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## QUALITY OF LIFE OF STUDENTS IN THE UNIVERSITY SYSTEM AND THEIR IMPACT ON EDUCATIONAL PROCESS

**Abstract:** In the last twenty years, research efforts in the field of quality in higher education were primarily focused on the efficiency of the university system, in terms of "exit" from the process. One of the outputs from the university process is the student, who will be analyzed in this paper through the evaluation of the quality of university life and assessment of the impact on educational process.

**Keywords:** Quality of life, student, educational process, higher education

### 1. INTRODUCTION

The concept of *quality of life* refers to the overall well-being within the society, and is focused on allowing each member of society to realize its objectives (as we know from the theory of management systems, if not contrary to the law or detrimental to the member or environment). This means that the quality of life is measured through a variety of economic, but also non-economic indicators. Approach to the concept of quality of life depends not only on indicators of material living standards, but also to various subjective factors that affect human life. Analysis of the quality of life typically includes the following areas:[1]

- Political and social environment (political stability, crime rates, the rule of law ...)
- The economic environment (economic stability, banking services ...)
- Socio-cultural environment (censorship, limitations of personal freedom ...)
- Health and sanitary environment (availability of medical services and medicines, infectious diseases, sewage, waste, air pollution ...)
- Schools and education (standard of schools, the availability of schools ...)
- Public services and transportation (electricity, water, public transport, traffic jams ...)
- Leisure (restaurants, theaters, cinemas, sport ...)
- Funds consumer (availability of food and daily items, cars ...)

- Home (houses and apartments, appliances, furniture, maintenance ...)
- Natural environment (climate, record of natural disasters ...).

In the last twenty years, research work in the field of quality in higher education was primarily focused on the efficiency of the university system, in terms of "exit" from the process.

The educational process contains the necessary elements of each process and can be represented as follows: *Entry* in the system are students who enroll with the previously acquired knowledge through high school education or previous academic year.[2] This knowledge (or in a broader sense knowledge, skills and competence) is an "input material". After the inspection of input material, through an entrance exam or other forms required for admission to the first or next year of study, students are expected to fulfill certain duties towards teaching and study program. As a final product, *exit*, from this system arises knowledge of the student of higher year of study or a graduate student, namely knowing and understanding study materials.[2] One of the outputs from the university process is the student himself with his acquired knowledge.

### 2. QUALITY OF LIFE OF STUDENTS THROUGH RESEARCH

*Students* are a group that is exposed to unusual pressures, such as the adjustment of the

new social and physical environment and changes in the social network. They are facing high academic requirements in order to achieve the desired goals in their career. As a result, students can have more confidence and more willingness to acknowledge conflict, fear or doubt in themselves and in their future as compared to other population groups (Bryant 1986: 142-153). Students adapt to the new needs of internal and external environment and under various influences they are forming attitudes toward religion, health and risk behavior, which is the basis for the state of the quality of life in older age[3].

Quality of life at the university in terms of student life during their studies, was never deeply researched and analyzed. At first the quality of life was studied in terms of adequacy of university buildings, laboratories and infrastructure.

This paper estimates the quality of life of students based on a sample of 145 students from all years of undergraduate studies. Students included in the analysis can be considered similar in both qualitative and quantitative profile with the objectives arising from this research:

1. To determine the level of quality of student life at the university, starting from a large number of subjective indicators
2. To make a comparison of study among students of different years of study
3. And to determine the impact of the quality of life of students on educational process.

### 3. METHODS OF WORK

*The aim* of this study was to assess to what extent and in what way the quality of student life affects the quality of the educational process and complete higher education. Also, one of the objectives is to determine whether there is a connection and correlation with individual segments and areas of quality of student life with the processes that are implemented in higher education, then, between individual life and academic aspects (average, replenishment of the year, parenthood, place of residence etc.), quality of life, in order to identify those factors that lead to better subjective assess of the quality of life in the population of students and the quality of higher education.

In the research conducted survey of students of the Faculty of Teacher in Uzice, Kragujevac University. We used a curriculum which consisted of two parts. The first part consisted of eleven questions that are related to socio-demographic data, while the second part of the questionnaire was divided into eleven authorities subjective assessment of quality of life, through several categories, divided on matters within the area.

The study included 145 students of all years of undergraduate studies. For statistical analysis of data were used standard methods of analytical statistics.

In the analysis of research that will be presented followed by the impact of the processed data in the area of quality of life, the quality of the teaching process decomposed.

### 4. RESULTS

The quality of teaching process and its sub-processes previously evaluated through research and carried out questionnaires, which were related to the quality of study programs, study conditions, the quality of lectures and exercises, awareness of students, availability of information systems.

*Table 1 – Mean estimates of sub*

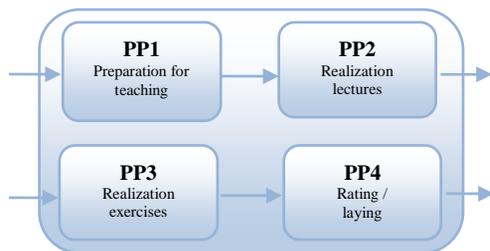
	VARIABLES							
PROCESSES	V1	V2	V3	V4	V5	V6	V7	V8
PP1	7,7	8,5		7,9	8,1			
PP2		8,5	7,5	7,9		7,25		
PP3				7,9		7,25	8,4	
PP4		8,5	7,7	7,9		7,25	8,4	8

Table 1 presents an overview of evaluation process, with the variables that affect the quality of the process.

*Preparation for Teaching PPI*, (terms and premises) involves the schedule publication on the notice board and website of the faculty, according to the formed groups for certain aspects of the pre-exam activities (laboratory exercises, practical work, defense of seminar papers and student projects).

*Realization of lectures PP2*. Each item in the module or program, as well as teaching unit

within the specific subject is constantly analyzed and prepared by the appropriate teachers for possible modification and customizing to trends of improving higher education and the demands of consumers. Teaching materials should be illustrated by examples and evidence to make it easier to understand and remember the presented material.



**Figure 1 –The decomposition process of teaching**

The choice of teaching methods is the next level which depends on the teaching material, maturity and abilities of students, group size, environment ii professional commitment of teachers. Oral presentation is the most common form of lectures, which can be followed by writing and drawing on the blackboard or using slides as visual information, power point presentations. T the speed of exposure and the amount of material that can be exposed to students depends on the method applied, and also the method of monitoring the lectures by students, which is decided by the teacher while preparing the appropriate teaching materials.

*Realisation of exercises PP3* is conducted so the students acquire practical skills working on the proposed equipment or facilities provided. Students' working areas should be set up so that everyone can use equipment with the help of assistants or operators. Each exercise should have an introduction with the explanation of the task and objective of the exercise. It is recommended to write reports with exercises and their interpretations by the students.

*Student evaluation PP4* is an academic activity of testing the knowledge in the teaching process when determining the level of acquired knowledge and skills acquired in relation to the defined and anticipated outcomes of learning.

The evaluation procedure provides important feedback on the results of the

teaching and learning process, which in the reference system of higher education define the quality achieved. There are different methods of assessment, whose procedures should be ensured by the college. Evaluation must be transparent, fair and documented by statistical analysis of data with the adopted format reports. The evaluation procedure should include:

- Selection of reliable methods of evaluating and defining evaluation criteria
- Pre-publication of schedule, dates and places of tests
- Harmonization of the evaluation criteria with the results of learning
- Automated updating of a database / knowledge in the system of monitoring the progress of studies
- Internal and external publication of results of evaluation and appropriate reports.

The impact of variables on the sub-processes of teaching:

- V1- Organizing lectures
- V2- Quality of teaching
- V3- Quality of professor
- V4- Qual. study Programme
- V5- Conditions of study
- V6- Previous knowledge Students
- V7- Quality of exercises
- V8- Evaluation students

The quality of student life was evaluated through a questionnaire which consisted of eleven fields from A to K. Fields were related to:

- Area A: Subjective well-being
- Area B: Your student life
- Area C: Your neighborhood (near where you live)
- Area D: Over the past week
- Area E: Relations
- Area F: Events in your life-descriptive
- Area G: Dealing with life
- Area H: More about yourself
- Area I: What you expect to happen
- Area J: What kind of person are you
- Area K: Your life in relation to different aspects (standards).

Of the 145 students who took part in the survey, 15 students were male, while the remaining 130 students were female. The number of students in the fourth year 4 students, 62 third-year students, 45 second year students and 19 first-year students.

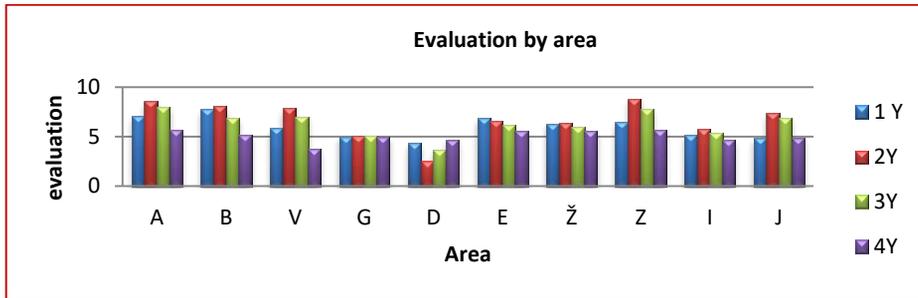


Figure 2 – Assessment by areas of the questionnaire

Analyzing the results obtained from the research can come to the conclusion that only certain areas covered by the questionnaire can affect the quality of the teaching process, and this is an area B, and certain segments of other cultivated areas.

Starting from the objectives set in the context of this study a general hypothesis was developed which states:

H0 = The quality of a teaching process is affected by processes of support, quality of study programs, quality of student life, relationship of professors and students, and teaching they accomplish.

Specific hypothesis:

H1 = the greater satisfaction with PP1, PP2, PP3, and PP4 processes will produce the greater satisfaction with overall student life. Using this given hypothesis we will try to determine how satisfaction with student life powers gratification on a given processes.

The impact of satisfaction was observed through three variables, where testing will be conducted in order to make a final decision on whether the hypothesis is acceptable or not.

Variable 1 is the part of the Areas B and refers to the quality of life at the university.

Variable 2 – the quality of academic support and services at the faculty.

Variable 3 - the quality of student's academic work at the faculty.

Table 2 and histogram present the estimations of the variables under the year of study where we can see that the assessments of students at 1<sup>st</sup> and 2<sup>nd</sup> years of academic studies are about the same and express a satisfactory level of quality of student life, while in the students at 3<sup>rd</sup> year of academic studies the level of satisfaction falls in relation with the younger colleagues. Regarding the students of 4<sup>th</sup> year we can conclude that the level of satisfaction with student life is not satisfactory in spite the fact that small number of students of this academic year participated in the questionnaire.

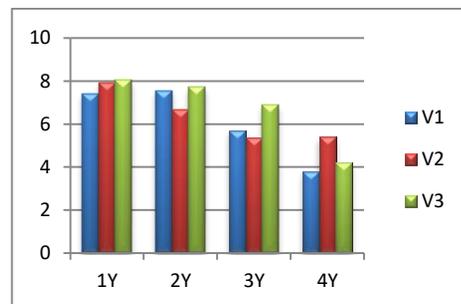


Figure 3 – Assessment of variables under the year of study

Table 2 – Only score variables age

	1year	2year	3year	4year	
V1	7,42	7,55	5,7	3,8	6,12
V2	7,92	6,67	5,37	5,4	6,34
V3	8,04	7,73	6,9	4,2	6,72
	7,67	7,32	5,99	4,47	6,39

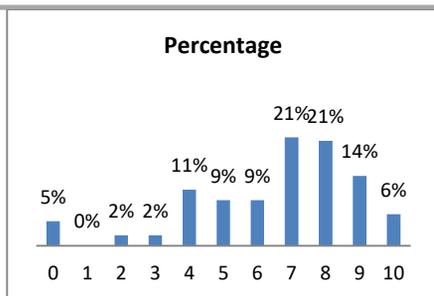


Figure 4 – Assessment in per cents (%) given by students for the area B

Table 3 – Assessment review upon the number of participants

Evaluation	Number of students.	Percentage
0	7	5%
1	0	0%
2	3	2%
3	3	2%
4	16	11%
5	13	9%
6	13	9%
7	31	21%
8	30	21%
9	20	14%
10	9	6%
	<b>145</b>	<b>100%</b>

Regarding the issue of the influence of student life quality to the process of teaching we can make certain conclusions on the base of the conducted survey.

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When the satisfaction of students with courses management, quality of teaching, quality of exercises, and conditions of studying is great, then the same outcome is with satisfaction of student life.

After the analysis of all results we can conclude that students of the surveyed are satisfy with student life, which anyway could be at the higher level then now. However, we can conclude that satisfaction of students with analysed areas and processes within the education affects positively their performance and life quality in general.

## 5. CONCLUSION

The conclusion of this research provide the level in which certain variables influence the satisfaction with student life, how much affect the quality of overall life, or life satisfaction. This kind of research can be helpful to all educational institutions when tend to improve the service delivery and better understand needs, wishes and expectations of their students.

Regarding the fact that the job market is more demanding and the competition is also higher, when education institutions are in question, it is reasonable to expect that the students' requirements will also be higher.

This research results can be relevant manifestation to which direction next research is to be performed but at the level of the entire university, and also at entire educational system in our country. With such information and results is possible to develop the process model aiming to improve existing mistakes and avoid it in future for the purpose of further development of the whole educational system.

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