

## **Life Satisfaction among Students of Physical and Sports Activities Sciences and Techniques in Algerian Universities**

**Refice Zoubeyr<sup>1</sup>, Tamsaouete Djilali<sup>2</sup>**

<sup>1</sup> Nour Bachir El-Bayadh University Center, Institute of Human and Social Sciences/ Aflou Road, 32000 El Bayadh (Algeria)

<sup>2</sup>University of M'Sila, University Pole, Road Bordj Bou Arreridj, M'sila 28000 (Algeria)/ Institute of Sciences and Techniques of Physical and Sports Activities

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**The Author's E-mail: z.refice@cu-elbayadh.dz<sup>1</sup>, tamsaouet.djilali@univ-msila.dz<sup>2</sup>**

### **Abstract:**

The study aimed to assess the level of life satisfaction among students specializing in Physical and Sports Activities Sciences and Techniques and to examine differences in life satisfaction levels based on gender (male, female) and university level (Bachelor's, Master's, PhD).

To achieve this, the researcher adopted a descriptive methodology, utilizing the Life Satisfaction Scale developed by Diener et al. The study was conducted on a sample of 1,214 students from 23 Algerian universities, selected through simple random sampling.

The study reached the following conclusions:

- The level of life satisfaction among students majoring in Physical and Sports Activities Sciences and Techniques at Algerian universities is high.
- No statistically significant differences in life satisfaction levels were found based on gender (male, female).
- Statistically significant differences were observed in life satisfaction levels based on academic level, favoring PhD students.

### **Keywords**

Life satisfaction, Physical and Sports Activities Sciences and Techniques, Algerian university.

### **Introduction and Research Problem:**

Any society relies on its human resources, particularly young individuals, to sustain its future growth and prosperity in various fields. University students, in particular, represent a socially significant group equipped with academic, technical, and cultural qualifications. Higher education plays an indispensable role in preparing competent individuals who contribute to societal development. Thus, the university stage is one of the most crucial phases in the life of an Algerian student, marking a major transition between academic life and the professional world. During this period, students encounter various

circumstances and challenges that significantly shape their academic and social experiences, ultimately influencing their overall life satisfaction.

Life satisfaction is one of the key indicators of an individual's psychological and social well-being, reflecting their ability to adapt effectively to themselves and their surrounding environment. Due to its importance, it has attracted the attention of researchers and specialists in psychology, sociology, and economics, among other fields. For university students, life satisfaction is achieved when they develop the ability to critically analyze and deeply understand their surrounding reality. This ability enables them to transform obstacles into stepping stones toward their envisioned future. Life satisfaction has a positive impact on students, as it enhances their ambitions and future aspirations. Research suggests that individuals who are satisfied with their lives tend to experience better psychological well-being, happiness, and tranquility, as well as a higher capacity for personal and social adaptation (Mukhaymar Samir Kamel, et al., 2015, p. 356).

In Algeria, university students navigate an educational system that varies across institutions in terms of training quality, infrastructure, and available resources. They also face challenges related to university accommodation, provided services, academic pressure, separation from family, and difficulties in balancing studies with personal life.

Furthermore, many students struggle with financial constraints, as a significant portion relies on university scholarships that may not fully cover their expenses. As a result, some students seek part-time jobs to meet their financial needs, which can affect their academic focus. Additionally, living conditions in university dormitories play a crucial role in shaping students' overall comfort and well-being. Overcrowding, inadequate services, and the lack of a conducive study and relaxation environment can negatively affect their daily lives.

Moreover, academic pressure is a significant factor influencing life satisfaction. University students face challenges related to assessment systems, the nature of examinations, and limited employment opportunities after graduation, which can contribute to anxiety about their professional future.

Additionally, social life within university dormitories directly affects students' personalities and overall life satisfaction. While integration into the university environment can foster a sense of belonging and motivation, social isolation or difficulty adapting to new changes may lead to frustration and stress.

Furthermore, students who live in a safe and stable environment characterized by financial, social, emotional, spiritual, psychological, and physical well-being are expected to be more productive compared to those who lack these favorable conditions. Beyond this, the university stage represents a critical transitional period, requiring students to adapt to new academic and social demands. This transition can pose challenges, making it essential for students to identify the factors influencing their life satisfaction, as it is a key component of psychological well-being (Noui Hadjer, 2016, p. 09).

Given these circumstances, life satisfaction among Algerian university students has become a multidimensional issue influenced by financial, academic, and social factors. This complexity has prompted our research into life satisfaction among Algerian students, with a focus on a specific major (Physical and Sports Activity Sciences and Techniques) through the following central research question:

### **General Research Question:**

What is the level of life satisfaction among students of Physical and Sports Activities Sciences and Techniques at Algerian universities?

### **Sub-Questions:**

This general question is further divided into the following sub-questions:

- Are there statistically significant differences in life satisfaction levels among students of Physical and Sports Activities Sciences and Techniques at Algerian universities based on gender (male, female)?
- Are there statistically significant differences in life satisfaction levels among students of Physical and Sports Activities Sciences and Techniques at Algerian universities based on university level (Bachelor's, Master's, PhD)?

### **Research Hypotheses:**

Based on the review of relevant theoretical literature and the findings of previous and similar studies, the researcher proposes the following hypotheses:

#### **General Hypothesis:**

- The level of life satisfaction among students of Physical and Sports Activities Sciences and Techniques at Algerian universities is high.

#### **Sub-Hypotheses:**

- There are no statistically significant differences in the level of life satisfaction among students of Physical and Sports Activities Sciences and Techniques at Algerian universities based on gender (male vs. female students).
- There are no statistically significant differences in the level of life satisfaction among students of Physical and Sports Activities Sciences and Techniques at Algerian universities based on academic level (Bachelor's, Master's, PhD).

### **Research Objectives:**

In this study, the researcher aims to achieve several key objectives, including:

- Assessing the level of life satisfaction among students of Physical and Sports Activities Sciences and Techniques at Algerian universities.
- Examining the differences in life satisfaction levels among these students based on university level (Bachelor's, Master's, PhD).
- Investigating the differences in life satisfaction levels among these students based on gender (male, female).

### **Research Terminology:**

**Life Satisfaction:** according to Ahmed Mohamed Abdel Khalek (2008), life satisfaction is defined as "the individual's evaluation of their overall quality of life based on their personal judgment." (*Abdel Khalek, 2008, p. 123*).

It refers to how individuals assess their lives and its various dimensions, influenced by personal characteristics, individual differences, demographic factors, environmental conditions, cultural influences, maturity, realism, and autonomy. Life satisfaction reflects a person's cognitive evaluations of their life quality, particularly in relation to themselves, their family, and their community (*Belkheir Abdelkader et al., 2023, p. 571*).

**University Student:** a university student is an individual who has obtained the Baccalaureate diploma and enrolled in a university. In Algeria, during the 2023/2024 academic year, the total number of students exceeded 1.676 million, distributed across 45 universities, 40 higher schools, 13 higher school for teachers, and 13 university centers.

**Physical and Sports Activities Sciences and Techniques major:** this is a major available at Algerian universities, where students can enroll after obtaining a Baccalaureate. The major is offered in 23 universities and includes the following fields: Sports Training, Educational Physical and Sports Activities, Sports Media and Communication, Sports Management and Administration, Adapted Physical Activity and Sports.

### **Previous Studies:**

**Mufti Abdel Moneim's study (2019) :** "*Life Satisfaction Among Students of the Department of Physical and Sports Activities Sciences and Techniques at Setif University*", this study aimed to assess the level of life satisfaction among students in this department. The researcher employed a descriptive approach to examine students' life satisfaction levels and to identify potential differences based on variables such as gender, academic level, specialization, athletic status, and employment.

To achieve this, the researcher utilized the Life Satisfaction Scale developed by Magdy Al-Dessouky (1998) on a sample of 161 students from the Department of Physical and Sports Activities Sciences and Techniques at Setif University. The findings revealed that students generally exhibited a moderate level of life satisfaction. Furthermore, the study concluded that there were no statistically significant differences in life satisfaction levels based on gender, academic level, specialization, athletic status, or employment. (Mufti Abdel Moneim, 2019, p. 45)

**Fatima Tlemsani's Study (2014):** "*Life Satisfaction and its Relationship with Self-Esteem among Higher School Students*", the purpose of this study was to examine the level of life satisfaction and self-esteem among student of higher school and the relationship between life satisfaction and self-esteem. The sample of study consisted 300 students. The data were obtained from the scale life satisfaction of Diener and self-esteem from scale of Rosenberg. The result demonstrated a relation positive between life satisfaction and self-esteem; the students have a higher level of life satisfaction and self-esteem. (Tlemsani Fatima, 2014, p.112)

**Ahmed Zegaoua's Study (2022):** " Differences in the Level life satisfaction in the Light of some variables ", The study aimed to identify differences in life satisfaction among students of Ahmed Zabana University (Algeria) according to the variables of gender, academic specialization and level study, the sample of the study reached (140) students enabled by the Institute of Humanities and Social Sciences and the Institute of Science and Technology. The researcher used the descriptive approach in data processing and applied the life satisfaction scale designed by (Diener & al, 1985) , students showed a level of life satisfaction with a mean score of (3.03) with a standard deviation of (SD=0.68) , the most prevalent group was "satisfied" by (48%), followed by the "somewhat satisfied" group with (41.42%), the study revealed that there were no statistically significant differences attributed to the variable of gender and academic specialization, while there were significant differences attributed to the level study in favor of third-year graduating students (Zegaoua Ahmed,2022,p.01)

**The study by Abdelkarim Ben Abdelwahed and colleagues study (2021):** "Levels of satisfaction with university life and its relationship to study satisfaction among students of physical education and sports", The study's objectives were to determine the degree of satisfaction with university life and study satisfaction among students at the Institute of Science and Technology of Physical and Sports Activities, as well as the nature of the relationship between these two variables. The study sample, which was made up of 250 randomly chosen students, revealed that students at the Institute of Sciences and Techniques of Physical and Sports Activities had an average level of study satisfaction, a high degree of university life satisfaction, and a positive correlation between the two. (Abdelkarim Ben Abdelwahed and others, 2021, p.45)

**Noui Hadjer's study (2016):** "Life Satisfaction and Its Relationship with Psychological Resilience and Psychological Stress among University Students", aimed to explore the levels of life satisfaction, psychological resilience, and psychological stress among university students. Additionally, the study sought to examine the relationships between these variables, as well as differences based on gender. The study employed the Life Satisfaction Scale developed by Magdy El-Dessouky, a Psychological Resilience Questionnaire designed by the researcher, and the University Students' Psychological Stress Scale developed by Naglaa Abdel-Maaboud. The sample consisted of 500 university students. The findings revealed that students exhibited a moderate level of life satisfaction and that there were no significant gender differences in life satisfaction levels. (Noui Hadjer, 2016)

**Omran Rabia's study (2023):** "Life Satisfaction and Its Relationship with Ambition Level and Future Anxiety among University Students," aimed to examine the interactions between life satisfaction, gender (male/female), and field of study (scientific/literary) in influencing future anxiety and ambition levels. The study sample consisted of 305 students from various faculties at the University of Ghardaia. The findings indicated that there were no statistically significant differences in life satisfaction levels based on gender. (omran Rabia, 2023)

**The study by Abdelkader Belkheir and colleagues (2023) :**"The Relationship Between Life Satisfaction and Learning Motivation among Students in the Adapted Physical Activity Department", aimed to examine the relationship between life satisfaction and learning motivation among students in the Adapted Physical Activity Department in M'sila. Additionally, the study sought to identify

differences in life satisfaction and learning motivation based on academic level and gender (male/female). The sample consisted of 55 randomly selected students. The researchers employed a descriptive methodology appropriate for this type of study. The findings revealed a statistically significant correlation between life satisfaction and learning motivation among students. However, no significant differences in life satisfaction and learning motivation were found based on academic level or gender. (Abdelkader Belkheir and others, 2023, p.569)

### **Commentary on Previous Studies**

Regarding the Adopted Methodology: All previous studies relied on the descriptive methodology, which led the researcher to adopt the same approach in the current study.

Regarding the Study Sample: The researcher focused on studies that used university students as their sample to facilitate comparison of results, given that life satisfaction varies across different groups. Additionally, the current study represents the largest comparative study among previous research in terms of sample size, with 1,214 students.

Regarding the Findings: Most previous studies concluded that university students generally exhibit a high level of life satisfaction. This finding was adopted as a general hypothesis for the current study. Furthermore, previous research consistently indicated no significant gender differences in life satisfaction levels, which the researcher incorporated as one of the sub-hypotheses in the current study.

### **Exploratory Study**

The exploratory study aims to:

- Identify the conditions under which the main study will be conducted.
- Detect potential challenges the researcher may encounter during the research process.
- Understand the characteristics of the study sample and the location where the study will be carried out.
- Determine the appropriate method for selecting the sample.
- Assess the suitability of the research instruments in testing the study hypotheses and evaluate their psychometric properties (validity and reliability) (Noui Hadjer, 2016, p. 100).

In this regard, the researcher undertook the following steps:

- Distributed and collected questionnaires from an exploratory sample of 30 students.
- Verified the psychometric properties of the study instrument (Life Satisfaction Scale).

### **Research Methodology:**

A methodology is a set of procedures and steps followed by a researcher to conduct a study (Rachid Zerouati, 2002, p. 191). Given the nature of the topic under investigation, the researcher determined that the descriptive method is the most appropriate approach for this study. The descriptive method is "a

systematic form of scientific analysis and interpretation used to describe a specific phenomenon or problem and quantify it by collecting structured data and information, classifying and analyzing them, and subjecting them to thorough examination" (Sami Mohammed Melhem, 2010, p. 370).

**Study Variables:**

- **Independent Variable:** An independent variable is the variable that the researcher manipulates or examines to determine its relationship with the dependent variable; it represents the cause or effect (Wajih Mahjoub, 2002, p. 308). In this study, the independent variables are academic level and gender.
- **Dependent Variable:** A dependent variable is the outcome influenced by the independent variable (Wajih Mahjoub, 2002, p. 308). In this study, the dependent variable is life satisfaction.

**Study Population:**

The population of any study refers to all individuals, objects, or elements relevant to the research problem, or all entities to which the researcher intends to generalize the findings (Othamnia Ali, 2021, p. 187).

In this study, the research population consists of students specializing in Science and Techniques of Physical and Sports Activities at Algerian universities during the 2023/2024 academic year, distributed across 23 universities.

**Study Sample and Selection Method:**

The purpose of selecting a study sample is to obtain information representative of the original research population. A sample refers to a selected group of individuals whose results can be generalized to the broader population. A well-chosen sample ensures the accuracy and reliability of the findings in relation to the study population (Ikhlas Mohammed Abdel Hafid & Mostafa Hussein Bahi, 2000, p. 129).

The study sample consisted of 1,214 students specializing in sports at Algerian universities, selected using a simple random sampling method, and distributed as follows:

**Table (1): Distribution of the Study Sample by University, Academic Level, and Gender**

N	The university	Bachelor's	Master's	PhD	Total	male	female
01	Hassiba Benbouali University of Chlef	18	15	12	45	36	09
02	Université Amar Telidji - Laghouat	25	36	12	73	69	04
03	Oum El Bouaghi University	06	14	07	27	19	08
04	University of Batna	10	13	03	26	16	10
05	University of Bejaia	03	08	01	12	09	03

06	Mohamed Khider University of Biskra	10	21	02	<b>33</b>	30	03
07	Akli Mohand Oulhadj University of Bouira	04	08	09	<b>21</b>	21	00
08	Echahid Cheikh Larbi Tebessi university	20	07	01	<b>28</b>	19	09
09	University of Algiers	98	37	13	<b>148</b>	119	29
10	Ziane Achour University of Djelfa	08	20	03	<b>31</b>	30	01
11	Mohammed Seddik Benyahia University of jjel	05	04	00	<b>09</b>	07	02
12	Ferhat Abbas University of Setif	48	27	09	<b>84</b>	57	27
13	Badji Mokhtar-Annaba University	08	13	01	<b>22</b>	21	01
14	University of Constantine	54	41	00	<b>95</b>	52	43
15	Abdelhamid Ibn Badis University of Mostaganem	121	57	15	<b>193</b>	145	48
16	University Mohamed BOUDIAF of M'Sila	26	53	11	<b>90</b>	82	08
17	University Kasdi Merbah of Ouargla	23	01	01	<b>25</b>	12	13
18	University of Oran	30	27	02	<b>59</b>	48	11
19	University Center of El Bayadh	09	09	02	<b>20</b>	19	01
20	University M'hamed Bougara of Bumerdes	59	29	03	<b>91</b>	49	42
21	Tissemsilt University	19	08	03	<b>30</b>	22	08
22	Mohamed Cherif Messaadia University of Souk Ahras	09	07	10	<b>26</b>	17	09
23	Djillali Bounaama-Khemis Miliana University	09	13	04	<b>26</b>	22	04
<b>Tota l</b>	<b>23 Algerian Universities</b>	<b>622</b>	<b>498</b>	<b>124</b>	<b>1214</b>	<b>921</b>	<b>293</b>

### Study Instrument:

The study utilized the Diener et al. Scale, which consists of five items. The response scale is a 7-point Likert scale ranging from 1 = Strongly Disagree to 7 = Strongly Agree (Tlemsani Fatima, 2014, p. 116).

### Psychometric Properties of the Study Instrument:

**Validity:** Internal consistency validity was assessed by calculating the correlation between each item and the total score of the scale.

**Table (2): Representation of the Validity of the Life Satisfaction Scale**

N	Items	Correlation Coefficient	p-value (Sig.)	Interpretation
01	In most ways my life is close to my ideal.	0.742**	0.001>	Significant
02	The conditions of my life are excellent	0.779**	0.001>	Significant
03	I am satisfied with my life	0.639**	0.001>	Significant
04	So far I have gotten the important things I want in life.	0.534**	0.002	Significant
05	If I could live my life over, I would change almost nothing.	0.755**	0.001>	Significant

Based on the table, it is observed that all (p-values) are below the significance threshold of 0.05, indicating that all correlation coefficients are statistically significant. Consequently, it can be concluded that the scale demonstrates an acceptable level of validity.

**Reliability:** The reliability coefficient was calculated using Cronbach’s alpha ( $\alpha$ ). The Cronbach’s alpha coefficient provides the lower bound estimate of the test score reliability. In general, the reliability coefficient does not fall below the value of ( $\alpha$ ); thus, a high  $\alpha$  value indicates strong test reliability (Salah eddine Mahmoud Allam, 2000, p. 166).

**Table (3): Representation of the Reliability of the Life Satisfaction Scale**

Scale	Items	Cronbach's alpha	the exploratory sample	Evaluation
life satisfaction	5	0.708	30	high degree of reliability

The table indicates that the scale exhibits a high degree of reliability.

**Statistical Methods Used:**

Several statistical techniques were employed using **SPSS**, including:

- Means and Standard Deviations: To calculate the means of the study variables.
- Independent Samples t-test: To examine differences in life satisfaction levels between genders.
- One-Sample t-test: To compare the sample mean with the hypothetical mean in order to determine the level of life satisfaction.
- One-Way Analysis of Variance (ANOVA): To analyze differences in life satisfaction levels across three academic levels (Bachelor’s, Master’s, and Doctorate).

- Cronbach’s Alpha Reliability Coefficient: To assess the reliability of the scale.
- Pearson Correlation Coefficient: To measure the relationship between the scale and its items to ensure its validity.

**Results and Discussion :**

**Presentation and Discussion of the First Hypothesis Results:**

**Hypothesis Statement:** There are no statistically significant differences in life satisfaction levels among students of Physical and Sports Activities Sciences and Techniques in Algerian universities based on gender.

To test this hypothesis, the researcher conducted an Independent Samples t-test, and the following table presents the results:

**Table (4): Differences in Life Satisfaction Levels among Students of Physical and Sports Activities Sciences and Techniques in Algerian Universities Based on Gender**

Gender	N	Mean	Standard Deviation	t-value	Table t-value	p-value (Sig.)	Interpretation
male	921	22.43	06.99	1.65	1.96	0.099	<b>Not Significant</b>
female	293	23.20	06.65				
Significance Level = 0.05				Degrees of Freedom = 1212			

Based on the previous table, it is evident that the mean life satisfaction score for male students was  $22.43 \pm 6.99$ , while the mean score for female students was  $23.20 \pm 6.65$ . The calculated t-value from the Independent Samples t-test was 1.65, which is lower than the critical t-value of 1.96. Additionally, the p-value (0.099) exceeded the significance level of 0.05, leading to the conclusion that there are no statistically significant differences in life satisfaction levels among students of Physical and Sports Activities Sciences and Techniques in Algerian universities based on gender.

These findings align with the results of Mufti Abdel Moneim (2019), who explained that life satisfaction is closely linked to the source of information, particularly the university professor, who serves as a key factor in students' psychosocial adjustment, life satisfaction, and self-esteem. The professor's respect and acceptance of students transform education into a human-centered process that adds depth and value to life.

Furthermore, this result is consistent with several previous studies, including those conducted by Al-Dosouqi (1998), Shaqoura (2012), Manar and Tartoush (2014), and Al-Zoubi (2015), all of which concluded that there are no gender-based differences in life satisfaction levels (Mufti Abdel Moneim, 2019, p. 57).

Similarly, Zegaoua Ahmed (2022) found no significant differences between genders in life satisfaction levels. He attributed this to the fact that both male and female students experience the same psychological and social contexts that shape their life satisfaction. Additionally, students share similar daily concerns,

needs, and future aspirations, and they hold common perceptions regarding life situations, whether related to relationships, friendships, academic ambitions, success, career aspirations, or financial stability (Zegaoua Ahmed, 2022, p. 09).

Likewise, Noui Hadjer (2016) reached the same conclusion, explaining that achieving fundamental life goals, such as a sense of belonging and self-acceptance, contributes to greater life satisfaction. This is a common experience among most young individuals at this stage of life, regardless of gender (Noui Hadjer, 2016, p. 165).

Additionally, omran Rabia (2023) also found no gender differences in life satisfaction levels among university students. She explained that students tend to compare themselves with their peers, and their level of satisfaction is influenced by how they perceive their achievements relative to others. Since individuals use others as a benchmark to evaluate their satisfaction, this applies equally to both male and female students (omran Rabia, 2023, p. 178).

From the researcher's perspective, the absence of gender differences in life satisfaction levels may be attributed to the similar academic and athletic lifestyles shared by male and female students, which minimizes the impact of psychological or social disparities. The opportunities for participation in sports and social interactions may be relatively equal between genders, reducing potential differences in life satisfaction levels.

Furthermore, the Physical and Sports Activities Sciences and Techniques major provides dedicated spaces for sports activities, fostering adaptation mechanisms and coping strategies for psychological stress. This, in turn, helps both genders achieve similar levels of life satisfaction. Sports participation also enhances a sense of belonging and collective identity, potentially reducing the psychological and social gap between genders in terms of life satisfaction.

**Presentation and Discussion of the Second Hypothesis Results:**

**Hypothesis Statement:** There are no statistically significant differences in the level of life satisfaction among students of the Physical and Sports Activities Sciences and Techniques attributable to the academic level variable (Bachelor’s, Master’s, Doctorate).

To verify the validity of this hypothesis, the researcher conducted an analysis of variance (ANOVA). The following table presents the results:

**Table (5): Differences in the Level of Life Satisfaction among Students of the Physical and Sports Activities Sciences and Techniques Based on Academic Level**

Source of Variance	Sum of Squares	df	Mean Square	F-value	p-value (Sig.)	Significance Level	Interpretation
Between Groups	928.503	02	464.251	9.844	<0.001	0.05	significant
Within Groups	57110.463	1211	47.160				
Total	58038.699	1213					

It is evident from the previous table that the F-value is 9.844, while (p-value) is 0.001, which is lower than the significance level of 0.05. This indicates the presence of statistically significant differences among the three groups. Consequently, it can be concluded that there are statistically significant differences in the level of life satisfaction among students of the Physical and Sports Activities Sciences and Techniques, attributable to the academic level variable (Bachelor’s, Master’s, Doctorate).

To determine the direction of these differences, the LSD post-hoc test was conducted, and the results were as follows:

**Table (6): LSD Post-Hoc Test Results for Differences Based on Academic Level**

Comparison	Mean	Standard Deviation	Mean Difference	Significance (p-value)	Significance Level	Interpretation
Doctorate vs Master's	24.62	06.919	1.546	0.026	0.05	significant
	23.07	06.795				
Doctorate vs Bachelor's	24.62	06.919	2.735	0.001>	0.05	significant
	21.88	06.910				
Master's vs Bachelor's	23.07	06.795	1.188	0.005	0.05	significant
	21.88	06.990				

From the previous table, (p-value) for each pairwise comparison were found to be lower than the 0.05 significance level. This indicates that the differences among the three groups are statistically significant, favoring doctoral students. Therefore, it can be concluded that there are statistically significant differences in the level of life satisfaction among students in the Physical and Sports Activities Sciences and Techniques, attributable to the academic level variable (Bachelor’s, Master’s, Doctorate), with doctoral students exhibiting higher life satisfaction levels.

These findings contradict the results of Belkheir et al. (2023), who found no significant differences in life satisfaction based on academic level (second-year Bachelor's, third-year Bachelor's, first-year Master's, and second-year Master's). Belkheir and colleagues attributed their findings to the fact that students, regardless of their academic level, experience similar university conditions, including academic workload, financial constraints, and structured academic programs. These shared circumstances lead to similar levels of life satisfaction across students. Furthermore, Belkheir et al. suggested that cognitive development and teaching methods influence students’ perception of life satisfaction, leading them to experience comparable levels of fulfillment. Additionally, students develop the ability to accept individual differences, recognize others' achievements, and establish personal goals and aspirations, regardless of their academic level (Belkheir Abdelkader et al., 2023, p. 581).

A key distinction between the current study and Belkheir et al.'s research lies in the sample characteristics. While their study focused on differences between Bachelor's and Master's students, the present study examines disparities across all three academic levels (Bachelor's, Master's, and Doctorate).

The researcher interprets the differences found in this study by suggesting that doctoral students are at a more advanced academic stage, granting them greater independence in research and decision-making. This, in turn, enhances their sense of competence and control over their academic and professional trajectory. Additionally, achieving advanced academic goals fosters a sense of accomplishment and personal fulfillment, which may explain the higher levels of life satisfaction among doctoral students compared to those in earlier academic stages.

Moreover, doctoral students often have a clearer vision of their professional future compared to Bachelor's and Master's students, who may still be experiencing uncertainty regarding their career paths. Reaching the doctoral level is generally associated with better job opportunities and higher job stability, which reduces future-related anxiety and enhances overall life satisfaction.

From a personal development perspective, doctoral students acquire significant academic and personal experiences that help them better adapt to both academic and life pressures. In contrast, Bachelor's students may face greater challenges in adjusting to university life. Additionally, doctoral students tend to exhibit greater intellectual maturity and enhanced stress management skills, which contribute to higher levels of life satisfaction.

Furthermore, doctoral students are typically older and may have more stable social and financial support systems, such as research grants or part-time academic employment. In contrast, Bachelor's and Master's students often face financial limitations, which can contribute to lower life satisfaction levels.

### Presentation and Discussion of the General Hypothesis Results

**Hypothesis Statement:** The level of life satisfaction among students of the Physical and Sports Activities Sciences and Techniques in Algerian universities is high.

To test the validity of this hypothesis, the researcher conducted a one-sample t-test. The following table presents the results:

**Table (7): the Level of Life Satisfaction among Students of the Physical and Sports Activities Sciences and Techniques**

variable	Mean	Standard Deviation	Hypothetical Mean	Calculated t-value	Table t-value	p-value (Sig.)	Interpretation
Satisfaction life	22.62	06.91	20	13.21	01.64	0.001>	Significant
Significance Level = 0.05				Degrees of Freedom = 1213			

It is evident from the table that the mean life satisfaction score was  $22.62 \pm 6.91$ , while the hypothetical mean was set at 20. Using the one-sample t-test, the calculated t-value was 13.21, which is greater than the tabulated t-value of 1.64. Additionally, the (p-value) was 0.001, which is lower than the 0.05 significance level. These results confirm that the difference is statistically significant, indicating that the life satisfaction level among students of the Physical and Sports Activities Sciences and Techniques in Algerian universities is high.

This result contradicts the findings of Noui Hadjer (2016), who concluded that university students generally exhibit a moderate level of life satisfaction. She explained this by suggesting that university students, regardless of their field of study, perceive the university environment as having a limited impact on their personal and social lives (Noui Hadjer, 2016, p. 155).

Conversely, the findings of the present study align with those of Moufti Abdelmounim (2019), who attributed high life satisfaction among students to their belief that success in the baccalaureate exam and enrollment in university open future opportunities for improving their living conditions. Furthermore, university education enhances their academic and cultural knowledge, reinforcing their determination to face life's challenges.

Similarly, Shaqoura (2012) argued that university education broadens students' intellectual and cultural horizons, expanding their knowledge and perceptions. Additionally, he emphasized that university enrollment represents the first step in shaping students' professional and personal futures, bringing with it aspirations for a promising career. These expectations motivate students to engage in academic pursuits, equipping them with the necessary qualifications to seek employment and build a stable future (Shaqoura Yahia Omar, 2012, p. 89).

Similarly, Abdelkarim Ben Abdelwahid et al. (2021) reached the same conclusion in a study conducted on students of the Physical and Sports Activities Sciences and Techniques at Setif University. They attributed their findings to the fact that the university provides students with various services, including information technology resources, computer facilities, library services, sports fields, indoor gyms, restaurants, cultural and sports clubs. Additionally, the social environment surrounding the institute and university is characterized by traditional values and customs, which may encourage students to adopt positive behaviors within the university setting.

According to their findings, the availability of sufficient essential and recreational services allows students to experience a sense of happiness, security, tranquility, and stability, leading to greater satisfaction with their university life. The high level of life satisfaction among students is also attributed to their sense of happiness and achievement, which is reinforced by recognition from professors, administration, staff, and peers. Furthermore, universities play a significant role in equipping students with knowledge and skills, and students perceive university enrollment as the first step toward shaping their professional future (Ben Abdelwahid et al., 2021, p. 53).

These findings also align with those of Tlemsani Fatima (2014), who explained that the high level of life satisfaction among students in higher education institutions is due to their employment contracts, which guarantee job placement after graduation a crucial factor contributing to life satisfaction. Additionally,

life satisfaction is closely linked to an individual's ambitions and achievements. Since students in higher education institutions have already secured employment opportunities, they have partially fulfilled their aspirations, which increases their sense of accomplishment and life satisfaction.

However, a key difference between her study and the present research lies in the sample characteristics. While her study focused on students with secured job contracts, the current study examines regular university students who do not have guaranteed employment upon graduation.

Based on these findings, the researcher interprets the results by suggesting that university life offers students a greater degree of independence compared to previous educational stages, which enhances their sense of responsibility and decision-making abilities a crucial factor contributing to higher life satisfaction.

Additionally, Algerian society is characterized by strong social ties among students, where friendships, cooperation, and social interactions within the university environment provide significant psychological support that enhances overall quality of life. Participation in university activities, cultural and sports clubs, and student organizations further strengthens social integration and a sense of belonging, reducing feelings of isolation and thereby enhancing happiness and life satisfaction.

Moreover, attaining university education instills a sense of hope for a stable professional future, increasing students' expectations of securing employment opportunities. This, in turn, reduces anxiety about career prospects and contributes to higher levels of life satisfaction.

It is also important to highlight that the Algerian government provides free higher education and offers student support services, including scholarships, university housing, and healthcare services. These provisions help alleviate financial burdens, allowing students to focus on their academic and personal development. Furthermore, the availability of extensive sports and cultural facilities within universities fosters an environment that promotes both psychological and physical well-being.

Additionally, due to the nature of the Physical and Sports Activities Sciences and Techniques major, students have ample opportunities to engage in various sports activities. This leads to the release of happiness-related hormones, which help reduce anxiety and depression levels, improve overall mood, and enhance self-confidence and stress management skills. As a result, students in this field experience a higher sense of life satisfaction.

### **Conclusion :**

Through our study on life satisfaction among students majoring in Physical and Sports Activities Sciences and Techniques at Algerian universities, conducted on a random sample of 1,214 students from 23 universities, using the Satisfaction with Life Scale (SWLS) developed by Diener et al., we arrived at the following findings:

- The level of life satisfaction among students majoring in Physical and Sports Activities Sciences and Techniques at Algerian universities is high.

- There are statistically significant differences in life satisfaction levels among these students based on academic level (Bachelor's, Master's, and Ph.D.), with Ph.D. students reporting higher satisfaction levels.
- There are no statistically significant differences in life satisfaction based on gender.

Based on these findings, we propose the following recommendations:

- Improving university living conditions and enhancing student well-being: A stimulating educational environment, comprehensive university services, and effective psychological and social support can significantly increase students' life satisfaction and motivate them to pursue their academic and professional ambitions with confidence and optimism.
- Providing psychological support throughout the university journey: Integrating psychological follow-up alongside academic training can contribute to developing well-rounded national competencies.
- Introducing orientation sessions or study days for first-year students to help them transition smoothly into university life.
- Creating open discussion forums where students can express their concerns and challenges in university life, allowing for collaborative solutions within the available resources.

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