



## THE EXAMINATION OF UNIVERSITY STUDENTS' LIFE QUALITY STATUS

**Mona Tayyeba**<sup>†</sup>

*M.A. graduated, Educational management from Islamic Azad University Science, Alborz Science & Research Branch*

**Ramazan Jahanian**

*Assistant Professor, Department of Psychology, Karaj Branch, Islamic Azad University, Karaj, Iran*

### ABSTRACT

*Objective: This research aimed to examine students' life quality majoring in Educational Science at Khwarizmi University was conducted.*

*Method: The present research is of descriptive survey types. The statistical population was 220 from Educational Science students at Khwarizmi University that 140 people was chosen as sample size using Random Number Table by Lahiri method and were chosen using systematic sampling. To measure the criterion variable namely the WHOQOL-BREF quality of life questionnaire was used. (World Health Organization Quality of Life Group, 1998)*

*Findings: The results of t-test for independent groups indicated that there is a significant difference between single and married students from a life quality standpoint and there is no significant difference from a gender viewpoint. Pearson correlation test results also showed that there is a relationship between students' age and life quality.*

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**Keywords:** Life quality, University student.

### 1. INTRODUCTION

Sometimes life quality is defined as life satisfaction and includes a wide range of individuals' satisfaction of all life problems (Felce and perry, 1996). Individual health is the basis and foundation of public health and these two are so interdependent that one cannot distinguish between them some limits and boundaries (Abdullahtabar, 2008). According to the definition of World Health Organization Quality of Life Group (1998) life quality is individuals' evaluation and understanding of their life situation affected by cultural and value system of their life and is in accordance with their goals, expectations, communications and needs, therefore, it is completely individual and is not observable by others and is based on the individuals' life various aspects.

<sup>†</sup> Corresponding author

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University students are future-makers of the country and their health plays a crucial role in sustainable development (Alikhani, 2011). Youth health is a key priority in all countries (Abdullahtabar, 2008). In the present research, for measuring life quality, the WHO model was used. They considered 4 domains for life quality namely physical health, psychological health, social relationships and environmental health. Mental health is the harmonious behavior with society, identification and acceptance of social realities and the ability to adapt with them, satisfying one's needs moderately and flourishing one's innate talents (Hajiaghajani and Asadinoghabi, 2001). Social relationships health is determined by individuals' evaluation of their relationships quality with family, others and social groups that public health scale measures one part of individual health that reflects one's satisfaction or dissatisfaction with life and social environment and in fact contains individual's internal responses (feeling, thinking and behavior) (Larson, 1996). Physical health involves the ability to perform daily activities, dependency level for medical treatments, and strength and fatigue, mobility and agility, pain and discomfort, sleep and rest, and capacity and ability for work and activity (Sharifian and Fotut, 2011). Environmental health involves material and financial resources, freedom, safety, availability and quality of health, medical and social care, opportunities ahead for business and acquiring new information and skills, the possibility of recreational activities, the health of place where person lives and its facilities and the health of home environment (Sharifian and Fotut, 2011). Bahmani *et al.* (2004) and Zaki (2007) study showed that there was no significant relationship from the standpoint of life quality between male and female university students. Khorasgani and Kianpour (2007) in their own study showed that there was no relationship between life quality with gender and age and also life quality of married people was higher than single people's. Rabbani Khorasgani and Kianpour (2007) in their own analysis concluded that a successful marriage increases life satisfaction and happiness feeling in general. Dissatisfied men compared to dissatisfied women are 25 times more at risk of suicide (Koivumaa-Honkanen *et al.*, 2001). Social connections affect all aspects of health and friends create happy and positive temperament, health and mental health and prevent loneliness. Loving can lead to more pleasure and self-esteem. Marriage has the strongest impact on happiness and mental and physical health and its deprivation is very disturbing (Argayel, 2003). Social relationships is one of the greatest sources of happiness and marriage is the most important factor in a relationship (Argayel, 2003). According to Cairney *et al.* (2003) celibacy is associated with stress, depression and low social support. In other words, married life is accompanied with more life satisfaction and social support feelings. Education for single university students in the direction of marriage can be considered a positive and preventive measure (Bakhshipour, 2005). Life dissatisfaction is correlated with poor health status, symptoms of depression, personality problems and poor health and social behaviors (Bahrainian and Yavarikermani, 2010). Healthy, dynamic and active individuals are essential for the health, growth and dynamics of a society because they enliven environment and lead the society to its sublime goals (Tavakoli and Majedi, 2013). Humans for meeting their basic needs need environmental connection which is the result of environmental behaviors and their relationships with others, sooner or later will affect their environment and ultimately, the desired environmental behavior or environmental difficulties are manifested (Badrigargari *et al.*, 2012).

This research aimed to examine students' life quality majoring in Educational Science at Khwarizmi University was conducted.

## 2. MATERIALS AND METHODS

The present research is of descriptive survey types. The statistical population was 220 from Educational Science students at Khwarizmi University that 140 people was chosen as sample size using Random Number Table by Lahiri method and were chosen using systematic sampling that 91 of them (65%) were female and 49 of them (35%) were male. To measure life quality, the WHOQOL-BREF quality of life questionnaire was used. (World Health Organization Quality of Life Group, 1998) This questionnaire consisted of 26 questions and measured the 4 domains of life quality: physical health, mental health, environmental health, and social relationships. These four domains each with 3, 6, 7 items are graded on Likert 5 point scale (1 to 5). In addition, there are two other questions that measure health status and life quality generally. The obtained reliability in this research for QOL questionnaire was calculated 84%. The validity for QOL questionnaire has the correlation coefficient from 0.45 to 0.83 and all coefficients were significant at the 0.01 level that each item has the highest correlation with its own dimension (Yousefi and Safari, 2010).

## 3. FINDINGS

Life quality components	Frequency	Mean	Standard deviation	Skewness	Elongation	Maximum score	Minimum score
Physical Health	140	25.8357	4.05646	-0.586	-0.163	33	14
Mental Health	140	21.2071	3.52891	-0.331	-0.227	29	11
Environmental Health	140	26.6500	5.16898	-0.174	-0.216	37	12
Social Relationships	140	9.9071	2.60850	-0.158	-0.667	15	4
Life quality	140	83.6000	12.13936	-0.151	-0.348	111	53

From the viewpoint of life quality, students' life quality mean score was higher in the environmental health dimension than other components.

**Hypothesis-1.** There is a significant difference between single and married university students from the standpoint of life quality.

**Table-1.** The central and dispersion indices of life quality variable

Standard error mean	Standard deviation	Mean	Frequency	Married life	Life quality
1.39742	12.95914	81.8837	86	Single	Life quality
1.33880	9.56095	87.2941	51	Married	

**Table-2.** *t*-test for independent groups

<i>t</i> -test for the equality of means						Loon test for the equality of variance				
Confidence level of 95%		The discrepancy of standard error	The discrepancy of means	One-domain significance level	Freedom degree	T-value	significance level	F-value	Equality of variances	Life quality
Higher	Lower									
-1.28068	-9.54012	2.08815	-5.41040	0.011	135	-2.591	0.020	5.553	Inequality of variances	
-1.58034	-9.23954	1.93524	-5.41040	0.006	120.54	-2.796				

This hypothesis was examined using *t*-test for independent groups and university students' life quality mean scores were 81.88 and 87.29 respectively and the calculated *t*-value is equals to  $t=-2.591$  with a significance level of  $\text{sig}=0.006$  and degree of freedom  $\text{df}=135$ . Because the calculated significance level was lower than alpha 0.01 therefore, the null hypothesis is rejected. In other words, with probability of 99% confidence, married university students' life quality is higher than single university students'.

**Hypothesis-2.** There is a relationship between life quality and university students' age.

**Table-3.** The correlation test between life quality and age of university students

Pearson correlation	Variables	Age	Life quality
The correlation coefficient	Age	1	0.278**
	Life quality	0.278**	1
Two-domain significance level	Age	0	0.001
	Life quality	0.001	0
Frequency	Age	140	140
	Life quality	140	140

This hypothesis was examined using Pearson correlation coefficient and correlation coefficient level is equal to  $r=0.278$  with a significance level of  $\text{sig}=0.001$ . Because the calculated significance level was lower than alpha 0.05 therefore, the null hypothesis is rejected. In other words, with probability of 99% confidence, there is a relationship between life quality and university students' age and level of correlation is poor and positive.

**Hypothesis-3.** There is a significant difference between female university students' life quality and male university students'.

**Table-4.** The central and dispersion indices of life quality variable

Standard error mean	Standard deviation	Mean	Frequency	Married life	Life quality
1.65	15.74	149.1758	91	Female	
2.62	18.35	151.7755	49	Male	

**Table-5.** *t*-test for independent groups

Confidence level of 95%		<i>t</i> -test for the equality of means					Loon test for the equality of variance			Life quality
Higher	Lower	The discrepancy of standard error	The discrepancy of means	One-domain significance level	Freedom degree	T-value	significance level	F-value		
3.25	-8.44	2.958	-2.599	0.381	138	-0.879	0.218	1.533	Equality of variances	
3.56	-8.76	3.098	-2.599	0.404	86.329	-0.839			Inequality of variances	

This hypothesis was examined using *t*-test for independent groups and female and male university students' life quality mean scores were 149.18 and 151.78 respectively and the calculated *t*-value is equals to  $t=-0.879$  with a significance level of  $\text{sig}=0.381$  and degree of freedom  $df=138$ . Because the calculated significance level was higher than alpha 0.05 therefore, the null hypothesis is confirmed. In other words, with probability of 95% confidence, there is no significant difference between female university students' life quality and male university students'.

#### 4. DISCUSSION AND CONCLUSION

This study indicated that the mean of life quality in university students was higher in environmental health dimension than other components and university students' social relationships had the lowest mean level therefore, these findings are in accordance with these researches. Humans, for meeting their basic needs need environmental connection that its result is environmental behavior and their relationships with others late or early affect their environment and ultimately favorable environmental behavior or environmental difficulties are created (Badrigargari *et al.*, 2012). Thus, university students' social relationships should be taken into account through education because social relationships health is the individuals' evaluation of their relationships quality with family, others and social groups that measures the public health scale of individuals' health measures that it reflects the individuals' satisfaction or dissatisfaction with life and social environment and in fact contains individual's internal responses (feeling, thinking and behavior) (Larson, 1996). Life dissatisfaction is correlated with poor health status, symptoms of depression, personality problems, poor health behaviors and poor social status (Bahrainian and Yavarikermani, 2010). There is a significant difference between single and married university students from the standpoint of life quality. This finding is in accordance with some other research. Khorasgani and Kianpour (2007) in their own research showed that married individuals' life quality is higher than that of single individuals. Rabbani Khorasgani and Kianpour (2007) in their own analysis concluded that a successful marriage increases life satisfaction and happiness feeling in general. Dissatisfied men compared to dissatisfied women are 25 times more at risk of suicide (Koivumaa-Honkanen *et al.*, 2001). Social connections affect all aspects of health and friends create happy and positive temperament, health and mental health and prevent loneliness. Loving can lead to more pleasure and self-esteem. Marriage has the strongest impact on happiness and mental and physical health and its deprivation is very disturbing (Argayel, 2003). Social relationships is one of the greatest sources of happiness and marriage is the most important factor in a relationship (Argayel, 2003). According to Cairney *et al.* (2003) celibacy is associated with stress, depression and low social support. In other words, married life is accompanied with more

life satisfaction and social support feelings. Education for single university students in the direction of marriage can be considered a positive and preventive measure (Bakhshipour, 2005).

There is a relationship between life quality and university students' age correlation level is poor and positive. This finding is not in accordance with Rabbani Khorasgani and Kianpour (2007) research and many other researchers'. One of the reasons is the lack of relationship between age and life quality. There is no significant relationship from the standpoint of life quality between male and female university students. This finding is in accordance with some other research. Rabbani Khorasgani and Kianpour (2007) in their own study showed that there was no relationship between life quality and gender. Bahmani *et al.* (2004) and Zaki (2007) study showed that there was no significant relationship from the standpoint of life quality between male and female university students.

Due to the fact that increase in youth's life quality and health especially educated class, university students will play an important role in the progress and development of society in social, psychological and cultural fields. The study university students' life quality had lower mean in social relationship dimension therefore, it is indispensable to take some measures for improving life quality level such as holding life skills workshops concerning married life and how to communicate with friends and people.

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