

Title: A Study of the Relationship Between Variables from the Model of Human Occupation and Subjective Well-Being Among University Students in Jordan

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Major Finding: MOHO variables provided an effective explanation of factors influencing Jordanian university students' sense of subjective well-being.

Participants:

- 667 University of Jordan undergraduate students
 - 249 male (37.3%), 418 female (62.6%)
 - 385 second year students (57.7%), 282 third year students (42.2%)

Method: Students completed two self-report instruments that measure well-being: the Affectometer 2 and the Satisfaction with life scale (SWL) and two MOHO self-report instruments: the Occupational Self-Assessment (OSA) and the Role Checklist. All self-assessments had been translated into Arabic.

Analysis: T-tests, correlation coefficients, and a discriminant analysis were used to compare variables.

Findings:

- No difference in responses between males and females and no significant relationship between subjective well-being and cumulative grade-point average.
- Total number of present roles not related to cognitive evaluation of well-being, moderately related to affective well-being; value assigned to roles moderately associated with both measures of well-being.
- Moderately strong correlations between habituation, volition, performance capacity/skills, and environmental support (both competence and value) with both measures of well-being.
- MOHO variables were able to effectively discriminate between students with high and low levels of subjective well-being.

Conclusion: MOHO variables can be useful in explaining variation in sense of well-being among university students of Arab backgrounds.

Implications for future research: Future research should focus on clarifying the findings of this study, especially in regards to other Arabic contexts.

Evidence- based practice implications:

- **Students are more likely to experience high subjective well-being when they perceive that they are effective and that they have social environmental support and when they find value in actualizing their volition, organizing their lives, and performing.**
- **The factors contributing to feelings of well-being should be considered when providing services to students experiencing difficulties and when attempting to prevent stress in university students.**