109 - QUALITY OF LIFE INDICATORS OF COLLEGE STUDENTS

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Introduction

Quality of life has turned out to be a worldwide concern, therefore becoming central point in several scientific studies from the most varied range. Such concern has been experiencing considerable growth during the past few years due to the fact that it takes as a starting point the concept of the men as a bio-physic-social being with inseparable characteristics, thus, taking that into account, it has direct influence over the work environment, education and everyday life as a whole.

The term quality of life was first mentioned by Lyndon Johnson in 1964. As the president of the United States at the time, he claimed that nation´s goals cannot be measured merely by its citizen's bank accounts, but first and foremost by the quality of life given to a nation´s citizen (FLECK et al, 1999). However, as opposed to what may seem, quality of life concerns date from way back, being brought up by Socrates approximately 400 a. C. (ANDUJAR, 2006).

Since then, researchers from countless different areas have been focusing onto this matter. Despite being impossible to define quality of life into one single concept, it seems pretty clear that the authors agree upon subjectivity and multidimensionality aspects as well as the reality of positive and negative fields inside the quality of life (MION et al, 2005).

According to Gaspar (2001), the definition of quality of life might be of “a subjective set of impressions which each human being hold, being simultaneously a product of affecting facts during an ongoing process”. Such statement sustain the theory of quality of life being able to vary from individual to individual, as well as being something spawned from the most varied range of experiences knowledge by the individual. On the other hand, Santos (2002) claims that quality of life that is good is the one which offers conditions so that the individual can develop the maximum of his potential, regardless the activity.

The concepts above suggest the idea that quality of life is in direct relation with to personal pleasure, and that it suffers interference from the daily life under all its aspects, which leads us to reach a conclusion that Mion et al were fairly correct by pointing quality of life as a factor mainly dependent on the individual´s satisfaction, at the same time as dependent on the environments in which such individual exist and has contact with.

Studies concerning quality of life

The large majority of quality of life studies go after the World Health Organization´s (WHO) definition of the term which claims health is "a fulfilled social, physical and mental well-being not merely the absence of disease or infirmity" (WHO, 1946).

Further on, and due to the advancement of the sciences, as for the construction of quality of life (QOL) concept, the World Health Organization attached several novel topics, such as: the individual´s own awareness of his position in life, including cultural contexts and system of ethics.

Hence, in the meantime are also considered the goals, expectations and its subsequent concerns, overcrossing therefore, physiopathological changes, and stressing after all a wide concept holding multidisciplinary and multidimensional consequences. Such theory also finds shelter on Sebeh and Verdugo´s studies (2002), where quality of life is considered to be a subjective and multidimensional issue.

Furthermore, is extremely relevant the fact that over such subjectivity scenario, quality of life is regarded on the individual´s thoughtfulness as for his health care in addition to his life´s non-medical aspects.

Finally we must insert that quality of life is something that surrounds human beings as it tries to rate people´s satisfaction level in relation to their familiar, personal, professional, sentimental and spiritual life, among others.

Specifically speaking, quality of life in academic environments is attention- worthy for the very basis of its fast pacing effects over those who experience it (CERCHIARI, 2004).

Thus, this paper has as its major endeavor to evaluate and throw some light over college students´ quality of life indicators.

The clear overview of levels regarding the main factors that interfere over QOL might be of some help to public politics or institutional actions which focus on the improvement of QOL for some specific categories of the society. Correlated literature suggests the use of tools which assess quality of life in a global way (FOX-RUSHBY & PARKER, 1995).

Something that holds this distinctiveness and is widely used to measure QOL is the WHOQOL-100. Such instrument was developed by the WHO itself with the aid of numerous central hubs, with different cultures, distributed all over the world.

The WHOQOL-100 is currently translated and validated in several different languages and is composed of up to a hundred questions covering six domains: Physical, Psychological, Independence level, Social relations, Environment and Spiritual/Personal beliefs (FLECK, 1999). This tool enables the evaluation of 25 facets, among which one relates to general QOL matters and the others center on 24 QOL aspects spread among its domains.

Methods and Materials

The WHOQOL was used as a data collecting device.

A probabilistic sample per conglomerate was carried out with 130 students from a private Higher Education Institution distributed into different majors (Chemistry, Dentistry, Physiotherapy, and Vet Med) and periods.

The core from the data analysis developed by the WHOQOL GROUP was then read and implemented over the Managing Databank System MS ACESS, with a modification from results on a likert scale to those of a centesimal scale.

Results and Discussion

The sample carries the subsequent characteristics: 68% female; 81% single; 12% married and 7% others; with age average range of 21 years old (dp= 4, 04); 55% working and studying.

Figure 1 and 2 shows the QOL indicators, respectively on its different aspects and domains.

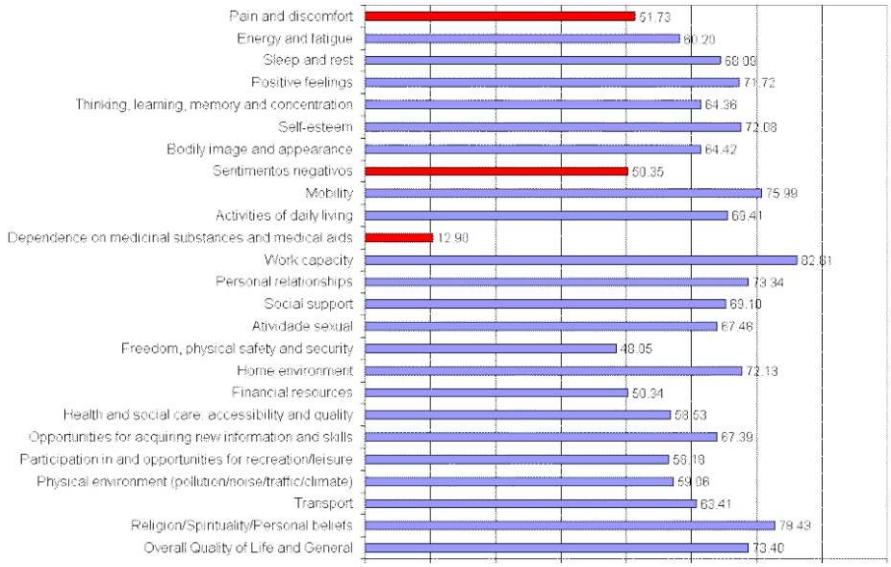

Illustration 1 - Quality of Life Aspects

The lowest QOL indicator found was Physical Safety and Security (48, 05%), while the highest was Work Capacity (82, 81%).

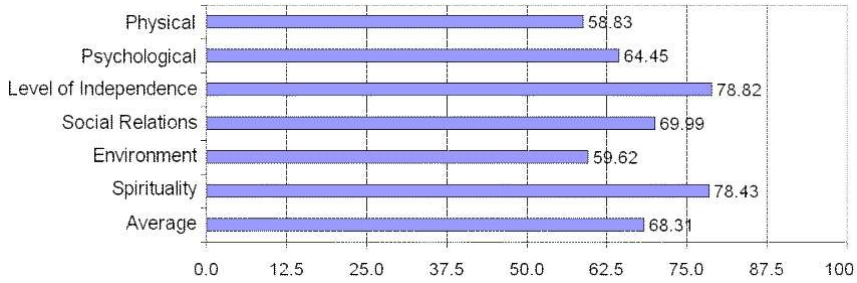

Illustration 2 - Quality of Life Domains

Comparing the QOL Domains and the QGL of this paper with other studies also focusing on academics, e.g. Saupe´s reports (2004), it is understood that these indicators average tend to demonstrate the very same characteristics as for the increasing order of these studies and that the values of the Physical and Environmental Domains are clearly visible. Whilst the satisfaction level with the QOL is superior (QGL = 73.4%).

Based on the analysis of such data the following statistical results were observed (Chart 1 and 2):Table 1 - Statistical of the aspects of Quality of Life

Statistics	Pain and discomfort	Energy and fatigue	Sleep and rest	Positive feelings	Thinking, learning, memory and concentration	Self-esteem	Bodily image and appearance	Sentimentos negativos	Mobility	Activities of daily living	Dependence on medicinal substances and medical aids	Work capacity	Personal relationships	Social support	Atividade sexual	Freedom, physical safety and security	Home environment	Financial resources	Health and social care: accessibility and quality	Opportunities for acquiring new information and skills	Participation in and opportunities for recreation/leisure	Physical environment (pollution/noise/traffic/climate)	Transport	Religion/Spirituality/Personal beliefs	Overall Quality of Life and General
Average	51.7	60.2	68.1	71.7	64.4	72.1	64.4	50.4	76.0	69.4	12.9	82.8	73.3	69.1	67.5	48.1	72.1	50.3	58.5	67.4	58.2	59.1	63.4	78.4	73.4
S Error	1.2	1.4	2.1	1.6	1.5	1.5	1.8	1.8	1.7	1.2	1.4	1.3	1.5	1.8	2.0	1.3	1.7	1.5	1.7	1.5	1.9	1.4	2.1	1.6	1.3
Median	50.0	62.5	71.9	75.0	68.8	75.0	62.5	50.0	75.0	68.8	6.3	81.3	75.0	75.0	68.8	50.0	75.0	50.0	62.5	68.8	56.3	58.3	62.5	78.1	75.0
D Standard	13.1	16.0	23.7	17.3	17.2	16.4	19.8	19.8	18.7	13.9	16.1	14.1	16.8	20.2	21.5	14.4	18.4	16.4	19.2	16.5	21.6	15.7	23.2	17.9	15.0
Curtose	0.4	-0.4	0.0	-0.2	0.8	1.8	-0.6	-0.4	-1.1	-0.3	5.6	0.7	1.0	0.6	-0.1	0.2	-0.4	-0.4	-0.5	0.2	-0.6	-0.2	-0.7	2.3	-0.5
Asymmetry	-0.2	0.2	-0.8	-0.5	-0.7	-1.0	-0.1	0.0	-0.3	0.2	2.0	-0.7	-0.8	-0.8	-0.5	-0.1	-0.4	-0.2	-0.4	-0.3	-0.1	0.0	-0.4	-1.1	-0.2
Minimum	12.5	31.3	0.0	31.3	6.3	12.5	12.5	6.3	37.5	37.5	0.0	31.3	12.5	0.0	0.0	6.3	25.0	12.5	12.5	18.8	6.3	25.0	6.3	6.3	37.5
Maximum	87.5	100.0	100.0	100.0	93.8	100.0	100.0	93.8	100.0	100.0	93.8	100.0	100.0	100.0	100.0	87.5	100.0	93.8	93.8	100.0	100.0	100.0	100.0	100.0	100.0

Statistics	Physical	Psychological	Level of Independence	Social Relations	Environment	Spirituality/Religion/Personal beliefs	Average of Quality of Life
Average	58.83	64.45	78.82	69.99	59.62	78.43	68.31
Standard Error	1.11	1.22	0.90	1.44	1.03	1.61	0.89
Median	59.34	65.00	79.68	72.87	60.93	78.13	69.66
Devio Standard	12.31	13.53	9.98	15.81	11.50	17.88	9.70
Curtose	-0.16	0.19	0.41	1.64	0.01	2.31	-0.29
Asymmetry	-0.27	-0.34	-0.35	-0.95	-0.27	-1.13	-0.17
Minimum	20.81	23.75	43.75	8.31	25.75	6.25	42.43
Maximum	87.50	93.75	100.00	95.81	89.06	100.00	90.00

The results of the QOL Aspects show mainly negative predominantly normal distribution (within the average) and

platicurtic centered dispersion (curtose<0). While the Domain results demonstrate mostly positive asymmetric distribution (within average) and çeptocurtic centered dispersion (curtose<0). The standard inaccuracy is less than 2.2%. The sample presented major and minor homogeneity, respectively, on the following QOL indicators: Pain and Discomfort (DP=13.1) and Sleep and rest (DP=23.7). The indicator varied from 0 to 100%, carrying minimum sample stop of 47.57.**Conclusion**

The Quality of life indicators of College Students reached and average of 68.31% of its maximum potential. The Physical Domain (58, 83%) showed the lowest performance while the Independence Level Domain (78.82%) showed the highest value. The best indicator of the QOL aspects found was the Dependence on Medicinal substances and Medical aids (12.80%) which due to its negative feature should reveal very low values. The Physical Safety and Security Aspects (48.05%) showed the lowest QOL score.

The Quality of Life average rate of these academics finds itself slightly low in comparison to other previously carried out studies in the field, but could be labeled as regular and with a approval stage of 73.4% (Quality of Life from the perspective of the individual being evaluated - General QOL Matters).

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QUALITY OF LIFE INDICATORS OF COLLEGE STUDENTS

ABSTRACT:

The following paper has as its pivotal goal to assess the Quality of Life (QOL) Indicators of College Students. The WHOQOL - 100 model was used as a data collecting tool, through the probabilistic demonstration per conglomerate with n = 130. The QOL indicators showed the following domains, with enhanced and worst evaluation: Independence Level (78.82%) and Physical (58.83%); the following aspects as better and worst facets: Dependence on Medicinal substances and Medical aids (12.80%) and Physical Safety and Security (48.05%); setting high quality level of QOL from those evaluated (78.4%). It was concluded that the average QOL could be classified as good, with scope for improvement reaching up to 31.69%.

KEY-WORDS: Quality of Life; WHOQOL - 100; College Students.

IES INDICATEURS DE QUALITE DE VIE DES ETUDIANTS UNIVERSITAIRES

RESUME:

Ce travail a comme objectif d´évaluer les indicateurs de qualité de vie (QV) des étudiants universitaires. Pour recueillir les données de notre recherche nous avons utilisé le WHOQOL-100 à travers l´échantillonnage de probabilité par congloméré avec n = 130. Les indicateurs de QV ont montré comme la meilleur et la pire évaluation, respectivement : le niveau d´indépendance (78.82%) et physique (58,83) ; les respectifs aspects comme la meilleur et la pire facette : dépendance de médicament ou de traitement (12.80%) et la sécurité physique et la protection (48.05%) ; le haut niveau de satifaction de la QV des évalués (78.4 %). Nous concluons que la QV en moyenne peut être classée comme bonne avec des possibilité d´amélioration de 31.69 %.

MOTS-CLES: Qualité de vie, WHOQOL-100, Universitaires.

INDICADORES DE CALIDAD DE VIDA DE ESTUDIANTES DE GRADUACIÓN

RESUMEN:

Este trabajo tiene como objetivo evaluar los indicadores de calidad de vida de alumnos de graduación. Se utilizó como instrumento de recogida de datos el WHOQOL-100, a través de muestreo de probabilidad por conglomerado con n= 130. Los indicadores de calidad de vida apuntaron, los respectivos dominios, como mejor y peor evaluación: Nivel de Independencia (78,82%) y Físico (58,83%); los respectivos aspectos, como mejor y peor facetas: Dependencia de medicación o de tratamiento (12.80%) y Seguridad física y protección (48,05%); alto nivel de satisfacción de la calidad de vida de los evaluados (78,4%). Se concluye que la calidade de vida en media, puede ser clasificada como buena, con posibilidad de mejoría en hasta 31.69%.

PALABRAS-LLAVE: Calidad de Vida, WHOQOL-100; Universitarios.

INDICADORES DE QUALIDADE DE VIDA DE ESTUDANTES DE GRADUAÇÃO

RESUMO:

Este trabalho tem como objetivo avaliar os indicadores de qualidade de vida (QV) de alunos de graduação. Utilizou-se o WHOQOL-100 como instrumento de coleta de dados, através de amostragem probabilística por conglomerado com n= 130. Os indicadores de QV apontaram, os respectivos domínios, como melhor e pior avaliação: Nível de Independência (78,82%) e Físico (58,83%); os respectivos aspectos, como melhor e pior facetas: Dependência de medicação ou de tratamento (12.80%) e Segurança física e proteção (48,05%); alto nível de satisfação da QV dos avaliados (78,4%). Conclui-se que a QV em média, pode ser classificada como boa, com possibilidade de melhoria em até 31.69%.

PALAVRA-CHAVE: Qualidade de Vida, WHOQOL-100; Universitários.