclusion:
The current study concluded that the level of quality of life among educational supervisors undergoing pedagogical training in the state of Touggourt is moderate. The dimensions of quality were ranked as follows: social relations were at a high level, followed by psychological health, then physical health, followed by the environment, and finally public health at an average level. Additionally, the study found no differences in the level of quality of life among education supervisors undergoing pedagogical training when considering variables such as gender, marital status, and professional experience.

Based on these findings, the following suggestions can be made:

1.   **Enhancing the quality of the training environment** by identifying the most important training needs and striving to meet and develop them.

2.   **Conducting similar studies** for other categories undergoing pedagogical training (teachers at different educational levels).

3.   **Exploring the quality of life variable** concerning other factors such as bullying, self-esteem, and others.

4.   **Providing support** by taking into account environmental conditions and scheduling appropriate times for pedagogical training.

5.   **Evaluating the quality of life, service, social, and training methods**, and addressing the psychological pressures faced by educational supervisors and all workers in the educational sector.

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