

# Mental health among senior secondary school students in relation to life skills and self efficacy

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## ABSTRACT

The present study aimed to investigate the Mental Health of senior secondary school students in relation to Life skills and Self-efficacy. The respondents were students from senior secondary school of Jammu and Kashmir. A sample of 200 senior secondary school students was selected from Jammu and Kashmir by employing simple random sampling. T-test and multiple correlation were employed to analyze the data. The study revealed that (a) mental health of senior secondary school boys and girls is significant, (b) life skills of senior secondary school boys and girls is significant (c) self-efficacy of senior secondary school boys and girls is not significant. It also revealed that there exists a positive relationship between mental health of senior secondary school boys and girls of Jammu and Kashmir with their life skills and self-efficacy.

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## 1. Introduction

### Life Skills

Life skills are competency for adaptive and positive performance that enables persons to deal efficiently with the challenges and demands of daily life WHO, 1997. Life skill education aims to give students with approach to make strong choices that give to a consequential life. Life skills are the skills that help to endorse mental well-being and ability in youthful people as they face the reality of life. Life skills assist the young people to acquire positive measures to keep themselves and to uphold meaningful and healthy social connection. It assists an integrated and complete progress of persons to perform successfully as social beings. Life skills can be applied in the contexts of social and health events. Life skills are also being able to create fruitful interpersonal relations with others. Developing life skills help youth to translating attitude, values and knowledge into strong conduct that make their life fruitful. Life skill education is a worth new plan which aims to afford students with approach to make strong choice that give to an important life. Life skills also help adolescents to acquire down with other people and regulate with their surroundings and make accountable conclusion. Life skills help adolescents to recognize their self and to evaluate their abilities, areas and skills of improvement. Golub, et al. (2004) examined in their investigation that the training of coping skills caused the improvement of interpersonal relationship and the decrease of behavioral problems and aggression in instructed people. Ystgaard & Mishara (2006) examined that student following coping skills with stress, (tended to be more satisfied, and report the least study-mentally pressure).

### Self-Efficacy

Self-efficacy is the faith about person's assessed ability to perform a given task. Bandura describes in the line that perceived self-efficacy as people's beliefs about their competencies to produce designated levels of performance that exercise influence over events that affect their lives. According to him, it determines how people feel, think, motivate themselves and behave. Self-efficacy refers to an individual's

beliefs in his/her capacity to execute behavior necessary to produce specific performance attainments. Self-efficacy reflects confidence in the ability to exert control over one's own motivation behavior and social environment. The cognitive self-evaluation influence all manner of human experience including the goals for which people strive the amount of energy expended towards goal achievement and likelihood of attaining particular levels of behavioral performances. Unlike traditional psychological constructs self-efficacy beliefs depend on the domain of functioning and circumstances surrounding the occurrence of behavior.

In a similar line the study by Nie & Liao (2011) examined that high levels of academic self-efficacy were related to low levels of test anxiety. Further, Faruk (2011) investigated that there is a significant positive correlation between academic procrastination and general procrastination, while the relationship between academic procrastination and, academic motivation, academic self-efficacy was not statistically significant. Another study are in line Mostafai et al. (2012) conducted a study and showed that self-efficacy has a positive correlation with general health. Moreover, Alkharusi et al. (2014) showed that student academic self-efficacy beliefs were significantly and positively influenced by students' perceptions of the assessment tasks. Abedini & Faraghi (2015) showed that attachment styles and secure attachment have a significant and positive correlation with academic performance, and it also suggested that secure attachment is positively associated with self-efficacy of students. Khan (2013) indicated that academic self-efficacy was positively correlated with the stress coping skills, and academic performance.

### Mental Health

Mental health is one of the important issues in psychology and psychiatry that each year is allocated to the large volume of research and factors affecting it have always been considered by critical psychologists. Mental health is a state of being conducive to harmonious and effective living. Generally mental status has two possibilities: either health or illness. Mental

health is more than the absence of mental illness (World Health Organization (WHO), 2006). Mental Health includes the ability to enjoy life, resilience, balance, flexibility, and self-actualization. Positive mental health consists of protection and development and satisfying human relationships and in the reduction of hostile tensions in persons and groups. Mental health involves positive feelings, positive attitude, and positive behavior. A mentally healthy person always does his/her work with keen interest. S/he loves her/his work. In this way, s/he gets excellent results. On the other hand, if a person has no interest and aptitude in his/her works, it will lead to frustration. S/he cannot accomplish any great deed to understand his own particular points in life, and dependably live in cooperation with others. Mental health is a condition and a level of social working which is socially worthy and personally satisfying. The study by Totan & Kabasakal(2012) indicates that the negative and statistically significant relationships were determined between social and emotional learning needs and the mental symptoms. Keyes et.al (2012) examined that half (49.3%) of students were flourishing and did not screen positive for a mental disorder. Among students who did, and those who did not, screen for a mental disorder, suicidal behavior and impaired academic performance were lowest in those with flourishing, higher among those with moderate, and highest in those with languishing mental health. Kaur & Bashir (2015) explored both positive and negative effects of social media on mental health of adolescents, positive effects include socialization, enhanced communication, learning opportunities and access to health information. While negative aspects include depression, online harassment, cyber-bullying, sexting, fatigue, stress, suppression of emotional and decline of intellectual ability.

Grossi & Yousefi (2009) investigated that life skills training, improved mental health, anxiety and physical symptoms of the physically disabled patients. Sobhi-Gharamaleki & Rajabi (2010) results showed that life skills training effects on decreasing mental disorders symptoms especially anxiety, depression and stress of students suspected to the mental disorder. This study showed that life skills training is a good method in decreasing mental disorders symptoms among the students suspected to the mental disorder. Esmkhani Akbarnejad et al. (2010) examined self-efficacy and its relation to mental health and academic achievement of female students. The results showed that there is a relationship between self-efficacy and mental health and its components and the highest correlation are related to depression. Nejad et al. (2010) showed that there is a significant correlation between general health and self-efficacy. Behdani et al. (2010) showed that trust in God and self-efficacy explains 35% of the variance of mental health of diabetic patients and it is a strong predictor for it. Pakmehr & Kareshki (2011) examined that in addition to the self-efficacy, meta-cognition, and critical thinking having a direct interface mental health, self-efficacy mediated by meta-cognition Have an indirect effect on mental health and it has the greatest overall impact on mental health. Haghighi & Jawad (2011) showed that life skills training and coping with stress significantly increased mental health of students. Fallahchai (2012) results showed that the students who had received academic and life skills training gained significantly higher scores in life skills and academic achievement than

those with no training. Also, not significant different between male and female students in the score of life skills and academic achievement observed. It seems that assessing and meeting student's life skills and academic achievement needs, especially in the first year of their study is very essential. Karami et al. (2012) results showed that there is a significant negative correlation between self-awareness, human communication and interpersonal relationships and depression and anxiety, and there is a significant positive relationship between marital conflict and stress, depression and anxiety. Indiana & Sagone (2017) indicated that adolescents with high positive affect reported higher levels of perceived self-efficacy in life skills than those with low positive affect; in addition, adolescents with high positive affect reached higher levels of resilience (that is, adaptability and engagement) than those with low positive affect.

## 2. Scope of the Study

Adolescence, a vital stage of growth and development, marks the period of transition from childhood to adulthood. It is characterized by rapid physiological changes and psychosocial maturation. Adolescence is also the stage when young people extend their relationships beyond parents and family; they are intensely influenced by their peers and the outside world in general.

On the other hand, adolescence and youth is a period of transition, during which the self-efficacy is influential and important on psychological consequences. Because in this period people are faced with new challenges and how to cope and adapt to these challenges, to some extent is affected by person's self-efficacy beliefs; therefore, the issue of mental health of adolescents and young people should be given more importance than before. Several factors may have an impact on mental health. Self-efficacy and life skills are including factors that can play a key role in improving mental health or weaken it. On the other hand, one of the ways to prevent mental and behavioral difficulties is psychological capacity building which takes place through life skills training. Multiple and extensive studies have showed that life skills training had a positive effect in reducing substance abuse, violent behavior prevention, strengthening confidence, increasing the pressure and stress coping skills, and also for positive and effective relationships and social responsibilities. As a result, the person is able to take responsibilities of their role in society without harm to him or others and deal effectively with the challenges and problems of daily living.

## 3. Objectives

1. To compare boys and girls of senior secondary school students with respect to their –
  - Mental Health
  - Life Skills
  - Self-Efficacy
2. To find out the relationship of mental health of senior secondary school students with their life skills and self-efficacy.

## 4. Hypotheses

1. There exists no significant difference in mental health of boys and girls of senior secondary school students.
2. There exists no significant difference in life skills of boys and girls of senior secondary school students.
3. There exists no significant difference in self-efficacy of boys and girls of senior secondary school students.
4. There exists no significant relationship of mental health of senior secondary school boys and girls with their life skills and self-efficacy.

on the basis of 5 points Likert (1 = very small, 2 = low, 3 = average, 4 = high, 5 = very much).

**Self-efficacy Scale**

Self-efficacy Scale developed and validated by K. Singh & Shruti Narain (2015) to measure the level of self-efficacy. The scale consists of 22 items related to eight dimensions of self efficacy on the basis of 5-point Likert format. In this scale items are divided into two forms i.e. positive and negative. There are 15 positive items and 07 negative items.

**Mental Health Questionnaire**

Mental Health Questionnaire was developed and validated by Dr Sushma Talesara & Dr Akhtar Bano (2017). There were 54 items in the questionnaire. Out of these, items 1 to 29 were negative statements and items 30 to 54 were positive statements. The scoring for positive statements (4= always, 3= often, 2= sometimes, 1= rarely, 0= never) and for negative items were scored as vice versa.

**Data Analysis**

The data was analyzed by using SPSS-21 Version, multiple correlation and t-test was used to analyze the data.

**6. Results and Discussion**

**5. Methodology**

Descriptive survey method was used in the study. Data collection was done from senior secondary school students of Jammu and Kashmir, by employing simple random sampling technique. The sample comprised of 200 senior secondary school students.

**Tools**

Following tools were selected and used by the investigators in the present study:

**Life Skills Questionnaire:**

The scale of Life Skills Assessment Questionnaire was developed and standardized by Saatchi, Mahmoud, Kamkari Kambiz & Asgarian, M. (2010) in order to measure the life skills for students. The questionnaire checks 18 skill with 142 items

**Table 1**  
Summary of results of t-test for difference between boys and girls of senior secondary school students with respect to mental health

	N	Boys		Girls		t-value	Level of significance
		Mean	S.D	Mean	S.D		
Mental Health	200	83.29	9.94	79.62	8.63	2.80	Significant

**\*\*Significant at 0.01 level of significance**

The above table reflects mean scores and standard deviation of mental health for senior secondary school boys and girls. The result showed that there is significant difference between boys and girls of senior secondary school students. Therefore the first hypothesis of the study, which was stated

that "There exists no significant difference in mental health of boys and girls of senior secondary school students", stands rejected. Thus there exists a significant difference in mental health of boys and girls of senior secondary school students.

**Table 2**  
Summary of results of t-test for difference between boys and girls of senior secondary school students with respect to life-skills

	N	Boys		Girls		t-value	Level of significance
		Mean	S.D	Mean	S.D		
Life skills	200	142.01	27.50	133.00	25.10	3.52	Significant

**\*\*Significant at 0.01 level of significance**

The t-value 3.52 is higher than the table value at 0.01 level of significance. Therefore the hypothesis "there exists no significant difference in life skills of boys and girls of senior secondary school students" stands rejected. Thus there exists

significant difference in life skills of boys and girls of senior secondary school students. So it can be interpreted that male students have high level of life skills than female students as male students possess higher mean value than females.

**Table 3**  
**Summary of results of t-test for difference between boys and girls of senior secondary school students with respect to self-efficacy**

	N	Boys		Girls		t-value	Level of significance
		Mean	S.D	Mean	S.D		
Self-efficacy	200	81.75	10.35	82.04	8.52	0.22	Not Significant

The t-value 0.22 is lower than the table value at 0.01 level of significance. Therefore the hypothesis “there exists no significant difference in self-efficacy of boys and girls of senior secondary school students” stands accepted. Thus, there

exists no significant difference in self-efficacy of boys and girls of senior secondary school students. So it can be interpreted that there is no significant difference between boys and girls of self-efficacy.

**Table 4**  
**Results relating to relationship of mental health of senior secondary school students with their life skills and self-efficacy**

Variables	r	Type of Variables	N	(R <sub>1,23</sub> )	Interpretation
Mental health Life skills	0.27	<b>Dependent</b>	200	0.69	Positive Correlation
Mental health Self-efficacy	0.62				
Life skills Self-efficacy	0.88	<b>Independent</b>			

The table shows the relationship of mental health of senior secondary school students with their life skills and self-efficacy. The coefficient of multiple correlations (R<sub>1,23</sub>) was found 0.69 which is significant at 0.01 levels. The hypothesis, “There exists no significant relationship of mental health of senior secondary school boys and girls with their life skills and self-efficacy”, stands rejected. It indicates that there is a positive relationship of mental health with life skills and self-efficacy of senior secondary school students.

So life skills and self-efficacy together influence the mental health of senior secondary school students. This means that having the necessary skills for life can cause mental and non-mental disorder and vice versa. Lack of life skills and mastery of life skills can cause disturbance in mental health and life. Also, high self-efficacy as a valuable human being has a positive impact on students' mental health and a normal mental state that the reverse direction is also true. Esmkhany, et al (2010), & Naeim, et al (2016) also supports the result of present study, he explored that there is a direct relationship of mental health with their life skills and self-efficacy.

**7. Conclusions**

1. There exists significant difference between boys and girls senior secondary school students in their mental health.
2. There exists significant difference between boys and girls senior secondary school students in their life-skills.
3. There exists no significant difference between boys and girls senior secondary school students in their self-efficacy.

4. There exists a positive significant relationship between mental health of senior secondary school students with life skills and self-efficacy.

**8. Recommendations**

Imparting life skill training through inculcating life skill education will help students to overcome such difficulties in life. Life skill education can serve as a remedy for the problems as it helps the students to lead a better life. There for life skill education is a need of the society and every education system should impart life skill education as a part of its curriculum as it is capable of producing positive health behavior, positive interpersonal relationships and well-being of individuals. Life skills are very important to all students to adopt in all kinds of favorable and non-favorable situations of daily life.

Self-efficacy plays an important role in dealing with the issues of life. People, whose self-efficacy is higher, are more stable when faced with unresolved issues. Self-efficacy is effective on confidence in their own abilities to control their thoughts, feelings and activities and actual performance, excitement and choice for individuals and ultimately the amount of effort spent on an activity.

Accordingly psychological experts along recommendations to families in order to identify factors affecting the mental health and to provide it, pay attention to training centers and schools, and strongly recommend familiarity and maintaining these factors in schools. Achieving the educational goals that the schools consider as their main objectives, requires providing mental health of students.



Therefore in order to improve students mental health it is important to provide good physical condition, and students spent daily hours in the school environment, unsuitable physical conditions such as insufficient lighting, underprivileged heating, and building security is very significant in providing mental health of students, attention to mental health officials and school personnel is also important. Counselor generally draws the attention of teachers and students, and is often useful as a provider of solutions for education and training purposes. According to Bashir, & Kaur (2017) states that there should be guidance and counseling

cells established in schools and other educational institutions, so that students may get help to reduce their worries and tensions. Further, it is an essential duty of teachers to provide good environment in school. Evidence shows that life skills training are effective in reducing anxiety and insomnia, social dysfunction and depression of students. Therefore, it is essential to create good grounds to promote mental health and health conditions in schools and conditions be provided to support children and adolescents about mental health issues to achieve healthy minds.

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