

## Quality Level of Gaza Al-Azhar University Students and Its Relationship to Some Variables

**Dr. Fayez Ali Al-Aswad**  
Department of Psychology  
Faculty of Education  
Al-Azhar University  
Gaza  
Palestine

### Abstract

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*The study aimed to identify the level of quality of life among students of Al-Azhar University in Gaza considering some demographic variables such as gender, academic major, and political affiliation. The researcher followed the descriptive approach, and the study sample included (430) students from Al-Azhar University. The study concluded that the level of quality of life among students of Al-Azhar University was medium with a relative weight of (66.7%). The results also showed that there were no statistically significant differences between the participants' responses on the quality of life scale due to the variables of gender, academic major, and political affiliation. However, there were statistically significant differences between the participants' responses on the dimension of "quality of emotions" in favor of males.*

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**Keywords:** Level, quality of life, students, Al-Azhar University, some variables.

### Introduction

The concept of the quality of life has received great attention in the sciences of medicine, economics, sociology, and politics, but it is considered one of the relatively recent concepts in the field of psychology, as the term the quality of life appeared as one of the topics in the field of positive psychology, and it is concerned with studying the positive characteristics and aspects of human strength, to help individuals to achieve productive behaviors and contribute to personal and social growth (Shoqair, 2009: 16)

The quality of life means the extent of the individual's feeling of attaining emotional, social, and psychological balance, health status, satisfaction with the academic level, family stability, in addition to the continuity of social relations outside one's family in a positive way (Othman and Ibrahim, 2017: 20)

In the same vein, AL -Karkhi, (2011: 24) defined it as an individual's feeling of contentment, happiness, and the ability to satisfy his needs in all aspects of life. It includes personal growth, physical and material happiness, social integration, and human rights.

Thabit,(2006: 120) believes that the quality of life is affected by the conditions that a university student lives in, particularly the difficult conditions that the Palestinian people are going through, which manifest themselves in exposure to bullets, bombing homes, schools, and private and public places, gas inhaling, and seeing the injured and martyrs on the ground and television screens as well. All this makes people most vulnerable to suffering and traumatic psychological experiences.

Given the importance of adolescence in the life of a university student as it is the stage of beginning youth in which his perceptions towards himself and his general surroundings crystallize, in such a way that it reflects on his personality and outlook on life either positively or negatively. The feeling of the quality of life is one of the factors that cause success and enhance motivation and the learning process as well. Therefore, the traumatic experiences that a young person is exposed to during his life may bring about a state of turmoil after they occur and have a profound impact on his feeling about the quality of life.

Many serious studies dealt with the quality of life. For instance, Elia and Maria (2020), showed that dysmenorrhea is a major problem in the sample, and it affected their quality of life. Milic et al. (2020) uncovered a negative relationship between smoking, mental health, and the quality of life for university students.

Al-Subaie et al. (2019) confirmed that social support from family and friends and social relationships play a major role in the quality of psychological life among college students. Besides, Mac and et al (2018) highlighted the significance of a health-promoting lifestyle among Chinese undergraduate nursing students because the performance of the participants in interpersonal relationships was better than their performance in physical activity, which was found to be the worst. More important, health responsibility, physical activity, spiritual growth, and stress management were found to be statistically significant predictive factors of the quality of life. Rashid et al. (2019), found that university students use the integrative method in managing conflict and that they enjoy a good level of the quality of life. Likewise, Azat and Mustafa(2019) showed that the quality of life was high among university students and that there were no statistically significant differences due to the variables of sex and type of college, except in the field of the quality of social life, and the differences were in favor of females, and there were differences in the field of Health quality of life and the differences were in favor of science colleges. Saffouri et al. (, 2019) reported that the quality of the students emotional life increases their emotional and personal adjustment and that it also increases their commitment to achieving their goals of university life.

Eduardo &, Cezar (2018) found that the quality of life was often negatively associated with stress and factors such as insomnia and fatigue. Ahmed(, 2018), demonstrated that students had a high level of the quality of life, and significant differences attributed to the gender variable were found in the quality of study and education dimension in favor of females, and the dimension of emotions in favor of males. Çiçek (2018) revealed the existence of a statistically positive relationship between the quality of life and physical activity among university students. Sanz & Barbeito (2018) also showed that the quality of life of university foot patient students was poor and there were also no statistically significant differences between males and females in the quality of life.

Al-Nader, (2017) confirmed that Al-Balqa Applied University scientific colleges students had a high level of the quality of life. Similarly, Othman and Ibrahim, (2017) proved that the perceived quality of life among (49%) of the students was good. Additionally, there were no differences in the quality of life due to variables of sex, academic specialization, school year, and residential area. On the other hand, Cho (2017) affirmed the existence of a negative statistically significant relationship between life stress, depression, smartphone addiction, and the quality of life of university students.

Madi's study, (2016), showed that students of the Iraqi Dhi Qar University did not enjoy an acceptable level of quality of life, since the orientations of their life values were related to external invasion. Furthermore, there were no statistically significant differences in quality of life due to the variables of sex and majority.

Nuray et al's study., (2016) approved that the mental illness symptoms of depression, hostility, and anxiety for university students were high and their quality of life was low. The study also unveiled the existence of an inverse statistically significant relationship between mental state and the quality of life, that is, when students' quality of life decreased, their mental illness symptoms increased. Marianne's study (, 2015) maintained that the factors affecting the quality of life most were military operations or armed actions or families. Nu'aisah's study, (2012) uncovered a low level of the quality of university life among the students of Damascus and Tishreen Universities, and the presence of a joint effect of the variables of the governorate, sex, and specialization on the quality of life. However, the study found that there was no statistically significant relationship between the family income and the dimensions of the quality of life

### ***The Problem***

The study problem revolves around the following major question:

What is the level of quality of life among the students of Al-Azhar University in Gaza and its relationship to some variables?

The following sub-questions are derived from the above major question:

- 1- What is the level of the quality of life among the students of Al-Azhar University in Gaza?
- 2- Are there statistically significant differences between the participants' responses on the quality of life scale due to sex?
- 3- Are there statistically significant differences between the participants' responses on the quality of life scale due to the academic majority (Huminites -Applied sciences)?
- 4- Are there statistically significant differences between the participants' responses on the quality of life scale due to political affiliation (Fateh- Hamas– Jihad – Leftists - no affiliation)?

### ***Hypotheses***

1. The relative weight of the level of the life quality among Al-Azhar university students is expected to be medium.
2. There are no statistically significant differences between the participants' responses on the quality of life scale due to sex.
3. There are no statistically significant differences between the participants' responses on the quality of life scale due to the academic majority (Huminites -Applied sciences).
4. There are no statistically significant differences between the participants' responses on the quality of life scale due to political affiliation (Fateh- Hamas– Jihad – Leftists - no affiliation).

### ***Objectives of The Study***

The current study aims at achieving the following:

- 1) identifying the level of the quality of life of Al-Azhar University students in Gaza.
- 2) revealing whether there are statistically significant differences between the participants' responses on the quality of life scale due to sex.
- 3) uncovering whether there are statistically significant differences between the participants' responses on the quality of life scale due to academic majority (humanities - applied sciences)
- 4) Knowing whether there are statistically significant differences between the participants' responses on the quality of life scale due to political affiliation (Fatah - Hamas - Jihad - leftists – no affiliation)

### ***Significance***

The current study is significant due to the nature of the topic it deals with, namely the identification of the life quality level of Al-Azhar University students in Gaza and its relationship to some variables. Therefore, the current study is one of the pioneering serious local attempts - in its interest in university young people, as the researcher did not find a study on this topic in the Palestinian context. The current study adds new theoretical and practical information to the state of the art of the life quality of the students of Al-Azhar University, which helps specialists to provide counseling services to improve the quality of life among the target population. Additionally, it opens new horizons and areas for more purposive educational studies, given the large number and the multiplicity of the groups benefiting from the results of this study, whether they are educators, psychological counselors, university administrators, or university professors.

### ***Terminology***

Study terms can be defined as follows:

The operational definition of the quality of life: It is the feeling of satisfaction, happiness, and the ability of Al-Azhar University students in Gaza to meet their needs in terms of subjective and objective dimensions of life, which include: the quality of public health, the quality of family and social life, the quality of education, the quality of emotions, the quality of mental health, and the quality of time management. It is measured by the total score the participants obtain on the quality of life scale use in the current study.

### ***Limits***

The study is determined by the following limits:

- Subject limit: it is limited to studying "the level of the quality of life among the students of Al-Azhar University in Gaza and its relationship to some variables.
- Human limit: The research is limited to Al-Azhar university students

- Spatial limit: Gaza governorates
- Time limit: the study is conducted in the first semester of the academic year 2019-2020.

## Methodology

### Study Approach

The researcher used the descriptive analytical approach, as it is a form of scientific analysis and interpretation used to describe a phenomenon or problem by collecting data about it and analyzing these data.

### Study population:

The study population consists of all male and female students of Al-Azhar University Gaza, and their number is approximately (12,500) male and female students.

### Sample

The researcher divided the study sample into two divisions:

- A. Pilot sample: The researcher applied the study tool on a pilot sample of (40) male and female students from Al-Azhar University - Gaza, and they were randomly selected to draw their responses on the scale, to calculate its validity and reliability.
- B. The field sample: It is the sample on which the study is based, which consists of (430) students of Al-Azhar University – Gaza. They were (159) males and (271) females.

### Study Tool

The university students' life Quality Scale:

The researcher used the university students' life quality scale constructed by Mansi and Kazem (2010), in the final version it includes (60) items distributed equally among six domains. The first: the quality of public health, the second: the quality of family and social life, the third - the quality of education, the fourth - the quality of emotions, the fifth - the quality of mental health, the sixth - the quality of spending time and its management. And the response to the items was according to the five-point Likert scale, where weights were given (5- 1) for positive items and (1- 5) for negative items, and thus the scores of the study sample ranged between (60 – 300).

The percentage was also calculated as follows: (the subject's score on the scale ÷ the total sum of the questionnaire items) × 100, and the scores came as follows:

**Table (1) displays the means, relative weight , and degree of means**

Average	Relative weight	Grade
4.2 – 5	84 – 100	very high
3.4 – 4.19	68 – 83.39	high
2.6 -3.39	52 – 67.9	medium
1.8 – 2.59	36 – 51.9	low
1.79 – 1	35.9 – 20	very low

### The Referees' Validity

To adapt the university students' quality of life scale designed by Mansi and Kazem ( 2010) to the Palestinian environment, the researcher presented it to a group of specialists in psychology and mental health whose total number was (15), to arbitrate its items in terms of their relevance to the study and the possibility of its achieving the study's aim in the Palestinian context. Their observations were considered and implemented, in case 13 of the arbitrators agreed on the introduced modification. By applying the law of the veracity of the arbitrators, which is equal to (number of agreements/number of arbitrators x 100) the researcher concluded that the validity ratio = (87.4%). Hence, the researcher made sure of the validity of the domains of the scale, and the items of each domain. Consequently, the scale was fit to be used in the Palestinian context.

### Internal Consistency Validity

The validity of the internal consistency of the scale was ensured by administering the scale to a pilot sample consisting of (40) male and female students, and the internal consistency of the scale was assured, by calculating the correlation coefficients between each item of the scale and the total score of the domain the item belongs to, and it was between(0.44 – 0.91), which is significant at a level of (0.01 ≥  $\alpha$ ) for all scale domains, and thus the domains are considered valid and measure what they are intended to measure.

**Construct Validity**

Construct validity is concerned with whether the instrument or the test measures the concept that it's intended to measure. It measures the extent to which the tool objectives are attained and shows the extent to which each domain of the study tool is related to the total score of the scale items. To verify the construct validity, the researcher calculated the correlation coefficients between the score of each domain of the scale and the score of the other domains. The correlation coefficients range between (0.73-0.49), which is significant at the level of ( $0.01 \geq \alpha$ ) for all the scale domains. These correlations demonstrate a large degree of the construct validity of the scale.

**Reliability**

The reliability of the scale was ensured by the following two methods:

- a- Split -Half- method

The reliability of the scale was assured using the split- half-method, as the scale items were divided into two parts: (the odd-numbered items, and the even-numbered items), then the correlation coefficient between the scores of the odd items and the scores of the even items were computed and were high and soared to (0.88). After that, the correlation coefficient was corrected using the Spearman-Brown equation. The overall reliability coefficient was (0.94), which indicates that the scale has a high level of reliability.

- b- Cronbach's alpha coefficient

The reliability coefficients were calculated using the equation (Cronbach alpha) to measure the reliability of the scale, and the results indicated that the value of the Cronbach alpha coefficient was high, as its value for all the scale items reached (10.8). This means that the reliability coefficient is high and statistically significant.

**Study Results and Discussion**

The results of the descriptive statistics are presented and discussed using the statistical program (SPSS) to process the data, perform the appropriate statistical treatments, and give the general picture of the results.

The first hypothesis and its interpretation:

Validation of the first hypothesis, which states: " The relative weight of the level of life quality among Al-Azhar university students is expected to be medium".

To verify this hypothesis, the researcher calculated the arithmetic mean, standard deviation and the relative arithmetic mean and rank for each scale domain, as shown in the following table:

**Table No. (2) displays the arithmetic means, standard deviations, and relative arithmetic mean of every domain**

#	Domain	Mean	standard deviation	Relative arithmetic mean	Rank
1	Public health quality	3.43	0.435	68.6	3
2	Quality of family and social life	3.56	0.476	71.3	1
3	Education Quality	3.36	0.596	67.3	3
4	Quality of emotion	3.12	0.58	62.6	5
5	Quality of mental health	3.41	0.669	68.3	2
6	Quality of time spending and time management	3.11	0.475	62.3	6
Total Score		3.33	0.388	66.7	

It is evident from the previous table that the quality of life of Al-Azhar University students obtained an average of (3.33), meaning that the relative weight is (66.7%), which is medium, and this is since the nature of life in the governorates of Gaza is burdened with worries due to the blockade, the closure policy and the deteriorating economic situation, and the repeated wars on Gaza. However, some characteristics of the Palestinian university students are not to despair or lose hope and to endeavor to adapt to reality, in addition to his desire to lead a decent life. This result differs from that of Ahmad's (2018), which showed that students enjoyed a high level of quality of life. My finding here also contradicts that of Na'isa's (2012), which confirmed the existence of a low level of quality of university life among students of both Damascus and Tishreen universities. Thus, the hypothesis has been accepted

### ***The second hypothesis and its interpretation***

Verification of the second hypothesis, which reads: "There are no statistically significant differences between the participants' responses on the quality of life scale due to sex".

To verify this hypothesis, the researcher used the (T) test to find the differences as shown in the following table:

**Table (3) shows the mean and the computed value and its significance to identify the differences in the quality of life of university students ascribable to sex.**

Domain	Sex	Frequency	Mean	standard deviation	T value	Sig. level
Public health quality	Male	159	3.362	0.374	0.54	0.18
	Female	271	3.449	0.457		
Quality of family and social life	Male	159	3.565	0.492	0.96	0.85
	Female	271	3.57	0.473		
Education Quality	Male	159	3.374	0.643	0.94	0.65
	Female	271	3.357	0.57		
Emotions Quality	Male	159	3.233	0.5	2.52	0.01
	Female	271	3.081	0.599		
Quality of mental health	Male	159	3.356	0.643	0.94	0.29
	Female	271	3.44	0.678		
Quality of spending time and its management	Male	159	3.065	0.463	0.22	0.46
	Female	271	3.124	0.474		
Total Score	Male	159	3.326	0.384	0.35	0.99
	Female	271	3.337	0.387		

It is evident from the previous table that the value of the significance level equals 0.99, which is greater than  $\alpha = 0.05$ , and that the calculated "t" value is less than the tabular "t" value. It becomes clear that there are no statistically significant differences in the participants' responses regarding the reality of life quality of Al-Azhar University students ascribable to sex in all domains except for the domain of "quality of emotions" and the differences were in favor of males. The previous result explains that the reality of the quality of emotions is higher in males, and this is in line with their nature, as they are more objective, more rational, and less emotional than females are because females are instinctively more sensitive than their male counterparts are. This result is consistent with Ahmed's (2018), which found significant differences attributable to sex in the study quality and education dimension in favor of females, and the dimension of emotions in favor of males. Nevertheless, Othman and Ibrahim (, 2017) showed that there are no differences in the quality of life attributable to sex.

### ***The third hypothesis and its interpretation***

The third hypothesis reads: "There are no statistically significant differences between the participants' responses on the quality of life scale due to academic majority (Humanities -Applied sciences).

To verify this hypothesis, the researcher used the (T) test to find the differences as shown in the following table:

**Table (4) It shows the mean and the computed value and its significance to identify the differences in the quality of life among Al-Azhar university students ascribable to academic specialization (Humanities - Applied Sciences)**

Domain	Academic specialization	Frequency	mean	standard deviation	T value	Sig. level
Public health quality	Human sciences	366	3.42	0.43	0.090	0.56
	applied Sciences	64	3.4	0.431		
Quality of family and social life	Human sciences	366	3.565	0.491	0.99	0.031
	applied Sciences	64	3.591	0.413		
Education Quality	Human sciences	366	3.351	0.59	1.09	0.027
	applied Sciences	64	3.434	0.64		

Emotions Quality	Human sciences	366	3.145	0.588	1.07	0.28
	applied Sciences	64	3.095	0.446		
Quality of mental health	Human sciences	366	3.385	0.667	1.07	0.029
	applied Sciences	64	3.545	0.645		
Quality of spending time and its management.	Human sciences	366	3.104	0.482	0.070	0.048
	applied Sciences	64	3.092	0.403		
Total score	Human sciences	366	3.328	0.393	0.018	0.085
	applied Sciences	64	3.36	0.339		

The value of "T" at 0.01 level is 1.96, and at 0.05 level it equals 2.58.

It is clear from the previous table that the value of the significance level = 0.85, which is greater than  $\alpha = 0.05$ , and that the calculated value of "t" is less than the tabular value of "t". Therefore, we will accept the null hypothesis, as it becomes clear that there are no statistically significant differences in the participants' responses about the reality of the quality of life among university students attributable to academic specialization for all domains. This is because university students irrespective of their majors live in the same social, economic, and political conditions prevailing in Palestine. This result agrees with that of Othman and Ibrahim (, 2017), which showed that there are no differences in the quality of life attributable to the variable of academic specialization.

#### ***The fourth hypothesis and its interpretation:***

The fourth hypothesis states: "There are no statistically significant differences between the participants' responses on the quality of life scale due to political affiliation (Fateh- Hamas- Jihad – Leftists - no affiliation).

To find out the existence of statistically significant differences between the participants' responses on life quality scale attributable to political affiliation, the researcher used the One-Way ANOVA test, and the following table shows the results obtained.

**Table No. (5) Results of one-way ANOVA for the political affiliation of Al-Azhar university students and its relation to life quality**

Domain	Source of variance	Total squares	Freedom degree	Mean of squares	F value	Sig. level
Public health quality	Between groups	0.35	5	0.07	0.376	0.865
	Intra groups	78.96	424	0.186		
	Total	79.31	429			
Quality of family and social life	Between groups	1.97	5	0.393	1.727	0.127
	Intra groups	96.7	424	0.288		
	Total	98.67	429			
Education Quality	Between groups	1.21	5	0.242	0.675	0.642
	Intra groups	151.9	424	0.358		
	Total	153.1	429			
Emotions Quality	Between groups	0.085	5	0.017	0.052	0.998
	Intra groups	138.6	424	0.327		
	Total	138.7	429			
Quality of mental health	Between groups	3.278	5	0.656	1.489	0.192
	Intra groups	186.7	424	0.44		
	Total	190	429			
Quality of spending time and its management	Between groups	0.617	5	0.123	0.555	0.735
	Intra groups	94.38	424	0.223		
	Total	95	429			
Total Score	Between groups	0.211	5	0.042	0.282	0.92
	Intra groups	63.52	424	0.15		
	Total	63.37	429			



It is obvious from the previous table that the value of the significance = 0.92, which is greater than  $\alpha = 0.05$ , as it becomes clear that there are no statistically significant differences in the participants' responses about the reality of the quality of life for Al-Azhar University students due to the variable of political affiliation in all domains of the scale, and this is because political affiliation to any political party does not give precedence and economic privileges to the university student over the others subscribing to another political party, as all those belonging to the political parties and the group of neutrals face the same harsh living conditions that weaken the quality of life, especially the political and economic conditions and the weakness of the achievements resulting from the political siege and internal divide.

### **Conclusion**

This study came to shed light on the quality of life among the students of Al-Azhar University in Gaza and its relationship to some variables. Statistical treatments of the data collected from the study tool were carried out using the Statistical Package for Social sciences (SPSS) program. Reviewing the results of the study, the following is revealed:

The level of quality of life among Al-Azhar University students was medium with a relative weight of (66.7%). The results also showed that there were no statistically significant differences in the responses of the sample members about the reality of the quality of life among Al-Azhar University students due to the variable of sex except in the domain of "quality of Emotions ".The differences were in favor of males, as well as there was no statistical significance in the responses of the sample members due to the variables of academic specialization and political affiliation.

### **Study Recommendations**

Based on the findings of this study, the following recommendations are introduced to Al-Azhar university administrative board:

- 1) Coordination with public relations at Al-Azhar University and other universities to invite psychologists to deliver seminars for students on the importance of the quality of life.
- 2) Developing criteria to measure the extent of improving the quality of life in the Palestinian society and publishing these criteria on social media and the network.
- 3) Holding psychological sessions for university students to support and improve their life quality.
- 4) Preparing counseling programs for university students to help them achieve a high level of quality of life.

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**APPENDIX**

**Al-Azhar University  
Education College**



Dear brothers and sisters

Please kindly read the attached scale items, and answer each of statements in a way that reflects your true feelings, and what you are already doing. There are no correct answers and wrong answers to the questions.

I thank you for your constructive cooperation in this scientific study, and expect you to fill in the following data with the appropriate information, and please accept my sincere regards.

Sex:	<input type="checkbox"/> Male	<input type="checkbox"/> Female			
Academic specialization:	<input type="checkbox"/> Humanities	<input type="checkbox"/> Applied Sciences			
Political Affiliation	<input type="checkbox"/> Fateh	<input type="checkbox"/> HAMAS	<input type="checkbox"/> Jihad	<input type="checkbox"/> Leftist	<input type="checkbox"/> No affiliation

**Quality of life Scale**

**How do you feel about the following items?**

No items Strongly agree agree neutral disagree Strongly disagree

No	items	Strongly agree	agree	neutral	disagree	Strongly disagree
1.	I feel lively and energetic.					
2.	I feel some pains in my body.					

3.	I have to spend some time relaxing in bed.					
4.	I often catch cold.					
5.	I don't feel nausea.					
6.	I feel annoyed because of the side effects of the medications I am taking.					
7.	I sleep well.					
8.	I suffer from shortsightedness.					
9.	I rarely contract diseases.					
10.	My frequent contraction of diseases is a burden for my family.					
11.	I feel very close to my friends who give me major support.					
12.	I feel detached from my parents.					
13.	I get emotional support from my family.					
14.	I find it difficult to deal with others.					
15.	I feel my parents are satisfied with me.					
16.	I have sincere friends.					
17.	My relationship with my colleagues is very bad.					
18.	I get no support from my friends and neighbors.					
19.	I am proud of belonging to my family.					
20.	I can't find anyone to trust in my family.					
21.	I chose the specialty I love most.					
22.	Some courses are not commensurate with my abilities.					
23.	I feel I get academic support from my professors.					
24.	I feel that I gained nothing from my academic major.					
25.	Professors love me and welcome my inquiries.					
26.	University student activities are a waste of time.					
27.	I am proud to have selected the specialty that suits me at the university.					
28.	I feel that my university studies will not help me attain my professional ambitions.					
29.	I feel that studying at university is very beneficial.					
30.	I find it difficult to get an academic counsel from the academic advisor.					
31.	I am proud of my composure.					
32.	I feel sad for no apparent reason.					
33.	I face life situations powerfully and calmly.					
34.	I feel that I am irritable.					
35.	I don't worry about the future.					
36.	I fear death.					
37.	It's hard to provoke me emotionally.					
38.	I feel anxious about my deteriorating health.					
39.	I can make decisions.					
40.	I feel lonely.					
41.	I feel emotionally balanced.					
42.	I'm so nervous.					

43.	I can control my emotions.					
44.	I feel depressed.					
45.	I feel loved by everyone.					
46.	I'm not a happy person.					
47.	I feel safe.					
48.	I have low morale.					
49.	I can relax without problems.					
50.	I feel anxious.					
51.	I enjoy university activities in my spare time.					
52.	I have no leisure since I spend all my time studying.					
53.	I do only one job at a time.					
54.	I quickly eat meals.					
55.	I am interested in allocating time for social activities.					
56.	I find it extremely difficult to organize my studying and memorization time.					
57.	I have adequate time to study my lectures.					
58.	I don't have time to entertain myself.					
59.	I do my tasks timely.					
60.	I have no fixed times for meals.					