

The Impact of the Coronavirus Pandemic on the Level of Life Satisfaction among Al-Ain University Students and its Relationship with Some Demographic Variables

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Abstract

Background: This study aimed to investigate the impact of the Coronavirus pandemic on the level of life satisfaction among Al Ain University students and its relationship with some demographic variables (gender, academic level). Subjects and method: The study sample consisted of (405) male and female students from Al Ain University from the humanities and scientific colleges in the headquarters of the university in Al Ain and Abu Dhabi, the Life Satisfaction Scale prepared by El-Desouki (1999) was distributed electronically. Results: The study results showed that the level of life satisfaction was high, and there were no differences between males and females. As for the marital status, there were no differences in socialization and social appreciation dimensions, while a difference appeared in favor of married students in the dimensions of happiness, tranquility, psychological stability, and contentment. There were no differences in the level of satisfaction with life among students of scientific and humanitarian colleges. As for the academic level, there were no differences in the dimensions of happiness and socialization, psychological stability, and social appreciation, while differences appeared in the tranquility dimension in favor of the fourth-year level. As for the age variable, there were no differences between all age groups in the socialization and stability dimensions, but there were differences in the dimension of happiness, tranquility, social estimation, and contentment in favor of the age group 18-22.

Keywords: Corona pandemic; life satisfaction; demographic variables.

تأثير جائحة كورونا على مستوى الرضى على الحياة لدى طلبة جامعة العين وعلاقته ببعض المتغيرات الديموغرافية

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ملخص

هدفت هذه الدراسة إلى معرفة تأثير جائحة كورونا على مستوى الرضا عن الحياة لدى طلبة جامعة العين وعلاقته ببعض المتغيرات الديموغرافية (الجنس، المستوى الأكاديمي). تألفت عينة الدراسة من (405) طالباً وطالبة من طلبة جامعة العين من الكليات الإنسانية والعلمية في مقر الجامعة في العين وأبوظبي وقد تم توجيه مقياس الرضا عن الحياة من إعداد الدسوقي (1999) إلكترونياً. وأظهرت نتائج الدراسة أن مستوى الرضا عن الحياة كان عال، ولا يوجد فروق بين الذكور والإناث. أما بالنسبة للحالة الاجتماعية فلم توجد فروق في بعدي الاجتماعية والتقدير الاجتماعي في حين ظهر اختلاف لصالح المتزوجين في أبعاد السعادة، الطمأنينة والاستقرار النفسي والقناعة. ولم توجد فروق في مستوى الرضا عن الحياة بين طلبة الكليات العلمية والإنسانية. أما فيما يتعلق بالمستوى الأكاديمي فلم يكن هناك فروقاً في أبعاد السعادة والاجتماعية، والاستقرار النفسي والتقدير الاجتماعي، في حين ظهر فروقاً في بعد الطمأنينة ولصالح مستوى السنة الرابعة. أما في متغير العمر فلم يكن هناك فروقاً بين كافة الفئات العمرية في بعدي الاجتماعية والاستقرار، ولكن كان هناك فروقاً في بعد السعادة والطمأنينة والتقدير الاجتماعي والقناعة ولصالح الفئة العمرية من 18-26.

الكلمات المفتاحية: جائحة كورونا، الرضا عن الحياة، المتغيرات الديموغرافية.

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1. Introduction

The new Coronavirus caused panic and fear for the human community in general. It affected mental health and increased the level of anxiety, depression, and pathological fears, which weakened the psychological immunity of human beings. Mental health is essential for people to provide a balanced life. Creating such a life inevitably leads to happiness, contentment, emotional balance, the performance of duties, the achievement of goals, and happiness within the family and at work, and this is what we call satisfaction with life (Julius et al. 2017). A high level of life satisfaction means that the individual has a high ability to adapt positively. Psychology has concerned itself with the quality of life, which includes people's appetite for life, compatibility with oneself, pleasant emotional experiences, and distance from negative moods, and considered them to be indicators of a high level of life satisfaction (Al-Desouki, 1998). It must be pointed out that people possess serious positive abilities that help them spread hope in their souls and obtain a high level of happiness and satisfaction with life.

A sense of well-being, family formation, reproduction, and suitable employment are the foundations of life satisfaction (David. 2000). They are providing all human needs and the required level, whether material, economic, emotional or security needs, leads to satisfaction with life. But under the current circumstances, scientific curiosity prompts us to ask whether the level of satisfaction with life has affected the people in general and the student category in particular because of the Corona pandemic. Academic success and academic excellence is a prerequisite for students, and there is no doubt that the changes that occur globally due to the virus will cause a difference in the level of satisfaction with life.

As this may significantly affect their thinking about their future, they are among the groups most vulnerable to and affected by these changes. Life satisfaction has a positive role, which increases students' motivation to do more to achieve future goals, provide happiness, mental health, and tranquility, and increase their ability to adapt positively (Salokanga et al. 2009).

Satisfaction with life helps an individual cope with the problematic crises and situations he is going through, reduces his anxiety, increases self-esteem, and build appropriate social relationships (El Desouki, 1998). Allam (2008) adds that an individual who enjoys a high level of satisfaction with life is patient and has a high ability to bear pressure and is characterized by optimism in the crises he is going through and that his social relations are together and he can control his emotions. Satisfaction with life is an expression of and the source of happiness that an individual enjoys in his life course. Argyle (2011) believes that happiness reflects the degree of satisfaction with life or a reflection of the repetition of happy events and emotions.

Psychologists have dealt with the definition of the term satisfaction with life in different ways, some of whom defined it as accepting the individual and his lifestyle that he lives in his environment and religious and family compatibility and feels happy in his work and accepts his friends and is satisfied with his previous accomplishments. He is optimistic about his future and is able to achieve his goals (Al-Deeb, 1988). And some of them defined it through the individual's ability to adapt and the happiness of the individual with the goals he accomplished and achieved, especially at the university level, it also represents the student's satisfaction with his feeling of satisfaction towards the social, academic and emotional environment in which he lives (Al-Shaarawi, 1999). Radwan and Haredi(2001) indicate that satisfaction means the extent to which an individual accepts himself by what has been achieved in the past and present, and this appears through the individual's compatibility with others and his optimism for the future. Others looked at it from a health point of view, as satisfaction means an individual's sense of satisfaction with his health condition, his relationship to work, his acceptance of himself and being able to satisfy his primary and secondary needs, and that he is religiously, socially and family compatible (Zayed, 2001).

As for the World Health Organization (2000), it has defined satisfaction with life as the beliefs of an individual in his position in life, goals, expectations, and standards in light of a cultural context and a set of values in the society the individual lives. As for Tuffaha (2009), satisfaction with life was considered a psychological trait of the individual results from a qualitative evaluation of the life he lives in the light of his feelings and trends, in addition to his ability to deal with life and the surrounding environment, and feeling satisfied with meeting his needs, providing contentment, and a sense of appreciation and recognition by others. Satisfaction with life consists of several components such as happiness, a sense of contentment, positive self-esteem, social, family and religious compatibility, the ability to face situations and crises, and a feeling of contentment with the

accomplishments he has made and a feeling of optimism, i.e., that he is a positive individual feeling towards social, practical, educational, family and all the elements of the surrounding environment. For this reason, this study aimed to discover the level of life satisfaction among Al Ain University students in light of the emerging Corona pandemic.

1.1 The study problem and its questions

The Study Problem

The emergence and spread of the Corona pandemic worldwide has dramatically affected people's satisfaction with life because our thoughts are not the same as they were previously. Many of us have been preoccupied with thinking about his future and what will happen to him and his loved ones, and perhaps the level of happiness, contentment, social relations, tranquility, psychological stability, social estimation, and contentment may be affected. These are all considered components of contentment with life. This study is based on knowing the effect of the Corona pandemic on the level of life satisfaction among Al Ain University students and its relationship to some demographic variables.

1.2 The Questions of the Study

The first question: What is the level of life satisfaction in the study sample?

The second question: Are there differences in the level of life satisfaction due to the gender variable (male or female), age, college, academic level, and marital status?

1.3 Objectives of the study

This study aims to know the effect of the Corona pandemic on the level of life satisfaction among Al Ain University students in Abu Dhabi campuses and its relationship to several demographic variables such as gender, socialization, college marital status, academic level, and age.

1.4 The Importance of the Study

Learn about the Corona pandemic's impact on the level of life satisfaction among students at Al Ain University and the relationship of this effect to some demographic variables. Also, the results of this study, which was conducted during the time of the virus's invasion, are very important, especially as it highlights the effect of the virus on the level of life satisfaction among students, especially in distance learning, this gives proper information to decision-makers in developing particular policies and strategies to maintain a positive level of life and provide psychological and social support to students. Also, this study is considered one of the few studies that dealt with this issue due to its novelty.

1.5 The limits of the study

This study was restricted to students at Al Ain University who were enrolled in the summer semester of 2019-2020 from human colleges. The study is limited to some demographic variables (gender, academic level, etc.).

1.6 Theoretical and Procedural Terms

Coronavirus: It is a broad strain of viruses that may cause disease in animals and humans. It is known that some coronaviruses cause human respiratory diseases in severity ranging from the common cold to more severe illnesses such as respiratory diseases (WHO, 2019).

Satisfaction with life: it is the individual's evaluation of the quality of life he is living according to his value format and depends on the individual comparing his life conditions to the optimal level that he believes is appropriate for him, his capabilities, his perceptions, and his experiences in general in his life (Al-Desouki 1998). Satisfaction is defined procedurally as the degree that the respondent obtains a scale of satisfaction with life.

1.7 Previous Studies

Hamermesh (2020) studied quarantine, loneliness, and life satisfaction. 2012--13 American list was used for time use. The results showed that husbands who spend their time with their wives increase their happiness and adapt to the demographic and economic variables. There was more satisfaction among married couples than single people who were less satisfied, as they spend their time alone. The husbands spent more time with their wives than before the quarantine, but this affected their economic situation, as they lost their jobs and income. While the quarantine-imposed isolation on singles, their happiness decreased due to the decrease in revenue and employment opportunities.

As for Zang (2020), he conducted a study aimed at knowing the correlation between health, distress, and life satisfaction during the month of the spread of the Coronavirus, and he used the SF12 scale for mental and physical health functions. The results showed that the people who did not work were in poor health, and there were no significant differences due to physical pain, distress, and social functions. The satisfaction of life among sports practitioners was significantly negatively correlated with the most altered reality, while those who practiced sports half an hour a day had a high level of life satisfaction positively in the most affected areas of the disease.

In a study by Antaramian (2017), it aimed to discover the impact of a high level of life satisfaction on university students' academic success. The study sample consisted of 370 male and female students who were tested for their level of life satisfaction and knowledge of their academic achievement. The sample was divided into three groups (high level of satisfaction, medium, and low); those who had high results in the level of life satisfaction (10%) were compared with the rest to find the difference in academic achievement, effectiveness, and achievement factors. The results showed that although both groups had a level of satisfaction with life (high and medium), the group with a high level of satisfaction with life was more beneficial and influenced academic achievement than the other group in terms of academic performance and involvement in academic work and they have an orientation towards academic achievement and their cumulative average is higher. There was no difference between the middle and lower levels of life satisfaction in terms of academic performance. These results confirm that a higher level of life satisfaction is associated with higher academic performance more than the middle and lower-level groups.

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Katloo (2015) also undertook a study aimed at knowing the relationship between happiness and both religiosity and satisfaction with life and love among a sample of married university students. The study sample consisted of (239) male and female students randomly selected. He used the Oxford List of Happiness, the scale of religiosity, the scale of love, and the scale of satisfaction with life. The results indicated that there are differences between the two groups of the study who have high happiness and low happiness in religiosity and satisfaction with life and love for the benefit of those who have high happiness. The lack of differences in happiness and satisfaction with life are attributed to gender. There are differences in the degree of feeling of love in favor of females, as well as a correlation between happiness and religiosity, and satisfaction with life and its absence between religion and love.

Michael (2013) also conducted a study to compare the level of satisfaction with life between Syrian and British students: the study sample consisted of 616 students from Syria and 443 students from Britain. The researcher used the MSLSS multidimensional scale (family, friends, college, life environment, and self in the light of gender and academic specialization variables). The results showed statistically significant differences between Syrian and British students in four areas. While the Syrian students gave the highest degree to the fields of friends and the same, the British students gave the highest degree to the college and the environment of life domains. There were statistically significant differences between students of human and scientific colleges for the benefit of scientific colleges. The results also showed substantial differences in the domain of friends for females versus males.

A study by Bassiouni's (2011) aimed to identify the relationship between optimism and pessimism, and the variables of

academic achievement and satisfaction with life. The study sample consisted of 343 students from Saudi universities. The scale of optimism and pessimism and the scale of satisfaction with life were used. The study found a correlative relationship between the female students' scores on the optimism scale and their scores on the life satisfaction scale. The results also indicated a negative correlation between the female students' scores on the pessimism scale and their scores on the life satisfaction and academic achievement scale.

Abu Al-Ela (2008) undertook a study to investigate the relationship between life satisfaction and its relationship with stressful life events. The study sample consisted of 457 male and female students in Egypt. The researcher used the level of social life scale and satisfaction with life scale. The results showed that there were no differences between males and females in the dimensions of satisfaction with life scale. It also showed a negative correlation between males and females on the scale of stressful life events.

2. Method and procedures

2.1 The Study Sample

The study sample consisted of (405) male and female students from Al Ain University in the Emirates after they responded to the scale sent to them electronically. Below are the characteristics of the sample.

Table 1: Distribution of the sample according to the primary data

Variables		Frequency	Percentage %
Gender	Male	94	23.2
	Female	311	76.8
Academic level	1 st year	97	24.0
	2 nd year	105	25.9
	3 rd year	96	23.7
	4 th year	107	26.4
Age	From 18 to 22	121	29.9
	From 23-26	130	32.1
	More than 26	154	38.0
College	Humanitarian	314	77.5
	Scientific	91	22.5
Marital status	Single	257	63.5
	Married	148	36.5
Total		405	100.0

2.2 Ethical Considerations

The Scientific Research Committee approved this study at Al Ain University, and teachers have pledged to keep the information confidential.

2.2 The Study Tool

The Life Satisfaction Scale was used by Desouki (1998), and the scale consists of 29 items distributed into six dimensions: happiness and consisted of the items (1,3,7,8,9,11,15) and socialization (14,16,18, 22,28) and tranquility (19,20,23,23,25,29,30), and psychological stability, social appreciation and contentment.

The scale items are answered through the quintet Likert scale (5 = always applicable and 4 = applicable 3 neutral and 2 = not applicable and 1 = never apply). It is a scale of a high degree of validity and reliability.

2.3 Validity and Reliability of the Scale in the Current Study

The validity and reliability of the scale were verified in its final form, and it is valid for application to the primary sample of the study, which makes it fully confident of the scale's validity and its appropriateness to collect the necessary data to answer the study questions.

2.4 Procedures

Students were instructed to fill the Life Satisfaction Scale, which was emailed to them and not to register names. A covering letter was sent together with the scale explaining the purpose of the scale and how to be filled, the voluntary participation was explained in the cover letter and the right of withdrawal. The collected data will be used only for this study and research purposes. Then the results were analyzed, and the study questions answered. In addition, contact details of the researcher was available to participants in case of facing any problem.

Moreover, there was a pilot study conducted to be sure of the readiness of the scale, and the final version was prepared According to the feedback of the participants.

3. Results of the Study

3.1 Statistical treatment methods

To achieve the study's goals and to analyze the collected data, several appropriate statistical methods were used using SPSS © version 23 (IBM Corp, Armonk, NY), after the data was encoded and entered into the computer and then the following statistical methods were used:

1. Ensure the scale's structural validity by finding a "Pearson correlation" factor between each domain and the overall score of the scale.
2. Ensure the scale reliability by finding the reliability factor in the Alpha Cronbach method.
3. Use the Pearson correlation method to measure the correlation between variables.
4. Use the One-way ANOVA Test to find differences between 3 averages and above.
5. Use the Independent T-test to find the differences between the averages of only two samples.
6. Use the Scheffe test to find the source of the differences.

3.2 Presentation and analysis of the results related to the first question

To answer the first question in the study, "What is the level of life satisfaction in the study sample?", The researcher used mathematical averages and standard deviations, and the following table shows the presentation and analysis of the results for the first question.

Table 2: Means and standard deviations for life satisfaction scale with its dimensions

Dimension	Mean	Standard deviation	Ranking	Level
Socialization	4.32	0.61	1	Very high
Social estimation	4.23	0.59	2	Very high
Psychological stability	4.19	0.70	3	High
Happiness	4.18	0.67	4	High
Contentment	4.16	0.72	5	High
Tranquility	3.92	0.78	6	High
Satisfaction with life (total score)	4.17	0.60		High

The previous table shows that the level of life satisfaction among the sample members was high, with a mean score of 4.17. The socialization dimension ranked first among the sample members, with an average score of 4.32, followed by social estimation with an average score of 4.23, then psychological stability with an average score of 4.19, after that the happiness dimension came in the fourth rank with an average score of 4.18, then the contentment dimension with an average score of 4.16, and finally comes the tranquility dimension with an average score of 3.92.

3.3 Presentation and analysis of the results related to the second question

To answer the second question which states, "Does the level of satisfaction with life differ according to gender, academic level, age, college, and marital status?", the Independent T-test was used to show the statistical significance of the differences between the mean scores of the study sample individuals on the scale of life satisfaction according to gender, college, and marital status variables. In contrast, the One-Way ANOVA test was used to indicate the statistical significance of the

differences between the mean scores of the individuals of the study sample on the scales of life satisfaction according to the variables of the academic level, and age and the results for that are shown in the following tables.

3.3.1 Are there differences in the level of satisfaction with life due to the gender variable? Table 6 shows the results.

Table 3: Independent T-test results according to the gender variable

Dimension	Gender	N	Mean	Standard deviation	t-value	df	Probable value
Happiness	Male	94	4.12	0.69	-0.89	403	0.38
	Female	311	4.19	0.67			
Socialization	Male	94	4.35	0.63	0.54	403	0.59
	Female	311	4.31	0.60			
Tranquility	Male	94	3.96	0.71	0.49	403	0.62
	Female	311	3.91	0.80			
Psychological stability	Male	94	4.12	0.70	-1.14	403	0.25
	Female	311	4.22	0.71			
Social estimation	Male	94	4.25	0.57	0.31	403	0.76
	Female	311	4.23	0.59			
Contentment	Male	94	4.07	0.71	-1.32	403	0.19
	Female	311	4.18	0.72			
Satisfaction with life (total score)	Male	94	4.15	0.59	-0.27	403	0.78
	Female	311	4.17	0.60			

It is clear from Table (3) that the significance values for the dimensions (happiness, socialization, tranquility, psychological stability, social estimation, contentment, satisfaction with life (total score)) were (0.38, 0.59, 0.62, 0.25, 0.76, 0.19, 0.78) respectively, these are values higher than the significance level of 0.05, and therefore, the level of satisfaction with life among the sample does not differ according to gender.

3.3.2 Are there differences in the level of life satisfaction attributable to the social status variable? Table 4 shows this.

Table 4: Independent T-test results according to the marital status variable

Dimension	Marital status	N	Mean	Standard deviation	T-value	df	Probable value
Happiness	Single	257	4.08	0.70	-3.77	403	0.00**
	Married	148	4.34	0.60			
Socialization	Single	257	4.31	0.60	-0.61	403	0.54
	Married	148	4.34	0.62			
Tranquility	Single	257	3.86	0.79	-2.23	403	0.03*
	Married	148	4.03	0.74			
Psychological stability	Single	257	4.12	0.71	-2.66	403	0.01*
	Married	148	4.32	0.68			
Social estimation	Single	257	4.19	0.60	-1.74	403	0.08
	Married	148	4.30	0.55			
Contentment	Single	257	4.06	0.75	-3.43	403	0.00**
	Married	148	4.32	0.62			
Satisfaction with life (total score)	Single	257	4.11	0.61	-2.72	403	0.01*
	Married	148	4.27	0.57			

* Statistically significant at 0.05

** Statistically significant at 0.01

It is clear from Table (4) that the significance values for the (socialization, social estimation) dimensions were (0.54 and

0.08), respectively, and they are values higher than the 0.05 level of significance. Therefore, socialization, social estimation among the sample members is not different according to the marital status.

It is also clear from the table that the significance values for dimensions (happiness, tranquility, psychological stability, contentment, life satisfaction (total score)) were (0.00, 0.03, 0.01, 0.00, 0.01), respectively, and they are values below the level of significance 0.05. Thus, the level of satisfaction with life differs in its dimensions (happiness, tranquility, psychological stability, contentment) among the sample members, according to the different marital status in favor of the married.

3.3.3 Are there differences in the level of life satisfaction attributable to the college variable (humanitarian, scientific): Table No. 5 shows the results.

Table 5: Results of Independent T-test according to the college variable

Dimension	College	N	Mean	Standard deviation	T-value	df	Probable value
Happiness	Humanitarian	314	4.20	0.66	1.46	403	0.14
	Scientific	91	4.09	0.71			
Socialization	Humanitarian	314	4.33	0.61	0.55	403	0.58
	Scientific	91	4.29	0.61			
Tranquility	Humanitarian	314	3.96	0.77	1.72	403	0.09
	Scientific	91	3.80	0.80			
Psychological stability	Humanitarian	314	4.23	0.67	1.85	403	0.06
	Scientific	91	4.07	0.80			
Social estimation	Humanitarian	314	4.25	0.59	1.30	403	0.19
	Scientific	91	4.16	0.56			
Contentment	Humanitarian	314	4.18	0.73	1.09	403	0.28
	Scientific	91	4.08	0.67			
Satisfaction with life (total score)	Humanitarian	314	4.19	0.60	1.50	403	0.13
	Scientific	91	4.09	0.61			

It is clear from Table (5) that the significance values for dimensions (happiness, socialization, tranquility, psychological stability, social estimation, contentment, satisfaction with life (total score)) were (0.14, 0.58, 0.09, 0.06, 0.19, 0.28, 0.13) respectively, these are values higher than the significance level of 0.05, and therefore the level of satisfaction with life among the members of the sample does not differ according to the college.

3.3.4 Are there differences in the level of life satisfaction attributable to the academic level? Table No. 6 shows the results

Table 6: One Way ANOVA test results according to the academic level

Dimension	Source of Variance	Sum of squares	df	Mean of squares	"T" value	Sig
Happiness	Between groups	1.12	3	0.37	0.82	0.48
	Within groups	182.43	401	0.45		
	Total	183.55	404			
Socialization	Between groups	2.58	3	0.86	2.36	0.07
	Within groups	146.28	401	0.36		
	Total	148.86	404			
Tranquility	Between groups	8.47	3	2.82	4.82	0.00**
	Within groups	234.60	401	0.59		
	Total	243.07	404			
Psychological	Between groups	1.26	3	0.42	0.84	0.47

Dimension	Source of Variance	Sum of squares	df	Mean of squares	"T" value	Sig
stability	Within groups	199.26	401	0.50		
	Total	200.52	404			
Social estimation	Between groups	1.02	3	0.34	0.98	0.40
	Within groups	137.88	401	0.34		
	Total	138.90	404			
Contentment	Between groups	3.02	3	1.01	1.97	0.12
	Within groups	204.19	401	0.51		
	Total	207.21	404			
Satisfaction with life (total score)	Between groups	2.10	3	0.70	1.95	0.12
	Within groups	143.63	401	0.36		
	Total	145.73	404			

* Statistically significant at 0.05

** Statistically significant at 0.01

It is clear from Table (6) that the significance values for dimensions (happiness, socialization, psychological stability, social estimation, contentment, and satisfaction with life (total score)) were (0.54 and 0.08), respectively, and they are values higher than the level of significance 0.05. Consequently, happiness, socialization, psychological stability, social estimation, contentment, and satisfaction with life (total score) do not differ among members of the sample according to the academic level.

It is clear from the table that the significant value of tranquility was (0.00), a value less than the significance level (0.05), and the level of tranquility varies among the sample members according to the academic level.

Table 7: Scheffe test results for differences source according to the academic level

Dimension	Academic level	Mean	First year	Second year	Third year	Fourth year
Tranquility	First-year	3.93				
	Second-year	4.13				0.40**
	Third-year	3.90				
	Fourth-year	3.73				

Table (7) shows statistically significant differences in the mean scores of the study sample on the tranquility dimension according to the academic level variable, and the differences were between those studying in the second year and those studying in the fourth year for the benefit of those studying in the second year.

3.3.5 There are differences in the level of life satisfaction attributable to the age level. Table 11 shows the results.

Table 8: One-Way ANOVA test results according to age

Dimension	Source of variation	Sum of squares	df	Mean of squares	F value	Sig
Happiness	Between groups	6.40	2	3.20	7.26	0.00**
	Within groups	177.15	402	0.44		
	Total	183.55	404			
Socialization	Between groups	0.34	2	0.17	0.47	0.63
	Within groups	148.52	402	0.37		
	Total	148.86	404			
Tranquility	Between groups	5.43	2	2.71	4.59	0.01*
	Within groups	237.65	402	0.59		

Dimension	Source of variation	Sum of squares	df	Mean of squares	F value	Sig
	Total	243.07	404			
Psychological stability	Between groups	2.27	2	1.13	2.30	0.10
	Within groups	198.25	402	0.49		
	Total	200.52	404			
Social estimation	Between groups	2.47	2	1.23	3.63	0.03*
	Within groups	136.43	402	0.34		
	Total	138.90	404			
Contentment	Between groups	6.58	2	3.29	6.60	0.00**
	Within groups	200.62	402	0.50		
	Total	207.21	404			
Satisfaction with life (total score)	Between groups	3.35	2	1.68	4.74	0.01*
	Within groups	142.38	402	0.35		
	Total	145.73	404			

* Statistically significant at 0.05

** Statistically significant at 0.01

It is clear from Table (8) that the significance values for the dimensions (social, psychological stability) were (0.63, 0.1), respectively, and they are values higher than the level of significance (0.05). Therefore, socialization and psychological stability among the sample members of different ages, does not differ.

It is also clear from the table that the significance values for dimensions (happiness, tranquility, social estimation, contentment, satisfaction with life (total score)) were (0.00, 0.01, 0.03, 0.00, 0.01), respectively, and they are values below the significance level (0.05). Consequently, the level of satisfaction with life differs in its dimensions (for happiness, tranquility, social appreciation, contentment, satisfaction with life (total score)) among the sample members of different ages.

Table 9: Scheffe test results for age differences

Dimension	Age	Mean	From 18 to 22	From 23 to 26	More than 26
Happiness	From 18 to 22	4.01			
	From 23 to 26	4.16			
	More than 26	4.32	0.31**		
Tranquility	From 18 to 22	3.78			
	From 23 to 26	3.88			
	More than 26	4.06	0.28**		
Social estimation	From 18 to 22	4.15			
	From 23 to 26	4.20			
	More than 26	4.33	0.18*		
Contentment	From 18 to 22	4.01			
	From 23 to 26	4.12			
	More than 26	4.31	0.30**		
Satisfaction with life (total score)	From 18 to 22	4.06			
	From 23 to 26	4.15			
	More than 26	4.27	0.22*		

* Statistically significant at 0.05

** Statistically significant at 0.01

Table (10) shows statistically significant differences in the mean scores of the study members on the dimensions of (happiness, tranquility, social estimation, contentment, and satisfaction with life (total degree)) according to the age variable, where differences were found among those whose ages are more than 26 and those between the ages of 18 to 22 in favor of the ages of 18 to 22 years.

4. Discussion of the Study Results

The study results showed that the level of satisfaction with life for Al Ain University students is high, perhaps the reason is due to psychological and economic stability due to the state's provided methods of rest, promptness and correct handling in the face of the Coronavirus. Also, the contentment of the feasibility of these procedures provided them with tranquility. On the one hand, the university provided them high-quality methods of distance learning, and effective follow-up, on the other hand, all this made them feel more satisfied with life.

Regarding the second question, are there differences in the level of life satisfaction among students due to gender, social and total status, academic level, and age) on the individuals of the sample under the influence of the Corona pandemic? The results showed that there are no differences in the level of satisfaction with life due to gender. The results of this study were consistent with the study of Katloo (2015) and the study of Abu Al-Ella (2008). Perhaps this is because male and female students live in an environment where equality in the enjoyment of different services appears. And they live the same educational conditions and stimuli.

In terms of differences in the marital status (single, married), the results showed that there is no difference between singles and married couples in the two dimensions of socialization and social appreciation, and this appears clearly through the nature of customs and traditions of the Emirati society, which focuses on the importance of social interaction and mutual social appreciation. There was a difference in favor of married couples in the dimensions of happiness, tranquility, psychological stability, contentment and satisfaction with life and this is consistent with the study of Hamermesh (2020) who indicated that married people feel with a higher level than singles due to their presence alongside their families and children all the time. Likewise, Katloo (2015) confirmed the results of the respondents on the scale as a whole.

It was also found that there are no differences in the type of college (humanities, or scientific) and this is due to the existence of high-level educational conditions among students in scientific and human colleges and that everyone lives in a harmonious society that provides a high level of luxury and comfort, this contrasts with the study of Michael (2013), which states that there is a difference in favor of scientific colleges.

The results showed no differences in the level of satisfaction with life among students due to the variable of the academic level (first year, second, third, fourth) in all dimensions of the scale except for the tranquility dimension, and the fourth-year students were more tranquil. The reason for this may be that they are nearing the end of the level of schooling, and they are doing so while they are at home, i.e., distance learning, which provided them with psychological comfort and better preparation.

As for the differences in the level of life satisfaction of students due to the age variable, the results showed that there are no differences in the dimensions of socialization and stability, and this is as we indicated for the interest and focus the Emirates community has on positive social interaction and mutual appreciation. Whereas, there was a difference in the dimensions of happiness, tranquility, social appreciation, contentment, and satisfaction among students in the 18-22 age group. This group is the least old in the study categories, and they are the ones who enjoy happiness, tranquility, and contentment for all the changes that happen and that they feel have provided them with a better position compared to other groups.

5. Conclusions

It is clear from this study that the stressful situation caused by the Coronavirus did not affect the level of life satisfaction among Al Ain University students. The results showed no significant differences in most of the variables, indicating that the UAE has taken the correct procedures necessary to confront the Corona pandemic. People, including students, have demonstrated high compliance and a strong commitment to these procedures, causing them to demonstrate a high level of satisfaction.

What has increased the level of satisfaction among students is the great and important facilities provided by the university in the means of distance learning, which makes all students in human and scientific colleges at all levels, single, and married, feel that they enjoy all the components of life satisfaction and this is consistent with David (2000).

5.1 Recommendations

Among the most important recommendations of this study is to conduct a study that includes larger samples from all universities. This study can also be conducted on the faculty members to know the level of life satisfaction in light of the Corona crisis and the impact of distance learning on the level of life satisfaction.

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