

STUDY OF THE RELATIONSHIP BETWEEN LIFE SKILLS AND COLLECTIVE TEACHER EFFICACY WITH LIFE SATISFACTION AMONG HIGH SCHOOL TEACHERS

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ABSTRACT

The study aimed to investigate the relationship between collective efficacy and life skills with life satisfaction among high school teachers. This study is an applied research and uses descriptive correlation method. Stratified sampling proportional to the size of the population of each school was used. Life skills adjusted questionnaire of Saatchi *et al*, Collective Teacher Efficacy questionnaire of Goddard *et al* and life satisfaction questionnaire of Dayner *et al* were used in this study. Research data were analyzed using multiple regression analysis model and confirmatory factor analysis model and SPSS, AMOS software. Findings showed that there is a significant relationship between the components of life skills and Collective Teacher Efficacy with each component of the Collective Teacher Efficacy. The findings also showed that there is a significant relationship between life skills components and each component of the Collective Teacher Efficacy with life satisfaction among them. That is, at least one of the regression coefficients is not zero. The results showed that self-Consciousness, effective communication, interpersonal relations, emotion management and creative and critical thinking (except for problem-solving and decision-making) of life skills components and competence in group and task analysis in teaching of collective efficacy components can predict their criterion variables according to the hypothesis of the present study. The results also indicate a significant relationship between life skills structure and life satisfaction structure with mediation of collective Consciousness. And according to AMOS software output, fitting indexes indicate that the final model is correct.

KEYWORDS: Collective Teacher Efficacy, Education, Life Satisfaction, Life skills, Teachers.

INTRODUCTION

Today, our education needs to review theories, practices and solutions more than ever. Now it is necessary for teachers to create a new vision of education and training in relation to their personal knowledge. Education has been changed completely and the task of the teacher is no longer limited to the transfer of knowledge, rather she is responsible for leading and guiding the students. Hence, the teacher as the manager of the classroom should plan for the mental, emotional, moral, social, and skill development of the students. After centuries of experience and research, today, the world of education has come to the conclusion that the teachers in the classroom should have a managerial role and as a manager they should be knowledgeable and resourceful, a learner and an instructor, a guide, a protector and an executer. They should listen more and speak less. In fact, these teachers' perceptions of the new concept of education create an intellectual, behavioral and value development for students and prepare them for daily and future responsibilities (Miahi Minabi, 2010). Considering the skills (practical and conceptual) also shows its necessity. Over the past two decades, both teachers and students have become familiar with learning skills such as observing, measuring, interpretation, hypothesizing, etc. Obviously, if the learners use these skills, what kept in mind will be more permanent and deeper. To live successfully we all need other mental skills that they are not easy to achieve and require continuous training and guidance by those who know them well (Daneshfar, 2009).

In the meantime, teachers as one of the key elements of the education system plays a fundamental, prominent and undeniable role based on their qualifications in order to guide learners. Today, along with the successive developments of science and industry, human is faced with uncertainty, more than ever. Certainly, we need a power to face these massive developments that is nothing but life skills and the art of living. Life skills include abilities, attitudes and behaviors taught to be happy and successful in order to enable the individual to adapt to successes and dominate them

(Adib and Fardanesh, 2003). Today, despite the profound cultural changes and changes in lifestyles, many people don't have essential skills to deal with life issues. And this makes them the vulnerable dealing with the problems of everyday life. Human needs functions to equip them for gaining this ability in order to cope with stressful situations and struggles of life in an adaptive way. These functions are very fundamental and they form in the development process.

Functions such as cognition, emotion and behavior that develop within the structures such as efficacy, self-esteem, self-perception and social skills (Esfandiari, 2003). Because of the importance of the education system, the main pillars of this system, the teachers should be considered especially at all educational courses including elementary, secondary and high. If they face with various physical and mental illnesses throughout their career, they will lose their life and job satisfaction and the education system in relation to its main elements, the teacher and the student and even other elements, will encounter serious problems and consequently, they will not work for their specific purposes. Finally, it is very important to satisfy teachers and arose their interest more and more (Torkaman and Abedi, 2009). As categories of life satisfaction have been examined in the present study, despite its importance especially among teacher, the criterion variable among secondary school teachers is one of the indexes that have received little attention. The concept of life satisfaction has been an overall evaluation of life and it is a process based on personal judgment. In fact, everyone measures the quality of their lives based on a unique set their own standards (Shin & Johnson 1978). The concept of life satisfaction indicates that the joy of having emotional stability and peace is more useful than getting satisfied with unpredictable emotional experiences and depression tolerance among these courses (Diener, Sandvik and Pavot 2010, quoted by Kleinke). When their life conditions conform the criteria they have set for themselves, people will experience high levels of life satisfaction. Life satisfaction can be considered as the most comprehensive assessment of life conditions (Diener, 2000, quoted by Keshavarz et al., 2009). However, differences in life satisfaction and capabilities and a sense of Consciousness causes different processes of stressors. So we can say that Consciousness increases happiness moderating the effects of stressors in the workplace and indirectly causes people to raise the level of life satisfaction. Therefore, life satisfaction is the cognitive and emotional assessment in their lives. The assessments of emotional reactions to events in addition to Cognitive judgments of satisfaction and fulfillment of the demands made. The assessments include emotional reactions to events and cognitive judgments of satisfaction and fulfillment of the demands (Diener *et al.*, 2003 quoted by Ganji Arjangi and Farahani, 2009). The term "skill" is used in different meanings. When someone is able to do something it means they have the necessary skills to do it in a proper way. In other words, to be skillful is to qualify expertise and have proficiency in a specific activity. On this basis, and given different meanings of skill, several definitions have been provided for life skills (Nikparvar, 2004). One of the predictor variables in this study is "life skills" that will be discussed in this section. Morris Elias from Rutgers University and the author of "Social Decision Making and the Development of Life Skills" has defined life skills as follow: "life skills are to create appropriate and effective interpersonal relationships, carrying out social responsibility, making right decisions, conflict resolution without resorting to acts that harm themselves or others (quoted by the World Health Organization, 1998). UNICEF also gives a definition to life skills: "A shaping behavior or behavior change based approach that considers the balance between the three areas of knowledge, attitude and skills". UNICEF definition is based on research evidence that indicates if the knowledge, attitude and skill is not considered on the empowerment of the population, the expected result, reducing risky behavior, will not be achieved (Sahrayian *et al.*, 2012). One of the most effective ways of understanding the phenomenon is scientific categorizing and classifying. As there are different definitions of life skills because of the necessities in life, cultural context and norms of the community, the number of life skills has been increased by some authors and researchers in the research literature. Life skills are classified into three levels based on the classification of the World Health Organization and there is a consensus among experts on it. The three levels are:

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First level: basic fundamental psychological and social skills, which are heavily influenced by the culture and social values, such as self-Consciousness and empathy.

Second level: Skills that are used only in special circumstances, such as negotiation, act with courage and conflict resolution.

Third level: functional skills, such as refusing to drug abuse (Salighedar, 2009).

In August 1993, the World Health Organization first provided a life skills training program in collaboration with UNICEF. The trainings began as a guideline to improve life conditions and gradually became the countries' culture. The organization focuses on ten teaching skills which because of the overlap can be raised on five topics with duplex setting as follow: 1. Self-Consciousness and empathy skills. 2. Interpersonal skills and effective communication. 3.

Decision-making and problem-solving skills. 4. Creative thinking and critical thinking skills. 5. Coping with emotions and stress (The World Health Organization, 1998, quoted by Ohadi and Mazaheri, 2012).

These skills _self-esteem, critical thinking, problem solving, self-understanding and social skills_ are taught implicitly and explicitly to children by social institutions such as family, school, teachers and media. Especially in a formal institution such as education, this training should be done by teachers who are eligible for such skills in order to enable students to actively participate in the learning process (Geranmayeh, 2006). Elder and Paul (2006) in "25 Days to Better Thinking and Better Living" have been provided methods and strategies to help improve the lives in the form of 25 skills. Collective efficacy, a concept derived from Bandura Social Cognitive Theory (1997), refers to the teachers' belief in the collective efforts and collaboration in the academic success of students (Goddard *et al.*, 2000, Goddard, 2002; quoted by Hejazi *et al.*, 2012). Collective efficacy can be defined as a conceived confidence of a team in a specific functional area (Marquez, 1999; quoted by Shavaran *et al.*, 2012). Bandura (1997) defines collective efficacy as follows: "Common beliefs of group in their capabilities to organize and execute a series of actions that are needed to succeed at work." Since people act both individually and collectively, Consciousness can also be conceptualized on a personal and collective level (Bandura, 1997). Teachers' strong sense of Consciousness increases their mass communication with colleagues and parents of students (Trentham, *et al.*, 2003; quoted by Ghalayi *et al.*, 2012). One of the aims of education is academic achievement and teacher activities result in educational outcomes. Research indicates that academic achievement is closely related to the effectiveness of teachers, it also affected by teachers' traits and beliefs in their professional abilities (Bandura, 1977a). Bandura (1993, 1997; quoted by Goddard *et al.*, 2000) argued that a strong structure that is very different among schools and systematically linked to student success is collective efficacy of teachers in the school. According to Bandura (1993, 1997) collective efficacy of the teacher is an important feature of the school. Formation and the emergence of Collective Teacher Efficacy is a raised feature at a group level and a product of the interaction of the forces of the group members (Goddard *et al.*, 2000). Collective Teacher Efficacy has been defined as teacher's belief in their collective capacity as a single unit to organize and execute a chain of specific actions, in order to have a positive impact on students (Goddard *et al.*, 2000). In an organization, collective efficacy represents the beliefs of members of a social system as a whole (Bandura, 1997; quoted by the same). Bandura (1986, 1997; quoted by Goddard *et al.*, 2000) has proposed four main sources of information about Consciousness: Subtle experiences, experiences of succession, social encouraging and emotional states. They believe these sources are considered as key sources developing Collective Teacher Efficacy. However all four sources of information are essential in the creation of teacher collective efficacy, cognitive processing and interpretation of this information are vital. But what we have concerned here is aligned with Tschannen- Moran and others (1998) in the model of teacher efficacy, the key component in the development of effective teacher collective efficacy. "Teaching task analysis" is the process in which teachers assess what is needed to become involved teaching, we call this teaching task analysis. "Evaluation of teaching competence" is that teachers analyze their teaching regarding their evaluation on teaching qualification of others. In fact, the teachers have a clear judgment on the qualifications of their colleagues teaching. At school, teaching competence analysis includes inferences about teaching skills, methods, training and expertise of their colleagues. In fact, their interaction with each other leads to the formation of Collective Teacher Efficacy beliefs (quoted by Goddard *et al.*).

Ohadi and Mazaheri's (2012) research results suggest the need for a revision of the definition of customs and life skills, Theoretical basis on the program principals, the approach of the program, attention to the gender differences in the program and special attention to the professional qualifications of teachers and administrative requirements of the program. Fathi Vajargah *et al.*, (2008) have identified a range of skills needed for adult life and have been classified into six groups: intellectual-cognitive skills, bio-personal skills, interpersonal communication skills, work skills, life skills and citizenship skills. They mention that despite the importance of this issue, studies in this area are very poor and inexpressive, and very little research has been done. The present research study conducted by the researchers in the field of teachers' life skills confirms this claim. Geranmaye (2006) concluded that school teachers overall rate of five life skills is relatively high. Hejazi *et al.*, (2012) research findings indicate that when teachers have a positive attitude towards their job, they will feel high efficacy and commitment to the job and the work place will become encouraging. Ahadi *et al* conclude that there is a significant relationship between emotional intelligence and Consciousness with life satisfaction. The regression results also showed that efficacy can predict life satisfaction. Mortazavi (2004) conclude that there is a significant relationship between collective efficacy and Consciousness with life satisfaction.

Nasiri and Jokar (2008) in a research indicate that there is a positive and significant correlation between significance of life with hope, happiness and life satisfaction and there is a negative and significant correlation with depression and significance of life can increase happiness and life satisfaction. According to Elias *et al.*, (1991; quoted by World Health Organization, 1998) a 2-year longitudinal study on primary prevention messages and life skills training programs showed that the training increases proper social behavior and decreases negative behaviors and self-destruction. In a research on the effects of life skills training programs on the skill acquisition and capability enhancement, Tellado *et al.*, (1974, quoted by World Health Organization, 1998) found that there is a relationship between further problem solving capability and increased self-esteem and internal locus of control. Shure (1991, quoted by World Health Organization, 1998) found that there is a positive relationship between interpersonal Problem solving ability s with positive social relationships with peers, hope and empathy. The skills training program "Lions Quest" in which non-experimental designs were used, two changes have been achieved: 1. students' confidence increase. 2. Relation improvement between teachers and students. All students and teachers participating in the study were satisfied with the program (Quest for publication), in the study by Parsons et al (1988) relationship between teachers and students got better and students behavior in the class got more adaptive. Gonzalez (1990) also studied on a sample of 24000 people and found these significant changes after the training run. Goddard (2001) conclude that considering past results and individual characteristics of students, significant difference to the effectiveness of schools has been demonstrated due to the positive effect of collective efficacy in the success of students. But there is no consensus on their research on the issue of teachers' perceptions in collective efficacy as a strong predictor is associated with student achievement. Bandura (2000; quoted by Shavaran *et al.*, 2012) argued that the successful accomplishment of a task that requires certain skills, individual efforts have the greatest impact on the Consciousness development. And although people bring their own dynamics into the group, collective efficacy not only augments the organized group effort, but reinforces the individuals' common beliefs and practices and the group performance can be inferred as a function of members association. Goddard (2002, quoted by Shavaran *et al.*, 2012) indicates that if collective efficacy is high, Consciousness will promote. In addition, he believes that increasing growth of research on Collective Efficacy represents true and essential features for schools with high-performance and teachers with high levels of collective efficacy leave a positive impact on student achievement.

Skaalvik and Skaalvik (2007; Quoted by Mottaghinia, 2011) found that Consciousness is a strong relationship with collective efficacy. Chan (2008; quoted by the same) conclude that not only general Consciousness beliefs are associated with teacher's high collective efficacy, but various aspects of personal and teacher's collective efficacy are highly correlated with each other. Goddard *et al.*, (2000) in addition to evaluating the validity and reliability of teacher collective efficacy, they emphasis the positive relationship between Collective Teacher Efficacy in the students success in both reading and math concepts that are different between the studied schools. According to (Keim and Park; 1999 and Park ., 2000; quoted by Mortazavi, 2004) Consciousness is directly related to life satisfaction. In other words, those who consider themselves more efficient, in addition to greater success in terms of performance, feel more satisfied with their lives. According to Hakkinen and others (2010; quoted by Yousefi *et al.*, 2012) most research focused on life satisfaction of sick or elderly people. Given the background of inland and outland investigations and studies conducted by researchers, there has not been a research that studies concurrently the relationship between life skills and collective efficacy with life satisfaction among teachers. So this study is completely new.

Research hypothesis

1. There is a relationship between life skills with teacher collective efficacy.
2. There is a relationship between life skills with teacher group competence.
3. There is a relationship between life skills with life satisfaction among teachers.
4. There is a relationship between Collective Teacher Efficacy with life satisfaction among them.
5. There is a relationship between life skills with collective efficacy mediation.
6. There is a relationship between teachers' life satisfaction and life skills with collective efficacy mediation.

MATERIALS AND METHODS

This is an applied research and given the purpose of research that examines the relationship between the desired variables, is a correlation-descriptive research. The population of the study consists of 891(350 men and 541 women) of all high school in District No. 1 in Urmia. A sample size of 269 people was assessed using Cochran formula. In the present study, the credit enhancement and generalization of the research hypotheses results and increase in statistical

power, a sample size of 400 people was used. Stratified sampling proportional to the population size of each school is used. The sampling method is used when the population is uncommon, disparate and heterogeneous in terms of studied traits. And we try to put the population into homogenous groups that have similar characteristics are congruent using the stratified sampling population into homogenous groups so that they are congruent with the same features (Khalatbari, 2010). Research tools are life skills standard questionnaire, Collective Teacher Efficacy standard questionnaire and life satisfaction standard questionnaire.

Life Skills Scale

Iranian life skills Questionnaire (Adjusted) of Saatchi et al. (2010) which covers most of life skills (Self-Consciousness, interpersonal communication, effective communication, emotion management, problem solving, decision making, creative and critical thinking) was used that is considered by The World Health Organization. The original questionnaire has 144 questions. In addition to addressing the most basic life skills component of the World Health Organization listed above, other ancillary components are considered. According to the research objectives, 31 questions were used in order to save time, cost and willingness of respondents to the use of three different questionnaires. The answers range from one (very low) to five (very much), that is, the 2 option Likert. The questionnaire was structured by Ghiasi, quoted by Saatchi et al., (2012). In his research, in order to assess the validity of the questionnaire, after a pilot study on 82 samples, using Cronbach's alpha, 83% was the reliability coefficient. Also, the questionnaire in a separate study was used by Baharifar, 2002; Yousefi, 2004; quoted by the same). Cronbach's alpha coefficients were 93% and 95%. These coefficients represent that the questionnaire meets the good psychometric properties. Yousefi research questionnaire was tested on 600 students.

Collective Teacher Efficacy Scale

Collective teacher efficacy scale with 21 items developed by Goddard et al. (2000) was used. Authors analyzed the factors to examine the construct validity of the scale and extracted "group competence" and task analysis". These two factors will account for 63/2% of the variance of collective efficacy. In order to prevent the effects of items on the respondents, items related to these two factors are considered to be positive and negative. Validity and reliability of the scale is reported to be on a high level in various studies. For example, the creators of this scale reported reliability coefficient 96% with Cronbach's alpha (quoted by Hejazi et al., 2012). In the present study, because of the consistency of the scale, life skills and life satisfaction the collective teacher efficacy scale was set on a Likert scale of 5 degrees for consistency with life skills and life satisfaction. Of the questions related to the collective teacher efficacy scale, 13 questions were on group competence of which 7 were positive, 6 were negative and 8 were on teaching task analysis of which 4 were positive and 4 were negative.

Satisfaction with Life Scale

The Satisfaction with Life Scale questionnaire was used. The questionnaire was first drafted by Diener et al. (1985) for all age groups. It is aimed for the overall assessment of the satisfaction with life. It has five questions based on Likert scale, the responses ranged from one (Totally disagree) to five (Totally agree). Characterized by being short, high prediction reliability, time and cost saving and applicable to all age groups. High reliability and validity have been reported. Cronbach's alpha coefficient is 85%, the correlation coefficient representing the scale score is 83% (Pavot and Diener, 1993: 167; Diener, Emmons, Larsen, and Griffin, 1985: 73; Swami & Kamur, 2009: 25; quoted by Yousefi *et al.*, 2012). Vahedi and Eskandari (2010), Bayani *et al.*, (2007) Khosravi (2005), Yousefi *et al.*, (2012) reported reliability of the questionnaire in the Iranian population using Cronbach's alpha coefficient, 0.85, 0.83, 0.88, 0.87 respectively. Cronbach's alpha coefficient was used in this study in order to determine the reliability of the tool.

The Reliability and Validity

The reliability of the life skills, collective teacher efficacy and life satisfaction scale has been calculated 0.92, 0.83, 0.82, respectively. The validity of the present study was approved by several professors. In addition, each subscale score was evaluated by self-determination total score using correlation calculation. The method using the Pearson correlation coefficient, scale validity was determined by calculating each question score correlation or subscale score correlation with scale total score. Each question score correlation was met with questionnaire total score in order to determine life skill questionnaire validity. The coefficients range from 0.31 to 0.68 and all coefficients were in $P \leq 0.01$ significance level. Validity of collective teacher efficacy was evaluated by calculating each subscale score correlation with collective efficacy total score. The correlation coefficients for the teaching task analysis subscales is 0.95 and for

group competence subscale is 0.81 at $P \leq 0.01$. Each question score correlation was met with questionnaire total score in order to determine

life satisfaction questionnaire validity. For example, as seen in Table 1, coefficients range from 0.37 to 0.85 and all coefficients are at significant level of $P \leq 0.01$.

Table 1. Each question score correlation with life satisfaction scale total score

Total score	question n 1	question n 2	question n 3	question n 4	question n 5
Life satisfaction	0.37	0.87	0.85	0.85	0.76

Descriptive and inferential statistics were used to analyze obtained data. Multiple regression was used in order to meet hypothesis 1, 2, 3, 4, 5 using SPSS statistical software. Confirmatory factor analysis was used in order to meet hypothesis 2 using AMOS statistical software.

RESULTS

First hypothesis: there is a relationship between life skills with collective teacher efficacy.

Table 2. Regression analysis results of the relationship between collective teacher efficacy and life skills

Predictor variables	F	significance level	R	R-Square	Standardized beta	t- statistics	significance level
Consciousness					0.138	2.258	0.024
Interpersonal relationships					0.093	1.525	0.128
Effective Communication					0.160	2.751	0.006
Emotion Management	9.579	0.000	0.405	0.164	-0.174	-2.917	0.004
Problem Solving					-0.005	-0.073	0.942
Decision Making					-0.048	-0.680	0.497
Creative Thinking					0.132	1.881	0.061
Critical Thinking					0.138	2.098	0.037

Table 2 shows that 16.4 percent of the variance in collective efficacy is explained by predictor variables (life skills). Significance level of F statistics (9.579) is 0.05 and the regression coefficients null hypothesis is rejected ($P < 0.005$). That is, at least one of the coefficients is non-zero. Interpersonal relationships and problem-solving, decision making and creative thinking regression coefficients are not significant ($P > 1.05$) but other regression coefficients are significant ($P < 0.05$). That is, they can statistically predict the criterion variable.

The second hypothesis: There is a relationship between life skills components with teacher group competence.

Table 3. Regression analysis results of the relationship between group competence and life skills

Predictor variables	F	significance level	R	R-Square	Standardized beta	t- statistics	significance level
Consciousness					0.138	2.258	0.024
Interpersonal relationships					0.093	1.525	0.041
Effective Communication					0.160	2.751	0.047
Emotion Management	8.663	0.000	0.388	0.151	-0.174	-2.917	0.015
Problem Solving					-0.005	-0.073	0.666
Decision Making					-0.048	-0.680	0.209
Creative Thinking					0.132	1.881	0.037
Critical Thinking					0.138	2.098	0.043

As shown in Table 3. F test statistics value is significant to examine the relationship between life skills with group competence is 8.663 and significance level is $P < 0.05$. That is, at least one of the coefficients is non-zero. R square value (determination coefficient) shows that 15.1 percent of the variance in group competence is explained by predictor variables (life skills). Problem solving and decision making cannot predict group competence because their regression coefficients are not at 0.05 significance level ($P > 0.05$), but other coefficients can predict group competence because their regression coefficients are at 0.05 significance level ($P < 0.05$).

The third hypothesis: There is a relationship between life skills with teaching task analysis.

Table 4. Regression analysis results of the relationship between teaching task analysis and life skills

Predictor variables	F	significance level	R	R-Square	Standardized beta	t- statistics	significance level
Consciousness					0.096	11.548	0.122
Interpersonal relationships					0.001	0.023	0.981
Effective Communication					0.203	3.411	0.001
Emotion Management	7.106	0.000	0.356	0.127	-0.182	-2.979	0.003
Problem Solving					0.047	0.661	0.509
Decision Making					0.049	0.677	0.499
Creative Thinking					0.063	0.880	0.379
Critical Thinking					0.107	1.587	0.113

As shown in Table 4. F test statistics value is significant to examine the relationship between life skills with teaching task analysis is 7.106 and significance level is $P < 0.05$. That is, at least one of the coefficients is non-zero. R square value (determination coefficient) shows that 12.7 percent of the variance in teaching task analysis is explained by predictor variables (life skills). Consciousness, interpersonal relationships, problem solving, critical thinking, creative thinking and decision making cannot predict teaching task analysis because their regression coefficients are not at 0.05 significance level ($P > 0.05$), but other coefficients (Effective communication and emotion management) can predict teaching task analysis because their regression coefficients are at 0.05 significance level ($P < 0.05$).

The fourth hypothesis: There is a relationship between life skills with life satisfaction among teachers.

Table 5. Regression analysis results of the relationship between life satisfaction and life skills

Predictor variables	F	significance level	R	R-Square	Standardized beta	t- statistics	significance level
Consciousness					0.250	4.208	0.000
Interpersonal relationships					-0.050	-0.834	0.405
Effective Communication					0.103	1.819	0.001
Emotion Management	12.618	0.000	0.453	0.205	-0.022	-0.377	0.070
Problem Solving					-0.020	-0.296	0.706
Decision Making					0.139	2.009	0.768
Creative Thinking					0.157	2.294	0.022
Critical Thinking					-0.009	-0.143	0.886

As shown in Table 5. F test statistics value is significant to examine the relationship between life skills with life satisfaction is 12.618 and significance level is $P < 0.05$. That is, at least one of the coefficients is non-zero. R square value (determination coefficient) shows that 20.5 percent of the variance in life satisfaction is explained by predictor variables (life skills). Interpersonal relationships, problem solving, critical thinking, creative thinking, emotion management and decision making cannot predict teaching task analysis because their regression coefficients are not at 0.05 significance level ($P > 0.05$), but other coefficients (consciousness, effective communication and creative thinking) can predict teaching task analysis because their regression coefficients are at 0.05 significance level ($P < 0.05$).

The fifth hypothesis: There is a relationship between collective teacher efficacy with life satisfaction among them.

Table 6. Regression analysis results of the relationship between collective teacher efficacy with life satisfaction

Predictor variables	F	significance level	R	R-Square	Standardized coefficient	t- statistics	significance level
Group Competence	21.334	0.000	0.312	0.097	0.199	3.315	0.001
Teaching Task Analysis					0.148	2.471	0.014

As shown in Table 6. F test statistics value is significant to examine the relationship between collective efficacy with life satisfaction is 21.334 and significance level is $P < 0.05$. That is, at least one of the coefficients is non-zero. R square value (determination coefficient) shows that 9.7 percent of the variance in life satisfaction is explained by predictor variables (collective efficacy). That is, teacher group competence and teaching task analysis are explained and they are negligible. Group competence and teaching task analysis can predict life satisfaction because their regression coefficients are at 0.05 significance level ($P > 0.05$). As a result, research fifth hypothesis is confirmed and there is a significant relationship between life satisfactions with collective efficacy. The sixth hypothesis: There is a relationship between life skills and teachers life satisfaction with collective efficacy meditation.

This hypothesis is considered to assess the importance of each of the questions and items measured in the questionnaire by respondents to explain their related factors. This analysis will determine whether questions in the questionnaire define these three factors: life satisfaction, life skills and collective efficacy and if each item in the questionnaire is only related to its factor. In this context, we examined the suitability of data for factor analysis. For this purpose, two statistical measures in the SPSS statistical output which helps to assess capacity factor data, were used. KMO and Bartlett's test were used for example sufficiency. Given that the KMO index is higher than the minimum value suggested for factor analysis and significance level is $p = 0.000$, this value is at 0.05 significance level. As a result, the factor separation is properly done and the questions contained in each factor have a high correlation root. Table 7 shows the factor analysis data test results.

Table 7. Factor analysis data test results

KMO index	0.865
Bartlett's test of sphericity	5219.286
Degrees of freedom	496
Bartlett test significance level	0.000

Then, the confirmatory factor analysis was done for each of the latent variables (factors), collective teacher efficacy, life satisfaction and life skills. And items with low load factor was excluded from the model and the overall model was drawn up. Necessary reforms in the model was done according to goodness-of-fit index.

Table 8. Goodness-of-fit indexes for collective efficacy

Index	Chi square	significance level	CMIN/DF	CFI	IFI	RMSEA
Index value	1553.144	0.000	8.218	0.554	0.557	0.134

Based on the index derived from Table 3 and comparing them with index acceptance range, it was observed that RMSE, IFI, CFI, CMIN/DF indexes are out of acceptance range. So the model is not fitted to collective efficacy. Some reforms were done in collective efficacy items. In this regard, items with low factor loadings were deleted. And fitting indexes were reanalyzed. According to Table.9, question number (facilities quality at this school really facilitate the learning process) has the maximum load (0.734) on its structure. Of efficacy questions, since questions number 3,4,8,9,11,12,14,15,16,18,19,20 have the load factor less than 0.5 and do not count much were excluded from the model the factor loadings were recalculated for the remaining questions.

Table 9. Remaining questions factor loadings in the model of collective efficacy

Factor loading	collective teacher efficacy questions (items)	question numbers
0.622	The teachers at this school are able to convince most incompatible students	1
0.723	The teachers at this school are confident that they have the ability to motivate their students	2
0.692	If a student has not learned anything in the first place, teachers will try to apply another method	5
0.764	The school teachers have expertise in a variety of teaching methods	6
0.706	Teachers have well prepared to teach subjects that are supposed to teach students	7
0.702	Facilities quality at this school really facilitate the learning teaching process	13
0.649	Opportunities for students at this location guarantee student learning	17
0.590	Teachers at this school really believe that every student has the ability to learn	21

When the items with low factor loadings were removed using confirmatory factor analysis and only items with a significant load factor remained in the model, confirmatory factor analysis summarizes the model for collective teacher efficacy according to figure .1. e1 and e8 variables are error variances and Ws with indices are manifest variables or questionnaire items (questions) and the variable into the oval (Latent variable) is collective efficacy.

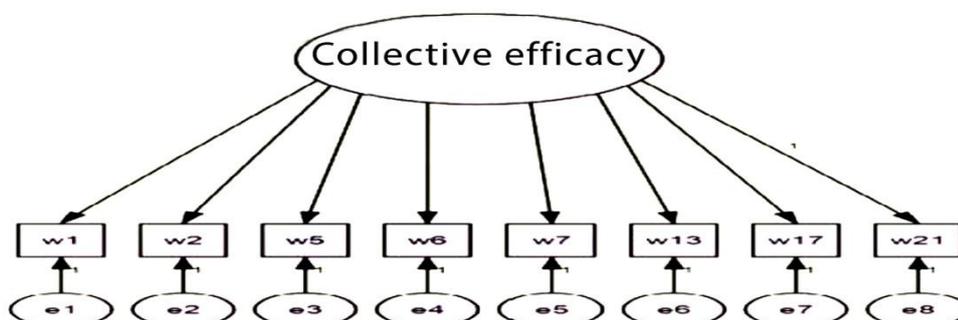


Fig. 1. Confirmatory factor analysis model for the collective teacher efficacy

The confirmatory factor analysis was performed to the life satisfaction in order to eliminate the items with little factor loadings on their structures and to achieve better fitting for the final model that included all three factors of collective efficacy, life satisfaction and life skills. Goodness-of-fit indexes are given in Table.10 for life satisfaction factor. Since the significance level of Chi square is greater than 2, a reform on the model is needed. Other parameters are approximately in the range of acceptance.

Table 10. Goodness-of-fit index for life satisfaction

Index	Chi square	significance level	CMIN/DF	CFI	IFI	RMSEA
Index value	6.939	0.225	1.388	0.998	0.998	0.031

According to Table.11 question with factor load less than 0.05 removed from model in order to improve it and factor loads for remaining questions are calculated for life satisfaction. Question number 2 has the greatest load (0.872) on its structure (life satisfaction) and question number 1(in many cases my life is close to my ideals) has the lowest load (0.273) on its structure and removed from model.

Table 11. Remaining questions factor loadings in the model of life satisfaction

Factor loading	teachers' life satisfaction questions (items)	question numbers
0.872	The conditions of my life are excellent	2
0.838	I am satisfied with my life	3
0.819	So far I have gotten the important things I want in life	4
0.612	If I could live my life over, I would change almost nothing	5

When the items with low factor loadings were removed using confirmatory factor analysis and only items with a significant factor loadings remained in the model, confirmatory factor analysis summarizes the model for teacher life satisfaction according to figure 2. e1 and e4 variables are error variances and Ms with indices are manifest variables or questionnaire items (questions) and the variable into the oval (Latent variable) is life satisfaction.

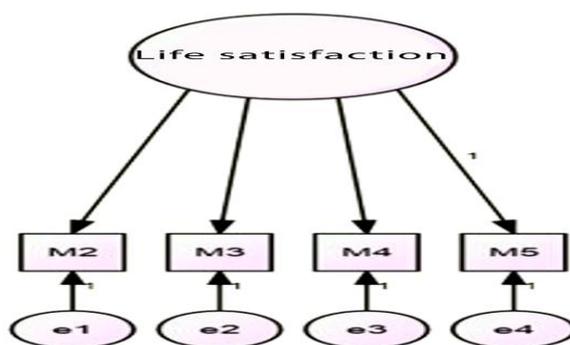


Fig. 2. Confirmatory factor analysis model for the life satisfaction

The estimated factor loadings for the items of the living skills questionnaire were obtained using AMOS software. Question number 25 (attention to the different perspectives) has the highest loading and question number 15 (Use exercise to drain the emotional tensions) has the lowest loading on its structure (teacher life satisfaction). According to Table number 12, most fitting indexes violate in order to have goodness-of-fit indexes. So confirmatory factor analysis was used to reform the model than the final model have a good fitting with three factors and indexes do not violate the criterion.

Table 12. Goodness-of-fit index for life skills

Index	Chi square	significance level	CMIN/DF	CFI	IFI	RMSEA
Index value	2128.565	0.000	4.905	0.649	0.652	0.099

Since the number of questions to measure a factor in the high number can be dull for respondents, confirmatory factor analysis was used to reduce the number of items in the questionnaire so that the questionnaire contains questions with high importance and factor loading. To reduce the number of life skills questionnaire items, items with low loading factor were eliminated because they were less important. In this study, questions number 1, 4, 6, 8, 10, 11, 14, 15, 18, 30 and 31 have low loading factor and they have removed from the questionnaire as they were less important and in order to improve fitting of the final model. When the items with low factor loadings were removed using confirmatory factor analysis and only items with a significant factor loadings remained in the model, confirmatory factor analysis summarizes the model for teacher life skills according to figure 3. e1 and e20 variables are error variances and Qs with indices are manifest variables or questionnaire items (questions) and the variable into the oval (Latent variable) is life skills.

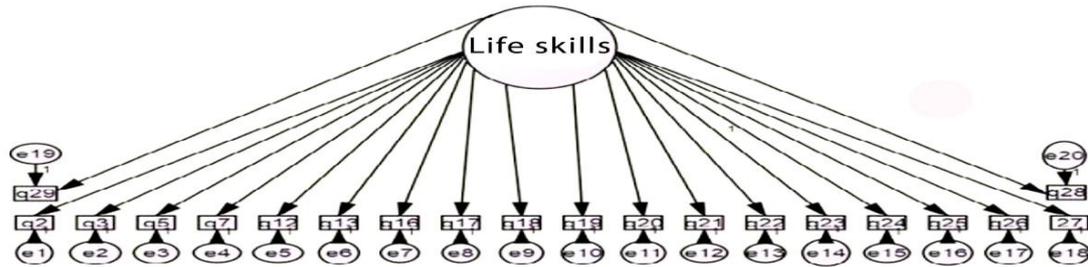


Fig. 3. Confirmatory factor analysis model for the teachers' life skills

After the confirmatory factor analysis was performed for all the items of the questionnaires and only the questions with high loading factor having great importance in the determination of latent variables (factors) remained. The final model and fitting indexes were plotted according to Figure 4. Among the relationships between latent variables the highest one is related to the relationship between life skills with collective efficacy. The type of Relationship is not correlation, it is regression. Latent variable is the criterion of collective efficacy and predictor latent variable is life skills. According to AMOS software outputs, fitting criteria for the model are provided in Table.13. All fitting indexes indicate that the final model is correct and can be generalized to the population. (IFI<=0.9, CFI<=0.9, RMSEA<0.1, P<0.05). The final model with path coefficients was shown in Figure 4.

Table 13. Goodness-of-fit index for the final model

Index	Chi square	significance level	CMIN/DF	CFI	IFI	RMSEA
Index value	1736.116	0.000	3.766	0.882	0.883	0.083

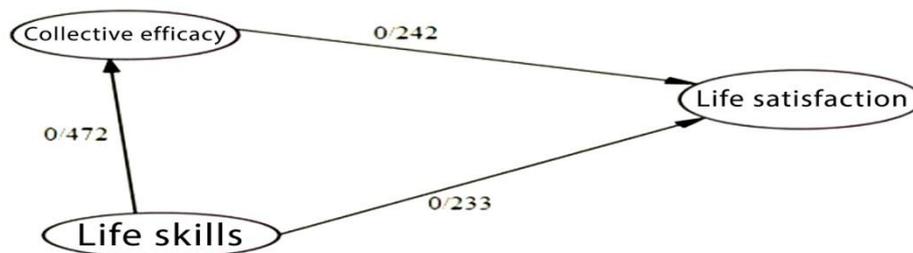


Fig. 4. The final model of the relationship between life skills and life satisfaction with the mediation of collective efficacy

RESULTS AND DISCUSSION

The present study aimed to investigate simultaneously the relationship between life skills and collective efficacy components with life satisfaction among high school teachers and seeks to achieve specific objectives in line with the formulated hypotheses. Results of these hypotheses are discussed in this section. First hypothesis: there is a relationship between life skills with collective teacher efficacy.

The results in Table 5 show that the interpersonal and problem-solving, decision making and critical thinking regression coefficients are not significant. The consciousness, effective communication, managing emotions and critical thinking regression coefficients are significant. That is, statistically, they can predict the criterion variable. Results of this hypothesis is aligned with the research results of Jahani Maleki *et al.*, (2011) for having the relationship between aspects of life skills (consciousness, critical thinking, effective communication) with collective efficacy and not having the relationship between aspects of life skills (interpersonal relationships and creative thinking) with collective efficacy. It is not aligned with collective efficacy for having the relationship between aspects of life skills (excitement management) with collective efficacy and not having the relationship between aspects of life skills (problem solving and decision making) with collective efficacy. Research results are aligned with Kashefi (2013) and Bandura, Kim, Elias &, Botvin (1997, 2003, 1991, 2002, quoted by Jahani Maleki *et al.*, 2011) research results for the relationship between life skills with collective efficacy. Since life skills has wider aspects of learning and subjects related to the life, teachers as a pioneer in

the field of education have a very important role in sharing experiences, knowledge and skills with students. It seems that people with higher life skills will perceive a good efficacy beliefs in the group to which they belong. Therefore, the inclusion of detailed and documented plans in teachers training courses at university and targeted in-service training for all teachers of different educational grades is necessary to promote the ability of solving problem, decision making and interpersonal relationships because of the multiplicity of schools where high school teachers work and stimulate creative thinking skills. The second hypothesis: There is a relationship between life skills components.

The results in Table 3 show that problem solving and decision making components cannot predict group competence criterion variable because their regression coefficients are not at 0.05 significance level. But other life skills components (consciousness, interpersonal relationships, effective communication, emotion management, creative and critical thinking) can predict group competence criterion variable because their regression coefficients are at 0.05 significance level. According to this paper, there was not any research in this case at authentic local databases such as Scientific Information Database (SID), Meg's database in Iran, Comprehensive Institute of Human Sciences, Noormags, APA, Eric & Google Scholar, Elsevier, etc. Since life skills and collective efficacy are such concepts that they need intellectual, personal and social reinforcement and teachers and school managers and other staff are not centralized at the same school and they cannot interact well, group participation is low leading to decrease life skills and collective efficacy rate. Thus, it is essential to plan to institutionalize spirit of collective participation among teachers to increase the group skills and team work among teachers as well as the need for in-service workshops and classes, through empowerment of teachers in the organization.

The third hypothesis: There is a relationship between life skills with teaching task analysis. The results in Table 4 show that consciousness, interpersonal relationships, problem solving, creative thinking, critical thinking and decision making components cannot predict teaching task analysis criterion variable because their regression coefficients are not at 0.05 significance level. But other life skill components (effective communication, emotion management) can predict teaching task analysis criterion variable because their regression coefficients not at 0.05 significance level. According to this paper, there was not any research in this case at authentic local databases such as Scientific Information Database (SID), Meg's database in Iran, Comprehensive Institute of Human Sciences, Noormags, APA, Eric & Google Scholar, Elsevier, etc. The researcher concluded that since abilities, emotions, emotional understanding of yourself and others, the process of effective communication through messages transmitted from sender (teacher) to receiver (student) while teaching and the motivation of students and teachers can be diagnostic agents for teaching. So we can say that teachers who are partly successful use these skills.

The forth hypothesis: There is a relationship between life skills with life satisfaction among teachers. The results in Table 5 show that interpersonal relationships, problem solving, creative thinking, critical thinking, emotion management and decision making components cannot predict life satisfaction criterion variable because their regression coefficients are not at 0.05 significance level. But other life skill components (consciousness, effective communication, creative thinking) can predict life satisfaction criterion variable because their regression coefficients not at 0.05 significance level. Research results about the relationship between consciousness and effective communication with life satisfaction are aligned with Ghanbari & Kadkhodazade (2009), Stanley & Markman (2003, quoted by Ghanbari & Kadkhodazade ,2009) , Adler & Fagly (2005) and Kajbaf et al (2011) research results. According to numerous studies,

people with acceptable ability and skills such as stress and excitement overcoming, self-esteem, thoughts and healthy mind, ability to communicate effectively in their areas of interest have a degree of satisfaction. In other words, they should have a good self-knowledge. That is why the various sources (Emami Naeeni, 2010) indicate that consciousness type can predict life satisfaction and if the individuals is not satisfied, they need for change. The fifth hypothesis: There is a relationship between collective teacher efficacy with life satisfaction among them.

The results in Table 6 show that group competence and teaching task analysis components can predict life satisfaction criterion variable because their regression coefficients are at 0.05 significance level. There is a significant relationship between collective efficacy components with life satisfaction. Research results are aligned with Ahadi et al (2009) results: there is a positive significant relationship between efficacy with life satisfaction and efficacy can predict life satisfaction. Research results are also aligned with Mortazavi (2004), Kim & Park (1999) and Park et al (2000) results: there is a direct and significant relationship between self-efficacy and collective efficacy with life satisfaction. Given that in many researches self-efficacy and collective efficacy structures are mentioned as mediator variables. It can be assumed that collective efficacy and its subscales, depending on their use in researches and the relationships between variables can be good predictors for life satisfaction, subjective well-being, learning and performance, success and achievement and mental health, etc. Based on the results of this thesis can be concluded that the subscales of group teaching competence, judgment of teaching competence, which includes other positive ideas on the ability of students at schools to be successful and an interpretation based on subjective positive judgment about the colleague competence, can predict life satisfaction structure. The abilities and life skills, knowledge, attitudes and behaviors defined for happiness and success are learned and happiness and life satisfaction are conjoined together and the differences in life satisfaction among people can be assessed and teaching has been identified as a sensitive and stressful job, so the teachers of high ability to deal with problems, difficulties, struggles, adversity can be an appropriate model for students. Education system should plan to develop practical abilities and to promote the capabilities of teachers. Given that life satisfaction among teachers may be due to several factors such as skills, self-esteem, self-confidence, consciousness, emotional control, mental health, attitudes, job satisfaction, emotion expression, religious beliefs and cultural and economic issues and so forth, while the need to plan to reinforce positive feelings and perceptions of the individual to life, officials must adequately pay attention to human, spiritual and material dimensions. The sixth hypothesis: There is a relationship between life skills and teachers life satisfaction with collective efficacy meditation.

The results in Tables 7 to 13 and Figures 1 to 4 shows that the confirmatory factor analysis of the factors questionnaires for all items was done and only questions with high loadings with significant importance in the questionnaire measuring hidden variables were retained. As a result, the final model and model fitting parameters were obtained as shown in Figure 4, for the relationship between latent variables, the highest relationship is about life skills and collective efficacy and the type of the relationship is regression not correlation and collective efficacy criterion hidden variable and hidden variable are the predictors of life skills. Criteria of the model fitting are presented in Table 13 according to the AMOS software outputs. All fit indices indicate that research results are aligned with Shavaran *et al.*, (2012), Hejazi *et al.*, (2011) and Yousefi *et al.*, (2012) results: collective efficacy in numerous studies is a good mediator in multiple structures. It seems teachers' expertise and competence and belief in common group abilities that originated from the sense of collective efficacy and having life skills leads to increase inner life satisfaction and having these features can affect their performance and success. Therefore, it is recommended that education system should put more effort in the professionalization of teaching.

Given that self-report questionnaires are used to measure structures in the present study and the probability that motivation, education, and biases arising from the economic, cultural and social status can affect the answers because these factors are not controlled by the researchers, the nature of the present study is not able to prove causality. Therefore, we should be cautious. Other researchers are advised to analyze the structures of this study using other methods such as interviews, observations, etc. and in the case of the teachers of other study sections.

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