

The level of quality of life among first-year university students who are outstanding and academically behind

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Abstract

The study aims to reveal the differences in the quality of life between high achieving and low achieving first-year students at the University of Tlemcen. The Sample of the study consists of 52 students, 25 high achieved and 27 low achieved first-year students at the University of Tlemcen Social Sciences in 2019/2020. They were randomly selected, and applied the (Kadhim and Mensi, 2006) Quality of Life standard. A comparative descriptive approach is used in this study. The results are calculated by using different tests. The obtained results of this study show a statistically significant differences between the high achievement and the low achievement in terms of scores. while there is no statistically significant difference between the males and females belonging to the same category; if high or low achieved students.

Keywords: Quality of life ; Academic excellence ; Academic delay.

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I- Introduction :

The notion of quality of life has attracted the attention of many researchers (Fägerlind & Saha, 2016; Moudgil et al., 2000; Schalock et al., 2002). Although it is a modern and basic concept in positive psychology, it has a great importance in the life of the individual; sense of having psychological health under the rapid changes in all areas, the challenges that it is facing, the degree of independence and the relationships she or he creates. This interest reflects the importance of this concept and its impact on various psychological aspects (Bowling, 1991; Rapley, 2003), Quality is a reflection of the psychological level Nowadays, the different forms of development and urbanization made by human undoubtedly reflect a certain level of quality of life (Das, 2008; Macke et al, 2018), So quality is the goal of all of psychological components.

From this standpoint, quality of life is a source of concern for human development, accompanied by a growing interest in the healthy and integrated development of all aspects of psychological, mental, social, cultural, sporting, religious and physical life, through the continuous and continuous learning of habits, skills and attitudes. (Gilchrist & Taylor, 2016).

A pupil is an integral part of the process of human development. Any development process that proceeds primarily from a learner and ends with the achievement of an effective final outcome. As any good individual who contributes to the building and development of his/her society, the quality of the student's life and attempts to determine the level of achievement of the child's life have become the object and purpose of intensive studies established by societies to raise and improve the quality of the student's life and to know the impact of its dimensions.

Many contemporary studies have addressed the quality of life as an important factor in determining many other variables related to it, including the study of Karima (2014) that aims at studying the quality of life of retirees according to some socio-demographic factors such as (gender-age-income level). In Merriam's study (2014), an attempt was made to know the quality of life of the university professors, the impact of sex variables, social situation, specialization, years of experience and class on the quality of life areas from the perspective of the university professor. Ashgout (2009) has conducted a study to reveal the nature of the relationship risky behaviors related to health and quality of life, Despite the existence of all these studies, but are still incomplete in the field of knowledge and psychology;

studies of the student who has been studied are very few and did not reached the desired level. Generally, the stage of learning is one of the most important stages in human life. The secondary stage is particularly marked by its important impact on the formation of student's personality, being a viable citizen and his preparation for productive life. At this stage, the individual is accompanied by physical and mental changes in which he moves from childhood to adulthood. Thus, there are many difficulties and problems that arise during a period called adolescence and the external community needs to understand and appreciate these psychological, behavioral and educational problems and should find strategies and programs to overcome these problems.

From the above mentioned, a necessity arises to conduct a research on the quality of life among secondary students with two different levels of achievement; high-achieving and low-achieving students. Hence, this comparison study aims to know the extent of compatibility or difference in the level of significance of these two categories. From this, we ask the following questions;

- Are there statistically significant differences between the academic high achieving and low achieving students in the quality of life?.
- Are there statistically significant differences between high-achieving males and females in the quality of life?.

Hypotheses of the study:

To answer to the questions of the study, the following hypotheses were formulated;

- There are statistically significant differences between the academic high-achieving and low-achieving students in the quality of life.
- There are statistically significant differences between high-achieving males and females in the quality of life.

Objectives of the study:

The study aims to know:

- Differences between the academic high-achieving and low-achieving first year university students in the quality of life.
- Differences between high achieving first year university students males and females in the quality of life

The importance of the study lies in:

- The study deals with a newly emerging topic.

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- The study provides a theoretical framework of the concept of quality of life which leads some researchers to conduct further studies on quality of life and its relationship to some other pedagogical and psychological variables.
 - The study is considered an enrichment for the Algerian library in the studied domain.

The concepts of the variables of the study are defined as follows:

a. Quality of life: The degree to which a student receives a quality of life standard is the sense and feeling of happiness, satisfaction and well-being that is manifested in education and study, and mental health. the objective conditions in the student's life and self-evaluation resulting from conscious awareness of the general satisfaction of the different areas of life from a general, family and social environment.

b. High-achieving students: are first-year university students studying regularly, not repeaters and who have obtained a rate of 14/20 or more with different ratings; encouragement, congratulation, excellence.

c. Low-achieving students: are first-year university students studying regularly, not repeaters and who have obtained a rate of less than 10/20 with different estimates; warning or rebuke.

II- Materials and Methods :

1. Study Approach:

The curriculum refers to the method used by the researcher to study the problem under study. In this study, the comparative descriptive approach was followed as most appropriate in achieving the objectives of the current study. The study is concerned with describing the phenomenon, as well as knowing the differences between its variables.

2. The study sample:

The study population consists of (52) high-achieving and low-achieving students who are studying in the first year of specialization in Social Sciences at Tlemcen University, for the academic year 2019/2020.

And considering that the appropriate sample for the study is important, it must be a correct representation of the original community, as the random sample was relied on in choosing the study sample, the study sample consisted of (52) by (25) academic excellence and (27) late from the previously mentioned sample, And belonging to the University of Abu Bakr Balkaid.

Table 1. Distribution Of The Study Sample According To Gender, Excellence And Academic Delay

The gender of the excelling and the late	Outstanding		The Late		Total	
	N	%	N	%	N	%
Male	12	23	15	29	27	52
The female	13	25	12	23	25	48
Total	25	48	27	52	52	100

3. The limits of the study:

- **Human frontiers:** The study is determined by human being for the first year students of high-achieving and low-achieving university students, Social Sciences Division.
- **Time:** The time period was from January to February 2019.
- **Spatial limits:** The study determines spatially at the University of Abu Bakr Balkaid, located in the wilaya of Tlemcen.

4. The data collection tool used in this study:

In this study, the measure of "quality of life" is used. It consists of 38 phrases that reveals the feeling of a secondary school student about the quality of his/her life within four dimensions, namely, "knowledge, dexterity, personality and wisdom".

The scale of quality is divided into three levels (high - medium - low). the grades are given as follows:

- (3) degrees if the answer is(always),
- (2) degrees if the answer is(sometimes),
- (1) degrees if the answer is(rarely).

Determining the total score for students by adding their scores on all terms of the scale, A low score means that the student has a low level of quality of life, while the opposite is true. The high degree means that the student has a high level of quality of life.

5. Validate the scale:

The validity of the arbitrators: This scale was presented to (6) professors in the field of psychology of the University of Tlemcen to judge the suitability of our awareness and the validity of its terms, and the extent of its ability to measure what was set to measure it. And work to amend inappropriate phrases according to their observations and suggestions, while giving them the original form of the scale, so that the amendment rate was

non-existent because the scale was originally set for the university student category.

Scale stability:

Perhaps one of the most recent studies that witnessed the application of the quality of life measure in the Algerian environment, Abdul Hafeed Yahya (2016) study entitled: “Regulating the Quality of Life Scale”, on a sample of 847 students, Where did the researcher calculate the stability coefficient by the alpha- Cronbach method, by calculating the alpha-Cronbach coefficient for the six dimensions which is estimated between (0.71-0.84), and the scale as a whole is estimated at (0.84). (Abdul Hafeed Yahya, 2016, 484)

The stability of the quality of life measure in this study was confirmed by the test-retest method on a sample of 20 students, And this is by applying this measure and re-applying it for the second time at an interval of 20 days, Then the correlation coefficient between the two sets of data is calculated using the Pearson correlation coefficient between the two applications, The stability coefficient was (0.73), which is a good stability coefficient for the scale.

III- Results and discussion :

1. Presentation and analysis of the results of the first hypothesis: There are differences between the low-achieving and hig-achieving first year university students in the quality of life.

Table 2. The Significance Of The Differences Between The Average Grades Of Outstanding And Late Students In The First Year In The First Level Of Quality Of Life.

Quality of Life measure	N	Mean \bar{X}	Standard deviation S	T	F	Sig	Significance level
Outstand	25	101.8	7.392				There is an indication
Late	27	42.33	3.700	15.58	36.26	.000	

It is clear from Table 2 that the average scale of scores for low-achieving and high-achieving students (101.84) with a standard deviation (7,392) which is higher than the average scores for late and late students (42,33) with a deviation (3,700).

The first hypothesis states that: There are differences between the scores for the measure of the quality of life for the distinguished students and the students who are low-achieved in the first year of the first group in the Department of Social Sciences.

By presenting the result of the first hypothesis, we observed that there are differences between low-achieving students and students who are low achieved in the level of quality of life, and this is in favor of the superior students who got a higher average, while the late students got a lower average, and this means that the superior students have a higher level of quality of life compared to their peers.

The differences between the sample of the high achieving and the sample of the low achieving in the level of quality of life can be explained into a set of characteristics that excel and exclusively excel and do not have the late and which have been referred to by many educational researchers, which are represented in the level of satisfaction with specialization and high self-esteem and a high level of ambition allows It has competition and intense desire to achieve goals and achieve goals, unlike the late student who has a negative view and lack of confidence and many negative aspects that have been established in it, and this is what was mentioned by some previous studies that saw high quality of life among high achieving students contrary Latecomers with a low exchange vows in the level of quality.

2. Presentation and analysis of the results of the second hypothesis:

There are no differences between male and female students who excel in first year students in the level of quality of life.

Table 3. Significance Of The Differences Between The Average Grades Of Male And Female Students Who Excel In First Year Students In The First Level Of Quality Of Life.

The gender of high achievers	N	Mean \bar{X}	Standard deviation S	T	F	Sig	Significance level
Male	12	103.67	7.726	456	1.198	.506	Not significant
Female	13	100.15	6.938				

Table 03 shows that the average differences between the scores of high achieving males (103.67) = and the scores of high achieving females from first-year university students (100.15) = on the quality of life scale (3.513) are statistically significant, indicating that the difference between high achieving male and female leads to the variation in the degrees of measuring the quality of life for the first year students of the Social Sciences Department.

The second hypothesis states that: There are no differences between the differences between male and female excelling students from the first year of the first group in the Department of Social Sciences in the level of quality of life.

By presenting the result of the second hypothesis, we note that the sex factor has no effect on the sample of low achieved male and female students in the level of quality of life, as there are no statistically significant differences in the quality of life between excelling males and excelling females, where the results showed that both sexes had the same average. It is high in the quality of life, although the females got an average of slightly higher grades than the males, but it did not rise to the level of significance. For both sexes who excel have common characteristics that make them distinct by them, which is the love of looking to the future and their ability to control their emotions and emotions and the ability to face the pressures of life and the great desire to achieve success, and this is what many previous studies that concerned with the quality of life came with, including the study of "Al-Ajmi (2015) ,and the study of Hussein (2009), "The Supremacy of Ahmed Abdel Fattah and others" (2006) and "Raghda Ali Naisseh (2012) where sex did not have a significant impact on the quality of life.

IV- Conclusion:

Quality of life attracts the attention of many researchers in the field of psychology. They tried to shed light on the various factors or variables that may affect it and control the academic path of students. Hence, the current research is carried out to know the level of quality of life in this category and the factors that affect them.

Based on the results reached, we suggest the following:

- Carrying out more research on this new concept in psychology which is quality of life.

– Conducting more research in finding the factors that affect the quality of life of student life.

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