

A proposed scenario to activate the role of a national institution in achieving quality of life

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Abstract

This study aims to build a proposed scenario to activate the role of a Saudi institution in achieving the quality of life. To this end, a questionnaire was administered to 323 faculty members. The results revealed how the participants viewed the role of their institution in achieving the quality of life and generally obtained considerable agreement from the sample. The results showed that the university's major role would be expected to enhance national identity, followed by the problem-solving, institutional, psychological, and societal fields. Findings indicate statistically significant differences in the participants' responses that might be attributed to the gender variable. Similarly, a statistically significant difference that could be ascribed to the institutional, problem-solving, and national identity fields in favour of males was observed. However, the variables of specialization and academic rank seem to have insignificant differences.

Keywords; quality of life, proposed scenario, faculty members, role, institution

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1. Introduction

In recent years, interest in the concept of Quality of Life (QL) has been growing because of the intellectual development, scientific progress and the interest of governments and people in creating a healthy and more productive society. Quality of life, which is defined as 'the feeling of psychological comfort and satisfaction as a result of people appreciating their current conditions of life' (Oliver & et al, 2005, p:1) has become a basic requirement for individuals and communities to express advancement in the level of materials and social services provided to community members, leading to social equality wherein everyone can access education, healthcare, welfare, food, housing and security, making QL one of the basic pillars of governmental trends. Moreover, it has crystallized into official projects and initiatives from government agencies and was converted into a major foundation in Saudi Vision 2030.

The concept of QL is associated with several factors, such as happiness and satisfaction in life to obtain well-being for the individual and society. Indeed, this concept has many uses in all fields including the quality of education, quality of production, and quality of the future (Abdullah, 2008).

QL includes a wide range of contexts to cover all aspects of life (Bottomley, 2002). The provision of QL is part of the organization's social responsibility towards its employees, which contributes to raising the performance of the organization or institution (Seddik, 2005). Karima (2014) indicated a positive statistically significant correlation between QL and academic achievement. Naissa (2012) also recommended incorporating the concept of QL in some university psychological courses. QL also has a positive correlation with critical thinking (Abu Younes, 2013), and a positive correlation with social acceptance and coping strategies for battered females (Al-Rabayah, 2017).

QL has become crucial in all aspects of health, social, cultural and educational life so that individuals and societies can enjoy a happier and more luxurious life to achieve higher individual productivity and more distinctive societal efficiency. As a crucial aspect of life, QL compels societies to pay attention to studies that investigate QL. This is the drive of the current study, which aims to provide a proposal to activate the role of Najran University (NU) in achieving QL in light of Saudi Vision 2030.

Statement of the problem

University education is an essential element in building a modern human being capable of dealing with the different factors of the modern era., calling attention to the need for improving and advancing the university education system, leading to an educational environment that contributes to building a distinguished graduate who can deal with life issues in a positive balanced manner. Therefore, the authors of the current study believe universities have the most responsibility for crystallizing ideas and programs that can contribute to achieving QL in line with Saudi Vision 2030. We pay special attention to NU because its vision is to become a leading institution in learning, instruction, and research to construct a globally innovative, knowledgeable, and competent society. This would not be achieved unless QL is also considered. Accordingly, we choose NU as the research setting to examine the following main question:

What is the proposed scenario for activating the role of NU in achieving QL following Saudi Vision 2030 from the perceptions of the faculty members?

The following sub-questions were generated:

Q1: What is the proposed scenario for activating the role of NU in achieving QL on the institutional, social, psychological, problem-solving and national identity levels?

Q2: How do the responses of the study sample differ significantly as per the following variables: gender, specialization and academic rank?

Significance of the study

Saudi Vision 2030 has emphasized the need for incorporating QL in all fields, which requires universities to play an integral role in this field. Therefore, the authors wish to develop a proposed scenario to activate the role played by NU in the fields of education, society, psychological health, problem-solving and enhancement of national identity and contribute to achieving Saudi Vision 2030. We aim to provide insights that will allow focus on improving QL in the Saudi educational institutions in relation to Saudi Vision, highlighting the necessity to adopt QL programs to improve individual and family welfare. We operationalize the term QL as the availability of the things that the NU affiliate needs at the level he/she desires and in a manner that does not contradict his/her beliefs.

2. Literature Review

The quality of practical life reflects a set of principles based on a philosophy that workers are significant entrants to all institutions. They are trustworthy, responsible and are capable of making effective contributions. Thus, they must have an appropriate working environment out of respect for their human dignity (Rose, et al., 2006). QL also means that the person can adopt a lifestyle that satisfies his/her desires and needs, have a sense of self-competence and ability to deal with challenges and be happy and satisfied with himself. It also means that a person should be able to see an improvement in the trajectory of his/her personality in terms of the psychological, cognitive, creative, cultural, sports, personal and physical aspects. Additionally, QL means one's ability to generate ideas and interest in creativity, innovation and cooperative learning to develop his/her psychological and social skills. (Abu Halawa, 2010). Bonomi et al., (2000) emphasize that QL is a broad concept influenced by interrelated aspects of subjectivity and objectivity, linked to an individual's health and psychological state, independence, social relations and even relationship to the environment.

Two concepts that are related directly to QL can also be identified: *livability*, i.e., creating living conditions for a satisfactory life, and *lifestyle*, i.e., providing options for people to have an enjoyable and affluent life, and these aspects are important to reaching the goal of enhancing QL. The Kingdom of Saudi Arabia is looking forward to getting three Saudi cities accredited as among the best cities to live in the world by scoring 7 points ahead by 2020, and 18 by 2030 (Quality of Life Program Document 2020 according to Vision 2030)

Four key orientations are included in the definition of QL: philosophical, social, medical and psychological orientation. Philosophical orientation emphasizes that QL is an individual's right. Social orientation focuses on family and society. Medical orientation stresses raising the QL for patients and supporting them psychologically and socially, and psychological orientation focuses on the right to satisfy one's basic needs and its compatibility with values (Karim, 2014).

QL also means the good possibility of employing one's mental and creative capabilities and enriching one's conscience to elevate one's emotions, feelings and human values. This is what is called QL and quality of society outputs, which are carried out through a family, a school, a university, and a working environment.

The concept of QL is associated with positive psychology, which is in response to the importance of having a positive view of individuals' lives (Al-Daif, 2005), and with the increasing interest in the positive aspects of personality. QL concept has emerged and expanded to include physical and psychological health, life satisfaction, education and study and family and social life (Abu Racine, 2012). Objective indicators of QL include environmental hygiene, income adequacy, educational opportunities, health services, availability of recreation places and equal opportunities. Meanwhile, subjective indicators of QL include happiness and contentment with life, positive social relations, awareness of others' feelings, loyalty and belonging to the family and homeland, personal social harmony and optimism (Saudi Vision 2030; Saleh, 1990). Six components of QL for university students were identified: (1) quality of public health, (2) quality of family and social life, (3) quality of education,

(4) quality of emotions (emotional aspect), (5) quality of psychological health and (6) the quality of leisure time occupancy and management. (Mansi; Kazem, 2006)

Previous Studies

Many studies have been carried out to examine the correlation between some social skills characteristics and QL. For example, Al-Zaharani (2021) examines the correlation between problem-solving skills and QL among a sample of middle school students in Jeddah City. The results obtained from a QL scale administered to 206 middle school students revealed a positive correlation between problem-solving skills and QL. Likewise, Abu Hammad (2019) found a correlation between the quality of psychological life and psychological happiness and self-esteem. He also found that the levels of quality of psychological life, psychological happiness and self-esteem, as viewed by his study sample (N=270 students), were high. The participants viewed psychological life factors as the top priority, followed by the level of psychological happiness, then the level of self-esteem and a positive correlation between the measure of the quality of psychological life. In addition, Al-Sayed (2019) investigated the level of quality of university life as a mediating factor between psychological alienation and self-esteem among 136 students at a Saudi institution. The study found a positive correlation between the QL scale and the psychological alienation scale, and a positive relatedness between the quality of university life and self-esteem. Similarly, Jamal (2016) aims to examine the relationship between QL and counselling needs among a sample of public secondary school students in the Al-Suwayda Governorate. The study used the descriptive analytical approach based on a questionnaire as a tool for the study. The study sample consisted of 321 students. It was concluded that the students' assessment of the QL was at the average level, while their assessment of the level of their counselling needs was at a good level. Likewise, Assem (2017) identifies the role of quality of family life as a mediating variable in the relationship between national identity and globalization anxiety among a sample of 280 female students at King Abdulaziz University in Jeddah. Results showed a statistically significant relationship between the quality of family life and national identity. Heni (2015) aims to reveal the correlation between QL and satisfaction with the academic specialization of university students and identify the correlation of both QL and satisfaction with academic specialization according to gender and major. The study used the descriptive approach based on two scales (QL and satisfaction with academic specialization) as a research tool administered to 100 students. The results of the study showed that no statistically significant correlation could be found between QL and satisfaction with the academic specialisation of university students and that no significant differences were traced as per the gender in satisfaction with the academic specialization as per their university majors.

Other studies examined factors that could affect the QL with a special focus on different dimensions. For example, Al-Amiri (2021) aims to identify the factors affecting the quality of work life in its dimensions (work environment, culture and organizational climate, building relationships and cooperation with colleagues, training and professional development programs, salary and reward systems and logistics facilities for infrastructure) at the University of Hafr Al Batin from the perspective of the faculty members (N=266). Results found that many variables affecting the quality of work life ranked from top to bottom: building relationships and cooperation with colleagues, salary and reward systems in the quality of work life, the effects of culture and the prevailing organizational climate in the quality of work life, the effects of the work environment, the effects of logistics facilities for infrastructure and the effects of training and professional development programs. In addition, the study found no statistically significant differences in the degree of factors affecting the quality of work life according to gender variables, workplace and academic rank while statistically significant differences were observed according to the variable of nationality in favour of non-Saudis.

Al-Khalayleh Al-Kilani (2017) constructs a proposed leadership model to improve the quality of work life for teachers in the Directorate of Education for the first Zarqa using the measure of leadership practices improving the quality of work life of teachers. The model is composed of 75 items distributed

over nine dimensions, namely, work facilitation, physical school environment, social support, job satisfaction, meaning of work, role clarity, participation in school decision-making, professional development and student behaviour. The study, which was conducted on 3,921 male and female teachers, found that the teachers in the Directorate of Education for the first Zarqa described their principals as having a moderate degree of leadership practices that improve the teachers' quality of work life.

Nawras and Hamidanis (2016) aim to identify the levels of QL and psychological health among female students at Ziane Achour University in Djelfa. The study used the scale of QL for university students and the scale of mental health and the study sample included 100 students. The results showed the low level of quality of university life among students in both universities, the combined effects of the three variables together on QL, and the absence of a statistically significant relationship between family income and QL dimensions. Badawi (2015) uses the descriptive analytical approach based on a questionnaire as a tool for the study. The study sample consisted of 25 government organizations. The study found a morally significant effect on employees' expectations and the commitment to implement them by management on the quality of work life.

Jaradat and Abboud's (2016) sample included 111 males and females aged (60) years or older. The study showed that life satisfaction and social support from family and friends among the elderly residents in their own homes were significantly higher than in those in care homes. Elderly males surpassed elderly females in their satisfaction with their lives, and elderly females received social care from family and community members more than elderly males. The study also showed a positive, statistically significant relationship between life satisfaction and social care from the family and community members of the elderly residing in care homes. Moreover, results indicated a positive correlation between life satisfaction and social care from family and friends among the elderly residing in their own homes.

Literature summary and the gap in the study

Previous studies show the importance of the issue of the QL, as it alerts a number of researchers in all careers, psychological, social, cultural, environmental and other fields. Some of these studies are similar to the current study in terms of the approach and general orientation. However, the current study differs from studies in the general dimensions, in terms of its nature and scope as the dimensions of this study are the institutional dimension, societal dimension, psychological dimension, problem-solving dimension and the dimension of national identity enhancement. To the researchers' knowledge, this is the first study that deals with constructing a proposed scenario to activate the role of Najran University in achieving QL in relation to Saudi Vision 2030.

3. Methodology

3.1 Design

The researchers followed the descriptive survey method because of its appropriateness in terms of its nature and scope.

3.2 Population

The study population consisted of all 1,450 faculty members at NU for the academic year 2021–2022.

3.3. Sample

The researchers adopted the sampling method where they designed an online questionnaire and distributed the link to the target group of faculty members. They also determined the duration of receiving responses (twenty days), from 16-1-2022 to 3-2-2022. The number of responses reached 323 responses, i.e., 22.28% of the study population. Table (1) depicts the demographic data of the participants of the present study.

Table (1): Frequencies and Percentages of the Sample Distribution According to the Study Variables

Variable	Category	Number	Percentage
Gender	Male	199	61.61
	Female	124	38.39
Major	Theoretical	205	63.47
	Practical	118	36.53
	Professor	37	11.45
Academic rank	Associate professor	107	33.13
	Assistant professor	179	55.42
	Total	323	100

3.4 Instrument

After the researchers identified the problem of the study, its objectives and its questions, they prepared a questionnaire for the proposed vision to activate the role of NU in achieving QL according to Saudi Vision 2030 from the perspectives of the faculty members. In its final form, the questionnaire consisted of 50 items divided into five main dimensions, each dimension consisting of 10 items according to the five-point Likert scale (strongly agree, agree, neutral, disagree, strongly disagree), and valued as (5, 4, 3, 2, 1) respectively, which included following dimensions: institutional, societal, psychological, problem-solving and national identity enhancement, 10 items for each dimension. These domains are believed to reflect the Saudi Vision in connection with the QL component (see <https://www.vision2030.gov.sa/v2030/vrps/qol/>).

Reliability and Validity of the Research Tool

Pearson			1	2	3	4
1	means	r	**	.92**	.95**	.92**
		p		0.00	0.00	0.00
2	SVO	r		**	.81**	.74**
		p			0.00	0.00
3	AN	r			**	.84**
		p				0.00
4	VC	r				**
		p				

** significant at .01

where indicates that all dimensions are significantly correlated at the level of .001. Concerning the reliability of the research instruments, Chronbach's alpha was closed to .97, which is highly reliable.

4. Data Analysis

To answer the questions of the study, the researchers used descriptive statistics that include means, standard deviations and rank of the responses of the study sample. We use inferential statistics that include the T-test and Pearson correlation coefficient. Means value was also interpreted, and the degree of approval was determined according to the following scale: (from 1 to 1.80) very weak approval, (greater than 1.80 to 2.60) weak approval, (greater than 2.60 to 3.40) medium approval (greater than 3.40 to 4.20) large approval and (greater than 4.20 to 5.00) very large approval.

5. Results and Discussion

Q1. What is the proposed scenario to activate the role of NU in achieving QL at the institutional, social, psychological problem-solving, and national identity levels?

a. Institutional level

Means and standard deviations are extracted from the participants' answers to the questionnaire and are shown in Table 2.

Table (2): Descriptive Statistics of the Participants' Responses in the Institutional Field

N	Item	M	SD	Rank	Rating degree
1	Establish scientific disciplines that meet the needs of the labour market.	4.40	.763	1	Very large
2	Include responsibility skills in academic programs.	4.29	.816	4	Very large
3	Include creative thinking skills in academic programs.	4.25	.850	6	Very large
4	Include positive values and trends in the school curriculum.	4.34	.777	2	Very large
5	Include general life skills in student activities.	4.24	.837	7	Very large
6	Promote the culture of environmental conservation in university programmes and activities.	4.27	.887	5	Very large
7	Include the skills of spending efficiency and financial balance in public life in academic programs.	4.23	.879	8	Very large
8	Empower women to lead some academic and administrative fields at the university.	4.16	1.004	10	Large
9	Include promising investment skills in academic programs.	4.20	.883	9	Large
10	Include the principles of moderation and tolerance in academic programs.	4.33	.808	3	Very large
	Total degree of the proposed scenario to activate the role of NU in achieving quality of life in the institutional field.	4.27	.591		Very large

Table 2 shows that the mean of the total degree of the proposed scenario to activate the role of NU in achieving QL in the institutional field was 4.27 with a standard deviation (0.591) and a very large degree of approval. The means of the items of the institutional field ranged between (4.16 – 4.40). Item (1) 'establish scientific disciplines that meet the needs of the labour market' ranked first with arithmetic mean (4.40) and a standard deviation (0.763) and a very large degree of approval. Item (4) 'Include positive values and trends in the school curriculum' ranked second with arithmetic mean (4.34) and a standard deviation (0.777) and a very large degree of approval. Item (10) 'Include the principles of moderation and tolerance in academic programs' ranked third with arithmetic mean (4.33) and a standard deviation (0.808) and a very large degree of approval. Item (6) 'promote the culture of environmental conservation in university programmes and activities' ranked fifth with arithmetic mean (4.27) and a standard deviation (0.887) and a very large degree of approval. Item (8) 'empower women to lead some academic and administrative fields at the university' ranked last with arithmetic mean (4.16) and a standard deviation (1.004) and a large degree of approval. Item (9) 'Include promising investment skills in academic programs' ranked before the last with arithmetic mean (4.20) and a standard deviation (0.883) and a large degree of approval. This finding is consistent with Al-Amiri (2021) and Hamadna (2018) who they found that the level of QL was high. These findings support the result of the current research that generally indicates that the proposed scenario's items to activate the role of the UN in achieving QL in the institutional field will have a crucial role in achieving QL.

b. social level

We used descriptive statistics to answer the research question concerning this factor in Table 3.

Table (3): Descriptive Statistics of the Participants' Responses as per Community Field

N	Item	M	SD	Rank	Rating degree
1	Establish positive relationships with community members.	4.37	.817	1	Very large
2	Provide social activities for university staff.	4.20	.948	4	Large
3	Hold training courses on community communication.	4.16	.885	9	Large
4	Establish health programs for community members.	4.22	.880	3	Very large
5	Establish educational programs on environmental sustainability.	4.19	.884	5	Large
6	Make inter-agency agreements with community institutions	4.17	.913	7	Large
7	Hold training courses in the field of building productive families.	4.10	1.024	10	Large
8	Hold training courses on community empowerment for various life activities.	4.17	.898	7	Large
9	Hold various training courses on fighting corruption of all kinds.	4.36	.849	2	Very large
10	Hold training courses on the social impact of the non-profit sector.	4.18	.925	6	Large
	Total degree of the proposed scenario to activate the role of NU in achieving QL in the societal field	4.21	.721		Very large

Table (3) shows that the mean of the total degree of the proposed scenario to activate the role of NU in achieving QL in the societal field was (4.21) with a standard deviation (0.721) and a very large degree of approval. The means of the items of the social field ranged between (4.10 – 4.37). Item (1) 'establish positive relationships with community members' ranked first ($M=4.37$, $SD=0.81$) and a very large degree of approval. Item (9) 'hold various training courses on fighting corruption of all kinds' ranked second ($M=4.36$, $SD= 0.84$) and a very large degree of approval. Item (4) 'establish health programs for community members' ranked third ($M=4.22$, $SD=0.88$) and a very large degree of approval. This finding is consistent with Al-Amiri (2021) and Jaradat and Abboud (2016). Community relations play a positive role in the QL. As also indicated by the finding of the current research in that the terms of the proposed scenario to activate the role of NU in achieving QL in the societal field will have a very large role in achieving the QL.

c. Psychological field

The means and standard deviations are calculated and depicted in Table 4.

Table (4): Descriptive Statistics of the Participants' Responses in the Psychological Field

N	Item	M	SD	Rank	Rating degree
1	Upgrade the level of health services across the university hospital.	4.46	.864	1	Very large
2	Provide psychiatric clinics.	4.22	.866	7	Large
3	Provide preventive training courses in the field of psychotherapy.	4.24	.916	6	Very large
4	Provide training courses in the field of psychological entertainment.	4.15	.941	10	Large
5	Avoid using intimidation tactics when ordering and guiding people.	4.29	.917	3	Very large

6	Assign psychological counsellors within the university.	4.19	.960	9	Large
7	Provide activities that contribute to relieving psychological stress.	4.20	.980	8	Large
8	University training for its staff on the techniques of dealing with different personality styles.	4.26	.939	4	Very large
9	Make room for cooperation between university staff to relieve psychological stress.	4.33	.887	2	Very large
10	Provide entertainment places to relieve work stress.	4.26	.942	4	Very large
Total degree		4.26	.766		Very Large

Table (4) shows that the arithmetic means of the total degree of the proposed scenario to activate the role of NU in achieving QL in the psychological field was (4.26) with a standard deviation (0.776) and a very large degree of approval. The arithmetic means of the items of the psychological field ranged between (4.15–4.46). Item (1) ‘upgrade the level of health services across the university hospital’ ranked first (M=4.46, SD=0.86) and a very large degree of approval. Item (9) ‘make room for cooperation between university staff to relieve psychological stress’ ranked second (M=4.33, SD=0.88) and a very large degree of approval. Item (5) ‘avoid using intimidation tactics when ordering and guiding people’ ranked third (M=4.29, SD=0.91) and a very large degree of approval. This finding is consistent with Abu Hammad (2019) and Al-Sayed (2019) and contradicts the results obtained by Bakhush and Hamidanis (2016). The study justifies the compatibility that they were in similar environments. As for the incompatibility, it can be attributed to the environment and time differences between the two studies.

d. Problem solving

The means and standard deviations of our participants’ responses were presented in Table 5.

Table (5): Descriptive Statistics of the Participants’ Responses in the Problem-Solving Field

N	Item	M	SD	Rank	Rating degree
1	University staff training on decision-making skills.	4.36	.871	2	Very large
2	University staff training on risk management skills.	4.34	.819	3	Very large
3	University staff training on teamwork skills.	4.31	.832	4	Very large
4	University staff training on problem-solving methods.	4.28	.891	7	Very large
5	University staff training on how to deal with personal problems.	4.30	.870	5	Very large
6	University staff training on the art of dealing with others.	4.21	.962	10	Very large
7	University staff training on how to deal with academic problems.	4.37	.845	1	Very large
8	University staff training on the art of dealing with behavioural problems.	4.30	.853	5	Very large
9	University staff training on the art of dealing with social problems.	4.27	.869	9	Very large
10	University staff training on how to deal with health problems.	4.28	.861	7	Very large
Total degree		4.30	.719		Very large

Table (5) shows that the mean of the total degree of the proposed scenario to activate the role of NU in achieving QL in the problem-solving field was (4.30) with a standard deviation (0.719) and a very large degree of approval. The means of the items in the problem-solving field ranged between (4.21–4.37) and all items were very large approval. Item (7) ‘University staff training on how to deal with academic problems’ ranked first (M=4.37, SD=0.84) and a very large degree of approval. Item (1) ‘university staff training on decision-making skills’ ranked second (M=4.36, SD=0.81) and a very large degree of approval. Item (2) ‘university staff training on risk management skills’ ranked third (M=4.34, SD=0.81) and a very large degree of approval. In general, the current result indicates that the proposed scenario to activate the role of NU in achieving QL in the field of problem-solving will play a very large role in achieving QL.

e. National identity enhancement

The means and standard deviations of our participants’ responses were presented in Table (6).

Table (6): Descriptive Statistics of the Participants’ Responses as per National Identity Enhancement

N	Item	M	SD	Rank	Rating degree
1	Preserve the national heritage.	4.31	.907	10	Very large
2	Hold training courses on enhancing national unity.	4.43	.758	2	Very large
3	Integrate the national identity in academic programs.	4.39	.846	5	Very large
4	Prepare training courses to instil the values of national belonging.	4.45	.747	1	Very large
5	Hold training courses on the mechanisms of preserving the nation's property.	4.40	.830	4	Very large
6	University activities include concepts of positive national identity.	4.41	.769	3	Very large
7	Develop an organization for the contribution of the various entities in the University in promoting the national identity.	4.39	.782	5	Very large
8	Participation of various community institutions in the enhancement of national identity.	4.38	.770	8	Very large
9	Participation of various government institutions in the enhancement of national identity.	4.39	.805	5	Very Large
10	Participation of the private sector in the enhancement of national identity.	4.33	.900	9	Very large
	Total degree	4.39	.639		Very large

Table (6) shows that the mean of the total degree of the proposed scenario to activate the role of NU in achieving QL in the field of national identity enhancement was (4.39) with a standard deviation (0.639) and a very large degree of approval. The arithmetic means of the items of the field of national identity enhancement ranged between (4.31–4.45) and all items had a very high approval rating. Item (4) ‘prepare training courses to instil the values of national belonging’ ranked first (M=4.45, SD=0.74) and a very large degree of approval. Item (2) ‘hold training courses on enhancing national unity’ ranked second (M=4.43, SD=0.75) and a very large degree of approval. Item (6) ‘University activities include concepts of positive national identity’ ranked third (M=4.41, SD=0.76) and a very large degree of approval. This finding is consistent with Assem and Zain (2017). In general, the current result indicates that the proposed scenario to activate the role of NU in achieving QL in the field of national identity enhancement will play a very large role in achieving QL.

The mean for the total degree of the dimensions of the proposed vision to activate the role of NU in achieving QL in the five fields has also been calculated to be (4.29) with a standard deviation of (0.625), which indicates the effectiveness and importance of the proposed scenario of the role of NU in achieving QL.

Q2. How do the responses of the study sample differ significantly as per the following variables: gender, specialization and academic rank?

First: Gender

T-test was used to show the significant differences between means of the responses of the participants to the proposed scenario to activate the role of NU in achieving QL according to the gender variable Table (7) shows the results.

Table (7): T-test of the Difference in terms of Gender

Dimension	Gender	N	M	SD	T	DF	p																																																								
Proposed scenario to activate the role of NU in achieving QL in the institutional field.	Male	199	4.33	.472	2.359	321	.019																																																								
	Female	124	4.17	.736				Proposed scenario to activate the role of NU in achieving QL in the societal field.	Male	199	4.26	.603	1.416	321	.158	Female	124	4.14	.876	Proposed scenario to activate the role of NU in achieving QL in the psychological field.	Male	199	4.31	.680	1.421	321	.156	Female	124	4.18	.884	Proposed scenario to activate the role of NU in achieving QL in the problem-solving field.	Male	199	4.37	.612	2.162	321	.031	Female	124	4.19	.854	Proposed scenario to activate the role of NU in achieving QL in the field of national identity enhancement	Male	199	4.48	.517	3.311	321	.001	Female	124	4.24	.777	Total degree	Male	199	4.35	.505	2.294	321	.022
Proposed scenario to activate the role of NU in achieving QL in the societal field.	Male	199	4.26	.603	1.416	321	.158																																																								
	Female	124	4.14	.876				Proposed scenario to activate the role of NU in achieving QL in the psychological field.	Male	199	4.31	.680	1.421	321	.156	Female	124	4.18	.884	Proposed scenario to activate the role of NU in achieving QL in the problem-solving field.	Male	199	4.37	.612	2.162	321	.031	Female	124	4.19	.854	Proposed scenario to activate the role of NU in achieving QL in the field of national identity enhancement	Male	199	4.48	.517	3.311	321	.001	Female	124	4.24	.777	Total degree	Male	199	4.35	.505	2.294	321	.022	Female	124	4.19	.771								
Proposed scenario to activate the role of NU in achieving QL in the psychological field.	Male	199	4.31	.680	1.421	321	.156																																																								
	Female	124	4.18	.884				Proposed scenario to activate the role of NU in achieving QL in the problem-solving field.	Male	199	4.37	.612	2.162	321	.031	Female	124	4.19	.854	Proposed scenario to activate the role of NU in achieving QL in the field of national identity enhancement	Male	199	4.48	.517	3.311	321	.001	Female	124	4.24	.777	Total degree	Male	199	4.35	.505	2.294	321	.022	Female	124	4.19	.771																				
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The results in Table (9) indicate there were statistically significant differences in the views of the study sample to the proposed scenario to activate the role of NU in achieving QL attributed to the gender variable on the total degree and on all fields, particularly the institutional dimension, problem-solving dimension and national identity enhancement. The differences is in favour of males. This may be attributed the males being more aware of the proposed scenario to activate the role of NU in including the QL in general in the institutional field, and the national identity enhancement in particular because these fields have leadership aspects and require strategic plans. Meanwhile, no statistically significant differences in the dimensions of the societal and psychological fields can be found. This may be attributed to the psychological and societal aspects being close between males and females because the practical and social environments are the same.

Second: Major

T-test has been used to indicate how significant the differences between responses' means to the proposed scenario to activate the role of NU in achieving QL according to the specialization variable as shown in Table (8).

Table (8): T-test of the Difference as per Specialization

Dimension	Major	N	M	SD	T	DF	P
Proposed scenario to activate the role of NU in achieving QL in the institutional field	Theoretical	205	4.28	.617	.151	321	.880
	Practical	118	4.27	.547			
Proposed scenario to activate the role of NU in achieving QL in the societal field	Theoretical	205	4.24	.742	.983	321	.326
	Practical	118	4.16	.684			
Proposed scenario to activate the role of NU in achieving QL in the psychological field	Theoretical	205	4.29	.750	.911	321	.363
	Practical	118	4.21	.793			
Proposed scenario to activate the role of NU in achieving QL in the field of problem-solving	Theoretical	205	4.32	.724	.432	321	.666
	Practical	118	4.28	.712			
Proposed scenario to activate the role of NU in achieving QL in the field of national identity enhancement	Theoretical	205	4.40	.638	.376	321	.707
	Practical	118	4.37	.644			
Total degree	Theoretical	205	4.30	.637	.655	321	.513
	Practical	118	4.26	.605			

The results in Table (10) show no statistically significant differences in the responses of the study sample to the proposed scenario to activate the role of NU in achieving QL attributed to the specialization variable on the total degree and on all fields, which may be attributed to all faculty members being equally aware of the proposed scenario to activate the role of NU in achieving QL, regardless of the nature of the specialization.

Third: academic rank

The one-way analysis of the variance test has been used to show whether the responses statistically differ to the proposed scenario to activate the role of NU in achieving QL according to an academic rank variable after checking the moderation of the distribution of data according to the variable of rank as shown in Table (9).

Table (9) Inferential statistics (One-Way ANOVA)

Dimension	Source	SS	DF	MS	F	p
Proposed scenario to activate the role of NU in achieving QL in the institutional field	Between Groups	1.450	2	.725	1.603	.203
	Within groups	111.164	320	.347		
	Total	112.614	322			
Proposed scenario to activate the role of NU in achieving	Between Groups	1.661	2	.830	1.603	.203
	Within groups	165.744	320	.518		

QL in the societal field	Total	167.405	322			
Proposed scenario to activate the role of NU in achieving QL in the psychological field	Between Groups	2.020	2	1.010		
	Within groups	186.762	320	.548	1.730	.179
	Total	188.782	322			
Proposed scenario to activate the role of NU in achieving QL in the field of problem-solving	Between Groups	1.179	2	.589		
	Within groups	165.139	320	.516	1.142	.320
	Total	166.318	322			
Proposed scenario to activate the role of NU in achieving QL in the field of national identity enhancement	Between Groups	.879	2	.440		
	Within groups	130.701	320	.408	1.076	.342
	Total	131.580	322			
Total degree	Between Groups	1.340	2	.670		
	Within groups	124.418	320	.389	1.723	.180
	Total	125.757	322			

The results in Table (9) show that the responses of the study sample did not significantly differ to the proposed scenario to activate the role of NU in achieving QL attributed to the academic rank variable on the total degree and on all fields, which may be because all faculty members are equally aware of the proposed scenario to activate the role of NU in achieving QL.

6. Conclusion

The study has examined the conceptualization of the NU faculty members toward the QL and proposed a scenario to meet the guidelines of the Saudi Vision 2030. Results indicated that the proposal was approved by the study participants. Gender variable was found to significantly mediate the results in favour of male participants in terms of many dimensions, such as institutional, solving problems and national identity fields. In contrast, no statistically significant differences could be ascribed to the variables of specialization and academic rank. The participants expressed their positive views towards the dimensions of the questionnaire and showed their full agreement with the proposed scenario that has been constructed by the authors. The proposed scenario could be of significance in enhancing the concept of QL to enhance the application of Saudi Vision 2030 in terms of social welfare.

Recommendations

Considering the results of the study, the proposed scenario for activating the role of NU in achieving QL in accordance with the Saudi Vision 2030 is through the following recommendations: NU should achieve QL in the institutional field by establishing scientific disciplines that meet the needs of the labour market, incorporating values and trends into the school curriculum, and integrating the principles of moderation and tolerance into academic programmes. NU can achieve QL in the societal field by establishing positive relationships with community members, conducting various training courses on combating corruption of all kinds and establishing health programs for community

members. NU can achieve QL in the psychological field by establishing health programs for members of the community, allowing cooperation between university staff to relieve psychological stress, and staying away from intimidation tactics when ordering and counselling people.

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