

The Reality of Family Life Quality Among University Students (A Field Study at the Faculty of Social and Human Sciences, University of El-Oued)

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Abstract:

The study aimed to explore the relationship between the level of family life quality and to identify differences in the level of family life quality according to variables such as educational level, using a comparative descriptive approach. The sample consisted of 132 male and female students studying at the University of El-Oued, selected using simple random sampling. The Family Life Quality Scale by Reem Bint Abdul Shattawi and Abdullah Bin Hamad Abad was adopted for university students. The results revealed that the level of family life quality is high, and statistically significant differences were found in the family life quality levels among university students, attributed to their educational level.

Keywords: Family life quality; University students.

Introduction:

The family is considered the basic nucleus and the first cell in the formation of society. It is the framework in which an individual grows, shapes their consciousness, personality, and behavior. The family itself is affected by multiple factors that influence the quality of an individual's life and their stability.

Family life quality refers to how well a family achieves a balanced and consistent life in psychological, social, and economic aspects. In light of social and economic transformations, the challenges facing families have increased, ranging from economic pressures to rapid technological advancements that have impacted the nature of family relationships. Amid these changes, it becomes crucial to enhance and support family life quality as a key factor in achieving the mental and social well-being of its members. It not only contributes to strengthening mutual understanding and family cohesion but also directly impacts the development of their abilities and emotional stability.

The family plays a significant role in shaping a university student's personality and helping them confront various obstacles and challenges. It serves as a bridge between the student and society. Therefore, family life quality is not only an individual or family goal, but a responsibility of the entire community, requiring collective efforts to achieve it. In this context, discussing this topic becomes an urgent necessity to explore ways to improve family life and strengthen its role in building a strong and cohesive society. Given these considerations, the current study aims to address the following questions:

1. What is the level of family life quality among university students?
2. Are there statistically significant differences in the level of family life quality among university students due to differences in their educational level?

Study Hypotheses:

Based on the study problem, the following hypotheses can be proposed:

1. The level of family life quality is low among university students.
2. There are statistically significant differences in the level of family life quality among university students attributed to their educational level.

Study Objectives:

- To determine the level of family life quality among university students.

- To examine the differences in family life quality among university students based on their educational level.

Importance of the Study:

- The importance of this research lies in the topic of family life quality for university students, as it is a fundamental variable in shaping their personality, impacting their academic trajectory and educational achievements.
- It aims to benefit educational specialists by providing insights to develop therapeutic and developmental programs to enhance the family life quality of university students.
- The study results can serve as a foundation for future research, particularly in the university phase, and lead to further studies.

Study Limitations:

- **Time limitations:** The field study was conducted during the academic year 2024/2025.
- **Geographical limitations:** The study was conducted at the University of El-Oued (University of Shaheed Hamma Lakhdar).
- **Human limitations:** The study focused on students from the Faculty of Social and Human Sciences.

Definition of Terms:

- **Family Life Quality:** Refers to the degree of satisfaction, stability, and happiness that students feel about their family life, covering aspects such as social and family aspects, health and physical well-being, psychological and spiritual aspects, and environmental and economic factors. It is measured by the score obtained by the student on the Family Life Quality Scale.
- **University Student:** In this study, a university student refers to a student enrolled in the first year or first-year Master's program at the Faculty of Social and Human Sciences, University of Hamma Lakhdar, El-Oued.

Theoretical Framework of the Study:

First: Family Life Quality

1. **Definition of the Family:** The family is defined as "a basic and permanent social group, a primary social system, and a source of ethics and the first pillar for regulating behavior. It is the framework in which an individual first receives lessons in social life." It is the fundamental unit in social organization and an institution of great importance. In the family, a person's character is formed, adapting to the changing environment around them. It is a source of ethics and the first pillar of behavioral regulation, providing prosperity for both the young and the elderly. (Quoted from: Ben Ramadan, 2017, p. 101)
2. **Concept of Family Life Quality:** A number of scholars and institutions have defined various concepts of family life quality, including the following:
 - According to (Brown, 2006), family life quality is the degree to which family members need to meet, the extent to which they enjoy their time together, and how able they are to do important things together. (Bani and Zaydi, 2023, p. 630)
 - The World Health Organization provides a comprehensive definition of quality of life, referring to an individual's perception of their position in life in the context of the culture and values in which they live, and the degree to which it aligns or does not align with their goals, expectations, values, and personal interests regarding their physical and mental health, their level of independence, social relationships, personal beliefs, and relationship with the environment (Qreid, n.d., p. 176).

This definition reflects the quality of life in terms of the harmony between what an individual experiences and what they desire. The degree of this harmony determines the quality of life.

Family life quality also indicates the ability or efficiency of family members to face external risks on one hand, and internal obstacles on the other, through creating factors of family cohesion, achieving stability, and fostering positive interaction among family members.

In other words, a healthy family is characterized by lasting social relationships, stability, and positive interaction among its members. The culture of dialogue represents an effective mechanism for guiding family members' behaviors and their daily interactions, helping to reduce tensions and achieve family stability. (Qreid, n.d., p. 176)

Thus, family life quality refers to the degree of alignment between what an individual desires and what exists in their family, such as love, respect, and giving.

Second: Dimensions of Family Life Quality

Gireinek presented two separate aspects of the family related to a child's quality of life:

- Family characteristics, which include demographic features.
- Interaction patterns that occur within the family.

He emphasized that important predictive factors for family relationships in forecasting the individual's quality of life within the family include the relationships within the family, such as the bond between family members and the interaction systems.

(Bark et al., 2022) classified family life quality into four main dimensions: family interaction, parenting, parents' material and financial status, emotional happiness, physical environment, social happiness, productive health, and coping strategies. (Iyadi and Kashishb, 2018, p. 541)

According to (Daniel et al., 2007), family life quality includes two main dimensions: family climate and the degree of connection between family members. Family attention can be addressed through two main aspects: parenting quality and parental control of behavior. As for parenting quality, it can be recognized through responsibility, the ability to meet needs, and paternal instinct, while parental control refers to the attempt of parents to manage and control the child's behavior. (Tawati, 2022, p. 498)

Meanwhile, Hoffman (2006) adds another dimension, considering that family life quality is reflected in all the previously mentioned indicators (family interaction, parenting, emotional happiness, material happiness), adding support, which refers to the sense of the presence of others when needed. This is extremely important; parents who accompany their children through various stages of life, including challenges, are like pillars of support, allowing children to feel happiness, confidence, and the ability to continue with love and determination. This parental presence reflects the highest form of parenting competence. (Ben Quider and Karkoush, 2019, p. 90)

From what has been mentioned, many scholars have addressed the classification of dimensions, all of which are important and complementary to each other.

Third: Indicators of Family Life Quality

The indicators of family life quality are the same as the indicators of quality of life, and "Flovid" in 1990 identified the most important indicators for measuring quality of life as follows:

1. **Social Indicators:** Positive social indicators include good and beneficial social relationships, as well as the degree of individuals' integration into society and their participation in various social and recreational activities. Negative indicators include feelings of alienation within society and a constant sense of oppression.
2. **Psychological Indicators:** Positive psychological indicators include feelings of happiness, satisfaction, and optimism, while negative indicators involve feelings of anxiety, depression, and frustration.
3. **Physical and Bodily Indicators:** Positive physical indicators include enjoying good health, strong bodies, the ability to meet biological needs well, and receiving appropriate healthcare in the event of illness. Negative indicators include illness, malnutrition, poor healthcare, and feelings of neglect from caregivers.
4. **Professional Indicators:** Positive professional indicators include job satisfaction, love for work, and diligence in it. Negative indicators include avoidance of work, evasion, and repulsion from anything related to work. (Khamshoun, n.d., p. 162)

Family life quality indicators are a crucial part of measuring the quality of life for individuals, helping to assess and improve their family life.

Methodological Procedures for the Field Study

A. Study Methodology: The nature of the study determines the type of methodology used. Since the current study aims to explore the level of family life quality and differences based on educational level among university students, the comparative descriptive approach has been adopted.

B. Study Population: The study population consists of students from the Faculty of Social and Human Sciences (first-year Bachelor's and first-year Master's) at the University of Hamma Lakhdar in El-Oued, Algeria, for the academic year (2024/2025), with a total population size of 1,181 male and female students.

C. Study Sample: The sample represents students from the Faculty of Social and Human Sciences in the first year of university and the first year of Master's program. Given the high costs of studying the entire population, a sample was selected to represent the original population. The sample was chosen using simple

random sampling. The primary study was limited to the Faculty of Social and Human Sciences, and it included 135 male and female students from the Bachelor's and Master's programs.

Study Tools and Their Psychometric Characteristics:

The current study used the Family Life Quality Scale developed by **Reem Bent Abdul Shatwi and Abdullah Ben Hamad Abad**, which consists of 28 items distributed across the following dimensions:

- **Social and Family Aspects** (Items 1-2-3-4-5-6-7)
- **Health and Physical Aspects** (Items 8-9-10-11-12-13)
- **Psychological and Spiritual Aspects** (Items 14-15-16-17-18-19-20)
- **Environmental and Economic Aspects** (Items 21-22-23-24-25-26-27-28)

Respondents answer each item by marking an (x) next to one of the five possible answers: "Always," "Often," "Sometimes," "Rarely," and "Never." Scores are assigned as follows: (5, 4, 3, 2, 1) for positive items, and the reverse for negative items.

A high score on this scale indicates high family life quality, while a low score indicates low family life quality. The highest possible score a respondent can achieve on the Family Life Quality Scale is 140, and the lowest score is 28.

- Validity:

The internal consistency validity of the tool was calculated by determining the correlation coefficients between the total scores of individuals on the scale and each of its dimensions. The results showed the following:

Table (01): Results of the internal consistency validity of the Family Life Quality Scale with each of its dimensions.

Social and Family Aspects	Health and Physical Aspects	Spiritual Aspects	Environment and Economic Aspect	Overall Family Life Quality
0.75	0.75	0.74	0.82	/

The results presented in the previous table indicate that the Family Life Quality Scale has a positive correlation with all four of its dimensions, with correlation coefficients ranging from **0.74** to **0.82**. This shows that the tool is consistent and can be relied upon in the study.

Calculating the Peripheral Validity: The t-value was **-7.404**, which is statistically significant at the **0.05** level, indicating an acceptable level of validity.

Reliability: In this study, the Family Life Quality Scale was tested for reliability by calculating the Cronbach's α coefficient and the Guttman split-half reliability, as shown below:

Table (02): Cronbach's Alpha Value for the Family Life Quality Scale

Sample Size	Cronbach's Alpha (α)
30	0.80

The scale demonstrates an acceptable level of reliability.

Table (03): Guttman Split-Half Reliability Coefficient for the Family Life Quality Scale

Sample Size	Guttman Coefficient
30	0.72

As shown in the two tables, the Cronbach's Alpha coefficient is **0.80** and the Guttman coefficient is **0.72**, indicating that the Family Life Quality Scale has an acceptable level of reliability.

Statistical Methods: The Statistical Package for Social Sciences (SPSS V22) was used to process the data obtained, relying on the following statistical methods:

- **T-test** for a single sample.
- **T-test** for independent samples.

Results and Discussion: After applying the study tools to the sample members, the results of the main study were processed and calculated. These results will be presented and discussed according to the hypotheses of the study, starting with the first hypothesis as follows:

Results Related to the First Hypothesis: To examine and test the first hypothesis, which states "The family life quality level is low among university students," and to verify its accuracy, the statistical treatment used was the **T-test** for a single sample. The following results were obtained:

Table (04): T-test Value for a Single Sample on Family Life Quality Level among University Students.

Variable	Sample Size	Hypothetical Mean	Mean Score	Standard Deviation	Degrees of Freedom	Calculated t-value	Significance Level
Family Life Quality	132	70	107.16	12.43	131	34.35	0.05

It is clear from the table above that the mean score of the sample participants was **107.16**, which is higher than the hypothetical mean of **70**, and the calculated t-value was **34.35**. Therefore, there is a statistically significant difference at the **0.05** level, with the direction of the calculated mean. This indicates that the hypothesis "The level of family life quality is low among university students" is not supported.

This can be explained by the fact that students who enjoy high family life quality experience family and social fulfillment. They live in families characterized by warmth and love, with relationships based on respect and appreciation, and rely on dialogue to solve problems. Additionally, high family life quality reflects excellent physical and health aspects, as Algeria is economically stable and does not suffer from wars or famines, making it easy for families to provide food. Furthermore, the high family life quality is linked to the psychological and spiritual well-being of university students. For example, students who follow religions like Islam gain strength, meaning, pride, and belonging, which makes them more satisfied with their lives.

According to (Bourahli&Boutgan, 2021, p. 546), family life quality reflects an individual's enjoyment of life within the family and their satisfaction with the parental treatment they receive, as well as the family support provided to solve problems and achieve success, especially academic success, and build their future. The increasing level of family life quality may be attributed to greater awareness among family members, especially parents, about their role and the importance of creating a conducive environment for raising children properly.

The current study's results agree with those of the study by (Bloul&Alla, 2016) titled "Dimensions of Life Quality and Their Relationship to Mental Health among a Sample of Students from the University of Djelfa." One of the findings of their study was that the dimension of family and social life quality was high among university students.

Similarly, the findings of this study align with those of (Bourahli&Boutgan, 2021) in their study titled "Family Life Quality among Algerian Adolescents," which concluded that family life quality among adolescents was high.

On the other hand, the results of the current study differed from those of (Aydi&Kachishib, 2018) in their study titled "Family Life Quality among University Students," where they found that the level of family life quality among students at Chadli Ben Djedid University was average.

Results Related to the Second Hypothesis:

To examine the second hypothesis, which states that "There are statistically significant differences in the level of family life quality among university students based on their educational level," and to validate this hypothesis, statistical analysis using the "T-test" for differences was conducted. The results obtained are as follows:

Table(05) Statistical Significance of Differences in Family Life Quality Among University Students Based on Their Educational Level

Sample: First Year Undergraduate Students (N=66)	Sample: First Year Master's Students (N=66)	t Value	Degrees of Freedom	Significance Level
Mean	Standard Deviation	Mean	Standard Deviation	
106.56	12.25	107.77	12.67	-0.559

The results in the table show that the average score for first-year undergraduate students was **106.56**, which is very close to the average score for first-year master's students, which was **107.77**. Additionally, the

standard deviation for the first-year undergraduate sample was **12.25**, which is similar to the standard deviation for the first-year master's students, which was **12.67**. The calculated **t** value was **-0.559**, which is not statistically significant at the **0.05** level. Therefore, it can be concluded that there are no statistically significant differences in family life quality among university students based on their educational level.

This result can be explained by the similar social and family realities experienced by university students, regardless of their academic level. Almost all Algerian families face similar psychological, social, economic, and spiritual circumstances, which leads to a convergence in the family life quality of students, as they experience the same lived reality.

This study's findings align with those of the study by (Aydi&Kachishib, 2018), which found no statistically significant differences in family life quality among students at Chadli Ben Djedid University related to age. This is because the family circumstances of the study sample were similar, and thus the family relationships within these families were similar, affecting the individuals in the same way, regardless of their age, which led to a high sense of family life quality across all academic levels.

On the other hand, the findings differed from the study by (Madi, 2016), which showed that there were differences between educational stages. This, of course, relates to age characteristics, maturity, and experience. The results indicated that the differences favored the higher educational stages, with significant statistical differences observed between:

- The first and second stages, where the significance level was **0.007**, which is less than **0.05**.
- The first and fourth stages, with a significance of **0.004**, which is also less than **0.05**.
- The third and second stages, with a significance of **0.016**, which is less than **0.05**.
- The third and fourth stages, where the significance level was **0.009**, which is also less than **0.05**.

Conclusion and Recommendations:

Based on the findings discussed above, the study concluded that the family life quality was high among the sample of university students, reflecting the good living conditions of Algerian society's families and the students' satisfaction with the treatment they receive within their families. This indicates that various social, familial, health, psychological, spiritual, environmental, and economic aspects of their lives are all positive and present to a large extent.

The study reached the following conclusions:

- The level of family life quality is high among university students.
- There are no statistically significant differences in the level of family life quality among university students based on their educational level.

Based on these results, several suggestions are made to contribute positive changes to this community, and to researchers in the fields of psychology and education:

- Conduct qualitative studies to explore the underlying factors influencing family life quality by interviewing the targeted group directly.
- Provide training courses in family counseling to maintain and enhance family life quality.
- Establish a standardized scale to measure family life quality among university students nationwide.
- Study the relationship between family life quality and other variables for further in-depth analysis.

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