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# Life Management Strategies of University Students

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The present study aimed to identify the life management strategies of university students, as well as to identify the statistical differences in the life management strategies of these students due to gender (males, females) and specialisation (scientific, humanitistic). Comprising a sample of 400 students from the University of Baghdad and after collecting data and statistical processing, the research results identified some important findings, including that: University students have the ability and efficiency in the use of life management strategies to arrange their lives positively to achieve goals. The results did not show statistically significant differences in the life management strategies of university students between males and females. In light of the research results, the project has made several recommendations, including: paying attention to the extension units in schools and universities and developing their extension programs to take over ongoing research. Proposals for future work include: Conducting an associative study on the relationship between life management strategies and other variables such as (methods of thinking, self-understanding, self-realisation, etc.).

**Key words:** *Life management strategies.*

## Introduction

The university experience stage is one of the most important stages of life because it has a major role in honing the personality of the students and shaping their future life. The university education sector is experiencing great interest and development at different levels in the countries of the world, for the outstanding role it contributes to social progress and development through the preparation of human and scientific resources efficiently.

The increasing volume of information and academic tasks resulting from global scientific development imposes on students the responsibility of acquiring knowledge across many disciplines in line with scientific and cognitive development. Students need to be more aware of their desired path in life in order to achieve their goals and solve the problems of daily life.

Tuition without paying attention to life management strategies negatively affects the level of academic achievement, and is not due to a lack of effort and energy, but to lack of skill and experience in the use of appropriate strategies in life management. Some studies indicate the importance of individual practice to develop the effective use of strategies of self-regulation such as selection, improvement, compensation and behaviourof the individual according to personal difficulties / loss and individual ability to harness and manage energy and effort was relevant to this study (Freund and Baltes, 2002).

**Research problem**

Individuals who use these strategies are more productive and aware of their life ambitions, goals and chosen paths. (Ouwehand et al., 2007). Individuals who lack these goals and the ability to compensate for disappointment were suffer from high anxiety and a decline in mental well-being, as indicated by Emmons' 1996 study. Many studies have shown that organisational strategies for life management or self-regulation are essential for successful development (Heckhousen et al., 2010). This project sought to understand whether the study sample of university students had strategies for managing life. Are there statistically significant differences in these strategies due to gender and specialisation? The current research focus has been guided by these questions.

**Research Importance**

Since the 1990's psychologists have focussed on the importance of positive psychology and its productive effect on human behaviour, performance and life management. Positive self ideation and images are an effective way to approach life and helps an individual manage his or her life while striving to to achieve his or her goals with least effort and wisest means. The individual has the resources of energy, effort and time that are necessary for the successful development of his or her skill in achieving the goals (Freund and Baltes, 2002).

Through the following components: Selection and selection based on loss, optimisation and compensation. These organisational strategies help the person choose goals and use their energies, time, skills and other abilities to achieve them. If he or she cannot achieve their goal within available resources they can employ alternative strategies to avoid failure in achieving goals. Positive thinking leads to successful response to loss and the ability to mobilise intellectual energies, skills and appropriate behaviours. Organisation of others according to priorities and the replacement of means with others help achieve goals (Freund and Baltes, 2002; Baltes et al., 2006). The results of the Yagooby et al., (2015) study showed that university students use life management strategies to identify, improve, and compensate for their lives so that they can control their lives more successfully. The importance of this research lies in the nature of the subject of the study, viz, the structure and development of individual

personality. Current research to identify strategies will have a dual theoretical and practical benefit. Moreover, this study derives its importance from:

**1.** It constitutes a new addition to the Arab scientific library in general and with respect to Iraq in particular. This is especially so as that the concept of life management strategies is being taught for the first time to a sample of young Arab university students studying science.
**2.** Contribute to the refinement of a new theory in the field of life management strategies..
**3.** The relevance of university students' influence on society. The development of skills and experiences will enable individual goal realisation that will help build the broader society.
**4.** The fact that life management strategies can be acquired and developed in each individual personality. Efforts to investigate this will help decision-makers to prepare and design training programs that raise literacy and practical experience amongst people in life management skills and strategies relevant to their personal circumstances.

**Research Goals**

The current research aims at the following:

**1**: To identify the life management strategies of university students.
**2**: To identify the statistically significant differences in the life management strategies of university students according to the following variables: a. Gender (male, female) b. Specialisation (scientific, humanistic).

**Scope of the research:** The current research was limited to students from the University of Baghdad (4 classes of morning and evening studies) enrolled in scientific and humanistic disciplines and gender (male, female) for the academic year (2018-2019).

**Methodology:**

Life management strategies have been definedas:

“An assumption about how people successfully manage their lives through four regular evolutionary processes is selection, selection based on loss, improvement and compensation and an individual's ability to activate it in his life” (Baltes and Freund, 2002).

This study defines it as:

Multiple methods used by an individual in the management of his / her life for the better and with least effort and the use of alternative means according to their ability to pursue and achieve goals in life.

The procedural definition is the degree to which the respondent obtains his / her response to the criteria of the life management strategies prepared for the purposes of this research.

## Theoretical framework

### *Concept of Strategy*

The old concept of strategy first appeared in the military field. The use of a strategic term spread throughout all areas of life and human activities (Kafafi, 1999). The concept was developed at the beginning of the Renaissance in Europe to become part of the social sciences. The 20th century marked a major shift in this concept, when, as a science, it contributed to the formation of many wars and accumulated experience (Hecker and Wecher, 2003).

The meaning of the word “strategy” shifted from the current reality towards the future and pertained to changes relevant to achieve specific goals in a particular activity in the areas of life. This breakthrough was based on the needs of the present and the potential to shape a future vision and planning for it using a clear methodology. What is required is a set of ideas and principles that deal with human knowledge in a comprehensive and integrated manner and aim at and help with achieving specific goals through associated methods (Shehata et al., 2003; Zimmerman and Bandra, 1994). The strategies are the way by which the individual knows the results of his / her learning and manages his / her educational attempts to accomplish goals, that is, specific steps designed to achieve a certain result or to accomplish certain tasks. The German researcher Baltes (2006) sees that the strategies are organisational processes that help individuals manage their lives properly. The more that they develop these methods or strategies increases the likelihood that they become collective behaviour and associated activity (Baltes et al., 2006).

Baltes' 1990 theory is a long standing theory of human development in the field of positive psychology. This theory considers lifelong development, and that people use strategies of selection, improvement and compensation in the management of their lives (Baltes, 1990). They learn from experience and understand their environments and strive for future behaviours that are effective. Baltes asserts that successful life requires voluntary investment in goals and information and depends on the cumulative experience of optimism in performance in selected areas (Baltes, 2006).

Life management strategies are one of the most effective methods in the life of the individual. The selection is based on loss, optimisation, and compensation. These strategies help the individual achieve his / her goals and when he / she cannot achieve the goals by other means (Freund and Baltes, 2002). In the "Selection strategy," the objectives are chosen and adhered to in order to achieve them. They are organised in hierarchical form, from levels divided into

sub-goals, low or close, and high or distant main goals. The definition of objectives depends on the level of representation in individuals as they evaluate their performance. There are criteria for these goals and when the goals are high or ambitious results can be more in harmony with individuals. This harmony leads to the achievement of the goal of having high motivation levels. After the identification of the sources / goals the individual can then commit to these for the purpose of achievement or investigation (Freund and Baltes, 2000).

The "Loss Based Selection Strategy" involves rearrangement of goals in the hierarchy by focusing on the most important goals and those suitable to the potential of the individual./ Goals that are not useful are discarded and new, compensatory goals are sought. The individual tries to invest in countervailing efforts for the purpose of repairing losses caused for example by aging such as loss of vitality, activity or other things. This can mean investing in other resources to realise new goals, being flexible and adaptive, which the individual can replace with another when required and in order to meet and achieve new goals (Freund and Baltes, 2000).

The optimisation strategy consists of planning to achieve the goal through the investment of effort and time and represents the stage after target selection and research. It relies on an individual's optimism to achieve and acquire new skills to form a model. The goal is to similarly achieve goals in the way successful individuals do who have exceptional ability to pursue and achieve goals that require effort, determination, perseverance and the possibility of performing tasks and self-organisation (Freund and Baltes, 2000).

With the "Compensation Strategy", the individual uses cognitive and social skills when facing the loss of the means associated with a target goal. These losses may be due to lack of energy, time and compensation to this loss can be achieved by increasing the energy and time (resources) and depends on the motives of the individual to activate and focus efforts that lead to achievement in performance threatened by loss. Essentially this is the use of an alternative strategy to achieve goals to compensate for losses that interfere with the achievement of the goal (Stephanie et al., 2017).

The individual must select methods that are consistent with his / her abilities, improve them and maintain a minimum level of achievement instead of spending his resources on pursuing various means of compensation (Hahn and Lachman, 2014;(Freund and Baltes, 2000). The authors of this theory believe that it is important to find effective compensatory methods to maintain a certain level of performance. Individuals that use these strategies, through the stages of maturity, are more psychologically sound and healthy than others. Freund & Baltes (2003) identified the importance of variability in the growth and development of the personal construction of the individual and sufficient cognitive, personal and psychological ability to adapt and deal with events that are a challenge for them in any field. The researcher believes

in the importance and necessity of these strategies (Freund & Baltes, 2003) in the growth and development of personal construction in the life of an individual.

**Research Methodology and Procedures**

The current research is based on descriptive analytical methodology and field studies. The chapter includes a description of the research community, a representative sample of the society, steps to prepare the research tool, methods of extracting its validity and stability, and a review of statistical methods used to process the data.

**1: Research Community**

The current research community consists of students of the University of Baghdad from the scientific and humanitarian disciplines. There was 59268 male students and 36348 female students within the scientific specialisation. Within the humanistic specialisation there were 34962 female students and approximately 24306 male students. Due to the large numbers of faculties at Baghdad University, only four colleges were selected for sampling within this study.

**2: Research Sample**

The scientific and Humanistic colleges and their departments were selected from the University of Baghdad to represent some of the characteristics of the society.

A representative sample of the research community was selected from the following scientific colleges: (Faculty of Education for Pure Sciences - Ibn Al-Haytham, Faculty of Science) and from the Humanistic Faculties: (Faculty of Linguistics, Faculty of Education Ibn-Rushd).

From these colleges, research samples were selected.

**Final application sample**

After the researcher had completed sampling the researcher selected a sub sample in a random stratified manner with equal distribution. Thus, a sub sample was selected for the purpose of conducting the final application, consisting of 400 male and female students from the four University faculties mentioned above, independent of the sample for statistical analysis.

**Table 1:** Sampling Design for Final Application

| | Faculties | Specialisation | Gender | | Total |
|---|---|---|---|---|---|
| | | | Females | Males | |
| University of Baghdad | Faculty of Education for Pure Sciences - Ibn Al-Haytham | Scientific | 50 | 50 | 100 |
| | Faculty of Science | | 50 | 50 | 100 |
| | Total | | 100 | 100 | 200 |
| | Faculty of Linguistics | Humanistic | 50 | 50 | 100 |
| | Faculty of Education Ibn-Rushd | | 50 | 50 | 100 |
| | Total | | 100 | 100 | 200 |
| | Overall | | 200 | 200 | 400 |

**Research Tool**

A tool to measure life management strategies was used. The literature and psychological research studies were reviewed. (Baltes, 2002) outlines a measure of the strategies of life management that includes scale of 49 items. Each item presents 2 choice options. The first choice is a goal that is considered a positive sign and is scored 1 on the scale. The second choice is the dispersion and represents a negative sign and is scored 0 on the scale.

The items are divided into four areas: selection and selection based on loss, improvement and compensation. The researchers verified the validity and stability of the scale which was measured by the Vaccronbach coefficient (0.88). The scale has been used / applied in different countries and in several studies.

This scale and usage instructions was fully translated into Arabic (including verification) A preliminary scale with instructions was formulated and described without reference to its origins (Zubai, 1981).

Respondents were asked to reflect on there lives, goals, opinions and beliefs. A research questionnaire surveyed respondents to complete all questions according to supplied instructions. Response could range from (0-1) for binary responses. The corresponding alternatives to bilateral response using the “Likert” method, allowed the respondent to indicate the degree or severity of his / her feelings, and allowed for more variation between individuals. This provides a more homogenous measure, combining a large number of items related to the behavioural phenomenon to be measured, is flexible and easy to build and correct, it tends to be stable (Stanley and Hopkins, 1979). The scale was reviewed and refined (i.e. minor

adjustments, deletions across items from all 4 areas) by 8 specialists (*) in measurement, evaluation, education and psychology.

Application of the scale to the statistical analysis sample.

**Pilot study**: For the purpose of verifying the clarity of the instructions and determining the time taken to answer, the scale was applied to a sample of the research community consisting of 30 university students. This pilot found that the instructions and items were clear and that the average time taken to answer was 15 minutes.

For statistical analysis of the scale, the following procedures were adopted:

**1.** The style of the two outlying groups:

The scale was applied to a randomly selected sample of 400 students and scientific and human specialists. Completed questionnaires were arranged from the highest to the lowest and two groups identified: the upper group numbered 108 or 27% of the sample. The lower group also consisted of 108 questionnaires or 27% of the sample. The results of the analysis showed that the differences were statistically significant at the 0.05 probability level. The measures for all items / life management strategies are presented in Table 2.

**Table 2:** The discriminatory power of the life management strategies scale using the chi-squared $\chi$ and the Phi coefficient $\Phi$

| Item No. | The lower group | | The upper group | | Chi-Squared Values | | Phi Value | Indication** 0.05 |
|---|---|---|---|---|---|---|---|---|
| | (Zero) | (One) | (Zero) | (One) | Calculated | Tabular (*) | | |
| **1** | 16 | 92 | 1 | 107 | 14.366 | 3.84 | 0.258 | **Positive function** |
| **2** | 24 | 84 | 7 | 101 | 10,885 | | 0.224 | **Positive function** |
| **3** | 21 | 87 | 3 | 105 | 15.188 | | 0.265 | **Positive function** |
| **4** | 102 | 6 | 89 | 19 | 7.645 | | 0.188 | **Positive function** |
| **5** | 92 | 16 | 80 | 28 | 4.110 | | 0.138 | **Positive function** |
| **6** | 69 | 39 | 38 | 70 | 17.798 | | 0.287 | **Positive function** |
| **7** | 24 | 84 | 11 | 97 | 5.762 | | 0.163 | **Positive function** |
| **8** | 92 | 16 | 76 | 32 | 6.857 | | 0.178 | **Positive function** |
| **9** | 22 | 86 | 1 | 107 | 21,459 | | 0.315 | **Positive function** |
| **10** | 29 | 79 | 11 | 97 | 9.941 | | 0.215 | **Positive function** |
| **11** | 103 | 5 | 92 | 16 | 6.382 | | 0.172 | **Positive function** |
| **12** | 86 | 22 | 67 | 41 | 8.090 | | 0.194 | **Positive function** |
| **13** | 89 | 19 | 64 | 44 | 14.006 | | 0.255 | **Positive function** |
| **14** | 23 | 85 | 6 | 102 | 11.511 | | 0.231 | **Positive function** |

| Item No. | The lower group | | The upper group | | Chi-Squared Values | | Phi Value | Indication** 0.05 |
|---|---|---|---|---|---|---|---|---|
| | (Zero) | (One) | (Zero) | (One) | Calculated | Tabular (*) | | |
| **15** | 36 | 72 | 12 | 96 | 15.429 | | 0.267 | **Positive function** |
| **16** | 107 | 1 | 95 | 13 | 10.999 | | 0.226 | **Positive function** |
| **17** | 88 | 20 | 60 | 48 | 16.827 | | 0.279 | **Positive function** |
| **18** | 61 | 47 | 42 | 66 | 6.700 | | 0.176 | **Positive function** |
| **19** | 21 | 87 | 10 | 98 | 4.557 | | 0.145 | **Positive function** |
| **20** | 82 | 26 | 68 | 40 | 4.276 | | 0.141 | **Positive function** |
| **21** | 76 | 32 | 52 | 56 | 11.045 | | 0.226 | **Positive function** |
| **22** | 87 | 21 | 63 | 45 | 12.567 | | 0.241 | **Positive function** |
| **23** | 66 | 42 | 48 | 60 | 6.019 | | 0.167 | **Positive function** |
| **24** | 62 | 46 | 32 | 76 | 16.952 | | 0.280 | **Positive function** |
| **25** | 52 | 56 | 18 | 90 | 24.432 | | 0.336 | **Positive function** |
| **26** | 58 | 50 | 16 | 92 | 36.260 | | 0.410 | **Positive function** |
| **27** | 55 | 53 | 8 | 100 | 49.501 | | 0.479 | **Positive function** |
| **28** | 32 | 76 | 13 | 95 | 10.133 | | 0.217 | **Positive function** |
| **29** | 63 | 45 | 20 | 88 | 36.179 | | 0.409 | **Positive function** |
| **30** | 72 | 36 | 23 | 85 | 45.117 | | 0.457 | **Positive function** |
| **31** | 56 | 52 | 27 | 81 | 16.456 | | 0.276 | **Positive function** |
| **32** | 36 | 72 | 7 | 101 | 24.419 | | 0.336 | **Positive function** |
| **33** | 88 | 20 | 63 | 45 | 13.754 | | 0.252 | **Positive function** |
| **34** | 49 | 59 | 13 | 95 | 29.319 | | 0.368 | **Positive function** |
| **35** | 79 | 29 | 43 | 65 | 24.410 | | 0.336 | **Positive function** |
| **36** | 68 | 40 | 20 | 88 | 44.182 | | 0.452 | **Positive function** |
| **37** | 57 | .51 | 14 | 94 | 38.794 | | 0.424 | **Positive function** |
| **38** | 58 | 50 | 10 | 98 | 49.450 | | 0.478 | **Positive function** |
| **39** | 70 | 38 | 11 | 97 | 68.760 | | 0.564 | **Positive function** |
| **40** | 45 | 63 | 19 | 89 | 15.010 | | 0.264 | **Positive function** |

* The value of the Chi-square is equal to 3.84 at 0.05 and 1 degree of freedom .
** The item is a function when it is (a positive function), and there are three cases that are non-functioning i.e. negative function, non-positive function and not a negative function.

**2.** The relationship of the degree of each item to the overall degree of the scale:

Correlation coefficients for all the life management strategies scale items showed that they were indicative at 0.05 probability level, as the values of the "Point Biserial correlation" calculated were greater than the value of the scheduled correlation coefficient of 0.098 (Degrees of freedom = 398). In other words, the items of the scale are all characterised by a function and credible as Table 3 illustrates .

**Table 3:** The relation of the score of each item to the overall score of the life management strategies

| Item No. | Total correlation coefficient | Item No. | Total correlation coefficient | Item No. | Total correlation coefficient |
|---|---|---|---|---|---|
| **1** | 0.371 | **15** | 0.325 | **29** | 0.295 |
| **2** | 0.363 | **16** | 0.347 | **30** | 0.297 |
| **3** | 0.295 | **17** | 0.349 | **31** | 0.316 |
| **4** | 0.357 | **18** | 0.331 | **32** | 0.398 |
| **5** | 0.289 | **19** | 0.363 | **33** | 0.381 |
| **6** | 0.341 | **20** | 0.324 | **34** | 0.373 |
| **7** | 0.323 | **21** | 0.287 | **35** | 0.282 |
| **8** | 0.334 | **22** | 0.316 | **36** | 0.264 |
| **9** | 0.272 | **23** | 0.305 | **37** | 0.350 |
| **10** | 0.310 | **24** | 0.392 | **38** | 0.279 |
| **11** | 0.308 | **25** | 0.318 | **39** | 0.298 |
| **12** | 0.346 | **26** | 0.37 | **40** | 0.347 |
| **13** | 0.364 | **27** | 0.338 | | |
| **14** | 0.382 | **28** | 0.356 | | |

* The tabular value is equal to 0.098 at the level of 0.05 with degrees of freedom = 398.
* All items are functions and therefore credible.

**3.** Relationship of the degree of item to the total degree of the field to which it belongs:
In order for the veracity of the items to be more comprehensive, the researcher extracted the relationship of the degree of the item in the field to which it belongs by using:
(Point Biserial Correlation) (Al-Bayati, 2008). The results showed that the values of the correlation coefficients of all the items were significant at the level of (0.05), greater than the value of the table (0.098) at the level of (0.05) (degrees of freedom = 398.) All items were one-way with their own area as Table (4) illustrates.

**Table 4:** Relation of the degree of the item to the total score for each specialisation of the Life Management Strategies Scale

| Field Number | Field | Quantity of items | Items No. | The correlation coefficients of the vertebrates in the total grade of the field |
|---|---|---|---|---|
| **1** | Selection | 10 | 1 | 0.423 |
| | | | 2 | 0.565 |
| | | | 3 | 0.516 |
| | | | 4 | 0.559 |

| Field Number | Field | Quantity of items | Items No. | The correlation coefficients of the vertebrates in the total grade of the field |
|---|---|---|---|---|
| | | | 5 | 0.591 |
| | | | 6 | 0.427 |
| | | | 7 | 0.664 |
| | | | 8 | 0.502 |
| | | | 9 | 0.431 |
| | | | 10 | 0.545 |
| **2** | Selection based on loss | 10 | 11 | 0.567 |
| | | | 12 | 0.558 |
| | | | 13 | 0.474 |
| | | | 14 | 0.583 |
| | | | 15 | 0.642 |
| | | | 16 | 0.601 |
| | | | 17 | 0.570 |
| | | | 18 | 0.532 |
| | | | 19 | 0.582 |
| | | | 20 | 0.543 |
| **3** | Optimisation | 10 | 21 | 0.571 |
| | | | 22 | 0.460 |
| | | | 23 | 0.431 |
| | | | 24 | 0.411 |
| | | | 25 | 0.522 |
| | | | 26 | 0.487 |
| | | | 27 | 0.526 |
| | | | 28 | 0.474 |
| | | | 29 | 0.523 |
| | | | 30 | 0.555 |
| **4** | Compensation | 10 | 31 | 0.421 |
| | | | 32 | 0.490 |
| | | | 33 | 0.422 |
| | | | 34 | 0.463 |
| | | | 35 | 0.456 |
| | | | 36 | 0.437 |
| | | | 37 | 0.446 |
| | | | 38 | 0.478 |
| | | | 39 | 0.489 |
| | | | 40 | 0.440 |

* Tabular value 0.098 at level 0.05 and degrees of freedom = 398

4. The relationship of the degree of each field to the overall degree of the life management strategies scale:

The internal link matrix shows that all the links, whether the fields are together or the correlation of the fields to the overall degree of the scale, were a positive function, and this indicates the sincerity of the construction as Table 5 illustrates.

**Table 5:** Internal Link Matrix

| Compensation | Optimisation | Selection based on loss | Selection | Life management strategy | |
|---|---|---|---|---|---|
| | | | | 1 | **Life management strategy** |
| | | | 1 | 0.593 | **Selection** |
| | | 1 | 0.480 | 0.608 | **Loss** |
| | 1 | 0.484 | 0.463 | 0.730 | **Optimisation** |
| 1 | 0.412 | 0.422 | 0.489 | 0.676 | **Compensation** |

**Indicators of the credibility of the scale**

**A. Virtual credibility**: The virtual credibility of the scale was verified when presented to a group of experts as mentioned earlier in the validity of the items.

**B. Indicators of the sincerity of construction**: There are several indicators of the sincerity of the construction, and these indicators were validated and verified using the discriminatory strength of the items in the two outlying groups. The differences between the answers of individuals in both groups to each item showed the differences and relevant statistical indication. Another indicator was calculated by finding the correlation between the degree of each item of the scale and the total grade, the relationship of the degree of each item and the degree of its field, the relationship of the degree of each field and the total score, and the matrix of internal links. These links showed an appropriate statistical indication.

**Reliability:**

**Reliability has been calculated in two ways**

**1**. The method of retesting where the stability factor of the life management strategies (0.85) was calculated using the Pearson correlation coefficient using a sample size of 50 students.
**2**. The half-way distribution where the correlation coefficient between the two halves (0.7071) using the Spearman Brown equation compared with the stability coefficient of the scale as a whole which was 0.83.

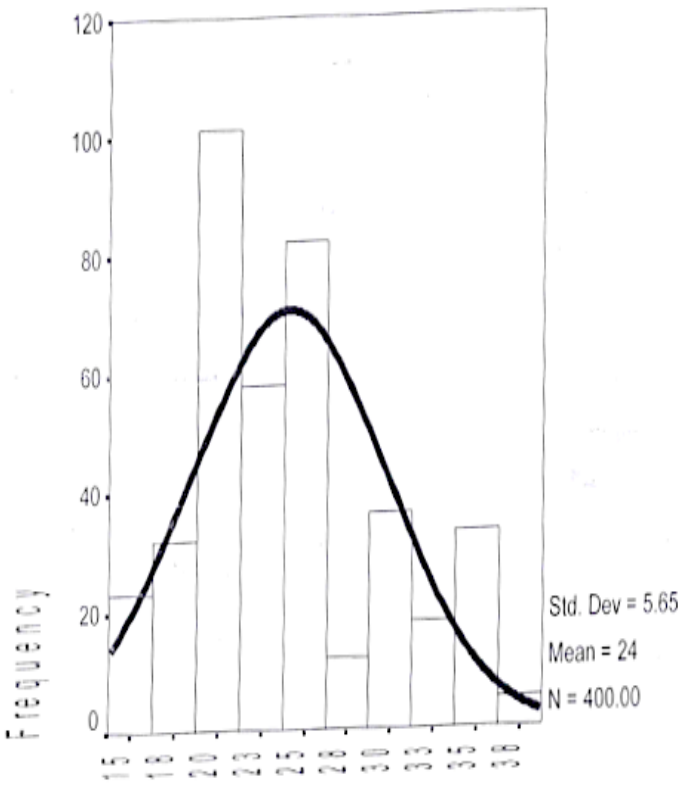
**The final version of the life management strategies scale:**

Some statistical characteristics of the research sample were extracted in the life management strategies scale as shown in table 6.

**Table 6:** Descriptive statistical characteristics of the life management strategies

| The number | Mean | Mediator | Token | standard deviation | Curvature | Flattening | Lowest degree | Highest degree |
|---|---|---|---|---|---|---|---|---|
| 400 | 24.0875 | 23 | 23 | 5.64575 | 0.208 | 0.215 | 14 | 38 |

**Figure 1.** Statistical indicators of the Life Management Strategies Scale



**Final Application**

The researcher applied the standard distribution to the basic research sample consisting of 400 students from the scientific and Humanistic after processing the data statistically using several statistical methods:

**Statistical means:** The researcher used the appropriate statistical means in the current research using the statistical program SPSS Agencies:

**Spearman:** Brown correlation coefficient, person Point Biserial correlation, Equal – Chi-Square x2, Phi factor, spindle, flattening, t - test and for one sample an Analysis of binary variation.

1. The first objective is identified the life management strategies of university students. The statistical analysis indicates that the mathematical mean of the sample scores of 400 students on the life management strategies scale compared to the average mean of a sub sample of 2020 using the T-test. In order to test the difference between them, the calculated T value 14.480 is greater than the numerical value of 1.96 at the 0.05 probability level. This indicates that the university students have the ability to use life management strategies positively as Table 7 illustrates .

**Table (7) One tailed t-test to indicate the differences between the mean scores of the life management strategies of the research sample and the mean**

| Variable | Quantity | Arithmetic mean | Standard deviation | The mean median | * T value | | Significance |
|---|---|---|---|---|---|---|---|
| | | | | | Calculated | Tubular | |
| **Life Management Strategies** | 400 | 24.0875 | 5.64575 | 20 | 14.480 | 1.96 | Function |

* The T-table value is equal to (1.96) at the level of probability (0.05) and the degrees of freedom (399).

2. The second objective: To identify the differences of statistical significance in the life management strategies of the university students according to variables (a), gender (male, female), (b) specialisation (scientific, humanistic). To achieve this goal, ANOVA (Analysis of Variance) to identify the significance of statistical differences in life management strategies among university students (research sample) according to the following variables (A) Type (male, female) and (B) Specialisation (Scientific, Humanistic) as outlined in Tables 8, 9 and 10.

**Table 8**

| N | Std.Deviation | Mean | Specialisation | Gender |
|---|---|---|---|---|
| 100 | 4.12364 | 23.1600 | Scientific | **Males** |
| 100 | 6.73489 | 25.5700 | Humanistic | |
| 200 | 5.69949 | 24.3650 | **Total** | |
| 100 | 6.29073 | 23.3200 | Scientific | **Females** |
| 100 | 4.77472 | 24.3000 | Humanistic | |
| 200 | 5.59198 | 23.8100 | **Total** | |
| 200 | 5.30598 | 23.2400 | Scientific | **Total** |
| 200 | 5.85767 | 24.9350 | Humanistic | |
| 400 | 5.64575 | 24.0875 | **Total** | |

**Table 9**

| Source | Type ||| sum of Squares | Degrees of Freedom | Mean Square | F Ratio | Significance |
|---|---|---|---|---|---|
| **Gender** | 30.802 | 1 | 30.802 | 0.988 | 0.321 |
| **Specialisation** | 287.303 | 1 | 287.303 | 9.213 | 0.03 |
| ***Gender Specialisation** | 51.122 | 1 | 51.122 | 1.639 | 0.201 |
| **Error** | 12348.710 | 396 | 31.184 | | |
| **Corrected total** | 12717.937 | 399 | | | |

**Table 10**

| Source of variance | Group squares | Degrees of Freedom | Average squares | F ratio | Significance |
|---|---|---|---|---|---|
| **Gender** | 30.802 | 1 | 30.802 | 0.988 | Not a function |
| **Field** | 287.303 | 1 | 287,303 | 9.213 | Function |
| ***Gender Field** | 51.122 | 1 | 51.122 | 1.639 | Not a function |
| **Error** | 12348.710 | 396 | 31.184 | | |
| **Total** | 12717.937 | 399 | | | |

**1**. There are no statistically significant differences in life management strategies for the current research sample between variable gender variable levels (males, females).

**2**. There are statistically significant differences in life management strategies in favour of human specialisation because their mean average 24.9350 is higher than the average scientific specialisation of 23.2400 as Table 8 indicates.

**3**. There are no statistically significant differences in the interaction effect of the life-management strategies of the research sample between the variable of type and specialisation. This means that there is no significant significance of the interaction between the variables as Tables 9 and 10 indicate.

**Discussion and Interpretation Of The Results**

The results of the study will be discussed and interpreted in the context of previous studies that dealt with similar variables and with reference to the theoretical framework as follows:

**I.** Table 7 indicates that the current research sample of university students has the ability to use strategies to manage their lives positively and achieve their goals. This result is consistent with other studies (Yaghoobi, et al. 2015, pp.375-377). University students use life management, selection, improvement and compensation strategies to control their lives more successfully than otherwise.

Baltes and Freund (2003) point out that individuals use life management strategies as part of personal control and in situations that require high capacity. University students, despite the difficult circumstances and suffering they experience have the ability and flexibility to adapt to difficult situations. The desire exists to defy these conditions and the use of compensatory means to achieve goals, develop plans and objectives and create conditions to achieve change. Freund and Baltes (2000) indicate that success and failure to set goals depend on the individual's level of endeavour and effort.

**II.** The results in Tables 8, 9 and 10 indicate the following:

**1**. There are no statistically significant differences in the life management strategies of university students from the current research sample according to the gender variable. This result is consistent with the results of the previous studies which found that there were no statistically significant differences among the sample according to the gender variable (Freund and Baltes, 2002; Yaghoobi et al. 2015). Interaction between individuals and their environment is unique. This interaction uses mental, physical and cognitive resources, experiences, feelings and strategies. This process does lead to increasing levels of personal and environmental understanding amongst individuals. The individual is part of society and that society's culture. It is unsurprising that therefore, no differences have emerged since cultural factors including moral and social context have an impact on life management strategies. Baltes, et al., (2006) suggested that individuals, as they grow older, develop strategies and assume collective social behaviours with people learning from experience to understand their environments and adopt effective future behaviours. It is believed that cultural factors such as social beliefs and habits affect life management strategies. There are no differences within

the community on the basis of gender from the current study. Those who have the ability and the efficiency to organise themselves and manage their lives using the appropriate strategies and strategies that enable them to pursue their desired goals without any gender limitations.
**2**. There are statistically significant differences in life management strategies of the university students according to the variable of specialisation (scientific, humanistic). The results of this study can be explained by the nature of the individual students within the humanistic specialisation. These students demonstrate more understanding of themselves and their relationships. They have high self-efficacy to solve problems and achieve goals and compensate for any loss associated with the achievement of goals. They can formulate new alternatives using other means and direct time and energy to realise these revised goals. These results and correlation coefficients are consistent with the theoretical proposals addressed by the research. Life management strategies enable the individual to use his or her own abilities, enhance self-confidence and potential, and a state of self-sufficiency in which the individual is happy to achieve his or her goals with the resources and energy available to him / her.
**3**. There are no statistically significant differences in the combined effect of the life-cycle strategies of the current sample of university students between the field variable (type X specialisation). There are no references to this in the literature (concept study and interpretation). This warrants further research to examine differences in gender interaction and specialisation in life management strategies.

**Recommendations:**

In light of the findings of the current research, the researcher recommends:

**1**. Inclusion of training courses through which students are educated and guided in choosing their goals, manage their lives and use effective ways to realise their goals.
**2**. Developing guidance programs in accordance with the requirements of the contemporary development issues to assist their life skill acquisition.
**3**. The dissemination of awareness education programmes among different segments of society in life management strategies to be appropriately organised and targeted to the characteristics of these different segments.
**4**. That family and community institutions should work to support individuals and help them develop positive self images and confidence in their abilities.
**5**. Opening recreational, cultural and social centres and clubs that contribute to the psychological construction of individuals and strengthen social relations.

**Proposals**

In accordance with the results of the current study, the researcher suggests:

**1**. Conduct a comparative study between young and old people dealing with changing life management strategies.
**2**. Conduct a study that links life management strategies with coping strategies.
**3**. Conduct a correlation study on the relationship of life management strategies to other variables such as self-understanding and self-realisation.

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