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THE IMPACT OF THE QUALITY OF LIFE ON FACULTY PERFORMANCE

Abstract: *Since the quality of life has a large influence on work and success of Higher education institutions (HEI), the importance of observing and analysing the correlation between quality of students' life and their faculty performance is evident. The quality of life is defined as a subjective well-being that is under the influence of objective factors. From student's point of view, faculty success is a result of their engagement and commitment. In this paper, faculty success is seen as an average grade. The aim of this research is to determine the impact that quality of life has on achieved faculty performance during studies. For comparison of these two factors, we used comparative analysis, as well as selection, analysis and synthesis of collected data to get the most reliable results. Comparison of quality of life has on achieved faculty performance in different HEI is the key contribution of this paper. Based on a review of available literature and processed data, we came to the conclusion that there is a significantly small number of papers dealing with this question. That is why this research is important for the observed field as well as a practical value regarding the possibility to apply results in everyday life. Analysing these two factors we came to the conclusion that there is a positive correlation between observed factors, which means that if one increase, the other will increase as well.*

Key words: *Quality of life, Faculty performance, Life satisfaction*

1. INTRODUCTION

The quality of life is a subjective experience of personal life that is determined by objective circumstances in which a person lives, the personality characteristics that affect the way a person perceives reality and individual life experience [18]. The term "quality of life" for the first time was used in the United States after World War II as a result of the tendency to show that quality of life is more important than financial security [21]. The term eventually became generally accepted and entered into everyday use, and definition derived from the different studies that dealt with precisely this topic, were merged into a comprehensive one and finally the "quality of life" became "Overall life satisfaction" [22]. Shin and Johnson defined life satisfaction as a comprehensive assessment of the quality of life-based on the chosen criteria [30]. Life satisfaction is a result of comparing the circumstances in which the person live with the standards which person set for itself and find them adequate for this purpose. Thereby, it is not the result of external influences [9]. Diener [8] defines life satisfaction as a subjective measure of the extent of satisfaction and fulfillment of life, which is an important indicator of personal well-being [1,10].

The World Health Organization (hereinafter: WHO) defines the term "quality of life" as "an individual 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" [34]. It should be noted that the assessment of the quality of life may be twofold, subjective (personal assessment) and objective (observers assessment), depending on who is doing the assessment [11]. Life satisfaction is a comprehensive evaluation of

the ten different domains: friendship, free time, family relationships, personal health, the health of family members, the faculty, the financial situation of the family, university career, personal financial situation and social relations at university [19]. Different authors believe that the age [15], stress [5, 20, 31], physical health [23], learning mode [6], the way of raising [28], lifestyle [2] and personality [4, 35] are key determinants of life satisfaction among students.

From the students' aspect, academic success is considered as a result of their learning. The analysis of individual success leads to the conclusion that this success is under intense influence of emotions, external factors, and physical conditions. Academic success is a combination of a real success and the way that success is perceived. When we say the real success we mean the set of indicators such as average score, exam results and the deviation of performance in exams. Personal perception of success refers on how students perceive their own success compared with the success of other students, how they perceive their personal potentials and what they expect as a result of the effort [12].

The quality of academic life also has an important role in the success of Higher education institutions due to the fact that a large number of different factors that affect the quality of academic life actually affect the success of faculty students. The relationship between quality of academic life and student's success in faculty is greater when the academic life is more directly related to the course, learning, and fulfillment of student's obligations [27].

Students with a high level of life satisfaction found it easier to face with academic challenges. On the other hand, students who have a low level of satisfaction with their lives easily lose focus, which leads to poor success at faculty [25]. Therefore, it becomes necessary for Higher education institutions to invest effort in activities that aim to improve the quality of students' life [24]. Work on creating better programs for students in higher education, according to Hermon and Hazler [14], is evidence of an institutional effort to increase the quality of life, mental health, and the comprehensive students' development. In Higher education institutions it is also important to measure the students'

success considering the internal and external influences. Based on results of this measurement we can recognize the most important influence [12].

In a large number of studies about quality of life, authors frequently used a questionnaire about quality of life of students (The Quality of Student Life Questionnaire, hereinafter will be used acronym QSLQ) defined by the authors Keith and Schalock [16] only for assessing the quality of life of high school and faculty students. This questionnaire is used for the assessment of several factors that affect the quality of life, such as: satisfaction with education (How many pupils/students are satisfied with their current school/faculty?); general satisfaction (For the purposes of comparison with others); Social affiliation (How many times per day pupils/students are talking with other pupils/students?); Independence (Would they say that they have the freedom to do what they want?).

A large number of studies are investigating the impact that quality of life, in terms of health (smoking and alcohol consumption), have on the success of faculty students and their departure from the same. Since there isn't any known correlation between health and actual performance of students, the authors, based on already established correlation between physical health and success at work [17], concluded that physical health, as one of the factors that determine the quality of life, can play an important role in the success of the students and their commitment to faculty.

Considering the small number of studies dealing with the influence that the quality of students' life has on their success at the university, in this paper, we observed the correlation between this two factors by comparing results of different studies with a similar topic. In this paper, the success of faculty students will be defined as their grade point average (GPA). For showing values of the average grade we used the scale from 2 to 4, where 4 is the highest, and 2 the lowest score student can get, analog to Serbian grading system where 10 is the highest, and the lowest rating is 6. Various authors have defined the quality of life in different ways, taking into account various factors that affect it. We selected studies that in a similar way determine the quality of life and we used them for further analysis. In these studies, different scales were

used which are for the purpose of comparative analysis combined with a single scale based on the Likert scale where 1 represents a very unsatisfied and 5 is extremely satisfied with the quality of life. According to available literature, to analyze the impact of the quality of life on faculty success, we have used the results of studies conducted at the University of New Orleans (Louisiana), the University of Midwestern (United States), the University of Regina (Canada), the University of Belgrade (Serbia), the Alfaisal University (Saudi Arabia) and the University of North Texas (Texas).

2. THE SUBJECT, AIM AND CONTRIBUTION OF RESEARCH

The aim of this research is to determine the impact that the quality of students' life has on achieved success during studies. To set a subject for this study, we collected scientific information from books, manuals, textbooks, publications of documents, dictionaries, and then we did the selection, analysis, and synthesis of this information. The subject of this paper is the influence that quality of students' life has on their success during studies. After reviewing and processing available literature, we concluded that there is a small number of studies that explore this issue, so this research has the necessary importance for the area to which it relates, the practical value considering a possibility of applying results in real life. It also has its intellectual value due to the fact that there are a curiosity and the pursuit of the target group for the realization of this correlation. Although the number of papers with this topic is relatively small, there are the necessary data for comparative analysis of these two factors. Precisely this comparative analysis is a key contribution to this study.

3. METHOD, SAMPLE AND RESEARCH RESTRICTION

Data for this paper were collected from available literature whose authors researched quality of students' life and their academic success expressed through average grade. Results of this research are used as a base for analysis conducted in this paper. Based on different definitions of quality of life and academic success, we came to the conclusion

that there are two key factors. The aim of analysis of this two factors is to answer if there is any correlation between them. For comparing this two factors we used comparative analysis as the best solution for this type of research. Except for comparative analysis, we also used selection, analysis, and synthesis of collected information. The first and most important restriction that appeared through writing this paper was a small number of countries involved in research and a lack of diversity of programs that students attend. This lead us to an inability of generalization. There are a lot of factors that determine the quality of life and academic success, and also their correlation, which different authors define in different ways. This effects on differences in a way that factors that define them were decomposed.It was necessary to bring all collected definitions of this two factors to one comprehensive definition and to combine their influences. This was the reason why we neglected some influences, but we aspired to include the key ones.

A sample of this research is a set of samples from other researches that were used for comparative analysis in this paper. The first sample consisted of 1518 students of the University in New Orleans, then 673 students from the Midwestern University, 318 students from the University of Regina, 310 medical students and 126 students from other faculties of Belgrade University, 335 students from the Alfaisal University and 1074 students from the University of North Texas.

For the average grade, all values from collected studies were transferred to scale from 2 to 4, where 4 is the highest grade and two is the lowest grade that students can get. Values for estimation of students' satisfaction in all studies were transferred to scale from 1 to 5 where 1 is very unsatisfied with life, and 5 is very satisfied with life.

4. ANALYSIS OF THE IMPACT OF THE QUALITY OF LIFE ON FACULTY PERFORMANCE

In research conducted in University in New Orleans, the object of observation was the influence of these factors on average grade: academic integration, course difficulty, social life, involvement in organizations, year of study and the success of the high school. From which the biggest influence has success from high

school and that influence is doubled compared to others. Academic integration is the combination of interests, motivation, and students' believe.

Table 1 - Review of diffrent values of life satisfaction and students' success at faculty

University	University in New Orleans, Louisiana (Bean, J.P. & Bradley, R.K., 1984) n= 1518 [3]		Midwestern University, Illionis (Rode, J.C. et all, 2005) n=673 [25]		University of Regina, Canada (Chow, H.P.H., 2005) n=318 [7]		University of Belgrade, Serbia (Stojković, T., Ralić, T. & Latas, M., 2010)n=126 [32]	
Factors	Average grade $\bar{x}_1$	Students' life satisfaction $\bar{x}_2$	Average grade $\bar{x}_1$	Students' life satisfaction $\bar{x}_2$	Average grade $\bar{x}_1$	Students' life satisfaction $\bar{x}_2$	Average grade $\bar{x}_1$	Students' life satisfaction $\bar{x}_2$
The arithmetic mean of the factors	2,88	4,05	3,83	3,66	3,96	3,81	3,32	2,80
University	University in Belgrade, Serbia (Stojković, T., Ralić, T. & Latas, M., 2010) n=310 Medicina [32]		Alfaisal University, Saudi Arabic (Shareef, M.A. i drugi, 2015) n=335 [29]		University in North Texas, Texas (Taylor, D. J. i drugi, 2012) n=1074 [33]			
Factors	Average grade $\bar{x}_1$	Students' life satisfaction $\bar{x}_2$	Average grade $\bar{x}_1$	Students' life satisfaction $\bar{x}_2$	Average grade $\bar{x}_1$	Students' life satisfaction $\bar{x}_2$		
The arithmetic mean of the factors	3,28	2,84	3,27	2,28	3,20	3,63		

In research conducted on Midwestern University object of observation was the influence of life satisfaction on average grade. Authors of this research defined life satisfaction as a combination of satisfaction with different aspects of life and overall life satisfaction. Considering that observed population was students, we included various factors of satisfaction that are relevant for this population, such as satisfaction with the university, free time, family relationships and social life. The aim of this research was to determine if overall satisfaction has an influence on learning. Average grade is defined as an indicator of the current academic success. These authors consider that students' satisfaction with faculty is not a key indicator of academic success, but overall life satisfaction is an important indicator of individual academic success. This study assumes that life satisfaction is in relation to not only students' retention but also with their success and average grade.

In the research that was conducted within the students of Regina University (North America, Canada), for every examinee there were 21 question and for every of those was necessary to express level of satisfaction that is referred to different aspects of life, such as: relationships with partners, relationships with friends, experience acquired during studies, academic success, employment, physical and mental health, free time, life conditions. Every of this aspects students graded on a scale from one to five where one means very unsatisfied and five means very satisfied. Students that have better social and economic status tend to get better results on the faculty. Those students who are more satisfied with their experience acquired on the faculty, relationships with close ones, and conditions in which they live in, as those who have more self-esteem are more satisfied with their quality of life. According to Chow, who researched a group of students in Canada, average grade and satisfaction with faculty are in direct correlation with the level of

life satisfaction. Research conducted at this university was supported by previous ones that showed that there is a positive correlation between academic success, educational experience, and life satisfaction.

In research conducted at the Alfaisal University, students' academic performance was measured as an average grade.This research showed that the key factors that have infulence on the quality of life, physical health, mental health, social relations and environment are in positive correlation. Students with better average grade expressed much more satisfaction with their faculty. According to Shareef, an average grade of students at the faculty is in positive correlation with overall quality of life. Research conducted in the same way in Iran confirmed this correlation between these factors that affects the quality of life.

The aim of research conducted in Serbia within the students of the Belgrade University during summer semester year 2009/10, was to examine differences between medical students and other students. It was concluded that medical students are as satisfied as students of other faculties. This research also showed that average grade and quality of life are in positive correlation.

5. DISCUSSION AND CONCLUSIONS

In this paper, we observed two different factors assuming that there is a correlation between two of them. The first factor we observed was the quality of students' life during studies, the second one was their success during studies. The quality of students' life during studies have a large influence on a success of Higher education institutions. That stems from the fact that a large number of factors which influence students' life, also influence their success. Considering that Higher education institutions have to make continuous efforts to improve students' quality of life, this topic has undeniable importance for future analyze and discussion.

In most of the research used for comparative analyze in this paper, authors came to the conclusion that there is a positive correlation between this two factors. This indicates that the rise of the one factor will lead

us to the rise of another factor too. In the research conducted in Serbia, authors concluded that there is no difference between students of Medical science and other students of the same University. Average grade of the non-medical students was slightly better than the average grade of Medical students but the average value of their life satisfaction was slightly worse. Contrary to this, research conducted in the United States showed significantly higher satisfaction of students with their quality of life. Average grade isn't much different than the average grade in Serbia. That lead us to the assumption that the high satisfaction with life of American students is a result of USA development and therefore better life conditions than the one in Serbia. Within the observed research, the highest average grade has students of University in Canada. They are also, in a very large degree, satisfied with their quality of life. Compared to the USA, Canadian students have a better average grade, but their satisfaction with life isn't significantly different. Research conducted by Alfaisal University in Saudi Arabia showed a considerably lower level of life satisfaction compared to USA, Canada, and Serbia. The average grade on this faculty is better than the one on the Universities in Texas, Louisiana and non-medical faculty in Serbia. Based on this studies and available literature, we came to the conclusion that there is a positive correlation between this two observed factors and that the increse of one will effect the increase of another.

Considering restriction steamed from different ways of decomposing observed factors, in future researches these two factors need to be analyzed with more precision and much more in dept. Students' life satisfaction and their average grade during studies are complex factors which are influenced by other sub-factors. For the sake of getting the comprehensive individual evaluation of these factors and an adequate consideration of correlation between them, these two factors have to be fully analyzed. For results to be more relevant and applicable globally, it has to be analyzed more universities from various counties including various programs that students can attend.

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