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The relationship between quality of academic life and passion for learning among Prince Sattam bin Abdulaziz university students

Rasha Bassiouni Al-Desouki*

Department of Islamic Studies, College of Education in Al-Kharj, Prince Sattam Bin Abdulaziz University, Saudi Arabia, r.eldesoky@psau.edu.sa

Mohamed Sayed Abdellatif

Department of Psychology, College of Education in Al-Kharj, Prince Sattam Bin Abdulaziz University, Saudi Arabia/ Department of Educational Psychology, College of Education in Assiut, Al-Azhar University, Egypt. m.heby@psau.edu.sa

* Corresponding author: r.eldesoky@psau.edu.sa



<https://orcid.org/0000-0002-2212-5256>

Abstract

This research aims to identify the level of quality of academic life and Passion for learning among university students and to reveal the relationship between the two variables. A sample of 454 male and female students from Prince Sattam bin Abdulaziz University participated in the study. Utilizing scales for assessing the quality of academic life and passion for learning, researchers employed a descriptive-analytical methodology, particularly the correlational technique, to elucidate the relationship between the variables under investigation. The findings revealed a high level of quality of academic life among the research sample and a high level of Passion for learning (harmonious) with a low level of Passion for learning (obsessive). Furthermore, the research results indicated a statistically significant positive correlation between the four dimensions of quality of academic life (good social relationships, enjoyable academic integration, meaningfulness, effective time management, and overall satisfaction) and harmonious academic passion. On the other hand, a statistically significant negative correlation was found between certain dimensions of quality of academic life (enjoyable academic integration, meaningfulness, effective time management, and overall satisfaction) and obsessive academic passion. However, the relationship between good social relationships and obsessive Passion for learning was not statistically significant. This study highlights the importance of nurturing a harmonious Passion for Learning and addressing obsessive Passion for Learning among university students to enhance academic experiences and overall well-being. Recommendations include targeted interventions within academic institutions, while future research could explore innovative methodologies and comparative studies across diverse cultural and educational settings.

Keywords: harmonious passion, obsessive passion, Prince Sattam bin Abdulaziz University, quality of academic life.



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Public Interest Statement

Enhancing the quality of academic life not only benefits students by boosting their passion for learning but also strengthens the university's ability to cultivate knowledgeable, motivated, and well-rounded graduates who are prepared to contribute meaningfully to society. Understanding the dynamics between the quality of academic life and the passion for learning is crucial in fostering an educational environment that promotes both personal and academic growth. Investing in the quality of academic life is, therefore, a strategic priority that has significant implications for individual students and the broader community. The findings underscore the importance of creating a supportive and enriching educational setting that nurtures a lifelong passion for learning.

Introduction

The term Quality of academic life serves as a holistic framework for evaluating individuals' well-being and satisfaction within academic settings. Beyond conventional metrics of academic success, it encompasses various factors that shape the overall educational journey. In an era where the pursuit of knowledge extends beyond traditional classroom settings, there is a growing acknowledgment of the importance of understanding and enhancing the quality of academic life as fundamental aspects of educational discourse (Janicek, 2003; Lyndon et al., 2017). This concept is complex and subjective, manifesting variations both in theoretical conceptualizations and practical applications among individuals. The identification of components contributing to the quality of academic life depends on the criteria individuals utilize to assess their academic experiences and the pressures they face, often influenced by numerous factors (Ali, 2013; Abu Halawa, 2010).

The psychological viewpoint on quality of life constitutes a comprehensive framework comprising various variables designed to address individuals' fundamental needs. It entails a subjective assessment of one's position within society, taking into account cultural and value systems that align with personal objectives, expectations, norms, and beliefs (Diener, 2009). This holistic concept encompasses psychological well-being, personal autonomy, and dimensions such as self and social efficacy, satisfaction across different life domains, the realization of needs and aspirations, self-assurance, and fostering optimism for both the present and future (Shuqair, 2010).

For students, quality of academic life is evident in their satisfaction with university experiences, which encompass both cognitive and emotional dimensions. The cognitive quality of academic life pertains to beliefs and expectations regarding academic aspects, while the emotional quality of academic life encompasses positive and negative emotional encounters during university studies (Pedro et al., 2018). Al-Banna and Tahoun (2019) elaborate on student well-being as a cohesive system, incorporating dimensions concerning emotions, happiness, and the quality of academic, familial, temporal, and emotional aspects, along with perceptions and time management.

The concept of student satisfaction and happiness within the academic realm is multifaceted, as highlighted by several researchers. Abdellatif (2022) underscores meaningful engagements, enjoyable academic integration, positive social interactions, and efficient time utilization as pivotal elements that enhance student satisfaction and happiness. Conversely, Abu Rabah (2021) perceives it as the contentment and happiness of university students derived from meeting their diverse needs through a spectrum of university services, including educational, academic, informational, recreational, social, psychological, and counseling provisions.

Amer and Aweis (2021) delineate student satisfaction as encompassing the evaluation of

academic materials, peer and professor support, access to information channels, and the availability of Internet services. These definitions coalesce around the notion that the quality of academic life is intricately linked to overall life quality. Furthermore, students' perception of the quality of academic life profoundly impacts their academic performance. This perception is influenced by factors such as satisfaction derived from comprehending the purpose of academic endeavors, finding enjoyment in academic tasks, fostering positive social connections, and effectively managing study time.

Numerous scholars have explored various dimensions of the quality of academic life through their research endeavors. Keith and Schalock (1994) delineated several components, including social integration, independence, productivity, efficiency, and overall satisfaction. In a different vein, Williams et al. (2003) proposed an alternative framework comprising elements such as vitality, familial roles, language proficiency, personality traits, physical activity, emotional states, social roles, and cognitive processes. Gentry and Owen (2004) focused on a scale devised to gauge students' perceptions of classroom quality, incorporating factors such as perceived significance, level of challenge, assessment methods, academic self-confidence, and levels of enjoyment and enthusiasm. The diverse dimensions identified by these scholars contribute to a comprehensive understanding of the multifaceted nature of the quality of academic life.

Al-Otaibi (2014) identified components such as knowledge, skills, personality, and judgment as essential elements contributing to the quality of academic life. Similarly, Al-Abyad (2018) underscored components including educational quality, familial well-being, psychological health, and overall life satisfaction. Al-Sayed (2019) discussed components such as the quality of university education, time management skills, and psychological well-being. Abdellatif (2022) emphasized elements like fostering positive social connections, enjoying academic engagement, finding meaning in tasks, and efficiently managing time as pivotal contributors to the quality of academic life.

Abu Rabah (2021) delineated four dimensions of quality of academic life: enjoyment of university activities, nurturing a sense of belonging and relationships, satisfaction with academic performance, and fostering academic independence and freedom. Alghamdi and McGregor (2021) proposed three dimensions: cognitive, social, and psychological. Meanwhile, Abdel-Razek (2022) identified two components: academic self-efficacy and time management, and academic satisfaction and support. These diverse perspectives on the components of quality of academic life enrich our understanding of the multifaceted nature of this concept.

Quality of academic life encompasses a broad spectrum of dimensions, spanning educational, physical, psychological, social, and recreational aspects, among others. Students' positive perceptions of these dimensions serve as vital indicators of the quality of their academic experience, constituting a significant variable within the learning environment (Rezaee et al., 2019; Zare-Mahdiabadi & Mohammadi, 2022). Moreover, the quality of academic life significantly influences students' academic performance, their integration into academic life, and their adaptation to the educational milieu.

Despite its critical significance, the literature on the quality of academic life and its determinants remains somewhat limited, necessitating further inquiry (Pedro et al., 2016; Pedro et al., 2020; Rezaee et al., 2019). Additionally, the quality of academic life plays a pivotal role in shaping students' adaptation, sustaining levels of integration, and fostering active participation in the educational setting, thereby affecting their ability to meet academic requirements satisfactorily (Alghamdi & McGregor, 2021; Pedro et al., 2018; Pedro et al., 2020). The intricate interplay of these factors underscores the need for ongoing research to deepen our comprehension of the quality of academic life and its implications for students' overall academic journey.

Notably, the quality of academic life serves not only as a predictor of leadership performance

but also aids learners in problem-solving, decision-making, and future orientation, as emphasized by Maddi (2004). Particularly for university students, the quality of academic life is intricately linked to psychological factors such as anxiety and depression, with perceived quality of academic life emerging as a significant determinant of academic performance. Elevated perceptions of quality of academic life foster students' sense of attachment and belonging to the university, rendering it an appealing and supportive environment. Consequently, this enhances their motivation to learn, ultimately leading to improved academic outcomes (Pedro et al., 2018; Alghamdi & McGregor, 2021; Pedro et al., 2014). The awareness that university students possess regarding the quality of their academic life significantly influences their academic performance and motivation to achieve personal and objective goals. Consequently, comprehending and appreciating students' perceptions of the quality of academic life is a crucial step in understanding this stage and its associated requirements (Ali, 2013). Moreover, students' sense of quality of academic life contributes to their academic harmony and satisfaction with university life, underscoring its significance in promoting mental well-being (Ahmed, 2019). This highlights the intricate relationship between the perceived quality of academic life and various aspects of students' psychological well-being and academic success.

The impact of passion for learning on university students is a pivotal factor influencing various facets of their academic lives. This impact is evident in their academic performance, interpersonal relationships, and overall attitudes toward the educational process. Students characterized by harmonious passion demonstrate an integrated approach to tasks and activities, exhibiting genuine enthusiasm and self-motivation rooted in internal factors. Their pursuit of excellence and creativity is directed toward achieving a state of satisfaction, happiness, and a sense of purpose in life. This positive approach contributes to a fulfilling and rewarding academic experience (Abdellatif, 2023; Bernabé et al., 2023; Liu et al., 2023; Zhao et al., 2021).

Conversely, students with obsessive passion engage in activities primarily out of necessity and under external pressures to meet specific goals. In this scenario, there is a lack of enjoyment and a diminished sense of pleasure in the learning process. This type of passion may be associated with a more instrumental approach to academics, where the focus is on outcomes rather than intrinsic enjoyment (Abdellatif, 2023; Bernabé et al., 2023; Liu et al., 2023; Zhao et al., 2021). Understanding the distinctions between harmonious and obsessive passion provides valuable insights into the dynamics that shape students' engagement with academic pursuits and their overall well-being in the educational setting. The term "passion," originating from the Latin word "passio" meaning suffering, historically carried a negative connotation. However, positive psychology redefines passion as a favorable state serving as a motivational force for professional work or academic performance among students. Initially lacking a precise definition, the concept of passion gained clarity in 2003 when Vallerand et al. conducted seminal research on the subject. According to their findings, passion is a potent and intense desire for an activity, propelling individuals to exert maximum effort toward achieving their goals and completing tasks. This conceptualization aligns passion with motivation and interest within the psychological framework (Vallerand et al., 2003).

Passion in the academic context has been variously defined by scholars. Vallerand et al. (2007) describe it as a strong inclination toward an academic activity that students love, consider important, and dedicate time and effort to. Birkeland and Buch (2015) emphasize passion as a state that stimulates motivation, enhances cognitive activity, and gives meaning to students' engagement in academic activities. Al-Harthy (2015) introduces two types of passion: harmonious and obsessive, defining it as the inclination toward an activity that students engage in with pleasure and immersion.

Ho and Astakhova (2018) offer a concise definition of passion as a strong inclination toward

a specific activity, while Al-Daidan (2020) characterizes it as the inclination toward an activity that an individual practices intentionally or unintentionally, resulting in a pleasurable experience. Hassban and Al-Azamat (2022) elaborate further, highlighting two facets of passion: harmonious, characterized by flexibility and compatibility with other activities, and obsessive, marked by strict adherence to academic activities, potentially causing conflict with other pursuits. Beyond these varied definitions, passion is recognized as a crucial human experience that provides psychological energy for engagement and involvement in meaningful activities. Sverdlik et al. (2021) underscore the significance of university students' passion for academic studies, emphasizing its role in both academic performance and psychological well-being.

The Dualistic Model of Passion, proposed by Vallerand et al. (2003), delineates passion as a profound inclination toward an activity that holds significant value for an individual, involving love, time investment, energy, pleasure, and well-being, ultimately contributing to a balanced and purposeful life. This model comprises two dimensions: Harmonious Passion, associated with sustained engagement and joy in academic pursuits, preventing internal conflicts and psychological discomfort, and Obsessive Passion, which may lead to negative consequences in the pursuit of academic activities. Vallerand (2015) asserts that joy, excitement, and enthusiasm are direct outcomes of harmonious passion, not its components, and identifies three stages in the development of passion: activity choice, evaluation, and incorporation into one's identity. Research by Vallerand (2015) and Briki (2017) indicates that harmonious passion positively influences self-well-being, fostering a meaningful and fulfilling life.

Ho and Astakhova (2018) posit a comprehensive understanding of passion, delineating two primary components: an affective facet, reflecting an individual's strong affinity for an activity, and a cognitive facet, involving the integration of this activity into one's identity. These components, in conjunction with the motivational element, synergistically contribute to the development of passion, extending beyond mere affection for an activity to become a foundational aspect of an individual's life and identity, yielding outcomes such as satisfaction, integration, and happiness. Additionally, Al-Duba (2021) distinguishes features characterizing harmonious academic passion, encompassing a profound liking for academic pursuits, a sense of identity and integration with these activities, a perception of meaning and value in studying, motivation, perseverance, positive relationships with peers and colleagues, and the experience of positive emotions during engagement in the academic endeavor.

The intricate interplay between the quality of academic life and one's Passion for learning forms the cornerstone of a fulfilling educational journey, wherein the pursuit of knowledge is not only shaped by the learning environment but also fueled by an intrinsic enthusiasm for the subject matter. The academic realm is characterized by a myriad of challenges and opportunities, and the quality of this academic life plays a pivotal role in shaping individuals' levels of passion and engagement with their studies. According to Deci and Ryan (2008), the quality of academic life is instrumental in satisfying individual needs, boosting motivation, and fostering contentment within the academic environment. Environments that facilitate social support and effective communication, as noted by Trowler (2010), contribute to the establishment of positive relationships and an improved quality of academic life.

Enhanced quality of academic life correlates with heightened passion and academic engagement, ultimately leading to improved individual performance and positive contributions to the academic community (Vallerand, 2010; Bélanger & Ratell, 2021). Research indicates a positive association between higher quality of academic life and better academic performance, as highlighted by Kember et al. (2006). Moreover, Vallerand (2012) underscores that harmonious passion is integral to sustainable psychological well-being and life quality. Both quality of academic life and Passion for learning emerge as factors positively influencing the academic, psychological, and social aspects of the university

experience, contributing to successful learning outcomes, and promoting overall quality of life and well-being among university students.

The study by Bonneville-Roussy et al. (2013) establishes a positive correlation between harmonious passion and academic achievement, perseverance, satisfaction, and life quality. Additionally, Tze et al. (2016) found that low quality of academic life, coupled with sustained boredom, negatively affects self-motivation, academic performance, and higher-order thinking skills among university students. This underscores the critical role of Passion for learning in predicting and influencing the quality of academic life, aligning with Ruiz-Alfonso and León (2016), who assert that Passion for learning propels students toward perseverance, efficient handling of academic pressures, and commitment to continuous positive practices necessary for achieving excellence and creativity. Consequently, Passion for learning positively impacts students' feelings of happiness and well-being, thereby influencing their overall quality of academic life. Al-Bana and Tahoun (2019) establish a relationship between the quality of academic life and the motivation for mastery, suggesting that the quality of academic life can be predicted from the motivation for mastery. Furthermore, the study by Omran (2022) reveals a statistically significant positive impact of harmonious passion on the quality of academic life, alongside a statistically significant negative impact of obsessive passion on the quality of academic life.

The transition from high school to university is widely recognized as a stressful life event for students, with potentially negative consequences, including a diminished perception of the quality of academic life (Ruberman, 2014; Evans et al., 2018; Sverdlik et al., 2022). The challenges associated with this transition have been exacerbated by unforeseen disruptions, particularly in the aftermath of the COVID-19 pandemic, leading to heightened anxiety and psychological stress among university students and subsequently contributing to a decline in the overall quality of their academic life (Sürücü et al., 2021).

The researchers contend that cultivating positive psychological characteristics is crucial, especially during students' early university years, to effectively navigate challenges and life pressures. Despite the availability of resources in Saudi universities, students encounter obstacles such as complex and superficial curricula, an emphasis on theory over practical application, limited participation in community activities, and a preference for theoretical aspects over practical engagement. These factors collectively diminish the quality of academic life in universities (Abdel-Razek, 2018; Ahmed, 2019; Izadpanah, 2023), emphasizing the need for targeted interventions to enhance students' well-being and academic experiences.

The researcher's observations during their work underscore the multifaceted nature of the issue, with some students displaying a genuine passion for studying and building meaningful connections at college, while others exhibit disinterest and frequent absences from the university. The significance of passion as a pivotal factor in shaping an individual's life and behavior is evident, as it can influence specific behavioral patterns that impact mental and, at times, physical well-being, as well as interpersonal relationships.

Despite the recognized importance of quality of academic life and Passion for learning as factors positively influencing the academic, psychological, and social dimensions of university experiences, the researchers note a gap in the existing literature, with no comprehensive study addressing the relationship between these variables collectively. The absence of prior research on this specific topic prompts the formulation of the study's problem, which aims to investigate and verify the quality of academic life and its connection with Passion for learning among university students. Hence, the current research aims to assess the level of quality of academic life and Passion for learning among university students and to reveal the relationship between quality of academic life and academic passion. In line with these

objectives, the following hypotheses are developed:

1. There is a low level of academic quality of life among the participating students in the research.
2. There is a low level of Passion for learning among the students participating in the research.
3. There is no statistically significant correlation between the scores of the research sample students on the Academic Quality of Life Scale and their scores on the Passion for Learning Scale.

Methodology

Research Design

The current research will employ a descriptive-analytical methodology, specifically the correlational approach, to shed light on the pattern of relationships between the research variables.

Participants

The survey research involved 192 first-level male and female students at Prince Sattam Bin Abdulaziz University, with a mean age of 21.3 (SD = 1.08), to verify the psychometric properties of the research tools. For the main research, a broader sample of 454 first-level students participated, with a mean age of 21.64 (SD = 1.89). Additionally, 139 second-year and 120 third-year female students, with a mean age of 21.78 (SD = 2.13), were included in the study.

Data Collection Tools

Academic Quality of Life Scale

The Academic Quality of Life Scale was developed by the researchers through a comprehensive review of theoretical frameworks and previous studies addressing academic quality of life and its components (Al-Otaibi, 2014; El-Sayed, 2019; Keith & Schalock, 1994; Keith & Schalock, 1996; Williams et al., 2003; Gentry & Owen, 2004). The scale comprises four components: good social relationships, enjoyable academic integration, meaningful purpose perception, and effective time management, each consisting of five items. Content validity was confirmed through expert evaluation, with agreement percentages ranging from 80% to 100%. Construct validity was assessed using Exploratory Factor Analysis, which identified four factors: Good Social Relationships, Enjoyable Academic Integration, Meaning Perception, and Effective Time Management, explaining 51.28% of the total variance. Promax Rotation Analysis confirmed acceptable instructional validity, with factor loadings ranging between 2.93 and 2.78.

Internal consistency was verified through correlation coefficients between item scores and component total scores, as well as between component scores and the overall scale score, for 192 male and female students. All correlation coefficients were statistically significant at the 0.01 level, confirming internal consistency. Reliability analysis, conducted using Cronbach's alpha coefficient and the Guttman split-half reliability equation, demonstrated high reliability for the Academic Quality of Life Scale, with coefficients exceeding 0.7 (Guttman split-half reliability: 0.762; Cronbach's alpha coefficient: 0.741).

The Passion for Learning Scale (Vallerand et al., 2003)

The Passion for Learning Scale comprises 14 items distributed across two dimensions: Harmonious Passion and Obsessive Passion. Construct validity was verified through exploratory and confirmatory factor analyses, with results indicating satisfactory goodness-of-fit indices for the assumed model (NNFI = 0.91, CFI = 0.93, RMSEA = 0.07). The translation of the Academic Quality of Life Scale into Arabic underwent meticulous processes, including reverse translation and clarity testing, contributing to its robust psychometric properties. Responses to the scale utilize a five-point Likert scale, with higher scores indicating greater levels of the assessed dimension.

Confirmatory factor analysis (CFA) using the Diagonally Weighted Least Squares (DWLS) method confirmed the structural validity of the Passion for Learning Scale. The measurement model exhibited favorable fit indices ($\chi^2/df = 2.843$, TLI = 0.989, CFI = 0.961, RMSEA = 0.061), with factor loading values surpassing .4 and holding statistical significance at the .01 level. Internal consistency coefficients, assessed through Pearson’s correlation coefficient, demonstrated significant positive correlations between each item’s score and the overall score of its corresponding dimension, even after excluding item scores. Reliability analysis using Cronbach’s alpha revealed coefficients exceeding 0.7 for both the overall scale score and individual dimensions. Composite Reliability (CR) values also exceeded 0.7, affirming the reliability of the scale construct.

Results

The First Hypothesis Results

“There is a low level of the academic quality of life among the participating students in the research.”

To validate this hypothesis, a One-Sample t-test was conducted, comparing the hypothesized mean of the Academic Quality of Life Scale and its dimensions with the actual mean scores of the students in the research sample. The comparison results are outlined in Table (1).

Table 1: The results of the One-Sample Statistics t-test for a single sample to detect the significance of differences between the hypothesized mean and the actual mean scores of the research sample on the Academic Quality of Life Scale and its dimensions

Academic Identity	Test Value	Mean	Std. Deviation	Mean Difference	df	t	Sig.
Good social relationships	15	20.62	2.48	5.62	453	131.889	.000
Enjoyable academic integration	15	20.51	2.58	5.51	453	99.567	.000
Meaningful purpose perception	15	20.88	2.33	5.88	453	154.512	.000
Effective time management	15	20.78	2.44	5.78	453	101.598	.000
Overall score	60	82.80	8.39	22.80	453	150.543	.000

From Table 1, statistically significant differences at the 0.01 level are apparent between the hypothesized mean (15) and the mean scores of the students in the research sample on the dimensions of the Academic Quality of Life Scale (Good Social Relationships, Enjoyable Academic Integration, Meaningful Purpose Perception, Effective Time Management, and the Overall Score). Remarkably, the mean scores of the research sample on all dimensions were higher than the hypothesized mean, suggesting a high level of quality of academic life passion among the participating students in the research.

The Second Hypothesis Results

“There is a low level of Passion for learning among the students participating in the research’.

To verify this hypothesis, One-Sample Statistics using a t-test for a single sample were employed. The comparison was made between the hypothesized mean of the Passion for Learning Scale and its dimensions and the actual mean scores of the students in the research sample on the Passion for Learning Scale and its dimensions, as illustrated in Table (2).

Table 2: One-Sample T-Test results for detecting the significance of differences between the hypothetical mean and the sample mean of students' scores in the research sample on the Passion for Learning Scale

Passion for learning	Test Value	Mean	Std. Deviation	Mean Difference	df	t	Sig.
Harmonious Passion	21	28.91	3.26	7.91	453	188.86	.000
Obsessive Passion	21	10.42	1.61	-10.58	453	137.73	.000

The previous table indicates statistically significant differences at a (0.01) significance level between the hypothetical mean (21) and the sample mean of students' scores in the research sample on the dimensions of Passion for learning (Harmonious Passion and Obsessive Passion). It is observed that the average scores of the research sample students on the dimension of Harmonious Passion were higher than the hypothetical mean, indicating a high level of Harmonious Passion among the participating students. Additionally, it is noted that the average scores of the research sample students on the dimension of Obsessive Passion were lower than the hypothetical mean, suggesting a low level of Obsessive Passion among the students participating in the research.

The Third Hypothesis Results

'There is no statistically significant correlation between the scores of the research sample students on the Academic Quality of Life Scale and their scores on the Passion for Learning Scale'.

To verify this hypothesis, the researchers calculated the Pearson correlation coefficient between the scores of the research sample students on the Academic Quality of Life Scale and their scores on the Passion for Learning Scale, as illustrated in Table (3).

Table 3: Pearson Correlation Coefficients between the scores of the research sample students on the Academic Quality of Life Scale and their scores on the Passion for Learning Scale

Variables		Passion for learning scale	
		Harmonious Passion	Obsessive Passion
The Academic Quality of Life Scale	Good social relationships	0.222**	- 0.058
	Enjoyable academic integration	0.128**	- 0.118*
	Meaningful purpose perception	0.178**	- 0.153**
	Effective time management	0.195**	- 0.114*
	Total score	0.211**	- 0.129**

*Significant at (0.05), **Significant at (0.01)

It is evident from Table 3 that there is a statistically significant positive correlation at the (0.01) significance level between the scores of the research sample on the Academic Quality of Life Scale (Good Social Relationships, Enjoyable Academic Integration, Sense of Meaning, Effective Time Management, and Overall Score) and their scores on the dimension of Harmonious Passion in the Passion for Learning Scale. The correlation coefficients for each dimension are as follows: 0.222, 0.128, 0.178, 0.195, and 0.211, respectively.

Furthermore, there is a statistically significant negative correlation at the (0.01) significance level between the scores of the research sample on the Academic Quality of Life Scale (Sense of Meaning

and Overall Score) and their scores on the dimension of Obsessive Passion in the Passion for Learning Scale. The correlation coefficients for each dimension are as follows: -0.153 and -0.129. Additionally, there is a statistically significant negative correlation at the (0.05) significance level in the dimensions of Enjoyable Academic Integration and Effective Time Management, with correlation coefficients of -0.118 and -0.114, respectively. However, there was no statistically significant correlation between Good Social Relationships and Obsessive Passion.

Discussion

In light of the findings presented in the study titled 'The Quality of Academic Life and Its Relationship with Passion for Learning among University Students,' the subsequent discourse endeavors to interpret and deliberate upon the intricate connections between various dimensions of Passion for learning and the observed levels of academic quality of life. This discussion offers insights into the complex interplay of these factors among university students.

The first hypothesis posits a notably elevated level of quality of academic life, which is attributed to the economic and cultural prosperity of the Kingdom of Saudi Arabia during the period under investigation. The positive impact on the university milieu is underscored, with the quality of academic life recognized as a crucial component contributing to overall life quality and the enhancement of academic experiences. The researchers accentuates the role of university services, particularly psychological and academic counseling, as pivotal factors behind the observed high quality of academic life. Additionally, the diverse and highly qualified teaching staff, coupled with a variety of student activities encompassing sports, and cultural, social, and religious events, are acknowledged for their positive influence on the quality of academic life. The researchers highlights the significance of these activities in nurturing students' awareness during a pivotal stage of maturation and development.

The establishment of robust social relationships is linked to the communal nature of society, fostering social interaction and the ability to forge positive connections. Furthermore, the disciplined learning environment is recognized as a factor contributing to the efficient utilization of study time. The interpretation of these findings extends to the broader context of university life quality as a national orientation for societal development. The researchers underscores its significance as a shared goal for institutions involved in social and economic development, with educational institutions, in particular, playing a critical role in realizing this objective. Academic environments that provide social support and effective communication with their students contribute to the cultivation of positive relationships and the enhancement of the quality of academic life (Al-Mashaqba, 2015; Soliman, 2010; Trowler, 2010). These findings diverge from the study conducted by Yu and Lee (2008), which indicated an average level in some components of university life quality. They also contrast with the results of Al-Sharif (2016), who reported a moderate level of education quality at Umm Al-Qura University in Saudi Arabia, and the study by Al-Osaimi and Makhimer (2019), which suggested a moderate level of quality of academic life at the same university.

The outcomes of the second hypothesis reveal a high level of harmonious passion and a low level of obsessive passion. This can be elucidated by the high motivation and aspiration for academic excellence among students in their early university years. These academic achievements influence their subsequent academic journey, shaping their choice of specific academic specializations and positioning them for distinguished future employment opportunities. Consequently, they exhibit a high level of harmonious passion, particularly considering passion as the driving force behind engaging in a specific activity, whether it pertains to motivation for a particular behavior or precision and enthusiasm towards any activity. This assertion is supported by the work of Vallerand (2016).

The low level of obsessive passion can also be attributed to the minimal pressure exerted on students, thanks to the provision of psychological and academic support through counseling units in colleges. The university-level study nature differs from secondary education, characterized by academic freedom. Additionally, the evaluation methods and teaching approaches vary, with highly qualified professors from diverse backgrounds contributing to a sense of psychological reassurance and motivation for self-directed learning. This is affirmed by several prior studies, suggesting that harmonious passion entails a sense of tranquility and psychological comfort, facilitating individuals to effectively achieve their desired goals (Delcourt, 2003; Bureik & Al-Jarwi, 2022; Perera, 2018; Zhou & Izadpanah, 2023). They all reported a high level of harmonious passion. However, there is a disparity concerning the specific aspect related to obsessive passion, with this study indicating a low level of obsessive passion, while Break (2022) found a moderate level of obsessive passion.

The findings of the third hypothesis unveil a positive correlation between the quality of academic life and its dimensions and harmonious passion, along with a negative correlation between the quality of academic life and its dimensions and obsessive passion. The research interprets these findings by highlighting that the quality of academic life shares common factors with academic passion, all of which positively impact the academic, psychological, and social milieu. They contribute to the success of the learning process and the attainment of quality of life and well-being for university students. Elevated levels of quality of academic life among university students lead to reduced boredom, foster self-motivation, enhance academic performance, and cultivate higher-order thinking skills. Consequently, this nurtures harmonious passion and diminishes levels of obsessive passion.

Moreover, high levels of quality of academic life alleviate learner boredom, nurture intrinsic motivation, enhance academic performance, and elevate higher-order thinking skills. Harmonious passion propels students towards perseverance and engagement in learning tasks, enabling them to effectively confront academic pressures, and positively influencing their sense of satisfaction and well-being, ultimately impacting quality of academic life. Conversely, obsessive passion may precipitate psychological conflicts during various academic activities, adversely affecting an individual's quality of academic life, as confirmed by Lyubomirsky et al. (2005).

These findings are congruent with Vallerand's study (2012), which posited that harmonious passion contributes to sustainable psychological well-being and life quality for individuals. They also align with the study by Bonneville-Roussy et al. (2013), which identified a positive correlation between harmonious passion and life quality. Furthermore, the results are consistent with Tze et al.'s study (2016), which indicated a decline in the life quality of university students, impeding their intrinsic motivations. The outcomes correspond with Ruiz-Alfonso and León's study (2016), emphasizing the significance of Passion for learning in predicting the quality of academic life. Additionally, they align with El-Banna and Tahoun's study (2019), which identified a positive relationship between quality of academic life and mastery motivation, suggesting that quality of academic life can be predicted from mastery motivation. The agreement extends to Sverdlik's et al.'s study (2021), which found that harmonious passion can positively predict both self-regulated learning and psychological well-being. Furthermore, Yukhymenko-Lescroart and Sharma's study (2022) demonstrated that harmonious work passion positively contributed to life satisfaction, self-happiness, and goal awareness, while obsessive work passion did not contribute to goal awareness. Omran's study (2022) also aligns with these results, revealing a statistically significant positive impact of harmonious passion on the quality of academic life and a statistically significant negative impact of obsessive passion on the quality of academic life.

Conclusion

In summary, this investigation sheds light on the intricate relationship between the quality of academic life and various dimensions of passion among university students. The findings underscore the importance of striking a balance between passion for academic endeavors and alignment with personal goals, which significantly enhances the quality of academic life. Understanding these nuanced connections holds implications for academic institutions and educators in creating environments that nurture harmonious passion while mitigating the potential negative effects of obsessive passion on students' well-being and academic journeys. Future research could explore intervention strategies aimed at optimizing these relationships for the holistic development of university students.

Recommendations

Future research endeavors in the realm of Passion for learning and life quality should prioritize the development and evaluation of intervention strategies within academic institutions. Tailored interventions, such as counseling programs and mentorship initiatives, have the potential to foster harmonious passion while mitigating the adverse effects associated with obsessive passion. Longitudinal studies are crucial for gaining a comprehensive understanding of how passion evolves and its enduring impact on the quality of academic life throughout different stages of the academic journey.

Furthermore, researchers should investigate the influence of cultural and contextual factors on the observed relationships. Comparative studies across diverse cultural backgrounds and educational systems would enhance the applicability of findings and unveil culture-specific nuances in the interplay between passion for learning and life quality. Assessing the effectiveness of academic support services, particularly psychological and academic counseling, would provide practical insights for institutions seeking to bolster support structures. Exploring the impact of varying academic rigor, the sources motivating passion, and the role of technology in shaping academic experiences are also pivotal areas for future exploration. Lastly, conducting a comparative analysis with vocational passion research could enrich our understanding of how passion manifests across different life domains. By addressing these recommendations, future research can offer nuanced insights to optimize the educational journey and foster positive outcomes for university students.

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All authors contributed to the research of the literature, collection of data, analysis, and interpretation of the collected data.

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