



Quality of Life for Jordanian and Foreign Students from their Point of View

Rihan T. Tarawneh, Wold Islamic University
Lama m. Al-Qaisy, Tafila Technical University

Abstract: This study aimed to identify the level of quality of life among students of the Islamic Sciences University from their point of view, and to reveal the differences in the quality of life between Jordanian and foreign students (non-Arab) and the students' gender variable. The sample of the study consisted of 315 students (male and female), who were randomly selected. The quality of life scale of Kazem and Mansi was applied after extracting the validity and stability parameters of the scale. The results of the study showed that the quality of life of university students was average, and it was high in the following quality of life dimensions, respectively: leisure, general health, psychological, and emotional health, while it was low in teaching and study, and average in family and social life. It was also found that there are statistically significant differences in the quality of life dimensions for students attributed to the gender variable in the dimension in favor of males (family and social life) and in favor of females (public health). Moreover, it was also found that there are statistically significant differences in the quality of life dimensions for students attributed to the nationality variable in the dimension (public health) in favor of foreign students, and at the dimension (family and social life) for the benefit of Jordanian students.

Keywords: Family and social life, public health, foreigner, leisure time

I. INTRODUCTION

Positive psychology aims to spread hope, optimism, happiness, self-satisfaction, and the establishment of positive social relationships among individuals. It also focuses on the factors that help in developing the positive aspects in an individual so that he enjoys life, achieves his ambitions, feels happiness, and contentment with himself and others, which are the essence of the quality of life (Bin Qwaider & Karkush, 2019). Kazem and Mansi (2010) defined the quality of life as: "The individual's feeling of happiness, contentment, and the ability to satisfy his needs through the quality of health, social, educational, and psychological services provided to him".

Theoretical Models of Quality of Life

There are many models that explained the quality of life, including:

Six Theory Factors of Carrol Ryff

Ryff pointed to a set of behavioral indicators that indicate an individual's satisfaction with the quality of life:

- Independence: The individual's ability to make decisions and adjust his behavior while interacting with others.
- Personal Development: The ability of the individual to increase his personal effectiveness, capabilities, and competency.
- Positive Relationships with Others: It is the ability to establish positive relationships with others characterized by friendliness, trust, and sympathy.
- Meaningful Life: It is the ability of the individual to determine his goals in proportion to his abilities, and works to achieve them.
- Self-acceptance: It is the individual's display of a positive attitude towards himself and acceptance of it, with its positive and negative aspects (Abu Hashim, 2010).

Schalok Theory

The concept of quality of life is based on eight areas:

- Emotional Happiness: It includes self-satisfaction and a reduced level of anxiety and stress.
- Interpersonal Relationships: They include successful social relationships and social support.
- Material Happiness: This is achieved through work, housing insurance, and stable income.
- Personal Growth: It refers to the individual's ability to achieve self-growth through education, and to achieve personal competence.
- Physical Happiness: It is achieved by the individual through enjoying sound physical and psychological health, occupying free time, and practicing sports.
- Independence: This refers to the individual's self-reliance, the ability to make decisions, set goals, and achieve them.

- Social Integration: The individual's ability to establish social relationships and integrate with others.
- Human Rights: One's familiarity with law, regulations, and instructions (Bakr, 2013).

Anderson Theory

Anderson pointed out three features that lead to the individual's feeling of life quality:

- The individual's feeling of satisfaction is achieved through setting realistic and achievable goals.
- Satisfying needs does not lead to a person's feeling of quality of life because it varies with different individuals and different cultures.
- The individual's exploitation of his capabilities in activities and social relations, work that suits his abilities, and a family that inspires a sense of life (Bin Qwaider & Karkush, 2019).

Dimensions of Quality of Life

The studies of Abu Hammad (2019) and Jamal (2016) argue that the quality of life includes the following dimensions:

- Psychological Dimension: It is represented in the individual's feeling of happiness and mental health, through self-acceptance, satisfaction with it and with life in general, pursuing meaningful goals, independence, and developing the ability to face crises.
- Social Dimension: It includes successful social relationships, a safe environment, and a feeling of happiness in family relationships, and with friends and co-workers.
- Objective Dimension: It is a set of indicators that can be inferred and observed, such as: income level, health safety, and social and economic status.

Statement of the Problem

The university education stage is one of the most important educational stages that affect the development of students' perceptions of their quality of life. Students are at a stage in which they are preparing to enter the labor market, the desire for marriage, and family stability. Therefore, their perception of the quality of life affects their social relationships, motivation, achievement of their goals, and their academic performance. In addition, there are students of different foreign nationalities at the Islamic Sciences University, who come from different backgrounds, and have different cultures and customs from our Jordanian society. It makes them vulnerable to many difficulties and problems that may be economic, academic, and social, and the difficulty in communicating with others due to the difference in the language, and the feeling of alienation. Therefore, the current study focused on researching university students' evaluation of the quality of life from their point of view, by answering the following two questions:

1. What is the quality of life for students at the University of Islamic Sciences?
2. Are there statistically significant differences at ($\alpha = 0.05$) in the dimensions of quality of life due to the gender and nationality of university students, and the interaction between them?

Study Importance

The importance of the study lies in the importance of the target group, which is the university youth group, as it is the stage of giving, enthusiasm, vitality, interaction, adventure, understanding the future and development, and the basis of society and its progress. Therefore, we must know their psychological and social safety, and pay attention to their quality of life. This reflects positively on them and on society.

This study will also reveal the dimensions of quality of life at the low level of students, and try to identify the reasons behind the decline, and find appropriate ways to improve its level in cooperation with the Deanship of Student Affairs. In addition, this study is important in bridging the deficiency in studies that dealt with the quality of life of foreign students, after reviewing many studies that dealt with the quality of life. No study was reached on the quality of life of foreign students in our Jordanian universities. On the other hand, the importance of this study lies in its results that may help in setting up counseling and awareness programs for university students about the concept of quality of life and its dimensions.

Previous Studies

Many studies have been conducted that dealt with the issue of quality of life, and the following are some of the relevant studies:

The study of Abu Hammad (2019) aimed to uncover the relationship between psychological quality of life, psychological happiness, and self-esteem. The sample consisted of 270 students (160 male and 110 female students) from Prince Sattam Bin Abdulaziz University. The results of the study indicated the high quality of psychological life, psychological happiness and self-esteem of students, and there is a statistically significant correlation between the quality of life, psychological happiness and self-esteem. The results also indicated that there are statistically significant differences between the study measures and the college variable in favor of the college of science, while there are no significant differences in statistics between male and female averages on the psychological quality of life scale.

The studies of Hamidiyeh, and Khalaf Bouzidi (2018) aimed to identify the relationship between quality of life and optimism, and to reveal the existence of differences that may be attributed to variables (gender and specialization). The study sample consisted of 57 students who were doctoral students at the University of Steif, Algeria. The results of the study indicated that there is a statistically significant correlation between the quality of life and optimism among PhD students, and there are statistically significant differences in the quality of life of PhD students according to the variables of gender and specialization.

Zagawa (2018) studied the quality of life and its relationship to some personal variables on a sample of 120 students (male and female) from Algeria. The results concluded that students enjoy a high level of quality of life, and the results indicated that there are statistically significant differences attributed to gender in favor of females, and the dimension of emotions in favor of males, while there are no differences attributed to the variable of specialization.

Othman and Ibrahim (2017) conducted a study to predict the quality of life and its relationship to confronting social problems among 747 students from Sultan Qaboos University. The results of the study indicated that the quality of life of the students was good. It was also found that there were no statistically significant differences between the quality of life and the following study variables: (gender, college, academic year, and place of residence).

Jamal (2016) conducted a study which aimed at identifying the relationship between quality of life and extension needs for a sample of 321 students from public secondary schools in the As-Suwayda Governorate / Syria. The results of the study indicated that the level of quality of life among students was average. Also, it was found that there are statistically significant differences in the quality of life between males and females in favor of females. In addition, there are also statistically significant differences in the quality of life between resident students and foreign students in favor of resident students.

Al-Naggar, Osman, and Musa (2013) conducted a study which aimed at assessing the quality of life among students of colleges of medicine and nursing in Malaysia. The study sample consisted of 239 students (male and female). The results of the study indicated that there is no statistically significant relationship between the quality of life of students and the variables. The following study includes: age, specialization, place of residence, race, and marital status.

The study of Naissa (2012) aimed at identifying the level of quality of life among students of the universities of Damascus and Tishreen. However, the sample consisted of 360 students. The results of the study indicated a low level of quality of university life among students, and there is no correlation between family income and the dimensions of quality of life.

We conclude from the foregoing that the previous studies in their entirety emphasized the importance of the quality of life issue, and it was discussed with other variables such as optimism, personality traits, social problems, and counseling needs. This is in addition to the diversity of the environments in which the studies were conducted, as it dealt with the quality of life of university students and students' schools. Thus, the current study is distinguished from previous studies in that it paid attention to the quality of life of foreign students, who study in Jordanian universities, especially Islamic Sciences University.

II. METHODOLOGY AND PROCEDURES

Methodology

The correlational descriptive approach was used, as descriptive and inferential statistical treatments were used in the analysis of the results.

Population

According to the statistics of the Admission and Registration Department at the university, the study population consists of all students registered for the academic year 2019/2020 from various academic years. Hence, their number is 7151 students (male and female) who are Jordanians, and 1057 students (male and female) foreign students.

Sample

The sample was chosen randomly, and their number is 315 students (male and female), by referring to the compulsory requirements of the university and the Language Center. Table 1 shows the distribution of the sample members.

Table 1. Distribution of the sample members

Gender	Nationality		Total
	Jordanian	Foreign	

Male	80	87	167
Female	87	61	148
Total	167	148	315

Instrument

The quality of life scale was applied by Kazem and Mansi (2010). The scale consists of 60 items distributed on fifth dimensions, which are: 1- Public Health, its items (1-10), 2- Quality of family and social life, its items (11-20), 3- Quality of education and study, its items (21-30) , 4- Quality of Mental and emotional health, its items (31-50), and 5- The quality of time occupancy, its items (51-60).

Validity

Face Validity

The scale was presented to 10 specialists in measurement, evaluation, and psychological counseling to know the extent to which the items belong to the dimensions, and the clarity of the item wording. The opinions of specialists were taken into reformulation of some items.

Internal Correlation

The scale was applied to a sample of 50 students (male and female) from outside the study sample. Pearson's correlation coefficient was used to calculate the items correlation coefficients with dimensions and with the total degree of the scale shown in Table 2.

Table 2. Items correlation coefficients with dimensions and total degree

Dimension	Items with Dimension	Items with total degree	Dimension and study	Items with Dimension	Items with total degree		Items with Dimension	Items with total degree
1	0.536	0.631	21	0.452	0.501	41	0.519	0.631
2	0.512	0.623	22	0.423	0.411	42	0.354	0.331
3	0.521	0.644	23	0.521	0.644	43	0.512	0.623
4	0.400	0.348	24	0.423	0.411	44	0.454	0.503
5	0.455	0.441	25	0.589	0.545	45	0.562	0.610
6	0.452	0.501	26	0.481	0.533	46	0.581	0.601
7	0.418	0.390	27	0.530	0.522	47	0.422	0.475
8	0.375	0.340	28	0.466	0.521	48	0.520	0.640
9	0.400	0.348	29	0.458	0.517	49	0.536	0.631
10	0.441	0.531	30	0.432	0.504	50	0.476	0.466
Dimension Family and social life	Items with Dimension	Items with total degree	Dimension Mental and emotional health	Items with Dimension	Items with total degree	Dimension Time occupancy	Items with Dimension	Items with total degree
11	0.519	0.631	31	0.389	0.364	51	0.536	0.631
12	0.581	0.601	32	0.560	0.595	52	0.452	0.501
13	0.521	0.644	33	0.536	0.631	53	0.400	0.348

14	0.601	0.565	34	0.422	0.475	54	0.512	0.623
15	0.562	0.610	35	0.405	0.389	55	0.423	0.411
16	0.621	0.552	36	0.502	0.511	56	0.345	0.320
17	0.452	0.501	37	0.423	0.411	57	0.418	0.390
18	0.476	0.466	38	0.452	0.501	58	0.521	0.644
19	0.455	0.441	39	0.454	0.503	59	0.530	0.522
20	0.536	0.631	40	0.600	0.560	60	0.375	0.340

Table 2 shows that all the values of the items correlation coefficients with the dimension to which they belong, and with the total score on the scale are statistically significant, which confirms the validity of the scale.

Reliability

The reliability coefficients were calculated using the Cronbach alpha equation, and the test-retest, by applying the scale to a sample of 30 students (male and female) from outside the study sample. After two weeks, the measures were re-applied to the sample itself just as shown in Table 3.

Table 3. Scale reliability

Dimensions	Cronbach's alpha	test-retest
Public Health	0.71	0.70
Family and social life	0.68	0.62
Education and study	0.72	0.70
Mental and emotional health	0.80	0.78
Time occupancy	0.65	0.60
Total degree	0.75	0.69

Table 3 indicates that the scale reliability coefficients are suitable for conducting the study.

III. RESULTS AND DISCUSSION

Q1: What is the quality of life for students at the Islamic Sciences University?

To answer the question, the mean averages and standard deviations were calculated for the total score of the scale and its dimensions, Table 4 shows that:

Table 4. Means and standard deviations of students' scores

Dimensions	Mean	Sd	Rank	Level
Public Health	4.17	.566	2	High
Family and social life	2.98	1.41	4	Average
Education and study	1.73	.204	5	Low
Mental and emotional health	4.14	.480	3	High
Time occupancy	4.33	.423	1	High
Total degree	3.58	.345	-	Average

Table 4 indicates that the level of quality of life on the overall score of the scale is average from the students' point of view. As for the level of dimensions, it came high on the following dimensions, respectively: leisure time, general health, and mental and emotional health. This result can be attributed to the fact that technological development helped university youth occupy their spare time, through the use of social media and various electronic games, and they are characterized by vitality and activity, as their age stage requires a willingness to search for the opposite sex, form a family, independence, and enter the market Work, so they are very careful about their physical health and the beauty of their appearance. As for the mental and emotional health dimension, it indicates the ability of students to control their emotions while facing external situations and is not quick in terms of arousal. Also, the data of the Deanship of Student Affairs at the university indicated that the university has not witnessed students' quarrels for several consecutive years.

The table also indicates that the quality of life was low in the dimension of education and study, and average in the dimension of family and social life. This can be explained by the fact that the study sample

includes Jordanian students and students of other nationalities represented by the Comoros and Malaysia, which indicates their lack of parents, family atmosphere, social relations, and the longing for home and family was reflected in their answers. In education and study, a student may not be interested in the university or the course he is studying. This is because the high school average has the biggest role in determining the university specialization, which leads to the study of any discipline, regardless of the preferences and desires of the student.

The result of this study differs from the study of Naissa (2012), which concludes that there is a low level of quality of university life, and as a result of the Zagawa's study (2018), which indicated that students enjoy a high level of quality of life. The results of the study agreed with the results of Jamal's study (2016) which indicated that the students' quality of life is average.

Q2: Are there statistically significant differences at ($\alpha = 0.05$) in the dimensions of quality of life due to the gender and nationality of university students, and the interaction between them?

To answer this question, the mean and standard deviations of the students' responses to the quality of life scale are calculated according to the variables of the student's gender, nationality, and the interaction between them as shown in Table 5.

Table 5. Mean and standard deviations of students' responses according to gender and nationality

Dimensions	Gender							
	Male				Female			
	Jordanian		Foreign		Jordanian		Foreign	
	Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd
Public Health	3.97	.618	4.05	.773	4.22	.136	4.52	.294
Family and social life	4.31	.126	1.77	.870	3.95	.973	1.59	.402
Education and study	1.70	.206	1.77	.199	1.78	.171	1.67	.229
Mental and emotional health	4.22	.640	4.03	.525	4.19	.197	4.12	.429
Time occupancy	4.21	.583	4.35	.237	4.42	.135	4.32	.591
Total degree	3.97	.618	4.05	.773	4.22	.136	4.52	.294

Table 5 indicates that there are differences between the averages of students' scores on the dimensions of quality of life, according to the gender and nationality variables to identify the significance of these differences. Hotelling's value was calculated for the gender and nationality variables, while Wilks Lambda's value was calculated for the interaction between gender and nationality, and the clear multiple variance analysis were calculated in Table 6.

Table 6. Multiple variance analysis of quality of life dimensions according to gender, nationality, and interaction between them

Source of Variation	Dimensions	Sum of Squares	DF	Mean of Squares	F	Sig
Gender Hotelling=.148 F=9.085 ^a Sig=0.000	Public Health	10.0	1	10.0	35.4	.000
	Family and social life	5.62	1	5.62	11.1	.001
	Education and study	.014	1	.014	.359	.549
	Mental and emotional health	.055	1	.055	.244	.622
	Time occupancy	.672	1	.672	3.84	.051
Nationality Hotelling=3.19 F=1.963E2 ^a Sig=0.000	Public Health	2.93	1	2.93	10.3	.001
	Family and social life	463.0	1	463.0	913.3	.000
	Education and study	.023	1	.023	.563	.453
	Mental and emotional health	1.33	1	1.33	5.89	.016
	Time occupancy	.042	1	.042	.239	.626
Gender* Nationality Wilks' Lambda=.848 F=11.030 ^a Sig=0.000	Public Health	.936	1	.936	3.29	.071
	Family and social life	.655	1	.655	1.29	.257
	Education and study	.665	1	.665	16.6	.000
	Mental and emotional health	.329	1	.329	1.44	.230
	Time occupancy	1.14	1	1.14	6.54	.011
Error	Public Health	88.5	311	.285		
	Family and social life	157.6	311	.507		
	Education and study	12.4	311	.040		

	Mental health and emotions	70.6	311	.227		
	Time occupancy	54.3	311	.175		
Total	Public Health	5587.1	315			
	Family and social life	3439.4	315			
	Education and study	964.7	315			
	Mental and emotional health	5480.1	315			
	Time occupancy	5971.3	315			

Table 6 indicates that there are statistically significant differences in the dimensions of quality of life for students due to the gender variable on the following dimensions:

1. Dimension (public health) in favor of females can be explained by the fact that the nature of females is keen to pay attention to public health, and the external appearance more than males. Therefore, they search for healthy food, maintain the ideal weight, and join sports clubs to maintain a fit and beautiful body.

2. Dimension (family and social life) in favor of males can be interpreted as one of the social characteristics of the developmental stage that university students go through- the need to belong to the group, the desire to assert oneself, and the search for role models (El-Desouky, 2003). The student is also interested in this stage humanitarian issues and social life as he pays great attention to these general issues. He is quick to extend a helping hand to others, is keen on expanding the circle of social relations, and becomes more in touch with others around him. The result of this question is consistent with the results of Hamaydi et al. (2018), and Jamal (2016) studies, which showed differences in the quality of life attributable to gender. The result of this question differs with the results of the Abu Hammad's study (2019) and the study of Othman and Ibrahim (2017). This indicated that there are no differences in the level of quality of life dimensions due to the gender of the sample members.

The table also indicates statistically significant differences in the dimensions of quality of life for university students due to the nationality variable on the following dimensions:

1. Dimension (public health) in favor of the foreigners can be explained by the fact that the presence of the individual outside his home country makes him interested in his health affairs, and to ensure the safety of his body from diseases. This is due to the high financial cost of treatment, and the lack of support and care.

2. Dimension (family and social life) for the benefit of Jordanian students is attributed to the fact that the Jordanian students at the University of Islamic Sciences reside in the capital city Amman governorate / the university site, in order not to distant themselves from their families and friends, and they do not lack the family atmosphere and support. While we notice the opposite of that among foreign students who feel homesick for their country, family and friends, and their need for family support. Some studies indicate that the presence of a student in a country other than his own contributes to exacerbating his problems, as the country of origin is an influential factor in alleviating the severity of the problems of the incoming student, including the study of Al-Zeyoud (2013), which indicated the suffering of some expatriate students from the difficulties of social adjustment within the Jordanian society, the inability to adapt to the customs and traditions of the Jordanian society, the lack of friends, the difficulty in establishing relations with others, the discomfort and suffering from housing and transportation. The results of this study are in agreement with the results of studies (Jamal, 2016; Al-Naggar; Osman & Musa 2013) which confirmed that the residence has an impact on the quality of life of university students.

3. Dimension (Mental and emotional health) for the benefit of Jordanian students can be explained by the fact that the mental and emotional health of foreign students is low due to their feeling of alienation, and this generates psychological pressures, emotional problems, and feelings of loneliness, which negatively affects their ability to adapt socially and psychologically in the university and the environment around them. The results of Ashkar's study (2003) confirmed that foreign students face many psychological problems, isolation, and psychological pressures. In the interaction between gender and nationality, the table indicated that there are statistically significant differences on the following dimensions:

1. Education and study for the benefit of Jordanian women, which can be attributed to the fact that females have satisfaction in the university and specialization due to the importance of a university degree for them, as it is a tool in which they face the pressures of life. The study of Al-Zyoud (2013) also proved that females are distinguished by commitment and academic discipline more than males. The males see that university studies do not give them the practical experience necessary to enter work in the future, and their fear of the future profession, the labor market, and the lack of suitable job opportunities. This forces a male student to assume a job that is not commensurate with his academic qualification, all of which make the quality of academic and university life among students low compared to females. Foreign students are expected to face problems related to language and difficulty in communicating with teachers, which negatively affects the quality of their university life. The results of some studies conducted on

foreign students (Battah & Tarawneh, 1999; Al-Zyoud, 2013) showed that academic problems are among the problems foreign students face in relation to language and the difficulty of interacting with teachers.

2. Free time for the benefit of Jordanian females can be attributed to the fact that females are distinguished by their ability to easily communicate and integrate with others, as they have the ability to occupy their free time through social media, social mutual visits with friends and relatives, participation in trips and shopping, etc. That, and in return, we find male students working while studying to help their parents in difficult living conditions.

IV. RECOMMENDATIONS

Based on the results of the study, the researchers recommend the following:

1. Increase the effectiveness of extracurricular programs and recreational trips, to introduce Jordanian students in general, and foreigners in particular to the Jordanian society, to occupy their time, and to increase opportunities for social interaction among them.
2. Conducting more studies on the quality of life on other samples and societies.
3. Establishing counseling and awareness programs to help foreign students on how to deal with the academic and psychological problems they encounter, especially the academic and psychological ones.
4. The need for academic and administrative staff in universities to understand the social and economic conditions of foreign and Jordanian students.

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