

**NORMALIZATION THE MULTIDIMENSIONAL STUDENTS LIFE SATISFACTION SCALE IN
SECONDARY SCHOOL STUDENTS
(CASE OF STUDENTS ILAM)**

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ABSTRACT

The main objective of this study was to validate the scale multidimensional life satisfaction of students on students academic guidance and high 188 high school student (95 girls and 93 boys) and 212 high school students (154 boys and 58 girls) in the academic year 2014-2015 at Ilam in the studies have been conducted. 40 This scale is a tool that measures different aspects of life and has 5 subscale (7 items Family, Friends 9 words, 8 words, school, community and self-expression 9 7 items) is. The study populations, to implement a multidimensional measure of life satisfaction questionnaires to students Hyoobner (MSLSS) were distributed randomly among the sample size. Analysis of the data collected, using the Pearson correlation coefficient analysis, t-test statistical variance (one-way) and factor analysis was performed using SPSS software. Results: Cronbach's alpha of the total respondents, 863/0 reliability was satisfactory in terms of the scale measures the minister. No significant correlation between total life satisfaction scale with five individually and together these findings indicate that there is a validity scale research by running multiple operating extracted through factor analysis and various twists and compare the operating mining4 family, friends, school, environment, mining, decision was taken.

KEY WORDS: life satisfaction, standardization, scale multidimensional life satisfaction of students

INTRODUCTION

Many children and adolescents with mental health problems present age has no problem being tackled are unhappy. In fact, studies have shown little interest in school teens who do not feel happiness. Performance in school classmate's performance level is lower, so they do not show significant academic achievement. But unlike the group of teenagers who have high levels of happiness will be higher behavioral and cognitive capacity (Libumirasky and Aschkd and Sheldon, 2005). Criterion levels of happiness and mental integrity, a high degree of thoughts (feelings of satisfaction and happiness - to enjoy life - the life and self-worth and desire to continue living) that can be used in different environmental conditions and internal factors under endangered and on the other hand, such negative thoughts about life and thoughts - thoughts of death, suicide, sadness, feelings of life satisfaction and self-worthless life, despair, depression, thoughts of the factors affecting their mental health (Salajegheh, 2010). Life satisfaction of human reactions in individual and social life is defined as an overall assessment of a person's life. (Diener et al., 1999).

Inglehart consent to this concept is defined as: satisfaction reflects the balance between individual expectations and creates a concrete situation (Inglehart, 1998, 2007), satisfaction with life, though largely depends on the individual circumstances, effects of social factors the it is very effective in increasing or decreasing. Overall satisfaction with life, a combination of individual and social conditions and in fact, a sign of positive attitudes towards the world and the environment in which he lives, he is engulfed. Life satisfaction correlated with happiness, trust and commitment to the community and represents a person's attitude to themselves and the world around it (acres and Schally, 2010). Longitudinal studies have shown the importance of adolescent life satisfaction, which express low levels of life satisfaction relationship with internalizing and externalizing behaviors destructive future and experiences with peers (Martin et al., 2007) Children and young people are the future of every country, therefore, a good family, community and environmental education should be the goal of every nation. Useful only for our own happiness and social life, but is also helpful for our secular society. Lack of happiness, life satisfaction, war and unrest followed. In fact, high levels of negative emotions such as anger, sadness, happiness and a decrease in beneficial social effects will control in children and adolescents (Schultz, Izard, Astplun, Buckingham Beer Howe, 2009). After increasing happiness and satisfaction

with life in this age group can be recovered from the trauma of mental illness in their children and help out. Research carried out in the context of life satisfaction among adolescents has shown that satisfaction and a positive attitude to life in the age group of teenagers or students and research in this area will require quite different from adults in terms of their specific components. Adolescents and youth satisfaction with life satisfaction in various domains underlie the expansion of economic, social, political and cultural. Stress and behavioral problems, hopelessness, anxiety, depression, dissatisfaction with life, including the negative impact that social consequences such as reduced energy spirit of partnership, cooperation and social trust will be. (Zaki, 2008) Life satisfaction is one of the factors that influence the success or failure of students are (Abolghasemi, 2013f) Basir and et al (2009) Showed a high degree of satisfaction of the students are doing better and better your homework assignments to do more to reflect upon their personal abilities to chance and external factors (Michael, treasure and cantaloupe, 2013).

In fact, life satisfaction and the perceived quality of life (PQOL) the person above, it seems that the force or psychological capital in many of the reports of children and adolescents (PQOL) count and measurement problems. Inter-personal and inter-personal psychological (eg, low self-esteem, hope, anxiety, and external control attribution style maladaptive) in adolescents, a significant correlation was observed. The relationship between life satisfaction reports and a variety of high-risk behavior in adolescents (eg, suicide, alcohol and drug abuse, especially sexual risk behaviors, diet and exercise behaviors). And indicators of physical and educational problems reports (PQOL) correlation is observed (Huebner and et al., 2009) Measures designed to try to assess life satisfaction judgments and evaluations have been positive and the scale of the response to people's sense of happiness. . Judgment and assessment of individuals can be related to various aspects of their lives and finally a positive impact on their relationships with other people and areas of activity in the areas of employment and training (Lyubomirsky and et al., 2005).

Several measures of life satisfaction in children and adolescents There are three factors that can be used to build and design are: Student Satisfaction with Life Scale (SLSS) is included seven items related to age 18-8 years (Huebner, 1994) Multiple short life satisfaction scale (BMSLSS) in five areas of family, friends, educational experience, and judgment of your life, check the desired scale. Students multidimensional life satisfaction scale (MSLSS) This scale has been forty matters, the evaluation of the five areas of family, friends, school, and community deals with the following goals (Login and Huebner, 2001) The main objective of this study was to validate the scale multidimensional life satisfaction of students in middle and high school students is Ilam. 40 This scale is a tool that measures different aspects of life and has 5 subscale (7 items Family, Friends 9 words, 8 words, school, community and self-expression 9 7 items) is.

MMATERIALS AND METHODS

Population consisted of 188 high school student (95 girls and 93 boys) and 212 high school students (154 boys and 58 girls) in the academic year 94-93 in Ilam studying are, for the research questionnaire multidimensional measure of satisfaction students living in Huebner (MSLSS) randomly among middle and high school students in the city of Ilam sample volume was broadcast. Analysis of the data collected, using the Pearson correlation coefficient analysis, t-test statistical variance (one-way) and factor analysis was performed using SPSS software.

RESULTS

Item analysis for item analysis coefficients indicate whether the item has been cleaned distinguish between different people and it is necessary to examine the correlation coefficient of each item with a total score to be obtained. Check items all items in the reliability coefficient is calculated. In the table (1) the relationship between life satisfaction and satisfaction questions on any of the items shown correlation with the total scale is reported. 31 item instrument has a high correlation coefficient / 3 is 0. , Between the buoy and life satisfaction relationship is statistically significant (the $p = 0/000$, less than a given value $p = 0/05$).

Table 1: Results of the questionnaire item analysis of life satisfaction among students

Number of items	Correlation Coefficient	The validity of the other items (if any items removed)	Number of items	Correlation Coefficient	The validity of the other items (if any items removed)
1	0.371**	0.823	21	0.518**	0.82
2	0.278**	0.825	22	0.520**	0.818
3	0.365**	0.823	23	0.388**	0.822
4	0.258**	0.826	24	0.180**	0.828
5	0.315**	0.824	25	0.501**	0.819
6	0.498**	0.82	26	0.463**	0.82
7	0.383**	0.822	27	0.394**	0.822
8	0.216**	0.826	28	0.248**	0.834
9	0.253**	0.826	29	0.264**	0.826
10	0.224**	0.826	30	0.558**	0.818
11	0.547**	0.818	31	0.468**	0.82
12	0.256**	0.841	32	0.377**	0.823
13	0.484**	0.819	33	0.375**	0.823
14	0.379**	0.822	34	0.352**	0.823
15	0.379**	0.828	35	0.269**	0.825
16	0.509**	0.82	36	0.535**	0.819
17	0.369**	0.823	37	0.484**	0.82
18	0.487**	0.821	38	0.393**	0.822
19	0.565**	0.819	39	0.293**	0.825
20	0.581**	0.817	40	0.353**	0.826

P>(000/0)*

The mean and standard deviation for a total of 5 persons, and life satisfaction in Table 2, is presented and shows the different aspects of life satisfaction and life satisfaction among every five scale, with the significant relationship exists. The highest levels of life satisfaction were associated with the subscale of life and life satisfaction (738/0) and the lowest among themselves and life satisfaction scale derived addition. (Table 2)

Table 2: Correlation coefficients of the five aspects of life satisfaction and life satisfaction

Independent Variables	Independent Variables	Independent Variables	Independent Variables
0.000	%5	0.665**	The family
0.000	%5	0.665**	Friends
0.000	%5	0.667**	The school
0.000	%5	0.738**	Living environment
0.000	%5	0.575**	Own

The correlation matrix of life satisfaction and 5-fold dimension is reflected in Table 3. The results of correlation coefficients showed significant relationship between any of our five-part scales there and most of the relationship between family satisfaction and life satisfaction (r = 0.40) is. Family satisfaction, family satisfaction friends and between the subscales (r = 0.406) is.

Table (3) the relationship between life satisfaction scale

Own	Living environment	The school	Friends	The family	Subscales
				1	The family
			1	R=/.0406** P=/.0000	Friends
		1	R=/.0260** P=/.0000	R=/.0349** P=/.0000	The school
	1	R=/.0357** P=/.0000	R=/.0238** P=/.0000	R=/.0405** P=/.0000	Living environment
1	R=/.0289** P=/.0000	R=/.0176** P=/.0000	R=/.0312** P=/.0000	R=/.0326** P=/.0000	Own

Validity and reliability of the questionnaire through the Cronbach's alpha was calculated for each factor and then a whole. Table (4) the validity of the coefficient indicates the validity of the questionnaire. Each of the following perennial coefficient measures of life satisfaction shows, family scale alpha coefficient equal to 63/0 to 7 items, a 9-item scale friend equal to 58/0, 83/0 of 8-item scale school, the 9-item scale environment with 65/0, 62/0 times the scale with 7 items and overall life satisfaction scale with 40 items in total equal to 83/0 and can be alpha, almost to the standards is.

Table (4) Cronbach's alpha factor

Cronbach's alpha factor			
α	Count of Items	Subscales	scale
0.63	7	The family	Life Satisfaction
0.58	9	Friends	
0.83	8	The school	
0.65	9	Living environment	
0.62	7	Own	
0.83	40	Total	

Validation: To validate the questionnaire and answer the question whether the questionnaire is really possible to assess what the plan is, to specify that a set of multi-factor questionnaire significant ingredient is saturated, exploratory factor analysis was conducted using principal components analysis and rotation Rimax. First, if the sample size is adequate for factor analysis? Test sampling adequacy Kaiser - Miyer- Okin (KMO) was performed. Also to determine the correlation between the test materials in society is not zero, Bartlett's test was used. Results in Table 3 are shown. The results of the factor analysis are presented in Table (5) and(6) states.

Table (5) the results of KMO and Bartlett test

Level of significance	Test KMO (scale of sampling adequacy)	Test KMO (scale of sampling adequacy)	Test KMO (scale of sampling adequacy)
0.000	780	4211.889	0.836

KMO size must be greater than 0.6 times the size of 836/0. In the present study, which is an acceptable level but also at the Bartlett test, $P > 0/000$ significant ($889/4211 = X^2$, $df = 780$, $p = 0/000$) shows that the correlation matrix is zero, so the issue is justifiable act.

Table (6) principal components analysis and varimax rotation

Loads extracted variance after rotation			Initial eigenvalues			Operating
Compaction percentage of variance	Percent of the variance	Equity	Compaction percentage of variance	Percent of the variance	Equity	
10.008	10.008	4.003	17.345	17.345	6.938	1
19.857	9.849	3.940	24.371	7.026	2.810	2
28.344	8.487	3.395	30.089	5.718	2.287	3
34.735	6.410	2.564	34.735	4.664	1.866	4
			390.20	4.266	1.707	5
			42.347	3.327	1.331	6
			45.537	3.190	1.276	7
			48.535	2.998	1.99	8
			51.425	2.890	1.156	9
			52.207	2.783	1.113	10
			56.801	2.594	1.038	11

As shown in Table (6) can be seen in 4 of the 40 items of life satisfaction have been displaced. These 4 factors before and after turning on the 753/34% of the variance in life satisfaction explain the test.

Table (7): matrix factor of two factors were extracted using varimax rotation

Factors				Items	
4	3	2	1		
			0.620	3	school
			0.746	13	
			0.648	20	
			0.718	22	
			0.702	25	
			0.677	26	
		0.544		7	Family
		0.652		18	
		0.609		19	
		0.530		21	
		0.622		30	
		0.557		36	
	0.669			1	Friends
	0.714			11	
	0.654			16	
	0.506			17	
	0.601			38	
0.625				27	Living environmen
0.567				31	
0.683				32	
0.622				39	

According to Table (7) 11 were identified for 58% of total life satisfaction, life satisfaction explained variance test. According to the Screen test are detectable levels of total variance explained by 4 factors that are 753/34% of the variance. Due to these factors: The nature and size of the extracted 2-theories in the study of predictors of life satisfaction were named. Figure 1. Scree plot With regard to the first factor has a strong correlation with the six questions under the title "school" is named and also includes questions (3-13-20-22-25-26) is. The second factor is a strong correlation with the six questions of the "family" is named and also includes questions (7-18-19-21-30-36) is. The third factor is a strong correlation with five questions and a "friend" named and also includes questions (1-11-16-17-38) The fourth factor is a strong correlation with the four questions and the "environment" name is also included questions (7-18-19-21-30-36) is.

DISCUSSION

The purpose of this study was to construct and validate a questionnaire Reliability and life satisfaction (MSLSS) for students to use in the country. This 40-item questionnaire is applicable to an individual or group to validate and validate the inventory of different methods were used, all items were analyzed initially clean coefficient was calculated for each item. Large-scale items of life satisfaction of a significant relationship. These coefficients indicate a strong relationship between the question and the total score indicating the internal consistency and convergent validity. The results of the Pearson correlation coefficient indicates that the life satisfaction scale scores and subscale and also a significant positive correlation between the scale there together to show the reliability of the scale is the right choice. Run and try to validate the method, exploratory factor analysis was used. The 11 exploratory factor analyses identified four factors that were significant only and as can be seen from the life satisfaction items in 4 factors (school, friends, and family life) Have been displaced from the fifth to the next because the number of questions were named Ibn factor is less than six. In general it can be said of questions, general life satisfaction measures. Naming these factors with respect to the content of the questions was a former literature in general it can be concluded that the validity of the questionnaire. And appropriate validity factors obtained from factor analysis of life satisfaction can be measured appropriately students. And accurately reflects the scale to measure the quality and stable performance and the stability of the efforts of multiple testing is. The results Lasyana *et al.* (2014) , Javanvik and Zooljuvik (2011), Mazaheri(1391), Latifian and Shaykholeslami(1383) Kasipo, Patty and Cao (1984), Saunders and et al (1992), Kulhin and et al(2004) TaherPour, Zamani and Mohseni (1384), consistent there.

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