The relationship between self-efficacy and quality of life among university students

العلاقة بين مستوى الكفاءة الذاتية وجودة الحياة بين طلاب الجامعة

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Abstract

Numerous studies, most of them involving adolescents and adults, have evidenced a moderately positive relationship between self-efficacy and quality of life (QoL). There are, however, a limited number of studies that have addressed the mechanisms underlying this relation. Thus, the objective of the present study was to examine the relationship between one's perceptions of the capabilities (self-efficacy) and perceptions of one's life and environment (QoL) among the students enrolled at the Faculty of Educational Sciences at Zarqa University. To achieve the objective of the study a sample of 120 male and female students was selected from the Faculty of Educational Sciences at Zarqa University. All participants completed two surveys that measure self-efficacy and quality of life. The study revealed a statistically significant difference between students in the self-efficacy level on the basis of gender in favour of male students. On the other hand, there are no statistically significant differences between students in QoL level according to their gender. In

addition, there is a statistically significant positive correlation between self-efficacy and quality of life levels among the students enrolled at the Faculty of Educational Sciences at Zarqa University.

Keywords: Self-Efficacy, Quality Of Life, Jordan.

ملخص

أثبتت العديد من الدراسات، التي شملت معظمها المراهقين والبالغين، وجود علاقة إيجابية معتدلة بين الكفاءة الذاتية ونوعية الحياة. ومع ذلك، هناك عدد محدود من الدراسات التي تناولت الآليات الكامنة وراء هذه العلاقة. وبالتالي، كان الهدف من هذه الدراسة هو دراسة العلاقة بين تصورات الفرد للقدرات (الكفاءة الذاتية) وجودة الحياة بين الطلاب المسجلين في كلية العلوم التربوية في جامعة الزرقاء. لتحقيق هدف الدراسة تم اختيار عينة من 120 طالباً وطالبة من كلية العلوم التربوية في جامعة الزرقاء. أتم جميع المشاركين دراستين استقصائيتين تقيسان الكفاءة الذاتية وجودة الحياة. كشفت الدراسة عن فروق ذات دلالة إحصائية بين الطلاب في مستوى الكفاءة الذاتية على أساس الجنس لصالح الطلاب الذكور. من ناحية أخرى، لم توجد فروق ذات دلالة إحصائية بين الطلاب في مستوى جودة الحياة حسب جنسهم. بالإضافة إلى ذلك، هناك علاقة إيجابية ذات دلالة إحصائية بين الكفاءة الذاتية ومستويات جودة الحياة بين الطلاب المسجلين في كلية العلوم التربوية في جامعة الزرقاء.

الكلمات المفتاحية: الكفاءة الذاتية، جودة الحياة، الأردن.

Introduction

Self-efficacy and Quality of Life (QoL) are considered very significant psychological concepts that can affect one's physical and psychological well-being and problem-solving skills. Several studies have addressed the negative side of low self-efficacy (Bandura, 1986, 1999; Maddux, 1998; Pajares, 2002). It is believed that an individual who has low self-efficacy may suffer depression, illness, and poor problem-solving skills (Pajares, 2002); it also can affect one's learning process, passion, and motivation (Bandura, 1986). In addition, the self-efficacy level affects one's achievement level and ability to control events (Bandura, 1999); individuals who have a strong sense of their self-efficacy are more likely to have a higher sense of commitment than those who have a poor sense of self-efficacy (Maddux, 1998).

Bandura (1999) believes that being preservative and creating initiatives depend on one's judgments and expectations in relation to behavioural skills and one's ability to deal successfully with environmental challenges and surrounding conditions. Bandura (1999) also believes that those factors play a significant role in achieving psychological adjustment and determining the extent of success of any treatment needed for solving emotional or behavioural problems. Recognizing the self-efficacy level by oneself depends on one's ability to assess it properly.

Bandura (1999) perceives self-efficacy as a cognitive mediator affecting behaviour. Benz, et al. (1992) believe that the self-efficacy level perceived by oneself determines the kind and nature of behaviour. In other words, such perception determines the level of one's perseverance and the amount of efforts one will exert when facing problems. Maddux (1993) believes that self-efficacy is not one of the characteristics of one's personality nor considered so when measuring it. In fact, it is considered as being specific expectations associated with specific behaviour in a specific situation.

Individuals who have a strong sense of their self-efficacy concentrate on analyzing their problems to find suitable solutions for them. As for those who doubt their own self-efficacy levels, their concentration is directed towards inner issues. They are also overwhelmed by their problems when facing the need to fulfil the challenging requirements that are posed by the surrounding environment. Their concentration is always focused on their shortcomings and low self-efficacy levels. Having such a negative way of thinking generates considerable stress and increases pressure on such people. This occurs due to a change in focus from being concerned with the method of fulfilling such requirements in the best manner to being concerned with the anxiety arising from one's own disability and probabilities of failure (Bandura, 1982)

Bandura (1999) sets three dimensions for self-efficacy. The first one is magnitude, which refers to one's level of motivation towards performing specific acts in various fields and situations. Such levels differ according to the nature of the situation and how difficult it is. The second dimension

is generality, which refers to the extent to which the self-efficacy expectations about one's situation can be generalized to other similar situations. For instance, people generalize their self-efficacy in one situation to other similar situations. The third dimension is strength. Having a strong sense of self-efficacy reflects an individual's high capabilities and a degree of perseverance that enables one to select the activities that can be carried out successfully (Bandura, 1999)

Bandura (1999) believes that the self-efficacy theory is derived from the social cognitive theory that he established in 1986. Through the latter theory, Bandura claims that one's behaviour and performance can be interpreted by conducting a comparison between that behaviour and several other factors.

As for QoL, it involves the way individuals perceive their environment, including their daily activities and psychological, social, and psychological pressures. It also involves the way they overcome these pressures through the experiences they encounter in real life (Homles, 1989).

QoL has a major impact on the formation and development of one's character. For instance, it is defined as being individuals' perceptions of their positions in life in the context of the culture and value systems in which they live, relative to their goals, expectations, levels, and interests (User Manual, 1998). In addition, it is affected by culture, morals, religion, and other personal values which affect people's perceptions and observation (Zhan, 1992). Drummond, Stoddart and Torrance (1987) believe that QoL involves one's status, independence level, psychological and physical health, social relations, personal beliefs and the relationship between expected future and surroundings. As for the main features of QoL, Bradly (2007) states that it involves three types of welfare. The first type is social welfare which includes leisure, sleep, daily activities, and appetite. The second type of welfare is psychological welfare which involves the degree of happiness and achievement of goals. The third type is material welfare (Bradly, 2007).

Study Problem

According to Bandura (1986), self-efficacy involves one's assessment of one's personal capabilities that affects performance, motivation, and desire to learn (Bandura, 1986). In addition, Homles (1989) believes that QoL involves the way one perceives one's environment including daily activities and psychological, social, and psychological pressures (Homles, 1989). Thus, the researchers of the present study aimed at examining the relationship between the perceptions of capabilities (self-efficacy) and of one's life and environment (QoL) among the students enrolled at the Faculty of Educational Sciences at Zarqa University precisely because identifying such a relationship will be useful for a number of educational and social applications that aim at developing and improving society.

The present study's significance arises from the scarcity of studies in Jordan that investigate the aforementioned relationship. Thus, the present study fills a gap in the relevant literature. Its significance is also confirmed by providing results that help school counsellors to design counseling programs that assist students in achieving higher self-efficacy levels, and deepen their perceptions of QoL. In addition, the present study's significance is demonstrated by paving the way to conduct future studies that identify the psychological variables affecting students' psychological health and enabling them to adjust properly to others in society.

Literature Review

Ghnaim (2001) aimed at exploring emotional intelligence and its nature. He also intended to identify the relationship between such intelligence, on the one hand, and self-efficacy, self-esteem, and other variables, on the other hand. Moreover, he proposed to distinguish emotional intelligence from other variables. His sample consisted of 191 male students who were enrolled in Bisha Teacher's College in the Kingdom of Saudi Arabia. An emotional intelligence scale was developed and implemented by the researcher. It was concluded that the emotional intelligence level can be predicted by identifying one's self-esteem and self-efficacy levels.

Al-Alusi (2001) attempted to identify the relationship between self-efficacy and self-esteem among 400 female and male students who were enrolled at Baghdad University. He developed and implemented a self-efficacy scale. He also employed a self-esteem scale. It was determined that university students have a high self-efficacy level. It was also concluded that there is a positive correlation—that is highly significant statistically—between self-efficacy and self-esteem levels.

Sahloul (2005) proposed to explore the relationship between self-efficacy and achievement motivation. He also aimed to identify their impacts on the academic achievement level of secondary school students in Sana'a, Yemen. The sample consisted of 1,025 female and male students. The researcher implemented a self-efficacy scale. He also used an achievement motivation test for children and adults. It was concluded that there is a positive relationship between self-efficacy and academic achievement motivation.

Salem (2006) examined the relationship between self-efficacy and psychological stability among 200 female and male school counselors in Baghdad. Two instruments were used, a self-efficacy scale and a psychological stability scale. Both instruments were developed by the researcher himself. It was concluded that the self-efficacy and psychological stability levels among school counselors was high. It was also concluded that there is a weak relationship—that is not statistically significant—between self-efficacy and psychological stability levels among school counselors.

Milevsky et al. (2007) investigated the relationship between the way parents treat their teenage children, on the one hand, and self-esteem, depression and life satisfaction levels, on the other hand. The sample consisted of 272 students whose grades ranged from intermediate third grade to secondary second grade. The students were selected from intermediate and secondary schools located in the northeastern regions of the United States. Several psychological scales were implemented. Such scales included satisfaction about the methods of parental treatment, life satisfaction and self-esteem scales, and a psychological adjustment checklist. It was concluded that the exercise of matriarchal authority is

positively correlated with self-esteem and life satisfaction levels. It was also determined that the exercise of matriarchal authority is negatively correlated with depression. Furthermore, it was also seen that there is a statically significant positive correlation between self-esteem and life satisfaction levels among the female and male students enrolled at intermediate and secondary schools in the United States.

Martinez *et al.* (2007) studied the relationship between life satisfaction, on the one hand, and self-esteem and school adjustment levels, on the other hand, among 1,319 Spanish teenagers. They also explored the relationship between school-related variables (school adjustment to the teacher and classroom environment) and other psychological adjustment variables (self-esteem and life satisfaction). The ages of the sampled teenagers were from 11-18 years. A scale was used. It was observed that there is a positive correlation between school-related variables (school adjustment level to the teacher and classroom environment) and self-esteem level. It was determined that life satisfaction level is positively correlated with the self-esteem level among Spanish teenagers.

Hamarta (2009) examined the methods adopted by 405 students at Selcuk University, Turkey to solve social problems in order to predict their self-esteem and life satisfaction levels. It was concluded that self-esteem and life satisfaction levels are positively correlated in the way problems are addressed and solved. The researchers found that self-esteem and life satisfaction levels are negatively correlated to the use of the avoidance method and keeping a distance from others. It was also determined that life satisfaction level is positively correlated with self-esteem level among female and male university students.

Al-Mashiakhy (2009) conducted a study that aimed at exploring anxiety about the future and its relationship with self-efficacy and ambition levels among 270 students enrolled at the University of Taif, Saudi Arabia. Results showed that there is a negative correlation between levels of anxiety about the future, on the one hand, and self-efficacy and ambition levels, on the other hand. It was concluded that the level of

anxiety about the future can be predicted based on self-efficacy and ambition levels.

Nickolich, Feldhaus, Cotton, Smallwood, and Barrett (2010) analyzed the life satisfaction level among 60 teachers and 45 training supervisors who were enrolled in a teacher training program during their first year in the program. They examined the levels of professional satisfaction among the teachers and training supervisors who work in Indiana, USA. A life satisfaction scale was used. It was found that supervisors have a higher life satisfaction level than teachers during their first year. They also concluded that teachers and training supervisors over 50 years old have higher life satisfaction levels than their younger counterparts.

Ibrahim (2011) examined the life satisfaction level and its relationship to some psychological variables among 2,035 university students. That was done to explore the nature of the relationship between the life satisfaction level and social support and anxiety about the future. Results indicated that there is a positive relationship between students' scores on a life satisfaction scale and their scores on the social support scale. It was also concluded that there is a negative relationship between students' scores on a life satisfaction scale and their scores on anxiety about the future scale. Finally, it was recognized that there is no statistically significant difference between students' life satisfaction levels which can be attributed to gender.

In a recent study, Siddiqui (2018) conducted a study to measure self-efficacy among 267 medical students, and its relationship with stress. The result showed that students aged more than 22 years had significantly higher self–efficacy scores as compared to younger students The linear relationship between self-efficacy and stress was significant.

More recently, a study by Grotan, Sund, & Bjerkeset (2019) examined the associations of mental distress with academic self-efficacy and study progress, and the mental health help-seeking for students with mental distress. Data was derived from the Norwegian Students' health and welfare survey comprising questions of both mental health, academic self-efficacy and psychosocial factors amongst students. Utilizing these data

for a Norwegian region, we found that 749 (31%) of the 2430 Norwegian full-time students under the age of 35 responded to the survey. Symptoms of mental distress were measured using the Hopkins Symptom Checklist (HSCL-25) and academic self-efficacy was measured using a Norwegian version of the General Self-Efficacy Scale (GSE) tailored to the academic setting. Demographic-, social, lifestyle, and study-related variables were included in the analyses. The study showed that there was a strong association between symptoms of mental distress, academic self-efficacy and study progress. Prospective studies should evaluate whether improved help-seeking and psychological treatment can promote students mental health and ultimately improve academic self-efficacy and study progress.

In conclusion, the studies reviewed herein investigated the relationship between self-efficacy and other variables, such as self-esteem, life satisfaction, achievement motivation, job satisfaction, social satisfaction, and social support. These studies showed positive correlations between self-efficacy and the other variables emphasizing the strong effect of self-efficacy on peoples' life in general. However, little research has examined the relationship between self-efficacy and quality of life. Therefore, as a contribution to this line of research, the present study is an attempt to investigate the relationship between self-efficacy and quality of life especially among university students.

Research Questions

The researchers of the current study aimed at providing answers to the following questions:What is the self-efficacy level among students enrolled in the Faculty of Educational Sciences at Zarqa University?

1. What is the QoL level among students enrolled in the Faculty of Educational Sciences at Zarqa University?

2. Is there any statistically significant difference (at the significance level of α = 0.05) between students' self-efficacy levels which can be attributed to gender

3. Is there any statistically significant difference (at the significance level of $\alpha = 0.05$) between students' QoL levels which can be attributed to their gender

4. What is the relationship between self-efficacy and QoL levels among students enrolled in the Faculty of Educational Sciences at Zarqa University?

Definition of Terms

Theoretical definition of QoL: the social, psychological, and material aspects of one's health which are affected by one's own perceptions or opinions relative to the individual's status (Pioernik, 1998).

It refers to the perceptions of one's status and position in life in the context of the culture and value systems in which one lives relative to the individual's goals, expectations, levels and interests. This definition refers to the unified objective values that are fixed on the cultural and social levels (WHO, 1998).

Operational definition of QoL: the respondent's score on the scale that was developed for measuring QoL level.

Theoretical definition of self-efficacy: an individual's belief in one's capacity to do specific things that can obtain the desired goals in life (Maddux, 1988).

The researchers of the present study define self-efficacy as the judgments that individuals issue about their capacity to perform specific acts and the extent of their perseverance in the face of obstacles that might prevent them from getting what they want in life

Operational definition of self-efficacy: the respondent's score on the scale that was developed for measuring the self-efficacy level.

The present researchers adopted the operational definition for the purpose of the current study.

Limitations

1. The present study was conducted at the University of Zarqa, Jordan, during the first semester of the academic year 2016–2017.

2. The results of the present study cannot be generalized because they are limited to the study's sample and instruments.

Methodology

To achieve the study's purpose, a descriptive approach was adopted that suits the nature of the study's topic and objectives.

Population & Sample

The study's population consists of all the students enrolled in the Faculty of Educational Sciences at Zarqa University. According to the statistics of the Admissions and Registration Department, the population consists of 488 female and male students. The sample consists of 120 female and male students who were selected by using the stratified random sampling method. The sample was drawn from the faculty of education, because of the important role awaiting the pre-service teachers in teaching young children. In addition, they need to feel positive and high feelings in self-efficacy and quality of life. Table 1 illustrates this below

Table (1): The stratified random sample that ensures an equal distribution for the sample according to gender and sections.

Section No.	Gender		Total
	Male	**Female**	
1	15	15	30
2	15	15	30
3	15	15	30
4	15	15	30
Total			**120***

Instruments

Self-efficacy scale

It was developed by the researchers themselves and consisted of 30 statements, adopting the five-point Likert scale, and developed by carrying out the following steps:

a. 21 statements were drafted in accordance with Bandura's theory (1999)

b. The researchers adopted 9 statements that were mentioned in other scales for measuring self-efficacy levels.

c. The researchers made sure that each statement could not have more than one interpretation and did not measure more than one item.

Validity of the Self-efficacy Scale

The thirty-item scale was given to five experts specialized in the fields of psychology, educational sciences, and psychometric tests. They were asked to assess the validity of each statement and suggest any modifications. They were also asked to delete any statement that was not valid for measurement. In the light of their suggestions, several statements were modified and six statements were excluded. Thus, 24 statements remained because they were approved by 80% or more of the experts.

The questionnaire forms were distributed to a pilot sample. The pilot sample consisted of 30 female and male students who were selected from the study's population. After correcting these forms, it was concluded that the questionnaire's regulations, statements, and the provided multiple choice answers were clear. It was determined that the average time needed to answer all the questionnaire's statements was 20 minutes.

Reliability of the Self-efficacy Scale

A. The test re-test method: an external consistency coefficient

The self-efficacy scale was distributed to a sample selected from the study's population. After that, the scale was distributed again to the same sample. Thus, the scale was distributed twice, after an interval of two

weeks, to a sample that consisted of 30 female and male students. The Pearson correlation coefficient was calculated to identify the degree of variance between the scores of the first and second distributions of the scale. The value of the latter coefficient is 0.86, reflecting the high reliability of the instrument.

B. Cronbach Alpha reliability coefficient: internal consistency coefficient

Internal consistency refers to the ability of all the items on the scale to measure the same thing and the extent of their coherence with each other whenever they measure the same characteristic. Such consistency was determined by identifying the value of the Cronbach Alpha reliability coefficient of the scale which is 0.91. It reflects the high reliability of the scale.

Table (2): The psychometric characteristics of the self-efficacy scale.

Number of statements	Overall mean	The highest mean of the instrument's statement	The lowest mean of the instrument's statement
24	88.6	120	24

The Quality of Life Scale

The quality of life scale was developed by the World Health Organization (WHO, 1998) and consisted of 32 statements. The researchers obtained an Arabic translation of the scale, which was written in English. Subsequently, it was adapted to the Jordanian environment. The following steps were adopted:

a. Translating the scale from English into Arabic

b. Delivering it to two experts specialized in the field of English language to check the translation's accuracy

c. Changing some statements and re-wording others in light of the experts' comments to adapt the scale to the Jordanian environment

Validity of the Quality of Life Scale

It was passed to 5 experts specialized in the fields of psychology, educational sciences, and psychometric tests. They were asked to provide their evaluations and modify or delete any statement that they perceived as being unsuitable for measurement or for the Jordanian environment. The researchers then chose the statements that received the approval of 80% or more of the experts. In the light of their judgments, the following modifications were made to the quality of life scale:

a. Re-wording most statements. All the statements were modified to apply the five-point Likert scale.

b. The multiple-choice answers provided for each statement were changed to become as follows: "it fully applies to me, it applies to me to a high extent, it moderately applies to me, it applies to me a little, and it doesn't apply to me at all", instead of "it is highly significant ….it is not significant at all".

c. Seven statements were excluded because they did not get the approval of 80% or more of the experts. Thus, 25 statements remained due to obtaining the approval of 80% or more of the experts.

The clarity of the scale's statements and regulations

The researchers adopted the same procedures that were used to implement the self-efficacy scale for the exploratory sample. It was concluded that the regulations and the provided multiple choice answers of the QoL scale were clear. Three statements were excluded because they were considered debatable from the exploratory sample's perspective. Thus, the scale became a 22-item scale. The average time needed to answer all the statements is 18 minutes.

Reliability of the QoL Scale

The reliability coefficient of the QoL scale is 0.89 which reflects the scale's high reliability. The value of the internal consistency coefficient is 0.93 which also reflects that the scale is highly reliable.

Table (3): The psychometric characteristics of the QoL scale.

Number of statements	Overall mean	The highest mean of the instrument's statement	The lowest mean of the instrument's statement
22	80.51	110	22

Findings and Discussion

Results Related to the First Question:

What is the self-efficacy level among students enrolled in the Faculty of Educational Sciences at Zarqa University?

The overall arithmetic mean of the sample's self-efficacy level is 88.6 with a weighted mean of 72. The calculated t-value of the self-efficacy scale is 10.77, which is statistically significant at the significance level of $\alpha = 0.05$. These values indicate that the respondents have a high self-efficacy level.

Table (4): One sample t-test for examining the statistical significance of the difference between the respondents' arithmetic means and weighted means on the self-efficacy scale.

Arithmetic Mean	*Standard Deviation*	*Weighted Mean*	*Calculated T Value*	*t-Value*	*Sig.*
88.6	15.41	72	10.77	1.980	$\alpha = 0.05$

Based on Table 4, the overall arithmetic mean is 88.6, which is greater than the weighted mean 72. Thus, the overall arithmetic mean is statistically significant at the significance level of $a = 0.05$. In addition, the calculated t-value 10.77 is greater than the tabulated t-value 1.980. These values indicated that the respondents' self-efficacy level is high. This result is in agreement with the studies of Al-Alusi (2001), Ghnaim (2001), Sahloul, (2005) and Al-Mashiakhy (2009).

Results Related to the Second Question:

What is the QoL level among students enrolled in the Faculty of Educational Sciences at Zarqa University?

Based on Table 5, the respondents' overall arithmetic mean is 80.51, having a weighted mean of 66. According to the results of the one-sample t-test, the calculated t-value is 14.32 which is statistically significant at the significance level of α = 0.05. These values indicate that the study's respondents have a high QoL level. Table 5 illustrates that below.

Table (5): One sample t-test for examining the statistical significance of the difference between the respondents' arithmetic means and weighted means on the life quality scale.

Arithmetic Mean	Standard Deviation	Weighted Mean	Calculated T Value	Tabulated t Value	Sig.
80.51	10.13	66	14.32	1.980	α=0.05

Based on Table 5, the overall arithmetic mean is 80.51 which is greater than the weighted mean of 10.13. Thus, the overall arithmetic mean is statistically significant at the significance level of α = 0.05. In addition, the calculated t-value (14.32) is greater than the tabulated t value 1.980. These two proofs indicate that the respondents' quality of life level is high. The result agrees with the studies of Judeh (2010), Martinezetal et al. (2007), and Snopeskand & Hublova (2008).

Results Related to the Third Question

Is there any statistically significant difference (at the significance level of α = 0.05) between students' self-efficacy levels which can be attributed to gender

According to Table 6, the male respondents' overall arithmetic mean is 89.76 As for female respondents, their overall arithmetic mean is 87.44. The results of the independent two-sample t-test show that the calculated t-value 16.40 is greater than the tabulated t-value 2.60. That means that

there is a statistically significant difference in favour of male students (at the significance level of α = 0.05 between students' self-efficacy levels which can be attributed to gender. Table 6 illustrates this result below.

Table (6): A comparison conducted between self-efficacy levels of male and female students.

Category of respondents	Frequency	Arithmetic Mean	Standard Deviation	Calculated t Value	Tabulated t Value	Sig.
Male respondents	50	89.76	10.45	16.40	2.60	α=0.05
Female respondents	50	87.44	12.88			α =0.05

The male respondents' overall arithmetic mean is 89.76, greater than the overall arithmetic mean of female respondents which is 87.44. It is noticed that the calculated t-value is 16.40 which is greater than the tabulated t-value 2.60. That means that there is a statistically significant difference (at the significance level of α = 0.05) between students' self-efficacy levels in favour of male students which can be attributed to gender. The latter result is in agreement with Hackett and Betz' study (1981, p. 326).

Results Related to the Fourth Question

Is there any statistically significant difference (at the significance level of α = 0.05) between students' QoL levels which can be attributed to their gender

According to Table 7, the male respondents' overall arithmetic mean is 80.7. As for the female respondents, their overall arithmetic mean is 80.32. The results of the independent two-sample t-test show that the calculated t-value is 0.51 which is less than the tabulated t-value of 2.60. That means there is no statistically significant difference between students' QoL levels (at the significance level α = 0.05) which can be attributed to gender. Table 7 illustrates that below.

Table (7): A comparison of the QoL levels of male and female students.

Category of respondents	Frequency	Arithmetic Mean	Standard Deviation	Calculated t Value	Tabulated t Value	Sig.
Male respondents	50	80.7	18.16	0.51	2.60	α=0.05
Female respondents	50	80.32	8.72			α=0.05

According to Table 7, the male respondents' overall arithmetic mean is 80.7 and the female respondents' overall arithmetic mean is 80.32. According to the results of the independent two-sample t-test, the calculated t-value is 0.51 which is less than the tabulated t-value of 2.60. That means that there is no statistically significant difference between students' QoL levels (at the significance level $\alpha = 0.05$) which can be attributed to gender. This result is not in agreement with Judeh (2010). However, it is in agreement with Lander (1981) which indicates that one's expertise can enhance one's QoL level regardless of gender (Felton, 1994, p. 74).

Results Related to the Fifth Question

What is the relationship between self-efficacy and QoL levels among students enrolled in the Faculty of Educational Sciences at Zarqa University?

The value of the Pearson correlation coefficient regarding the correlation between self-efficacy and QoL is 0.87, which is a high positive value. The study's conclusion is that respondents have high self-efficacy and QoL levels. Thus, there is a positive statistically significant correlation between the self-efficacy and QoL levels.

If the value of the Pearson correlation coefficient is within the range of 0.75-0.50, then the correlation between the aforementioned variables is considered positive and strong (Al-Bayati and Athanasius, 1997, p. 194). It is also concluded that having a high self-efficacy level enables individuals to develop their own principles and beliefs about QoL. This result is in agreement with Timothy and Bon, (2001, P.80) and Bossher and Smit, (1998, P.339).

Conclusions

Based on the study results conclusions are drawn as follows

1. The respondents have high self-efficacy and QoL levels.

2. There is a statistically significant difference (at the significance level of $\alpha = 0.05$) between students' self-efficacy levels in favour of males which can be attributed to their gender.

3. There is no statistically significant difference between students' QoL levels (at the significance level $\alpha = 0.05$) which can be attributed to gender.

4. There is a positive correlation, which is highly significant statistically, between the self-efficacy and QoL levels among students enrolled at the Faculty of Educational Sciences at Zarqa University.

Recommendations

Given the results obtained by the present study, the researchers recommend the following:

1. Conducting similar studies that adopt other scales, methods, and theories.

2. Conducting similar studies by selecting samples from other universities and cities.

Counselling programs to enhance university students' self-efficacy and to interact with a better quality of life especially for female students.

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