

Life Satisfaction in the University Community of a Colombian University During the Pandemic*

[English version]

Satisfacción con la vida en la comunidad universitaria de una Universidad colombiana en tiempo de pandemia

Satisfação com a vida na comunidade universitária de uma universidade colombiana em tempos de pandemia

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Diana Andrea García Chamorro**

<https://orcid.org/0000-0001-8493-5492>

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Colombia

Paula Andrea Aristizábal Vélez***

<https://orcid.org/0000-0003-2754-0544>

CvLAC https://scienti.minciencias.gov.co/cvlac/visualizador/generarCurriculoCv.do?cod_rh=0001288334

Colombia

Consuelo Vélez Álvarez****

<https://orcid.org/0000-0001-7274-7304>

CvLAC https://scienti.minciencias.gov.co/cvlac/visualizador/generarCurriculoCv.do?cod_rh=0000150479

Colombia

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** Master in Public Health. Universidad Autónoma de Manizales. Email: dianagarcia@autonoma.edu.co

*** Master in Public Health. Universidad Autónoma de Manizales. Email: paulaaristizabal@autonoma.edu.co

**** Ph.D. in Public Health. Universidad Autónoma de Manizales. Email: cva@autonoma.edu.co

Abstract

Objective: To determine life satisfaction in the university community of a Colombian university during the pandemic. **Methodology:** A descriptive cross-sectional study with an associative phase was carried out involving 723 students and 257 employees of an institution of higher education during the pandemic. **Results:** The highest percentage of participants in both groups were female. With respect to life satisfaction, 83.7% of employees engaged in virtual activities during the pandemic felt either satisfied (33.9%) or very satisfied (49.8%) with life. In contrast, for students, the percentages of satisfaction were lower (33.3% satisfied and 37.6% very satisfied); a statistically significant association ($p < 0.05$) was found between all sociodemographic variables and life satisfaction. **Conclusions:** Satisfaction with life during the pandemic differed between employees and students. These findings provide valuable insights for institutions of higher education, emphasizing the need to enhance multidisciplinary efforts and implement ongoing actions to improve resilience levels among university community members.

Keywords: coronavirus infections; students; personal satisfaction; higher education; mental health.

Resumen

Objetivo: determinar la satisfacción con la vida en la comunidad universitaria de una universidad colombiana en tiempos de pandemia. **Metodología:** se realizó un estudio descriptivo transversal con una fase asociativa, en el cual se contó con participación de 723 estudiantes y 257 empleados de una institución de educación superior en tiempos de pandemia. **Resultados:** el mayor porcentaje de los participantes en ambos grupos fue de mujeres. Con respecto a la satisfacción con la vida, el 83,7% de empleados que realizaban actividades virtuales durante la pandemia se sentían entre satisfechos (33,9%) y muy satisfechos con la vida (49,8%). En contraste, para el caso de los estudiantes los porcentajes de satisfacción fueron menores (33,3% satisfechos y 37,6% muy satisfechos); se encontró asociación estadísticamente significativa $p < 0,05$ entre todas las variables sociodemográficas y la satisfacción con la vida. **Conclusiones:** la satisfacción con la vida en tiempos de pandemia fue diferente entre empleados y estudiantes, estos resultados se convierten en insumo para que las instituciones de educación superior fortalezcan el trabajo multidisciplinario, y que de manera permanente se realicen acciones encaminadas a mejorar los niveles de resiliencia en los integrantes de la comunidad universitaria.

Palabras clave: infecciones por coronavirus; estudiantes; satisfacción personal; educación superior; salud mental.

Resumo

Objetivo: determinar a satisfação com a vida na comunidade universitária de uma universidade colombiana em tempos de pandemia. **Metodologia:** foi realizado um estudo transversal descritivo com uma fase associativa, envolvendo 723 alunos e 257 funcionários de uma instituição de ensino superior em tempos de pandemia. **Resultados:** a maior percentagem de participantes em ambos os grupos foi de mulheres. Com relação à satisfação com a vida, 83,7% dos funcionários que participaram de atividades virtuais durante a pandemia se sentiram entre satisfeitos (33,9%) e muito satisfeitos com a vida (49,8%). Em contraste, para os estudantes, as percentagens de satisfação foram menores (33,3% satisfeitos e 37,6% muito satisfeitos); foi encontrada uma associação estatisticamente significativa $p < 0,05$ entre todas as variáveis sociodemográficas e a satisfação com a vida. **Conclusões:** a satisfação com a vida em tempos de pandemia foi diferente entre funcionários e alunos, esses resultados tornam-se um insumo para que as instituições de ensino superior fortaleçam o trabalho multidisciplinar e realizem permanentemente ações destinadas a melhorar os níveis de resiliência dos membros da comunidade universitária.

Palavras-chave: infecções por coronavírus; estudantes; satisfação pessoal; ensino superior; saúde mental.

Introduction

In January 2020, the World Health Organization (WHO) declared an outbreak of the SARS-CoV-2 coronavirus, which led to the disease known as COVID-19. Due to the high increase in morbidity and mortality cases and the high risk of transmission and contagion, a health emergency was declared. In March 2020, the WHO declared this disease a pandemic (World Health Organization, 2020).

As this pandemic spread throughout the world, it triggered a significant crisis that profoundly affected social activities, interactions, and behaviors across various levels, ultimately altering daily routines and customs. Similarly, the pandemic led to situations of social isolation, fear of illness, economic pressures, and emotional challenges, including depression, anxiety, and uncertainty, affecting a significant portion of the population (Mayoclinic, 2020).

COVID-19 had a profound impact on society as a whole, resulting in significant psychosocial consequences for individuals who experienced stress and anxiety. Similarly, the implemented control measures sparked widespread fear in the population, resulting in the social stigmatization of patients, their families, and the healthcare personnel who cared for them, all of which had psychological consequences (Asociación de Salud Mental y Psiquiatría Comunitaria, 2020). COVID-19 had consequences on individuals in all three dimensions of health—physical, psychological, and social—regardless of race, social stratum, or gender. The disease impacted all population groups, but particularly affected older adults (World Health Organization, 2020). In the context of a global syndemic, where addressing social and group vulnerability should be a primary focus, COVID-19 presented a challenge for various institutions and sectors (Segura et al., 2021).

Being confined generated emotional symptoms such as stress, anxiety, insomnia, and fear (Sandín et al., 2020), all of which had a negative impact on resilience and life satisfaction. In relation to this, the expectation was that individuals who are satisfied with their lives will possess better coping resources and greater resilience, while more resilient individuals will have enhanced personal resources and greater life satisfaction (López de la Llave et al., 2021).

In this regard, the university community was significantly affected, particularly due to the closure of educational centers and the cancellation of on-site, public, and social activities. This limitation impacted interactions with friends and the community's ability to enjoy free time and leisure spaces, resulting in an increased reliance on virtual modalities for most activities (González et al., 2020).

Other reports stated that 107 countries implemented national school closures, which affected over 861.7 million children and young people. Similarly, the confinement restrictions led to emotional uneasiness and anxiety, directly

affecting the perception of life satisfaction and the quality of life among the educational population (UNFPA, 2020).

University students were impacted by the demands of a new pedagogical format and the unavailability of in-person education. This influenced their training, as well as their ability to relate socially with their peers and educators, and to adapt to the virtual context. These situations, given students' conditions of vulnerability, had a direct effect on their mental health and academic performance (Zapata-Ospina et al., 2021).

Virtual education presented numerous challenges and difficulties for higher education institutions. This was because both students and teachers were unfamiliar with digital resources and tools, and many lacked virtual classroom implementations. This triggered high levels of stress and pressure during the process of adapting to this methodology, for which students and teachers alike were unprepared (Estrada et al., 2022).

Within the university context, students can evaluate their life satisfaction on a global scale, considering their feelings, expectations, and desires. However, extreme situations, such as the pandemic, led to a disruption of subjective well-being and had an impact on students' learning and relationship dynamics (Arias et al., 2022).

For teachers and administrative staff at universities, the pandemic contingency brought about changes in working conditions, resulting in a significant increase in working hours. This situation can be largely attributed to the shift from classroom-based teaching to virtual teaching. This necessitated additional time and dedication to work activities while working from home. It involved resolving administrative matters for the educational institution and providing support to students with special needs. This led to physical and mental overloads that impacted teachers' and administrative staff's life satisfaction (Galvis et al., 2021).

Life satisfaction is framed as life quality. This is a cognitive evaluative process defined as an individual's overall assessment of life based on their personal standards. This evaluation is rooted in the comparison of all an individual's positive and negative experiences. Life satisfaction, as defined by Bernal et al. (2015), "is how much a person enjoys the life they lead or how comfortable they are with the life they have." It should not be confused with a mere approval-disapproval or a measure of satisfaction with objective life conditions. Similarly, life satisfaction results from the comparison between one's current life and the lofty aspirations formed through life experiences (Undurraga & Avendaño, 1998; Ly, 2004).

In this regard, González-Serrano et al. (2013) state that the well-being of individuals includes happiness, which is related to the affective component. There exists a relationship between life satisfaction and the cognitive component, with implications for the individuals' potential to become more productive.

As per Veenhoven, individuals with good physical and mental health, as well as psychological resilience are more satisfied with their lives (Sánchez-Fuentes et al., 2018). Currently, these dimensions constitute a comprehensive assessment of well-being that extends beyond the traditional notion of health as merely the absence of disease (Veenhoven, 1994).

Health is conventionally measured through objective and physical metrics or criteria such as laboratory analysis or imaging tests. Over time, subjective criteria rooted in individuals' self-perceptions have been incorporated, enhancing the evaluation process and yielding a more comprehensive and inclusive assessment of health (Moreta-Herrera et al., 2018). According to Salazar-Botello et al. (2020), individuals also consider other criteria such as income levels and happiness in their overall perception of quality of life. (Botello & Guerrero, 2021).

Studies conducted among university students have shown a robust relationship between quality of life and factors such as physical well-being and the presence of long-term health conditions. Furthermore, it is crucial to ensuring an adequate development of individuals particularly within the context of young university populations (Olivella et al., 2020).

The exploration of life satisfaction within the university community holds significance due to experiences encountered, which lead to the ability to adapt to new challenges. These experiences influence individuals' self-perception and self-assessment. It is plausible to posit that conditions such as stress are intricately linked to individuals' management of responsibilities, life habits, interpersonal relationships, and various other factors that can potentially impact their overall life satisfaction (Ruiz et al., 2018).

Furthermore, the examination of life satisfaction involves fundamental and desirable values, including personal, central, and social orientations, which function as predictive factors for this dimension. Gaining an understanding of these values is crucial for the development of the self as a source of life satisfaction facilitating the management of human needs and the achievement of satisfaction (Cejudo et al., 2016).

Within the university context, life satisfaction shows a strong relationship with social well-being and has the potential to exert positive or negative influences on intergroup dynamics and interactions (Moreta-Herrera et al., 2017). In the context of health-promoting universities, the comprehension of life satisfaction perception maintains significance given the substantial amount of time this population spends within the institutional setting. Furthermore, whether in the workplace or during professional training, students are expected to cultivate skills that lead to the adoption of healthy lifestyles including physical activity and nutritious dietary habits. These practices yield a positive impact on their holistic quality of life and serve as protective factors for their health (Herazo

et al., 2020). The objective of this study was to assess life satisfaction within a university context at a Colombian university during the COVID-19 pandemic.

Methodology

This study adopted a cross-sectional descriptive design with an associative phase. Data were collected between July and October 2021, with a total sample of 723 students and 257 employees (professors and administrative staff) of a private Colombian university. One of the inclusion criteria for students was active enrollment in an undergraduate program at the university at the time of the survey. For employees, inclusion criteria required holding a current contract with the institution. All participants were invited to participate in the study via e-mail and were requested to voluntarily complete the survey after providing informed consent.

The sociodemographic and academic variables were collected through a questionnaire that was designed by the researchers. Life satisfaction was assessed using the Life Satisfaction Scale (LSS) which consists of five items. Participants provided responses on a Likert-type scale ranging from one (strongly disagree) to seven (strongly agree). According to recent studies, the Spanish version exhibits a total Cronbach's alpha value of 0.832 on the scale, indicating a high degree of reliability within the range specified in its original version. The authors emphasize its robust psychometric characteristics (Padrós et al., 2015). Psychometric analyses conducted on representative Spanish samples demonstrate a reliable unifactorial structure, and a strong internal consistency of 0.88 (Vázquez et al., 2013a).

This scale was validated for a Colombian university population, and exhibited favorable psychometric properties, including a Cronbach's alpha value of 0.839, a Kaiser-Meyer-Olkin (KMO) measure of 0.847, and significance of Bartlett's test of sphericity ($p < 0.001$) for determining construct validity, consistency, and reliability. This finding is consistent with similar outcomes reported in international studies (Vinaccia et al., 2019).

To calculate the total value, the individual scores for each of the five items should be added. This process yields a subjective happiness index categorized in the following ranges.

Table 1. *Diener Scale Total Score.*

Subjective Well-being	Score
Extremely satisfied (very happy)	30-35 points
Satisfied	25-29 points
Slightly satisfied	20-24 points
Slightly Dissatisfied	15-19 puntos
Dissatisfied (unhappy)	10-14 points
Extremely dissatisfied	5-9 points

The information was analyzed using SPSS version 22 software, licensed by the institution where the study was conducted. For qualitative variables, absolute and relative frequencies were used in the descriptive analysis. For quantitative variables, measures of central tendency and dispersion were used. The level of statistical significance was determined to be a value of $p < 0.05$. According to the behavior of the variables, nonparametric tests (Mann Whitney H Kruskal-Wallis U test) were used to measure the association.

According to Resolution 8430 of 1993 (Minsalud, 1993), this study was classified as risk-free, because no interventions or manipulations of biological, psychological, or social variables were performed on the participants. The Helsinki Declaration on the respect and freedom of participation of the study population was taken into account (World Medical Association, 2000). The project was approved by the university's Bioethics Committee.

Results

A total of 980 individuals (723 students and 257 employees) participated.

Employees ranged in age from 20 to 67 years old, a mean of 40.6 years, with a standard deviation (SD) of 11.10 years; 60.7% were female; 39.3% reported being married; 51% lived in stratum 1 to 3 and 24.9% were currently studying.

Female students accounted for 59.2%, with ages ranging from 16 to 56 years old, a mean value of 21.82 years and a SD of 4.8 years. Stratum 3 was reported by 39.4% of all participants, and was the most prevalent, followed by stratum 2. At the time of the study, 94.1% of the students reported being single. A total of 97.2% were affiliated with the Colombian health system, 58.9% were affiliated

with the contributory health regime and 33.7% with the subsidized health regime. A total of 18.4% reported that they were working.

Life satisfaction for employees, the minimum score was five points and the maximum 35 points. The average was 28.18 points, 5.35 points for SD. For students, the minimum and maximum were equal with an average of 26.76 points, 5.94 points for SD. Regarding each of the employees items: the highest mean was item 3 (I am satisfied with my life), and the lowest was for item 5 (If I had to live my life again, I would change almost nothing). (See Table 2).

For students the highest mean was item 2 (Living conditions are excellent). The lowest mean for employees was item 5 (If I had to live my life again, I would change almost nothing). (See Table 2).

In a global analysis, in Table 2 the highest mean was for “I am satisfied with my life,” and the lowest was for item 5 (If I had to live my life again, I would change almost nothing).

Table 2. Descriptivos de los ítems de satisfacción con la vida por estamento y total.

Ítem	Employees			Students			Total		
	N	Mean	DS	N	Mean	DS	N	Mean	DS
1. In most of the ways my life approaches to my goal.	257	5,650	1,166	723	5,300	1,402	980	5,39	1,352
2. My living conditions are excellent.	257	5,720	1,172	723	5,790	1,246	980	5,77	1,227
3. I am satisfied with my life.	257	5,926	1,2680	723	5,733	1,4382	980	5,784	1,3976
4. So far I have achieved the important things I want in life	257	5,615	1,2913	723	5,203	1,4770	980	5,311	1,4414
5. If I had to live my life again, I would change almost nothing.	257	5,265	1,4604	723	4,733	1,7643	980	4,872	1,7053

SD: standard deviation.

With respect to life satisfaction, 83.7% of employees engaged in virtual activities during the pandemic and felt either satisfied (33.9%) or very satisfied (49.8%) with life. The student population reported lower satisfaction (33.3% satisfied and 37.6% very satisfied). The dissatisfaction evaluated in the last two categories was slightly lower in employees with a 3.1% vs 4.7%. (See Table 3).

Table 3. Levels of Life Satisfaction.

Subjective level of well-being	Employees		Students	
	#	%	#	%
Extremely satisfied (very happy)	128	49,8	272	37,6
Satisfied	87	33,9	241	33,3
Slightly satisfied	21	8,2	128	17,7
Slightly low of the life satisfaction mean	13	5,1	48	6,6
Dissatisfied (unhappy)	5	1,9	24	3,3
Extremely dissatisfied	3	1,2	10	1,4

The bivariate analysis and administration of normality tests, found that none of the variables were normally distributed. Non-parametric tests were applied when comparing each item and sociodemographic characteristics. The results appear in Table 4. Strata and marital status were found to be the sociodemographic characteristics that showed statistically significant associations ($p < 0.05$), with a higher number of items on the scale and with final satisfaction. No statistically significant differences in gender were found.

Table 4. Life Satisfaction According to Sociodemographic Characteristics for Groups.

Item Scale	Group Type		Gender		Age		Marital Status		Stratum		Labor Affiliation			
	Employee	Students	U ¹	p	U ¹	p	K ²	p	U ¹	p	K ²	P	U ¹	p
1	79110,500	,000*	85826,500	,609	12,611	,006*	56716,500	,001*	95877,500	,017*	7964,500	,140		
2	88088,500	,188	86499,500	,753	3,906	,272	63964,500	,293	83406,500	,000*	9545,500	,900		
3	86693,000	,092	85180,000	,480	2,799	,424	59973,000	,021*	95553,000	,013*	6671,500	,010*		
4	76885,500	,000*	81127,000	,060	20,464	,000*	52018,000	,000*	89215,000	,000*	8416,000	,285		
5	77566,500	,000*	85934,500	,642	15,253	,002*	56132,500	,001*	93927,500	,005*	6701,000	,013*		
Total	78677,500	,000*	84551,500	,397	14,169	,003*	53346,000	,000*	87162,000	,000*	6648,000	,014*		

1. Mann-Whitney U test

2. H Kruskal-Wallis

*Statistically significant association

In a separate analysis for employees, the socio-economic strata and the marital status had a statistically significant association $p < 0.05$ with life satisfaction. Statistically significant association was found among students by genre and health affiliation $p < 0.05$. (Table 5).

Table 5. Sociodemographic Variables and Life Satisfaction by Group.

Variable	Employees		Students	
	Chi ²	p	Chi ²	P
Gender	5,580	0,349	18,637	0,002*
Stratum	38,448	0,042*	25,686	0,424
Health affiliation	15,345	0,119	30,976	0,056*
Marital status	32,483	0,038*	20,115	0,451

*Statistically significant association

Table 6. Analysis of Variance in the Population.

Item	Population	ANOVA			F	Sig.
		Sum of squares	gl	Mean Squared		
1. In most of the ways, my life approaches to my goal.	Between groups:	23,516	1	23,516	13,020	,000*
	Within groups	1766,447	978	1,806		
	Total	1789,963	979			
2. My living conditions are excellent.	Between groups:	,862	1	,862	,572	,450
	Within groups	1472,849	978	1,506		
	Total	1473,710	979			
3. I am satisfied with my life.	Between groups:	7,064	1	7,064	3,626	,057
	Within groups	1905,075	978	1,948		
	Total	1912,139	979			
4. So far I have achieved the important things I want in life.	Between groups:	32,101	1	32,101	15,682	,000*
	Within groups	2001,976	978	2,047		
	Total	2034,077	979			
5. If I had to live my life again, I would change almost nothing.	Between groups:	53,568	1	53,568	18,754	,000*
	Within groups	2793,488	978	2,856		
	Total	2847,056	979			
Total satisfaction	Between groups:	382,734	1	382,734	11,401	,001*
	Within groups	32831,486	978	33,570		
	Total	33214,220	979			

*Statistically significant association

In ANOVA's results, the statistical value of the Fisher (F) test was significantly different from 1 for all other items on the scale except for items 2 and 3. Statistically significant differences were found in the two study groups in the final satisfaction score. Therefore, the null-hypothesis of equality of means is rejected and the means being higher for the group of employees is highlighted.

Discussion

This research aims to highlight the characteristics related to life satisfaction in a university community among employees and students. Regarding socio-demographic characteristics, the age range of employees was between 20 and 67 years and the highest percentage were women. Research in Latin America within the context of the pandemic shows that the highest percentage of participants were women between 31 and 60 years old (Medina et al., 2021). Among the students, the highest percentage were women between 16 and 56 years old, with an average age of 21.8. These results are similar to the predictive capacity of self-esteem on life satisfaction from the cognitive component of subjective well-being in students. There, the female group had a high participation (72%) and a mean age of 21.62 years (Ruiz et al., 2018).

Regarding life satisfaction, descriptive analyses showed a similar average score for both groups. As some authors state, the challenge focuses on studying the university community for well-being, as opposed to the traditional approach which focused on analyzing discomfort through negative experiences (De Pablos et al., 2011).

In employees, the highest mean was for the category “I am satisfied with my life.” This finding coincides with that reported by Moniz (2021). In that sense, the results of certain studies reported that the greater satisfaction with life, the greater the satisfaction with work; and although this second variable was not assessed in the present study, it should be a point of analysis for institutions of higher education (Pinto et al., 2017).

In the students, the category “The conditions of my life are excellent” presented the highest average, information that differs from what was reported in Peru, where it is stated that in the context of the pandemic, the students had to grow accustomed to being at home and receiving their training from there; which had a negative impact on their level of satisfaction (Acuña et al., 2021). The lowest mean for both groups was for item 5 (If I had to live my life again, I would change almost nothing), in this regard, other studies on the subject highlight that people adapt differently to adverse circumstances like those experienced during the pandemic, therefore, they manage their anxiety and stress according to their individual life experiences (López de la Llave et al., 2021).

The findings showed that 83.7% of employees felt between satisfied and very satisfied with life. With respect to life satisfaction, 75% of employees engaged in virtual activities during the pandemic felt either satisfied (30.4%) or very satisfied (46.4%) with life. Based on the above, it could be suggested that the employees in this study achieve the goals they set at a personal and work level according to

their priorities (Pavot & Diener, 1993). In contrast, what was reported by Reyes (2017) concludes that the perception of university employees regarding their satisfaction with life was represented at levels of dissatisfied (37.30%) and very dissatisfied (62.70%); while the levels of very satisfied, satisfied, neither satisfied nor dissatisfied were 0% (Pinto et al., 2017).

In the student population, regarding satisfaction with life, the report was lower compared to the employee group. In this same sense, a study carried out on intercultural students in Mexico reported that 83.1% of the participants showed positive levels of satisfaction (Núñez et al., 2021). In this regard, the results reported by Marques et al., (2018), in relation to university students, allude to the need to better understand the effect of values on satisfaction with life, to promote adaptability and success in personal career management. This aspect is confirmed by Moreno and Barragán (2018), who highlight how in the university context, generating cognitive and behavioral skills to strengthen satisfaction and improve academic performance is relevant.

In the bivariate analysis, stratum and marital status were statistically associated with a greater number of items on the scale and with final satisfaction. In contrast, in the study carried out by Ruiz et al. (2018) no sociodemographic variable significantly explained life satisfaction. No statistically significant differences were found by sex. This result concurs with the findings of Vásquez et al. (2013b).

The associations found have been explored in other studies, such as that of Reyes (2017), whose results in relation to marital status differ in their average scores in satisfaction with life; married people having statistically slightly greater satisfaction with life ($p < 0.049$). Celio (2021) reported a low and positive statistical association ($p < 0.05$, $r = 0.323$) between satisfaction with life and personal fulfillment in his results. He also reports that 46.4% of employees feel very satisfied, 30.4% satisfied, 8.9% indifferent, 10.7% dissatisfied and 3.6% very dissatisfied with life. In contrast, differences were found according to sex and place of work (Celio, 2021). Likewise, in the work carried out by Sekban and İmamoğlu (2021), who studied life satisfaction and psychological well-being in young people from universities during the COVID-19 pandemic, statistical significance was found between these variables and gender, sleep routine, and immunity status ($p < 0.001$).

In employees, socioeconomic status was associated with life satisfaction. This result coincides with what has been reported in other studies that show how the stratum has positive and statistically significant effects on life satisfaction, motivation, anxiety, and an increase in family problems (González, 2020; Salazar-Cantú et al., 2021). In this group, marital status also showed a statistical association with life satisfaction. In this regard, the study carried out by Alvarado-García (2021) highlights that having responsibilities in family life, such as caring for

children, can influence not only the state of mind, but also life dissatisfaction and dissatisfaction with work.

Statistically significant differences by sex were found with life satisfaction in the student population. In this same sense, in the work of Guerrero et al. (2022) significant differences were reported. They drew attention to how women tended to show greater satisfaction with life (Guerrero et al., 2022). In contrast, the work of Ocaña et al., (2022) reports how they found no differences by sex in the university population that participated in their study.

When performing the analysis of variance, differences in life satisfaction were found between the groups of employees and students. In this regard, in the study carried out by Lozano et al., (2020) similar results were reported in university students in the context of confinement. The mean for the life satisfaction items was higher in employees than in students, data that coincides with what was found by Celio (2021), who reports that the highest percentage of teachers were between satisfied and very satisfied with life.

Finally, based on the findings of this work, what was described by Escobar et al. is confirmed (2019). He highlights the importance of permanent work on life skills in the university context, an aspect that favors levels of resilience and contributes to improving health and well-being conditions.

Conclusions

Satisfaction with life in times of pandemic was different between employees and students. The former reported greater satisfaction, which shows the vulnerable conditions of the young population. Sociodemographic variables such as age, marital status, stratum, and social security affiliation regime showed statistically significant differences with different items of the scale and with final satisfaction, which suggests how different factors influence this variable. Therefore, it draws attention to the importance that these are taken into account when developing programs, given that these are related to work productivity and academic performance, as well as living conditions and interaction with other people.

The findings of this work should become input for higher education institutions to structure and strengthen multidisciplinary, intercultural, and inclusive work, aimed at improving mental health conditions in students and other members of the university community.

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