

Relationship between Psychological Well-being and Life Skills among Students of Women College

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ABSTRACT

According to WHO (1997), life skill is a set of abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. Life skills are essential for individuals to adapt successfully in the present day ever changing environment. As women have the responsibility both at family and at work place, it becomes a great deal more challenging for them, to meet the demands of the day to day life by warding off stress successfully. In order to effectively deal with life's challenges without inadequacy and frustration, an individual should be in a state of well being to feel more resourceful. Psychological well being is resource where individuals can draw energy to face the world with confidence. Psychological wellbeing refers to how people evaluate their lives and these evaluations may be in the form of cognitions or in the form of affect (Diener, 1997). The objective of the study is to understand the status of psychological well being and how it is connected to the life skills of the women college students. For the purpose, Life skills questionnaire (LSQ) and Psychological Wellbeing Scale (PWB) was used for collecting the data and appropriate statistics were used for analysis. It was found that the life skills had a significant association with the psychological wellbeing of female college students.

Keywords: *Life skills, Psychological well-being*

According to WHO (1997), life skill is a set of abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. It will enhance the wellbeing of individuals and it promotes positive outlook and healthy behavior. In case of students, life skills helps to boost their knowledge, skills, attitude and effective communication, engage in risk free behavior, help to develop their full potential and promote their psychological wellbeing. Sadr-Mohammadi (2014) found that efficacy of life skills training on subjective wellbeing among high school females students had greatest effect on their subjective well-being. The Resilience and Risk theory provides an important part for the foundation of life skills approach mainly social-cognitive skills, social competence, and

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problem-solving skills as they serve as mediators for both positive and negative behaviors. The life skills programs are designed to avoid the problem behaviors like high-risk sexual activity, social rejection or endorse specific positive behaviors like healthy peer relationships, positive school adjustment etc. Study by Greenberg et al (1999) reveals that behavioral epidemiology indicates mental health problems, social problems, and health-risk behaviors are often co-occur as an organized pattern of adolescent risk behaviors. A research by Hawkins et al, (1992), shows that life skills program that teach the social and emotional skills had positive effects on multiple realms, such as decreased aggression, reduced suspensions and low expulsions in boys, reduced drug use and delinquency, increased academic test scores, and increased positive attachments to school and families. In general many of the risk factors that intimidate the health and well-being of adolescents are poverty, mental illness in family members and racial injustice are out of the range of what most health promotion and prevention programs work do. Life skills programs addresses the mediating factors that research shows can be influenced to promote health and well-being.

Psychological Well-being refers to the simple notion of a person's wellbeing, happiness, advantages, interests, utility, and quality of life (Burris, Brechting, Salsman, & Carlson, 2009). According to Diener (1997), Psychological well-being refers to how individuals evaluate their lives and these evaluations may be in the form of cognitions or in the form of affect. Psychological wellbeing is expressed by an individual in terms of internal experience and their own perception about their lives. As women are having lot of stress in the family and at work place, it is difficult to handle both the situation at a time. This experience creates pleasing or distasteful moods in reaction to their livelihood. Generally people use to evaluate their life in terms good or bad as a result of their ability to judge. Psychological well-being is most valuable for each and every individual to live a healthy life, making it a crucial attribute of one's life in the college years. It has been found that female students were more likely to report seeking out and receiving care for psychological issues when compared to their male counterparts (Burris, 2009). Wissing and Van Eeden (1997), found that self-acceptance, self-worth, optimism, motivation, general attitude toward life and its adversities as important to understanding the psychological well-being.

METHODOLOGY

Objective

- The main objective of the study is to find the relationship between life skills and psychological well-being among women college students.

Aim

- 1) To assess the life skills of women college students.
- 2) To assess the psychological well-being among women college students
- 3) To study the association between life skills and psychological well-being among women college students.

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Hypotheses

- 1) Participants will significantly vary on their level of life skills.
- 2) Participants will significantly differ on their level of psychological wellbeing.
- 3) There will be a significant relationship between all the dimensions of life skills and psychological well-being.

Research design

This study adopted survey method which is descriptive and associational in nature. Life skills of women students based on their demographic variables were analyzed. The nature of relationship between life skills and psychological well-being has been explored.

Tools used

The following tools were utilized to collect data along with personal data sheet.

- 1) **Life skills questionnaire-LSQ (2012)**, by Arpana and Lancy D'Souza which consisted of 24 items and the statements are rated in a five point scale, viz. strongly agree, agree, undecided, disagree and strongly disagree. Reliability of this scale is 0.82 and possesses high validity.
- 2) **Psychological Wellbeing (1995)**, by Sudha Bhogle. The scale consists of 28 items, including positive and negative items. For positive items '1' score awarded for every 'yes' response and '0' score is awarded for every 'no' response. In negative items '0' score is awarded for every 'yes' response and '1' score is award for every 'no' response. Reliability of this scale is 0.85 and has a high validity.

Sample

The sample consisted of 100 women college students doing their UG in commerce and science.

Statistics

Mean, SD, one-sample t-test and Pearson's product moment correlation method were used.

RESULTS AND DISCUSSION

Table: 1 demographic details of participants of the study

Demographic variables		N	%
Course of study	B.Sc	49	49
	B.Com	51	51
Order of birth	Single child	6	6
	First born	45	45
	Second born	36	36
	Third	10	10
	Fourth	3	3
Family type	Nuclear	71	71
	Joint	29	29
Area of living	Rural	66	66
	Urban	7	7
	Semi-urban	27	27
Marital status	Single	65	65
	Married	35	35

[Note: N= number of participant, %= Percentage]

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From the table it was found that among 100 female participants 51 were from Commerce stream and 49 were from science stream. Students studying in commerce streams rely mostly on library especially digital resources and their work is related to business sector. They spend most of time in their classrooms instead of laboratory. These students get more opportunity to participate in social events which will help them to develop good mental health.

On the other hand science discipline students were made to spend a lot of time in laboratories and they have little opportunity to utilize it for interpersonal communication skills development. Science stream students end up having more stress because of academic work pressure. Even though they have good life skills but in some areas they lack crucial skills compared to commerce students.

Birth order shows that out of 100 female participants, only six persons were single tons, 45 were first child, 36 were second child, 10 were third born and 3 persons were fourth born in their family.

Based on their family type 71 participants were from joint family and 29 were from nuclear family. The sample distribution was more in joint family compared to nuclear family. Students who are coming from joint family have opportunity to learn more things from their relatives. Students from nuclear family were having opportunity to learn from their parents and their siblings only and not from every other relatives.

Area wise distribution shows that 66 participants were from rural area, 7 were from urban and 27 were from semi-urban area. It shows that the sample distribution was more in rural area compared to other areas. Those who were coming from rural area may not afford to better education and some skills were limited to their circumstances. But students from urban area get good education and learn many things from their environment than their rural area.

Among the sample, 65 were single and 35 were married. Many were getting married before completing their academic courses. Married participants need more patience compared to their single participants as they have to maintain their family life, education and adjust to the academic system.

Table 2 shows the t- value of life skills and its dimensions

	Mean	SD	t
LS_Total Score	96.36	17.08	53.48*
LS_Social	23.86	4.63	40.71*
LS_Assertiveness	43.43	8.68	44.23*
LS_Cognitive	24.55	4.35	44.92*

Specific note: * Probability (p)<0.05, LS= Life Skills

The total score of life skills questionnaire constitute all the three sub dimensions of life skills. In that whole life skills, the participants mean score is 96.36, SD is 17.08 and the one sample

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t- value is 53.48 and the significant t- value suggests that there is a significant difference among the individual score from the total combined scores. Hence, the first hypothesis stands verified. The difference in life skills could be because of various psychosocial reasons.

In life skills there are three dimensions. First, Cognitive skill is one of the dimensions of life skills. The t value is found to be 44.92 and indicates that cognitive skill a fundamental element in the individual to solve problem based on the situation. Problem solving will help us to resettle the issues and critical thinking helps us to think and analyse the information and experience objectively. In the cognitive skills includes problem solving and critical thinking which is very important in the life skills.

The second dimension of the life skill is assertiveness and communication. Assertiveness and communication skills include coping with stress, coping with emotion and decision making skills are very important in life skills.

The t-values is 44.23, which indicates that confidence and communication is very important in individual's day today life and the participants score is significantly different from the group mean. Coping with stress means individual must be in the position to recognize the basis of stress, effect of stress and relax without making the stress worse. Coping with emotion will help us to understand the other individual and our own positive and negative emotion. Decision making is the best way to a possible solution to a given problem. It will help us to choose our life, interest, career and further.

In the Social skills the t-value is found to be 40.71, which show that social dimension plays a vital role in individual life. This also signifies that each and every individual have independent scores. In this social skills like self-awareness, empathy and interpersonal relationships which are the essential part. Self-awareness is a conscious knowledge about oneself and it helps us find out our strength and weakness, likes and dislikes etc. Empathy is a crucial part in social situation as it means ability to understand the different set of people and respecting them. Interpersonal relationship plays a key role in building social skills in terms of positive relationship with regard to society. So, social skills are the core part in individual's day today life.

Table 3 shows the mean, SD and t- value for the psychological wellbeing of the participants

	Mean	SD	t
PSW_TOTAL	26.96	2.75	79.79

Note: SD=Standard Deviation, t= Table Value
* Probability value (P) <0.05, PSW= Psychological Wellbeing.

From table 3, Psychological wellbeing has Mean of 26.96, SD of 2.75 and a t- value of 79.79 respectively. Psychological wellbeing means how people evaluate their life and focus on individual's mental health their internal experience and perception about their life. High psychological wellbeing means good mental health and wellbeing and the group has got a

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high psychological well being. As the t-value is not significant suggesting that the existing individual differences are not natural. Hence, the second hypothesis is not verified.

Table 4 shows the correlation between life skills and psychological wellbeing among women students

Life skills	M	SD	Psychological wellbeing	
			M =26.96	SD=2.75
			r	
Social skills	23.86	4.63	0.38*	
Assertiveness & communication	43.43	8.68	0.40*	
Cognitive skills	24.55	4.35	0.36*	
Total	96.36	17.08	0.40*	

* Significant at 0.05 levels

Note: SD=Standard Deviation, M=Mean

From table 3, it is found that life skill has got significantly association with psychological wellbeing. Individuals having good life skills also have good psychological wellbeing. Persons having good mental health are those who make use of good life skills in day today life.

From the results, the hypothesis no.3 which stated “there will be a significant relationship between all the dimensions of life skills and psychological wellbeing” is confirmed.

It was found that psychological wellbeing is significantly associated with cognitive skills assertiveness and communication skills and social skills.

Social skills and psychological wellbeing are necessary for people to understand their own self, to interact and for making relationship with one another. When the individual knows about himself/herself, it is easy to build a good social platform in society. Chris Segrin (2007) studied the association between social skills and psychological well-being among adults and result indicated that social skills were consistently and positively association with all indicator of psychological wellbeing. Further there is a relationship between social skills and greater wellbeing, as well as social skill and lower level of perceived stress.

Another study on role of social skills as mediator between wellbeing of adolescent’s student’s shows that social skills can predict psychological wellbeing of students (Radhakrishanan, 2013).

From the findings of this study it is felt that efforts should be taken in higher education to provide life skills training support to the women students to develop their psychological well-being. The curriculum planners and policy makers should identify the problems of students and incorporate suitable remedial modalities in curricular and co-curricular activities thereby helping them to sustain in a global competition.

CONCLUSION

The women college students experience many personal problems that creates a psychological, social and economical challenges in daily life. Sometime these things will lead to poor psychological wellbeing if they have poor life skills. The present study found that women students were having a social skills which is associated with their psychological wellbeing. The study also identified that students are good at assertiveness, communication and cognitive skills as this will help them to show effective performance and cope up with the daily problem. Women use to take more suggestion or guidelines from family members and this leads to good life skills and increased ability in life areas. It is concluded that the life skills and wellbeing are associated among the women college students.

Limitation And Suggestions For Further Study

1. The sample of this study consisted of women students in Salem and sample size is very small and generalization will have limited accuracy.
2. This study may be repeated among both male and female adolescent students in a very large sample across states.
3. Further, the study may be conducted to explore the life skills and psychological wellbeing of women students in comparison with other group.

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