



The Effect of Basic Life Skills Training on Adaptability and Psychological Well-Being in Married Female Students

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Abstract

Background: Effective communication and the establishment of a good communication model among individuals have a prominent role in adaptation and can play an essential role in creating the psychological well being of married students. The purpose of this study was to investigate the effect of basic life skills training on adaptability and psychological well being in married female students.

Methods: The present study was a semi-experimental with pre-test and post-test with the control group. A sample of 40 female undergraduate students of Qaemshahr Azad University University in the academic year of 2017-2018 was selected with convenience sampling and divided into 2 experimental and control groups randomly (each group 20 student). The experimental group received eight sessions of basic life skills training in 2 sessions of 90 minutes per week. Control group received no training. In order to collect information, Bell's adaptive scale and psychological well-being questionnaire used. Covariance analysis by SPSS-22 software was used to analyze the data.

Results: results of covariance analysis showed that the training of basic skills of life increased the adaptability ($P < 0.001$) and psychological well-being ($P < 0.001$) in the experimental group compared to the control group at the post-test stage.

Conclusion: According to the results of the current study, it can be used basic life skills training as an effective way to increase the psychological well-being and student adaptability.

Keywords: Basic life skills training; Adaptability; Psychological well-being; Students.

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Introduction

Student's life has its challenges besides being married. Confronting with these challenges and good responding to them needs fit adaptability. Many students may be depressed due to many problems.¹ Addressing these challenges and providing appropriate responses to them requires proper adaptation. Psychologists believe that adaptability consists of all strategies for controlling stressful life situations including actual & unactual treatments.² The adjusted person may communicate between self and his/her social environment correctly, and its result would be useful to his establishment and emotional stability for himself. Adaptability is an important factor to create temperance in life, and problem-solving, adaptability and coordination with self and its environment are necessary for the human being.³ As stated, married students deal with different challenges. Changing in life need's to coordination with situations. Confronting ways with these changes are very various and effect on a person's mental health regarding

confronting. Psychological well-being is an important mental feature for a healthy person. Psychological well-being is effective upon the person, family and society's growth. Well-being defined as cognitive and affective appraisal from life.⁴ Psychological well-being is a positive affection that defined with satisfaction, enjoyment, and happiness and its symptoms are positive believes about life, positive emotions, and no negative emotions. In other words, psychological well-being thought relaxation that is favorite predictive results for life and improves life's satisfaction. Psychological well-being is necessary to improve life's satisfaction.^{5,6}

Training effective communication and basic life skills training are known as effective factors upon psychological well-being and adaptability. Training life skills result in discusses students with each other and become organization familiar from each other needs.⁷ The World Health Organization defines the basic skills of life as a positive and adaptive behavior which enables individuals to effectively cope with the challenges. Basic life skills are

individual and social skills that help children and teenagers to behave about self, other persons and whole society effectively. Basic life's skills are used to prevent, control and management of problems individually and by group.⁸ In the last few decades, the topic, which attracted the attention of psychologists and international organizations, is the life basic skills, and it is education that has played an important role in creating a positive attitude towards the life and mental health of humans.⁹ Basic life skills are the necessary skills and methods for having one healthy life. Basic life skills are known as abilities to improve a person's adaptability, positive behavior and self-efficacy, self-assurance, self-esteem and effective communication; They can regard others thoughts, feelings, and rights. By providing such goals, person's mental-social abilities are improved and cause people to take responsibility for their social roles and face the challenges and problems of life without hurting themselves and others and show healthy behaviors in their life.¹⁰ Different studies have done about life's skills training and their effects. For example, Sharbaf and colleagues 2016 indicated that basic life skills training have been effective upon increasing social adaptability level and decreasing mental disorders.¹¹ Also, the study of Rahmati and colleagues in 2010 showed that life skills training have a positive effect on the social adaptability of female students.¹² Moreover, Hossaini Motlagh et al indicated that basic life skills training had an important effect in improving mental health and marital adaptability in the experimental group than the control group.¹³

Adaptability or nonadaptability subject among students in social, affective and occupational situations are essential among young persons. Nonadaptability is effective upon all dimensions of life and decreases their performance; on the other side, increasing students, adaptability may effect upon their psychological well-being. It seems that cognition of adaptability dimensions and adaptability increasing ways and improving psychological well-being among young persons are essential for educational systems. Therefore, executing basic life skills training sessions to improve adaptability and psychological well-being among young persons is the benefit. The purpose of this study was to investigate the effect of basic life skills training on adaptability and psychological well-being in married students.

Methods

The present study was a semi-experimental with pre-test and post-test with the control group. A sample of 40 female undergraduate students of Qaemshahr Azad University in the academic year of 2017-2018 with a low level of psychological well-being and adaptability were selected with convenience sampling and randomly divided into two experimental and control groups (each group 20 student). At first, the pre-test has done. After that, the experimental group received eight sessions of basic life skills training in 2 sessions of 90 minutes per

week. The control group received no training. After finishing the therapy period, all two groups participated in the posttest. Inclusion criteria consisted of female sex and being married, marriage time more than 2 years, low score in adaptability & psychological well-being questionnaire, informed satisfaction to participate at research, and exclusion criteria consisted: Having a severe physical illness, neurological and psychiatric disorders, recent participation at similar interventional program and being absent more than 2 sessions. The participants were provided with explanations about the research objectives and also assured them that the information would be confidential. Informed consent obtained from all the subjects. In order to collect information, the bell's adaptive scale and psychological well-being questionnaire used. In this research, Covariance analysis and SPSS-22 software were used to analyze the data.

Bell's Adaptive Questionnaire

This questionnaire designed by the bell in 1961 and consists of family adaptability, occupational adaptability, health adaptability, effective adaptability, and social adaptability. The test has 160 questions with three choices (Yes/No/I do not know). Yes, the choice item has one score, and no choice item has 0 score. The whole acquired score is used to show the general situation of adaptability. High scores indicate no favorite adaptability and lower scores mean optimal compatibility. Test-retest reliability at guidance has been 0.70-0.93, and internal consistency coefficient has been 0.74-0.93.¹⁴ Validity coefficient for family adaptability, health adaptability, effective adaptability, occupational adaptability and for all test have been reported 0.91, 0.81, 0.88, 0.91, 0.85 and 0.94 by bell orderly.¹⁴ Also, this scale has indicated high validity to identify standard groups from neurotic groups. Michaeli and Emamzadeh have stated this test reliability and its validity 0.84 and 0.80 orderly.¹⁵

Ryff Psychological Well-Being Scale

Ryff designed this scale in 1980. The basic form consists of 120 questions, but at later studies shorter forms 84 questions, 54 questions, and 18 questions have been prepared. Eighteen questions form used in this research. Responding to each question is identified upon one 6 degrees scale (from completely disagree (6) to completely agree (1)). Higher scores indicate better psychological well-being and vice versa.¹⁶ In the current study, test-retest reliability method showed its reliability and was 85% by Cronbach α that indicates acceptable validity and reliability.

Results

The frequency of subjects' age included that: 19 persons (21-24 aged), 14 persons (25-28 aged) and seven persons (29-35 aged) and all of them were married. Descriptive findings consist of mean, the standard deviation of

Table 1. Summary of Sessions Related to Life Basic Skills Training Period

Sessions	Subject
Session 1	Effective communication skill training and interpersonal communications skill
Session 2	Self-awareness skill training
Session 3	Training of confronting skill against emotion
Session 4	Problem-solving skill training/decision-making skill
Session 5	Confronting skill training against stress
Session 6	Creative thought skill
Session 7	Criticizing thought skill
Session 8	Empathy skill, executing posttests and reviewing sessions

the adaptability and psychological well-being score of experimental and control groups at pretest & posttest stages have presented in Table 2.

The Kolmogorov-Smirnov test was used to test the distribution of variables, and the results showed that the distribution of scores in both experimental and control groups was normal ($P > 0.05$). Also, Levin test results to study the presumption of two groups variances equality for adaptability variable ($F = 0.29$; $P = 0.58$) and psychological well-being ($F = 0.25$; $P = 0.62$) indicated variances equality

Table 2. Mean, the Standard Deviation of Adaptability and Psychological Well-Being for Experimental and Control Groups at Pretest and Posttest Stages

Variable	Stage	Group	Mean	SD
Adaptability	Pretest	Experimental	60.95	6.48
		Control	56.08	5.73
	Posttest	Experimental	42.00	6.50
		Control	55.05	5.59
Psychological Well-being	Pretest	Experimental	65.67	5.48
		Control	64.65	5.68
	Posttest	Experimental	79.68	6.68
		Control	64.60	5.76

presumptions correctness.

Covariance analysis was used to study the effect of life skills training upon adaptability, and psychological well-being of subjects and its results presented in Table 3. Regarding table 3, there is a significant difference between the experimental and control group ($P < 0.001$). On this basis, we can state that there is a significant difference between two groups at least in one of the dependent variables (adaptability and psychological well-being). ANCOVA analysis was executed to study this difference. Its results have presented in Table 4.

According to presented means and significance level, we can state that life skills training may increase adaptability and psychological means at post-test. This difference was significant for experimental and control groups ($P < 0.001$). This training is effective upon adaptability and psychological well-being among subjects in experimental groups. The effective rate upon adaptability and psychological well-being were 0.81 and 0.69 orderly. In other words, 81% adaptability variance and 69% psychological well-being variance were a result of life skills training.

Table 3. Results of Covariance Results to Study the Effect of Life Skills Training Upon Adaptability and Psychological Well-Being of Subjects

Test	Value	F	Df _{Hypothesis}	Df _{error}	Effect value	Statistical Potency	P
Pillay effect	0.87	91.83	2	27	0.87	1	<0.001
Wilkz lambda	0.12	91.83	2	27	0.87	1	<0.001
Hotelling effect	6.81	91.83	2	27	0.87	1	<0.001
Roy's largest root	6.81	91.83	2	27	0.87	1	<0.001

Table 4. Acquired Results From ANCOVA Analysis Within MANCOVA Upon the Mean Difference of Adaptability and Psychological Well-Being Pretest-Posttest Scores for Experimental and Control Groups

Variables	Source	SS	Df	MS	F	Effect Value	Statistical Potency	P
Psychological Well-being	Group	2645.333	1	2465.333	62.762	0.69	1	<0.001
	Error	10998.667	37	392.810				
	Total	76722	40	2557.4				
Adaptability	Group	4813.333	1	4813.333	167.517	0.81	1	<0.001
	Error	804.533	37	28.733				
	Total	14220	40	47.33				

Discussion

The purpose of this study was to investigate the effect of life basic skills training on adaptability and psychological well-being in married female students. The present study results indicated that basic life skills training have been effective upon married women adaptability increasing. This result is consistent with Joseph,¹⁷ Kacker & Chhadva,¹⁸ Yadav & Iqbal,¹⁹ Mirdrickvand et al,²⁰ and Hatami & Kavousian.²¹ We can state that one of the most important results life skills increasing is helping to person's adaptability. Adaptability is effective communication with the environment, and two processes occur simultaneously: (1) Making coordinating self with situations, and (2) Situations change to adapt to needs.²² Therefore, this training help to identify effects and feelings, to appraise them carefully, understand logical and illogical thoughts and finally they find that effective and ineffective thoughts, positive and negative effects control them. When subjects understand that their imaginations affect upon emotions and positive & negative effects, therefore they control them with learned skills and effective adaptability is created. We can state that better affective adaptability at posttest is a successful result of this function.²¹ Basic life skills training in improving social adaptability has been effective. Life skills training help people to understand many of their psychological characteristics. Also, in the process of skills training, persons are informed that there are differences between them and others that should be accepted and continue with these differences. Group conformity with life skills helps to have a peaceful life.²⁰ It seems that students in the experimental group have been evaluating their mental beliefs during their education and these training help them to adapt successfully to their environment and inner world. They may control their stress by these skills, identify self-better, understand problems, and select fit solves. They finally adapt with others and follow actual goals in life. Finally, they have a healthy and consistent personality and pursue the real and rational goals of life. Also, the present study results indicated that life skills training had had an important effect on improving student's psychological well-being. The results of this study are consistent with Sidwell et al 2018,²³ Marhamati et al,²⁴ Ghasemian and Kumar,²⁵ Hossaini Motlagh et al,¹³ Solati,⁸ Khodabandeluo et al,²⁶ and Khaledian.²⁷ In explaining these results, it can say, life skills training results in learning assertive and skill of feeling by married students. Assertive express of feeling makes intimacy couples with each other and helps to express their feeling toward his/her spouse that results in improving mental health and well-being for both of them.²⁸ Also, couples with learning the decision-making skills and problem-solving, when they faced the problems in their marital life or when they require very important decision-making, they can adopt more appropriate strategies, and they were satisfied from their high living

standards. Learning problem-solving skill by couples and using different situations help to deal with their problems instead of retirement from them. Therefore, these couples are less likely to suffer from mental disorders.²⁹ We can state that life skills training results in having a positive feeling, higher self-acceptance, better communication among self and others or environment and finally believe in developing individually. Also, these abilities increase their control upon the environment and finally using these skills result in their individual growth.³⁰

Conclusion

Although generalizing this study results needs to more researches, but we can state that basic life skills training may increase a person's abilities significantly that may prevent behavioral and emotional disorders positively; therefore we suggest that basic life skills training should be important for educational specialists.

Conflict of Interest Disclosures

The authors declare that they have no conflict of interests.

Ethical Statement

All ethical principles were considered in this article. The participants were informed about the purpose of the research and its implementation stages and signed the informed consent; they were also assured about the confidentiality of their information; Moreover, They were allowed to leave the study whenever they wish, and if desired, the results of the research would be available to them.

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