



## High school student's life satisfaction: the role of social Self-efficacy

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### Abstract

**Introduction:** The aim of the current research was to investigate the relationship between social self-efficacy and life satisfaction by employing descriptive study.

**Materials and method:** Samples consisted of all male students in all four educational area of high school in Mashhad city. By employing multistage random sampling, 408 individuals were selected. Measurement tools included: life satisfaction (Lee, 1969) and social Self-Efficacy Scale (Sherer et al., 1982).

**Results:** The results of stepwise multiple regression and correlational analysis, showed that, the relationship between sub variable of Social self-efficacy and life satisfaction was positively significant and meaningful. Stepwise multiple regression analysis shows that Social self-efficacy; Social group participation, Friendliness and intimacy are predictors of student's life satisfaction which explains 0.23 of the total variance.

**Conclusion:** Finally, the higher the life satisfaction means the higher the social self-efficacy. In other side, the lower the life satisfaction the higher the depression and anxiety and consequently low social self-efficacy and life satisfaction.

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## 1. Introduction

The healthy and satisfied individual has to achieve the capacity for closeness and intimacy through acquiring social and emotional skills and high quality personality characteristic (Salvador & Mayoral, 2011). In this regard Lent, Nota, Soresi, Ginevra, Duffy & Brown (2011) believes that high school students which experience high satisfied life quality and getting high emotional skills can adapt to the new life patterns, new social expectations and new roles (Loeb, Steffensmeier & Kassab, 2011). So they are more motivated to acquire social self-efficacy and develop new values, interests, attitudes and to get life satisfaction.

Concerning life satisfaction, Pavot and Diener (2008) believes that Social maturity is a core determinant of Life satisfaction which reflecting a cognitive judgment of One's life as a whole and a key measure of social Self-efficacy which is defined as individual's personal and social beliefs, deeds and attention in social domain (Billheimer, 2006).

Furthermore, life satisfaction is considered "more than simply a desirable attribute in and of itself, but also a prerequisite for positive psychological health" (Bradley & Corwyn, 2004; Suldo & Huebner, 2004).

In addition, de Jong-Gierveld (1987) believes that Social self-efficacy improve individuals' capability of initiating social contact and developing new friendships. Skaalvik and Skaalvik (2010) also stated that Social Self-efficacy is a social practical basic determinant of behavior and determines of how one can perseveres against the obstacles and challenges of personal and social life. The study Results of Chlová and Natovová (2013) and Lent, et al., (2011) indicated that those students with higher levels of perceived Social Self-efficacy and lower prior levels of social self-efficacy had lower levels of life satisfaction. Overall, Social Self-efficacy was found to be positively related to future optimism, parental warmth, emotional control, intimacy, high group social activity participation, anxiety and depression control and life satisfaction (Loeb et al., 2011).

Furthermore, according to Billheimer (2006) high social self-efficacy affects decision making,

enhancing the interest of the family towards school and creating a positive school atmosphere. The higher social self-efficacy results in higher probability of overcoming obstacles insistently and resisting failure (Goddard, Hoy & Hoy, 2004). Students with a strong social self-efficacy tend to show comfort, struggle, insistence and effort and psychological wellbeing. These students spend more time for the learning and behave in a more responsible and sincere manner. So they experience a healthy satisfied life with a high social capability and self-efficacy in social context (Lewandowski, 2005; Salvador & Mayoral, 2011)

Duffy and Lent (2009) also stated that, Life satisfaction is the combination of the processes of patterns of life and life standards of individuals. Variables such as Social group participation, Friendliness and intimacy, help, social status, and conditions of the environment are the factors affecting life satisfaction of students. Positive relationship between self-efficacy emotional control and life satisfaction can be understood from the fact that individuals with high self-efficacy have the capacity to overcome stressful situations.

So the aim of the current study is to examine relationship between Social self-efficacy and life satisfaction and to see if student's Social self-efficacy can significantly predict life satisfaction.

## 2. Method

The research method in the present study was descriptive and correlational method using parametric statistic.

### 2.1. Participants

The statistical community of this study included all high school students in 14 district of Mashhad. The whole statistical populations were 5600. In this study, due to normal Distribution of statistical community, Random cluster sampling was used. However, in this study for sampling, first we referred to central department of education in 14 districts of Mashhad and received the list of all high schools. 6 high schools from among all 14 state high schools were selected randomly and 4 classes from every high school and 17 students from each class were selected. Finally 400 students completed the

instruments completely.

2.2. Measurement

For data collection 2 questionnaires were used which included the following.

2.2.1. Social self-efficacy

Social self-efficacy was measured by the Social Self-Efficacy subscale (SSES) from the Self-Efficacy Scale (SES; Sherer, Maddux, Mercandante, Prentice-Dunn, Jacobs & Rogers, 1982). The SSES is a 6-item subscale that measures a belief in one's social competence. Participants respond using a 5-point Likert type scale ranging from 1 (strongly disagree) to 5 (strongly agree). Sherer et al., (1982) reported a coefficient alpha of .71 for the SSES; coefficient alpha was .76 for the SSES in the present study. Evidence of construct validity for the measure has been provided by significant correlations with measures of ego strength, interpersonal competency, and self-esteem.

2.2.2. Life Satisfaction Questionnaire

For analyzing the students' Life Satisfaction, a questionnaire named Multi-dimensional Students' Life Satisfaction Scale (MSLSS) presented by Huebner (2001) has been utilized. The questionnaire contains 40 questions and five

dimensions including Family (7 questions), Friends (9 questions), School (8 questions), Living Environment (9 questions), and Self (7 questions). For evaluating the reliability of the questionnaire, the Cronbach's alpha coefficient was utilized. The coefficient for the whole test is 0.079 and for the components of Family, Friends Students' life satisfaction was measured using the Students' Life Satisfaction Scale (SLSS; Huebner, 1991). The SLSS is a 7-item self-report measure that assesses students' global life satisfaction, which involves evaluating life as a whole rather than domains (e.g. school, family). Students responded to items using a Likert scale format indicating how much they agreed or disagreed (1 = Strongly Disagree to 6 = Strongly Agree), with higher scores on the scales expressing higher levels of global life satisfaction. The SLSS has been used in children as young as age 8 (Huebner 1991) and with adolescents (Suldo & Huebner, 2006). It demonstrates adequate 2-week test-retest reliability ( $r = 0.74$ ) and internal consistency ( $\alpha = 0.82$ ). In this study, the coefficient alpha was .86 for the total sample at Time.

3. Results

Descriptive statistics and correlational coefficients displayed in table 1.

Table1. Relationships between Social self-efficacy, Emotional Control and Life satisfaction

Variables	M	SD	1	2	3	4	5	6
1 Social self-efficacy	120.11	18.78	1					
2. Social braveness	25.71	5.06	0.78	1				
3. Social group participation	20.72	4.73	0.77	0.17	1			
4. Friendliness	23.17	6.02	0.68	0.62	0.45	1		
5. help	25.67	6.15	0.51	0.36	0.34	0.61	1	
6. life satisfaction	98.21	12.13	0.31	0.42	0.56	0.47	0.28	0.71

The result of the table1 shows that there is a significant relationship between independent variable and dependent sub variables. As shown in Table 1, correlation coefficient between life satisfaction and Social self-efficacy ( $r = 0.31$ ) is significant. Also the relationship between sub variable of Social self-efficacy and total score of life satisfaction was positively significant and meaningful. In this regard the highest correlation

was between Social self-efficacy and Social braveness ( $r = 0.78$ ) and the lowest correlation was between Social braveness social group participation ( $r = 0.17$ ). So the correlation coefficients between variables were statistically significant ( $p < 0.01$ ). In addition mean and standard deviation of variable sub variables are shown in the table. Obtained correlation coefficient shows that the relationship between variables can be tested by multi regression

analysis. Stepwise multiple regression analysis was used to examine whether students' Social self-efficacy, Social braveness, Social group

participation, Friendliness and intimacy, help are predictors of life satisfaction. Results of stepwise regression are displayed in Table 2.

Table 2. Stepwise multiple regression analysis for prediction of Life satisfaction through Social self-efficacy and Emotional Control

Predictors	B	SE	t	P	R	R <sup>2</sup>
step 1						
Social self-efficacy	1.69	0.22	11.37	0.002	0.44	0.22
step 2						
Social self-efficacy	2.03	0.24	10.11	0.004	0.48	0.24
Social group participation	1.98	0.36	9.87	0.003		
step 3						
Social self-efficacy	2.60	0.24	8.37	0.001	0.52	0.26
Social group participation	2.98	0.36	6.11	0.002		
Friendliness and intimacy	2.69	1.44	5.33	0.004		

In Table 2 it can be seen that stepwise multiple regression analysis was completed in four steps and for variance contribution, Social self-efficacy, Social group participation, Friendliness and intimacy and Emotional Control are important predictors of student's life satisfaction. Social self-efficacy explains 22% of the total variance in first step (R= 0.44, R<sup>2</sup>= 0.22, t= 11.37, P<0.001). When Social group participation included in the analysis in the second step, the variance raised to 0.24 (R= 0.48, R<sup>2</sup>=0.24, t= 9.87, P<0.001). Once Friendliness and intimacy added into the analyses in the third step, the variance goes up to 0.26. (R= 0.52, R<sup>2</sup>= 0.26, t= 5.33, P<0.001). When we looked at the signs of regression coefficients, there is a positive relationship between life satisfaction and Social self-efficacy, Social group participation and Friendliness and intimacy. Once we examined the regression coefficient ( $\beta$ ), the importance order of predictor variables are; Social self-efficacy, Social group participation and Friendliness and intimacy. In addition, Social braveness and help is not significant predictor of life satisfaction.

#### 4. Discussion

These results indicate that there was a positive and significant relationship between Social self-efficacy and life satisfaction. The findings of the present study are consistent with the findings of Natovová and Chlová(2014), Dufy and Lent (2009) , Judge

and Watanabe (1993), Brunstein (1993) , Verbruggen and Sels (2009). In general terms, the present study indicates that individuals having high levels of social self-efficacy are more successful in controlling and managing their emotions and at the same time they are capable of determining and acquiring their goals. In other words students who achieved social self-efficacy can get more satisfaction from life and decrease failure possibilities (Natovová, et al., 2013).

Those students who believe their capabilities and potentiality experience a sort of self-efficacy which leads them to life satisfaction. Physiologically speaking students with high self-efficacy are stimulated for doing well so they behave maturely and they don't let negative affections to enter their mind and ruined their life and decrease their life satisfaction (Bradley & Corwyn, 2004; D'Amico, Marano, Geraci & Legge, 2013).

Also social self-efficacy skills let students to cope with stress and anxiety. In addition social self-efficacy doesn't have direct effect on life satisfaction but it affects it through other variables indirectly such as loneliness, no intimacy in groups and no social support in the group (Azar, Vasudeva & Abdollahi, 2006; Çivitçi & Çivitçi, 2009; Chlová & Natovová, 2013) in line with the current findings believe that Life satisfaction of high school students is important factors from the stand point of their social self-efficacy and emotional control. For this

reason, it is necessary to examine the factors regarding life satisfaction and social self-efficacy and emotional control in high school students. Because, it is possible for high school students to experience simultaneous changes in many fields and it is possible for their life satisfaction to be affected by many factors while they are trying to fulfill their exceedingly important task of growth such as making close relationships and making occupational decisions, period of getting independent of family and getting ready to undertake adulthood responsibilities.

Our intended future research work in this area should be outlined here. The research should focus on various spheres of work and private life and the perception of such specific self-efficacy (e.g. self-efficacy in relation to study, self-efficacy in relation to sports activities, self-efficacy in partnership, etc., as mentioned by Bandura, 1994, 1995, for example).

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