



QUALITY OF LIFE QUANTITATIVE PRESENTATION

School of Social Work

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FOCUS OF THIS STUDY

We're focusing on three key areas of quality of life:

Physical Health

Mental Health

Social Engagement

OVERVIEW

The **World Health Organization (2012)** defines Quality of Life as:

“An individual’s perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards, and concerns.” It includes health, comfort, safety, relationships, learning, self-expression, giving back, socializing, and leisure.

WHY THIS MATTERS

- Physical Health:
 - 38.6% of students reported low/very low food security (Broton et al., 2022).
 - 48% were homeless or had unstable housing (Broton et al., 2022).
 - Mental Health:
 - 33.92% of nursing students experienced moderate/high stress (Ribeiro et al., 2017).
 - Psychology students with strong coping skills reported higher quality of life (Ribeiro et al., 2017).
 - Social Engagement:
 - Business students felt they lacked time to pursue hobbies ($M = 2.73$, $SD = 1.211$) (Szegedi et al., 2024).
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KEY INFLUENCING FACTORS

Two big influences on student quality of life:

- College experiences (Hatcher & Hwang, 2020)
- Work engagement (Sprung & Rogers, 2020)
 - participation/investment
 - schedule/competing priorities

COLLEGE LIFE PRESSURES

- College Experiences:
 - 55.16% of students had mild burnout (Liu et al., 2023).
 - 3.55% had serious burnout (Liu et al., 2023).
 - 1.28% had very serious burnout (Liu et al., 2023).
- This information may indicate the influence of college experiences on students' quality of life.

IMPACT OF WORK ENGAGEMENT

- Work Engagement:
 - Work-life balance was negatively associated with general anxiety ($r = -0.38$, $p < .05$), depressive symptoms ($r = -0.38$, $p < .05$), and perceived stress ($r = -0.46$, $p < .05$), while perceived stress was positively associated with both anxiety ($r = 0.74$, $p < .05$) and depression ($r = 0.73$, $p < .05$), suggesting that stress may mediate the relationship between work-life balance and mental health outcomes (Sprung, J.M & Rogers, A. 2020).
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GAPS IN RESEARCH

No current studies explore:

- How both college experiences and work engagement together affect quality of life.
 - How this plays out at faith-based universities, like Southern Adventist University.
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OUR STUDY

- Focuses on Southern Adventist University students to explore these gaps.
 - Will examine how college experiences and work engagement influence:
 - Mental health
 - Physical health
 - Social engagement
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RESEARCH AIM

Research Question

How does college experiences and work engagement influence the quality of life of undergraduate students at Southern Adventist University?

RESEARCH AIM

Hypotheses

- College experiences and work engagement have no impact on quality of life of college students at Southern Adventist University.
 - Academic experiences and work engagement will have an impact on the quality of life (specifically mental health, physical health, and social engagement) of college students at Southern Adventist University.
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RESEARCH AIM

Design Type

- Mixed-methods study
 - Online survey and in-depth interviews
 - Quantitative: online survey
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METHODS

Sampling and Recruitment

Non-random convenient sample (n=67)

Undergraduate Southern Adventist University student

18 years or older

Flyers on campus, social media posts, messaging, and word-of-mouth



DATA COLLECTION METHODS

- Online survey
- Feb 2025-Apr 2025
- Three measures utilized

METHODS

Data Collection Methods

WHOQOL-BREF 13

APPENDIX 8- THE WHOQOL-BREF
(n.d.),
sub-scale: Physical ($\alpha = .717$)

APPENDIX 8- THE WHOQOL-BREF
(n.d.),
sub-scale: Psychological ($\alpha = .781$)

APPENDIX 8- THE WHOQOL-BREF
(n.d.),
sub-scale: Social Relationship ($\alpha = .718$)

SF-36

6-Item Short Form Survey Instrument
(RAND Corporation, n.d.),
sub-scale: Energy/fatigue
($\alpha = .696$)

6-Item Short Form Survey Instrument
(RAND Corporation, n.d.),
sub-scale: Emotional well-being
($\alpha = .722$)

6-Item Short Form Survey Instrument
(RAND Corporation, n.d.),
sub-scale: Social functioning
($\alpha = .666$)

University of Hawaii

University of Hawaii - West Oahu
(n.d.), Subscale: Clubs &
Organizations ($\alpha = .818$)

University of Hawaii - West Oahu
(n.d.), Subscale: Student
acquaintances ($\alpha = .881$)

METHODS

Analysis

Tool and Procedure

- SPSS Version 29
- Clean and deidentified data
- Remove cases that were primarily incomplete
- Conducted descriptive and inferential analyses



RESULTS

Demographics

N = 67 participants	Ages:18-26 (Age 21 = 21% & Age 19 =19%)
Female =72% & Male =28% (Female n =41 & Male n =16)	Single =96% & Dating =3.5%
Lower Class-men =44% & Upper Class-men =56%	Nursing n=9, Psychology n=8, Social Work n=7,
Off-campus yourself =2%, On-campus =91%, With family =6%	Latinx =45%, Non Latinx =40%,
White =51% Asian =10%	International Students = 13% Non International =72
Intramurals: Never =30%, Monthly =19%, Weekly =21%	Club Meetings: Never =39%, 1 or 2x a semester =33%, Monthly =14%

Results

Preliminary analyses were conducted to ensure no violation of the assumptions of normality, linearity, multicollinearity, and homoscedasticity.

Results

College Experiences Variables Predicting Quality of Life

Independent Variable	Dependent Variable	F	p	R²	Variance %
Engaging in college experiences	physical health (DOM1)	(5, 52) = 5.682	<.001	.353	35%
Engaging in college experiences	total quality of life (WHOQOLTOTAL)	(5, 52) = 5.039	<.001	.262	26%
Clubs and organizations and student acquaintances	physical health (DOM1)	(2, 55) = 3.15	.051	.103	10%
Clubs and organizations and student acquaintances	social relationship (DOM3)	(2, 55) = 7.047	.002	.204	20%
Clubs and organizations and student acquaintances	Energy and fatigue (energy)	(2, 54) = 7.77	.001	.223	22%

Results

College Experiences Variables That Do Not Predict Quality of Life

Independent Variable	Dependent Variable
Engaging in college experiences	psychological health (DOM2)
Engaging in college experiences	social relationships (DOM3)
Engaging in college experiences	energy and fatigue (Energy)
Engaging in college experiences	emotional well-being (Emotional)
Engaging in college experiences	social functioning (Social)

Results

Correlation Table for Engaging in College Experiences

		Psychological	Social Relationship	Energy	Emotional Well-being	Social Well-being
I have access to the resources I need (campus services, course materials, etc.) to succeed in my courses.	Pearson Correlation	.230	.025	.187	.299*	.212
I feel confident in my ability to succeed academically.	Pearson Correlation	.330*	.174	.341**	.325*	.308*
I find my current academic workload manageable.	Pearson Correlation	.275*	.093	.143	.032	.224
I often feel overwhelmed by my academic workload.	Pearson Correlation	-.245	-.103	-.369**	-.330*	-.206
I'm satisfied with the quality of education I'm receiving.	Pearson Correlation	.065	.162	.085	.022	.019

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Results

College Experiences Variables That Do Not Predict Quality of Life

Independent Variable	Dependent Variable
Clubs and organizations and engaging in student acquaintances.	psychological health (DOM2)
Clubs and organizations and engaging in student acquaintances.	total quality of life (WHOQOLTOTAL)
Clubs and organizations and engaging in student acquaintances.	emotional well-being (emotional)
Clubs and organizations and engaging in student acquaintances.	social functioning (social)

Results

Correlation of Engaging in College Experiences

		Physical	Psychological	Social Relationship	Total Quality of Life	Energy	Emotional	Social
Clubs	Pearson Correlation	.318*	.029	-.091	.120	.214	.048	.155
StudentsAcq	Pearson Correlation	.158	-.234	-.443**	-.161	.472**	.161	.145

** . Correlation is significant at the 0.01 level (2-tailed).
* . Correlation is significant at the 0.05 level (2-tailed).

Results

Work Engagement Variables That Do Not Predict Quality of Life

Independent Variable	Dependent Variable
Engaging in work	physical health (DOM1)
Engaging in work	psychological health (DOM2)
Engaging in work	social relationships (DOM3)
Engaging in work	total quality of life (WHOQOLTOTAL)
Engaging in work	energy and fatigue (Energy)
Engaging in work	emotional well-being (Emotional)
Engaging in work	social functioning (social)

Results

Correlation of Engaging in Work Engagement

		Physical	Psychological	Social Relationship	Total Quality of Life	Energy	Emotional	Social
How many hours do you typically work per week?	Pearson Correlation	.413**	.235	.069	.327*	-.024	.253	.265*
How many hours of sleep do you typically get each night?	Pearson Correlation	.466**	.117	.034	.239	.257	.236	.327*
How often do you study during work breaks?	Pearson Correlation	-.073	-.011	.094	-.034	-.302*	-.143	-.106
How often does your job cover your monthly expenses?	Pearson Correlation	.404**	.161	.106	.303*	.196	.093	.049
How frequently do you have to choose between buying textbooks or other necessities?	Pearson Correlation	-.304*	-.150	-.127	-.278*	-.278*	-.426**	-.227
How often do you take extra shifts to meet financial needs?	Pearson Correlation	-.027	-.158	.002	-.133	-.403**	-.117	-.138
How frequently do financial concerns affect your academic decisions?	Pearson Correlation	-.316*	-.168	-.075	-.267*	-.322*	-.278*	-.174
How often do you miss social events due to work commitments?	Pearson Correlation	.112	.029	.169	.083	-.372**	-.176	-.119

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Discussion

Results Summary

Will be completed when all results have been compiled

Discussion

Comparison of Survey Results to Previous Research

Will be completed when all results have been compiled

Discussion

Unexpected Results

- **Student acquaintances (Studentsacq) show negative effects on:**
 - DOM2, DOM3, WHOQOLTOTAL
 - Surprising—more peer connections usually boost well-being.
 - May reflect shallow or stressful social ties.
- **Clubs score has a slight negative effect on Emotional well-being**
 - Unexpected—clubs often support emotions via community.
 - Might suggest overcommitment or poor club experiences.
- **Inconsistent patterns:**
 - Studentsacq helps with Energy & Emotional, but hurts overall quality.
 - Suggests not all social contact is positive—context matters.

Discussion

Strengths and Limitations of Our Study's Methods

Strengths
Religious institution
Research team and coach
Validated measures
Relevant topic

Limitations
Low quantitative sample size
No random sampling
Self-report survey
Limited demographic (single females)

Discussion

Implications of Research Results

Will be completed when all results have been compiled

Thank you for listening!

REFERENCES

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