

Quality of Life Among University Students: A Field Study

Mohammed Brai

Mouloud Mammeri University of Tizi Ouzou, Algeria

Mohammed.brai@ummto.dz

Fetta Tadrst

University of Algiers 2 Abou IKacem Saâdallah, Algeria

Fatta.tadrst@univ-alger2.dz

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Abstract

The present study investigated the level of quality of life among university students. A descriptive research design was used, and the sample comprised 100 students (50 men and 50 women) from the Faculty of Social Sciences and Humanities at Mouloud Mammeri University of Tizi Ouzou. Participants completed the Quality-of-Life Scale for University Students. Data were analyzed using IBM SPSS Statistics (Version 25), descriptive statistics, and independent-samples t tests. The findings indicated a moderate level of quality of life among the participants. Statistically significant differences were found by gender, with women reporting a higher quality of life than men. Statistically significant differences were also found by university housing status, with students residing in university housing reporting a higher quality of life than nonresident students.

Keywords: quality, quality of life, university students

Introduction

Psychologists have increasingly shifted toward studying the positive aspects of individuals' lives rather than focusing exclusively on negative experiences. Positive psychology has consequently emerged as a discipline concerned with promoting happiness, satisfaction, and tranquility, and with quality of life as one of its central concepts. Fromm maintained that the purpose of human life is to realize one's full potential and develop an integrated personality, which requires enhancing quality of life to achieve flourishing and growth (as cited in Ben Aicha & Rekza, 2020, p. 173).

Accordingly, improving the quality of life has become an important objective of contemporary human sciences and research. Scholars from various disciplines have sought to assess how individuals perceive their lives and to identify the factors that contribute, to varying degrees, to improving those perceptions (Abdelhamid, 2018, p. 151).

Definitions of quality of life vary according to the criteria adopted by researchers. Nevertheless, most definitions associate the concept with the conditions necessary for a dignified life and comprehensive well-being. The World Health Organization describes quality of life as encompassing physical, psychological, spiritual, mental, and social dimensions that reflect an

individual's ability to function, express emotions, think soundly, practice personal beliefs, and establish positive relationships with the surrounding environment (as cited in Hashlamoun, 2019, p. 3).

University students are central to the educational process and represent one of its most important outcomes because universities seek to strengthen their academic competence and support their personal development. Multiple factors, including income, educational level, living and health conditions, and perceptions of the quality of university services, influence students' quality of life. Their subjective assessments of the extent to which their needs are met and their satisfaction with surrounding conditions reflect their quality of life, which may directly affect academic performance and achievement (Abdelhafidi, 2016, p. 2).

University students' quality of life deserves particular attention because students constitute a fundamental segment of society. Understanding how they perceive and evaluate their quality of life helps identify the needs associated with this important developmental stage, supports the growth of their academic and cognitive abilities, and prepares them for future professional and family life (Bouamama, 2017, p. 419).

In light of rapid global transformations and challenges, the development of higher education has become essential for keeping pace with emerging demands and improving the educational process. Within this context, the Algerian Ministry of Higher Education and Scientific Research and the National Office of University Services have sought to improve educational and residential conditions and provide an appropriate environment for students. Studying university students' quality of life is important because it may indicate their psychological well-being and social adjustment. Moreover, university is a formative period during which students develop their personalities, acquire values and knowledge, and prepare for the future. Accordingly, the study addressed the following questions:

- What is the level of quality of life among university students?
- Are there differences in university students' quality of life based on gender?
- Are there differences in university students' quality of life based on university housing status?

Study Hypotheses

- University students have a moderate level of quality of life.
- There are statistically significant gender differences in the quality of life of university students.
- There are statistically significant differences in university students' quality of life based on university housing status.

Significance of the Study

The significance of this study lies in its examination of quality of life among university students, a topic that has received considerable attention within positive psychology. Quality of life is a multidimensional concept associated with the psychological, health-related, family, educational, and emotional aspects of university students' lives.

Study Objectives

The present study aimed to determine:

- The level of quality of life among university students.
- Whether university students' quality of life differs by gender.
- Whether university students' quality of life differs by university housing status.

Operational Definitions

Quality of life. Quality of life refers to the score obtained by a university student on the Kazem and Mansi Quality of Life Scale. The score reflects the student's satisfaction and happiness, ability to meet personal needs through health, social, educational, and psychological services, and effective management and use of time (Abdelhafidi, 2016, p. 12).

University student. A university student is an individual who has obtained a baccalaureate certificate and is pursuing studies at a university (Kerziz & Yahiaoui, 2015, p. 339).

Study Delimitations

Geographical delimitation. The study was conducted at Mouloud Mammeri University of Tizi Ouzou.

Temporal delimitation. The field study was conducted from February 13 to March 4, 2024.

Population delimitation. The field study included students from the Faculty of Social Sciences and Humanities at Mouloud Mammeri University of Tizi Ouzou during the 2023-2024 academic year.

Method

Pilot Study

The pilot study was conducted at the Faculty of Social Sciences and Humanities at the Tamda University Campus of Mouloud Mammeri University of Tizi Ouzou from February 13 to 17, 2024. The pilot sample consisted of 30 students.

Study Instrument and Psychometric Properties

Quality of Life Scale for University Students

Description of the Scale

Mansi and Kazem (2006) developed and standardized the Quality of Life Scale for University Students in the Omani context. The scale contains 60 items that assess students' perceived quality of life across six dimensions: general health, family and social life, education and study, emotions, mental health, and time use and management. Each dimension contains 10 items: five positively worded and five negatively worded. Items are rated on a five-point scale ranging from never to very often. The positively worded, odd-numbered items are scored from 1 to 5, whereas the negatively worded, even-numbered items are reverse-scored (Abdelhafidi, 2016, p. 80).

Psychometric Properties

Construct validity. Intercorrelations among the dimensions of the Quality of Life Scale were high and statistically significant at the .01 level, supporting the instrument's construct validity.

Reliability. Cronbach's alpha for the 60 items was .848, indicating acceptable internal consistency reliability.

Main Study

Research Design

The study used a descriptive research design because it permitted a comprehensive analysis of the research problem within the available resources.

Participants

The study sample consisted of 100 students from the Faculty of Social Sciences and Humanities at Mouloud Mammeri University of Tizi Ouzou during the 2023-2024 academic year. Participants were randomly selected. Table 1 presents the sample characteristics.

Table 1

Characteristics of the Study Sample

Variable	Category	<i>n</i>	%
Gender	Men	50	50
	Women	50	50
University housing status	Resident	50	50
	Nonresident	50	50

Statistical Analyses

Data were analyzed using IBM SPSS Statistics (Version 25). Means and standard deviations were calculated, and independent-samples t tests were conducted to examine differences between the two groups.

Results and Discussion

First Hypothesis: Level of Quality of Life

The first hypothesis stated that university students would have a moderate level of quality of life. The mean and standard deviation were calculated to test this hypothesis. The results are presented in Table 2.

Table 2

Descriptive Statistics for Quality of Life

Variable	<i>M</i>	<i>SD</i>	Interpretation
Quality of life	191.94	23.10	Moderate

As shown in Table 2, the total quality-of-life score was interpreted as moderate ($M = 191.94$, $SD = 23.10$). The first hypothesis was therefore supported.

The findings indicate that university students experienced a moderate level of quality of life across health, family, education, emotional, and time-management dimensions. Taylor associated quality of life with students' competence in learning and success in life, satisfaction and happiness while performing academic tasks, willingness to assume responsibility, self-control, ability to manage the environment, and problem-solving capacity (as cited in Kahoul & Karoui, 2020, p. 195).

University education is an important stage in the development of students' perceptions of the quality of life. These perceptions may affect academic performance, achievement motivation, and the pursuit of personal and objective goals. Understanding students' evaluations and perceptions of quality of life is therefore an important step toward understanding this stage and its requirements (Baali & Djeghloul, 2018, p. 416).

The present findings are consistent with those of Kazem and Al-Bahadli (2007), who reported moderate levels in some dimensions, including general health and time management. However, their study reported higher levels in family, social, and educational dimensions and lower levels in psychological and emotional dimensions. The present findings differ from those of Naeissa (2012), who reported a low level of quality of life, and from those of Al-Mashaqbeh (2015), Baali and Djeghloul (2018), and Bezraoui (2022), who reported higher levels among different groups of university students.

Second Hypothesis: Gender Differences

The second hypothesis stated that there would be statistically significant gender differences in the quality of life of university students. An independent-samples t-test was conducted to test the hypothesis. The results are presented in Table 3.

Table 3

Independent-Samples t Test for Gender Differences in Quality of Life

Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Women	50	196.78	25.37	2.13	.036
Men	50	187.10	19.68		

Note. $df = 98$.

Women reported higher quality-of-life scores ($M = 196.78$, $SD = 25.37$) than men ($M = 187.10$, $SD = 19.68$). The difference was statistically significant, $t(98) = 2.13$, $p = .036$. The second hypothesis was therefore supported, with the difference favoring women.

Students' quality of life depends partly on their ability to perceive, evaluate, and use available social, psychological, and material resources to support personal development and future planning. University is a sensitive stage characterized by intellectual maturation and exposure to psychological pressures and conflicts that may affect personal balance. Quality of life can therefore be understood as a subjective perception of the availability of material and

nonmaterial conditions. Diener linked quality of life to individuals' perceptions of their position within their cultural and value systems, as well as their goals and expectations (2009, as cited in Khermouche & Ferchane, 2021, p. 515). The higher scores among women may be associated with greater self-expression, adaptation to pressure, and use of available resources (Khermouche & Ferchane, 2021, p. 515).

The findings are consistent with those of Khermouche and Ferchane (2021), who also reported statistically significant gender differences in university students' quality of life. However, they differ from the findings of Bezraoui (2022), who reported no statistically significant gender differences among students approaching graduation.

Third Hypothesis: University Housing Status

The third hypothesis stated that there would be statistically significant differences in the quality of life of university students across university housing statuses. An independent-samples t-test was conducted to test the hypothesis. The results are presented in Table 4.

Table 4

Independent-Samples t Test for Differences in Quality of Life by University Housing Status

Housing status	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Resident	50	199.24	22.10	3.31	.001
Nonresident	50	184.64	21.94		

Note. $df = 98$.

Students residing in university housing reported higher quality-of-life scores ($M = 199.24$, $SD = 22.10$) than nonresident students ($M = 184.64$, $SD = 21.94$). The difference was statistically significant, $t(98) = 3.31$, $p = .001$. The third hypothesis was therefore supported, with the difference favoring students residing in university housing.

Abdel-Mouati described quality of life as an individual's evaluation of various aspects of life at a particular time and under particular circumstances, based on personal values, culture, goals, and expectations (2005, as cited in Bezraoui, 2022, p. 586). For university students, quality of life is associated with the extent to which their needs and desires are met and the degree to which they experience positive emotions and engage in positive activities in their present circumstances. El-Farmawi similarly argued that quality of life is fostered when individuals remain connected to their authentic selves, direct their activities internally, use their abilities productively, respond flexibly to situations, and pursue self-actualization (1999, as cited in Bezraoui, 2022, p. 586).

The higher quality-of-life scores among students residing in university housing may reflect easier access to campus services, academic resources, and peer support. This finding differs from that of Baali and Djeghloul (2018), who reported no statistically significant differences in quality of life based on residence type.

Conclusion

This field study examined the level of quality of life among students at the Faculty of Social Sciences and Humanities at Mouloud Mammeri University of Tizi Ouzou. The sample consisted of 100 students, and data were collected using the Quality of Life Scale for University Students and analyzed with IBM SPSS Statistics (Version 25). The findings indicated a moderate level of quality of life. Statistically significant differences were found by gender (favoring women) and by university housing status (favoring students residing in university housing). In light of these findings, the study recommends conducting further research on quality of life and its relationships with other variables, improving students' living and educational conditions, developing counseling programs, and organizing conferences and study days within universities to promote students' quality of life.

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