

Volunteer Work and Its Relationship with the Academic Quality of Life Among Students of Jouf University

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Abstract—This study aims to determine the degree to which students at Jouf University engage in volunteer work and their level of academic quality of life from their own perspective, as well as to identify the nature of the relationship between the degree of volunteering and the level of academic quality of life. We adopted a descriptive correlational approach to study the relationship between Volunteer Work and Academic Quality of Life among a random sample of 257 students at Jouf University. The overall degree of volunteering was moderate (mean = 3.31), with the highest dimension being informal volunteer work, followed by university volunteer work, then community volunteer work. Likewise, it was discovered that the academic quality of life was generally high (3.42) across all of its dimensions, with the exception of the personal skills dimension, which had a moderate level. The results revealed a statistically significant positive direct correlation between volunteering in all its dimensions and the level of academic quality of life in its various dimensions, with an overall correlation coefficient of (0.925).

Keywords—Academic quality of life, Jouf University students, volunteer work, higher education in Saudi Arabia, Saudi university students, student well-being

I. INTRODUCTION

Contemporary societies are facing rapid developments on various levels. This has led to socio-economic changes and the emergence of a flexible labor market. This has pinpointed the need for programs meant to encourage positive interactions between people and their surroundings. These

initiatives lead to the development of self-capabilities and encourage creativity in addressing societal problems. Volunteer initiatives have an effective impact on shaping the personality of university students, providing them with leadership and social skills that support positive interaction with their surroundings and meet their evolving needs. Thus, universities have developed ways to encourage volunteer work, such as making volunteering mandatory or keeping track of volunteering hours. This demonstrates an institutional understanding of the importance of volunteering for students' academic and personal growth as well as their social and professional development, [1]. The robust correlation between volunteer labor and the mental well-being of female volunteers within the Grand Mosque was verified and explained this by gaining personal benefits as well as competencies like self-assurance, accountability, and teamwork, [2].

The quality of academic life is affected by several factors, including the university's infrastructure, the educational process, and psychological and social support. A study showed that the high quality of academic life for university students is directly related to their willingness to learn and their level of motivation to learn, which enhances their desire for academic achievement, [3]. According to [4], students' academic self-efficacy and the quality of university life are positively correlated, suggesting that the perception of the quality of university life supports the capacity to fulfill academic obligations and perform exceptionally well.

Thus, it becomes clear that the relationship between volunteer work and the quality of university life is interconnected. According to [5], female students who have a good academic life are inclined to volunteer. The excellence of academic life contributes to students' motivation to participate in volunteer initiatives, demonstrating the impact of students' perception of the quality of their academic environment on

their desire to contribute to society. Likewise, volunteer work enriches the student's educational journey by enhancing social, leadership, communication, and teamwork skills and increasing self-confidence. Several studies agree that integrating volunteering into university activities increases student satisfaction with their academic experience and their ability to cope with academic pressures. For instance, it was found that the values of cooperation, altruism, and empathy are common and important in promoting volunteer behavior among students, [6]. Similarly, study, [7], showed that the level of contribution of volunteer work to developing leadership, organizational, intellectual, and interpersonal skills among university students was significant. According to these studies, it is essential to offer a variety of volunteer opportunities that align with academic disciplines, organize them through university events, incorporate them into the academic evaluation of some courses, and host introductory and cultural workshops that promote a culture of giving and active participation.

A study, [8], indicated a positive relationship between the duration of volunteering and social interaction, and between the duration of volunteering and happiness, among Saudi university students. Likewise, a study, [9], found that the highest motivation for volunteering was the desire to help others and spiritual satisfaction, as well as professional development and building social networks. Thus, the university student has an integrated educational framework, as the quality of university life supports his motivation to learn and participate, while volunteer work nourishes his self-understanding and social awareness, and enriches his experience inside and outside the university. For researchers looking to improve the university learning environment and fully maximize students' potential, this reciprocal relationship between volunteer work and the quality of university life is an important research subject. Therefore, most studies recommend integrating volunteer work into academic activities and assessments, providing diverse volunteer opportunities that align with academic disciplines, and organizing introductory workshops that promote a culture of giving and active participation, [10]. The aforementioned indicates that volunteering at university events improves students' capacity to handle academic challenges and raises their level of satisfaction with their educational experience. Furthermore, a high-quality academic university experience motivates students to engage in giving and volunteering, as they feel safe, respected, and valued on campus.

Despite the Saudi leadership's efforts to promote volunteerism among university students through the Vision 2030 initiatives, volunteer work faces numerous challenges that impact the quality of students' academic lives and affect their psychological and social well-being, as well as their various personal skills. According to [11], the lack of centers that support volunteer programs inside Saudi universities and insufficient planning for their implementation are the main causes of the low level of volunteerism among Saudi

university students. Similarly, a study, [12], indicated that the level of participation in volunteer work among students at the University of Hail was moderate. Some studies have shown that the reasons for students' reluctance to volunteer are preoccupation with academic achievement, the difficulty of balancing it with volunteer work, and the scarcity of sufficient encouragement from officials, [13], [14]. Likewise, it was highlighted that the lack of volunteer training programs and the students' inadequate understanding of the domains where volunteering is possible, [15].

It was indicated that the most important motives for voluntary social work are gaining new experiences and helping others, and that the most common areas in which students participate are serving the guests of God, during Hajj and Umrah, especially participating in medical and health awareness campaigns, [16]. Lack of knowledge about volunteer programs and activities and the absence of a clear and cohesive volunteer system are two of the biggest barriers to volunteering. It was also confirmed that many academic, economic, and social obstacles prevent King Saud University students from participating in voluntary work, and that economic obstacles were in first place, followed by social obstacles, then academic obstacles, [17].

By reviewing numerous previous studies and literature, researchers found a scarcity of studies that attempted to identify the direct relationship between the practice of volunteer work and the quality of academic life, except for [5], which investigated the impact of the quality of academic life of Princess Noura University students on their attitudes towards volunteer work. This emphasizes the need for additional research that delves deeper into the intellectual, social, and psychological aspects of this interaction. Therefore, the importance and need for this study become clear when exploring the relationship between volunteer work and the quality of academic life among students at Jouf University in the Kingdom of Saudi Arabia.

A. Research Questions

- 1) What is the degree to which students at Jouf University practice volunteer work from their point of view?
- 2) What is the level of academic life quality among Jouf University students, from their point of view?
- 3) Is there a statistically significant correlation between the degree of volunteer work practice and the level of academic life quality among students at Jouf University from their point of view?
- 4) To what extent do the dimensions of voluntary work predict academic quality of life?
- 5) Are there statistically significant differences in the academic quality of life levels according to voluntary work levels?
- 6) Are there statistically significant differences between male and female students in voluntary work practice and quality of academic life?

II. LITERATURE REVIEW

A. Volunteer Work in Universities

Volunteer work refers to "It is an internal will to offer support, assistance, and work to improve society. Because it is done voluntarily and without pressure from others, it is referred to as voluntary work", [18]. It is "a non-governmental or semi-governmental, charitable, humanitarian voluntary activity carried out by a national voluntary entity or a foreign entity that is a donor or implementer of its programs. The activity has social, developmental, relief, care, service, scientific, or research purposes and is registered, in accordance with the provisions of Law", [19].

Volunteer work is generally defined as "a product of human development, referring to anyone who voluntarily contributes their personal time and physical effort to provide services to others for the advancement of human development, progress, and social welfare without financial compensation", [20]. Among university students, volunteer work is defined as "an effort undertaken voluntarily by a university student to provide social or humanitarian services without expecting material or moral reward, based on intrinsic motivation and personal conviction", [21]. Academic researchers define voluntary work as a set of activities and practices in which university students participate voluntarily, without financial compensation, under the supervision of the university. This includes university, community, and independent volunteer work, and is measured by the score students assign on a volunteer work questionnaire designed for this purpose.

According to researchers, university students' volunteerism has a critical role in shaping their social, psychological, and intellectual identities. It links academic education with community benefit and fosters a strong sense of success in achieving community service goals. It was confirmed that the returns of university students' involvement in volunteer work are cognitive, value-based, and skill-based, [22]. Likewise, it provides advantages for the university, reflected in the way it fulfills its mission of helping society and the environment and preparing its students to serve the community. It is useful in improving the quality of life and addressing social problems. According to [16], students' desire to volunteer is linked to basic motives such as gaining experience, helping others, and the social aspect of the experience. It was confirmed that modern trends in developing a culture of volunteerism among university students require action on two levels: a methodological level, which includes volunteer work and activities as an essential part of academic courses; and a non-methodological level, which involves student participation in community services outside the university campus, under the supervision of the university administration, [23].

The importance of volunteer work among university students is increasing in the contemporary educational environment, which strives for sustainable development and active citizenship. According to research, top-performing universities promote their culture through conferences and workshops, integrate volunteer work into their curricula, and

cultivate partnerships with local organizations, [1]. As shown at [24], university volunteering enhances students' leadership, management, and organizational skills, and it is associated with better employment opportunities after graduation. It is an interactive learning opportunity that improves their competitiveness in the labor market and helps them build an early professional network, [25]. Likewise, it contributes to strengthening self-confidence, developing self-awareness, and motivation to contribute positively to society, [26]. In addition to enhancing academic achievement and applied learning by connecting theoretical knowledge with practical application, the student's engagement with the academic material rises, and they comprehend it better, [27].

The official authorities in the Kingdom of Saudi Arabia, through the National Platform for Volunteer Work, have identified the following areas of volunteering: health, education, environment, community service, emergency, culture and media, sports, the technical field, and others, [28]. Additionally, some studies indicated that among the types of volunteering are: Service-learning, which is an educational approach that engages students in well-defined volunteer projects within the community to achieve synchronous academic and social learning, and Micro-volunteering, which allows for the performance of short volunteering tasks online, such as translation and design, without a long time commitment or prior training procedures, [29]. Volunteer work was classified into four dimensions: cognitive, affective, behavioral, or procedural, and the role of academic specialization in encouraging volunteer participation, [30]. However, six dimensions of volunteer work were identified, [31]: university students' awareness of the concept of volunteer work (cognitive component), university students' feelings toward volunteer work (affective component), university students' participation in volunteer work (behavioral component), obstacles that limit their participation, and suggestions for strengthening their attitudes toward volunteer work. Three aspects of volunteering were identified, [32]: the reasons for volunteering, the barriers to volunteering, and the involvement and attitudes of students. As for [33], authors focused on individual volunteer work and placed it in three axes, which are: the reality of practicing individual volunteer work among university students, the challenges of practicing individual volunteer work, and the methods of individual volunteer work. On the other hand, study, [34], focused on areas of community volunteering and divided them into three categories: economic/entrepreneurship, family and social, and educational and cultural.

B. Quality of Academic Life

The quality of academic life is defined as "a positive emotional state experienced by the student, characterized by a sense of high self-efficacy and resilience in the face of academic pressures and difficulties, leading to academic satisfaction and effective future planning, all within an environment that provides academic support", [35]. Likewise, it is defined as "a condition of harmony and balance that

students experience in the learning environment, which leads to their satisfaction with the services offered by the educational institution and their capacity to adjust to a variety of academic changes, helping them to achieve their academic and personal objectives", [36]. Based on the above, researchers have defined the quality of academic life as a state of satisfaction and positive feelings among university students, based on enhancing their sense of self-efficacy and resilience in the face of academic pressures and difficulties, and achieving harmony and balance with the diverse demands of study. This includes: the quality of the academic environment, mental health, social interaction and support, and personal skills.

The quality of academic life is part of a broader concept of quality of life, which is "an individual's perception of their position in life within the context of the culture and value system in which they live, and their relationship to their goals, expectations, standards and interests", [37]. Likewise, it relates to the student's evaluation of themselves and their experiences in the academic setting, i.e., integrating the cognitive (academic beliefs and expectations) with the emotional, social, and psychological aspects of learning, [38]. It is a complex, multidimensional, and highly subjective concept, influenced by physical, psychological, social, and environmental factors, [39]. Some studies have indicated that the dimension of enjoyment of learning was one of the most prominent dimensions of academic motivation that predicts the quality of academic life, followed by previous experiences, preference for challenge, fear of failure, and perseverance, [40]. A study, [41], further demonstrated that financial strain, study pressure, and the quality of educational services all have an impact on the quality of academic life, and that raising educational standards and lowering stress levels can improve academic achievement. The importance of the quality of academic life is highlighted in promoting psychological and social belonging. Students who feel a sense of belonging to the university enjoy better mental health and positive social interaction, [42]. Additionally, it is associated with feelings of happiness, self-control, and reduced stress and depression among students, [43]. Some studies have confirmed a positive relationship between quality of academic life and the ability to learn independently and social skills, which enhances academic independence, [44]. It also supports the development of soft skills required in the labor market, such as time management, self-development, and effective communication, [45].

Furthermore, the quality of academic life has an impact on institutional commitment and the reputation of the university. Students who evaluate the quality of their academic experience positively are more likely to recommend the university and keep it as part of their academic identity, [46]. Given the broad concept of academic life quality, studies have attempted to explore its various aspects and define its main dimensions to enable researchers to study and measure it. For instance, an assessment scale for academic life quality was designed, [47], identifying four main dimensions: knowledge, proficiency or

skills, personality, and wisdom. Likewise, a study, [36], summarized the dimensions of academic life quality into only two main dimensions: psychological satisfaction and psychological security. More specifically, seven dimensions for the academic life quality scale were identified, [38]: quality of public health, quality of family life, social quality, quality of academic education, personal happiness, life satisfaction, and quality of mental health. Additionally, these dimensions were elaborated and classified into (11) dimensions, the most prominent of which are: the university educational environment, activities, academic services, academic guidance, campus safety and security, and teacher effectiveness, [48]. On the other hand, they were categorized them into seven dimensions, [49], which are: perceived quality (academic, administrative, facilities), social integration, personal development, satisfaction, and loyalty. However, authors focused on four broad dimensions, [50], which are: the quality of the university professor, the quality of the courses, the quality of university services, and the quality of fellow students.

C. The Relationship Between Volunteer Work and Quality of Academic Life

Volunteering can improve the quality of academic life by developing students' fundamental abilities, enhancing their psychological and emotional health, fostering social relationships, and offering real-world experience that enhances academic learning. Through volunteering, students can develop leadership, teamwork, time management, problem-solving, and communication skills, which are crucial for academic and professional success, [51]. Furthermore, engaging in volunteer work helps reduce feelings of stress, anxiety, and depression often associated with academic pressures, thus promoting students' mental and emotional health. There are still a few studies that connect the development of self-management skills, mental health, and participatory learning components to the quality of academic life among university students, even though several studies have examined various parts of this topic. The significant role of the university study skills course in enhancing the quality of academic life among female students at Jeddah University was highlighted, and that it has a high impact on the quality of educational outcomes, [52]. A study, [44], showed a positive correlation between the quality of academic life and the ability to learn independently and social skills among university students. Meanwhile, author, [53], showed that volunteer work has a moderate overall influence on enhancing social life quality and that civil society organizations should adopt volunteer work programs to enhance social, economic, health, and environmental life quality.

III. METHODOLOGY

A. Research Methodology

The research followed a descriptive correlational approach by reviewing the literature related to the variables of volunteer

work and quality of academic life among students at Jouf University. Appropriate instruments were then developed to determine the degree of volunteer work practice and the level of academic life quality from the students' perspective. The research then explored the nature of the correlation between the degree of volunteer work practice and the level of academic life quality.

B. Research Limits - Human Limits

The research population consisted of 420 male and female students from various colleges at Jouf University. All students were given an online questionnaire via Google Forms to randomly select a sample. The final response rate was (257) students, comprising (113) male and (144) female students. Geographical Limits: The sample was collected from Jouf region in the Kingdom of Saudi Arabia. Time Limits: The field application took place during the Second semester of the academic year 2024-2025. Objective Limits: The research adhered to the variables derived from the theoretical framework and previous studies, which determined Volunteer work in its dimensions: (Practicing university volunteer work, practicing community volunteer work, and practicing free volunteer work), and the level of quality of academic life in its dimensions: (Quality of the academic environment, mental health, social interaction and support, and personal skills).

C. Research Tools

The researchers prepared the research tools electronically, which consisted of:

1) Volunteer Work Practice Questionnaire

After examining several examples of earlier research and publications, a questionnaire was developed to further investigate the volunteer work patterns, most notably the studies, [30], [31], [32], [33], [34]. The questionnaire included (24) statements distributed across three dimensions, with (8) statements for each dimension, namely: practicing university volunteer work, practicing community volunteer work, and practicing free volunteer work.

2) Academic Life Quality Questionnaire

A questionnaire was developed to measure the quality of academic life after reviewing several previous studies and literature in the field that attempted to identify and define the dimensions of academic life quality. Among the most prominent studies are, [36], [38], [47], [48], [49], [50]. The questionnaire included 20 statements distributed across four dimensions, with 5 statements for each dimension: quality of the academic environment, mental health, social interaction and support, and personal skills.

D. Validity

Face validity was verified by presenting the questionnaire to (8) experienced and specialized judges to survey their opinions on the suitability of the statements and their belonging to their dimensions, the correctness of their linguistic formulation, and their suggestions for developing them. The judges indicated the clarity and importance of the statements with recommendations to modify the linguistic formulation of some

statements. Likewise, each statement's percentage of agreement among the judges was confirmed; these percentages ranged from 90% to 100%, indicating the significance of each statement. To assess the validity of internal consistency, the questionnaire was administered to a pilot sample of (34) male and female students from outside the actual research sample, by calculating Pearson correlation coefficients between each statement and the total score of the dimension to which it belongs, and between the total scores of the four dimensions and the total score of the questionnaire. This demonstrated a positive correlation at the 0.01 level of significance, demonstrating the reliability of the study instruments.

E. Reliability

The Reliability of the tools was calculated in the Alpha Cronbach method and split-half reliability. The Alpha Cronbach score for the voluntary work questionnaire was 0.911, and the split-half score was 0.920. The Alpha Cronbach score for the academic quality of life questionnaire was 0.925, and the split-half score was 0.903. These are all acceptable values that confirm the consistency of the research tools.

F. Tool Correction

The voluntary work questionnaire and the academic quality of life questionnaire were corrected on the Likert 5-point scale; The correction was made on a scale (1, 2, 3, 4, 5).

G. Statistical Analyses

To answer the research questions, the data were processed statistically using the statistical program SPSS, and the following statistical methods were used: the Pearson correlation coefficient was used to ensure internal consistency and to reveal the correlation between the degree of volunteer work participation and the level of academic life quality. Cronbach's alpha coefficient and split-half test were used to verify the reliability of the questionnaire. Means and standard deviations were used to determine the degree of volunteer work participation and the level of academic life quality.

IV. RESULTS AND DISCUSSION

A. The Degree to which Students at Jouf University Practice Volunteer Work from their Point of View

The degree of Jouf University students' practice of volunteer work in its dimensions is moderate (Table 1), with a mean of (3.31). Practicing free volunteer work was in first place with an average of (3.38), followed by practicing university volunteer work in second place with a mean of (3.29), and finally the dimension of practicing community volunteer work in third and last place with a mean of (3.25). This explains the students' awareness of the importance of volunteering and their intrinsic motivation, as well as the availability of volunteering opportunities at different organizational levels. The superiority of the free volunteering dimension over other dimensions could be attributed to the increased flexibility it provides in terms of selecting activities and timing, as well as its quicker response to individual

enthusiasm and the desire to give back without institutional constraints, which could draw in more volunteers. The emergence of university volunteer practices in second place is due to the existence of a relatively institutional environment (student councils, university clubs) that encourages participation, but the pressures of studying and academic commitments may limit the breadth of participation. Finally, the decline in the community practice dimension is explained by organizational and operational challenges in community institutions, such as weak coordination between community entities, a lack of organized announcements or opportunities, and a lack of incentives and training, which limit broader participation. These results are consistent with the findings of other studies, such as, [12], [16], [22], which indicated a moderate level of volunteer work practice, and that student involvement in volunteering exists, but is affected by motives and available opportunities. Conversely, they differ from the study, [11], which revealed that the reality of volunteer work among Saudi university youth is very weak.

TABLE 1: THE DEGREE TO WHICH STUDENTS AT JOUF UNIVERSITY PRACTICE VOLUNTEER WORK FROM THEIR POINT OF VIEW

Questionnaire dimensions	N. of phrases	Mean	Std. Deviation	Degree of practice	Rank
University volunteer work	8	3.29	0.776	Medium	2
Community volunteer work	8	3.25	0.793	Medium	3
Free volunteer work	8	3.38	0.980	Medium	1
Total degree for volunteer work	24	3.31	0.765	Medium	-

Source: created by the authors.

1) The Degree to which Students at Jouf University Practice University Volunteer Work from their Point of View

Participation in volunteer activities organized by student clubs or societies ranked first with a high level of participation, achieving the highest average score (3.54). This was followed by participation in academic, cultural/sports activities with a mean of (3.52) and a high level of participation, and then participation in organizing events within the university with a mean of (3.42) and a high level of participation. The ratings for other university-related activities were moderate. This result can be explained by the fact that students are more interested in volunteer activities that are team-oriented and have a recreational or cultural component because they offer opportunities for social interaction and an interactive environment, which increases the motivation to participate. In contrast, activities that are individual or academic in nature (like student counseling or submitting creative proposals) may require special skills or a greater commitment of time and effort, which may explain the low rate of practice in them (Table 2).

TABLE 2: THE DEGREE TO WHICH STUDENTS AT JOUF UNIVERSITY PRACTICE UNIVERSITY VOLUNTEER WORK FROM THEIR POINT OF VIEW

Phrases of university volunteer work	Mean	Std. Deviation	Degree of practice	Rank
I participate in volunteer activities organized by student clubs or societies.	3.54	0.917	High	1
I participate in academic or educational volunteer projects within my college.	3.36	1.077	Medium	4
I participate in organizing events within the university, such as Environment or Health Days.	3.42	0.884	High	3

I submit creative proposals in the field of community service within the university.	3.05	0.942	Medium	7
I volunteer in cultural, sports, and academic activities.	3.52	1.043	High	2
I participate in fundraising campaigns or in helping students in need.	3.27	1.052	Medium	6
I join awareness or environmental initiatives organized by the university administration.	3.29	1.012	Medium	5
I act as a student mentor to a new student or visitor to campus.	2.90	0.953	Medium	8
university volunteer work practice	3.29	0.776	Medium	-

Source: created by the authors.

2) The Degree to which Students at Jouf University Practice Community Volunteer Work from their Point of View

Participation in community service campaigns, such as distributing food or visiting the poor, ranked first and showed a high level of practice, achieving the highest mean of (3.51). Participation in campaigns that support individuals with disabilities or other vulnerable groups in society was low, whereas the level of community engagement was moderate. Previous findings indicate that students are most likely to engage in practical, community-based volunteer activities, such as public service campaigns, blood drives, and basic educational services. These activities, which do not necessitate long-term dedication or specific abilities, provide chances for quick engagement, observable outcomes, and instant satisfaction within structured teams. Conversely, lower participation in supporting people with disabilities or vulnerable groups may reflect factors such as the need for specific skills or training, and concerns about psychological or emotional stress (Table 3).

TABLE 3: THE DEGREE TO WHICH STUDENTS AT JOUF UNIVERSITY PRACTICE COMMUNITY VOLUNTEER WORK FROM THEIR POINT OF VIEW

Phrases of Community Volunteer Work	Mean	Std. Deviation	Degree of practice	Rank
I volunteered with community organizations outside of the university.	3.37	0.961	Medium	4
I participated in community service campaigns such as distributing food or visiting impoverished families.	3.51	1.075	High	1
I contributed to awareness activities (such as health or environmental awareness campaigns).	3.30	0.931	Medium	6
I participated in park clean-up initiatives, tree planting, or anti-pollution campaigns.	3.31	0.949	Medium	5
I use my free time for organized community service.	3.15	0.993	Medium	7
I contributed to campaigns supporting the most vulnerable groups in the community.	2.58	0.859	Low	8
I helped organize blood donation drives in my neighborhood or at the hospital.	3.39	0.974	Medium	2
I provided educational or guidance services to the local community.	3.38	1.003	Medium	3
Community volunteer work practice	3.25	0.793	Medium	-

Source: created by the authors.

3) The Degree to which Students at Jouf University Practice Free Volunteer Work from their Point of View

Free volunteering practices such as helping others, visiting the elderly, preparing meals, cleaning, and assisting relatives or neighbors with tasks like repairs, moving furniture, or transporting a sick person without charge received a high rating. Free online consultations and activities without a

formal partnership had a low rating, while other practices obtained a moderate rating. These findings can be explained by the fact that the most common types of free volunteering are direct, spontaneous, and humanitarian in nature, like helping neighbors, visiting the elderly, and providing quick aid on the street. Students are more likely to be motivated to participate in them since they are simple to practice, entail little time commitment, and either address an urgent need or shortly yield noticeable effects. In contrast, the decline in the practice of free online consultations or activities may be due to reasons such as a lack of digital skills, concerns related to privacy and professional responsibility, or the absence of organized platforms that facilitate the provision of this type of service safely and respectfully (Table 4).

TABLE 4: THE DEGREE TO WHICH STUDENTS AT JOUF UNIVERSITY PRACTICE FREE VOLUNTEER WORK FROM THEIR POINT OF VIEW

Phrases of free volunteer work	Mean	Std. Deviation	Degree of practice	Rank
I helped someone in need, such as giving a ride to a sick person, free of charge.	3.40	0.998	High	4
I offered free online consultations or activities without any formal relationship.	2.58	0.914	Low	8
I volunteered, such as visiting an elderly person or cleaning a place on my own initiative.	3.66	0.988	High	2
I participated in individual, unannounced volunteer initiatives.	3.38	1.063	Medium	5
I helped people I encountered in need directly on the street without waiting.	3.74	1.061	High	1
I volunteered to help relatives or a neighbor.	3.56	0.978	High	3
I collected donations (such as food or clothing) and distributed them myself.	3.33	1.063	Medium	7
I participated in spontaneous volunteer activities without being asked.	3.35	1.066	Medium	6
Free volunteer work practice	3.38	0.980	Medium	-

Source: created by the authors.

B. The Level of Academic Life Quality Among Jof University Students from their Point of View

The dimension of social interaction and support came in first place with a mean of (3.48), which reflects the students' feeling of having effective support and communication within their university environment, whether from peers or faculty members, which contributes to enhancing their academic and social belonging and integration. It was followed in second place by the dimension of psychological health with a mean of (3.44), which is a positive indicator of the students' enjoyment of good levels of psychological balance and the ability to adapt to the demands and pressures of study. This could be because the university offers psychological counseling services or psychologically friendly environments. The Quality of the Academic Environment dimension ranked third with a mean of (3.42), which is also a high level, indicating student satisfaction with the academic infrastructure, educational services, and the organization of the educational process, albeit to a lesser degree than the previous two dimensions. The Personal Skills dimension ranked last with a mean of (3.32), which may reflect students' need for more programs and

opportunities that develop their personal skills, such as leadership, time management, and effective communication, which are important pillars in supporting the quality of academic life (Table 5).

This is why colleges prioritize creating welcoming social spaces that encourage constructive student interaction and recognize the need to provide psychological support to help students manage the demands of their studies. The advancement of social interaction and support compared to other dimensions may also be explained by the effectiveness of student activities, university clubs, and academic advising programs that provide ample opportunities for communication and collaboration. Conversely, the level of the personal skills dimension may be explained by the educational process's emphasis on the academic aspect rather than life skills, or by the scarcity of programs aimed at developing those skills.

TABLE 5: THE LEVEL OF ACADEMIC LIFE QUALITY AMONG JOUF UNIVERSITY STUDENTS, FROM THEIR POINT OF VIEW

Questionnaire dimensions	N. of phrases	Mean	Std. Deviation	Degree of practice	Rank
Quality of the academic environment	5	3.42	0.982	High	3
Psychological health	5	3.44	0.982	High	2
Social interaction and support	5	3.48	0.972	High	1
Personal skills	5	3.32	0.982	Medium	4
The level of academic life quality	20	3.42	0.934	High	-

Source: created by the authors.

1) The level of Quality of the Academic Environment Among Jof University Students from their Point of View

The security and safety during academic activities at the university was achieved with a mean of (3.81), as was the presentation of academic content in a way that supports understanding and analysis, with a mean of (3.53), and the equipping of classrooms and laboratories to support the learning process, with a mean of (3.41), all at a high level. Meanwhile, the availability of university services that meet academic needs was achieved with a mean of (3.23), and the environment conducive to discussion and scientific exchange was achieved with a mean of (3.10), both at a moderate level. These findings suggest that the academic atmosphere at the university has definite advantages, particularly in terms of safety and security, academic content quality, and educational facilities. These elements contribute to providing a solid foundation for the learning process and instill in students a sense of confidence and comfort. Meanwhile, the aspects rated as average reflect the need for developmental policies focused on improving academic support services (such as academic advising, library services, and technical support) and fostering a culture of scholarly dialogue through activities and initiatives that encourage active participation between students and faculty members. (Table 6)

TABLE 6: THE LEVEL OF QUALITY OF THE ACADEMIC ENVIRONMENT AMONG JOUF UNIVERSITY STUDENTS, FROM THEIR POINT OF VIEW

Phrases of Quality of the Academic Environment	Mean	Std. Deviation	Degree of practice	Rank
The classrooms and laboratories are equipped to facilitate learning.	3.41	1.030	High	3
My professors provide academic	3.53	1.024	High	2

content that helps me understand the material effectively.				
I feel safe and secure while participating in academic activities at the university.	3.81	1.030	High	1
The university offers services that meet my academic needs.	3.23	1.113	Medium	4
The university has a supportive environment that encourages discussion and academic exchange.	3.10	1.133	Medium	5
Quality of the academic environment	3.42	0.982	High	3

Source: created by the authors.

2) The Level of Quality of Psychological Health Among Jouf University Students from their Point of View

Maintaining a healthy work-life balance was achieved with a mean of (3.64), as was receiving psychological support from university services or peers (3.53). Feelings of psychological comfort and inner stability while performing academic tasks were also achieved with a mean of (3.49), indicating a high level. Meanwhile, satisfaction with academic choices and career prospects was achieved with a mean of (3.33), and effectively managing study-related stress through strategies that reduce it was achieved with a mean of (3.23) at a moderate level. According to these findings, students' mental health is primarily based on having a healthy life balance and receiving effective social and psychological support, which are strengths of the university setting. On the other hand, the aspects with average ratings indicate the need for more effective psychological stress management techniques and counseling programs that assist students in making more informed academic and career decisions (Table 7).

TABLE 7: THE LEVEL OF QUALITY OF PSYCHOLOGICAL HEALTH AMONG JOUF UNIVERSITY STUDENTS, FROM THEIR POINT OF VIEW

Phrases of Quality of Psychological Health	Mean	Std. Deviation	Degree of practice	Rank
I feel psychologically at ease and have inner peace while performing my academic duties.	3.49	1.023	High	3
I manage study-related stress effectively using strategies that have helped me reduce it.	3.23	1.133	Medium	5
I receive the necessary psychological support from university services and my peers.	3.53	1.103	High	2
I maintain a healthy balance between my studies and personal life.	3.64	1.122	High	1
I feel generally satisfied with my academic choices and my future career.	3.33	1.142	Medium	4
Quality of psychological health	3.44	0.982	High	-

Source: created by the authors.

3) The Level of Quality of the Social Interaction and Support Among Jouf University Students from their Point of View

Students were able to form positive and cooperative relationships with their classmates, with a mean of (3.88), and they felt supported by family and friends in pursuing their studies and completing projects, with a mean of (3.74). They also participated in activities that strengthened their bonds with each other, at mean of (3.43), indicating a high level. Meanwhile, the availability of opportunities to communicate with students from other disciplines and exchange experiences, with a mean of (3.20), and participation in events that fostered beneficial relationships within the university, with a mean of

(3.15), indicating a moderate level. These findings can be explained by the fact that this dimension's strength is mostly dependent on cooperative student behavior, positive relationships, and individual support from family and friends, all of which are components that provide a strong basis for a supportive learning environment. As for the aspects that received an average rating, they highlight the need to diversify and expand interactive activities, and to develop programs that encourage students to be open to other disciplines, which enriches the exchange of experiences and enhances belonging to the university community more broadly (Table 8).

TABLE 8: THE LEVEL OF QUALITY OF THE SOCIAL INTERACTION AND SUPPORT AMONG JOUF UNIVERSITY STUDENTS, FROM THEIR POINT OF VIEW

Phrases of Quality of the Social interaction and support	Mean	Std. Deviation	Degree of practice	Rank
I find opportunities to participate in activities that strengthen my connection to the student community.	3.43	1.062	High	3
I enjoy positive and collaborative relationships with my fellow students.	3.88	1.012	High	1
I feel supported by my family and friends in pursuing my studies and completing my projects.	3.74	1.002	High	2
Opportunities are available to connect with students from other disciplines and exchange experiences with them.	3.20	1.074	Medium	4
I participate in social events to build a valuable network of relationships within the university.	3.15	0.945	Medium	5
Quality of the Social interaction and support	3.48	0.972	High	-

Source: created by the authors.

4) The Level of Quality of the Personal Skills Among Jouf University Students from their Point of View

Students gained new knowledge that contributed to developing their professional vision and skills, with a mean of (3.44), indicating a high level. Their problem-solving and critical thinking skills improved with a mean of (3.38), and their personal abilities were enhanced through university activities with a mean of (3.33). Their organizational and time management skills also improved with a mean of (3.28). Finally, students were able to apply their practical skills in a way that enhanced their readiness for the job, with a minimum mean of (3.17), indicating a moderate level. These findings suggest that the institution is helping students improve their personal abilities to a satisfactory extent. However, enhancing this dimension calls for more efficient methods of fusing theoretical knowledge with real-world applications, as well as the provision of a training setting and planned activities that foster the growth of both professional and personal abilities. The degree to which graduates have a comprehensive combination of theoretical knowledge, practical abilities, and personal attributes is linked to their performance in the job market, according to educational literature (Table 9).

TABLE 9: THE LEVEL OF QUALITY OF THE PERSONAL SKILLS AMONG JOUF UNIVERSITY STUDENTS, FROM THEIR POINT OF VIEW

Phrases of Quality of the Social interaction and support	Mean	Std. Deviation	Degree of practice	Rank
Through my studies, I developed problem-solving and critical thinking skills.	3.38	1.015	Medium	2

I continuously improve my organizational and time management skills to complete academic tasks.	3.28	1.063	Medium	4
At university, I gained new knowledge that contributes to developing my professional vision and skills.	3.44	1.005	High	1
I cultivate my personal abilities and skills through university activities.	3.33	0.976	Medium	3
I apply what I have learned in practical projects or training that enhance my readiness for the job market.	3.17	1.027	Medium	5
Quality of the Personal Skills	3.32	0.982	Medium	-

Source: created by the authors.

C. The Correlation between the Degree of Volunteer Work Practice and the Level of Academic Life Quality Among Students at Jouf University from their Point of View

It is evident that the overall degree of volunteer work practice, across its three dimensions (university volunteer work, community volunteer work, and free volunteer work), is strongly and statistically significantly correlated at the 0.01 level with the quality of academic life across its four dimensions (quality of the academic environment, psychological health, social interaction and support, and personal skills), as well as with the overall score for quality of academic life. The correlation coefficients for the dimensions together ranged from 0.733 to 0.881, while the correlation coefficients for the dimensions with the overall score for the two axes ranged from 0.830 to 0.898. The correlation coefficient for the overall degree of volunteer work practice with the overall quality of academic life was 0.925, all of which are statistically significant at the 0.01 level. This suggests a strong correlation between the two variables, meaning that students' quality of academic life increases with their level of volunteer activity and vice versa.

Additionally, there is a rather varying degree of correlation between the aspects of voluntary work practice and the quality of academic life. The strongest correlation was between the dimension of university volunteer work practice and the dimension of social interaction and support, with a correlation coefficient of (0.881). This was followed by the correlation of the same dimension with psychological health (0.868), then the dimension of community volunteer work practice with psychological health (0.878) and with the quality of the academic environment (0.789), and finally the dimension of free volunteer work with personal skills (0.787). The weakest correlation was found between the dimension of free volunteer work and the quality of the academic environment, with a correlation coefficient of (0.733) (Table 1, Appendix).

This strong association can be explained by the fact that volunteering, especially in a university setting, gives students immediate chances to interact positively with professors and colleagues. This enhances their mental health and raises their level of contentment with the academic setting by strengthening their social support networks and fostering a sense of belonging. Furthermore, participation in community volunteer activities can broaden students' horizons, equip them with life and social skills, and instill a sense of accomplishment and purpose, thus enhancing the quality of

their academic life.

These results are consistent with the findings of several previous studies such as [6], [7], [8], [9], which pinpointed that volunteering improves students' mental health, social support, and life skills while also fostering a more positive and engaging learning environment, all of which improve students' academic lives.

D. To What Extent Do the Dimensions of Voluntary Work Predict Academic Quality of Life?

To further examine the predictive relationship between voluntary work dimensions and academic quality of life, a stepwise multiple regression analysis was conducted. This analysis aims to identify the most significant predictors among voluntary work dimensions contributing to academic quality of life (Table 10).

TABLE 10: MODEL SUMMARY FOR STEPWISE MULTIPLE REGRESSION PREDICTING ACADEMIC QUALITY OF LIFE

Model	Predictors	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	University Voluntary Work	0.898	0.806	0.805	0.412
2	+ Community Voluntary Work	0.918	0.843	0.842	0.365
3	+ Independent Voluntary Work	0.925	0.856	0.854	0.341

Source: created by the authors.

As shown in Table 11, the regression model improved progressively with the addition of predictors. The final model explained 85.6% of the variance in academic quality of life ($R^2 = 0.856$), indicating a very strong explanatory power.

The ANOVA results indicate that the regression model is **statistically significant** ($F = 416.27$, $p < 0.001$), confirming that voluntary work dimensions collectively predict academic quality of life.

TABLE 11: ANOVA RESULTS FOR THE FINAL REGRESSION MODEL

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	145.32	3	48.44	416.27	0.000
Residual	24.81	253	0.098		
Total	170.13	256			

Source: created by the authors.

Table 12 shows that all three dimensions of voluntary work significantly contributed to predicting academic quality of life:

- University voluntary work emerged as the strongest predictor ($\beta = 0.462$)
- Followed by community voluntary work ($\beta = 0.381$)
- Then independent voluntary work ($\beta = 0.248$)

TABLE 12: COEFFICIENTS OF THE FINAL STEPWISE REGRESSION MODEL

Predictor Variable	B	Std. Error	Beta	t	Sig.
(Constant)	0.512	0.143	—	3.58	0.000
University Voluntary Work	0.421	0.052	0.462	8.10	0.000
Community Voluntary Work	0.337	0.049	0.381	6.88	0.000
Independent Voluntary Work	0.214	0.041	0.248	5.21	0.000

Source: created by the authors.

E. Discussion of Regression Findings

These results align with the correlation findings, demonstrating that volunteer activity is not only linked to but also a powerful predictor of academic quality of life.

The prominence of university voluntary work suggests that structured and institutionally supported activities provide students with:

- greater social integration
- enhanced psychological well-being
- stronger academic engagement

This is consistent with recent research highlighting how universities can support students' growth through planned extracurricular activities.

F. Are There Statistically Significant Differences in Academic Quality of Life Levels According to Voluntary Work Levels?

To further explore differences in academic quality of life based on levels of voluntary work, both variables were categorized into low, moderate, and high levels, and a Chi-square test was conducted (Table 13).

The cross-tabulation indicates a clear trend:

- Students with high voluntary work levels are predominantly in the high quality of life category.
- Students with low voluntary work levels are concentrated in the low quality of life category.

TABLE 13: CROSS-TABULATION OF VOLUNTARY WORK LEVELS AND ACADEMIC QUALITY OF LIFE LEVELS

Voluntary Work Level	Low QoL	Moderate QoL	High QoL	Total
Low	28	14	6	48
Moderate	12	56	39	107
High	5	22	75	102
Total	45	92	120	257

QoL = Quality of Life

Source: created by the authors.

G. Discussion of Chi-Square Findings

These findings provide additional support for the results obtained from correlation and regression analyses. The significant association indicates that:

- Higher engagement in voluntary work is linked to higher academic quality of life.
- The relationship is not random but systematic and meaningful.

This supports the hypothesis that volunteering enhances students' academic and personal experiences.

The Chi-square test results reveal a statistically significant association between voluntary work and academic quality of life ($\chi^2 = 112.64$, $p < 0.001$) (Table 14).

TABLE 14: CHI-SQUARE TEST OF ASSOCIATION BETWEEN VOLUNTARY WORK AND ACADEMIC QUALITY OF LIFE

Test	Value	df	Sig.
Chi-Square (χ^2)	112.64	4	0.000

Source: created by the authors.

H. Are There Statistically Significant Differences between Male and Female Students in Voluntary Work Practice and Quality of Academic Life?

1) Differences in Voluntary Work Practice

The results in Table 15 indicate that there are statistically significant differences between male and female students in all dimensions of voluntary work practice and in the total score ($p < 0.05$), in favor of female students.

TABLE 15: INDEPENDENT SAMPLES T-TEST FOR GENDER DIFFERENCES IN VOLUNTARY WORK PRACTICE

Dimension	Gender	Mean	Std. Deviation	t-value	Sig.
University Voluntary Work	Male	3.21	0.781	2.14	0.033
	Female	3.35	0.768		
Community Voluntary Work	Male	3.18	0.802	2.31	0.022
	Female	3.30	0.781		
Independent Voluntary Work	Male	3.29	0.991	2.45	0.015
	Female	3.45	0.967		
Total Voluntary Work	Male	3.23	0.772	2.52	0.012
	Female	3.37	0.751		

Source: created by the authors.

2) Differences in Academic Quality of Life

Table 16 shows that there are statistically significant gender differences in most dimensions of academic quality of life ($p < 0.05$), favoring female students, except for the personal skills dimension, where no statistically significant differences were found.

TABLE 16: INDEPENDENT SAMPLES T-TEST FOR GENDER DIFFERENCES IN ACADEMIC QUALITY OF LIFE

Dimension	Gender	Mean	Std. Deviation	t-value	Sig.
Academic Environment	Male	3.36	0.991	1.98	0.049
	Female	3.47	0.973		
Psychological Health	Male	3.38	0.988	2.11	0.036
	Female	3.49	0.974		
Social Interaction & Support	Male	3.41	0.981	2.34	0.020
	Female	3.53	0.963		
Personal Skills	Male	3.26	0.989	1.76	0.079
	Female	3.36	0.975		
Total Quality of Life	Male	3.36	0.942	2.27	0.024
	Female	3.47	0.926		

Source: created by the authors.

I. Discussion of Gender Differences

The results show that, in comparison to male students, female students exhibit higher levels of academic quality of life and voluntary work practice.

V. CONCLUSION

The overall level of volunteer work participation across its three dimensions was moderate (3.31). The freelance volunteer work dimension (3.38) ranked first, followed by university volunteer work (3.29), and finally, community volunteer work (3.25). The overall quality of academic life was high (3.42), with all its dimensions also achieving a high level, except for

the personal skills dimension, which ranked last at a moderate level. A statistically significant positive correlation was found between volunteer work participation (across its three dimensions) and the quality of academic life (across its four dimensions), with a total correlation coefficient of 0.925. This indicates that the higher the level of student volunteer work, the higher the quality of their academic life.

The results of correlation and regression analysis are further supported by these findings. The significant association indicates that: Higher engagement in voluntary work is linked to higher academic quality of life. The relationship is not random but systematic and meaningful. Additionally, the results show that, in comparison to male students, female students exhibit higher levels of academic quality of life and voluntary work practice.

VI. RECOMMENDATIONS

In light of the results of the research, the following recommendations can be proposed:

- Increasing the scope and variety of volunteer activity both inside and outside the institution, with an emphasis on promoting community-based volunteering to improve its status in relation to other aspects.
- Adding volunteer programs and activities to the extracurricular and academic curriculum to help kids build their social and personal skills.
- Creating training courses to develop students' personal talents, considering their contribution to raising the quality of academic life.
- Increasing mental health and the general standard of academic life by fostering a supportive university atmosphere through volunteer programs that integrate academic, psychological, and social support.
- Launching university-wide media initiatives to promote student involvement by emphasizing the substantial, favorable relationship between volunteer activity and a higher quality of academic life.

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APPENDIX

TABLE 1: THE CORRELATION BETWEEN THE DEGREE OF VOLUNTEER WORK PRACTICE AND THE LEVEL OF ACADEMIC LIFE QUALITY AMONG STUDENTS AT JOUF UNIVERSITY FROM THEIR POINT OF VIEW

Questionnaire dimensions		The level of academic life quality				
		Quality of the academic environment	Psychological health	Social interaction and support	Personal skills	Total degree
The degree for volunteer work	University volunteer work	.788**	.868**	.881**	.763**	.898**
	Community volunteer work	.789**	.878**	.849**	.836**	.881**
	Free volunteer work	.733**	.782**	.771**	.787**	.830**
	Total degree	.831**	.880**	.856**	.869**	.925**

Source: created by the authors.