

Mental Health and Its Relationship to Quality of Life among a Sample of Middle School Teachers during the COVID-19 Pandemic

A Field Study in Some Middle Schools in Laghouat, Algeria

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Abstract:

The current study aims to identify the nature of the relationship between mental health and quality of life among a sample of middle school teachers in Laghouat, Algeria, during the COVID-19 pandemic. The study was conducted on a sample of 80 male and female teachers, and a questionnaire was used as the data collection tool. The scales used in the study included the mental health and quality-of-life scales, which were appropriate for the study's topic. The appropriate descriptive method was adopted based on the nature and objectives of the study. After data collection and statistical analysis, the following results were obtained:

- There is a strong positive relationship between mental health and quality of life among the study sample.
- There are no statistically significant differences between genders in mental health among the study sample.

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- There are no statistically significant differences between genders in the quality of life among the study sample.
 - There are no statistically significant differences in mental health among the study sample attributed to professional experience.
 - There are no statistically significant differences in the quality of life among the study sample attributed to professional experience.
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Keywords: Mental health; Quality of life; genders; life among; statistically significant; professional experience

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Introduction and Study Problematic:

Mental health is a crucial issue in the field of psychology. It has garnered significant interest from psychological, medical, and educational researchers. It is also a source of interest for all individuals, whether specialists or educators, as they strive to achieve the highest levels of mental health, peace of mind, and adaptability.

Achieving this goal is not easy and can only sometimes be reached. From this perspective, mental health is relative, and every individual in society faces several problems, pressures, or psychological shocks. Some individuals cope with and resolve these challenges, realizing adaptation, while others cannot, losing themselves in a sea of psychological disorders.

We notice that humans live in an era full of complexities, rapid changes, disturbances, psychological and mental pressures, and behavioral deviations, which emphasizes the importance of the mental health subject.¹ (**Zaabat and Yahya, 2018, p.1**)

Mental health is positively associated with several variables that form the quality of life, such as physical health, life satisfaction, happiness, cheerfulness, and the quality of available material and moral resources. Improving the quality of life contributes to an individual's positive outlook on life and others effectively. It also helps discover the positive aspects of one's personality, developing and enjoying mental health and optimistic harmony. (Frank 2000) believes that "Quality of life is the good employment of human mental and creative potentialities and enriching his conscience to sublime with emotions, feelings, and human values, which is the yield of quality of life and society. This is achieved through the family, school, university, and work environment. It is also a fundamental factor in mental health".² (**Khermouche & Farshane, 2021, p. 3**).

Given that our study revolves around mental health and its relation to the quality of life among middle school teachers, we discern that education plays a pivotal role in the pedagogical process, yielding benefits and advantages for society. Many factors, including mental and physical health, can influence it. Unsurprisingly, every individual needs knowledge of mental health and its preventive and therapeutic services. It has also become one of the fields wherein psychologists, educators, and researchers in social services partake, striving to prevent manifestations of mental and psychological disorders, attain a sense of well-being and happiness, and achieve good mental health.

Thus, a teacher who enjoys sound mental and physical health can perform his duties to the fullest extent, or rather, his duties would be devoid of defects and deficiencies, mainly affecting the educational aspect. This is because a teacher is one of the fundamental components in the educational process and its progression, necessitating his enjoyment of mental health and quality of life."³ (**Khermouche and Farchane, 2021, p.4**)

Hence, this study sheds light on the relationship between psychological health and quality of life among the study sample during the COVID-19 pandemic. Based on the above, the study's problematic can be presented in the following questions:

- Is there a relationship between mental health and quality of life among a sample of middle school teachers in Laghouat, Algeria, during the COVID-19 pandemic?
- Are there statistically significant differences in mental health between genders among a sample of middle school teachers in Laghouat, Algeria, during the COVID-19 pandemic?
- Are there statistically significant differences in the quality of life between genders among a sample of middle school teachers in Laghouat, Algeria, during the COVID-19 pandemic?
- Are there statistically significant differences in mental health among a sample of middle school teachers in Laghouat, Algeria, during the COVID-19 pandemic attributed to professional experience variable?
- Are there statistically significant differences in the quality of life among a sample of middle school teachers in Laghouat, Algeria, during the COVID-19 pandemic attributed to professional experience variable?

Study Hypotheses:

In light of the study's problematic, its questions, based on its objectives, and the results of previous studies, hypotheses can be formulated as follows:

- There is a correlation between mental health and quality of life among a sample of middle school teachers in Laghouat, Algeria, amidst the COVID-19 pandemic.
- There are statistically significant differences between genders in terms of mental health among a sample of middle school teachers in Laghouat, Algeria, during the COVID-19 pandemic.
- There are statistically significant differences between genders in terms of quality of life among a sample of middle school teachers in Laghouat, Algeria, during the COVID-19 pandemic.

- There are statistically significant differences in mental health among a sample of middle school teachers in Laghouat, Algeria, during the COVID-19 pandemic, attributable to the variable of professional experience.
- There are statistically significant differences in quality of life among a sample of middle school teachers in Laghouat, Algeria, during the COVID-19 pandemic, attributable to the variable of professional experience.

Study Objectives:

- To determine the nature of the relationship between mental health and quality of life among a sample of middle school teachers in Laghouat, Algeria, amidst the COVID-19 pandemic.
- To identify the differences between genders regarding mental health among a sample of middle school teachers in Laghouat, Algeria, during the COVID-19 pandemic.
- To identify the differences between genders regarding quality of life among a sample of middle school teachers in Laghouat, Algeria, during the COVID-19 pandemic.
- To identify differences in mental health among a sample of middle school teachers in Laghouat, Algeria, during the COVID-19 pandemic, attributable to the variable of professional experience.
- To identify differences in quality of life among a sample of middle school teachers in Laghouat, Algeria, during the COVID-19 pandemic, attributable to the variable of professional experience.

Study Terms:

Quality of Life: The researcher in the current study defines the quality of life as an individual's perception of his living situation within the context of cultural systems and values in his society and the relationship between this perception and his goals, expectations, and level of interest. It is the total score obtained by respondents after applying the scale.

Psychological Health: In the current study, the researcher defines it as the lack of psychological disorders among middle school teachers and the enjoyment of mental well-being. They can perceive their potential and abilities, adapt to normal stress, accept themselves, work productively and beneficially, and live compatibly with the surrounding environment from all aspects. It is the total score obtained by respondents after the scale application.

Previous Studies:

1- A study by Kamel Misili and Ahmad Sakhri (2019)⁴ entitled "Mental Health and its Relationship to Quality of Life Among Students of the Institute of Sports

and Physical Activities Sciences at the University of Akli Mohand Oulhadj in Bouira." This study aimed to determine the relationship between mental health and quality of life among students of the institute and to identify the level of mental health and quality of life among these students using the Mental Health and Quality of Life scales applied to 100 bachelor students. Based on the results obtained through the field study, the study concluded:

- There is a positive and strong correlation between Mental health and quality of life among students of the Institute of Sports and Physical Activities Sciences at the University of Bouira.

2- A study by Lana Nour Adam (2018)⁵ entitled " Mental Health and its Relationship to Quality of Life Among Juvenile Delinquents at the Boys' Reform School in Kobar, Sudan" aimed to investigate the relationship between mental health and quality of life, and differences in the level of psychological health and quality of life among juvenile delinquents at the Kobar Boys' Reform School attributed to age, economic status, and reason for placement in the school. The study was applied to 99 delinquent boys using the WHO Mental Health and Quality of Life scales. The study concluded:

- There is a relationship between mental health and quality of life among juvenile delinquents at the Kobar Boys' Reform School.
- There are no differences in the level of mental health and quality of life among juvenile delinquents at the Kobar Boys' Reform School attributed to age, economic status, and reason for placement in the school.

3- The study by Nour Bakhouche and Kherfia Hamdani (2016) entitled "Quality of Life and its Relationship with Mental Health Among the Students of Ziane Achour University in Djelfa (A Field Study in Light of Some Variables)" aimed to reveal the relationship between mental health and quality of life among the female students of Ziane Achour University. The study also sought to identify the level of mental health and the quality of life among the students based on age variables, academic level (first, second, third university, first master, second master), specialization (scientific, literary), and residence (internal, external). The Quality-of-Life Scale and the Psychological Health Scale were used for this study. Among the most important findings were:

- There is no relationship between the quality of life and mental health among the students of Ziane Achour University in Djelfa.
- There is a low level of university life quality among the students for the three variables.

- There is a low level of mental health among the students (females) for the three variables.

4- The study by Samira Khermouche and Louiza Farchane (2020)⁶, entitled "Quality of Life and Its Relationship with Mental Health among University Students (A Field Study at Mohammed Boudiaf University in M'sila)," aimed to determine the relationship between the quality of life and mental health among university students in M'sila. This was accomplished by applying the Mental Health Scale (MHS) and constructing a Quality-of-Life scale. After verifying the psychometric properties of the scales in the survey, they were applied to a random sample of 536 students at Mohammed Boudiaf University in M'sila. The descriptive method appropriate for the study subject was used. The results were as follows:

- There is a correlational relationship between the quality of life and mental health among the university students at Mohammed Boudiaf University.
- There are statistically significant differences in the quality of life among university students, attributable to the gender variable.
- There are statistically significant differences in mental health among university students attributable to the gender variable.
- There are statistically significant differences in the quality of life among university students, attributable to the specialization variable.
- There are statistically significant differences in mental health among university students attributable to the specialization variable.

5- The study by Ahmed Bloul and Aisha Aala (2016)⁷ entitled "Dimensions of Quality of Life and Its Relationship with Mental Health in a Sample of Djelfa University Students" aimed to identify the most common dimensions of quality of life in a sample of Djelfa University students. It also sought to identify their level of mental health and verify if there was a relationship between the quality of life and mental health among the sample members. This study was conducted on a purposive sample of 100 students from Djelfa University. The researchers used two scales to validate the hypotheses: Quality of Life (Lumency & Kazem, 2006) and Mental Health Scale. The study's results concluded:

- The most common dimensions of quality of life and mental health are overall quality of life, quality of family and social life, quality of education and teaching, quality of emotions, mental health quality, and quality of work and time management.
- There is a relationship between the quality of life and mental health in the study sample.

- There is a decrease in quality of life and mental health among the study sample.

Study Methodology:

Given that our study aims to reveal the nature of the relationship between mental health and quality of life in a sample of middle school teachers, the appropriate methodology for this research is the descriptive-analytical approach. This involves portraying reality as it is. It is known that descriptive research primarily aims to identify phenomena, circumstances, situations, and relationships as they exist. This emphasizes the significance of this research in explaining diverse behavioral phenomena. Subsequently, obtaining the relevant data facilitates elucidating and examining it scientifically in a reliable manner to answer the raised questions and address the studied problems.

Therefore, description is a fundamental pillar of scientific research, and the descriptive method is one of the most essential methods.

Study Population:

The study population consists of all middle school teachers, both male, and female, in Laghouat province.

Main Study Sample:

The study sample consisted of 80 teachers of both genders, selected randomly. The following table shows the distribution of the sample members by gender.

Table No. (05)
The study sample percentage regarding gender

Gender			
Male		Female	
Number	Percentage	Number	Percentage
21	26.30%	59	73.80%

Figure No. (03): The distribution of the study sample by gender

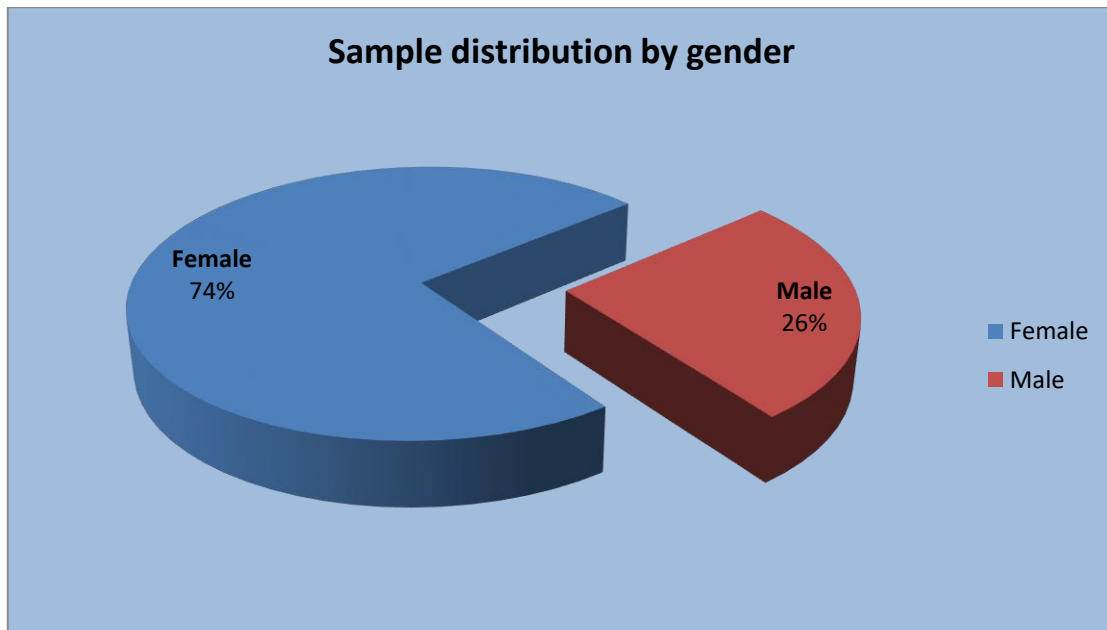
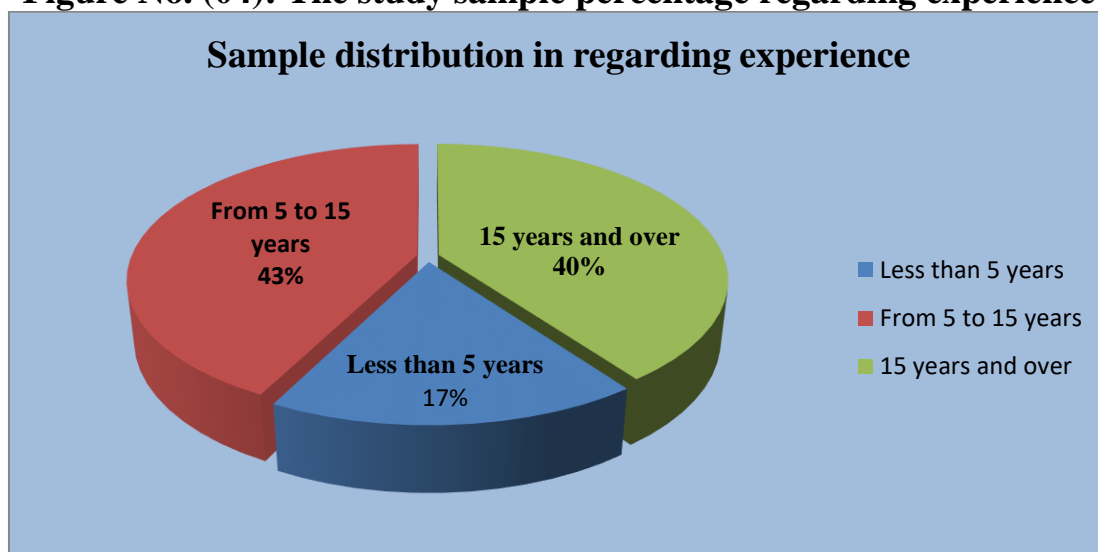


Table No. (06)
The study sample percentage regarding experience

Experience					
Less than 5 years		From 5 to 15 years		15 years and over	
Number	Percentage	Number	Percentage	Number	Percentage
14	17.5%	34	42.5%	32	40%

Figure No. (04): The study sample percentage regarding experience



Study Tool:

In our study, we relied on a survey, which is one of the most widely used methods in psychological, educational, and social research. It consists of a set of questions, informative sentences, paragraphs, items, or statements that the respondent must answer in a way determined by the researcher according to the research objectives⁸ (Daoudi & Boufateh, 2007, p.107).

Pilot Study:

The pilot study allows us, for the first time, to engage directly with the research field. It also enables us to determine the suitability of the selected tests for the nature of the subject and to identify potential challenges that may arise.

We conducted a pilot study to identify the field of study and test the validity and reliability of the adopted scale. The pilot study results indicated the suitability of the two scales and their acceptable level of validity and reliability.

Psychometric Characteristics of the Study Tools:

Mental Health Scale:

Scale Description: The mental health scale used in our study consists of 30 items, with responses given among three alternatives: 'I agree' scoring '3 points', 'I somewhat agree' scoring '2 points', and 'I disagree' scoring '1 point'. The higher the individual's response rate, the higher the mental health level from the sample members' perspective, and vice versa.

A - Validity of the Mental Health Scale:

Discriminant Validity (Extreme Groups Comparison):

The scale's validity was calculated using the discriminant validity method, also known as extreme groups comparison. The scores were arranged from lowest to highest, then 33% of the scores at the top of the distribution and 33% at the bottom were taken. The differences between the upper and lower groups were then calculated.

Table No. (01)
Means, standard deviations and t-test results

Comparison groups	N	M	SD	T calculated	Standard value "p"	Degree of Freedom	Statistical significance
Lower	07	57,57	1,272	21.32	0.00	12	Significant at 0.01 level
Upper	07	7,81 1	2,059				

It is evident from Table 01 that the calculated 't' value (21.32) and the standard value (0.00) are less than 0.05 and 0.01 at the statistical significance level (0.01) and degrees of freedom (12).

Therefore, there are differences between the upper and lower groups, and the scale discriminates between its extremes. Thus, it is valid.

B - Reliability:
Calculation of Cronbach's Alpha value

Table No. (02)
Reliability coefficient "Cronbach's alpha"

Reliability coefficient	
Items number	Alpha Cronbach value
30	0.84

From the results of Table No. (02), the scale possesses a reliability we can confidently trust.

Quality of Life Scale:

Scale Description: The quality-of-life scale used in our study consists of 30 items, with responses given among three alternatives: 'I agree' scoring '3 points', 'I somewhat agree,' scoring '2 points', and 'I disagree' scoring '1 point'. The higher the individual's response rate, the higher the quality of life from the perspective of the sample members, and vice versa.

A - Validity of the Quality-of-Life Scale:

Discriminant Validity (Extreme Groups Comparison):

The scale's validity was calculated using the discriminant validity method, also known as extreme groups comparison. The scores were arranged from lowest to highest, then 33% of the scores at the top of the distribution and 33% at the bottom were taken. The differences between the upper and lower groups were then calculated.

Table No. (03)
Means, standard deviations and t-test results

Comparison groups	N	M	SD	T calculated	Standard value "p"	Degree of Freedom	Statistical significance
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Lower	07	54,29	5,765	12.23	0.00	12	Significant at 0.01 level
Upper	07	83,00	2,309				

From Table (03), it is evident that the computed "t" value (12.23) and the standard value (0.00) are less than 0.05 and 0.01 at the statistical significance level (0.01) and a degree of freedom (12). Therefore, there are differences between the upper and lower groups, and the scale effectively discriminates between its extremes. Thus, it is valid.

B- Reliability:

Calculation of Cronbach's Alpha value.

**Table N^o (04)
 Reliability coefficient "alpha"**

Reliability coefficient	
Items number	Alpha Cronbach value
30	0.82

The results in Table No. (04) show that the scale has reliable consistency.

Presentation, Discussion and Interpretation of Study Results

1- Presentation of the First Hypothesis Result:

- There is a relationship between mental health and quality of life among sample members.

Table N^o (07)

Means, standard deviations, and correlation coefficients between psychological health and quality of life.

Measured Variables	N	M	SD	Correlation coefficient 'R'	Standard value 'P'	Degree of Freedom	Statistical significance
Psychological health	80	71.44	06.69	0.76	0.00	78	

Quality of life		70.98	08.31				Statistically significant at 0.01 level
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From the table, it is indicated that the correlation coefficient "r" value (0.76) and the standard "P" value (0.00) are less than the significance level of 0.01 and 0.05 at a degree of freedom (78). Therefore, there is a statistically significant correlation between mental health and quality of life among the sample members. Hence, we accept the research hypothesis H₁ as it is validated.

2- Presentation of the second hypothesis result:

There are statistically significant differences between genders in mental health among the sample members.

The following table illustrates the results of the hypothesis.

Table N⁰ (08)
Means, standard deviations and t-value results

Gender	N	M	SD	Calculated T	Standard value P	Statistical significance
Male	21	70,95	5,201	0.38	0.70	not statistically significant at 0.01 level
Female	59	71,61	7,187			

Through Table No. (08) We note that the t-test value for the significance of differences is (0.38), and the standard "p" value is (0.70), which is greater than the levels of statistical significance (0.01) and (0.05). Therefore, there are no differences between the genders in mental health. Thus, we reject the alternative hypothesis H₁ and accept the null hypothesis H₀.

3- Presentation of the third hypothesis result:

There are statistically significant differences between genders in quality of life among the sample members.

The following table illustrates the results of the hypothesis.

Table N⁰ (09)
Means, standard deviations and t-value results

Gender	N	M	SD	Calculated T	Standard value P	Statistical significance
Male	21	70,90	8,270	0.04	0.96	

Female	59	71,00	8,395			not statistically significant at 0.01 level
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Through Table No. (09) We note that the t-test value for the significance of differences is (0.04), and the standard "p" value is (0.96), which is greater than the levels of statistical significance (0.01) and (0.05). Therefore, there are no differences between the genders in quality of life. Thus, we reject the alternative hypothesis H_1 and accept the null hypothesis H_0 .

4- Presentation of the fourth hypothesis result:

There are statistically significant differences in mental health among the sample members attributed to the experience variable.

The following table illustrates the results of the hypothesis.

Table N⁰ (10)
Means, standard deviations and f-value

Experience	N	M	SD	Variance value 'F'	Standard value'p'	Statistical significance
From 15 years and over	32	71,47	6,956	0.03	0.97	not statistically significant at 0.01 level
From 5 to 15 years	34	71,26	6,580			
Less than 5 years	14	71,79	6,863			

Through Table No. (10) We note that the variance "f" value is (0.03), and the standard "p" value is (0.97), which is greater than the levels of statistical significance (0.01) and (0.05). Therefore, no mental health differences are attributed to the experience variable among sample members. Thus, we reject the alternative hypothesis H_1 and accept the null hypothesis H_0 .

5- Presentation of the fifth hypothesis result:

There are statistically significant differences in the quality of life among the sample members attributed to the experience variable.

The following table illustrates the results of the hypothesis.

Table N⁰(11)
Means, standard deviations and f-value

Experience	N	M	SD	Variance value 'F'	Standard value'p'	Statistical significance
From 15 years and over	32	71,41	6,909	0.78	0.45	not statistically significant at 0.01 level
From 5 to 15 years	34	69,76	9,614			
Less than 5 years	14	72,93	7,927			

Through Table No. (11) we note that the variance "f" value is (0.78), and the standard "p" value is (0.45), which is greater than the levels of statistical significance (0.01) and (0.05). Therefore, there are no differences in quality of life attributed to the experience variable among sample members. Thus, we reject the alternative hypothesis H_1 and accept the null hypothesis H_0 .

Discussion and interpretation of the main hypothesis result:

- **There is a relationship between mental health and quality of life among the sample members.**

Concerning the primary hypothesis, the study concluded that there is a positive relationship between mental health and quality of life among the sample members. This result is logical, given that a high level of mental health is generally considered an essential indicator of the quality of life. Individuals or groups cannot claim a quality of life without general mental health. It is enough to refer back to the World Health Organization's definition of mental health to understand the strong relationship and conceptual overlap between the two variables: "mental health" and "quality of life." The World Health Organization defines *mental health* as: "Health is a state of complete physical, mental, and social well-being, not merely the absence of disease or infirmity" (WHO, 2021). Through the abovementioned definition, we find it challenging to separate the two terms or variables.

This is what we find in our reality today, where the countries and societies that enjoy mental health are the same countries that, through the quality-of-life indicators, are at the top of the world rankings. Conversely, if we observe our local societies, we may find that mental health weakness, criminality, and

incidents of physical and verbal violence "are more prevalent in less economically and socially developed areas" (UN, 2016).

This result also aligns with the study of Lana Nour Al-Amine Adam (2018), which found a relationship between mental health and quality of life among juvenile delinquents in the Kober reform institution in Sudan. It also agrees with the study of Msili Kamel Sakhri Ahmed (2019)⁹, whose results found a strong positive correlation between mental health and the quality of life among students of the Institute of Physical Activity and Sports Sciences at the University of Bouira.

This result also agrees with the study of Ahmed Bloul, Aisha Aala (2016), which found a relationship between the quality of life and mental health among a sample of university students in Djelfa.

It also aligns with the results of the study by Nawres Bakhouché and Kherfia Hmidani (2016), which found a strong positive correlation between quality of life and mental health among female students at Ziane Achour University.

Discussion and interpretation of the result of the second hypothesis:

- **There are statistically significant differences between the genders in mental health among the sample members.**

The study results in the second sub-hypothesis concluded that there are no differences between the genders in mental health. The researcher believes that despite the psychological and physical differences between males and females, the process of healthcare in general and mental healthcare, in particular, has remained and continues to be necessary to balance an individual's personality. Through the researcher's observations of daily life in our society, we can say that females have the desire to establish their status and fulfill themselves despite the social difficulties that impede them. In addition, families in our society currently do not differentiate between males and females in upbringing, spending, and attention. We notice an intense desire among parents for their children to succeed, whether males or females. Therefore, we can say that the disappearance of that perspective or our understanding of gender differences, which used to be a differentiating factor in upbringing, has led to a similar level of psychological health between genders.

Moreover, this result does not agree with the study of Samira Khermouche and Louiza Farchane (2020)¹⁰, which found statistically significant differences in mental health among university students attributed to the gender variable.

Discussion and interpretation of the third hypothesis result:

– **There are statistically significant differences between genders in quality of life among sample members**

The study concluded that there are no differences between genders in quality of life. The researcher relied on the opinions of specialists and experts in interpreting differences in quality-of-life levels between individuals. Greenley and Greenberg (1997) believe that most efforts made to measure quality of life involve considering the concept as multidimensional, including the individual's perception of satisfaction with life as measured from the individual's point of view, referred to as subjective quality of life, and characteristics of the situation in which the individual lives, which can be objectively measured, referred to as objective quality of life. The researchers also point to the importance of studying psychological variables and social support that affect how the individual views stressful events and how they perceive and interpret them, as well as how individuals evaluate their abilities to face events.

From the previous citation, we conclude that the lack of differences between genders in quality of life is a logical result. This is because gender has no relation to the behavioral and cognitive response to external stimuli, as this response varies from one individual to another and through differences in our perception of the stimulus. Therefore, the differences in response produce the ones in quality of life between genders.

This result is also consistent with the study of **Fouatmia Mohammed** (2017), which concluded that there are no statistically significant differences in the quality of life among primary school teachers in Mostaganem attributed to the variable of gender.¹¹

Discussion and interpretation of the fourth hypothesis result:

– **There are statistically significant differences in mental health among the sample members attributed to the variable of experience.**

However, the study concluded that there are no differences in mental health among the sample members attributed to the variable of experience. The researcher explains this result by stating that all sample members work to meet job requirements, which are generally equal among them, each according to his position but without considering experience or seniority. They all belong to the education sector, are equal in rights and duties, and come from the same social and professional environment. This may be what made the differences between sample members in mental health not statistically significant. In addition, several other variables influence mental health, and work experience is not considered a fundamental determinant of increased or decreased psychological health. Instead,

the desire or ability to work is more important than the experience itself. Differences in the ability to work vary between workers regardless of their sector and, therefore, can affect their overall mental health level.

This result is consistent with the study of Hafid Chafia and Mouna Hadjer (2015), which concluded that there are no differences among the nurses working in the Maternity-and-Childcare Hospitals regardless of the years of seniority at work (experience).

Discussion and interpretation of the fifth hypothesis result:

- **There are statistically significant differences in quality of life among sample members attributed to the experience variable.**

The current study found no differences between sample members attributed to the experience variable. The researcher believes that professional quality of life affects overall quality of life. If we want to know the variables that affect professional quality of life, we find many factors, including job satisfaction, job security, profit sharing, etc. Given that the sample members are employees in the education sector, we are reminded of the suffering of employees in this sector, especially teachers. It is considered one of the most challenging professions that require excellent effort without adequate financial and moral incentives. All the difficulties faced by middle school teachers are known to everyone, regardless of experience. All these factors contributed to the current result, which confirmed no differences among sample members in quality of life according to experience.

This result is consistent with the study of Meriem Shikhi (2014)¹², which concluded that there were no statistically significant differences in quality of life among university professors attributed to the variable of professional seniority (experience).

General conclusion:

Through our study of mental health and its relationship with the quality of life among a sample of middle school teachers in Laghouat in the wake of the Corona pandemic, is attributed to the variables of gender and professional experience, and which was applied to 80 male and female teachers, based on the results obtained from the field study in some middle schools, it was proven that there is a relationship between mental health and the quality of life among the sample members, and there are no differences between genders nor differences in professional experience in mental health and quality of life despite the circumstances, difficulties, and changes in daily life and work that the study sample experienced, represented by the Corona pandemic.

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