



Life quality of students majoring in sports education and its comparison with other students

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ABSTRACT

Since it encompasses all facets of life, including health, hope, job, family, environment, and other aspects of daily existence, quality of life is one of the most important factors that may be categorized as a multidimensional term. However, each person's living circumstances might undoubtedly vary, which has an impact on how they perceive their quality of life. This study uses a descriptive survey method to investigate how students who undergo sports education and those who don't see their quality of life differently. It involved purposively selected 245 sports education students and 135 non-sports education students registered as active students admitted in the academic year of 2016-2019 in five (5) universities in Indonesia. All data, collected by using the WHOQOL-BREF quality of life scale, were quantitatively analyzed through the independent sample t-test. The results of the analysis likely prove that, in general, most students perceive a relatively good quality of life though there are differences in the quality of life between both groups. Students majoring in sports, however, have a better perception of quality of life than do non-sports education learners.

Keywords: quality of life, students, sport, physical activity

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INTRODUCTION

Quality of life is a measure of health in life related to three areas of function, namely physical, psychological (cognitive, emotional), and social. Quality of life, according to some scholars, is referred to as a feeling of completeness of one's well-being which encompasses aspects of happiness and overall life satisfaction (Muhaimin, 2010; Minghat et al., 2023; Arpentieva et al., 2022). In addition, the concept of living quality comprehensively includes how individual measures the goodness of various aspects of their life, and even it can be defined in many ways (Theofilou, 2013). Kelley-Gillespie (2009) noted that this notion is rapidly becoming the standard measure of long-term care and gerontological service outcomes.

Although issues in quality of life have become an increasing concern in the field of aging, there is somewhat little agreement on the clarity and definition of the concept and how to measure it, especially among older adults. The comprehensive and integrated model of living quality was developed by synthesizing existing constructs in the literature into six main life domains, namely (1) social well-being, (2) physical well-being, (3) psychological well-being, (4) cognitive well-being, (5) spiritual well-being, and (6) environmental well-being (Kelley-Gillespie, 2009). It becomes essential, therefore, to study the quality of life more thoroughly and extensively in all facets of life to achieve remarkable achievement and greater levels of fulfillment in daily life.

Every human being possibly has a viewpoint, a goal, and traits reflected by the fusion of various inner forces depending on their experiences and life experiences (Gilad & Millet, 2015). For this reason, the experiences gained by individuals are believed to significantly affect the

quality of their lives. Some writers state that the quality of life in humans is influenced by various conditional factors, such as global, external, interpersonal, and personal conditions (Jacob & Sandjaya, 2018). Since university students spend most of their time in an educational atmosphere, these factors can significantly impact students' lives (Norinejad, Naghiloo, Soroushnia, Dezhahang, & Kavandi, 2014).

Besides, the development of industry and technology in the current century seems to significantly affect students' health as thirty-nine percent of students using the Internet tend to exceed the planned time to persist in satisfaction (Wahab et al., 2023). Consequently, they have a high tendency to experience internet addiction. This disrupts various aspects of life, bearing such health risks as hypokinetic or lack of physical activity, which can even threaten death (Ngafifi, 2014).

The absence of exercise is one of the main factors in the occurrence of infectious diseases and mental-emotional disorders (Knapen et al., 2015; Lee et al., 2020), and both disorders even can put a person's quality of life at risk (Arpentieva et al., 2022; Gajo et al., 2023; Marcaida, 2022; Minghat et al., 2023). Concerning this, WHO statistics show that 12% of diseases worldwide are caused by mental health problems (Kessler & Bedirhan, 2006; Mahmoodabad et al., 2019). These can be in the form of negative feelings such as anxiety, difficulty in concentrating, depressed mood, physically inactive, difficulty in getting along with others, and unhappiness caused by poor or risky lifestyle behaviors. Therefore, happiness is one of the important components positively correlated to improving one's quality of life, whereas stress is proven to be one of the variables negatively conformed to one's quality of life (Jacob & Sandjaya, 2018; Rohmah & Bariyah, 2012).

Several studies have stated that physical activity is one of the key factors in the perception of people's quality of life to efficiently improve their physical and mental health so that their physical function, general health, social function, and mental health improve (Norinejad et al., 2014; Morimoto et al., 2006; Febriani & Nandiyanto, 2022). Concerning this, Snyder, Martinez, Bay, Parsons, Sauers, & McLeod (2010) conducted a study involving 100 male students at the Islamic University of Azad, and their results proved that athletes have a better quality of life than non-athlete students. The results of the study are commensurate with those of the previous study by Yazicioglu et al., (2012) who reported their evaluation of 60 people with physical disabilities (paraplegia and amputees). When compared to other handicapped people who don't participate in sports, those who are disabled and play sports have considerably greater quality of life and life satisfaction scores (Yazicioglu et al., 2012). In addition, Omorou et al. (2013) conducted survey research on the relationship between physical activity and quality of life of 4,909 subjects with an age range of 15-69, and the results show that physical activity is correlated with a better quality of life, especially for people who have low or high levels of physical activity (physical and psychological health for men and physical health for women). However, in contrast to the findings of the study by Ivantchev & Stoyanova (2019) and Moghadam et al. (2016), there was no significant difference in life satisfaction between participants who practiced any sports regularly and those who did not.

One of the programs that can be implemented to increase students' interest in physical activities is maybe to incorporate it into the required learning schemes, both at the elementary, middle, upper, and higher education levels. This is assumed because the decision of adolescents to engage in physical activity is influenced by social aspects (Samson & Agboola, 2022). Thus, a curriculum and learning model that has been proven to entrench students' social systems in positive action programs is sports education (Wallhead et al., 2013). As evidenced by several indicators, such as government expenditures on education, student-teacher ratios, teacher qualifications, test scores, and the amount of time students spend in school, it has been widely known that the ultimate goal of education in many countries is to ensure that all citizens have access to it at the highest possible levels to improve the quality of education (Madani, 2019). A person's quality of life is anticipated to be impacted by the addition of educational programs. Through sports education initiatives, for instance (Febriani & Nandiyanto, 2022).

Sports education is often associated with physical education and sports which are carried out as a regular and continuous educational process to acquire knowledge, personality, skills, health, and physical fitness. In the context of physical education and sports, therefore, there is a

standardized curriculum to direct learning objectives that are relevant and follow predetermined goals (Rosete et al., 2022). The findings of a study done by Wallhead et al. (2013) demonstrate that participation in physical activities through sports education programs can help students develop their social relationships, which are highly predictive of how students feel about their relationships with their peers and how much they enjoy the sports education experience. This successive effect can then impact their engagement in physical activities during free time or extracurricular activities (Wallhead et al., 2013).

Another investigation related to the issue of the importance of sports education conducted by Chu & Zhang (2018) through a literature review approach, likewise, yielded three main findings. First, self-determination theory and goal achievement theory strongly support the positive motivational effect of sports education, secondly sports education is relatively consistent in promoting motivational outcomes across gender, grade level, sport, and motivation profile, lastly further research with long-term follow-up data and teacher participants in diverse school settings is needed to examine potential differences in the motivational impact of sports education programs (Chu & Zhang, 2018). In addition, sports education is believed to have embedded pedagogical strategies proposed to reduce the prevalence of motivation in physical education as it elicits inclusive gameplay participation rates across students of different motivational profiles (Wallhead et al., 2013). The results of this study also confirm that sport has a significant contribution to youth development in various aspects, including the development of a person's quality of life. In short, sports intervention through educational programs can be one way to reduce social problems in adolescents (Armour et al., 2013).

The global issue of the importance of developing the potential of youth in the current era is possibly one of the topics frequently addressed, especially in some developed countries in which sports have shifted the paradigm of development of the sport to development through sport (Ha et al., 2015; Hambali et al., 2022). The impact of sport via educational programs on a person's quality of life, particularly during adolescence, therefore, becomes one of the research's main areas of interest. Nonetheless, research examining the link between physical exercise and quality of life has been done in several nations, as seen by the findings, but some of them, such as some of the studies mentioned above, present somewhat ambiguous conclusions. Even in Indonesia it is still rarely implemented, especially with students as the research subjects. Therefore, this study seeks to examine the differences in the quality of life of students in sports education and that of non-sports education. The results of the research are expected to have an impact on understanding the quality of life of students, and on positive youth development (PYD) through sports.

METHOD

Design

This is survey research with a cross-sectional survey design. It aims to examine the comparison of the quality of life of students in sports education and non-sports education based on the level of physical activity they carry out. In this case, the researcher surveyed a large number of subjects to describe the attitudes, opinions, behaviors, or characteristics of the students to be studied (Van der Stede, 2014).

Participants

The participants involved in this study were active college students from batch 2016-2019, ranging in age from 19 to 24 years old ($M = 22.8$; $SD = 2.43$) from several universities in Indonesia. Subjects **were** selected and determined by using the purposive sampling technique, with assumptions on an informed population to assess the suitability of the subject with the specific objectives of the study (Campbell et al., 2020; Etikan, 2016). The following table depicts the demographics of the subjects.

Table 1. Demographics of research subjects

No	Criteria	Category	Total	%
1.	Gender	Male	184	48%
		Female	196	52%
2.	Major	Sports	245	64%
		Non-sports	135	36%
3.	Age	19-20	230	61%
		21-22	135	36%
		23-24	15	4%
4.	University	Universitas Pendidikan Indonesia (UPI)	230	61%
		UPI Sumedang campus	52	14%
		Siliwangi University Tasikmalaya	38	10%
		Surabaya University (UNESA)	45	12%
		Sumedang Teacher and Education College (STKIP)	15	4%
5.	Enrollment Year	2016	85	22%
		2017	65	17%
		2018	78	21%
		2019	152	40%
Total			380	100%

Instrument

The instrument used in this study is a quality-of-life scale adapted from WHOQOL-BREF. Four dimensions of quality of life, namely physical, psychological, social, and environmental relationships were assessed. The scale can be accessed through the link provided by the WHO and has been employed in quality of life studies in general and sports contexts (Guay et al., 2015; Ilić et al., 2019; Nedjat et al., 2011; Yazicioglu et al., 2012). It was translated into Indonesian through the transcultural translation procedure (Nunez et al., 2006; Sucipto et al., 2019). This scale has gone through the confirmatory factor analysis (CFA) stage using the Structural Equation Modeling (SEM) analysis technique with the help of AMOS 22 software. Then, CFA analysis was carried out to determine the model, showing which variables contain which factors and which are correlated (Van Prooijen & Van der Kloot, 2001; Willmer et al., 2019).

A total of 171 students were involved in the trial of the instrument. The analysis results through scale distribution with alternative answers using a Likert scale model on 26 question items that cover these four dimensions obtained excellent goodness of fit value, namely RMSEA = 0.000, p-values = 0.35, GFI = 0.994, TLI = 0.99, and PNFI = 0.33. The four dimensions also attained a standardized loading estimate value > 0.60, so none of its items was excluded. This model gained a construct reliability value of 0.818 and a variance extracted (AVE) of 0.53. These results indicate that the quality-of-life instrument could be used in this study because it meets the standard criteria of the CFA construct validity test (Van Prooijen & Van der Kloot, 2001; Wang & Ahmed, 2004; Willmer et al., 2019).

Statistical Analysis

All data collected were processed and analyzed using descriptive analysis techniques (Mean, Standard Deviation, Percentage), statistical prerequisite tests (normality and homogeneity tests), and hypothesis testing using an independent sample t-test to compare the quality of life perceived by sports education students and other non-sports university students.

FINDING AND DISCUSSION

Finding

Statistical Description

Table 2 presents a statistical description of the perspective on the quality of life of sports and non-sports students expressed in terms of the number of participants, mean, standard deviation, and standard error measurement. Overall, it is readily clear that both numbers differ in all aspects.

Table 2. Description of student statistics

Major	N	M	SD	SEM
QL Non-Sports Education	135	81.60	9.49	0.81
Sports Education	245	84.88	9.34	0.59

Note: QL = Quality of Life; N = Number; M = Mean; SD = Standard Deviation.
SEM = Standard Error Measurement

Based on the statistical description of the two categories of students in Table 2, it is evident that the mean of sports education students is higher than that of non-sports educations, while the SD and SEM of non-sports students are higher than those of sports students. Besides, data analysis was also carried out using a norm reference assessment whose results are presented in Figure 1.

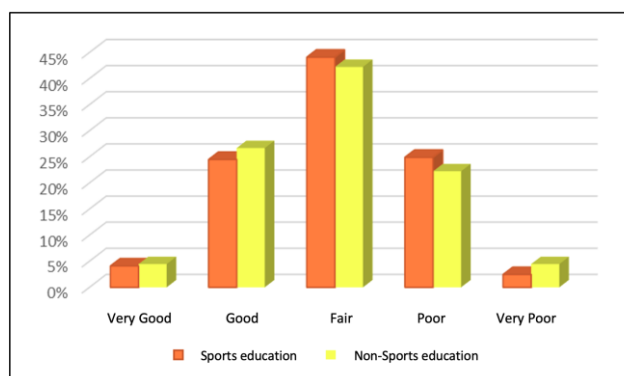


Figure 1. Students' Perspective on Life Quality

It can be seen in Figure 1 that the almost half of the students in both majors perceive that their life quality is 'Fair', with sports students' number slightly higher. A similar pattern is also seen in those who have 'Poor' quality of life, with numbers around 20% to 24% of all respondents. In the rest three categories of responses, non-sports education students seem to have higher percentages.

In more detailed numbers, 10 (4%) sports education students claim their quality of life as a 'Very Good', 60 students (24%) are 'Good', 108 students (44%) are in 'Fair' category, and 61 students (25%) are 'Poor', and 6 students (2%) are 'Very Poor'. Non-sports education students, with a slightly similar account, perceive that their life quality are have 'Very Good' 6 students (4%), 'Good' 36 students (27%), 'Fair' 57 students (42%), 'Poor' 30 students (22%), and 'Very Poor' 6 students (4%). In terms of percentages, the students feeling 'Very Good' to 'Fair' quality of life are 72 and 73 for sports education and non-sports students respectively. In conclusion, based on the findings of the statistical description, it is clear that there are minor differences in the perspective of quality of life between sports education and non-sports education students.

Prerequisite Test

The data normality test was conducted to determine whether the analyzed data were normally distributed, while the homogeneity test was conducted to determine whether the distribution of the data obtained was homogeneous. The results of both tests are presented in Table 3 and 4.

Table 3. Normality test on respondents

Major		Kolmogorov-Smirnova		
		Statistic	df	Sig.
QL	Non-Sports Education	0.069	135	0.200*
	Sports Education	0.047	245	0.200*

Note: df = Degree of freedom

The normality test was carried out using the Kolmogorov-Smirnova, assuming that if the data were normally distributed, the value of significance (sig.) is ≥ 0.05 , whereas if the data is not normally distributed, the sig. is ≤ 0.05 . Based on the results of the calculations in Table 3, it is known that sports students gain a sig. of = 0.200 (≥ 0.05), while non-sports students attain a sig. of = 0.200 (≥ 0.05). Thus, it is known that both data are normally distributed.

Furthermore, the homogeneity test was carried out using Levene's Test. The data has a homogeneous distribution if the sig. is ≥ 0.05 , and not homogeneous if the sig. is ≤ 0.05 . According to the analysis results in Table 4, a significant value of the homogeneity test obtained is 0.745 (≥ 0.05). This means that the data variance between students from sports and non-sports study programs varies homogeneously.

Hypothesis testing

The results of the prerequisite test likely prove that the data distribution was normal and homogeneous, and the next step taken was performing a sample t-test whose results of the analysis are presented in Table 4.

Table 4. Independent sample t-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
QL	Equal variances assumed	0.106	0.745	-3.257	378	0.001	-3.27831	1.00661	-5.257	-1.299
	Equal variances not assumed			-3.240	272.21	0.001	-3.27831	1.01173	-5.270	-1.286

Note: QL = Quality of Life; df = Degree of Freedom

The analysis results on equal variances in Table 4 assumed a significance value of 0.001 = 0.05. This proves that there is a significant difference between sports education students (M = 81.60; SD = 9.49) and non-sports education students (M = 84.88; SD = 9.34) in terms of the perspective of life quality. Based on the average score, sports education students who tend to carry out regular sports on and off campus have a better quality of life perspective than non-sports education students who rarely do routine sports.

In addition to the main analysis to answer the research hypothesis, additional analysis was carried out in this study, namely the Structural Equation Model (SEM) to explain the direct effect of each manifest variable on the independent variables. The results of the SEM analysis can be seen in Table 5.

Table 5 shows that the sports education students excelled in environmental and physical dimensions, while non-sports education students excelled in psychological and environmental dimensions. This finding confirms that sports education students are better in the physical dimension because physical activities and sports carried out intensively influence their quality of life.

Table 5. Standardized direct effects

Major		Dimension of QL			
		Physique	Psychological	Social Relations	Environment
QL	Sport Education	0.711	0.744	0.739	0.802
	Non-Sport Education	0.777	0.762	0.691	0.824

Note: QL = Quality of life

Discussion

This study, which aimed to examine differences in the quality-of-life perspective between sports education and non-sports education students, has been carried out as planned. Based on the results of hypothesis testing using an independent t-test, there were significant differences in the perspective of quality of life between sports education students and non-sports education. The sports education student, as perceived, has likely a better quality of life than the non-sports education students. This finding supports the theory which states that one of the factors affecting the quality of life is psychological factors or emotional disturbances. Psychological factors are important aspects acting as control over all events people experience. When a person is stressed, they have negative perceptions of health, life satisfaction, and happiness. At the same time, happiness is a significant component and a positive psychological state that also determines the high degree of individual life satisfaction (Rohmah et al., 2012). This is commensurate with the findings in the study of Jacob & Sandjaya (2018), that residents who do not suffer from mental and emotional disorders have a 2.5 times better quality of life (73.2%) compared to those who suffer from emotional, and mental disorders. The main factor for mental-emotional disorders is such risky behavior as lack of physical activity, drinking alcohol, smoking, or eating less fiber.

In addition, the results of the current research would conform to Stefan et al. (2016) who conclude that physical activities partially affect the quality of life. Students who are less active are reported to experience several health problems related to psychosomatics. Such health problems as panic symptoms, anxiety, and depressed mood can decrease the relationship between physical activity and quality of life. Therefore, a person who rarely does physical activity is likely to impact his physical health condition which later greatly affects a person's functional condition in living his life. The emergence of a happy and comfortable life, therefore, becomes an indicator of carrying out physical activities, especially at the school level. This is commensurate with the results of previous studies, which prove that physical activity can increase the development of enjoyment (Sucipto et al., 2021), Self-confidence (Hidayat & Budiman, 2014), and even activities through a sports approach are believed to be able to contribute to a person's social and personality development (Ha et al., 2015), one of which is participating in positive youth development (PYD) programs, such as leadership skills, and goal setting (Hambali et al., 2019).

Concerning the category of respondents in the study, most of the activities carried out by sports education students involve light or heavy physical activities, such as athletic learning, swimming, gymnastics, exercises, and so on, unlike the case with non-sports education students who most likely rarely do physical activity or movement inside and outside the lecture environment. In addition, the contribution of sports lectures in faculties other than sports is only given for one semester; some are even not given at all (Morbo, 2021; Manosa et al., 2021). On the other hand, it is widely understood that physical activity and exercise are key factors in a person's perception of his quality of life, both in physical and psychological health. Physical conditions that are felt to be getting better will further improve a person's quality of life. This is felt by the community in Karubaga Village, Karubaga District, Tolikara, Indonesia (Jacob & Sandjaya, 2018). In other words, physical activities would be the main moderator variable in increasing an individual's quality of life.

Besides, in the context of education, sports education can facilitate a more integrated form of motivation in a structured physical education program (Wallhead et al., 2014). Physical

education teachers are expected to provide a motivating and enjoyable experience (Spittle & Byrne, 2009) so that students feel comfortable carrying out physical activities that are integrated into physical education programs. In addition, physical activities designed in physical education programs are proven not to interfere with and reduce students' academic results, and even implicitly with the existence of sports education programs, they can improve the health of students (Trudeau & Shephard, 2008).

Sports education students carry out activities routinely in the lecture process, several approaches and learning models are applied in the lecture process, so that students are expected to be able to carry out the given motion tasks as part of the physical activities that must be done (Albar et al., 2021; Hidayatullah et al., 2022; Sultanto et al., 2023). One approach that is often implemented in the physical learning of sports education students is tactical in the context of sports games. The results of the study prove that the tactical approach has been shown to have an impact on the skills and enjoyment development of students (Sucipto et al., 2021), increasing the thinking knowledge, interests, and excitement of teachers and students (Gubacs-Collins, 2007). It is so assumed because basically the learning process is directed at teaching games for understanding (TGfU), where students learn through the intrinsic process of the game itself (Chatzipanteli et al., 2016). Based on this, it can be predictable that in the learning process of sports education students are directed at cognitive, affective, and psychomotor aspects, so it is expected that structured physical activity will have an impact on a better quality of life (Gu et al., 2016; Kang et al., 2016).

The findings in this study also support the previous findings by Houston et al. (2016) and Mahmoodabad et al. (2019), which state that regular exercise and physical activity can efficiently improve physical and mental health, including reducing anxiety and depression, so that good physical function, general health, social functioning, and mental health can provide a better quality of life in a group of athletes. Yavuz et al. (2012) stated that the life satisfaction and quality of life of athletes with physical disabilities were higher than those of non-athletes with physical incapacities. Perhaps this is a positive impact of physical exercise on students. Therefore, physical activity is a major factor that can improve a person's mental health, as it can reduce emotional problems or improve mental health can result in better life satisfaction. However, the findings of the research obtained are different from the research conducted by Ivantchev & Stoyanova (2019) who concluded that, in general, there was no significant difference in life satisfaction between participants practicing any sport regularly and participants who do not practice any sport. However, athletes were more satisfied with several life domains such as their health status, relationship with peers, and performance than non-athletes (Ivantchev & Stoyanova, 2019). This shows that physical activity carried out regularly by children, adolescents and students will impact their development of PYD (Armour et al., 2013; Hambali et al., 2019).

In addition to the main analysis, the additional analysis results showed that the sports education students excel in environmental and physical dimensions, while non-sports education students are superior in psychological and environmental dimensions. This finding approves the notion that sports education students are better in the physical dimension because physical activity and sports that are carried out intensively influence the quality of life. According to Al-Huwailah (2017), physical activity is a key factor in a person's perception of quality of life, in the field of both physical and psychological health. Therefore, physical activity contributes to all dimensions of quality of life (Chou et al., 2012; Gill et al., 2013; Wanderley et al., 2011) and can be a moderator variable to improve quality of life.

The two categories of students have the highest environmental indicators scores, and this finding is in line with research results (Jacob & Sandjaya, 2018; Rohmah et al., 2012) stating that environmental factors are the dominant determinants in the quality of life. The environment in question is an individual who lives in a place within the scope of the environment (Renwick & Brown, 2000). Therefore, the residents must create a calm, peaceful, and pleasant atmosphere for the residents so that they can feel at home and feel like they want to stay in that place. If the place makes its inhabitant happy, it will positively influence the various problems faced. Happiness is a positive psychological state characterized by a high degree of life satisfaction (Jacob & Sandjaya, 2018; Rohmah et al., 2012). Even lifestyle interventions can affect the quality of life

(Eriksson et al., 2010). Therefore, the quality of life is likely pertinent to the environment in which the individual lives. This is in line with the opinion by Kelley-Gillespie (2009) that there are six models of quality of life that are comprehensive and integrated into the main life domains, including (1) social welfare, (2) physical well-being, and (3) psychological well-being. beings, (4) cognitive well-being, (5) spiritual well-being, and (6) environmental well-being (Kelley-Gillespie, 2009). These findings likewise support the results of research by Kang et al. (2016) which proves that perceived social support has a significant positive effect on physical activity and quality of life while reducing loneliness. In short, physical activity has a significant and positive effect on the quality of life, and loneliness harms the quality of life (Kang et al., 2016).

These results are in line with the majority of other research, which found that one measure of students' quality of life is the amount of physical activity they engage in. Regular physical activity and participation in sports help a person maintain self-control in a variety of ways. Even sports-related activities aid in a person's social and personal growth (Ha et al., 2015). They provide meaningful developmental experiences for young people (Escartí et al., 2010), and increased self-control, goal setting, and leadership skills. In addition, participation in sports is generally believed to provide values and skills that can serve them well as they prepare for the rest of their lives (Danish et al., 2004), and has the potential to facilitate more positive development (Turnnidge et al., 2014). Therefore, physical activity programs that are integrated into the educational process should be made and included in the curriculum at all levels of schooling, including the elementary, middle, and high school, as well as tertiary education levels. It is believed that a structured physical activity program will have an impact on the quality of life for all generations (Kang et al., 2016).

To enhance theories about the significance of physical activity in the course of life, the results of this study link the findings of other studies about the influence of physical exercise programs on enhancing one's quality of life. This study, however, has several limitations, including 1) the participants were limited to students in athletic education and non-sports education, 2) the data collecting method was questionnaires alone, and 3) not all the variables that potentially impact a person's quality of life were measured in this study.

CONCLUSION

Based on the study's findings, students generally have a positive outlook on their quality of life. The quality of life varies between learners who participate in sports education and those who do not. Students in sports education view life from a higher quality of life viewpoint than students in other subjects, succeeding particularly in the physical and environmental dimensions. In contrast, non-sporting students perform better in social and psychological domains. It is therefore essential to conduct thorough investigation in other fields by incorporating the demographic variables of gender, age level, education levels, employment status, and others by involving a larger number of subjects to ensure consistency of findings related to the quality-of-life perspective research. In addition, it is expected that students can explore more about the factors affecting the quality of life as materials for evaluation and discussion in research or to successfully achieve life goals.

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