

*Original Article*

Study Relationship between Life Skills, Competency, Perceived Self-Efficacy, Mental Vitality, Adjustment to University and Psychological Well-Being Components in Undergraduate Students of Islamic Azad University of Ramhormoz

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ABSTRACT

The aim of this study is to examine the relationship between life skills, competency, perceived self-efficacy, mental vitality, adjustment to university and psychological well-being components. For this purpose, 360 junior students of Islamic Azad University (first and second semester) of Ramhormoz were Chosen in a Simple random method. Findings proved that there was a positive Correlation between life skills, self-efficacy, perceived efficiency, adjustment to university and student's psychological well-being. The result of regression analysis showed that, these variables explain 41% of the student's psychological well-being variance. Also, life skills, self-efficacy, perceived competency, adjustment to university, correlate positively with meaning fully to satisfaction.

The results of step by step regression showed that the above mentioned variables explain %11 of satisfaction variance, finally a positive and meaningful Correlation was seen between the variables of life skills, efficiency, perceived self-efficacy, adjustment to university and vitality of the students. Of these 3 variables, the step by step regression analysis showed that only life skills and adjustment to university enter the regression equation, and explain 28% of mental vitality variance of the students. The results of this study, together with theoretical principles and the studies done earlier, show that variables such as life skills , self-efficacy, perceived efficiency and adjustment to university have a leading role in the components of psychological well-being of college students.

Key words: life skills, Efficiency, perceived self- Efficacy, adjustment, psychological well-being, mental vitality.

INTRODUCTION

The aim of training life skills, first introduced by Botvin et al. [1] is to bring about self-efficacy and (to cause low self-esteem to disappear) which has a basic role in many disorders like disorders like drug abuse, through enhancing individual's coping resources. Other than drug abuse, other problems such as social mal adjustment, violence, and risky behaviors are being more and more attended to by researchers, programmers and executive authorities; because of the their extensive Consequences, particularly in instructional environments like schools and universities. Therefore, since it is an important matter, the world health organization programmed what was called "Training life skills" and introduced it in UNICEF to enhance mental health and prevent psychological damages. Ever since, this program has been tested and used in money countries.

According to the researches, such factors as self-esteem, interpersonal skills, building desirable relationships, goal setting, decision making, problem solving, setting and recognizing values are very effective in preventing or reducing behavioral abnormality in teenagers and enhancing their mental health. Lacking these skills causes a person to try ineffective, maladaptive behaviors when facing pressure.

These skills make children and teenagers feel competent, effective in overcoming problems, capable of planning and having a purposive and due behavior against the problem.

Allen [2], believes that to interact with others we should permanently show adjustment. Kafetsios [3], reports that many of maladjusted and problematic behaviors are due to factors like feeling of low efficiency, negative self-concept, low self-esteem, and low social skills; He showed that training social skills increases mental health and self-esteem. The effect of training these skills on teenager's mental health has also been examined. Rain and Deci [4], for the first time indicated a kind of mental health which is very remarkable and noteworthy.

This mental health is called mental vitality and is defined as a life-giving force. A vital person is happy and strong, and is always enthusiastic, spirited, and spontaneous. These researchers stated that vital individuals always feel efficient and strong; this energetic feeling not only guarantees their mental health but is also an intrinsic motivation for their actions, it can even set the ground for more difficult activities.

Researches show that training interpersonal and personal skills reduces maladaptive behaviors and increases feelings of efficiency, positive self-concept and self-esteem.

Velchio, Gerbino and Pastorly [5], indicated that enjoying self-efficacy lowers affection (affectability) and motivates a person to challenge difficulties. In their study, Ganji Arjani and Farhani [6], showed that there is a positive relationship between self-efficacy and being content. When an individual enjoys sufficient and due life skills, by keeping cool, motivated and assured of his/her ability, he/she will manage to solve the problem.

Shordfagr et al. [7], conducted study about self-efficacy and health in female teachers. The study showed that self-efficacy can be a supportive factor for mental well-being. In their study, Shokri and colleagues [8], noted that compared to boys, girls received higher scores in some subtests of psychological well-being scale, including individual development and building positive relationships with others. In another study Loradamo and Narim, showed that attachment and relationship with school has an important role on teenager's mental health and well-being. In this direction, Karut and coworkers, pointed out that adjustment to university is a basic variable for the mental health and emotional adjustment of college students [8]. If one enjoys psychological well-being, then will consider himself worthy and honor himself, is happy with himself, feels that he has a positive and close relationship with others, he is purposive in his life, believes in a promising future and life, he imagines that as time goes by, not only he loses nothing, but also will develop and have interesting, new experiences. Such an individual must have sufficient life skills so that he is a mentally healthy person.

The results of Ulcer's study [9], showed the positive and meaningful relationship between contentedness and mental health. In Kardmas's study [10], the expectancies of self-efficacy, as a representation of the ability, form optimism. Optimism predicts different aspects of mental health effectively, and finally leads to contentedness. Providing a model, Robert Lent and colleagues showed that psychological well-being and contentedness in college students is predictable by means of some variables related to university, like adjustment to university. This variable, along with others like self-efficacy and probable environmental support has considerable effect on the components of psychological health of college students.

MATERIALS AND METHODS

The current study is descriptive. The correlation between the variables has been investigated. Other than the correlation between the variables, the direct and indirect relationship between them has been examined.

The statistical universe was all university students of Azad University (Ramhormoz); it was based on Morgan table. The samples were 360 college students who were elected randomly from among different majors.

Development scale of life skills: This instrument was formed by Daren, Ginter and Guzda [11], It contains 65 questions and evaluates. The extent to which college students enjoy life skill, including 4 domains, namely, interpersonal relationship, problem-solving, the skill to keep healthy and the skills healthy being purposive in life. The reliability coefficient of the instrument Alpha Cronbach's for sub scales of this study was respectively 0.69, 0.87, and for the whole scale was 0.77.

Mental vitality scale: This was formed according to Rian and Deci's self-appointing theory, by Ryan and Fredrich [17], it measures individual's energy and enthusiasm for of this instrument Alpha Cronbach's in the current study is 0.94. The intrinsic consistency of this scale Ryan and Fredrich's study [12], has been reported to be 0.96. This scale contains 7 questions which and scored in a range of 7 likert degrees.

Perceived self-efficacy scale: The perceived self-efficacy test, used in this study has been introduced by Crowell et al. [13]. The items of the test have been written to evaluate the expectations of public self-efficacy like: social skills and vocational efficiencies. The reliability coefficient of Alpha Cronbach's method for self-efficacy and the social subscale was 0.86 and 0.71 respectively. Each item in self-efficacy questionnaire is scored 1-5. Items 8, 3, 1, 9, 13, 15 score higher from right to left. The rest of the items are scored vice-versa, that is, from left to the right.

Psychological well-being: This inventory contains 17 questions, which in turn are divided into T1 test and T2 test. T1 contains the first 5 questions and the exact translation of satisfaction scale [14]. This test has been applied in many intercultural studies and is highly reliable and valid.

The next 12 questions which derive from psychological health scale, from T2 test. In this scale, there are 6 categories, namely, self-acceptance, positive relationship with other, independency, controlling and managing the environment, good of life and personal development; For each category there are 2 questions [15].

The inventory of student adjustment to university (SACA): This inventory includes 67 questions and measures the student's adjustment to university; it was introduced by Baker & Siryk [16], it has been formulated in the form of Likert's 7 degree scale. It consists of 4 subscales: analytic adjustment, social adjustment, emotional adjustment, and academic attachment. High scores indicate positive adjustment to university; Low score indicate problems in adjusting to university.

RESULTS

Hypothesis 1: There exists a relationship between life skills, efficiency, perceived self-efficacy, adjustment to university environment, and psychological well-being of students in Islamic Azad university of Ramhormoz.

Table 1. Correlation matrix of variables

Variables	Life Skills	Efficiency & Self - efficacy	Adjustment To University	Psychological Well - being
Life Skills	1	0.41	0.36	0.59
Efficiency & Self - efficacy	0.36	1	0.32	0.43
Adjustment To University	0.36	0.32	1	0.33
Psychological Well - being	0.59	0.43	0.39	1

Table (1) shows that there is positive correlation between life skills and psychological well - being ($r = 0.59$) which is meaningful at the level of 0.01.

The correlation is rather strong and noticeable. Also there exists a positive correlation among student's life skills ($r = 0.43$), adjustment to university and psychological well - being ($r = 0.39$) which is statistically meaningful at the level 0.01. Therefore, hypothesis 1 is approved.

Hypothesis 2: There exists a multiple correlation between life skills, perceived efficiency and self - efficacy adjustment to university environment, and psychological well - being of students in Islamic Azad university of Ramhormoz.

Table 2. Analysis for psychological well - being regression, based on predictive variables

Source of changes	Total Squares	Degree of Freedom	Mean Squares	F	Sig
1. regression Of total	5828.864	1	5828.864	183.320	0.001
	10683	336	31.796		
	16512.43	337			
2. regression Of total	6518.607	2	3229.303	109,255	0.001
	9993.736	335	29.832		
	1612.34	337			
3. regression Of total	6912.047	3	2304.014	80,158	0.001
	9600.302	334	28.743		
	16512.34	337			

According to table (2) the observed rate of F ($p < 0.01$) for the regression analysis of step by step model is meaningful in 3 steps. Therefore, we can say that psychological well - being is predictable in students through life skills, perceived efficiency and self - efficacy, and adjustment to university environment. Thus, hypothesis 2 of this study is approved.

Table 3. Model and the square of multiple correlation coefficients for predictive variables

Predictive variable	R	R ²	Adjusted R ²
Life skills	0.59	0.35	0.35
Life skills & SE	0.62	0.39	0.39
Life skills & SE	0.65	0.41	0.41

The results of table (3) shows that modified R² square indicates that the model used, has taken into account %41 of the change in students psychological well - being so, it is a great model. In other words, life skills, perceived efficiency and self - efficacy, adjustment to university environment, in a linear combination, explain %41 of student's psychological well - being variance.

Hypothesis 3: There is relationship among life skills, perceived efficiency and self - efficacy, adjustment to university environment and student's satisfaction.

Table (4) indicates that there is a positive correlation between life skills and satisfaction, which is meaningful at the level 0.01. This correlation is not strong, but it is noticeable. Also there is correlation strong, but it is noticeable. Also there is correlation among perceived efficiency and self - efficacy and student's contentedness ($r = 0.25$). This correlation is important, and a positive one is observed between adjustment to university environment and student's satisfaction, which is meaningful at the level 0.01.

Table 4. Correlation among variables

Variables	Statistical Indices	Life Skills	Efficiency & Self - efficacy	Adjustment To University	satisfaction
Life Skills	Regression correlation	1	0.41	0.35	0.29
	Sig.(2-tailed)		0.001	0.001	0.001
	N	338	338	338	338
Efficiency & Self - efficacy	Regression correlation	0.41	1	0.322	0.25
	Sig.(2-tailed)	0.001		0.001	0.001
	N	338	338	338	338
Adjustment To University	Regression correlation	0.37	0.32	1	0.22
	Sig.(2-tailed)	0.001	0.001		0.001
	N	338	338	338	338
satisfaction	Regression correlation	0.29	0.25	0.22	1
	Sig.(2-tailed)	0.001	0.001	0.001	
	N	338	338	338	338

Hypothesis 4: A multiple correlation exists among life skills, perceived efficiency and self - efficacy, adjustment to university environment and student's satisfaction.

Table 5. Analysis for satisfaction regression, based on predictive variables

Source of changes	Total Squares	Degree of Freedom	Mean Squares	F	Sig
1.Regression of total	658.755	1	658.755	32.564	0.001
	6797.044	336	20.229		
	7455.799	337			
2.Regression of total	813.912	3	406.956	20.526	0.001
	6641.886	335	19.827		
	7455.779	337			
3.Regression of total	894.159	3	298.053	15.171	0.001
	6561.640	334	19.646		
	7455.779	337			

According to table (5) the observed rate of F ($p < 0.01$) for regression analysis of step - by - step model is meaningful in 3 steps. Then, it can be said that student's satisfaction is predictable through life skills, perceived efficiency and self - efficacy and adjustment to university environment; thus, hypothesis 4 shall be approved.

Table 6. Model and multiple correlation coefficient square (R^2) for predictive variables

Predictive variable	R	R^2	Adjusted R^2
Life skills	0.297	8.8	6.8
Life skills & SE	0.33	10.9	10.4
Life skills& SE	0.346	12	11

The results of table (6) indicate that modified R^2 square shows that the model used, accounts for %11 of change in students' contentedness, thus, is a very good model. In other words, the variable of living skills, perceived efficiency and self - efficacy, adjustment to university environment, in a linear combination, explain %11 of student's satisfaction variance.

Hypothesis 5: There is relationship among life skills, perceived efficiency and self - efficacy, adjustment to university environment and student's mental vitality.

Table (7) shows that a positive correlation ($r = \%50.5$) between life skills and student's satisfaction, that is meaningful at the level 0.01. Although this correlation is not so strong, but it is remarkable. Also, among perceived efficiency and self - efficacy and student's vitality, positive correlation ($r = 0.27$) has been observed, which is important. Finally, between adjustment to university environment and student's mental vitality, a positive correlation ($r = 0.33$) is observed, which is meaningful at the level at the 0.01. Therefore, according to the reported results in table 7, hypothesis 5 is approved, which states that a relationship exists among life skills, perceived efficiency and self - efficacy, adjustment to university environment and student's satisfaction.

Table 7. Correlation among variables

Variables	Statistical Indices	Life Skills	Efficiency & Self - efficacy	Adjustment To University	mental vitality
Life Skills	Regression correlation	1	0.41	0.35	0.50
	Sig.(2-tailed)		0.001	0.001	0.001
	N	338	338	338	338
Efficiency & Self - efficacy	Regression correlation	0.41	1	0.32	0.27
	Sig.(2-tailed)	0.001		0.001	0.001
	N	338	338	338	338
Adjustment To University	Regression correlation	0.35	0.32	1	0.33
	Sig.(2-tailed)	0.001	0.001		0.001
	N	338	338	338	338
satisfaction	Regression correlation	0.50	0.27	0.33	1
	Sig.(2-tailed)	0.001	0.001	0.001	
	N	338	338	338	338

Hypothesis 6: There is a multiple correlation among life skills, perceived efficiency and self - efficacy, adjustment to university environment and student's mental vitality.

Table 8. Analysis of variance for mental vitality regression through predictive variables.

Source of changes	Total Squares	Degree of Freedom	Mean Squares	F	Sig
1.regression of total	2355.107	1	2355.107	114.904	0.001
	6886.731	336	20.229		
	9241.837	337			
2.regression of total	2592.368	2	1296.184	65.302	0.001
	6649.469	235	19.849		
	9241.837	337			

According to table 8, the observed rate of F ($p < 0.01$) for regression analysis of step - by - step model is meaningful in 3 steps. Then, it can be said that student's mental vitality is predictable through life skills and adjustment to university environment; thus, hypothesis 6 shall be approved.

Table 9. Model and multiple correlation coefficient squares (R^2) for predictive variables.

Predictive variable	R	R square	modified amount of R^2 square
1-Life skills	0.505		25.3
2-Life skills & Adjustment			27.6

The results of table 9, point that the modified amount of R^2 square shows that the applied model take into account %28 of change in student's mental vitality ; then it is a great model. In other words, the above mentioned variables, in a linear combination, explain %28 of student's mental vitality variance.

DISCUSSION

In the current study, life skills included several domains. It included the ability and ways of relating to others, the ability to make decision is different, challenging situations, skill to get along with pressure, and stress due to being in difficult situations, and how to take care of one self, and keep healthy. Findings of the study in hypothesis 1 show that between life skills and student's psychological well - being, a strong correlation and relationship can be seen. Loradamo and Narim, cited from Ganji[6], showed that attachment and relation to school have a key role in teenager's mental health and well - being. Also the results of multiple correlation in hypothesis 2 , other than the studies mentioned to prove hypothesis 1 , are homo lateral with results of studies led by Engelburg and Sjoburg , cited from Ganji[6], The results of hypothesis 3 and 4 indicated that in addition to meaningfulness of simple correlation among life skills, perceived efficiency and self - efficacy, adjustment to university, and student's contentedness, in the step - by - step regression, these entire three variables are capable of predicting student's satisfaction. This finding is homo lateral with the studies of *Bandura and colleagues, shaver and crower* [13]. Results of these studies show that those who enjoy high levels of self - efficacy enjoy better psychological well-being and satisfaction.

Hypothesis 5 arrived at the conclusion that there is a relationship between student's life skills and their mental vitality, and that the levels of correlation is very high and important. It is obvious that a vital individual must enjoy some characteristics, abilities and skills. Ryan and Deci [4] pointed out that vital individuals enjoy high efficiency and skills, they are self – directing and can manage their lives and personal affairs. Then, it is supposed to be a correlation between life skills and mental vitality; the results of this study support this idea.

Multiple regression analysis in the step – by – step method for hypothesis 6 showed that the model is meaningful in two steps; in other words, from among the 3 predictive variables, only life skills and adjustment to university have entered the regression equation; therefore, it can be said that student's mental vitality is predictable through these two variables. In a total summation, this study, together with many of the studies in this domain, indicate that the variables in the study have relation and correlation and can predict one another. The effect, role, strength, and predictions of life skills are very important and standing.

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