

Quality of life from the perspective of Algerian society

- Study Field of Bechar State-

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Abstract:

The quality of life, especially in the Arab world and specifically in Algeria (Bechar's mandate), which dates back to the Greek era, as mentioned by some scholars and thinkers, such as Aristotle in his famous book "Ethics", but the level of decent attention began to shine at the beginning of this century with the emergence of psychology a positive specialization, and psychology has been the forerunner in understanding and identifying variables affecting the quality of human life, especially in society. After clarifying the theoretical trends interpreted for the quality of life, the Arab studies that dealt with the term quality of life and its relation to some social, psychological and demographic variables, to reach the goal and the results reached, but not all studies were presented and referred to other common studies, followed by a simplified analysis of these studies in this paper. We will conduct this modest research, which includes a field study in The City of Bechar, which has been confined to some areas of the state, similar to the cities of Algeria, and Arab research has not studied all segments of society.

Keywords: Quality, Quality of Life, Life Satisfaction, Arab Studies in Quality of Life, Social, Psychology, Demography.

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1-Introduction Introduction

The study aimed to know the quality of south- west region people, especially in the Area of Bechar, the role of the variable city and gender (male, female), is to specialize the quality of life measured on a scale of six dimensions, and the nature of the relationship between the dimensions of quality of life and both family income and the cumulative rate. To achieve this, we applied the quality of life standard for the region's population to 200 people. The results generally indicated that the quality of life was high in two dimensions of quality: quality of family and social life, quality of education and study, and average in two dimensions: quality of public health, quality of leisure time, and low in two dimensions: quality of mental health and quality of emotional aspect.

The results also indicated a statistically defect in the region and gender variable, in the bilateral interaction between type and specialization, and in the triple interaction of the population of the region and type and specialization on the quality of life, where the population had a higher quality of public health, and the quality of emotions, while others had higher quality of leisure time and management, the type of females variable increased in the quality of public

health, the quality of emotions, and the quality of leisure time and management. The relationship between family income, the cumulative rate and the dimensions of quality of life was not indicative of income, and was combined with the cumulative rate in two dimensions: the quality and management of leisure time and the quality of family and social life.

The sciences that cared about the quality of life and preceded other sciences are psychology, where this concept was adopted in various disciplines of psychology, theory and practice. He has had a head start in understanding and identifying variables affecting the quality of human life, primarily because quality of life is ultimately an expression of the self-awareness of that quality, because life for the human being is what he is aware of. This interest reflects the importance of this concept and its impact on various psychological aspects; quality is a reflection of the psychological level and quality of life, which human beings have reached today as a component of sophistication and urbanization, which undoubtedly reflects a certain level of quality of life. Thus, quality is the goal of all psychological components. In linguistic terms, quality, its origin is the triple act "Jude", and good according to the son of perspective, the opposite of the bad, the seriousness of the quality, and the quality of any became good. The concept of quality is thus linked to excellence, consistency and criteria and predetermined standards. In short, quality is meant to be "conforming to certain requirements or specifications."

Although the use of quality is common, it is still unclear and ambiguous, and the reasons for the difficulty lie in the following reasons; the novelty of the concept at the level of scientific treatment has been addressed for use in many sciences, sometimes used to express the advancement of the level of material and social services provided to members of society, as well as to express the awareness of individuals of the ability of these services to satisfy their needs. This concept is not linked to a specific area of life, or to a branch of science, but is a concept distributed among researchers and scientists of different disciplines, and it is striking that the owners of each discipline consider that they are best placed to use it, whether it is sociology or medicine with its various branches, or environmental or economic sciences.

Al-Ansari believes that the concept of quality of life is closely linked to two other basic concepts: Welfare and well-being. The concept of quality of life is also linked to other concepts, such as development (expanding multiple options involving human freedoms, human rights and knowledge, which are essential for human well-being), progress (advancement in human life as a result of cognitive and scientific development), betterment, satisfaction of needs (satisfaction of needs, security when needs and motivations are satisfied), as well as poverty (economic inequality, and poverty of human development that limits human capacity for the best use of human resources and motivations).

Both Mansi and Kazem believe that a sense of quality of life is relative, because it is linked to certain subjective factors such as subjective concept of self, life and work satisfaction, social status, happiness felt by the individual, as well as some objective factors such as the physical possibilities available, income, clean environment, health status, housing and employment status, level of education, and other factors affecting the individual. These subjective and objective factors make it necessary to assess the quality of life of an individual because the individual who interacts with members of his or her community always tries to achieve a better standard of living and access to better services, or to maintain a life or standard of living that is not less than the standard of living he lived in the past. :

1. The ability to adopt a lifestyle that satisfies the desires and needs of the individual.
2. Personal sense of self-efficiency and mastery of dealing with challenges.
3. Happiness, self-satisfaction and a good life.
4. The upgrading of the level of material and social services provided to members of society, and the tendency towards a lifestyle characterized by luxury, and this lifestyle can only be achieved by the society of abundance, a society that has been able to solve all the living problems of the majority of its population.
5. Enjoy the material conditions in the external environment and feel good, satisfy needs, satisfaction with life, and the individual's awareness of the powers and contents of his life and his sense of life along with positive physical health and his sense of happiness to live a harmonious life compatible between the essence of man and the values prevailing in his society.
6. The degree to which the individual feels the continuous improvement of his personality aspects in the psychological, cognitive, creative, cultural, sports, personal, physical, and coordination, while creating the mood and emotion appropriate for work and achievement, learning about habits, skills and trends, as well as learning problem solving and methods of compatibility and adaptation, adopting the perspective of continuous improvement of performance as a lifestyle, meeting and meeting the individual to the balanced extent and ability of the individual, and continuing to generate ideas, interest, creativity and learning and learning in terms of cooperative and social skills.
7. An emotional state that makes the individual see himself capable of satisfying his various needs (innate and acquired) and enjoying the circumstances surrounding him.
8. The individual's sense of satisfaction, happiness and the ability to satisfy his needs through the richness of the environment and the sophistication of services provided to him in the areas of health, social, educational and psychological, while managing time and benefiting from it. This definition was adopted in this study.

2-First Subtitle - Quality Management

Before defining the concept of quality management, the concept of quality must be addressed, as some believe that quality is in conformity with requirements or specifications. In Fisher's view, quality is a concept that simply means different things to different individuals and that in industrial business it means how excellent performance or specific characteristics are, especially when compared to a standard placed by the client or organization. Quality, therefore, means matching an activity or work to pre-established criteria through which it is measured. The concept of quality management in education is a set of measures and requirements that determine the extent to which it succeeds in achieving the objectives of overall quality management, which is to excel in the performance of the educational institution as a whole and achieve the satisfaction of the beneficiaries.

Based on the above definitions, the concept of quality management can be limited to the following:

- 1- A set of specific administrative requirements.
- 2- These requirements are aimed at improving and improving performance.
- 3- Ensuring outcomes that meet the standards and satisfy beneficiaries

Some studies on the concept of quality of life (e.g., Hajiran) have shown that good life and happiness are reflected in the role of human life, and that the rates of happiness among adults in Europe are the highest in the world, because of their objective handling of the quality of life with which the people of Europe, especially at home and in the profession, can be neglected, but the role of needs, life costs and economic history cannot be neglected as well.

The quality of life in any society is reflected in many objective indicators, such as: clean lines of the environment, ease of transportation, availability of goods, increased income, availability of education and employment opportunities, availability of appropriate health services, freedom of expression and freedom of belief, availability of recreation and recreation places, social justice and equal opportunities for all citizens; Quality of life is also manifested by many subjective indicators of individuals in society, such as: happiness, self-satisfaction and others, positive social relationships, awareness of the feelings of others, emotional control, internal control of behavior, personal responsibility and social responsibility, and participation in collaborative work, Loyalty and belonging to the family, the city and the homeland, personal, social, health, family and professional harmony, and optimism.

The government's policy of eliminating the discrimination that has been taken in the context of the "state of the world" is a major challenge. The rights contained in the proposed concept constitute a concerted system of components, which means that they are internally consistent and cannot be sacrificed for others. The basic assumption underlying the study is that the rights and freedoms contained in this concept are elements of an Arab concept of quality of life, in the sense

that these elements are the criteria for judging the change in the quality of life in the Arab world in time and space.

3-Second Subtitle

This study was aimed at knowing the level of sense of quality of life of bechar's population, and the nature of the differences in the two variables. The sample size (100) was male and 100 female, using a scale designed for this study. The results showed that the level of sensation of all members of the sample as well as males and females individually exceeded the theoretical average of the scale, reflecting a high level of sense of quality of life. The results also showed statistically significant differences between males and females in favor of males, and the existence of significant differences in the specialization of the study was determined by the differences between the average grades of students specializing in social studies and the average score of the rest of the students.

Radwan's study (2005) highlighted the contributions of applied psychology to some areas of life and quality through the quality of the environment, the quality of family life, and the quality of educational life, where the quality of educational life is represented in the quality of the curriculum, the quality of the teacher's preparation, and the quality of the educational management.

Abu Sa'id, Shawky, Anwar and Morsi (2006) propose a model for the interpretation and estimation of quality of life based on the classification of variables affecting the formation of quality of life distributed in two perpendicular dimensions, including the horizontal dimension of the poles of distribution of quality of life determinants according to their being inside or outside the person, called "after internal personality versus external determinants" Internality vs. externality dimension, the vertical dimension represents the distribution of those determinants according to the basis of their measurement and estimation of their achievement, which are divided between subjective foundations that the individual appreciates from his personal perspective as he realizes and feels them, to the foundations of Objectivity includes tests and metrics and comparing a person with another or the average of his or her standard group, or depending on the criteria of quantity and other manners such as observation and estimation measures, called subjectivity vs. objectivity dimension.

Based on the above, the importance of the current study (quality of life among university students) is reflected in the following points:

1. Knowing the quality of life of university students will help shed light on the quality of life among Arab university students.
2. Quality of life is a modern concept in the Arab psychological literature, and to the knowledge of the researchers there is no Arab field study that dealt with this concept.

3. The quality of life of the region's inhabitants reflects their mental and physical health, and the Frisch study (Frisch, 1992) indicated that the quality of life scale could be used to assess and treat depression.

4. Odin, Davy and Barkham (Audin, Davy & Barkham, 2003) believe that quality education is an important and effective gateway to quality of life. The more there is interest in the quality of education, the more it is expected that it will reflect positively on the quality of the community. Quality of life aims to achieve a better standard, to achieve a faster response to the needs of the labor market and society, and to be more flexible in responding and adapting to changes in the requirements and needs of beneficiaries, with minimal expenditure by maximizing businesses that achieve the appropriate quality.

The previous theoretical and field studies on the concept of quality of life can be determined by the problem of this study in determining the quality of life of the population of Sawra by answering the following questions:

1. What is the quality of life of the residents of The Sawra area, especially Bashar's state?
2. What is the role of a gender variable (male, female), in the dimensions of quality of life?
3. What is the nature of the relationship between the quality of life and everyone who has entered the family?

- **4-Thirst Subtitle Study Tools**

The quality of life standard for university students in general, in addition to (quality of public health, quality of family and social life, quality of education and study, quality of emotions, quality of mental health, quality of time occupancy and management) equally, with 10 paragraphs in each dimension (5 positive vertebrae, 5 negative vertebrae), the positive paragraphs were given grades (1, 2, 3, 4, 5), while the previous balance was given to negative vertebrae, the required psychometric indicators (honesty, consistency, internal consistency, discrimination, standards).

In the area of honesty, the authenticity of the content (arbitrators) and the honesty associated with the test (the relationship of quality of life to the monthly income of the family) has been verified. In the area of stability, the alpha-Kronbach coefficient for the six axes ranged from 0.62-0.85 with a medium of 0.75, and the scale as a whole was 0.91, on the basis of which the standard measurement error was 7.44, internal consistency coefficients (the relationship of paragraph score to the total axis to which it develops, and the correlation matrix between the six axes). Vocabulary discrimination coefficients (the "T" test between the highest and lowest 27%), and for criteria, the percentile was derived as criteria for the raw grades of each of the scale axis.

- **Statistical Treatment:** to answer the study's questions, the following statistical methods were used:

1. Mean arithmetic mean and standard deviation.
2. One-Sample T-test.
3. Three-way Multivariate Analysis.
4. Pearson Correlation Coefficient.

Study results: presented and discussed

To answer the first question: "What are the life quality Bechar students of Tahri Mohammed University?" The average calculation and standard deviation were calculated for each of the six life quality axis, and the average sample was compared with the theoretical average of the 3.5 scale using a single sample "T" test.

1. Results of the first question related to students:

The average stake of the Omani sample ranged from 3.18 (axis of emotion quality) to 4.08 (family quality axis), three below the theoretical average, three averages above the theoretical average, and after testing its significance using a single sample "T" test, it was found that all arithmetic averages were functioning at ≥ 0.001 , except the average overall health quality axis that was not dal. Table (2) contains the summary of the results of the "T" test for the sample studied
Table 2:

Arithmetic average, standard deviation and one "T" test for one sample of student sample scores (n=218) in quality of life

5- Other titles: (time new romaine 14)

8. RESULTS And/ Or Conclusion (time new romaine 14)

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- **Table 1. Methodology**

- **Sample**

A random sample of 200 community members was selected for the Sawra region, and its selection was distributed representatively of the three study variables (country, gender, and specialization). Table (1) includes the distribution of the study sample.

Table 1: Study sample

Distributed type

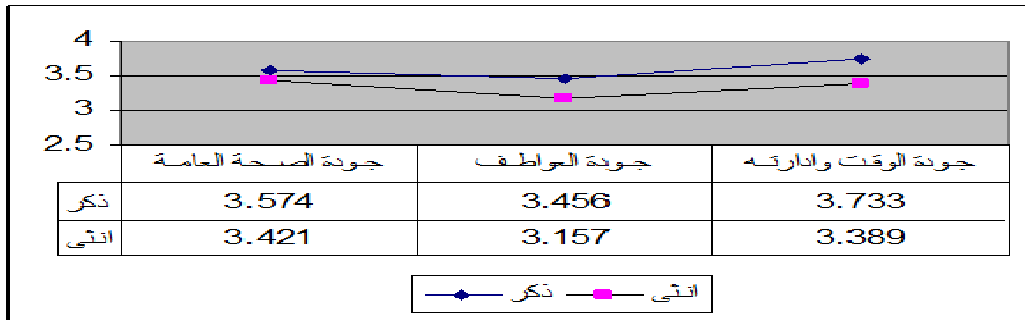
Dimensions of the quality of life scale	Average arithmetic	Standard deviation	Calculated "T" value	Statistical significance
1. Quality of public health	3.4498	0.48153	-1.544	Non-function
2. Quality of family and social life	4.0785	0.55459	15.438	0.001
3. Quality of education and study	3.6151	0.62104	2.742	0.001
4. Quality emotions (emotional side)	3.1822	0.63101	-7.453	0.001
5. Quality mental health	3.2023	0.48144	-9.151	0.001
6. Quality time occupancy and management	3.6479	0.66224	3.306	0.001

area	Type	literary	Scientific	Total
Al Soura	male	45	40	85
	female	55	60	115
	Total	100	100	200

Test 1	Test 2	Results 1	Results 2	Total Results
15.21	15.21	15.21	15.21	15.21
18.58	18.58	18.58	18.58	18.58
11.14	11.14	11.14	11.14	11.14

Source:

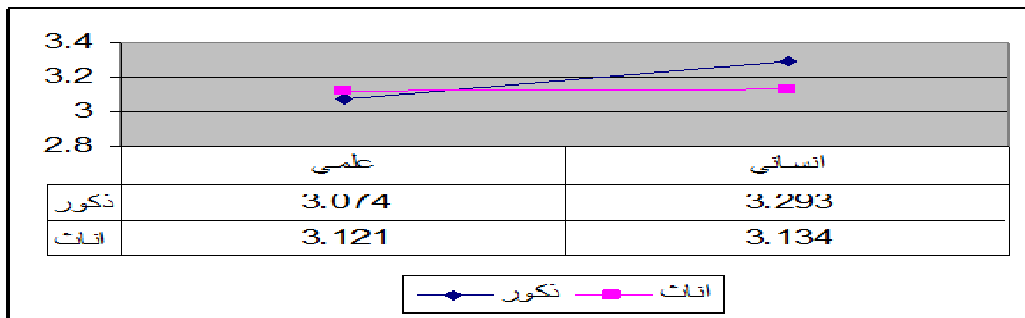
Figure 3: A graph showing the effect of a gender variable (male-female) in function life quality dimensions.



C- Type and specialty interaction

The dimension of the dual interaction between type and specialization is the dimension of mental health. The chart (4) shows that the direction of significance is in favor of a cell (human-male).

Figure 4: A graph showing the impact of the bilateral interaction between type and specialization in the after-quality mental health.



- Country, gender and specialty interaction

The results showed a four-dimensional indication in the triangular reaction, and the graphs of 5-8, revealed that the trend of differences in the dimensions of function, was in the interest of the male cell in a literary or human discipline) in the dimensions of the quality of public health, the quality of emotions, and for the benefit of a cell (male-human) in bashar state equally in the dimensions of the quality of mental health, and the filling of leisure time and its administrations.

The third question, "What is the relationship between quality of life, both income and the cumulative rate?" was answered using the Pearson Correlation coefficient. Table 5 contains a summary of this.

Table 5:

Pearson correlation coefficients between quality-of-life dimensions, income variables and GPA

Cumulative rate	Income	Dimensions of quality of life	Sample
0.049	0.060	Quality of public health	Total sample N= 400
*0.118	0.048	Quality of family and social life	
0.047	-0.083	Quality of education and study	
0.002	0.048	Quality emotions (emotional side)	
0.052	0.075	Quality mental health	
*0.130	0.096	Quality of time occupancy and management	
0.009-	0.056	Quality of public health	Oman Sample N=128
*0.175	0.084	Quality of family and social life	
0.113	0.155-	Quality of education and study	
0.015	0.136	Quality emotions (emotional side)	
*0.160	0.009-	Quality mental health	
0.110	0.068	Quality time occupancy and management	
0.128	0.106	Quality of public health	Libya sample N=182
0.048	0.039-	Quality of family and social life	
0.000	0.023	Quality of education and study	
0.041	0.003-	Quality emotions (emotional side)	
0.062-	*0.163	Quality mental health	
0.123	0.097	Quality time occupancy and management	
Function at level ≥ 0.05			

It is clear from table 5 that the relationship between family income and the dimensions of the quality of life of the sample as a whole is not statistically significant, and that two dimensions of quality of life (quality of family and social life, quality of leisure and management) are associated with a statistical indication at the level of 0.05 with the cumulative rate. According to each country, the results of the university students are similar to the overall sample, while their results were different, with income only associated with mental health quality, and the cumulative rate not associated with quality of life.

Results Discussions:

The current study aimed to conduct a cultural study for students of Tahri Mohammed University of Bechar in their awareness of the quality of life in its six fields (quality of public health, quality of family and social life, quality of education and study, quality of emotions, quality of mental health, quality of time and management), and knowledge of the role of changing type, specialization, income and cumulative rate.

The results of the first question of the study indicated that the level of the level varied between male and female students, with the level of the six quality aspects ranging from the low to the high. The focus of family and social quality, the quality of education and study, has been at the high level of students, and this undoubtedly reflects the aspects of family and social life that students feel about their sense of closeness and satisfaction with their parents, their emotional support from their families, friends and neighbors, the presence of someone in the family they trust, their pride in belonging to their families, the existence of sincere friends who support them in the time of need, as well as easy dealings with others and good relationships. It also reflects the feelings of students from different parts of the state and aspects of education and study, such as the university's achievement of their educational ambitions, their sense that they have chosen the specialty they love, suitable for the level of courses for their abilities, their sense of the usefulness of their specialization and their pride in it, and their academic support from their professors and supervisors as well.

In addition, students were also distinguished by a high level of quality and management of leisure time, which was conducted on university students. This feeling reflects the extent to which students are interested in social and recreational activities, especially in the field of providing leisure work requirements such as gyms for both students, organizing recreational trips, encouraging student groups and organizations that develop students' talents and inclinations away from their major, and this axis reflects the ability of university students in general to manage and invest well through the allocation of sufficient time for study, time and assignments on time, etc.

The quality of axes, which were low among university students, are the focus of the quality of mental health, and this decrease has not negatively affected the low level of students, and may reflect the nature of the school stage and the age that students go through at the university, especially students who are staying at the university, and students who are at the graduation point, they are concerned and depressed, insecurity, nervousness and emotional imbalance, inability to control emotions, and low morale. This is linked to the concerns of everyday life.

The results of the second question indicated that university D variable in three aspects of quality of life, two of them (public health and emotions) for the benefit of students and one axis (leisure time and management) for the benefit of the students. The type D variable in the same three previous axes was for the benefit of males. The variable of specialization was not statistically D. The bilateral interactions, the interaction between gender and specialization was only one axis (mental health) for the benefit of the category of male students with a human specialty. The three-way interaction between the university, gender and specialization was in four aspects of quality, two of which (public health, emotions) for the benefit of the category of male students with a literary or human specialty, and two (mental health, leisure time and management) for the benefit of the male students with humanities.

The significance of the gender variable for the benefit of males in three dimensions of quality of life is consistent with the findings of significant differences in the type variable for the benefit of males, which indicate that the type variable does not indicate the quality of life. The non-significance of the specialization variable is consistent with the findings of the study, and differs with the study of Hassan, Al-Mahrezi and Ibrahim (2006) and the Study of Adly (2006), which found differences in the specialization variable.

The significance of the triangular interaction in the same axes, that were functioning in the university and gender variable, as well as in bilateral interaction, indicates the common effect of the three demographic variables together in quality of life. It is therefore difficult to provide convincing explanations of the results of the second question, given the scarcity and scarcity of previous studies in this area, as the subject needs further studies to form a knowledge structure on which to base in such situations.

Finally, the results of the third question indicated that the relationship between quality of life and family income, and its significance with the cumulative rate in two axes, the quality of family and social life, and the quality of leisure and management, took into account the inconsistency of both students and students.

The lack of significance of the relationship between quality of life and monthly income indicates that students are aware of the axes of quality independently of the level of income of the family, whether income is high or low, and this point can illustrate the role it plays. The university is developing this positive feeling among its students. As for the cumulative rate, it was a direct link with the quality of family life and leisure time, which indicates the relationship between students' awareness of the quality of these two axes and the level of achievement, students with high achievement are better aware of the value of family life than

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those with low achievements, as well as students with high achievements who are better able to fill their leisure time better and better than those with low achievements.

Recommendations: In light of the results of the current study, we make the following recommendations:

1. The need to train Arab university students in time management skills and how to make the best use of them.

2. To stimulate the motivation of university students to maintain their health so that they can invest their energies in study and education, and so that their goals and aspirations are achieved in an appropriate way. In this area, Okasha (2006) believes that the quality of life makes a sweet life not only limited to the rich and able, but can be lived by any individual because it is still free and allows everyone to study and practice higher education at university, provided that he follows a set of tips, which boils down to the fact that the quality of life increases the immune system (i.e. keeping the individual from diseases, immunity is the enemy of the disease, the renewal of brain cells, the delay of Alzheimer's disease - dementia), and walking half an hour a day. , and to tell trouble, learn new skills or hobbies, to integrate into friendships, not to be isolated, to try to live in a healthy social fabric, learn to relax, and do not mind dreaming.

3. Introducing the concept of quality of life in some psychology courses at the university, as this helps a lot in students' awareness of the standards of quality of life.

Suggestions:

1. Conduct a comprehensive cultural study of samples represented by all Arab countries of university students to know their quality of life and make suggestions to improve these levels.

2. Study the relationship between quality of life and some other psychological concepts, such as motivation, control, anxiety, self-perception, self-control, psychological stress, sleep disorders, mental health, physical health, optimism and pessimism.

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