



RESEARCH ARTICLE

The Role of the University Life Skills Course in Enhancing the Quality of Life for New Students at The University of Hail from Their Point of View

Dr. Nouradeen Aisa Adam Ali

Assistant Professor - Curriculum and Teaching Methods at the College of Education, University of Hail, Kingdom of Saudi Arabia

ARTICLE INFO	ABSTRACT
Received: Oct 19, 2024 Accepted: Dec 17, 2024	This study aimed to explore the role of the university life skills course in enhancing the quality of life for new students at the University of Hail from their perspectives. The descriptive method was used, with a questionnaire serving as the data collection tool. The study sample comprised 855 male and female at the University of Hail, of the academic year 2023, in scientific, humanities and health colleges. The study concluded that the university life skills course plays a positive role in improving the quality of life for new students at the University of Hail. It significantly contributes to enhancing mental health and psychological balance and also aids in fortifying social relationships and providing social support for new students. Additionally, a noteworthy impact of the course was observed in developing study and learning skills. There are statistical differences between genders in the course's impact on students' quality of life, with its effect being more pronounced for males in the health and educational domains, without significant disparities in social relationships and social support. Moreover, the course demonstrated a greater impact on enhancing the quality of life for students in humanities colleges compared to scientific and health colleges at the University of Hail.
Keywords University Life Skills Quality of Life New Students	
*Corresponding Author n.adam@uoh.edu.sa	

The concept of quality of life is one of the modern concepts in the psychological heritage; this has gained wide popularity in developing and developed societies. It is one of the most important main concepts of positive psychology, as the quality of human life has become a research field that receives the attention of researchers in various specializations, in response to the requirements of modern life, which is full of professional, social, and psychological pressures (Ben Yahia, and Bishlagham, 2022, 737) and in response to the need for a positive outlook on life in general, with the aim of searching for ways to provide a decent and happy life for humans (Youssef, 2019, 303). Because the concept includes a positive feeling of well-being, the ability to manage life, independence and self-determination, as well as the person's pursuit of achieving his goals, continuing to establish positive social relationships in his interaction with others, openness to new experiences, and a general sense of happiness (Abbot et al, 2010), The term quality of life expresses the extent to which an individual realizes that he is living a good life from his point of view, free of irrational thoughts and negative emotions, as he works to invest all his abilities and potentials in a way that allows him to achieve the best in his life (Aidi, 2019, 415). It is thus considered the essential criterion in evaluating sustainable human development efforts in any society. This concept has gained tremendous credibility through its contents and processes, including the concepts of human, educational, health, technological,

political, and cultural development, psychological and economic growth, and human capital formation (Tawfiq, 2010, 323). Therefore, the Quality of Life Program 2020, which was launched by the Council of Economic and Development Affairs in the Kingdom of Saudi Arabia, represents one of the programs of strategic importance to achieve the Kingdom's Vision 2030 to strengthen its pillars of power and make its economy more prosperous and vibrant. It aims to create the necessary environment to improve the lifestyle of the individual and family (Editorial Board, 2018, 4), and focuses primarily on making the Kingdom the best living destination for citizens and residents alike (Quality of Life Program Document, 2020)(Al-Allan, 2020) indicated that the Quality of Life Program Document 2020 contributes to establishing basic rules for quality of life in the Kingdom of Saudi Arabia, which enhances family affiliation resulting from belonging to the motherland. Despite the growing interest in quality of life in all societies, it is difficult for a person to overcome the obstacles he faces and achieve quality of life without providing him with supportive services and positive support (Al-Nader, 2017, 93). Because quality of life, as a multidimensional and relative term, varies from one individual to another, both theoretically and practically, according to the standards that individuals rely on in evaluating life and its demands (Jaafar and et al., 2022, 85).

The level of quality of life and mental health varies according to different segments of society. University students represent an important segment in any society, and the university education stage is one of the most important educational stages that affect the development of students' perceptions of the quality of their lives (Boumaraf, 2020, 201). Overcoming obstacles and achieving quality of life is undoubtedly more difficult for a university student, especially a new one, as he is exposed to many academic, psychological, economic, social, and moral pressures, which affects the level of his quality of life. Therefore, working to alleviate the pressures facing a university student may constitute positive support, the impact of which will be reflected in his level of adaptation to university life, and thus his quality of life (Morton, 2014, 90).

Study Problem:

Researchers in psychology fields and mental health sought to study the quality of life among university students, because this concept is related to positive psychology, but the results of a number of studies showed a statistically significant differences in the level of quality of life among university students due to a number of variables such as: (gender, age, specialization, academic group, level of motivation to learn, religiosity, ideological extremism, self-esteem, psychological closeness, psychological flexibility, cumulative GPA, college, Academic level), and other variables such as (Al-Ghamdi, 2017; Mukhaimer, 2018; Al-Sayed, 2019; Al-Hourani, 2019; Youssef, 2019, Al-Sheikh, 2020; Bassiouni, and Al-Kashki, 2021; Mustafawi and Al-Aswad, 2021; Al-Shammari, 2023). (Jaljal et al., 2022) showed that there was a statistically significant correlation between the quality of psychological life and the student's ability to continue achieving his academic goals, despite the challenges and stressful life circumstances that represent a major threat to educational progress, to achieve compatibility and academic success.

On the other hand, based on the recommendations provided by previous studies such as the study of (Al-Shammari 2023) emphasized the importance of educating students about university life skills, stressed the development of various supportive programs that reflect academic and personal developments. (Al-Shehri, 2023) recommended there need to develop advanced training programs to raise the quality of academic life and improve the quality of educational outcomes, through activating university study skills courses. (Saleh, 2020) allocated dedicated education courses to enhance students' life skills, (Doss, 2019) called for providing induction and training programs for new students, to enhance their understanding of university life and develop their skills, while providing targeted support commensurate with their different specializations academy.

(Al-Sarayrah and Al-Hawari, 2019) recommended to integrate the skills that students need to adapt to university life within academic courses, such as. The International Conference for Education

Evaluation in the Kingdom of Saudi Arabia (2018) also recommended activating university skills because of their importance and a supportive role for the human capabilities development program, one of which (Kingdom Vision Programs 2030), (International Conference on Education Evaluation, 2018); Therefore, there has become an urgent need to develop curricula based on education directed at providing students with university skills in order to achieve the principle of continuous education throughout life, to prepare creative students capable of development and making change (Al-Fatni, 2019, 152-171). This reflects positively on the quality of life for university students in general and new ones in particular. Based on the above, the problem of this study can be formulated in the following main question:

What is the role of the university life skills course in enhancing the quality of life for new students at the University of Hail from their point of view?

Study questions:

1. Does the university life skills course contribute to enhancing the mental health and psychological balance of new students at the University of Hail?
2. Does the university life skills course contribute to strengthening social relationships and social support for new students at the University of Hail?
3. To what degree does the university life skills course help in developing the study and learning skills of new students at the University of Hail?
4. Are there statistically significant differences in the university life skills course enhancing the dimensions of new students' quality of life according to gender (males/females)?
5. Are there statistically significant differences in the university life skills course enhancing the dimensions of new students' quality of life according to their different fields of study?

Objectives of the study:

1. Identify the degree to which the university life skills course contributes to enhancing the mental health and psychological balance of new students at the University of Hail.
2. Determining the role of the university life skills course in enhancing social relations and social support for new students at the University of Hail.
3. Revealing the degree to which the University Life Skills course helps in developing the study and learning skills of new students at the University of Hail.
4. To reveal whether there are differences in enhancing the university life skills course for the quality of life of new students at the University of Hail due to some variables such as: gender (males - females), and fields of study (scientific - humanities - health).

Importance of studying:

The theoretical importance:

1. Supporting and keeping pace with the research priorities of the University of Hail, the most important of which is interest in quality of life.
2. Providing the Arab Library with a recent study that provides pivotal theoretical insights into the impact of university life skills on the quality of life of new students in university studies.
3. Providing a deeper understanding of the needs of new students and the challenges they face in their university life, which enables the university to direct its efforts towards improving their experience in university life.

4. Highlighting the various dimensions of new students' quality of life, including the educational dimension, social relationships, social support, mental health, and psychological balance.
5. Contributing to achieving the goals of the Quality of Life Program in the Kingdom of Saudi Arabia, through understanding the factors that influence the quality of life of university students in general, and freshmen in particular.

The Practical importance:

1. Applying the principles of positive psychology in developing educational programs, and working to achieve prosperity in the university environment, providing opportunities for personal and academic growth for male and female students in order to improve their quality of life.
2. Aiming to measure and evaluate skills that contribute to enhancing the quality of life of new students and improving their university experience.
3. This study can provide a list of skills that a new university student should have; So that he can achieve a high level of quality of life, which is reflected in achieving university adaptation, improving his new experience, and then excelling in his studies and level of achievement.

Limitions study:

Objective limitations: This study limited to identifying the role of the university life skills course offered by the Department of Curricula and Teaching Methods at the College of Education at the University of Hail, in enhancing the quality of life of new students at the University of Hail.

Human Limits: The study samples are new male and female students at the University of Hail.

Spatial Limits: The University of Hail (scientific colleges - humanities colleges - health colleges).

Time limits: The first semester of the academic year 2023.

Definition of study terms:

1- Role: (Al-Madhoun 2018) defines it: "The job that an individual performs within an institution or society, and carries with him certain expectations of his behavior as others see them."

The researcher defines it procedurally: the function performed by the university life skills course presented by the Department of Curriculum and Teaching Methods at the College of Education at the University of Hail for students, by presenting a number of information and mental, intellectual and research skills related to university life.

2-University life skills: "a set of mental, social, and personal behaviors and abilities that the student acquires after going through scientific methodological experiences, which make him adapt scientifically, socially, intellectually, and culturally to the society and era in which he lives." (Gul, 2022,10).

The researcher defines it procedurally: a package of mental, intellectual, and research skills that helps new students achieve a degree of adaptation to university life that raises their level of motivation toward learning, and thus contributes to enhancing the quality of life.

3-Quality of life: (Taylor, et al., 2008) defined quality of life as: (the individual's satisfaction with his destiny in life and the feeling of comfort and happiness) , or the individual's degree of success and effectiveness in all aspects of his life, the openness of his experiences, and his awareness of the demands of integrated personality development (Naissa, 2012, 150).

The researcher defines it procedurally: "The personal feeling that includes satisfaction and happiness resulting from the experience of university life for new students at the University of Hail.

This includes the feeling of the ability to adapt to challenges, personal development, academic success, and psychological and social well-being that can have a positive impact on improving the quality of life.”

The researcher defines the new students procedurally: “students who have been accepted to attend the University of Hail and registered in the bachelors for the (scientific - humanistic - health) colleges.”

The theoretical framework of the study:

1-Definition of university life skills:

(Al-Shammari, 2023) defines university skills as a set of knowledge, practices and beliefs that must be developed in the learner through going through educational situations and intentional practical experiences in order to adapt to the educational environment in which he lives and complete the tasks required of him diligently and diligently. The University life skills are also known as: the set of skills that help the student succeed in his university life, which are the time management and organization skills, communication skills, effective study skills, research and writing skills, creative thinking skills, critical thinking skills, skills Presentation and presentation skills, test preparation skills (Al-Qarni, 2015, 10).

The University life skills include a set of skills, abilities, knowledge, practices and beliefs that students must acquire, cultivate and develop during their university journey.

The importance of acquiring university life skills:

(Doss, 2019) sees the importance of the university student acquiring many skills that help him complete his educational career, succeed in achieving his goals, fulfill the requirements of university study, and develop his personality in all its aspects, which reflects positively on his academic achievement, his satisfaction with study, and his ability to adapt to it.

The importance of university skills lies in the following points (Al-Dawad and Khalil, 2015).

1. Providing support to students to enhance the growth of their psychological and social capabilities within society.
2. Enabling students to make feasible future plans that guide their lives, by developing creative thinking skills.
3. Enhancing students’ ability to build diverse social relationships and manage dialogue efficiently and confidently.
4. Preparing students to face changes in the labor market and providing them with the necessary skills to compete successfully.
5. Enabling students to continuously learn and develop themselves, including enhancing logical reasoning and scientific thinking skills.

Classification of university life skills:

(Ali and Obaid, 2019; Al-Turk, 2019) said that the University skills are classified into:

First: Communication and communication skills: These are social skills that include interaction and dealing with others.

Second: Problem-solving skill: This is the skill that requires analysis and developing plans to reach a solution to a difficult question, a complex situation, or an event that hinders progress along a specific path.

Third: Decision-making skill: It includes comparing all the alternatives and options available to choose the appropriate alternative in order to reach a specific goal.

Fourth: Thinking skills: This means studying the mental processes that lead to decision-making, such as analysis, synthesis, and evaluation, in addition to fluency, flexibility, originality, and the ability to imagine, contemplate, predict, comprehensively, and link information in memory.

Fifth: Self-management skill: It means awareness of one's own capabilities with the aim of being able to learn, face challenges, and help others.

Sixth: The skill of planning for the future: It is a necessary skill to achieve success. It requires logical scientific thinking that is, relying on the scientific methodology of thinking, which subjects everything to analysis and criticism, then interpretation and an attempt to predict the results. Accordingly, the individual develops a future plan according to the expected developments.

Seventh: Knowledge management skill: It includes producing and generating knowledge through testing, organizing, using and disseminating it, transferring the knowledge and experience that the individual possesses to the right individuals at the right time.

2-The concept of quality of life:

Linguistically, the concept of quality refers to something that is good; whoever is serious about something is generous. Also, quality is the opposite of mediocrity, as it is good, and it is said that it is good quality; That is, he did something good in words or actions (Ghadhban,2015, 28).

The concept of quality of life varies and changes with time and place, it also varies according to differences in fields and specializations. Therefore, researchers differed in defining a single concept for quality of life; some of its definitions can be mentioned as follows:

1. Quality of life is the sense of life through a sense of contentment, happiness, and well-being, and living a life free of behavioral, psychological, and health disorders, which brings security, stability, and satisfaction to its owner (Touati, et al., 2018, 168).
2. Quality of life is enjoyment of the material conditions in the external environment, a sense of well-being, satisfaction of needs, satisfaction with life, in addition to positive physical health and a sense of well-being, security, and happiness (Bin Yahya and Bashlagham, 2022, 740).
3. Quality of life is also defined as: the personal feeling of satisfaction and happiness, and the fulfillment of the individual's needs in the health, social, educational and psychological aspects through the surrounding environment and available services, with the need for effective management of time (Hamza and Boudaoud, 2018, 143).

As for the quality of students' lives, (Jaafar, et al., 2022, 85): the ability of the male or female student to control and manage their lives in a way that suits their psychological, personal, and family nature, manage time, form good relationships with others, and achieve physical, psychological, and mental health in their daily lives, whether Academic or social. While (Al-Hourani, 2019, 6 ; Mostafawi and Al-Aswad, 2021, 857) defines the quality of life associated with university students as a positive state during which the student feels happy, satisfied, and reassured in the academic and educational environment, and the surrounding services, academic richness, positive relationships with those around him, and his ability to satisfy his needs through psychological and self-compatibility.

1- Dimensions of quality of life:

According to the (World Health Organization, 2015), quality of life includes four dimensions:

First: the physical dimension: This includes how to deal with pain and discomfort, sleep, and getting rid of fatigue

Secondly, the psychological dimension: which consists of positive feelings and behaviors, focusing attention, the desire to learn, think, and remember, self-esteem, a person's interest in his appearance, body image, and confronting negative feelings.

Third: The social dimension: This dimension includes personal and social relationships, social support, and successful marriage.

Fourth: The environmental dimension: This includes exercising freedom in the positive sense, feeling safe and secure in environmental aspects and the home environment, and staying away from pollution and noise (Tashtoush and Al-Qashar, 2017, 134).

The concept of quality of life, according to the Encyclopedia of Psychology, includes seven dimensions that are considered criteria for comprehensively evaluating life: (Maamria, 2020).

1. Emotions: It is related to controlling emotional reactions such as sadness, depression, anxiety, and others.
2. Physical health: It includes the physical health condition and how to deal with it.
3. Occupational stability: This relates to an individual's satisfaction with work or study and the impact of this on his quality of life.
4. Family stability: includes the quality of relationships within the family structure.
5. Social relations: This relates to interactions outside the family and the extent of their continuity.
6. Financial stability: related to income and its role in facing life challenges.
7. Physical appearance: reflects an individual's satisfaction with his physical appearance and the image he holds of himself.

(Mostafawi and Al-Aswad, 2021, 855) believed that the meaning of quality of life appears in an individual's life through several dimensions, the most important of which are:

1. Physical, psychological and mental health.
2. Positive social relationships with others.
3. The good environment in which the individual lives and the capabilities it provides.

The main dimensions of quality of life can be identified as follows: (Hamid, 2018, 29-30)

1. The self-dimension: It is represented by the individual's feeling of his distinctive self-characteristics, his self-confidence, his personal abilities and skills, and his endeavor to achieve his goals by thinking positively about his future self.
2. The academic dimension: It is represented by the individual's ability to exploit his potential and abilities in managing his time while studying to complete his academic tasks, and to participate in student activities and various events within the university environment, in addition to obtaining academic support from his professors at the university, and thus feeling satisfied with his academic specialization, including he achieves his professional ambitions in the future.
3. The social dimension: It is represented by the individual's ability to form social relationships with others once he gets to know them at the university, and to help others without compensation and social exchange with his colleagues in college, in addition to his adherence to his positive beliefs and humility in his dealings with others, and then he obtains support from his friends and family members.

4. The dimension of psychological health: It is represented by the individual's awareness of his sense of the meaning of life and his ability to think rationally, set meaningful goals, make positive decisions, and face different life situations, which makes him feel emotional stability, and personal, social, and academic compatibility by satisfying his needs and desires in a positive way that gives him a sense of happiness. .

2- Quality of life indicators:

Quality of life represents an emotional state that makes the individual feel capable of meeting his various needs, whether innate or acquired, and enjoying the environment surrounding him. This quality includes several aspects: ([Al-Anazi, 2019, 623](#)).

1. Psychological indicators: They reflect the individual's emotional state, including anxiety, depression, satisfaction, and happiness.
 2. Social indicators: They were derived from personal relationships and their quality, in addition to the individual's participation in social and recreational activities.
 3. Professional indicators: related to the individual's satisfaction with his work, compatibility with it, and his ability to carry out his job tasks.
 4. Physical indicators: These included the individual's satisfaction with his physical health, dealing with pain, quality of sleep, appetite for food, and sexual ability.
3. Obstacles to achieving quality of life:

Achieving quality of life in the university environment faces some obstacles that may limit students' ability to make the most of their university experience and affect the quality of their personal and academic lives, the most prominent of which are the following: ([cheikhi, 2014, 94](#)).

1. Internal circumstances represented by disabilities and negative life experiences.
2. External circumstances, represented by a lack of social and emotional support, poor living conditions, and poor choices.

([Jaafar, et al., 2022](#)) believed that one of the biggest obstacles to achieving quality of life for university students are the negative experiences they went through in previous years and the low living conditions in Libyan society, such as its lack of liquidity, high prices, the inability to satisfy their necessary and educational needs, and the spread of the epidemic, i.e. poor health and poor health the availability of security. All of these conditions and experiences prevent young people from achieving their goals and being satisfied with their lives inside or outside the university, thus preventing them from achieving a quality of life.

LITERATURE REVIEW:

Over the past years ago, many studies utilized the quality of life for new students; this section is overviews the recent empirical analyses on the quality of life for new students. The study of ([Al-Aswad, 2017](#)) aimed to measure the level of quality of life and motivation to learn among students at the University of the Valley to find out the relationship between them, the extent to which motivation to learn can be predicted through quality of life. This study used the descriptive approach, and the sample consisted of (80) male and female students who were selected in a manner Stratified, two measures were adopted: the quality of life measure and the motivation to learn measure. The study found a high level of both quality of life and motivation to learn among university students. The results also showed that there is a correlation between quality of life and motivation to learn. The study recommended adopting university counselors who work to develop the psychological quality of life and enhance the motivation to learn among university students.

(Marrakchi and Ramzi, 2018) study aimed to identify the quality of life and its relationship to self-esteem among students of the University of Setif - 2 according to the gender variable. This study assumed the existence of a relationship between quality of life and self-esteem among the members of the research sample. The study adopted the descriptive approach. This study used the quality of life scale prepared by (Mahmoud Mansi, Ali Kazem, 2006), as well as the self-esteem scale prepared by Cooper Smith, on a randomly sample of (90) students. This study revealed that there was a correlation between quality of life and self-esteem among university students, no statistically significant differences in quality of life among university students due to the gender, and no statistically significant differences in self-esteem among the sample members due to the gender.

(Abyad, 2018) investigated the difference in each of the visual, auditory, and kinesthetic learning methods and academic self-efficacy, the effect of the interaction between them on the quality of life and its dimensions (family life - psychological life - education - General quality of life. The study sample consisted of (300) students from the College of Education and Arts, in Arar - Kingdom of Saudi Arabia. The study used the Learning Styles Scale, the Academic Self-Efficacy Scale, and the Quality of Life Scale. The study showed that there were no statistically significant differences between visual - auditory - kinesthetic learning methods, in quality of life in its dimensions, and statistically significant differences in favor of those with high academic self-efficacy in quality of life and its dimensions. The study also showed that there were a statistically significant effect of the interaction between visual - auditory - kinesthetic learning methods and academic self-efficacy on the quality of life and its dimensions.

(Omar, 2019) aimed to improve the quality of life of a sample of adolescents by preparing an integrative counseling program based on meaning therapy and some personality strengths, (26) students of secondary school participated in the study. Their ages ranged between 16 and 18 years. They were divided into two groups, one experimental and the other control. This study used the family's socioeconomic level scale prepared by Abdel Aziz Al-Shakhs (2006), the quality of life scale prepared by the researcher. The results indicated that there were statistically significant differences between the average ranks of the scores of the experimental group members on the quality of life scale in both the pre- and post-measurements, statistically significant differences between the average ranks of the scores of the members of the experimental and control groups on Quality of life scale in posttest. The results also indicated that there were no statistically significant differences between the average ranks of the experimental group members' scores on the quality of life scale in both the post and follow-up measurements.

(Samaha, et al., 2020) aimed to find out the relationship between social support and quality of life among a sample of university students. This study sample consisted of (200) students from the Faculty of Education in Benha, aged between (22) - (23) years with an average age of (22.5) years. The social support scale prepared and the quality of life scale prepared by the researcher. The results concluded that there was a positive, statistically significant correlation between university students' scores on the social support scale and their scores on the quality of life scale.

(Azouz, Naima, 2020) identified the level of quality of life among students at the University of M'sila, identified the differences between the sexes in quality of life. The study used the descriptive approach, the study sample consisted of 110 students, including 47 male and 63 female undergraduate students were selected by a stratified random method, and the quality of life scale prepared by (Mahmoud Mansi, Ali Kazem, 2006) was applied to them after confirming its psychometric properties. The study showed that the level of quality of life among students at the University of M'sila was average; there were no statistically significant differences in the level of quality of life among students at the University of M'sila due to the gender.

(Jaljal, et al., 2022) aimed to reveal the relationship between the quality of psychological life and academic resilience among university students. This study adopted the descriptive approach, the

study sample consisted of (447) students at the Faculty of Education in Dakahlia - Al-Azhar University. The study used a quality scale Psychological Life, prepared by (Ryfl, 1995), the Academic Resilience Scale prepared by researchers. The results showed that there was a statistically significant correlation between the quality of psychological life and academic resilience. The results also revealed the possibility of predicting academic resilience through the quality of psychological life among the university students.

(Cooke, 2022) aimed to explore the relationship between students' spirituality and level of emotional intelligence (EI), perceived stress (PS). This study featured a quantitative, non-experimental, cross-sectional survey design, and included a convenience sample of 340 first-year college students, with a response rate of 86%. The results showed that a statistically significant relationship between spirituality and emotional intelligence, no significant relationships were found between spirituality, PS, or LQ. The Results suggested that spirituality and emotional intelligence can increase the social adjustment and academic success of first-year students. This study contributed to positive social change by assisting health practitioners and administrators in developing wellness programs and other interventions for college students preparing to attend college.

(Abdullatif, 2022) aimed to develop a model to demonstrate the direct and indirect relationships and effects between academic boredom, self-compassion, and the quality of academic life among university students. The study sample consisted of 478 male and female students from the Faculty of Education at Assiut Al-Azhar University. This study used scales measuring academic boredom, quality of academic life, and self-compassion to analyze the data. The proposed structural model showed that there was a good level of agreement with the participants' data, the results also revealed a direct and indirect relationships between the studied variables.

(Ameer, et al., 2022) aimed to examine the relationship between intrinsic and extrinsic life aspirations and quality of life of university students. The Path analysis was used to examine the relationships between variables. The study sample consisted of 300 university students from Sargodha University, aged between 18 and 25 years. The Ambition Index and the Quality of Life Scale were used, in addition to the University Stress Questionnaire to measure the pivotal variables, and demographic variables such as gender and family system and social status. The Path analysis revealed positive and negative direct effects of extrinsic life aspirations on perceived academic stress and quality of life, while internal life aspirations showed an inverse pattern of direct effects. Furthermore, intrinsic life aspirations had a positive indirect effect, and extrinsic life aspirations had a negative indirect effect on quality of life through perceived academics. The study showed a significant difference between genders.

(Chávez, et al., 2022) aimed to estimate the impact of life events, perceived stress, resilience, and gender on the quality of life of university students. The study adopted a quantitative approach that focuses on analyzing statistical data to explore the relationships between variables and test hypotheses. The study sample included 327 university students, 56.9% of who were women, and whose ages ranged between 18 and 24 years. The results indicated that the perceived stress was found to mediate the relationship between life events and dimensions of quality of life. It was also found that gender and resilience did not moderate the direct and indirect effects on any of the dimensions of quality of life.

(Taha, et al., 2022) aimed to reveal the causal relationships between academic ambition, academic inclination, perceived quality of academic life, and academic achievement. The study used the academic ambition scale, the academic inclination scale, and the perceived academic quality of life scale, the research sample consisted of 391 female students at the College of Education at the University of Ain Shams. The results showed a relationship between academic ambition, academic inclination, and perceived quality of academic life. The results also found that there was a direct effect for the perceived quality of academic life on academic achievement, there were no direct

effects for both academic ambition and academic inclination on academic achievement, while there were indirect effects at for both academic ambition and academic inclination on academic achievement through the perceived quality of academic life as a mediating variable. The study results also found that there was a direct effect for academic inclination on the perceived quality of academic life, while there was no direct, statistically significant effect of academic ambition on the perceived quality of academic life, there was any effect of gender, specialization, and the interaction between them on the perceived quality of academic life.

([BenYahia and Bishlagham, 2022](#)) identified the level of quality of life among university students, and identified the differences between genders in quality of life. The study sample consisted of (40) male and female students from the Department of Psychology at Abi Bakr Belkaid University in Tlemcen, the quality of life scale was applied, prepared by ([Mahmoud Mansi, Ali Kazem, 2006](#)). The results revealed that the level of quality of life among university students was high, and there were differences in the level of quality of life among university students according to gender in favor of females compared to males.

([Qasim, 2022](#)) aimed to identify the relationship between quality of life and family bullying in the social environment of the Gaza Strip. The study sample included 100 students from Al-Azhar University in Gaza. This study used the descriptive approach. A two-axis questionnaire consisting of (20) items was designed. The study showed that there was a relationship between quality of life and family bullying , there was a relationship between quality of life and family bullying , while there were any differences in the relationship between quality of life and family bullying in the social environment of the Gaza Strip due to the Gender, there were any differences attributable to the gender variable, there were any differences regarding the relationship between quality of life and family bullying in the social environment of the Gaza Strip attributable to the university level.

([Jaffer, 2022](#)) evaluated the relationship between mindfulness, academic achievement, and quality of life for college students in the United States of America. This study used a quantitative approach, the study sample included a 83 university students in the United States of America, aged 18 years and over. The study used a mindfulness scale that consists of five aspects, a quality of life scale that measures four domains. The study found that the monitoring aspect predicted academic achievement and the non-judgmental and non-reactive aspects predicted quality of life.

([Moussa, et al., 2023](#)) evaluated the association between positive and negative experiences in life and quality of life among Lebanese university students. A cross-sectional study was used, conducted among November and December 2021. The study was applied to a sample consisting of 333 Lebanese university students, between the ages of 18 and 30. This study showed that the living in rural areas and increasing positive experiences were associated with a better physical quality of life. The results also indicated that negative religious engagement was associated with a lower physical quality of life, and positivity and positive religious engagement were associated with a psychological quality of life better, and that negative religious dealing may have a moderating effect on the relationship between positive experiences and psychological quality of life. This study recommended organizing awareness programs to distinguish between religious coping mechanisms in a religious society.

([Martins, et al., 2023](#)) aimed to develop a frame of reference on the psychological factors of the university students in the context of quality of life before the outbreak of the pandemic. The results indicating the spread of quantitative studies and interest in the life cycle in (Adolescence - youth) in the university context, and pointed to the emergence of psychological factors such as anxiety, suicidal ideation and depression, and the impact of these aspects on the perception of quality of life and psychological well-being, the study also indicated the emergence of the concept of lifestyles as a variable that affects students' development.

(Freitas, et al., 2023) revealed the effect of symptoms of depression, anxiety, and stress on the quality of life of health students. The Multivariate analysis was performed using robust linear regression. The study sample included 321 university students in the health field. The Quality of life was measured using the World Health Organization scale, in the physical, psychological, social and environmental relations domains, and symptoms were assessed using the Depression, Anxiety and Stress scale. This study revealed that symptoms of depression, anxiety, and stress were negatively associated with quality of life. The Depressive symptoms were inversely associated with quality of life across all quality of life domains; with significantly lower scores having a greater effect in the psychological domain, these conditions can lead to a decline in academic performance and social interaction, as well as a significant reduction in mental health and suicide risk.

Comments on lecture view:

There have been many studies dealt with quality of life, studied the variables associated with quality of life, the factors affecting it. The results of some studies indicated a negative correlation between symptoms of depression, anxiety, stress, and quality of life. As (Freitas, et al., 2023) (Moussa, et al., 2023) indicated that negative religious dealing was linked to a lower physical quality of life, and positive religious dealing were linked to a better psychological quality of life, and negative religious dealing may have a controlling effect in the relationship between positive experiences and psychological quality of life, the findings of (Jaljal, et al., 2022) indicated that the quality of psychological life related to the academic resilience of university students and the ability to adapt, endure, and continue in the face of academic challenges and academic pressures without defeat or abandoning studies. The study of (Jaljal, et al., 2022) is one of the most important positive experiences referred to in the study (Moussa, et al., 2023) in the researcher's opinion. In the same context, the results of (Cooke, 2022) indicated that spirituality and emotional intelligence can increase the social adaptation and academic success of first-year students, which reflects positively on their quality of life. While (Taha, et al., 2022) indicated that there were indirect effects of both academic ambition and academic inclination on academic achievement through the perceived academic quality of life as an intermediary variable, there was a statistically significant direct effect of academic inclination on quality of life perceived academic quality, while there was no statistically significant direct effect of academic ambition on perceived academic quality of life. The results also showed that there was no effect for gender, specialization, and the interaction between them on the perceived quality of academic life among students. In this regard, (Taha, et al., 2022) agrees with the current study in its findings that there was no statistically significant effect of gender on the quality of life for male and female students, and it also agrees with (Azouz, Naima, 2020), which indicated that there were no statistically significant differences. The level of quality of life among students of the Department of Psychology at the University of M'sila is attributed to the gender variable. This was in contrast to what was indicated by the results of (BenYahia and Bishlagham, 2022) that there were differences in the level of quality of life among university students according to gender in favor of females compared to males. However, (Taha, et al., 2022) differed from the current study, as its results revealed that there was no statistically significant effect of specialization on the quality of students' life, while the results of this study indicated that there were differences in enhancing the university life skills course. The quality of life of students is attributed to the field of specialization in the colleges (scientific - humanities - health), for the benefit of students in humanitarian colleges.

Lecture reviews are similar to the current study in some aspects, and differ from it in other aspects:

1. Population and sample: The current study agreed with many studies that dealt with the same sample of university students whose ages ranged between 18 and 30 years, including males and females, such as the study of (BenYahia and Bishlagham, 2022; Azouz, Naima, 2020; Aidi, 2019; Al-Aswad, 2017, Taha, et al., 2022). While the sample differed in some studies that focused on males

only and not females such as the study (Moussa, et al., 2023; Freitas, et al., 2023; Jaljal, et al., 2022; Cooke, 2022; Ameer, et al., 2022; Chávez, et al., 2022).

2. Basic variables: Some previous studies agreed with the current study in their treatment of quality of life and its relationship to multiple variables such as gender, academic specialization, educational level, and motivation to learn, such as (Aidi, 2019; Taha, et al., 2022; BenYahia and Bishlagham, 2022; Azouz, Naima, 2020 ; Chávez, et al., 2022). The current study also differed from previous studies that linked quality of life to other variables such as positive experiences and religious interaction, such as (Moussa, et al., 2023), which addressed psychological factors such as anxiety and suicidal ideation and depression, as variables affecting quality of life as a study by (Martins, et al., 2023; Freitas, et al., 2023), and other variables such as mental alertness and academic achievement, such as (Jaffer, 2022). The study (Jaljal, et al., 2022) linked the quality of psychological life and academic resilience among university students, and the (Cooke, 2022), between student spirituality and the level of emotional intelligence, perceived stress, quality of life, (Abdullatif, 2022) investigated the relationship between academic boredom, self-compassion, and quality of academic life among university students, (Abyad, 2018) addressed the relationship between visual - auditory - kinesthetic learning styles, academic self-efficacy and quality of life.

3. Study methodology and tools: The descriptive approach and a closed-ended questionnaire were used in the current study. The current study agreed in its approach with some studies such as (Qasim, 2022; Aidi, 2019; Al-Aswad, 2017), which adopted two measures: the Quality of Life Scale, the Motivation to Learn Scale, (Jaljal, et al., 2022) used the Psychological Quality of Life Scale prepared by (Ryfl, 1995), the Academic Resilience Scale, (Azouz, Naima, 2020) used The same approach, with the difference in its tools, as it used the quality of life scale prepared by (Mahmoud Mansi, Ali Kazem, 2006), agreed in this with the study of (Marrakchi and Ramzi, 2018; Omar, 2019). As for the rest of the previous studies, some of them used cross-sectional studies, and a questionnaire that included a short health scale consisting of 12 items, a measure of religious coping methods, and a measure of positive and negative experiences, such as (Moussa, et al., 2023), multivariate analysis using linear regression, a measure of depression, anxiety, and stress, such as (Freitas, et al., 2023), (Abdullatif, 2022) used scales to measure academic boredom, quality of academic life, and self-compassion to analyze the data. The study (Ameer, et al., 2022) also used path analysis to examine relationships between variables, (Taha, et al., 2022) used the academic ambition scale, the academic inclination scale, and the perceived academic quality of life scale, as tools for collecting data, while the study (BenYahia and Bishlagham, 2022) used the quality of life scale for university students prepared by (Mahmoud Mansi, Ali Kazem, 2006).

Study Approach:

The study used the descriptive method where is defined as: the scientific approach that focuses on an accurate and comprehensive description of the phenomena or topics studied, whether by descriptive explanation of the current situation, or by using numbers and data to clarify the relationships and interactions between these phenomena (Bruis and Dabbab, 2019).

Study population:

The study population consisted of new students at the University of Hail in the academic year 2023, who studied the university life skills course, where about (8525) male and female students, affiliated with the colleges: (scientific - humanities - health), according to following table:

Table (1): shows the distribution of members of the study population based on their fields of study in colleges: (scientific - humanities - health).

	students	Total	%
--	----------	-------	---

The nature of the colleges at the University of Hail and their classification	Male	Female		
Scientific colleges	1352	3088	4440	% 52.1
Humanities colleges	640	2550	3190	% 37.4
Health colleges	175	720	895	% 10.5
Total	2167	6358	8525	% 100

Source: Collected and calculated from the analysis of the research sample using SPSS.

It is clear from Table (1) that the study population consisted of (8525) male and female students, including (4440) male and female students registered in scientific colleges, representing (52.1%) of the population targeted by the study, and (3190) male and female students, registered in the humanitarian colleges, representing (37.4%) of the original community, while (895) male and female students registered in the health colleges representing (10.5%) of the study population.

The research sample:

The study sample consisted of (855) male and female students, who were selected by a simple random method, to form a sample that faithfully represents the entire study population-Table (2):

Table (2): Shows the number of sample members of both genders in the fields of study, and their percentage of the sample.

Fields of study of the sample members	New students		Total	% of the study sample
	Male	Female		
Scientific colleges	68	446	514	% 60.1
Humanities colleges	39	230	269	% 31.5
Health colleges	36	36	72	% 8.4
Total	143	712	855	%100

Source: Collected and calculated from the analysis of the research sample using SPSS.

Study tool:

The study used the closed questionnaire as an appropriate tool for the nature of the study, where included (30) phrases distributed over three dimensions, (10) phrases related to the first related axis. The dimension of mental health and psychological balance, (10) phrases related to the second axis related to the dimension of social relationships and social support, and (10) phrases related to the third axis related to the educational dimension of quality of life-Table (3).

Table (3): shows the questionnaire's axes and the number of its phrases:

The dimension	Number of phrases
Mental health and psychological balance for quality of life	10
Social relationships and social support for quality of life	10
The dimension of Educational quality of life	10
The questionnaire as a whole	30

Source: Collected and calculated from the analysis of the research sample using SPSS.

The questionnaire options were formulated according to a five-point Likert scale in the manner: (strongly agree/agree/neutral/disagree/strongly disagree), where the response with strongly agree (5) grades, response with agree (4) grades, response with neutral (3) grades, and response with disagree, (2) grades and a response of strongly disagree (1) grade.

Validity of the study tool:

The study verified the validity of the study tool through the following:

First: The apparent validity of the study tool (the judges' honesty):

To determine the extent of the apparent validity of the questionnaire, it was presented to a number of specialized arbitrators from the faculty members of the Department of Curriculum and Teaching Methods, then converted into an electronic questionnaire via the link: (<https://forms.gle/72JxKZGGNTC9e8LT7>), in preparation for its application to Exploratory sample to measure the validity of the internal consistency of the tool.

Second: Validity of the internal consistency of the study tool:

To verify the internal consistency of the questionnaire, Pearson's Correlation Coefficient was calculated. Where it showed the correlation coefficients for each paragraph and the total scores for the axis to which it belongs, were all statistically significant at the level (0.01), which indicates a high degree of validity of the internal consistency of the study tool-Table (4).

Table (4): Shows the Pearson correlation coefficients between the scores of each item and the total score of the axis to which it belongs.

The first axis: the dimension of mental health and psychological balance of quality of life		The second axis: the dimension of social relationships and social support for quality of life		The third axis: the educational dimension of quality of life	
1	0.82**	11	0.89**	21	0.90**
2	0.69**	12	0.89**	22	0.78**
3	0.82**	13	0.83**	23	0.76**
4	0.87**	14	0.83**	24	0.87**
5	0.80**	15	0.85**	25	0.89**
6	0.91**	16	0.91**	26	0.89**
7	0.87**	17	0.80**	27	0.89**
8	0.87**	18	0.76**	28	0.92**
9	0.87**	19	0.89**	29	0.88**
10	0.82**	20	0.78**	30	0.90**

** Statistically significant at (0.01).

Stability of the study tool:

To verify the reliability of the questionnaire, the study used (Cronbach's Alpha (α) equation), where it reached ranging between (0.95-0.96) and the overall reliability coefficient of the questionnaire was (0.98), which indicates the stability of the study tool-Table (5).

Table No. (5): shows the reliability coefficients of the axes of the study tool

The dimension	Number of items	Cronbach's alpha coefficient
Mental health and psychological balance for quality of life	10	0.95
Social relationships and social support for quality of life	10	0.96
The dimension of Educational quality of life	10	0.96
The questionnaire as a whole	30	0.98

Source: Collected and calculated from the analysis of the research sample using SPSS.

Statistical processing methods:

The study used the Statistical Package for the Social Sciences (SPSS) program. Among the methods used are the following:

1. Pearson correlation coefficient; to ensure the validity of the internal consistency of the study tool.
2. Reliability equation (Cronbach's alpha), to measure the stability of the study tool.
3. Mean, Standard Deviation
4. Independent samples T-test
5. One-way analysis of variance (ANOVA).

Results and discussion:

Answering the main question: What is the role of the university life skills course in enhancing the quality of life for new students at the University of Hail from their point of view?

To answer the main question, a single-sample T-test with a probability value of 3 was used, the results showed that the level of statistical significance is (0.00), which is statistically significant, and the mean is (119.5), out of a total score of 150. Therefore, there is a positive role for the university life skills course in enhancing the quality of life of new students at the University of Hail from their point of view -Table (6).

Table (6): Shows the role of the university life skills course on the quality of life of new students at the University of Hail according to the results of the one sample T TEST.

Numbers	Mean	Standard Deviation	df	T Test Value = 3
855	119.5	23.3	854	146.0**

Source: Collected and calculated from the analysis of the research sample using SPSS. ** Statistically significant at (0.01).

First question: Does the university life skills course contribute to enhancing the mental health and psychological balance of new students at the University of Hail?

To answer this question, a single-sample T-test with a probability value of 3 was used, the results showed that there is statistical significance at the level of (0.00), with an arithmetic average of 39.9 out of a total score of 50, which indicates a strong positive impact of the university life skills course and its contribution to enhancing the mental health and psychological balance of new students at the University of Hail- Table (7)

Table (7): shows the degrees of which the University Life Skills course contributes to enhancing the mental health and psychological balance of new students at the University of Hail according to the results of the one sample T TEST.

Numbers	Mean	Standard Deviation	df	One-Sample Test = 3
855	39.9	8.0	854	134.4**

Source: Collected and calculated from the analysis of the research sample using SPSS. ** Statistically significant at (0.01).

Second question: Does the university life skills course contribute to strengthening social relationships and social support for new students at the University of Hail?

To answer this question, a single-sample T-test was used, where the values indicated a strong statistical significance of (0.00), which shows a strong statistical effect. In addition, the mean reach about (39.4) of a total score of 50 reflects a noticeable and positive impact of the university life skills course on strengthening social relationships and providing social support for new students at the University of Hail. The positive impact demonstrates showed the importance of the university life skills course under study in improving and strengthening students' social relationships in the university environment and enhancing the support they receive in the academic community -Table (8).

Table (8): shows the degrees of which the University Life Skills course contributes to enhancing social relationships and social support for new students at the University of Hail according to the results of the one sample T TEST.

Numbers	Mean	Standard Deviation	df	One-Sample Test
855	39.4	8.4	854	126.94

Source: Collected and calculated from the analysis of the research sample using SPSS. ** Statistically significant at (0.01).

Third question: To what degree does the university life skills course help in developing the study and learning skills of new students at the University of Hail?

To answer this question, a single-sample T-test was used, where the results indicated the presence of a strong statistical significance with a value of (0.00), which suggests a positive and significant effect of the University Life Skills course in developing the study and learning skills of new students at the University of Hail. In addition to that, the mean of the difference in results is about (40.2), which is significant and significant. Based on these results, the university life skills course shows a strong positive impact in developing the study and learning skills of new students at the University of Hail - Table (9).

Table (9): shows the degree to which the University Life Skills course contributes to developing the study and learning skills of new students at the University of Hail, based on the results of the one-sample T-test.

Numbers	Mean	Standard Deviation	df	One-Sample Test
855	40.2	8.01	854	136.1**

Source: Collected and calculated from the analysis of the research sample using SPSS. ** Statistically significant at (0.01).

Fourth question: Are there statistically significant differences in the university life skills course enhancing the dimensions of the quality of life of new students at the University of Hail due to the difference in gender (males/females)?

Table (10): shows the significance of the differences in enhancing the university life skills course for the dimensions of the quality of life of new students at the University of Hail in terms of gender according to the results of the independent samples T TEST.

Dimensions	Sex	Numbers	Mean	St. Deviation	Independent Samples Test	F
Mental health and psychological balance	Male	143	41.1	7.7	1.967	0.002
	Female	712	39.6	8.1	2.030	

Social relationships and social support	Male	143	39.9	8.4	0.783	0.001
	Female	712	39.3	8.4	0.781	
Study and learning skills	Male	143	41.2	8.1	1.595	0.181
	Female	712	40.1	8.0	1.584	
Total	Male	143	122.2	22.8	1.504	0.019
	Female	712	119.0	23.4	1.530	

** Statistically significant at (0.01). * Statistically significant at (0.05).

To answer this question, independent samples T-test was used, where the dimension of mental health and psychological balance, the arithmetic mean for new male students was about 41.1, while the mean for new female students was about 39.6, and the difference between the two means was about 1.44 points, as males seem to show a higher average in this dimension of quality of life compared to females. As for the dimension of social relations and social support, we found that the mean for new male students was about 39.9, and the mean for new female students was about 39.3, and the difference between the two means is approximately 0.60 points, which was a statistically insignificant difference. As for the educational dimension, the mean for study and learning skills for new male students was about 41.2. While the arithmetic mean for new female students was about 40.1 and the difference between the two means was about 1.17 points, a difference that indicates greater benefit for males in this aspect. These numbers shows the differences between the arithmetic averages for each gender in each dimension of the quality of student life related to the university life skills course. In light of the above, it appears that males show a significantly higher average in the quality of life dimensions of mental health, psychological balance, and study and learning skills related to the university life skills course compared to females, with the difference between them ranging between 1.17 and 1.44 points. As for social relationships and social support, the data do not indicate any significant statistical differences between the sexes-Table (10).

Fifth question: Are there statistically significant differences in enhancing the university life skills course dimensions of the quality of life of new students at the University of Hail due to their different fields of study (scientific - humanities - health)?

Table (11): The results of a one-way analysis of variance (ANOVA) shows the significance of the differences in enhancing the university life skills course for the dimensions of the quality of life of new students at the University of Hail according to their different fields

Dimensions	Study field	Numbers	Mean	Standard Deviation	F
Mental health and psychological balance	Scientific colleges	514	39.2	7.8	5.123*
	Humanities colleges	269	41.2	7.7	
	Health colleges	72	39.7	10.0	
Study and learning skills	Scientific colleges	514	38.8	8.2	3.627*
	Humanities colleges	269	40.4	8.0	
	Health colleges	72	39.5	10.4	

Social relationships and social support	Scientific colleges	514	39.6	7.9	4.057*
	Humanities colleges	269	41.4	7.4	
	Health colleges	72	40.4	10.3	
Total	Scientific colleges	514	117.7	22.7	4.626*
	Humanities colleges	269	123.0	22.2	
	Health colleges	72	119.7	29.7	

** Statistically significant at (0.01). * Statistically significant at (0.05).

To answer this question, a one-way analysis of variance (ANOVA) was used, where the results showd that there are differences in the university life skills course enhancing the dimensions of the quality of life of new students at the University of Hail due to the difference in their fields of study in the three dimensions (mental health, psychological balance, social relations and social support, study and learning skills) for the benefit of humanitarian colleges. It is noted that in the dimension of mental health and psychological balance, the arithmetic mean for the humanitarian faculties (41.2) appears higher than the scientific (39.2) and health faculties (39.7), and the difference between the faculties reached about 1.92 points between the humanitarian and scientific faculties and 1.42 points between the humanitarian and health faculties. This indicates that there may be a statistical difference between colleges. As for the educational dimension, the mean for the humanities faculties (40.5) also appears higher than the scientific (38.8) and health (39.5) faculties, with a difference of about 1.69 points between the humanities and scientific and 0.95 points between the humanities and health, this indicates the presence of potential differences. As for the dimension of social relations and social support, the arithmetic mean for the humanities faculties (41.4) appears high compared to the scientific (39.6) and health faculties (40.4), and the differences are about 1.71 points between the humanities and sciences and 0.95 points between the humanitarian and health faculties, which indicates the presence of potential differences. Based on these results, the impact of the university life skills course appears to be more effective on the quality of life of students in humanitarian colleges compared to science and health colleges-Table (11).

CONCLUTION:

1. The university life skills course plays a positive role in enhancing the quality of life for new students at the University of Hail from their point of view.
2. The university life skills course contributes effectively to enhancing the mental health and psychological balance of new students at the University of Hail.
3. The course has a noticeable and positive contribution to strengthening social relations and providing social support to new students at the University of Hail.
4. The university life skills course significantly helps in developing the study and learning skills of new students at the University of Hail.
5. There are statistically significant differences between males and females in the university life skills course enhancing the dimensions of the quality of life of new students at the University of Hail, as the course shows a greater influence for males in mental health, psychological balance, and the educational dimension, without any tangible differences in social relationships and social support between the sexes.

6. There are statistically significant differences in the effect of the university life skills course on the dimensions of students' quality of life according to their fields of study, where the greatest effect appears to be in favor of students in humanitarian colleges compared to students in scientific and health colleges at the University of Hail?

7. There are statistically significant differences in the university life skills course enhancing the dimensions of the quality of life of new students at the University of Hail according to their fields of study (scientific - humanities - health), where the greatest effect appears to be in favor of students in humanities colleges compared to students in scientific and health colleges.

Recommendations:

1- Adopting additional support and assistance strategies for students in aspects where the impact of the course does not appear significantly, such as strengthening social relationships and social support, in order to increase the effectiveness of the course in improving the quality of life of new students at the University of Hail.

2- Working to individualize education in the university life skills course by providing additional support and reinforcement to students who benefit less from the course, in order to achieve greater benefits for them and adapt the support according to their personal needs.

3- Consider updating and amending the course description to suit the groups that benefit from it the least and to ensure that it has an effective and tangible impact on their quality of life and improving their university experience.

4- Support additional research and future studies to understand the specific factors that make students in humanitarian colleges benefit more from the course compared to science and health colleges at the University of Hail.

Acknowledgements: The author acknowledge support for the underlying research into the role of the university life skills course in enhancing the quality of life for new from their point of view from a Faculty of Education, University of Hail , Saudi Arab Kingdom.

REFERENCES:

- Abbott, R.A., et al. (2010): An evaluation of the precision of measurement of Ryff's psychological well-being scales in a population sample, *Social Indicators Research*, 97, 357-373. <https://doi.org/10.1007/s11205-009-9506-x>
- Abdellatif, M. S. (2022): Modeling the relationships between academic boredom, self-compassion and quality of academic life among university students. *Sage Open*, 12 (4) <https://doi.org/10.1177/21582440221141703>
- Aidi, N.(2019): The level of quality of health life among university students. *Journal of Human Sciences*, Vol. 6, No. 2, 414 - 424 <http://search.mandumah.com/Record/1037678>
- Al-abyad, A.A. (2018): The effect of learning styles and academic self-efficacy on the quality of life among a sample of university students, *Journal of the Faculty of Education, Tanta University*. 72 (3), 290 – 347. <https://doi.org/10.21608/mkmgmt.2018.239090>
- Al-Alan, E.A. (2020): Quality of Life Program Document 2020 and its impact on enhancing national belonging. *International Journal of Humanities and Social Sciences*, 14, 287 – 307 <https://search.mandumah.com/Record/1100021>

- Al-aswdu, A. (2017): Quality of life as a predictor of motivation to learn among a sample of Oued University students, The magazine International educational specialist. Jordan,6(12). 89 – 95. <http://search.shamaa.org/FullRecord?ID=128059>
- Al-Dawad, H., Khalil, M. (2015): The role of university curricula in developing some life skills among female students at King Faisal University, Taif University Journal for Human Sciences. 3(12), 85-135. <https://search.mandumah.com/Record/964668>
- Al-Dous, I.B. (2019): University life skills and their relationship to academic adjustment among university students. Scientific Journal of King Faisal University - Humanities and Administrative Sciences, Volume 20, Supplement, 77 - 97. <http://search.mandumah.com/Record/1040093>
- Al-Enezi, A.A. (2019): Quality of life among graduate students at the University of Mosul. Journal of Educational and Psychological Sciences, 139.648 - 609. <http://search.mandumah.com/Record/1079386>
- Al-Fatni, R. (2019): The life skills necessary for university students in light of contemporary changes, Educational Journal, Al-Marqab University, Libya. (15), 152 - 171. <https://search.emarefa.net/detail/BIM-1089703>
- Al-Ghamdi, H. (2017): Quality of life among male and female students of the College of Arts and Sciences at Al Baha University, unpublished master's thesis, Department of Sociology, College of Arts, King Saud University. <http://ecat.kfnl.gov.sa:88/ipac20/ipac.jsp?session=170392B338PG8.364538&profile=akfnl&uri=search=TL.&aspect=advanced&menu=search&source=172.27.18.30@!kfnl1256>
- Al-Ghoul, H.S. (2022): An analytical and critical study according to the experience of employing teaching based on scientific research in developing students' scientific thinking and life skills, Master's thesis, Faculty of Graduate Studies, Birzeit University, Palestine. https://koha.birzeit.edu/cgi-bin/koha/opac-detail.pl?biblionumber=321295&shelfbrowse_itemnumber=314033
- Al-Hourani, A.K. (2019): The quality of university life and its relationship to psychological flexibility among non-Saudi students at Umm Al-Qura University. Journal of Psychological Counseling, No. 58, 1 - 48. <http://search.mandumah.com/Record/990862>
- Ali, K., Obaid, A. (2019): The effect of the guided imagination strategy on developing some life skills among first-year intermediate science students, College of Basic Education Research Journal. 15(4), 475 - 512. <https://search.mandumah.com/Record/1100021>
- Al-Madhoun, M. (2018): The role of secondary school teachers in developing the life skills of their students in the southern governorates of Palestine and ways to activate it, Master's thesis at the Islamic University, College of Education. <http://search.shamaa.org/FullRecord?ID=331665>
- Al-Nader, H.M. (2017): Quality of life among students at Al-Balqa Applied University, Muta Research and Studies - Humanities and Social Sciences Series, Volume 32 5 91 - 118. <https://search.emarefa.net/detail/BIM-810770>
- Al-Qarni, Y. E. (2015): The level of university life skills and their relationship to some demographic variables among regular male and female students at King Abdulaziz University, King Abdulaziz University Journal - Arts and Humanities, vol. 22, no. 1, 190 - 147. <https://search.mandumah.com/Record/769005>
- Al-Sarayrah, I.M., Al-Hawari, L.S. (2019): The effectiveness of a group counseling program based on the multi-media approach in improving adaptation to university life among a sample of new

- students at Mu'tah University, Muta Research and Studies - Humanities and Social Sciences Series, vol. 4, 34, 110 – 75. <http://dx.doi.org/10.35682/2028>
- Alsaid, W.A. (2019): Quality of university life as a mediating factor between psychological alienation and self-esteem among students at King Saud University. *International Journal of Educational and Psychological Studies*, Vol. 5, No. 2, 144 – 160. <http://dx.doi.org/10.31559/EPS2019.5.2.4>
- Al-Shammari, L.A. (2023): The role of the university life skills course in developing self-regulated learning strategies among female students at the University of Hail. *Journal of the Faculty of Education - Kafr El-Sheikh University*, No. 110, 1 - 94. <https://search.mandumah.com/Record/1404886>
- Al-Shehri, H.S. (2023): Understanding the role of the university study skills course in enhancing the quality of academic life among female students at the University of Jeddah, *Journal of the Faculty of Arts in Qena - South Valley University*, Volume (32), Issue (61).105 – 144. <https://doi.org/10.21608/qarts.2023.230507.1744>
- Al-Sheikh, N.B. (2020): Quality of life among female university students: An applied study of female students at King Saud University and Al-Faisal University in the city of Riyadh, *Journal of Social Sciences*, vol. 4, 48: 65 – 95. <https://search.emarefa.net/detail/BIM-1321653>
- Ameer, S., et al. (2022): Relationship of intrinsic and extrinsic aspirations with quality of life of university students: Mediating role of perceived academic stress, *Journal of Behavioural Sciences*, 32 (2) ,184. http://pu.edu.pk/images/journal/doap/PDF-FILES/9_V32-2-2022.pdf
- Azouz, K., Naima, B.(2020): The level of quality of life among psychology students at the University of M'sila - a field study on bachelor's students, *Journal of Psychological and Educational Studies*, Volume 13, Issue 1, 291- 312. <http://dspace.univ-msila.dz:8080/xmlui/handle/123456789/23516>
- Barwis, W., Dabbab, Z. (2019): Descriptive approach. *Al Hussein Bin Talal University Research Journal*, Volume 5, Supplement 1039183/1 - <https://search.mandumah.com/Record/1039183>
- Bassiouni, S.B., Al-Kashki, M.A. (2021): Religiosity as a modifying variable for the relationship between psychological quality of life and ideological extremism among a sample of Saudi university students, *College of Education Journal*, Vol. 37, 10, 370 – 321. <http://search.shamaa.org/FullRecord?ID=291541>
- Batista, P.H., et al.(2023): Symptoms of depression, anxiety and stress in health students and impact on quality of life, *Latino-Am. Nursing*. 2023;31:e3885. <https://doi.org/10.1590/1518-8345.6315.3886>
- BenYahya, B.,Bashlagham, Y. (2022): Quality of life among university students, a field study on a sample of students at the University of Tlemcen. *Journal of Human Sciences*, vol. 9, 3, 736 - 754. <http://search.mandumah.com/Record/1365449>
- Boumaraf, N. (2020): Quality of life for a university student with a mobility disability. *Proceedings of the National Forum: Quality of Life and Sustainable Development in Algeria - Dimensions and Challenges*, Volume 1, El Oued: University of Martyr Hama Lakhdar. The economics of renewable energies and their role in achieving sustainable development and the Fa'alun Center for Research in Anthropology, Social and Human Sciences, 201 – 220. <https://search.mandumah.com/Record/1149364>

- Back, M. D., Vazire, S. (2015): The Social Consequences of Personality: Six Suggestions for Future Research. *European Journal of Personality*, 29(2), 296-307. <https://doi.org/10.1002/per.1998>
- Chávez, L. J., et al. (2022): The Effect Of Life Events, Perceived Stress, Resilience and Sex On The Quality Of Life Of University Students: Conditional Process. *Behavioral Psychology = Psicología Conductual*, 30(3), 827-842. <https://doi.org/10.51668/bp.8322314n>
- Cooke, J. (2022): Influence of Spirituality on University Students' Emotional Intelligence, Perceived Stress, and Life Quality, *Walden Dissertations and Doctoral Studies*, 12305. <https://scholarworks.waldenu.edu/dissertations/12305>
- Editorial Board (2018): The Quality of Life Program is a pillar of the Kingdom's strength and makes its economy more prosperous. *Al-Diplomat Magazine*, No. 90, 4-7, Quality of Life Program Document 2020, Kingdom of Saudi Arabia. <https://www.vision2030.gov.sa/ar/vision-2030/vrp/quality-of-life-program/>
- Emma, E.M, Jaffery, G. (2023): Mindfulness, cognitive functioning, and academic achievement in college students: the mediating role of stress, *Current psychology (New Brunswick, N.J.)*, 42(13), 10924–10934. <https://doi.org/10.1007/s12144-021-02340-z>
- Freitas, P. H., et al. (2023): Symptoms of depression, anxiety and stress in health students and impact on quality of life, Síntomas de depresión, ansiedad y estrés en estudiantes del área de la salud e impacto en la calidad de vida, *Revista latino-americana de enfermagem*, 31, e3884. <https://doi.org/10.1590/1518-8345.6315.3884>
- Ghadhban, F. (2015): *Quality of Life in Urban Communities*, Amman: Al-Dar Al-Manhaji for Publishing and Distribution. <https://books4arab.me/>
- Hamed, M.A. (2018): The role of psychological counseling units in achieving the quality of university life for a sample of female students in some Sudanese universities in light of some demographic variables, *The Future of Arab Education Volume 25*, 114 72 - 13. <http://search.mandumah.com/Record/965671>
- Hamza, F., Budawood, H. (2018): Standardization of the WHO Brief Quality of Life Scale (WOQOL-BREF) on samples from the Algerian environment, *Journal of Social Sciences. University of Laghouat*, (12) No. 4, 139-157. <https://www.asjp.cerist.dz/en/article/65968>
- IbnIbrahim, M. (2015): A program based on quality standards to develop university life planning skills among female students at King Abdul Aziz University - Rabigh Branch, *Reading and Knowledge Magazine, Ain Shams University*. (164), 21-84. <https://search.mandumah.com/Record/725904>
- Jaafar, F.A., et al. (2022): Quality of life among students of the College of Education in Al-Khoms. *Educational Journal* 20 85 - 106. <http://search.mandumah.com/Record/1249228>
- Jaljal, et al., (2022): The psychological quality of life and its relationship to academic resilience among university students. *College of Education Journal* 104 1 - 16. <http://search.mandumah.com/Record/1281611>
- Maamriya, B. (2020): Quality of life: its definitions, determinants, manifestations, and dimensions. *Proceedings of the National Forum: Quality of Life and Sustainable Development in Algeria - Dimensions and Challenges, Volume 1*, El Oued: University of Shahid Hamma Lakhdar - Laboratory of the Economics of Renewable Energies and their Role in Achieving Sustainable Development and the Fa'alun Center for Research in Anthropology and Social and Human Sciences 15 - 26. <http://search.mandumah.com/Record/1149191>

- Martins, M. D. , Ángel, M. X. (2023): Factores psicológicos de los estudiantes universitarios y calidad de vida: Una revisión sistemática prepandemia. [Psychological factors of university students and quality of life: A systematic review pre-pandemic] *Interdisciplinaria*, 40(1),25-41. <https://dx.doi.org/10.16888/interd.2023.40.1.2>
- Maryam, M., Kharmoush, R.M. (2018): Quality of life and its relationship to self-esteem among university students, a field study on a sample of students at the University of Setif 2, *Al-Hikma Journal for Educational and Psychological Studies*, 13 - 59, 75. <http://search.mandumah.com/Record/869834>
- Morton, S., et al. (2014): Managing the transition the role of Optimism and Self- Efficacy for first year Australian University students, *Australian Journal of Guidance and counseling*. 24(1),90-108. <http://dx.doi.org/10.1017/jgc.2013.29>
- Mostafawi, E., AlAswad, Z.A. (2021): Quality of life and its relationship to self-concept among Valley University students. *Journal of Human Sciences*, vol. 8, 1, 850 - 868. <http://search.mandumah.com/Record/1156445>
- Moussa, S., et al.(2023): Association between experiences in life and quality of life among lebanese university students in a collapsing country: The moderating role of religious coping and positivity. *Healthcare*,11(1),149. <https://doi.org/10.3390/healthcare11010149>
- Mukhaimer, H.M., AlWathinani, M.M. (2018): Career future anxiety and its relationship to academic self-efficacy and motivation for academic achievement among Umm Al-Qura University students, *Reading and Knowledge Magazine*, Issue 18, Part One, July 201. <https://doi.org/10.21608/mrk.2018.102249>
- Naissa, R.A. (2012): Quality of life among students of Damascus and Tishreen Universities, *Damascus University Journal*, 28 (1) 145-180. <http://search.shamaa.org/FullRecord?ID=69041>
- Omar, A.M. (2019): The effectiveness of an integrative counseling program based on meaning therapy and some personality strengths in improving the quality of life among a sample of adolescents. *Journal of the College of Education in Psychological Sciences*, vol. 43, no. 3, 116 - 226. <https://dx.doi.org/10.21608/jfeps.2019.78129>
- Qashmar, A.L. (2019): Adjustment to university life and its relationship to psychological, social, and academic adaptation among first-year students in Palestinian universities. *Studies*, No. 77, 67-92. <https://search.emarefa.net/detail/BIM-907816>
- Qasim, M.A. (2022): The relationship between quality of life and family bullying in the social environment of the Gaza Strip: A field study from the perspective of students at Al-Azhar University in Gaza. *Rammah Journal of Research and Studies* 64, 269-304 Retrieved from <http://search.mandumah.com/Record/1234005>
- Ryff, C. D. (1995): Psychological Well-Being in Adult Life. *Current Directions in Psychological Science*, 4(4), 99-104. <https://doi.org/10.1111/1467-8721.ep10772395>
- Saleh, S.M. (2020): The extent to which Jordanian universities exercise their role in providing students with the life skills necessary to deal with the developments and challenges of the era from the students' point of view, *Cairo University Journal of Educational Sciences*, Volume 28, Issue 4, Page 546-566. <https://doi.org/10.21608/ssj.2020.311564>
- Samaha, M.A., et al. (2020): Social support and its relationship to quality of life among university students. *College of Education Journal*, vol. 31, no. 124, 523 - 548. <http://search.mandumah.com/Record/1203757>

- Sheikh, M. (2014): The nature of work and its relationship to quality of life, Master's thesis, Abu Bakr University in Cairo, Algeria, Faculty of Humanities and Social Sciences, Department of Social Sciences, Department of Psychology. <https://theses-algerie.com/3110075201244236/memoire-de-magister/universite-abou-bekr-belkaid---tlemcen/>
- Tilly, S. (2020): Standardization of the quality of life scale by Mahmoud Abdel Halim Mansi and Ali Mahdi Kazem on a sample of first-year students in the common social sciences: a field study at Mohamed Boudiaf University (Master's), Mohamed Boudiaf University, M'sila, Faculty of Humanities and Social Sciences, Algeria. <http://search.shamaa.org/FullRecord?ID=291344>
- Taha, R.S., et al. (2022): The role of academic ambition and academic inclination in the perceived quality of academic life and academic achievement among College of Education students. Egyptian Journal of Psychological Studies, 351-414. <https://dx.doi.org/10.21608/ejcs.2022.211993>
- Tashtoush, R., Al-Qashar, M. (2017): Quality of life and self-esteem among diabetic patients in Jordan, Jordanian Journal of Educational Sciences. M 13. P. 2.133-151. <https://journals.yu.edu.jo/jjes/Issues/2017/Vol13No2/1.pdf>
- Tawfiq, S.M. (2010): Report on the Seventh Scientific Conference at the Faculty of Education, Kafrelsheikh University: Quality of life as an investment in educational and psychological sciences, Journal of the Faculty of Education, vol. 21, 82, 322 - 326. <https://search.mandumah.com/Record/46237>
- Touati, H., et al. (2018): The level of quality of life of university students, a field study on students majoring in psychology, Journal of Humanistic and Social Studies, University of Oran 02, Issue 08, 163-184. <https://www.asjp.cerist.dz/en/article/33570>
- Turk, R.M. (2019): A proposed educational program to develop life skills among students at Jordanian public universities. Studies: Educational Sciences, vol. 46, p. 1 (sup 2), p p. 631-650. <https://search.mandumah.com/Record/1133812>
- Youssef, S.H. (2019): Proposed mechanisms to achieve quality of university life for students of the Faculty of Education - Beni Suef University in light of the "Kaizen" continuous improvement approach. College of Education Journal 16 88, 299 - 376. <https://search.emarefa.net/detail/BIM-1180466>