

## Explaining the Impact of Social Capital and Psychological Capital on Adolescents' Quality of Life (Study of High School Male Students in Babol)

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### *Abstract*

One of the necessities of life in the modern era is to pay attention to the quality of life. The quality of life is defined and identified in four dimensions: mental health, physical health, environmental health and the quality of social relationships. This research study was descriptive-causal employing the survey method and the statistical population of the study was high school male students in Babol with a sample size of 350 people. Inspired by Lutz's psychological theory, psychological capital variable with four dimensions of hope, resilience, optimism and self-efficacy and social capital variable also inspired by the theories of Putnam, Coleman and Bourdieu with three dimensions of social relations, trust, and Participation were measured. The findings of the study showed that the quality of life were estimated to be low in about 12 percent of respondents, middle in 26 percent of them, and high in 62 percent of them. The findings of the study in evaluating the hypotheses indicate that psychological capital and all four dimensions have an impact on the quality of life, and this effect is positive and statistically significant. The results of regression analysis and path analysis showed that social capital had the highest share and influence among all predictors of quality of life and this effect was controlled by all other variables. That is, for one unit (standard deviation) of change in the social capital variable, one would expect that the quality of life among students would increase by 30 units. , For one unit of change in student family income, the quality of life changed 14 units, and for one unit of change in psychological capital, one can expect 11 units of change in the quality of life of students.

**Keywords:** quality of life, psychological capital, social capital, students, Babol.

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### **Introduction and Expression of the Problem**

Over the last three decades, quality of life, as a substitute for material well-being, has become the main social objective of different countries, with material parameters of economic development and domestic production alongside non-material parameters such as quality of work, literacy and culture, standard health care, the quality of leisure and entertainment, environmental conditions, the political climate, and even freedom and national unity. The concept of quality of life was initially confined to health domains and mental illnesses, but over the past two decades, the concept of health in environmental and psychological contexts has merely been enhanced to a multi-dimensional concept (Anbari, 2010, p.152) and it has attracted a great deal of study interest. That is why, according to the databases of Institute of Science, more than 55,000 studies have been conducted from 1982 to 2005 on the quality of life (Razvani & Mansourian, 2008, p.2). Today, quality of life is discussed as a key element in public policy making and policy review and is referred to as an indicator of development. Today's quality of life has four dimensions: mental health, physical health, environmental health. and the quality of social relations. Quality of life includes psychological dimensions including indicators such as satisfaction, happiness and security. From this perspective, it is also called social satisfaction, and is based on indicators of access to social opportunities such as employment, wealth, and leisure. Some consider this term synonymous with welfare and others refer to it as a welfare statement that is determined by the amount of public goods and how they are distributed (Saifuddin, 2002, p.375).

Some studies have shown how the quality of life in Iran is and what is its ranking among other countries. One of the most recent studies in this field is Numbeo, which is one of the largest databases in the world, collecting complete information on welfare variables. The present report shows that Iran's Quality of Life Index experienced approximately 31 upgrades during 2015-2016. Iran's success in promoting quality of life has been driven by inflation control. Inflation control has promoted two indicators: increasing of purchasing power and the ratio of asset-price to income. In other words, Iranian people have more fixed asset ownership in 2016 than in 2015. In two indicators of urban traffic and pollution, the situation in Iran is less favorable (World Quality of Life Index Report 2016: Quotation of Ministry of Labor and Social Welfare Deputy Ministry of Welfare: September 2016).

One of the important determinants of the quality of life of individuals is psychological capital. In a widespread deliberative and explanatory process, Lothans (1999) has argued that psychological well-being is primarily influenced by individual factors, with emphasis on the role of psychological capital. In his view, psychological capital is a hybrid, interconnected construct that encompasses four cognitive-cognitive components: hope, optimism, efficiency, and resilience. These components give meaning to an individual's life in an interactive and evaluative process (Panahi & Fatehizadeh, 2015, p.42). Mental health is very important in people's lives, and for this reason, various societies are mobilized today to organize mental health policies. These policies, which can have very high human and economic values, require that mental health needs are best known (Ganji, 2012). Psychological capital is an essential

component for all families and citizens and can have an impact on their quality of life and their mental health.

Quality of life is not only about the standard of living and the attainment of minimum well-being, but also about quality of interpersonal and social relationships. Life satisfaction means seeing all the conditions, limitations, freedoms and striving to reach a goal that is appropriate to the possibilities available (Hosseinzadeh, 2011). On the one hand, social capital is one of the factors affecting the quality of life of individuals. Social capital, in turn, arises when relationships between individuals change in a way that facilitates action (Coleman, 1998). Social capital encompasses relationships between people that somehow facilitate action (Corominasoler, 2006). The most important dimensions of social capital that can affect quality of life are social relationships, trust, and participation. Given the eroding trend of psychological capital and social capital over the last few decades, some scholars have pointed to the eroding trend of social capital within and outside the family that has been associated with the growth of individualism and the primacy of individual material over the collective (Sharepor, 2001) and the impact that psychological capital and social capital can have on quality of life has been considered as a research topic. So the main question of this study is: To what extent do psychological capital and social capital influence the quality of life of high school students in Babol? What kind of psychological and social capital are most affected by the quality of life of secondary school students in Babol?

The main aim of this study was to determine the effect of psychological capital and social capital on the quality of life of high school boys in Babol.

### **Literature Review**

In 2007, Kim and Kawachi, in a study entitled "State social capital and quality of life in the health dimension in the United States", found that in states with high or moderate social capital levels, higher levels of physical and mental health of citizens were observed. One of the indicators of quality of life is observed. In this study, it was found that the income and social class of the subjects played an important role in determining the level of social capital and their quality of life.

In 2003, Felix Pekweita conducted a study entitled "Working capital, mathematics, and living at work". The overall appearance of the model shows the robustness of the model used in this area and the extent of the tested cores. According to the high level of capital, I mean a higher level of moribund and a living working life. As well as migrant capital for living in the workplace and welfare.

In 1999, Miller and his colleagues discovered that the nature, type, and extent of capital investments affect the life of people and their livelihoods.

In 2008, Lee used mental indicators to assess the quality of life in Taipei. In this regard, 331 residents of Taipei city were surveyed in order to estimate the subjective evaluation of residents' quality of life. The results of this study show that place of residence affects marital status, age, education, and income of different domains of satisfaction. In addition, community status, local affiliation, and neighborhood satisfaction have the greatest impact on quality of life satisfaction.

One of the most recent studies in this field is the Numbeo database, which is one of the largest databases in the world and collects complete information on welfare variables. This report shows that Iran's quality of life index over the years 2015 to 2016, upgraded up to 31 units. An examination of the components of this index shows that Iran's success in promoting quality of life has been due to inflation control. Inflation control has promoted two indicators of increasing purchasing power and asset-to-income ratios. In other words, Iranian people had more fixed asset ownership in 2016 than in 2015, but in both urban traffic and pollution indicators, the situation in Iran has become worse.

Rezaei et al. (2016) in a study entitled "Investigating the relationship between the effect of psychological capital on the quality of working life" investigated and measured the relationship between psychological capital and quality of life. The purpose of this study was to investigate the impact of constructivist psychological capital on quality of work life and job performance of asset staff. This study is a cross-sectional applied research; in terms of implementation process, a descriptive study of correlation type; and qualitative in terms of data type. The results indicate that the effect of structural capitalist psychological capital on quality of work life and job performance is significant.

Khoshfar et al. (2013), in a study entitled "Investigating the relationship between social capital and quality of life in urban areas case study: Urban areas of Gorgan" have investigated the issue of relationship between social capital and quality of life in urban areas. Findings showed that there is a significant relationship between social capital and its dimensions (trust, participation and social relations) with quality of life at 99% confidence level. The empirical results of this study have shown that higher levels of social capital lead to improved quality of life indices, and further enhance the quality of life itself, thus improving and developing community-based relationships of trust, participation and interaction.

Noghani, Asgharpour Masouleh, Safa and Kermani (2009) have investigated the issue of quality of life of citizens and its relationship with social capital in Mashhad and its dimensions (objective and subjective) with social capital have been among the heads of households in Mashhad. The research method in this study was survey and questionnaire was used to collect data. The results showed that social capital was more important in explaining the variable of quality of life than income and education (Noghani et al., 2009).

### **Significance of the Study**

In this study, the quality of life is the dependent variable and psychological capital and social capital are the main independent variables. A review of the theoretical concepts and theories in the area of quality of life and psychological and social capital as well as previous research showed that each of the previous studies has studied the quality of life in a particular aspect. Some of the studies are focused on the objective and the other on the subjective aspect of quality of life. Part of them considered the quality of life as a sociological concept and the other part considered it only a psychological issue. The innovative aspect of this study is to investigate the

simultaneous effect of psychological (psychological capital) and social (social capital) factors on quality of life. In other words, this research is innovative and significant in terms of a hybrid approach (the study of psychological and social capital) in the study of quality of life.

### **The Theoretical Framework of the Study**

#### **Quality of Life**

In defining the quality of life, both mental and objective aspects are taken into account. The World Health Organization also defines the quality of life as one's understanding of their place in life with regard to the cultural context and value system in which they live. In this case, people's perception of life is related to their goals, expectations, standards and beliefs. The World Health Organization considers a broad concept of quality of life, which is a combination of physical health, psychological status, level of independence, social relationships, personal beliefs and the relationship between these factors and environmental characteristics (World Health Organization Quality of Life Working Group, 1993). Quality of life includes psychological dimensions that include indicators such as satisfaction, happiness and security. From this perspective, it is also called social satisfaction, and is based on indicators of access to social opportunities such as employment, wealth, and leisure. Some see this word as synonymous with welfare and others refer to it as a welfare statement that is defined by the amount of public goods and how they are distributed (Saif al-Dini, 2002). As such, the essential essence of quality of life is the simultaneous provision of material and spiritual needs of human beings, which are usually classified into two categories of indicators: subjective and objective in the social, economic, political and environmental contexts.

#### **Quality of Life as Mental Constructs**

Quality of life depends on one's emotions, expectations, and beliefs. That is to say, it must be determined by the individual himself, not by the alternative. Therefore, in quality of life studies, self-evaluation of one's health or well-being is a key factor (Nazanjat, 2008; Rostami & Salehi, 1999). Petra Böhnke (2007) looks at the subjective dimension of life satisfaction, in order to examine the quality of life. He believes that the quality of life of a community is in fact the mental reflection of community members on life satisfaction. Cummins has defined the quality of mental life as a multi-dimensional concept. In his opinion, the quality of life consists of seven domains of life that each person evaluates in terms of the importance that each domain has for him or her, so these seven domains find different weight in the eyes of the people. The seven areas that it refers to as indicators of quality of life include the following: Physical well-being, Health, Productivity, Intimacy, Security, Community, and Emotional well-being (Chipuer et al., 2002). Schussler and Fisher (1985) believe that the mental aspect of quality of life is usually used to express states of dependence and satisfaction, such as a personal sense of well-being, satisfaction or dissatisfaction with life, or happiness and distress. Most psychologists favor the use of the mental concept of quality of life and believe that the well-being of each individual or group of

individuals has objective and mental components. The objective components of well-being are related to what is commonly referred to as the standard of living, and the mental components refers to the quality of life.

### **Quality of Life as Objective Structures**

In contrast to the first category, which considers the mental dimension of quality of life, there are other groups that have focused more on the objective aspect of this concept. Although the number of these researchers is not large, they have taken a different approach than others. People like Maslow and McCall have examined the concept of quality of life from an objective perspective and believe that it is possible to analyze this concept by considering the objective aspects of better quality of life. These two advocates of using objective indicators measure quality of life consistent with each culture (Ghaffari and Omid, 2009).

The rapid growth of population, coupled with the expansion of urbanization of the world, has caused many problems in various countries, especially the Third World ones. Cities are faced with increasing social anomalies, diminishing identity and sense of social belonging, housing shortages and expansion of informal settlements, decreasing the safety and security of cities, expanding social and environmental ecological problems and overall decreasing of quality of life (Sarraf, 2003). This increasing growth and globalization has generated two groups of countries: one intertwined with western capitalist democracy in terms of structure, world trade, and postmodern individualism, and the other, countries of attraction. Gender and racial inequalities are shaped by employing female immigrants in low-income simple jobs for high-income world citizens. This recent global restructuring has been reinforced by the patriarchal powers of state, religion, culture and family (Momsen, 2004).

However, if we consider increase of the population of cities and their expansion as multiplying issues. Problems arise in cities along with increasing demand for services, and, in the meantime, urban management agencies and bodies responsible for solving problems and responding to their needs. That is, they will face numerous challenges. The quality of life of the inhabitants of the cities can be mentioned. One of the most important goals of any socio-political and social system in the world is to ensure the maximum economic and social well-being of the people (Fanni, 2010). Studies of quality of life are of increasing interest to researchers in various disciplines such as psychology, planning, geography, sociology, economics, psychology, political science, medicine, marketing, and management. Due to the development and expansion of cities in developed and developing countries, quality of life studies have become an important tool for planning and managing sustainable cities (Hatami Nejad et al, 2012). The quality of urban life is an interdisciplinary, complex, multidimensional category that relates to the subjective (qualitative) and objective (quantitative) aspects for which many definitions and concepts are presented. Quality of life is the interrelationship between society, health, economics and environmental conditions that affect human and social development. Urban quality of life is probably a good feeling from a combination of factors related to sense of place or place identity such as collective consciousness, sense of belonging , access, and more. In other

words, the quality of urban life can be equated with the feeling of overall satisfaction with life (Technical, Heidari & Aghaee, 2015).

Urbanization in Iran is rapidly expanding and according to the results of the 2006 census, more than 68 percent of it is urban (Iran Statistical Center, 2006). About a century ago, only 10 percent of the country's population lived in cities. However, the opportunities, resources, and facilities needed to develop and meet human needs are not adequately provided in cities. In this regard, the city of Babol has also undergone a rapid urbanization process and the quality of life will be the most important issue for citizens in the coming years. In the last fifty years, Iran has been diligent in focusing on most of the indicators of quality of life in a country. Since the establishment of the Development Planning System within the framework of the Planning and Budget Organization, the main mission of the programs in the country has been to promote social welfare and human development. So far, despite improvements in people's quality of life, the relevant indicators do not appear to be convincing (Anbari, 2008). Over the past several years, various measures have been taken to improve the quality of life in deprived areas, such as the ever-deprived provinces of the country since the mid-1980s, and efforts to raise the level of government control has taken place in these provinces, so that most of these efforts have involved the creation and establishment of various factories to increase employment as well as the prosperity of frontier markets that directly affect the quality of life of the inhabitants of these provinces. It will be impressive.

### **The Psychological Approach to the Concept of Quality of Life**

Psychologists, who regard the individual as the subject of their studies, attribute the degree of desirability of quality of life to the full development of one's personality and are intended to link the quality of life with one's personality traits. According to them, some personality types consider their quality of life desirable and others find it undesirable. In this mindset, quality of life is perceived as a type of behavior that results from individual traits and characteristics. Psychological explanations of quality of life emphasize individual differences in the way they think and feel about their behavior. Differences that can occur in the form of subtle differences in behavior and some people find their quality of life undesirable due to causes such as increased anger, a little dependency and belonging to others, which can be explained under the psychoanalysis model and the personality disorder model. (Mokhtari & Nazari, 2010).

### **Luthans's Theory of Psychological Capital**

Psychological capital is a concept derived mainly from theory and research in the field of positive psychology. Hope, optimism, self-efficacy, and resilience are components of psychological capital. The Lutz Intervention Program (PCI Psychological Capital Intervention) offers programs to enhance psychological capital by focusing on each component. Thus, in Structured Hope, Snyder's theory, which considers hope as having three factors, aims, and plans, is designed to teach goal setting correctly. There is an increase in positive attribution in the optimism. In this educational intervention there are programs designed to distinguish real optimism

from unrealistic optimism and increase the level of positive attribution. Self-efficacy demonstrates one's belief in the ability to succeed. The intervention model and the training package of Lutz, inspired by the findings of Albert Bandura, provide a good basis for successful experience and increased self-efficacy. Resilience indicates the degree of resistance a person has to problems. To increase resilience, a set of attitudes and skills is needed, called the hard-working term, with three components of commitment, control, and challenge involved. The Lutz training program teaches the formation and manifestation of hard behaviors, interaction skills, and problem solving. The intervention model of Luthans et al., PCI, is the only method implemented so far in several educational and service institutes that has been able to positively influence all components of psychological capital (Alipour et al., 2013).

Luthans et al. presented a set of criteria to be a partial concept of the dimensions of psychological capital that were used in this study. According to Lutz and colleagues, psychological capital consists of four main dimensions, namely:

- Self-efficacy: The extent to which a person believes in challenging tasks;
- Optimism: The extent to which one has a positive attitude toward success in the present and future;
- Hope: The extent to which one persists in attaining goals and redirecting the path to the goal when needed to increase the chances of success;
- Resilience: The extent to which a person is able to return to his or her initial state of success after facing difficult challenges and circumstances.

This operational definition of psychological capital distinguishes between human capital and social capital. Human capital is related to what you know, such as knowledge, skills, abilities and experience. Social capital lies in who you know, like the communications network. Similar to modern economic capital, psychological capital is invested and developed in return for improved performance and competitive advantage (Luthans et al., 2006).

### **An Overview of Definitions and Theories of Social Capital**

#### **Putnam**

Robert Putnam sees social capital as a set of trusts, norms and bond networks that facilitate collaboration for mutual benefit. The result is different types of collective action. He considers three indicators for social capital:

- A) Awareness
- B) participation
- C) Civil society organizations

Social capital is a desirable element for intra-group collaboration, and the higher it is, the lower the cost of achieving its goals. If the trust and norms of participation and social capital are not sufficiently supported in a group, the costs of cooperation will increase and performance will depend on the establishment of costly oversight and control systems. Conversely, the existence of social capital adequately, promotes



social cohesion and mutual trust, and reduces the cost of group interactions and cooperation, thereby improving group performance (Shah Hosseini, 2003).

### **Bourdieu**

Bourdieu's view is that social capital is the sum of potential and actual resources that results from the ownership of a durable network of institutionalized relationships between individuals, in other words, group membership to access that group's resources. In fact, network links must be of a certain type, positive and trust-based. For Bourdieu, social capital can ultimately become economic capital. In Bourdieu's view, social capital has two essential indicators: 1) trust 2) bond (Chalabi, 1996).

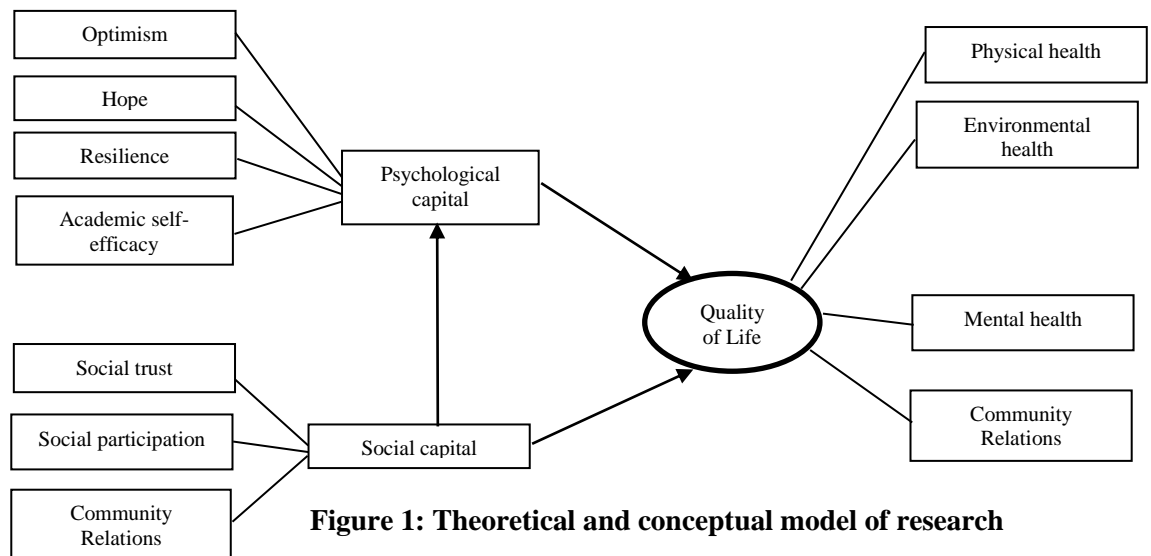
### **Fukuyama**

In Fukuyama's view, social capital is the existence of a set of informal norms or values in which members of a group are allowed to cooperate. Participation in values and norms does not in itself produce social capital, since these values and norms may lead to norms and values. He emphasizes two points regarding social capital:

1. Social capital belongs to groups, not individuals, in other words, the norms that form the basis of social capital mean more than one individual share.
2. Collaboration is essential for all social activities (good or bad). So informal values and norms can be positive or negative (Alagheband, 2005).

### **Theoretical Model of Research**

We can all come to terms with these three dimensions of social capital, in spite of their differences, which form these three dimensions of social capital: social trust, social relationships, and social participation. In this study, these three dimensions were used to measure students' social capital (Figure 1).



**Figure 1: Theoretical and conceptual model of research**

As the model demonstrates, there is a relationship between psychological capital and quality of life of students. It seems that with the increase of psychological capital, the quality of life of the student's increases. There is also a relationship between social capital and students' quality of life. It seems that as social capital increases, the quality of life of student's increases.

### Research Methodology

This study benefited from a descriptive-causal and cross-sectional survey. The study population consisted of high school male students in Babol. Taking into account the two educational districts of Babol and according to the Babol Education Statistics Unit, the total number of secondary students is about 4358. Based on Cochran sample size formula, 380 students were selected as the sample. Questionnaire was used for data collection. The validity of the research was measured by face validity and the questionnaire was verified by experts and construct validity (factor analysis) was measured and reliability was determined by Cronbach's alpha test and hence, the validity and reliability of the measuring instruments were confirmed.

**Table 1: Dimensions and indicators of quality of life (dependent variable)**

Number of items / questions	Measures / Items	Sub-dimensions	Dimensions	The main variable
8	How much do you need medical treatment for your daily activities?	daily activities	Physical health	Quality of Life
	To what extent do you need medication and medical help to get things done?	Drug dependence and medical assistance		
	How much energy and fatigue do you feel? How much energy do you have for everyday life?	Energy and fatigue		
	How much motivation do you have throughout the day?	Mobility		
	How much does physical pain prevent you from doing the things you want to do?	Pain and discomfort		
	How satisfied are you with your sleep and rest?	Sleep and rest		
	How much do you enjoy the work?	Working Capacity		
6	How satisfied are you with the look of your body?	Body image and appearance	Mental health	
	How much do you get into situations like sadness, despair, anxiety, and depression?	Negative feelings		
	How much do you feel happy in life?	Positive emotions		
	How much do you think you can overcome the problems?	Self Confidence		
	How much do you feel your life is meaningful? To what extent do your religious and spiritual activities comfort you?	Spirituality / Religion / Personal Beliefs		
	How focused are you? How much space	Thinking,		

	do you have for thinking and learning?	learning, memory and focus		
3	How comfortable are you in your personal relationships with friends and not under pressure?	Personal communication	Community Relations	
	How satisfied are you with the support you receive from your friends? How much do you enjoy being with friends and family?	social support		
9	Do you or your family have enough money to comfort you?	Funds	Environmental health	
	How safe do you feel in your daily life?	Freedom, physical security and security		
	How satisfied are you with your access to health care?	Health and social care: access and quality		
	How satisfied are you with your living conditions?	Home environment		
	How much do you have access to the information you need every day?	Opportunities for new information and skills		
	How much recreational activity do you have? How much do you enjoy your leisure time?	Participation in leisure activities / leisure activities		
	How busy, polluted, and noisy is your environment and city?	Physical environment (pollution / noise / traffic / weather)		
	How satisfied are you with your transportation facilities?	Transportation		

## Results

The results related to the quality of life consisting of four dimensions of physical health, mental health, social relationships and environmental health showed that 70% of the students had high and good quality of life, 20% had average level and 10% had low levels. These findings can be true because high school boys are at a young age and at the height of their energy and excitement. The average mental health of 60% of students was high and desirable, 29% is medium and 11% is low. The findings show that students' mental health is slightly lower than their physical health. The average of social relationships was high for 67% of high school students, medium for 27% and low for 6% of them. The results show that students tend to be welcomed and socialized. The average environmental capital scores of 63% of students are high and favorable, 28% are medium and 9% are low. The findings show that students are better off in terms of safety, recreation and leisure and economic status that are indicators of environmental health. And finally, about 63 percent of students responded to a general question about their quality of life assessment that they had a higher and better quality of life. Estimates of quality of life were low in about 12% of respondents and overall they had low quality of life. Twenty-six percent had an intermediate level of quality of life and a significant proportion of students (62%) had a high quality of life.

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Results from the four dimensions of psychological capital, namely, hope, optimism, resilience, and self-efficacy, showed that the mean score of hope index was 66% in high school students, medium in 28% and low in 6% of students. The limit is low. The findings show that students have a relatively high expectation of education, their future and life, and this is in line with adolescents with specific personality traits. The mean score of hope index was 52% of students at high and desirable level, 37% at moderate and 11% at low level. Findings show that students in the optimism index scored lower than expected. But overall, students received acceptable scores on the optimism index. The mean scores of resilience index of 51% of students are high and good, 38% are in middle and 11% are low. The results show that students in the resilience index have scores close to the optimism index and are lower than the average of the hope index scores, but overall the average scores of students in the resilience index are high and acceptable. The mean scores of academic self-efficacy index was at high level for 50% of students, at intermediate level for 38%, and at low level for 12% of students. Findings show that students were in the same position in optimism, resilience and self-efficacy indicators, but received relatively high status. Hope is high among other dimensions. Overall, more than 50 percent of students' mental capital is in good standing. The results of social capital, made up of three dimensions: social relations, trust and participation, showed that the mean scores of social relationships were high for 61% of students, 26% had an intermediate level, and 13% had a low level. That is, 61 percent of students tend to have social relationships with their friends, and 13 percent do not want to have social relationships. The average confidence scores of 54% of students were high and favorable, 27% were intermediate and 19% were low. That is, 54 percent of students are highly trusted in their social relationships with family, friends, and others. The average social participation scores of 43% of students were high and favorable, 35% were intermediate and 22% low. The findings show that although 43 percent of students have a high level of social participation, 57 percent tend to participate in different social and urban activities on average and low. Overall, among the social capital indicators, the tendency to have social and group relationships among students is better than the two indicators of trust and participation. Of course, the level of trust in students' social participation is also high. The explanatory and inferential results of the research showed that there is a correlation between psychological capital and its constructive dimensions with quality of life and this correlation is significant at 99% confidence level. The results are depicted Table 2.

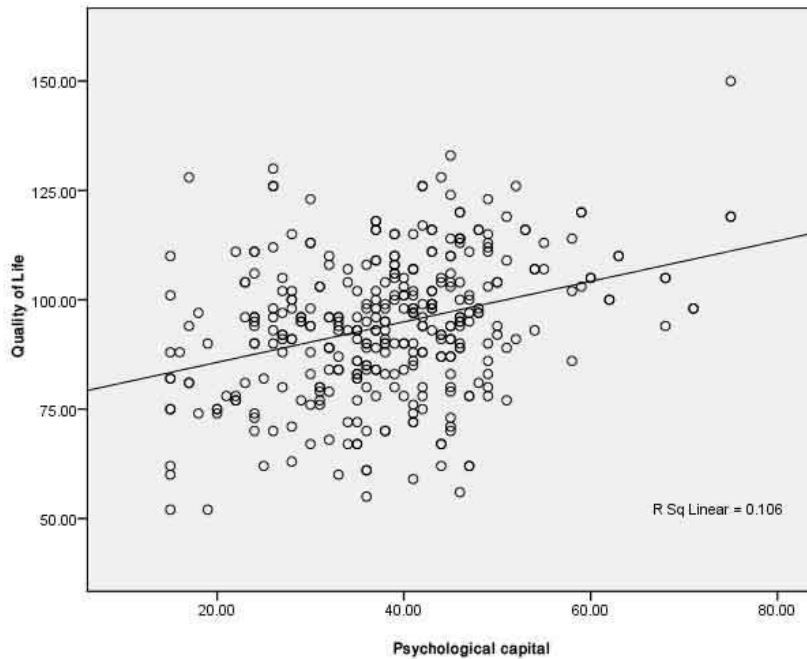
**Table 2: The correlation matrix between psychological capital and its dimensions with quality of life**

		Quality of Life	Hope	Optimism	Resilience	Self-sufficiency	Psychological capital
Quality of Life	Pearson Correlation	1	.308**	.143*	.119*	.140*	.210**
	Sig. (2-tailed)		.000	.014	.044	.016	.000
	N	305	300	292	289	294	273
Hope	Pearson Correlation	.308**	1	.538**	.580**	.635**	.850**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	300	342	329	328	331	313
Optimism	Pearson Correlation	.143*	.538**	1	.484**	.427**	.780**
	Sig. (2-tailed)	.014	.000		.000	.000	.000
	N	292	329	335	322	327	313
Resilience	Pearson Correlation	.119*	.580**	.484**	1	.559**	.771**
	Sig. (2-tailed)	.044	.000	.000		.000	.000
	N	289	328	322	333	326	313
Self-sufficiency	Pearson Correlation	.140*	.635**	.427**	.559**	1	.805**
	Sig. (2-tailed)	.016	.000	.000	.000		.000
	N	294	331	327	326	336	313
Psychological capital	Pearson Correlation	.210**	.850**	.780**	.771**	.805**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	273	313	313	313	313	313

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

The results of Table 1 show that there is a positive and direct correlation between psychological capital and quality of life, with a correlation of 0.210, which seems to be a moderate correlation. This correlation is significant at 99% confidence level. That is to say, with a 1% error, one unit increase in the level of psychological capital of students is expected to be .21 unit increase in the quality of life of students. Therefore, this research hypothesis is confirmed. The following diagram is used to illustrate the relationship between the two variables of psychological capital and quality of life. In this distribution graph we can see that the relationship between the scores is understandable (Figure 2).



**Figure 2: Distribution diagram of the relationship between psychological capital and quality of life**

**Table 3: The correlation matrix between social capital and its dimensions with quality of life**

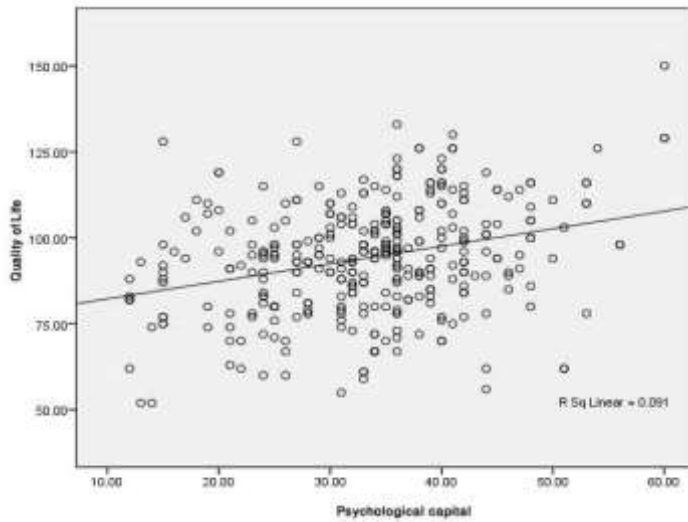
	Quality of Life	The trust	Community Relations	Participation	Social capital	
Quality of Life	Pearson Correlation	1	.149**	.166**	.255**	.332**
	Sig. (2-tailed)		.009	.004	.000	.000
	N	305	302	297	293	285
The trust	Pearson Correlation	.149**	1	.347**	.176**	.764**
	Sig. (2-tailed)	.009		.000	.002	.000
	N	302	341	332	322	315
Community Relations	Pearson Correlation	.166**	.347**	1	.184**	.670**
	Sig. (2-tailed)	.004	.000		.001	.000
	N	297	332	337	320	315
Participation	Pearson Correlation	.255**	.176**	.184**	1	.646**
	Sig. (2-tailed)	.000	.002	.001		.000
	N	293	322	320	330	315
Social capital	Pearson Correlation	.332**	.764**	.670**	.646**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	285	315	315	315	315

**Table 3: The correlation matrix between social capital and its dimensions with quality of life**

		Quality of Life	The trust	Community Relations	Participation	Social capital
Quality of Life	Pearson Correlation	1	.149**	.166**	.255**	.332**
	Sig. (2-tailed)		.009	.004	.000	.000
	N	305	302	297	293	285
The trust	Pearson Correlation	.149**	1	.347**	.176**	.764**
	Sig. (2-tailed)	.009		.000	.002	.000
	N	302	341	332	322	315
Community Relations	Pearson Correlation	.166**	.347**	1	.184**	.670**
	Sig. (2-tailed)	.004	.000		.001	.000
	N	297	332	337	320	315
Participation	Pearson Correlation	.255**	.176**	.184**	1	.646**
	Sig. (2-tailed)	.000	.002	.001		.000
	N	293	322	320	330	315
Social capital	Pearson Correlation	.332**	.764**	.670**	.646**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	285	315	315	315	315

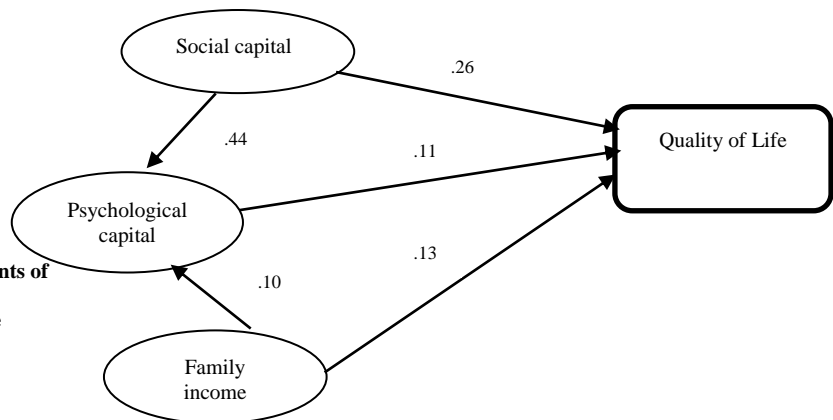
\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results of Table 3 show that there is a direct and positive correlation between social capital and quality of life, with a correlation of 0.332, which seems to be a moderate correlation. This correlation is significant at 99% confidence level. That is to say, with a 1% error, one unit increase in the level of social capital of the students is expected to be.33 unit increase in the quality of life of the students. Therefore, this research hypothesis is confirmed. Figure 3 illustrates the relationship between the two variables of social capital and quality of life.



**Figure 3: The distribution of the bivariate relationships between social capital and quality of life**

The results of F test (group mean comparison test) show that there is a significant difference between mother's job and quality of life with regard to the calculated F value of 2.58 and significance level of 0.05. According to the findings of this study, the results show that the quality of life of the students whose mothers are government employees and so-called employees is higher than the other students. Another underlying variable that has a significant relationship with quality of life is income. The results of Pearson correlation coefficient of .10 with a significance level of 0.06 showed a correlation between income and quality of life (albeit relatively poor) and this correlation was statistically significant. These results suggest that part of students' quality of life is related to their family income, but quality of life is also a category that is related to other social and psychological factors. The results of some national and transnational research on social welfare and quality of life confirm the findings of this study because social welfare and quality of life are not entirely related to material well-being, income and wealth, and social, psychological and lifestyle factors in improving the quality of life.



**Figure 4. Path coefficients of independent variables affecting quality of life**



The paths that influence the independent variables on quality of life are shown below. Among the variables entered in the regression equations, three variables directly or indirectly affected the quality of life. As shown in the multivariate analyzes, three variables (psychological capital and family income and social capital status) had a direct effect, in addition to income and social capital variables indirectly affecting the quality of life by affecting psychological capital.

**Table 4: Direct, indirect and total direct effects of variables on the dependent variable of quality of life**

Types of impact			Variables
Total	Indirect	Direct	
30.	0.048	26.	Social capital
0.14	0.011	13.	Family income
11.	. -	11.	Psychological capital

What emerges from the set of relationships and models presented is that the variables affecting the quality of life are different and numerous, some of which were considered in this study. In the study, independent variables including psychological capital, family income and social capital were entered into the relevant equations, social capital was a very important variable in enhancing the quality of life, and the results showed that among all predictors of quality of life, the highest share and impact was for social capital and this effect is controlled by all other variables. The findings show that the main research hypotheses are confirmed. In its interpretation, it can also be said that for one unit (standard deviation) of change in social capital variables, one would expect that the quality of life among students would increase by .30 units. Other hypotheses, including the impact of psychological capital and family income on quality of life, were confirmed. That is, one unit of change in student household income can be expected to change the quality of life of .14 units. As for psychological capital, for one unit of change in psychological capital, it can be expected that .11 units of change in quality of life will occur. Again, much of the variation or variance of quality of life remains to be elucidated, and needs to be addressed in further research.

### **Discussion and Conclusion**

In this paper, the effects of psychological capital and social capital and their dimensions on quality of life were investigated. The results showed that psychological and social capital have a positive and direct effect on quality of life. What emerges from the set of relationships and models presented is that the variables affecting the quality of life are different and numerous, some of which were considered in this study. In the study, independent variables including psychological capital, social capital, and family income were entered into the relevant equations, the results confirmed the research hypotheses. In interpreting the results, it can be said that part of the quality of life of the students is related to their family income, but the quality of

life is also related to psychological and social factors. The results of some national and transnational research on social welfare and quality of life confirm the findings of this study because social welfare and quality of life are not entirely related to material well-being, income and wealth, and psychological and lifestyle factors affect quality of life. The results of this study confirm the relationship between psychological capital and quality of life, according to the findings of Rezaei et al. (2016). All dimensions of psychological capital had an impact on the quality of life, but the later effect of hope was greater and there were other dimensions to be strengthened. Quality of life includes psychological dimensions that include indicators such as satisfaction, happiness and security. From this perspective, it is also called social satisfaction, and is based on indicators of access to social opportunities such as employment, wealth, and leisure. Some see it as synonymous with prosperity and others describe it as a statement of well-being that is defined by the amount of public goods and how they are distributed. As such, the essential essence of quality of life is the simultaneous supply of material and spiritual needs of human beings, which are usually classified into two categories of subjective and objective indicators in social, economic, political and environmental contexts. Accuracy in the definitions presented shows that over the last three decades, quality of life, as a substitute for material well-being, has become the main social goal of different countries.

The results of this study confirm some previous findings. This study showed that social capital affects psychological capital and quality of life of students. In 2007, Kim and Kawachi found that in states with high or medium social capital levels, higher levels of physical and mental health of citizens were observed. One of the indicators of quality of life is observed. In this study, it was found that the income and social class of the subjects played an important role in determining the level of social capital and their quality of life. Concerning the impact of social capital on the quality of life, the results of this study confirm the findings of Harper (2006), Franco (2006), and Miller (1999). Also, the results of this study confirm the results of Vesali and Tavakoli (2012), Khoshfar et al. (2013), and Noghani et al. (2009). The findings showed that students received lower scores in the dimension of social capital participation, which explains the need for students to participate in social, cultural and educational activities. The results showed that dimensions of social capital are good among students and should be strengthened by encouraging students to build healthy relationships with peers and friends and teammates.

The results of the study showed that quality of life is not purely material, economic, and income-dependent, and psychological and social factors are also involved. Research has been used to explain the quality of life through an objective and subjective approach, the psychological theory of quality of life (needs theory). Various scholars such as Well (2000) and Wayne Hoven (2007) have divided quality of life into two objective and subjective dimensions: the objective approach to quality of life as a set of real and external conditions of life and explicit and relevant living standards. These include physical health, personal circumstances (including wealth and living conditions), social communication, social activities, occupational activities, or other socio-economic factors (Hezar Jaribi and Safari Shali, 2012). In psychological

terms, human beings have many material and immaterial needs, and these needs can be satisfied in a variety of ways. When a person's needs are not met, his or her happiness will be greatly reduced. Therefore, it is important to keep in mind that increasing the psychological capital of students and even others, despite the weakness of their income and economic base, can hopefully lead them to a better quality of life. It seems that psychological capital, both individually and in combination, provides a more conceptual and comprehensive framework for understanding and investing human assets in today's organizations (Luthans et al., 2004; Luthans & Youssef, 2004; Luthans et al., 2006). Because psychological capital challenges individuals to seek the question of who they are and thus to gain better self-awareness that is essential for achieving goals and success (Luthans, 2004), psychological capital is one of the most important tools for student success and having its components is a guarantee of a better life. Students with low psychological capital have severe problems in many areas. If it can be upgraded with the necessary training, it will even act as primary prevention. Inspired by the Luthans Intervention Program (PCI Psychological Capital Intervention), which offers programs to enhance psychological capital focusing on each component, it is possible to improve and enhance students' psychological capital in school settings. Thus, in the hope construct, with three components: factor, goal, and plan, programs can be tailored to teach proper targets. In the optimism surrounding positive attribution, there were programs designed to distinguish true optimism from unrealistic optimism and increase the level of positive attribution for students. Self-efficacy, which demonstrates one's belief in the abilities to succeed, can provide the appropriate context for a successful experience and increase of self-efficacy among students, and ultimately resilience that reflects the degree of resistance individuals have to problems. To grow, it requires a set of attitudes and skills, called "hard work," and involves three components of commitment, control, and challenge. Students can learn about difficult living conditions and how to tolerate them so that they do not have to deal with some problems in adulthood.

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