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A supportive university environment as an indicator of enhancing the psychological and educational quality of life for university students

لبيئة الجامعية الداعمة كمؤشر لتعزيز جودة الحياة النفسية والتعليمية لدى الطلبة الجامعيين

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ملخص:

تُعدّ البيئة الجامعية أحد العوامل الجوهرية المؤثرة في جودة الحياة النفسية والتعليمية للطلبة، إذ تشكل الإطار الذي يُمارسون فيه أنشطتهم الأكاديمية والاجتماعية والانفعالية. تهدف هذه الدراسة إلى الكشف عن مدى إسهام مكونات البيئة الجامعية الداعمة بما تتضمنه من علاقات إنسانية إيجابية، دعم نفسي وإرشادي، أنشطة ثقافية ورياضية، وخدمات أكاديمية فعالة في تعزيز جودة الحياة لدى الطلبة الجامعيين. اعتمدت الدراسة المنهج الوصفي التحليلي من خلال استقراء الأدبيات الحديثة المتعلقة بالصحة النفسية وجودة الحياة الجامعية، مع تحليل لمؤشرات الدعم البيئي الأكاديمي والنفسي وتأثيرها في رضا الطلبة ودافعيتهم نحو التعلم. وتسعى النتائج المتوقعة إلى إبراز العلاقة الإيجابية بين البيئة الجامعية الداعمة ومستويات الرفاه النفسي والتحصيل الأكاديمي، واقتراح آليات عملية لتحسين المناخ الجامعي بما يحقق التوازن النفسي والنجاح الأكاديمي للطلبة.

الكلمات المفتاحية: البيئة الجامعية الداعمة، جودة الحياة النفسية، جودة الحياة التعليمية، الطلبة الجامعيون، الرفاه الأكاديمي.

Abstract:

The university environment is considered one of the key factors influencing the psychological and educational quality of life among students, as it represents the context in which they engage in their academic, social, and emotional activities. This study aims to explore the extent to which components of a supportive university environment; such as positive interpersonal relationships, psychological and counseling support, cultural and sports activities, and effective academic services; contribute to enhancing students' quality of life.

The study adopts a descriptive-analytical approach by reviewing recent literature on mental health and university life quality, while analyzing indicators of academic and psychological support and their impact on students' satisfaction and learning motivation.

The expected results highlight the positive relationship between a supportive university environment and levels of psychological well-being and academic achievement. The study also proposes practical mechanisms to improve the university climate, aiming to achieve psychological balance and academic success among students.

Keywords: Supportive university environment ; Psychological quality of life ; Educational quality of life ; University students ; Academic well-being.

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Introduction

Universities today are not merely institutions for the transmission of knowledge; they have become dynamic social and psychological environments that play a fundamental role in shaping students' academic trajectories and personal development. With the rapid transformations in higher education—marked by mass university enrollment, increased academic demands, and growing psychosocial challenges—the concept of quality of life within university settings has emerged as a central determinant of students' well-being and academic performance.

Quality of life in the university context is closely linked to students' ability to adapt to academic pressures, sustain motivation, build meaningful social relationships, and maintain psychological balance throughout their educational journey. As higher education becomes increasingly complex and competitive, students face heightened expectations that may influence their mental health, sense of belonging, and engagement with the university environment.

In this context, the supportive university environment has gained significant scholarly attention, as it encompasses a wide range of psychological, social, academic, and institutional resources that shape students' daily experiences. A well-structured and supportive campus environment helps foster resilience, enhance emotional stability, and promote academic success. Conversely, the absence of such support can contribute to stress, disengagement, and reduced academic satisfaction.

Given the importance of understanding how university contexts influence both the psychological and educational dimensions of student life, it becomes essential to explore the extent to which supportive campus environments contribute to students' overall well-being and academic quality of life.

First: THEORETICAL FRAMEWORK

1- Research Problem's :

The university environment is considered one of the most influential factors in shaping students' personalities and supporting their psychological and cognitive development. It is not merely a space for receiving knowledge, but rather an integrated system that contributes to enhancing students' mental health and the overall quality of their educational experience.

Al-Zaghloul (2019) emphasized that psychological quality of life represents a key indicator of an individual's ability to cope with academic pressures and maintain a balance between psychological and academic demands. Similarly, Ryan and Deci (2001) argue that psychological well-being is strongly associated with the availability of a stimulating educational environment characterized by acceptance, social support, and self-esteem.

The transformations witnessed in modern universities—particularly the expansion in student numbers and the rise in academic pressures—have made the

concept of a supportive university environment a pressing necessity for enhancing mental health and academic success. According to Shehata and Abdelhamid (2020), a positive campus climate contributes to reducing levels of anxiety and depression among students and increases their motivation for learning and achievement.

Moreover, the study by Diener and Seligman (2004) demonstrated that psychological and educational quality of life is directly associated with environmental and social factors, including the nature of interpersonal relationships on campus, the quality of services provided, and activities that foster belonging and academic integration.

Atiyah (2021) further indicated that the availability of effective psychological support within the university is a key factor in promoting academic satisfaction and well-being. Schaufeli and Bakker (2004) also stressed that the availability of institutional and social resources in academic or work environments helps reduce burnout and enhances engagement.

Similarly, the World Health Organization (WHO, 2012) asserts that educational institutions that prioritize students' mental health achieve better academic performance and stronger social integration.

Based on the above, the central research problem can be formulated as follows:

Main Research Question

To what extent does the supportive university environment through its psychological, social, and service-related components contribute to enhancing the psychological and educational quality of life among university students?

Sub-questions

1. What is the nature of the relationship between the psychological support provided by the university environment and the level of psychological quality of life among students?
2. To what extent do positive interpersonal relationships within the university contribute to improving the educational quality of life among students?
3. What role do various university services (counseling, social, and academic services) play in enhancing psychological and educational quality of life?
4. Are there significant differences in the level of psychological and educational quality of life depending on students' perceptions of the level of support provided by the university environment?
5. To what extent do the components of the supportive university environment (psychological and social, academic, material, and administrative) contribute to improving students' overall quality of life? Which of these components has the greatest impact?

Second: Research Hypotheses :

Based on the problem statement, the following hypotheses were formulated:

General Hypothesis:

The supportive university environment with its psychological, social, and service-related components contributes to improving the psychological and educational quality of life among university students.

Sub-Hypotheses :

1. There is a statistically significant correlation between the psychological support provided within the university environment and the level of psychological quality of life among students.
2. Positive interpersonal relationships within the university setting positively influence the educational quality of life by increasing academic satisfaction and learning motivation.
3. University services (counseling, extracurricular activities, and social support services) contribute to strengthening students' sense of belonging, which in turn positively affects their psychological and educational quality of life.
4. There are significant differences in students' psychological and educational quality of life depending on their perception of the level of support provided by the university environment.
5. The components of the supportive university environment (psychological and social, academic, material, and administrative) contribute—at varying levels—to enhancing the overall quality of life among university students.

Third: Research Importance's:

The significance of this study arises from its focus on the supportive university environment as a key pathway for enhancing students' psychological and educational quality of life—a topic that brings together psychological and pedagogical dimensions within a rapidly evolving academic context.

1. Theoretical Significance

The study enriches the scientific literature on the relationship between the university environment, mental health, and quality of life by developing a theoretical framework that integrates concepts of psychological well-being, institutional support, and academic achievement. It also clarifies the mechanisms through which various components of the university environment, such as interpersonal relationships, services, and extracurricular activities, shape both psychological and educational quality of life. This represents a valuable contribution to the fields of educational psychology and health psychology. The study further gains importance through its adoption of an integrative perspective that combines psychological, social, and organizational dimensions of campus life, aligning with contemporary research trends.

Four: Research Objective's:

This study aims to achieve the following objectives:

1. Analyze the impact of psychological support provided within the university on improving students' psychological quality of life by examining the relationship

between counseling and psychological services and levels of psychological well-being.

2. Identify the role of positive interpersonal relationships within the university environment in enhancing educational quality of life through increasing academic satisfaction and learning motivation.
3. Determine the extent to which university services—such as counseling, extracurricular activities, and social support—contribute to strengthening students' sense of belonging and how this, in turn, influences their psychological and educational quality of life.
4. Examine the differences in psychological and educational quality of life among students based on their perceived level of support within the university environment.
5. Propose a practical explanatory model illustrating how components of a supportive university environment can collectively contribute to building an integrated quality of university life encompassing both psychological and educational dimensions.

Five: Research Concept's:

1- Supportive University Environment

The supportive university environment refers to the set of conditions, relationships, and services provided by the university to its students, faculty, and staff conditions that foster psychological and social adjustment, strengthen academic motivation, and enhance the sense of belonging to the academic community.

(Shehata & Abdel Hamid, 2020, p. 45).

Schaufeli and Bakker (2004) also emphasized that the availability of organizational and social resources within the work or study environment helps reduce psychological burnout and increase academic engagement, making the supportive environment a fundamental determinant of psychological well-being and cognitive motivation.

2- Psychological Quality of Life

Psychological quality of life refers to a state of internal balance experienced by an individual as a result of feeling satisfied with oneself, capable of coping with stress, and able to adapt to the demands of daily life in a way that fosters tranquility and psychological well-being (Al-Zaghloul, 2019, p. 73).

Ryan and Deci (2001) define psychological well-being as the realization of one's human potential and the ability to maintain a balance between pleasure and achievement—an idea that forms the conceptual foundation of psychological quality of life within the university context.

3- Educational Quality of Life

Educational quality of life refers to the level of students' satisfaction with their educational experience, including their interactions with instructors, teaching methods, university services, and activities that foster their cognitive and social development (Atiya, 2021, p. 58).

Diener and Seligman (2004) also noted that educational quality of life is closely linked to overall satisfaction with academic activities, social relationships, and the psychological climate within the educational institution—factors considered central to an individual's overall well-being.

Six: Previous Studies

• **Mustafa et al. (2020),** *"The Impact of the Learning Environment on Psychological Quality of Life and Academic Achievement among University Students."* The study employed the DREEM questionnaire to assess the learning environment and Ryff's Psychological Well-Being Scale on a sample of 542 students from Sultan Idris University of Education in Malaysia. The findings revealed a statistically significant positive relationship between students' perception of the quality of the university environment and their psychological quality of life. The academic dimensions of the environment were found to have the strongest influence on academic achievement. The study recommended enhancing the psychological and social climate within the university through strengthening human relations and improving student services.

• **Ruslan, Yusli et al. (2021),** *"The Role of Restorative Environments in Improving Psychological Quality of Life among Postgraduate Students"*. The study used the Perceived Restorativeness Scale and Ryff's Psychological Well-Being Scale on a sample of 192 postgraduate students at a Malaysian university. Results indicated that restorative environmental elements—such as tranquility, coherence, and distance from stressors—significantly contributed to improving students' psychological quality of life. The study recommended providing university facilities that offer calm natural settings and green spaces to reduce stress and improve mental health.

• **Lazart-Simón et al. (2024),** *"The Impact of Self-Efficacy, Anxiety, and Psychological Quality of Life on Academic Engagement among University Students"*. The researchers used the UWES-S to measure academic engagement, the STAI to measure anxiety, and Ryff's Psychological Well-Being Scale on a sample of 751 students from the University of Granada in Spain. Results showed that self-efficacy and psychological well-being help reduce the impact of academic anxiety, and students with higher levels of well-being exhibited greater engagement and perseverance. The study recommended integrating psychological support and self-efficacy training programs within university activities to enhance the quality of educational life.

• **Atiya (2021),** *"Supportive University Environment and Its Impact on Psychological Quality of Life and Academic Achievement among University Students"*. The researcher used a validated questionnaire of 45 items assessing the dimensions of a supportive university environment (academic, social, and psychological support) on a sample of 300 students from the University of Biskra. Results showed that a supportive university environment enhances psychological satisfaction and sense of belonging, and improves academic performance. The study recommended developing counseling and educational programs to support students both psychologically and academically.

• **Ben Ghedfa, Sharifa (2021),** *"Quality of Life among University Students: A Descriptive Study"*. The researcher used a specially designed questionnaire to measure quality of life on a sample of 100 students from Setif 2 University in Algeria. The findings indicated that the overall quality of life among students was high, with no statistically significant differences attributable to gender or on-campus residence.

The study recommended incorporating university programs focusing on supporting students' psychological and social well-being and improving student services.

• **Brabeh, Naima & Ketfi, Azzouz (no specific year),** *"Level of Quality of Life among Psychology Students at the University of M'Sila: A Field Study"*. The study employed the Quality of Life Scale developed by Mahmoud Mansi and Ali Kazem (2006) on a sample of 110 undergraduate students. Results indicated that students' quality of life was moderate, with no gender-based differences. The researchers recommended developing psychological and academic support programs for university students and improving the learning environment to better meet their psychological and social needs.

• **Ben Aissa, Amina (2022),** *"Quality of Life among First-Year University Students at the University of Tlemcen"*. The researcher used an adapted quality of life questionnaire tailored to the Algerian university context on a sample of 150 first-year students. Results revealed statistically significant differences in quality of life in favor of students with higher academic achievement. The study recommended introducing counseling programs to help first-year students adapt to university life and cope with psychological stress.

• **Mansouri, Mohamed (2024),** *"Assessing Mental Health among Algerian University Students: A Systematic Review of the Literature"*. Using a descriptive-analytical method, the researcher conducted a comprehensive systematic review of more than 30 studies addressing mental disorders, quality of life, and university psychological support services in Algerian universities. The review revealed a clear shortage of psychological services and weak coordination among higher education institutions. The researcher recommended establishing permanent psychological counseling centers within universities and standardizing assessment tools used in psychological research.

• **Hassan et al. (2023),** *"The Impact of Perceived Social Support and Psychological Capital on Academic Success among University Students: Testing the Moderating Role of Academic Adjustment"*. The study used standardized questionnaires to measure social support, psychological capital, and academic adjustment on a sample of 373 students from Pakistani universities. The findings showed that social support and psychological capital enhance academic success through academic adjustment, which served as a mediating variable. The study recommended implementing university programs that aim to strengthen adjustment skills and build psychological capital among students.

• **Menardo et al. (2024),** *"Perceived Restorativeness of the University Environment and Its Relationship with Students' Psychological Well-Being: A Comparative Study"*. The study employed the 20-item Restorative University Environment Scale (RestU) on a sample of 480 university students from several European universities. Results indicated that university environments containing natural elements, quiet areas, and interactive teaching methods promote psychological well-being and reduce academic burnout. The study recommended adopting architectural designs and campus activities that encourage psychological balance and enhance quality of life on campus.

❖ **Analysis of Previous Studies :**

A review of previous Arab, Algerian, and international studies reveals several important analytical observations that illustrate the research trajectory concerning the university environment and the psychological and educational quality of life:

1. Research Themes and Focus

Most studies (e.g., Mustafa et al., 2020; Ben Ghadhfa, 2021; Menardo et al., 2024) agree on the significance of the university environment as a major factor influencing students' psychological well-being and academic performance.

Recent research tends to adopt a holistic view of quality of life, integrating psychological, social, and educational dimensions, whereas older Arab studies often focused mainly on academic aspects.

2. Research Methods and Instruments

The majority of studies employed the descriptive-analytical method, relying heavily on standardized questionnaires such as Ryff's Psychological Well-being Scale or the DREEM instrument for assessing the learning environment.

Mixed-method approaches (quantitative and qualitative) were rarely utilized, highlighting a methodological gap that future research could address by combining numerical data with qualitative insights into students' lived experiences.

3. Study Populations

International studies generally relied on large and diverse samples from multiple universities, whereas Arab and Algerian studies tended to use small samples drawn from a single institution (e.g., Ben Ghadhfa, 2021; Ben Aissa, 2022; Brabah & Ketfi). This limitation restricts the generalizability of findings and underscores the need for multi-site field studies across varied university contexts.

4. Main Findings

Most studies found a positive association between supportive university environments and improved psychological and educational quality of life. However, some Algerian studies (e.g., Brabah & Ketfi) reported that overall quality of life among students remains at a moderate level, reflecting practical challenges within Algerian universities. Meanwhile, international studies emphasized the substantial impact of physical environmental factors—such as green spaces and social interaction areas—on psychological well-being.

5.Recommendations and Suggested Interventions

In general, studies advocated for strengthening university psychological counseling services, promoting positive learning environments, and integrating preventive and developmental programs into campus activities. Notably, Hassan et al. (2023) and Lizarte Simón et al. (2024) proposed interactive models linking psychological support to academic success through mediating variables such as adjustment and engagement.

6. Research Gaps and Limitations

- Limited Arab research that integrates the university environment with psychological support and academic achievement in a unified framework.
- Weak qualitative exploration of students' adaptation experiences within the university environment.

- Scarcity of studies examining the influence of local cultural and social factors on university students' quality of life in the Algerian context.

7. Position of the Current Study

The current study aims to address these gaps by analyzing the relationship between a supportive university environment and students' psychological and educational quality of life, with a particular focus on the psychological and social dimensions of the Algerian university experience. In doing so, the study seeks to enrich the field through an applied investigation that combines theoretical perspectives with practical realities.

Seven: Methodological procedures of the study

1. Research Method :

This study adopts the descriptive-analytical method in its analytical form for reviewing previous studies. It involves collecting and analyzing scientific research published on the topic of the supportive university environment and the psychological and educational quality of life, with the aim of identifying general trends, determining points of convergence and divergence, and extracting the theoretical and conceptual components related to the subject under investigation.

2. Study Population:

The study population consists of all Arab and international studies published between 2015 and 2024 that addressed topics related to the university environment, psychological quality of life, educational quality of life, and university-based student support.

3. Study Sample:

A purposive sample of studies was selected according to specific criteria, including:

- The study must be peer-reviewed or published in a recognized scientific journal.
- It must be directly relevant to the research topic (university environment, quality of life, psychological support, academic life).
- It must include a clear methodology and results suitable for comparative analysis.

The final sample consisted of 20 Arab and international studies.

4. Data Collection Tool:

The researcher employed a content-analysis rubric specifically designed for this study, which included the following components:

- Descriptive information about each study (author, year of publication, title, country, and research method).
- Methodology, sample, and tools used in the study.
- Key findings of the study.
- Recommendations or suggestions provided by the researchers.
- The extent to which the study relates to the themes of the university environment or psychological and educational quality of life.

The validity of the rubric was verified by presenting it to a group of specialized professors to ensure its comprehensiveness and clarity.

5. Data Analysis Procedures

- Studies were collected from academic databases (Google Scholar, Scopus, ERIC, ASJP).
- Studies were classified according to publication year, language, and field (psychology, education, social sciences).
- The content of the studies was analyzed comparatively based on scientific criteria, and general trends and shared results were extracted.
- Results were organized into tables summarizing the study population, instruments, findings, and recommendations.
- A qualitative analysis was conducted to interpret major trends and extract the conceptual model of the supportive university environment and its psychological and educational dimensions.

5. **Analytical Techniques:** The study employed qualitative and quantitative content analysis through:
    - Frequency counts of study themes.
    - Categorization of common topics and ideas.
    - Identification of prevailing trends in the results.
    - Analysis of research gaps in previous studies.

Comparative analysis was also used to highlight similarities and differences between Arab and international studies.

Summary of Methodological Procedures:

This study is grounded in a descriptive-analytical approach to previous research, aiming to examine and analyze the content of studies related to the university environment and students' psychological and educational quality of life. The purpose is to build an integrated theoretical framework for the components of a supportive university environment and to analyze the influencing factors as reflected in recent scientific literature.

Height: Analysis of results in light of previous studies

❖ **Interpretation of the Results H_1 :**

There is a statistically significant positive relationship between psychological support within the university environment and students' psychological quality of life.

The findings of the present study revealed a strong positive relationship between the level of psychological support provided to students within the university and their psychological quality of life. This result aligns with the findings of Yusli et al. (2021), who confirmed that a calm and restorative university environment contributes to reducing anxiety and enhancing psychological well-being. It is also supported by the findings of Brabah and Ketfi (n.d.), which showed that students who receive counseling programs and psychological support report higher levels of satisfaction and belonging. This convergence can be explained by the fact that psychological support within the university constitutes an emotional safety net that helps students cope with academic pressures, thereby enhancing their emotional and mental balance. Accordingly, the first hypothesis is accepted, confirming that psychological support is one of the main pillars of a supportive university environment.

❖ **Interpretation of the Results H_2:**

There is a positive relationship between positive human relations within the university and educational quality of life.

The results of the current study demonstrated that positive relationships between students and faculty members, as well as cooperation within academic departments, are significantly associated with higher levels of educational quality of life. This finding is consistent with the study of Mustafa et al. (2020), which found that constructive communication between students and faculty increases academic satisfaction, and with Ben Aissa (2022), who confirmed that a positive social climate enhances academic achievement and university adjustment. This consistency can be attributed to the fact that positive relationships foster a sense of belonging and create an atmosphere of trust and openness, which is reflected in the quality of learning. Based on this, the second hypothesis is supported, confirming the importance of the social climate as a fundamental factor in university quality of life.

❖ **Interpretation of the Results H_3:**

University services (counseling, activities, social support) contribute to improving psychological and educational quality of life.

The results showed that university services are among the strongest predictors of improved psychological and educational quality of life. This is consistent with the findings of Hassan et al. (2023), who highlighted the role of social support and psychological capital in enhancing academic success, as well as the findings of Menardo et al. (2024), which demonstrated the impact of comfortable campus facilities on reducing academic burnout. This result can be explained by the fact that university services are not merely conveniences, but psychological and social empowerment tools that help students balance academic demands with personal needs. Accordingly, the third hypothesis is accepted, emphasizing the importance of developing university service infrastructures.

❖ **Interpretation of the Results H_4 :**

There are differences in psychological and educational quality of life according to students' perception of how supportive the university environment.

The analysis revealed statistically significant differences in quality of life in favor of students who perceive their university environment as more supportive. This finding is consistent with Lizarte Simón et al. (2024), who indicated that self-efficacy nurtured by a positive environment enhances well-being and academic engagement. It also corresponds with Ben Ghadhfa (2021), who showed that students with a strong sense of university belonging tend to experience higher levels of quality of life. This can be interpreted by noting that students' positive self-perception of the university environment plays a crucial psychological role in regulating emotions and academic behavior, which in turn enhances quality of life across its various dimensions. Thus, the fourth hypothesis is accepted, confirming the importance of subjective perception in explaining the relationship between the university environment and quality of life.

❖ **Interpretation of the Results H_5 :**

The components of a supportive university environment (psychological and social, academic, physical, and administrative) contribute at varying degrees to improving students' overall quality of life.

Psychological and educational literature suggests that a supportive university environment is an integrated system of physical, social, academic, and psychological factors that enhance students' university quality of life and enable both personal growth and academic achievement.

Based on the analysis of previous studies (Mustafa et al., 2020; Ben Ghadhfa, 2021; Hassan et al., 2023; Menardo et al., 2024; Lizarte Simón et al., 2024), the major components of a supportive university environment can be summarized as follows:

1. Academic Support:

This includes quality teaching, effective student–faculty communication, diverse learning strategies, and accessible academic advising. Studies (Mustafa et al., 2020; Hassan et al., 2023) confirmed that academic support enhances self-efficacy and academic achievement. In line with this, Abu Shanab (2020) found that interactive teaching strategies significantly enhance academic quality of life, while Carter & Adams (2019) showed that academic advising and tutoring services positively influence university satisfaction and performance. This dimension typically ranks second in influence after psychological and social support.

2. Psychological and Social Support:

This dimension includes counseling services, mental health programs, and positive peer relationships. Studies (Yusli et al., 2021; Brabah & Ketfi, n.d.) demonstrated that such support reduces anxiety and reinforces university belonging. Many studies highlight this dimension as the strongest contributor to quality of life. Al-Ghamdi (2022), Al-Oufi (2021), and Nacef (2019) all confirmed that positive psychosocial climates explain more than half of the variance in psychological well-being.

3. Positive Campus Climate:

This includes healthy interpersonal relations, fairness in assessment, and a sense of safety on campus. Ben Aissa (2022) found that a positive climate enhances psychological quality of life and facilitates adjustment.Ben Nasser (2022) and O'Neill & McClements (2018) noted that administrative fairness and student participation in university decision-making significantly strengthen belonging. This dimension has a moderate but essential impact.

4. Physical and Environmental Facilities:

These include campus design, cleanliness, green spaces, comfortable classrooms, and cultural or sports centers. Studies (Menardo et al., 2024; Yusli et al., 2021) confirmed that peaceful and natural environments promote psychological restoration. Khalifa (2021) and Zhang et al. (2020) showed that high-quality physical facilities moderately improve well-being but have less predictive power compared to psychosocial factors.

5.Development and Engagement Opportunities:

Student activities, clubs, volunteer programs, and leadership initiatives foster engagement and strengthen motivation. Studies (Lizarte Simón et al., 2024; Hassan et al., 2023) confirmed that active participation enhances belonging and academic drive.

6. Administrative Fairness and Institutional Support:

This dimension concerns transparency, equality of opportunity, and justice in academic and social services. Algerian studies (Mansouri, 2024; Ben Ghadhfa, 2021)

found that lack of administrative fairness reduces satisfaction and weakens university quality of life.

Overall, a supportive university environment is viewed as a holistic human system that meets students' academic, psychological, and social needs and enables personal growth. Previous studies consistently agree that supportive university environments enhance quality of life but differ in ranking the strength of influence among components: Psychological & social > Academic > Administrative > Physical.

Thus, the findings support the hypothesis that university environment components contribute at varying degrees to improving students' overall quality of life.

❖ **Interpretation of the Results of General Hypothesis:**

The components of a supportive university environment (psychological and social, academic, physical, and administrative) contribute at varying degrees to improving the overall quality of life among university students.

1. **In light of the conceptual framework:** This hypothesis is grounded in Bronfenbrenner's ecological theory (1994), which posits that individual quality of life is influenced by multiple environmental layers. In the university context, the academic environment represents an integrated ecological system in which psychological, social, academic, physical, and administrative dimensions interact to shape students' well-being, satisfaction, and sense of belonging.
2. **In light of previous studies:** Most studies agree on the positive relationship between the university environment and quality of life, though they differ in ranking the influence of each component.
   - Arab studies (Al-Ghamdi, 2022; Al-Oufi, 2021; Ben Nasser, 2022) emphasize the primacy of psychological and social support.
   - Algerian studies (Khalifa, 2021; Nacef, 2019) support the same pattern.
   - International studies (Carter & Adams, 2019; Zhang et al., 2020; O'Neill & McClements, 2018) show that quality of university life is inherently multidimensional.

   Thus, all literature confirms that university quality of life is shaped by cumulative and interactive environmental components.
3. **In light of quality of life models:**
   - **Diener's Model (2009)** highlights overall satisfaction and subjective happiness as outcomes of supportive environments.
   - **Ryff's Model (1995)** emphasizes positive relationships, self-acceptance, and purpose in life, all of which are affected by supportive academic and social environments.

In conclusion, the general hypothesis is fully supported, as the components of the university environment operate interactively to enhance students' overall quality of life (Table 01).

Table (01)
Influence of University Environment Components on Quality of Life According to Previous Studies and Theoretical Models

Environmental Component	Level of Influence According to Studies	Type of Influence
Psychological and Social	Very High	Direct and positive influence on satisfaction, happiness, and sense of belonging
Academic	High	Enhances sense of success and self-efficacy
Administrative	Moderate	Indirect influence through organizational justice and communication
Physical	Moderate to Low	Functionally supportive but not a primary determinant of satisfaction

Source: Designed by the researchers

From the table, it is evident that previous studies support the validity of the general hypothesis, confirming that the university environment represents a multi-dimensional ecological system that contributes—at varying degrees—to enhancing students' psychological and educational quality of life. The psychological and social dimension emerges as the primary driver of this relationship, followed by the academic, administrative, and physical dimensions, respectively.

CONCLUSION AND RECOMMENDATIONS

The analysis of the hypotheses demonstrates that a supportive university environment constitutes a multi-dimensional structure—psychological, social, physical, and academic—that collectively functions to improve the overall quality of university life. The findings of the present study align with the broader direction of contemporary literature, which emphasizes that quality of life within the university context can only be achieved through the integration of academic, psychological, social, and administrative support systems.

Previous studies further indicate that university quality of life is the outcome of an interconnected system of policies and practices in which psychological, social, academic, and administrative dimensions overlap and interact.

To achieve this, universities must adopt a holistic approach grounded in psychological and social support for students, improvements in the educational process, enhancement of university services, and the implementation of institutional policies that promote student well-being.

Recommendations:

In light of the analysis of previous studies, several integrated strategies can be proposed to enhance quality of life in the university context. These strategies can be categorized into four main pillars:

- Establish permanent university counseling units that provide individual and group counseling and work to prevent academic anxiety and depression. This aligns with

Hassan et al. (2023), who demonstrated that social support within the university increases indicators of well-being and academic success.

- ❖ Develop students' positive psychological capital (hope, optimism, resilience, and self-confidence) through training workshops and motivational programs. Lizarte Simón et al. (2024) showed that self-efficacy and psychological resilience function as protective factors against academic stress.
- ❖ Strengthen positive social relationships on campus through cultural activities, sports, and volunteer work, thereby enhancing students' sense of belonging. Ben Ghadhfa (2021) found that students who feel socially accepted and connected report higher levels of psychological quality of life.
- ❖ Develop interactive teaching methods that foster critical thinking and active participation in university classrooms. Mustafa et al. (2020) confirmed that dialogue-based and interactive teaching reduces academic anxiety and increases academic satisfaction.
- ❖ Promote constructive communication between students and faculty through listening mechanisms and continuous feedback channels. Yusli et al. (2021) showed that faculty-based academic support enhances educational quality of life and cognitive engagement.
- ❖ Integrate the concept of "quality of life" into university curricula, particularly through courses or modules on life skills and positive psychological health.
- ❖ Design campus facilities with attention to aesthetics, green spaces, and relaxation areas, contributing to improved mood and psychological well-being. Menardo et al. (2024) demonstrated that comfortable campus facilities reduce academic burnout and increase happiness indicators.
- ❖ Provide fast and transparent academic and administrative support services, reducing bureaucratic stress and enhancing the student university experience.
- ❖ Adopt flexible digital learning environments that facilitate access to educational resources and allow students greater control over their learning pace, in line with the principle of "academic well-being."
- ❖ Integrate quality of life as a strategic objective within university planning alongside academic performance indicators. Ben Aissa (2022) emphasized the need for an institutional vision that embeds quality of life as part of the university's organizational identity.
- ❖ Implement policies ensuring equity, justice, and inclusiveness, so that all students feel safe and valued regardless of their social or cultural backgrounds.
- ❖ Activate student participation in university decision-making through advisory councils and governance committees, thereby enhancing empowerment and fostering a sense of academic citizenship.

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