

The effectiveness of life Skills Program in Enhancing Students' life- Satisfaction and self-efficacy among Female Students in Al Majmaah University

Dr. Mona Hamid Mohammed Abu Warda
Assistant Professor Al Majmaah University

Abstract:

The purpose of this study is to investigate the effectiveness of Life Skills Training program on life satisfaction and self-efficacy of female university students. The sample size is 60 female students at Al Majmaah University held in 12 sessions of 2 hours in the training of campus space. Pretest-posttest design with no control group was employed. Participants answered to the satisfaction of life Questionnaire (SWLS) before and after they received the LST program. Data were analyzed by t-test for dependent groups and covariance method. The results showed that there were significant effectiveness of the LST program on life satisfaction and self-efficacy of female students who benefit more from the program. According to this study, life skills training can be useful to increase life satisfaction and self-efficacy of students.

Keywords: *life satisfaction, life skills, self-efficacy, students, program*

1. Introduction:

The higher education, today, needs to enable the youth to deal effectively with the environment, make maximum use of resources, discern available opportunities and face the challenges of society. To enable this transformation behavior in adolescents, the system needs to enrich the college curriculum with highly researched and effective life skills training program. Life skills basically their abilities that help promote mental well-being and competence in young people as they face the realities of life (Nivedita& Singh, 2016). Life skills education is an effective tool to empower young people to act responsibly, to take the initiative and control over stress and emotions. It is based on the assumption that when young people were able to rise above the impasse emotional arising from daily conflict, relations entangled and peer pressure, they tend to use risk behaviors social or high anti such as alcoholism, drug abuse and casual relationships.

UN agencies in the United Nations Inter-Agency Meeting held in Geneva in 1998 reach full unanimity that life skills training designed to improve practices and increase the psychological skills in ways that are culturally appropriate. The aim is to contribute to improving the personal and social progress, addressing health and social problems, and prevent human rights violations. Life skills education also aims to promote the development of psycho-social skills that are important in the fight against the demands and challenges of everyday life, especially among young people (WHO, 1999).

Starting a student life is an important stage in the life as a student must be prepared to work and live as productive members of society. Colleges for students can be a stressful experience. The goal of counseling practitioners is to help students deal with the stress of life, as students experience academic life as stressful and challenging and reported cognitive and emotional reactions to stress. Mainly because of external pressure and expectations imposed on themselves. It requires different skills to cope with academic life; it is essential to combine the learning of life skills into university programs.

Students certain times find it difficult to face the challenges of everyday life. Education is not currently able to prepare learners to fight with frustration, anxiety and depression. There is a lot of stress on the achievements and performance of teachers and parents. Students are encouraged to do more than was customary to obtain the desired acceptance and recognition of the family and society circles.

Life Skills Training (LST) program proposed by Botvin, 1984, aims to improve the coping mechanisms of communities that are important for life satisfaction. The purpose of the LST program is to increase students' satisfaction and social skills and to train creative people who can generate new ideas in society. Overcoming the emotions (WHO, 1994). Program LST found to be effective and useful in many studies to prevent drug abuse

(Botvin, Boker & Botvin, 1984; Botvin & Kahtor, 1999; Pentz, 1983; Wenzel, Weichold & Silbereisen, 2009), reducing cigarette consumption (Gorman, 2002; 2005), preventing uncontrolled sexual behavior (Select, Givaundn, Poortinga, 2003; Hutchinson, 2005), and preventing suicide (Lafromboise & Howard-Pitney, 1995).

We need like these programs in our schools and universities to prepare students for a vital community. Caring for the youth, preserving them, and improving their psychological environment, so that they can be more benefit to themselves and their countries.

A review of the literature has shown that most studies in this area was held at the high school and less attention has been on the students, as well as previous studies did not measure the effect of life skills in life satisfaction, self-efficacy and this is within the limits of research knowledge.

2. Literature Review:

2.1 The concept of Life skills education:

Life skills are a set of human skills acquired through instruction or experience directly used for addressing issues and questions commonly encountered in everyday life. life skills refers to positive behavior, which includes a mix of knowledge, attitudes, behavior and values and designate ownership of specific skills and know how to do something positive, or achieve goals. Power of positive behavior depends on the depth of the skills acquired by individuals. (Subasree, R., Nair, A., Ranjan, S., 2010) life skills are the ability for adaptive and positive behavior that enable students to deal effectively with the demands and challenges of everyday life. Basically life skills from the perspective of the activities that help to promote mental well-being and competence among young people as they face the realities of life. It is based on the philosophy that young people should be qualitative empowered to take responsibility for their actions (WHO, 1993).

Training on life skills is a structured program this focuses on participatory learning based on needs and effect, which aims to increase positive and adaptive behavior by helping people build and practice psycho-social skills. As a result, people will minimize risk factors and increase protective factors. Life skills training programs are practical and evidence-based, centered on students, provided by qualified facilitators, and regularly assessed to ensure continuous improvement of documented outcomes. It is clear that the approach to life skills could be used to help learners develop not only knowledge, but also the skills of psychosocial life (Mansor, 2017).

It is expected that the ability of children and adolescents to overcome negative pressures cultivate responsibility for making good decisions and reduce threat behaviors will be improved by studying and practicing these skills (Lou, et.al, 2008).

Need for Life skill training:

Life skills as a method is designed to enhance efforts to positively develop or change behavior related to healthy functioning in society. This focus on changing behavior, and distinguishing life skills from other methods. Another distinguishing factor of the life skills method is the existence of a balance of three components:

- (i) Knowledge,
- (ii) Attitudes and values,
- (iii) Skills as the most effective method of developing or changing behaviors.

This component of skill consists of communication and psycho-social skills such as assertion negotiation decision-making, building empathy, clarification of values stress and coping skills. While information acquisition strategies may focus primarily on the component of knowledge, the approach to life skills includes and balances all three of these components, namely knowledge, attitudes and skills.

Practical experience indicates that behavior is much harder to change and needs more complex strategies than improvements in awareness and attitude. The life skills strategy aims at promoting healthy, sociable behavior, avoiding or minimizing risk behavior, as well as influencing awareness and attitudinal components.

The Ten core Life Skills as laid down by (WHO, 1999) are:

1. Self-awareness
2. Empathy
3. Critical thinking
4. Creative thinking
5. Decision making.
6. Problem Solving
7. Effective communication
8. Interpersonal relationship
9. Coping with emotions
10. Coping with stress

Life skills program:

Implementing a life skills program will require the introduction of new teaching methods for teachers, and the success of the program will depend a lot on the availability of in-service training, as well as efforts to include participatory learning methods in teacher training colleges.

The implementation of life skills education would require input from the college and higher education authorities, the preparation of faculty members and the creation of teaching manuals, as well as the continued support of teaching programs once they are in place. For example, evaluative studies of life skills programs suggest that the methods used can help to improve faculty members and students relationships (Parsons et al., 1988), and there are indications that life skills lessons are associated with fewer reports of classroom behavior problems. There are also research indications of improved academic performance as a result of teaching life skills (Weissberg, et al.,

1989). Other positive effects contain improved college attendance (Zabin, et al., 1986), less bullying, fewer referrals to specialist support services and better relationships between students and their parents .

It will be necessary to prove a life skills program worthy of the resources allocated to it. Evaluation studies of process and outcome should be conducted and results shared with all relevant decision-makers that could affect the future of the life skills program. Well designed, tested and delivered life skills programs can achieve much in helping adolescents become more responsible, healthy and resilient during adulthood.

2.2 life satisfaction:

Another variable of this study is life satisfaction. Some researchers describe life satisfaction as an evaluation of the individual's cognitive and emotional situation that is subjectively good (Diener, 1984) that concerns the cognitive direction, the evaluation of the individual's quality of life (Dost, 2007), when (Dikmen, 1995) defines life satisfaction as work ,free time and other emotional reactions including time out of work. Life satisfaction involves the satisfaction of people in the past, present and future in the fields of work, family and health (Diener & Lucas, 1999). Life satisfaction is the symbol of the satisfaction that is gathered from all areas of life. Working life is among others the most time-consuming area, and other areas ' satisfaction is affected by the situation faced in working life. Thus, working life contributes to a high level of life satisfaction when people are sufficiently qualified for the required qualifications.

Life satisfaction has been conceptualized as a constituent cognitive subjective wellbeing. High satisfaction shows that quality of life is good. Low satisfaction on the other side a sign of a serious shortage of some kind. This is consistent with (Bradley & Corwyn, 2004) which says that the life satisfaction reflects the extent to which basic needs are met and to what extent various

other purposes is seen as achievable. From this perspective it makes sense it seems that with the realization of a greater purpose, satisfaction with life will increase.

According to Neugarten, there are several factors that affect life satisfaction. These are mood, the harmony between the desired and the acquired, ego or self, determination and courage not to be passive to life when these factors are positively shaped in the individual, the satisfaction of life will increase and teaching satisfaction will be affected in the same way (Neugarten, 1961).

The concept of life satisfaction:

The framework of subjective well-being consists of two main components: the psychological or affective component and the judgmental or cognitive component (Diener, 1984). The component of judgment was also conceptualized as life satisfaction (Andrews & Withey, 1976). While researchers have given considerable attention to the affective component of subjective well-being, the judgmental component has been neglected relatively.

Life satisfaction is how a person assesses his or her life and how he or she feels about the future. It is a measure of well-being and can be measured in terms of mood, satisfaction with relationships with others and achievement of goals, self-conceptions and the ability to cope with everyday life. It has a positive attitude towards one's life as a whole rather than an analysis of current feelings. Satisfaction with life can reflect experiences that have positively influenced a person. These experiences can motivate people to pursue their goals and achieve those (Bailey, et al., 2007).

According (Beutell, 2006) believed that life satisfaction is associated with better health physically and mentally, longevity, and other results were considered positive in nature. In addition (Chow, 2009) found an increased level of life satisfaction may lead to better health in the future. Recent research, however,

admitted that life satisfaction, should be an important consideration for organizations (Nadkarni & Stening, 1989). The researchers, was trying to explain the relationship between life satisfaction with other aspects of the proposed satisfaction in the domain of individual life extends to other areas.

The importance of life satisfaction:

Life satisfaction has been correlated with many beneficial results. Research, for example, shows consistently that people with high life satisfaction appear to have more positive social interactions, receive more social support, and report more marital satisfaction compared to those with lower life satisfaction (Barger, Donoho & Wayment, 2009; Diener & Seligman, 2002; Pavot & Diener, 2008). In addition in terms of job success, people with high life satisfaction are at an advantage. High life satisfaction is correlated with improved job performance, increased job satisfaction, increased organizational commitment and lower turnover intentions (Erdogan, Bauer, Truxillo, & Mansfield, 2012). Health and longevity are also associated with life satisfaction. Higher life satisfaction levels are associated with improved overall physical health and fewer long-term health conditions (Siahpush, Spittal & Singh, 2008). In addition high life satisfaction individuals have a significantly lower risk of mortality than low life satisfaction individuals (Lyyra, Törmäkangas, Read, Rantanen, & Berg, 2006; Xu & Roberts, 2010).

(Headey, Kely & Wear, 1993) conducted a study to explore the relationship between life satisfaction, positive effects, anxiety, and depression. The results of this study indicate that there is a negative correlation between life satisfaction and depression. (Terry & Huebner, 2005) investigated the relationship between self-concept and life satisfaction. The sample consisted of 183 elementary school students. They came to know that children can distinguish between global life satisfactions of self-concept domain.(Diener & Diener ,1995)

also found a strong correlation between life satisfaction and self-efficacy at the individual level in the entire sample

Additional evidence indicates that satisfaction with life is also correlated with better educational outcomes. For example, many studies have shown that high life satisfaction is a significant facilitator of student engagement and academic achievement among university students, in addition to the absence of psychological distress. (Antaramian, 2015; Renshaw & Cohen, 2014). Students with a high level of life satisfaction seemed to be more resilient and less fragile to challenges. Also the low life satisfaction rates of the students seemed to derail their focus and deteriorate (Rode, et.al, 2005).

In addition, highly satisfied college students tend to be more satisfied with their academic experiences (Duffy, Allan, & Bott, 2012; Ojeda, Flores, & Navarro, 2011). Life satisfaction is also associated with increased academic expectations, increased academic self-efficacy, perceived progress towards goals, and less academic stress (O'Sullivan, 2011; Ojeda et al., 2011). Some study suggests that positive life satisfaction among college students is even associated with higher grade point averages (GPAs) (Howell, 2009; Rode et al., 2005).

2.3 Self-efficacy:

Self-efficacy means the perceived ability of individual to adapt to specific situations, and people judge their ability to perform a task or to adapt to a specific situation. When dealing with life, self-efficacy applies to experiencing self-esteem and self-worth (Bandura, 1997). (Pour Afkari, 2006) knew individual beliefs about the ability to cope with different situations and efficacy.

Adolescent efficacy depends on early confidence in a person's ability. Efficacy in the youth stage has a major impact on marriage, parenting stability and puts control and dominance on the job. We also face fresh sources of stress in the period

between years because people constantly evaluate their abilities, skills and goals.

Academic self-efficacy which determines the values of individuals to perform academic duties influences training and motivation, so it would be beneficial in the learning-related mental activities of students. It is clear that different factors play important roles in improving academic self-efficacy (Schunk, Pajeras, 2001), affects learning and motivation, it would therefore be beneficial in the learning mental efforts of students. It is clear that various factors play important roles in enhancing educational self-efficacy (Schunk& Pajeras, 2001). It states that family, friends, school, and transitional influences are very important in shaping academic self-efficacy (Tutor, 2008). According to the study of (Banfield ,2009), the negative behavior of teachers in the school negatively affected the self-efficacy of students. On the other hand, encouraging behaviors of teachers to students affected students positively in increasing self-efficacy. For example, if the teacher gave a positive feedback to a student who had suffered in the classroom, the student's self-efficacy might gain strength, and this might help student to transform his failure into a success in the future (Kemp, 2011). Teachers must therefore be careful about their actions and their feedback to their students for the sake of their students ' academic self-efficacy.

Researches showing that learners with higher self-efficacy levels could manage their college life better are available in the literature (Chemers& Garcia, 2001), (Schunk, 1985). Learners with low academic self-efficacy experience, more academic failure and have problems in dedicating themselves to school (Bandura, 1997). In other words, students with low levels of academic self-efficacy are drawing away from academic tasks, Show avoidance, experience motivation issues, and experience school anxiety(Lodewyk, Winne, 2005) However, students with a high degree of self-efficacy are better at school and more optimistic (Chemers & Garcia,2001).

(Bassi, 2007) State that students with high self-efficacy are more willing to carry out their academic tasks than those with low self-efficacy. Academic self-efficacy is also related with student vulnerability. Students with poor academic self-efficacy are more fragile in the classroom, despite their skill levels (Pajares, 1996). It has been confirmed that there is an important relationship between students ' academic self-efficacy and their level of adjustment (Gore, 2006). In addition (Nie, et.al, 2011) stated that students with higher academic self-efficacy have less academic stress and anxiety.

In another study (Poyrazli, et.al, 2002) found a negative relationship between academic self-efficacy and loneliness. When the literature is examined, it can be clearly seen that the relationship between academic self-efficacy and academic success is strong, significant and positive. While some studies indicated that academic self-efficacy causes students' academic success (Hejazi, et.al, 2009).

Many researchers play an important role in finding out the nature, intensity and the relationship between a person's self-efficacy and satisfaction with life.(An, et al. ,2008) study is planned to assess the relationship between life satisfaction, self-efficacy and perceived status. The results of this study indicate that a person's life satisfaction is highly correlated with self-efficacy and perceived health

If a student is able to perform a duty assigned to them without being overwhelmed, their academic motivation may also be high. Students with lower motivation may have difficulty completing a difficult academic assignment, resulting in a weakening of their academic self-efficacy (Bandura, 1993).

Many researchers believe that self-efficacy is a circular process, depending on one's success. A person's success leads him to self-esteem, empower the public confidence to face new challenges, and hence they are able to overcome the problems of

life that leads towards a happy life, a comfortable and successful. They also revealed that positive self-esteem plays the immune system of the spirit of life, making the individual to face life problems, leading the good life (Demand Media, 2008).

3.1. Statement of problem:

Is there any impact of life skills program in enhancing students' life- satisfaction and self-efficacy among female students in Al Majmaah University?

3.2. Significance of the study:

This study aims to answer the question that if life skills training can increase life satisfaction and self-efficacy of university students?

3.3. Importance of the study:

The current study is of particular importance at the theoretical and applied levels. At the theoretical level, it attempts to shed light on an important and vital subject, the subject of the life skills and its impact in enhancing the students' life-Satisfaction and self-efficacy. On the applied level, the study offers a program that can be used to enhancing students' life-satisfaction and self-efficacy among female students in Al Majmaah University.

4. Methodology:

4.1. Study approach

This study used semi-empirical approach, represented in the design of a single group, and was based on pre and post-evaluation and the follow-up evaluation and follow-up of the sample members of the study. This approach is relevant to the nature of the current study, in terms of trying to verify the effectiveness of the program in enhancing students' life-satisfaction and self-efficacy among a sample of university female students.

4.2. Participants:

The sample included of 60 female college students participated in a workshop on life skills held on training room of

college at the first term in 2019. The participants were in the age range of 19 to 21. All participants were at average intelligence and the same socio-economic class.

4.3. Instrument:

1. College Self- Efficacy Scale (CSES).

This twenty- two (22) item instrument is a self- report measure that has a 4- point Likert scale, ranging from unconfident (1) to most confident (4). It assesses a student's ability to accomplish college- related tasks. Based on obtained Cronbach's alpha of .93, .92, and .90 using principal component analysis, it has been deemed to be appropriate, given the significant correlations with academic performance and persistence. With computed Cronbach's alpha of .92, .93, and .90, the instrument has demonstrated strong correlations with academic performance and persistence

2. Life Satisfaction Questionnaire:

In this study, to assess the life satisfaction for college students, we used the Life satisfaction Questionnaire of (Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S., 1985).

Description of Measure:

A 5-item scale designed to measure global cognitive judgments of one's life satisfaction (not a measure of either positive or negative affect). Participants indicate how much they agree or disagree with each of the 5 items using a 7-point scale that ranges from 7 strongly agree to 1 strongly disagree.

The Satisfaction with Life Scale (SWLS) was developed to assess satisfaction with the respondent's life as a whole. The scale does not assess satisfaction with life domains such as health or finances but allows subjects to integrate and weight these domains in whatever way they choose. Normative data are presented for the scale, which shows good convergent validity with other scales and with other types of assessments of subjective well-being. Life satisfaction as assessed by the SWLS

shows a degree of temporal stability (e.g., 54 for 4 years), yet the SWLS has shown sufficient sensitivity to be potentially valuable to detect change in life satisfaction during the course of clinical intervention. Further, the scale shows discriminant validity from emotional well-being measures. The SWLS is recommended as a complement to scales that focus on psychopathology or emotional well-being because it assesses an individuals' conscious evaluative judgment of his or her life by using the person's own criteria.

3.LST program

Program definition:

The program used in the current study is a planned and structured that includes enhancing students' life- satisfaction and self-efficacy through the use of life skills by using multiple skills, in order to increase life- satisfaction and self-efficacy to these students.

This program is based on some skills such as: (self-awareness, empathy, critical thinking, creative thinking, decision making, problem Solving, effective communication, Interpersonal relationship, coping with emotions, and coping with stress).

Program's goals:

This program aims to enhance the students' life-satisfaction and self-efficacy by using life skills among a sample of female students in the faculty of education through the following:

Help the students to practice the some skills that increase students' life- satisfaction and self-efficacy.

Program building resources:

1. The theoretical framework that highlights the subject of the study.
2. Some previous studies that contain programs in the field of the study.
3. Views of faculty members in the field of educational psychology on the program.

Program sessions:

LST program was conducted as a workshop that held by training room of Al Majmaah University, Al Zulfi Branch. The workshop was administered for 12 weeks, 2 hours per week, and there was typically a 30person limit per session. Participants were divided to two groups that were trained by the same instructor. On the first session, the instructor outlined the program Each of the next 10 sessions was dedicated to practice one of the life skills per session, participants were ask to take part in class discussions and brain storming and they had this chance to practice the skills in their real life and provide feedback for the next session, and they could talk easily about their own experiences in the class. In the last session students provide feedback about their participation in the program and the instructor provided a summary of how the different life skills impact life satisfaction and self-efficacy. (See Appendix 3)

5. Data analysis:

In this study used descriptive and inferential statistical methods. Descriptive statistics including frequency, percentage, mean, standard deviation and inferential interferential statistical methods including T-test, Pearson correlation and multivariate regression test.

6. Results

To test study hypothesis that LST program will increase life satisfaction and self-efficacy in students, we conducted t-tests for dependent groups and the results had shown in table 1.

As the results shows after training the mean scores of experimental group decreased at post-test in life satisfaction and self-efficacy. As the lower scores in the scale means higher life satisfaction, we can reject the null hypothesis at $p < 0.001$ level and conclude that life skills training program increased life satisfaction and self-efficacy of participants.

7. Discussion

The results of this study showed that life skills training program had increased life satisfaction and self-efficacy of female

Table1. Summarize of t- test for comparing mean scores in pre-test and post-test of life satisfaction

Scale	test	M	SD	T	df	Sig
Self-efficacy	Pre test	5.90	4.13	9.81	59	0.001
	Post test	3.57	2.90			
Life satisfaction	Pre test	22.55	10.77	16.46	59	0.001
	Post test	11.92	7.67			

students. In fact, female students had better feeling about themselves, and had fewer interpersonal and intrapersonal problems when they knew how to cope with their situation. Life skills training program reduced the responsibility of stressful life events that the students faced. This allowed students to not be overwhelmed by whatever stressor affects them on even terms. The results of several studies are consistent with the result of this study (for example, Botvin, Baker, Dusenbary, et al., 1999; Keogh, Bond, & Flaxman, 2006; Lou, Wang, Tu, Gao, 2008; Magnani, Macintyre, Mehyrar, Brown, Hutchinson, 2005).

Relevant and timely implementation of life skills education is the need of the hour, because of today's society. Instilling life skills education to students, can help because it specifically addresses the needs of individuals, assist in motivating, providing practical skills, cognitive, emotional, social and self-management for the life adjustment. (Yadav& Iqbal, 2009) showed positive results instill life skills education for students and brings about changes in adolescent's attitude, thoughts and behaviors by providing the enabling environment for them.

Also, the findings showed that life skills training (LST) program was more effective for participants; it can be explain by the fact that they affect social modeling that is an important factor in life skills learning. While the present study found evidence that the LST program enhanced life satisfaction and self-efficacy by encouraging positive change in coping skills, the results of this study should be considered considering its limitations. The first limitation depends on the questionnaire approach to self-report. Self-reporting information is according to the participants responses because of the nature of survey study. The second limitation depends on experimental design. Although participants showed measurable changes from the intervention, we had no control group to compare with and no chance to follow the students' changes in the future.

LST program provides students with a standardized opportunity to learn, practice, and apply techniques in life skills and improve approaches in their present life. The overall findings of this study and similar studies indicate that self-efficacy and life satisfaction are improved by the life skills training (LST) program Therefore, educational systems need to pay attention to this issue and include this initiative as part of learning materials in different educational levels. This program is recommended as a practical work for Saudi students as an educational classroom activity planned, implemented and tested to help students learn strategies to improve potentially harmful lifestyle habits.

In the light of the above discussion, it can be concluded that, life skills education have an interest and significance in the overall development of students. Our finding similarities with the findings (Botvin, et al., 2003), (Nair. M.K.C, 2005) for more, suggests the life skills education program as a good support system for adolescents.

8. Conclusion:

Life skills education lays the foundation for skills that enhance the way individual learning. This would be a way to

empower youth to build their lives and their dreams. This would be a means of handholding them through important stages in their lives and help them harness their full potential. Thus, it is expected that the current education system with oppressive rigidity that will open and create a life-skills education part of the mainstream curriculum. This would allow the state to build individual confidence, which is an efficient leader and administrator, who is able to understand their potential and achieve them. (Subita, 2013) By being aware of these skills he will be able to monitor their own understanding and learning needs. He will have a commitment to learning as a lifelong process.

9. Recommendation:

Although progress has been made in the last decade, and in this study as well, to reflect, life skills education, as an effective mode of education, which is not Improving social skills, emotional and thinking, and help 21st- century individuals to achieve goals, by strengthening their ability to meet the needs and demands of today's society and be successful in life but still more empirical research is needed of future researchers, academics and professionals in related fields to show strong findings.

Overall, life skills education, has been found to be an effective strategy psychosocial interventions to promote positive social and mental health of teenagers who play an important role in all aspects such as strengthening coping strategies and develop self-confidence and emotional intelligence, as well as improve thinking critical, problem solving and decision making skills as has been well documented in the study. Thus, there is, the meaning and importance of life skills education to be integrated into the universities curriculum of regular and administered daily by life skills coach / instructor / counselor to improve the mental health of students, equip them with skills that are better adapted to face the challenges of changing life

situations and empower them to become fully functional contributors host communities in particular and the world in general.

References:

- Alipour, F. Taghvaei, D. (2016). Predicting Life Satisfaction Based on Self-Efficacy and Social Support. The Turkish Online Journal of Design, Art and Communication - TOJDAC, Special Edition, DOI NO: 10.7456/1060AGSE/032.
- An, J. Y., An, K., & Wexler, S. (2008). Life satisfaction and perceived health status among elder Korean women focus on living: Arrangement. *Journal of transcultural nursing*, 19(2), 151-16.
- Antaramian, S. (2015). Assessing psychological symptoms and well-being: Application of a dual-factor mental health model to understand college student performance. *Journal of Psychoeducational Assessment*, 33, 419–429. doi:10.1177/073428914557727.
- Bandura, A.(1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychology*, 28, 117-148.
- Bandura, A.(1997). *Self-efficacy: The exercise of control*. W.H. Freeman, New York.
- Banfield, S. R.(2009). How do college/university teacher misbehaviors influence student cognitive learning, academic self-efficacy, motivation, and curiosity?. Unpublished Doctoral Dissertation, West Virginia University, USA.
- Barger, S. D., Donoho, C. J., & Wayment, H. A. (2009). The relative contributions of race/ethnicity, socioeconomic status, health, and social relationships to life satisfaction in the United States. *Quality of Life Research*, 18, 179–189. doi:10.1007/s11136-008-9426-2.
- Bassi, M., Steca, Fave, P., A. D., & Caprara,G. V.(2007). Academic self-efficacy beliefs and quality of experience in learning. *Journal of Youth and Adolescence*, 36, 301-312.

- Beutell, N., (2006). Life satisfaction in Relation to Work and Family. Publication at: <https://www.researchgate.net/publication/259486067>.
- Botvin, G. J. (1989). Cornell University Medical College, USA.
- Botvin, G., Griffin, K., Paul, E., & Macaulay, A. (2003). Preventing Tobacco and Alcohol Use Among Elementary School Students Through Life Skills Training. *Journal of Child & Adolescent Substance Abuse*, 12(4), 1-17. http://dx.doi.org/10.1300/j029v12n04_01
- Bradley, R., Corwyn, R. (2004). Life satisfaction among European American, African American, Chinese American, Mexican American, and Dominican American adolescents. *International Journal of Behavioral Development*, 28 (5), 385–400.
- Caprara, G. V., Regalia, C., & Scabini, E. (2002). Autoefficacia familiar (Familiar self-efficacy). In *La Valutazione dell'Autoefficacia (Self-Efficacy Assessment)* (ed. G.V. Caprara), pp. 63-86. Edizioni Erickson: Trento.
- Chow, J., Button, C., Shuttleworth, R., Uehara, L. (2009). Nonlinear pedagogy: implications for teaching games for understanding (TGfU). <https://www.researchgate.net/publication/38183987>.
- Chemers, M. M., L. Hu, & Garcia, B. F. (2001). Academic self-efficacy and the first-year college student performance and adjustment. *Journal of Educational Psychology*, 93(1), 55-64, 2001.
- Demand Media. (2008). Self-efficacy. Retrieved from: www.lifestroag.com
- Diener, E. (1984). Subjective Well Being, *Psychological Bulletin*, 95(3), 542-575.
- Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment*, 49, 71-75.
- Diener, E., & Diener, M. (1995). Cross cultural correlates of life satisfaction and self-esteem. *Journal of Personality and Social Psychology*, 68(4), 653-663. doi:10.1037/0022-3514.68.4.653.

- Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin*, 125, 276-302.
- Diener, E., & Seligman, M. E. P. (2002). Very happy people. *Psychological Science*, 13, 81–84. doi:10.1111/1467-9280.00415.
- Dikmen, A.A. (1995). Relationship between Work Satisfaction and Life Satisfaction. Ankara University, Journal of Politics Faculty, 50(3- 4),115-140.
- Dost, T. (2007). An investigation of university students life satisfaction in some variables. *Pamukkale University Fac. Education Journal*, 22, 132– 142.
- Duffy, R. D., Allan, B. A., & Bott, E. M. (2012). Calling and life satisfaction among undergraduate students: Investigating mediators and moderators. *Journal of Happiness Studies*, 13, 469–479. doi:10.1007/s10902-011-9274-6.
- Erdogan, B., Bauer, T. N., Truxillo, D. M., & Mansfield, L. R. (2012). Whistle while you work: A review of the life satisfaction literature. *Journal of Management*, 38, 1038– 1083. doi:10.1177/0149206311429379.
- Gore, P. A.(2006). Academic self-efficacy as a predictor of college outcomes: Two incremental validity studies. *Journal of Career Assessment*, 14, 92-115, 2006.
- Heady, B., Kelley, J., & Wearing, A. (1993). Dimensions of mental health: life satisfaction, positive affect, anxiety and depression. *Social indicators research*, 29(1), 63-82.
- Hejazi,E. Shahraray,M. Farsinejad,M. & Asgary,A.(2009). Identity styles and academic achievement: Mediating role of academic self-efficacy. *Social Psychology of Education*, 12, 123-135.
- Howell, A. J. (2009). Flourishing: Achievement-related correlates of students' well-being. *Journal of Positive Psychology*, 4, 1–13. doi:10.1080/17439760802043459.
- Huebner, E. S., Suldo, S. M., & Gilman, R. (2006). Life satisfaction. In G. G. Bear, & K. M. Minke (Eds.), *Children's needs III: Development, prevention, and correction* (pp. 357–368). Washington, DC: National Association of School Psychologists.

- Kemp, S. D.(2011). Academic self-efficacy and middle school students: A study of advisory class teaching strategies and academic self-efficacy. Unpublished Doctoral Dissertation, La Sierra University, USA.
- Lou, Ch., Wang, X. Tu, X. Gao, E.(2008). Impact of life skills training to improve cognition on Risk of sexual behaviour and contraceptive use among vocational school students in Shangha, China. *Journal of Reproduction & Contraception*, 19, 239-251.
- Lodewyk, K. R, & Winne, P. H. (2005). Relations among the structure of learning tasks, achievement, and changes in self-efficacy in secondary students. *Journal of Educational Psychology*, 97(1), 3-12.
- Lyyra, T., Törmäkangas, T. M., Read, S., Rantanen, T., & Berg, S. (2006). Satisfaction with present life predicts survival in octogenarians. *Journal of Gerontology*, 61B, P319–P326. doi:10.1093/geronb/61.6.P319.
- Nadkarni, S., Stening, B.W. (1989).Human resource management in remote communities. *Asia Pacific Human Resource Management*,27(3),41-63.
- Nair, M. (2005). Family Life & Life Skills Education for Adolescents. Abstract, University of Southampton.
- Neugarten, B., Havighurst, R., & Tobin, S. (1961). The measurement of life satisfaction. *Journal of Gerontology*, 16, 134-143
- Nie, Y., Lau, S. & Liau, A. (2011). Role of academic self-efficacy in moderating the relation between task importance and test anxiety. *Learning and Individual Differences*, 21, 736-741.
- Nivedita& Singh, B. (2016). Life Skills Education: Needs and Strategies. An International Peer Reviewed & Referred Scholarly Research, *Journal for Humanity Sciences & English Language*, Vol. 3, No.16, p.3800-3806.
- Ojeda, L., Flores, L. Y., & Navarro, R. L. (2011). Social cognitive predictors of Mexican American college students' academic and life satisfaction. *Journal of Counseling Psychology*, 58, 61–71. doi:10.1037/a0021687.

-
- O’Sullivan, G. (2011). The relationship between hope, eustress, self-efficacy, and life satisfaction among undergraduates. *Social Indicators Research*, 101, 155–172. doi:10.1007/s11205-010-9662-z.
 - Pakmehr. H., Dehghani M.(2010). Relationship between self-efficacy and critical thinking teacher, *Proceedings of the Tenth Congress of Iranian studies curriculum, curriculum Tarbiat Moalem*.
 - Pajares, F.(1996). Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66(4), 543–578.
 - Parsons, C., Hunter, D. and Warne, Y; (1988). *Skills for Adolescence: An Analysis of Project Material, Training and Implementation*. Christ Church College, Evaluation Unit, Canterbury, UK.
 - Pavot, W., & Diener, E. (2008). The satisfaction with life scale and the emerging construct of life satisfaction. *Journal of Positive Psychology*, 3, 137–152. doi:10.1080/17439760701756946.
 - Poyrazli,S., Arbona, Nora C., A., McPherson,B. & Pisecco ,S.(2002). Relation between assertiveness, academic self-efficacy, and psychosocial adjustment among international graduate students. *Journal of College Student Development*, 43, 632-642.
 - Renshaw, T. L., & Cohen, A. S. (2014). Life satisfaction as a distinguishing indicator of college student functioning: Further validation of the two-continuum model of mental health. *Social Indicators Research*, 117, 319–334. doi:10.1007/s11205-013-0342-7.
 - Rode,J., Arthaud-Day,M., Bommer,W.(2005). Life Satisfaction and Student Performance. *Academy of Management Learning & Education*, Vol. 4, No. 4, 421–433.
 - Schunk, D. H.(1985). Self-efficacy and classroom learning. *Psychology in the Schools*, 22(2), 208-223.
 - Schunk, D. H. & Pajares. F. (2001). The development of academic self-efficacy. In A. Wigfield & J. Eccles (Eds.), *Development of achievement motivation*, Academic Press, Inc. San Diego, 2001.

- Siahpush, M., Spittal, M., & Singh, G. K. (2008). Happiness and life satisfaction prospectively predict self-rated health, physical health, and the presence of limiting, long-term health conditions. *American Journal of Health Promotion*, 23, 18–26. doi:10.4278/ajhp.061023137.
- Subasree, R. , Nair,A., Ranjan, S. (2010). The Life Skills Assessment Scale: the construction and validation of a new comprehensive scale for measuring Life Skills. School of Life Skills Education, RGNIYD, Sriperumbudur.
- Subita, GV (2013) <http://www.indiaeducationreview.com/article/current-educational-systemimparting-life-skills-education>.
- Terry, T., & Huerbner, E. S. (2005). Relationship between life satisfaction and self-concept in children. *Social indicator research*, 35, 39-52.
- The Center for Population Options (1985). Washington, D.C., USA.
- The Handbook of the Kingston Friends Workshop Group(1988). Kingston Polytechnic, UK
- Tutor, P. T.(2008). Factors influencing nursing students' motivation to succeed. Unpublished Doctoral Dissertation, University of Southern California, USA.
- Vecchio, G, M, Maria, M, Pastorelli, C Del Bove, G & Caprara, G, V, (2007). Multi-faceted self-efficacy beliefs as predictors of life satisfaction in late adolescence, *Personality and Individual Differences*, 43(7). 1807 -1818.
- Weissberg, R.P., Caplan, M,Z. and Sivo, P .J. (1989). A new conceptual framework/or establishing school-based social competence pronwtion Programs. In Bond. L.A. and Compas, B. E. (Eds.) *Primary prevention and promotion in schools*. Newbury Park, CA: Sage.
- World Health Organization (1994). The development and dissemination of life skills education and overview division of mental health. WHO technical report series, 886, GENEVA.
- World Health Organization (1999). *Partners in life skills education*, Geneva, Switzer land: World Health Organization Department of Mental Health.

- Xu, J., & Roberts, R. E. (2010). The power of positive emotions: It's a matter of life or death – subjective well-being and longevity over 28 years in a general population. *Health Psychology*, 29, 9–19. doi:10.1037/a0016767.
- Yadav, P., Iqbal, N. (2009). Impact of Life Skill Training on Self-esteem, Adjustment and Empathy among Adolescents. *Journal of the Indian Academy of Applied Psychology*, (35) Special Issue, 61-70. Retrieved from http://medind.nic.in/jak/t09/s1/jakt09_s1p61.pdf.
- Zabin, L.S., Hirsch, M.B., Smith, E.A., Streett, R. and Hardy, J.B. (1986). Evaluation of a pregnancy prevention programme for urban teenagers. *Family Planning Perspectives*, 18. 119-126.