

## **The impact of emotional regulation strategies on the quality of work life of university professors: A Field Study in the Universities of Adrar, Setif and Relizane.**

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### **Abstract:**

This study aimed to investigate the impact of emotional regulation strategies on the quality of work life among university professors, as well as the dimensions of these strategies on the quality of work life. The study sample consisted of 499 professors from three universities: Adrar University, Setif University and Ghilizan University. A descriptive approach was used to achieve the study objectives, using the emotional regulation strategies scale (Gross, James, 1998; Gross & John, 2003) and the work life quality scale (Ben Khaled, Abdel Karim, 2017).

After confirming the psychometric properties of both research instruments and collecting the data, the analysis was conducted using several statistical methods, including simple linear regression and stepwise multiple linear regression. The study found that emotion regulation strategies have an impact on the quality of work life, with the 'situation selection' strategy and the 'response modification: suppression or inhibition' strategy being particularly influential on the quality of work life among university professors.

**Keywords:** Emotional regulation strategies, quality of work life, university professors.

### **INTRODUCTION**

The modern trends adopted by employers today focus on investing in their resources, especially human resources, due to their importance in the development of the institution and the achievement of its planned objectives. Therefore, the process of maintaining and protecting this resource requires institutions, regardless of their activities or the variety of services they provide, to develop and motivate it by opening doors for employees to improve their personal and professional lives. To this end, attention to all the details of the components of the human personality has become a psychological and organisational necessity that must be taken into account in order to achieve stability for both the employee and the organisation.

#### **First - Research problem:**

Psychology and its branches have focused on the study of the individual personality with all its characteristics in different environments, in a continuous interaction that results in different psychological, behavioural and physiological responses.

When discussing the various interactions of human behaviour, one of its essential components is emotion, which plays a crucial role in forming responses, whether they are conscious or unconscious. As a result, many researchers in psychology, especially in modern positive psychology, have sought strategies to enable individuals to manage and control their emotions, especially in the professional domain.

The psychological factor is one of the most critical aspects that institutions need to consider today, given its impact on work processes and the quality of results. When discussing the psychological factor, it is essential to recognise the emotional aspect, which is a human characteristic. Workers face and interact with different emotional situations of varying intensity and degree, generating emotional responses that affect both the mind and the body.

In this context, Basch and Fisher (2000) identified three main sources of positive emotions (happiness, pride, satisfaction, etc.) in the work environment, manifested in success, goal achievement and peer approval. They also identified three main sources of negative emotions (anger, resentment, disgust, boredom, sadness, etc.), which stem from the behaviour of colleagues, supervisors, and work-related problems (meguellati, 2016: 130).

Many researchers, such as Fisher (2002), Grandey, Tam, Brauburger (2002), Mignonac&Herrbach (2004), and Pirola-Merlo, Härtel, Mann & Hurst (2002), have pointed out both positive and negative effects of emotions on attitudes in the work environment, such as job satisfaction, organisational commitment, intention to leave, cooperation, and the emotional climate of work teams (meguellati, 2016: 130).

James Gross (1998) identified two basic strategies in the process of emotion regulation: the first is “cognitive reappraisal”, which occurs early in the generation of emotions and involves changing the interpretation of a situation to reduce its emotional impact. The second is ‘response modulation through suppression’, which occurs later in the emotional generation process and involves inhibiting the outward signs of internal feelings (Gross, 2002: 281).

With regard to the worker, leading organisations and institutions are now seeking to develop competencies and professional skills by focusing on psychological and emotional aspects, as well as creating organisational strategies aimed at increasing job satisfaction and psychological and professional stability. This has a positive impact on the performance and operations of the organisation in achieving its goals and improving its position in the face of competition, vast markets and numerous global investment opportunities.

Among these strategies and programmes, we find “Quality of Work Life”, which is considered as an organisational skills approach aimed at improving organisational environments and increasing levels of satisfaction, stability and professional belonging.

If we examine the availability of Quality of Work Life as an organisational approach adopted by institutions today, we find that it has permeated all leading organisations that seek to improve the professional lives of their employees. This includes higher education institutions, which are seeking to improve the professional and academic life of all their staff, especially teachers.

Today, professors seek a balance between their personal needs, such as self-development, performance stability, and the advancement of their professional and academic careers. This balance cannot be achieved without the presence of psychological adaptation strategies to deal with the situations and emotional stimuli that professors face, as well as the presence of quality standards specific to their professional life.

Based on the above, we can formulate the research problem as follows

Do emotional regulation strategies have an impact on the quality of work life of university professors?

Do the dimensions of emotional regulation strategies have a statistically significant effect on the quality of work life?

### **1. Study Hypotheses:**

#### **Hypothesis One:**

We expect that emotional regulation strategies have a statistically significant effect on the quality of work life among university professors.

#### **Hypothesis Two:**

We expect that the dimensions of emotional regulation strategies have a statistically significant effect on the quality of work life.

### **2. Study Objectives:**

The main objective of the study is to determine the impact of emotional regulation strategies on the quality of work life among university professors in three universities (Adrar, Sétif, and Ghilizan), through predicting the relationships between the study variables.

To reveal the key dimensions of emotional regulation strategies that influence the quality of work life.

### **3. Importance of the study:**

The importance of this study lies in its scientific contributions to the study variables “emotional regulation and quality of work life”, which helps in forming and building a conceptual framework for the study variables and enriching the field of scientific research. The purpose of this study is to understand the availability of quality of work life dimensions concerning the teaching profession.

To understand the availability of quality of work life dimensions in relation to the teaching profession.

To identify the impact of emotional regulation strategies on the quality of work life of university professors, given that the teaching profession is demanding and exhausting, characterised by the varied and changing situations faced by professors.

Since teaching is considered a demanding profession, it is crucial to understand the strategies used by professors to cope with their professional pressures and to anticipate their emotional reactions, which may affect the quality of their work life.

To diagnose the reality of the professional environment in Algerian universities, especially since our study targeted three regions of the country (South, East and West), each of which has different environmental and living characteristics that require individuals to adapt to their environmental variables.

To reveal the lived reality of Algerian professors and the organisational and professional environmental conditions required for commitment and motivation to regulate emotions in response to external situations and stimuli, whether they are sudden, circumstantial or immediate.

#### **4. Operational definitions of the research variables:**

##### **4.1 Emotional regulation strategies:**

Gross et al. define this as “all the conscious and unconscious strategies we use to increase, maintain, or decrease one or more elements of emotional response components.” (Boss, Grritsen, Jeroen, 2013 :246)

Operationally, emotional regulation can be defined as the processes or strategies, both conscious and unconscious, that an individual uses to regulate their emotions. These are organised psychological processes that the professor uses to manage and control emotional responses, with the aim of regulating them and adapting to the situations and external influences that they encounter in their professional life. This is classified according to Gross’s model of emotional regulation, which represents the degree to which the professor in the sample study achieved through his responses to the survey items.

##### **4.2 Quality of working life:**

There are many definitions that address quality of work life from different perspectives. Ben Khaled Abdul Karim (2017) defines it as: “the extent to which the desirable, pleasant and safe environmental factors are available in the workplace for the sample under study, as measured by the scores obtained by the respondents in the study tool for the variables of quality of work life. These variables include: the conditions of the physical and moral work environment, salaries and rewards, job characteristics, teamwork, participation in decision-making, and the managerial style of the supervisor.” (Ben Khaled, 2017: 12)

Operationally, it encompasses a set of dimensions that enhance the professional life of professors, promote job satisfaction, and provide a sense of professional stability that allows them to innovate and advance in their careers, according to the respondents’ scores on the quality of work life scale.

##### **4.3 University Professors:**

Abdul Fattah Ahmed Jalal defines university professors as “a group of people who are responsible for the transmission of knowledge and ensuring the smooth running of the pedagogical process in the university by performing various tasks and duties such as teaching, providing scientific guidance to students, conducting scientific research and supervising it.” (Bawab, 2015: 72)

Mohammed Hassanein offers a broader and more comprehensive definition, stating that they are “the focal point in the university education system for research, teaching, community service, and participation in overall development. They are the backbone of the university’s progress, the key to any reform and the foundation of any development. The success of the university depends on their competence and productivity.” (Bawab, 2015: 72)

Operationally, this refers to the study sample located at the University of Adlar, the University of Setif and the University of Ghilizan.

### **III. Practical aspect:**

#### **1. Study method:**

In our current study, we relied on the descriptive method at the correlational level, as it is consistent with the nature of our research topic and meets the requirements of the study.

#### **2. Study population and sample:**

The study population for our current research consists of university professors. This study was conducted on university professors at three universities nationwide, where the original population for the final study reached “2603” professors as of May 2023. This includes ‘537’ professors at Adrar University, ‘1547’ professors at Setif University and ‘519’ professors at Ghilizan University.

The sampling method was simple random sampling and the number of recorded responses from professors was 499.

#### **3. Study tools:**

##### **3.1 Emotional regulation questionnaire:**

To construct any questionnaire, it is essential to review the theoretical heritage related to the research topic to understand the nature of the subject, which is to determine the impact of emotional regulation strategies on the quality of work life among university professors. The researcher translated the variables of the study, then developed the emotional regulation questionnaire based on the model established by “Gross James (1998)”. (Gross, 2002: 282), which includes dimensions from 01 to 04 representing “priority-centred strategies”. In addition, the scale developed by Gross James and John (2003) was used, which represents the

fifth dimension (05), which refers to ‘response-centred strategies’. Studies relevant to the research topic were also translated.

**3.2 Quality of working life:**

The researcher relied on the quality of work life questionnaire presented by Ben Khaled Abdul Karim (2017) in his thesis entitled “Quality of Work Life and Its Impact on Organisational Culture among Health Sector Employees.” (Ben Khaled, 2017: 185)

**Methodological procedures:**

**4. Psychometric properties:**

**4.1 Psychometric Properties of the Emotional Regulation Strategies Questionnaire:**

**Reliability of the questionnaire:**

In order to measure the reliability of the study tool (the questionnaire), we used the split-half method. This means that the questionnaire is divided into two halves and then the Pearson correlation coefficient is calculated between the two halves of the test. We then corrected the correlation coefficient using the Guttman reliability coefficient for the split-half method. The following table illustrates this.

**Table (01): Reliability of the questionnaire using the split-half method**

- Correlation coefficient	- Correction of the coefficient using Satterthwaite's equation for half-split	- Sample size
0.897	0.945	100

**Source: Prepared by the researcher based on SPSS V 25 outputs**

The previous table shows that the correlation coefficient was estimated to be 0.984. The researcher also corrected the correlation coefficient using the Guttman coefficient for the split-half method because the variance and Cronbach’s alpha reliability coefficient were not equal for the two groups, where the Guttman coefficient was estimated at 0.983. This indicates that the questionnaire has a high degree of reliability and can be relied upon in the field application of the study.

**Validity of the questionnaire:**

**- Discriminant or concurrent validity:**

This method is based on comparing the mean scores between the two extremes of the data. (Al-Qusi, 2014: 264)

The validity of the scale was calculated using discriminant validity through concurrent comparisons, which indicates the ability of the scale to discriminate between the two extremes of the trait. The following table shows the results obtained.

**Table (02): Results of the calculation of the discriminant validity coefficient for Emotional Regulation Strategies**

- The group	Number	Mean	Standard deviation	T-value	Degrees of freedom	Level of significance
- The lower group	33	95,70	11,095	21.075	64	.000 Significant
- The upper group	33	141,03	5,440			

Table (24) shows that the t-value was estimated to be (12.380) with 64 degrees of freedom and a significance level of (0.000), which is less than (0.01). This indicates that the t-value is significant and therefore the test is able to discriminate between the high and low ends of the trait. We conclude that the study tool is valid for what it was designed to measure and can therefore be used to gather information on the research topic.

**Reliability of the Quality of Work Life Questionnaire:**

**Reliability using the split-half method:**

In order to measure the reliability of the research tool (the questionnaire), we used the split-half method, which involves dividing the questionnaire into two halves and then calculating the Pearson correlation coefficient between the two halves of the test. We then corrected the correlation coefficient using Guttman’s reliability coefficient for the split-half method. The following table illustrates this.

**Table (03): Reliability of the questionnaire using the split-half method**

Correlation coefficient	Correction of the coefficient using Satterthwaite's equation for half-split	Sample size
0.984	0.983	100

**Source: Prepared by the researcher based on SPSS V 25 outputs**

The previous table shows that the correlation coefficient was estimated to be (0.984). The researcher also corrected the correlation coefficient using the Guttman coefficient for the split-half method because the variance and Cronbach's alpha reliability coefficient were not equal for the two groups, where the Guttman coefficient was estimated at (0.983). This indicates that the questionnaire has a high degree of reliability and can be relied upon in the field application of the study.

## 5.2 Quality of Work Life Questionnaire:

### Construct Validity:

Construct validity is one of the measures of the validity of the research tool, as it assesses the extent to which the aims of the tool are realised. Construct validity indicates the degree to which each dimension of the research tool correlates with the quantitative score of the items in the questionnaire as a whole.

**Table (04): Construct validity test for the quality of work life variable**

Axis items	Correlation coefficient	Significance value
01	**0.830	0.000
02	**0.810	0.000
03	**0.821	0.000
04	**0.744	0.000
05	**0.873	0.000
06	**0.872	0.000
07	**0.925	0.000
- () Significant at the 0.01 level		
- (*) Significant at the 0.05 level		

**Source: Prepared by the researcher based on SPSS V 25 outputs.**

The table above shows that all the correlation coefficients are statistically significant, with values between (0.744) and (0.925). This indicates a strong positive correlation between the dimensions of the scale and the scale itself. Therefore, the variable is valid and indeed suitable for measuring what it was originally intended to measure.

## 6. Presentation and discussion of the results of the study hypotheses:

### 6.1 Presentation and analysis of the first hypothesis:

The hypothesis states: We expect emotional regulation strategies to have a statistically significant effect on the quality of work life of university professors.

In order to verify the impact of emotional regulation strategies on the quality of work life of university professors, the researchers used simple linear regression. The results are shown in the table below:

**Table number (05): Results of the simple regression coefficient for the linear relationship between emotional regulation strategies and quality of work life among university professors.**

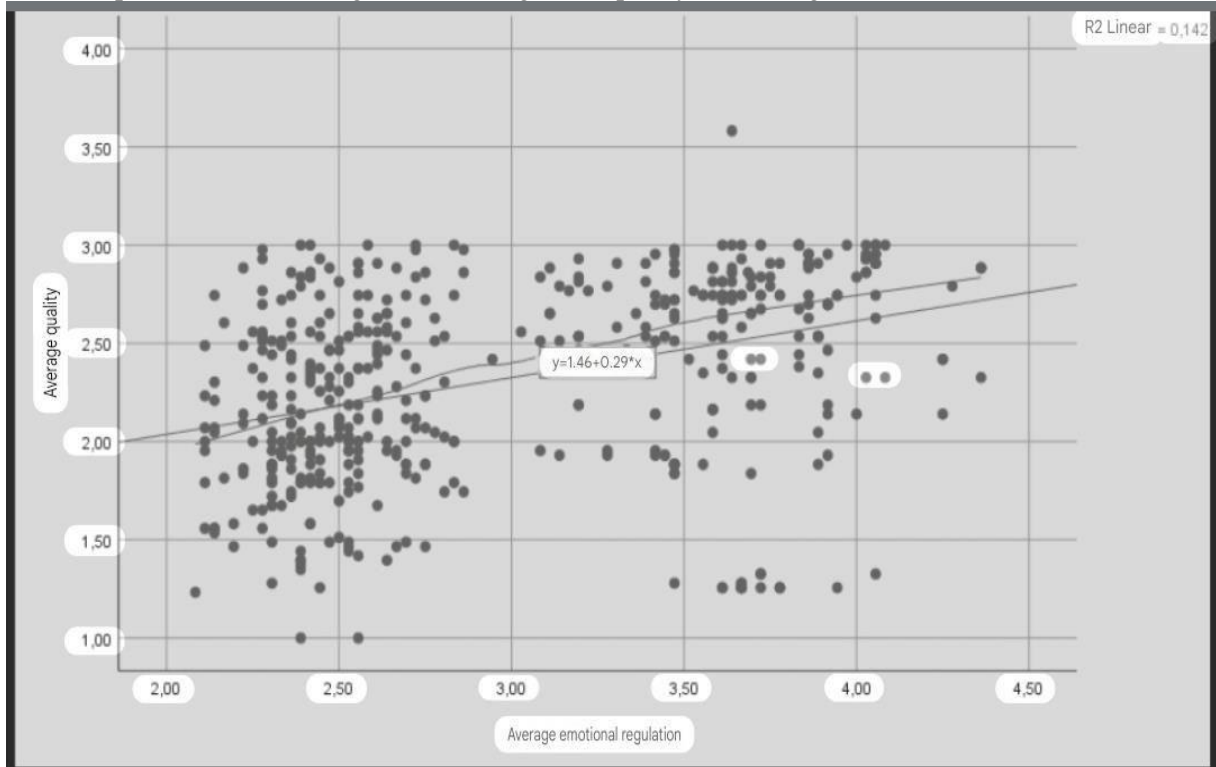
Model No.	Sum of squares	Degrees of freedom	Correlation coefficient	Coefficient of determination	Regression coefficient	F-value	Sig value
1							
Regression	1	24455,504	0.390	0.142	0.289	88.514	0.000
Residuals	494	136486,593					
Total	495	160942,097					

**Source: Prepared by the student on the basis of SPSS V 25 outputs.**

From table number (08) we can see that the "F" value reached (88.514), which is statistically significant at the significance level (0.01), because the statistical significance (0.000) is less than the significance level (0.01). We also observe that the correlation coefficient for the relationship between emotional regulation

strategies and quality of work life was (0.390), which indicates a moderate positive correlation between emotional regulation strategies and quality of work life among university professors.

The coefficient of determination for this relationship “R<sup>2</sup>” was 0.142, which means that 14.2% of the data (total deviations in the dependent variable “quality of work life scores”) are explained by the linear relationship or regression model, while 85% of the deviations are attributed to other factors. This explains the weak impact of emotional regulation strategies on quality of life. Figure number (17) illustrates this:



**Figure (01): Shows the scatterplot for the first hypothesis.**

From Figure (01) we can see that the points are not clustered around the straight line, indicating a weak linear relationship between emotional regulation strategies and quality of work life. We can also express the regression equation as follows:

$$\text{Emotional regulation strategies (predicted)} = Y$$

$$Y = 0.289x + 1.459$$

**6.2 Presentation and analysis of the results of the second hypothesis:**

The second hypothesis states: We expect the dimensions of emotional regulation strategies to have a statistically significant effect on quality of work life.

To test this hypothesis, we conducted a stepwise multiple linear regression analysis. The results are presented below:

First, we identify the influencing and excluded variables based on the statistical significance of the beta and “t” coefficients, as shown in Table (06):

**Table (06): Shows the results of the “beta” coefficient and the “t” test for the influence of the variables of the emotional regulation strategy on the quality of work life of university professors.**

Model	Variables of emotional regulation strategies	"Beta" value	"T" value	Statistical significance	Level of significance
Model 1	Choosing the situation	0,372	8,939	0,000	Significant at 0.01
	Modifying the situation	-1,387	-1,422	0,166	Not significant at 0.05
	Distributing attention	1,175	1,150	0,241	Not significant at 0.05

	Changing perception	2,980	2,991	0,003	Significant at 0.01
	Modifying the response	<b>0,372</b>	<b>8,939</b>	<b>0,000</b>	Significant at 0.05
Model 2	Choosing the situation	<b>0,262</b>	<b>4,753</b>	<b>0,000</b>	Significant at 0.01
	Modifying the situation	0.121-	-1,913	0,056	Not significant at 0.05
	Distributing attention	-0.029	0.381-	0,703	Not significant at 0.05
	Changing perception	0.092	1,806	0,072	Not significant at 0.05
	Modifying the response	<b>0,166</b>	<b>3,013</b>	<b>0,003</b>	Significant at 0.01

From Table (06) we can see that the emotional regulation strategies retained by both models (1 and 2) of stepwise multiple regression are: “Situation selection”, which has a “beta” value of 0.372 and a “t” value of 8.939, both statistically significant at the 0.01 level. The Response Modification strategy also has a “beta” value of 0.372 and a “t” value of 8.939, both significant at the 0.01 level.

The strategy “Situation Modification” was excluded with a “beta” value of -1.387 and a “t” value of -1.422, both not significant at the 0.05 level. The strategy ‘Attention Deployment’ has a ‘beta’ value of 1.175 and a ‘t’ value of 1.150, which are also not significant at the 0.05 level.

For the strategy ‘Cognitive Change’, in model (1), the ‘beta’ value is 1.175 and the ‘t’ value is 1.150, both of which are significant at the 0.01 level. In model (2), the “beta” value is 0.092 and the “t” value is 1.806, which are not significant at the 0.05 level.

Thus, the strategies of “situation selection” and “response modification” are indeed influential in the quality of work life of university professors. The stepwise multiple regression model showing the influence of the strategies “situation selection” and “response modification” on the quality of work life of university professors is presented in the following tables (07) and (08):

**Table (07): Shows the stepwise multiple regression model of the situation selection strategy and its effect on the dependent variable: quality of work life of university professors.**

Model No.	Sum of squares	Degrees of freedom	Mean squares	F value	Statistical significance Sig	Correlation coefficient \(\ r \)	Coefficient of determination
1							
Regression	16.653	1	16.653	80.170	0.000	0.372	0.139
Residuals	103.235	497	0.208				
Total	119.888	498					

From Table (07) we can see that the “F” value is 80.170, which is statistically significant at the 0.01 level, since the p-value (0.00) is less than the 0.01 level of significance. We can also see that the correlation coefficient between the “situation selection” strategy and the quality of work life of university professors is 0.372. The coefficient of determination for this relationship, “R<sup>2</sup>”, is 0.139, which means that 13.9% of the data (total variation in the dependent variable “quality of working life”) is explained by the linear relationship or regression model, while 86.1% of the variation is due to other factors such as chance. This explains the weak impact of the “situation selection” strategy on the quality of work life of university professors.

**Table (08): Shows the stepwise multiple regression model of the “response modification” strategy and its effect on the dependent variable: quality of work life of university professors.**

Model No.	Sum of squares	Degrees of freedom	Mean square	F value	Statistical significance Sig	Correlation coefficient \(\ r \)	Coefficient of determination
1							
Regression	18,482	2	9,241	45,199	0,000	0,392	0,154

Residuals	101,406	496	0,204				
Total	119,888	498					

From Table (08) we can see that the “F” value is 45.199, which is statistically significant at the 0.01 level, since the p-value (0.00) is less than the 0.01 level of significance. We can also see that the correlation coefficient between the “Response Modification” strategy and the quality of work life of university professors is 0.392. The coefficient of determination for this relationship, “R<sup>2</sup>”, is 0.154, which means that 15.4% of the data (total variation in the dependent variable “quality of working life”) is explained by the linear relationship or regression model, while 84.6% of the variation is due to other factors such as chance. This explains the weak impact of the “response modification” strategy on the quality of work life of university professors. The equation of the regression line can be written as follows

Expected Situation Selection Strategies =  
 $Y = 1.654 + 0.030(X) + 1.490 + 0.013(Z)$

**7. Discussion of the study hypotheses:**

**7.1 Discussion of the results of the first hypothesis:**

The first hypothesis states that we expect emotional regulation strategies to have a statistically significant effect on the quality of work life among university professors. To test the effect of emotional regulation strategies on the quality of work life of university professors, the researchers used simple linear regression. Emotional regulation strategies are a process of building an adaptive framework for professors, as these strategies are the primary drivers of individual behaviour in a professional environment full of change and pressure.

What can be said is that university professors use these strategies to adapt to their professional environment and to feel satisfied with the quality of work life in this environment, which varies in different locations or geographical areas, taking into account the differences in the characteristics of these environments. On the basis of the dimensions used to assess the quality of working life, we find that professors are in constant interaction with their physical, moral and relational environment. The process of emotional situation selection, especially in its formative stage, enables them to control their emotional reactions and provides them with a range of realistic options that they can adopt in order to feel satisfaction and psychological well-being in the context of quality of work life.

According to Gross and John (2003, 2004), individuals use emotional regulation strategies to change their emotional states. They identify two strategies:

- Cognitive reappraisal (focusing on the history of the emotional response), which refers to the cognitive process by which one moderates one’s appraisal of a situation or increases the emotional character of the situation. Specifically, this strategy involves modifying the information input into emotional processing before response tendencies emerge. For example, avoiding situations or people that may evoke negative emotions or, conversely, approaching those that evoke positive emotions. (Amaro, 2013: 22)

Therefore, the aim of this strategy is to reduce negative emotions and increase positive emotions and psychological well-being that result from the situation.

The university professional environment, like other external professional environments, is characterised by a lack of control, as it is an environment imposed on professors, forcing them to deal with it intelligently and flexibly. Emotional regulation strategies can increase satisfaction and the ability to adapt to various external changes.

This perspective is in line with the findings of a study by Lamia Jassim Mohammed (2021), which indicates that emotional regulation involves the ability of individuals to change their mood according to the changing circumstances they experience and to control their emotions. As a result, they generate new ideas in response to different events, express their ability to perceive their emotions and achieve success in decision making, and their ability to recognise their own and others’ emotions, harmonise with them and communicate effectively. (Mohammed, 2021: 66)

**7.2 Discussion of the results of the second hypothesis:**

The second hypothesis states that we expect the dimensions of emotional regulation strategies to have a statistically significant effect on the quality of work life among university professors. In order to verify the impact of emotional regulation strategies on the quality of work life among university professors, the researcher used simple and stepwise linear regression tests and the results are as follows::



The researchers concluded that the “situation selection” strategy and the “response modification: Suppression or Inhibition” strategy significantly affect the quality of work life of university professors.

The “situation selection” strategy is considered to be one of the basic strategies, centred on prioritisation or what is known as cognitive reappraisal. Thus, we conclude that university professors use this strategy to influence the quality of work life by choosing emotional situations that allow them to adapt to their professional environment.

Choosing a situation allows professors to select emotional responses that are in line with their adaptive capacity. This aims to reduce negative emotions and increase positive emotions and psychological well-being resulting from the situation (Amaro, 2013: 22).

According to Gross and John (2001), the situation selection strategy is one of the cognitive reappraisal strategies. The adoption of an emotional strategic position based on cognitive reappraisal implies that when a person has the freedom to choose an appropriate emotional situation, it is likely to reduce the intensity of emotional responses (Gross, 2001: 216).

Cognitive reappraisal contributes significantly to the process of reducing occupational stress by training individuals to deal with intense emotional situations. Constant pressure can help to adopt strategies that reduce the severity of such stress (Salma & Ikram, 2020: 127).

This strategy is successful and has a positive impact on the psychological well-being of professors in the context of quality of work life. Due to the organisational environment in which professors operate, they are in constant interaction with different individuals (such as students, colleagues, and administrative staff), which requires the use of adaptive strategies that are in line with the professors’ status and the components of the situation.

The second strategy is ‘emotional response modification’, represented by suppression or inhibition. This strategy focuses on the response that occurs after the emotional state has occurred. This response involves changes that occur in suppressing the expression of feelings in order to prevent information about emotional states being communicated to others. Here, individuals attempt to modify the emotional response itself after it has occurred. Therefore, at least one of the components of the emotional response (expressive, cognitive or physiological) needs to be modified. The aim is to reduce the behavioural expression of negative emotions and limit the expression of positive emotions. This will lead to a decrease in the psychological well-being of the users and may promote the emergence of disorders (Amaro, 2013: 22).

In the same context, David A. Preece (2021) found that an individual’s adoption of negative beliefs about the consequences of emotional responses associated with negative outcomes plays an important role in guiding emotional regulation. He gave the example that “holding on to negative feelings is associated with difficulties in regulating and controlling negative emotions because of the belief that negative feelings are uncontrollable, whereas weak responses to positive feelings are associated with difficulties in organising positive emotions” (David A. Preece, 2022: 4-5).

This is one of the strategies by which individuals analyse the general context in which they may find themselves, such as the organisational situation at work, the general attitude of supervisors or managers, etc. On the other hand, the process of modifying emotional responses leading to suppression or inhibition may result in the emergence of emotional and psychological disorders that could lead to the stabilization of psychological occupational diseases among professors. Many researchers, such as Beck, have found that difficulties in emotional regulation can lead to the development of psychological disorders like anxiety and depression. Individuals with poor emotional regulation may exhibit unhelpful emotional responses (David A. Preece, 2022: 4-5). This finding is also supported by the study conducted by Ahmed Al-Sheikh Ali and Fadi Samawi (2021).

Additionally, the strategy of modifying responses may involve using an emotional regulation strategy represented by acceptance (David A. Preece, 2022: 18), as illustrated by models from Garnefski and Kraaij (2004) and Gratz & Romer (2007). The results of this hypothesis align with the study by Abeer Mohammed Al-Sabaan et al. (2020).

Ultimately, the professional life of a university professor is characterized by a set of features that depend on the specificity and sensitivity of the sector to which they belong. It is a sector that builds future competencies and capabilities, focusing on the development of the state and society. Therefore, higher education is distinguished by regulations and organizational laws that make the professor subject (voluntarily or coercively) to regulatory laws and professional conditions beyond their control. This means that they cannot express their concerns or protest against certain issues. Many studies have found that the quality of work life among university professors in higher education institutions varies between moderate

and low, as seen in the studies by Tebbani and Boufaras (2023), Mardassi and Maatouk (2022), and SubburethinaBharathi et al. (2011).

The professional environment is characterised by features that force professors to follow or comply with them, due to general economic conditions, specific environmental conditions of the region, and the lack of independence in decision-making and initiative regarding the performance of specific tasks or changes in their performance style.

In the same context, Bauer et al. (2006) noted that the impact of quality of work life on individuals' mental health is determined by a set of variables and personal characteristics that form a basic psychological readiness for the emergence of psychological reactions, such as personality resilience, endurance and psychological flexibility. These traits have been a focus of interest for researchers in the field of stress management in general and occupational stress in particular (Al-Zarrouq, 2013: 79-80).

Thus, the strategy of response modification through suppression and inhibition of emotional responses is, from the professor's perspective, the appropriate adaptive strategy to cope with demanding professional conditions and environments.

From this perspective, we observe that the ability to regulate emotions in the professional environment is directly related to the quality of work life, as previously discussed. The feeling of professional stress experienced by professors due to poor implementation of quality of work life has serious psychological consequences on their health, performance and personal life.

The source of occupational stress may be the burden of job responsibilities due to their multiplicity, lack of clarity or the intensity of working hours, or it may arise from the nature of the organisational style, which limits the degree of independence and initiative in decision-making at work, as well as the opportunities for professional development and growth.

In order to study the impact on health of so-called occupational risk factors related to the nature of the organisation and the quality of working life, many researchers have tried to clarify this effect through a wide range of studies categorised under occupational stress, burnout and the resulting occupational illnesses.

Since the strategy of suppression has many cognitive, perceptual and psychological consequences and implications, the experiments carried out by Gross (2000), using the proposed model on which our current study is based, have shown that this strategy has a significant impact on memory in general, and verbal memory in particular (Gross, 2002: 285).

### **Conclusion:**

Emotional regulation strategies and quality of work life are modern research topics that need to be studied in different research fields due to their importance and relevance to the personal and professional lives of professors or employees in general. Based on the literature and studies related to this topic, our current research problem began with understanding the impact of emotional regulation strategies on the quality of work life among university professors at the University of Adrar, the University of Setif, and the University of Ghilizan.

The results of our current research showed that the "Situation Selection" strategy and the "Response Modification: Suppression or Inhibition" strategy significantly affect the quality of work life of university professors. These strategies are adaptive in nature due to the characteristics of the organisational policies and the professional environment in which professors operate.

Through the partial hypothesis expectations established in our current research, we were able to identify the dimensions of quality of work life that influence emotional regulation strategies, which include the physical and moral environment, job characteristics, and compensation and rewards.

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