

The Relationship Between Family Life Satisfaction and Personality Management Skills Among University Students

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This study aimed to examine the relationship between family life satisfaction and personality management skills among university students. The study sample consisted of 184 undergraduate students who were randomly selected during the academic year (2024/2025). The Family Life Satisfaction Scale developed by Sixbey (2005), consisting of 10 items, and the Personality Management Skills Scale developed by Dhuepie (2005), consisting of (23) items, were used to collect the data. The results indicated that the level of family life satisfaction among university students was high, while the level of personality management skills was high. The findings also revealed statistically significant differences in family life satisfaction according to gender, in favor of males, whereas no statistically significant differences were found according to marital status. Additionally, statistically significant differences were found in personality management skills according to both gender, in favor of males, and marital status, in favor of unmarried students. Furthermore, the results demonstrated a statistically significant positive correlation between family life satisfaction and personality management skills at the significance level ($\alpha \leq 0.05$). Regression analysis showed that family life satisfaction explained approximately (51%) of the variance in personality management skills among the study sample. These findings highlight the important role of family life satisfaction in enhancing students' ability to manage their personalities effectively and underscore the need for counseling and educational programs that strengthen family relationships and personal management skills among university students.

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INTRODUCTION

The family is one of the oldest social institutions and represents the most fundamental and flexible unit within society. It plays a central role in the development of individuals by providing protection, care, guidance, discipline, emotional support, and opportunities for social interaction. Through positive interaction among its members, the family contributes significantly to the psychological well-being of individuals and supports them in achieving personal goals and creating meaning in life. Pavot and Diener (2003) indicate that satisfaction with family life reflects individuals' evaluations of their overall quality of life within the family context. Family life satisfaction is closely associated with several psychological variables, including adaptability, the development of personal competencies, positive self-esteem, emotional stability, and psychological well-being (Pavez, Santander, Carranza, & Vera-Villarreal, 2009). Olson (2000) defines family life satisfaction as the degree to which family members feel happiness, cohesion, cooperation, and emotional closeness with one another. This satisfaction is shaped by effective communication, emotional bonding, shared interests, and constructive problem-solving strategies. Families characterized by high levels of satisfaction typically demonstrate strong adaptability, cohesion, and positive interpersonal skills, which enhance the overall functioning of the family system (Olson, 2011). Conversely, dissatisfaction with family life has been linked to emotional and social difficulties, negative peer relationships, and various psychological disorders, including anxiety and depression (Valois, Zullig, Huebner, & Drane, 2001). Social differentiation theory posits that healthy family relationships are achieved through the ability of family members to realize shared values of family behavior, and that the inability to achieve agreement among individuals leads to dissatisfaction and frustration among them (Bowen, 1988). The drive to give meaning to life, promote personal growth, and create a coherent life is at the core of human nature, which is achieved through understanding experiences and connecting them with one another. Finding meaning is an innate need and is important in life, and failure to achieve it leads to anxiety and psychological stress (Weinstein, Ryan & Deci, 2012). Zabriskie & Ward (2013) point out that when it comes to family life, the number of components that can be taken into account when measuring family satisfaction increases significantly, and are likely to include countless different groups and interrelationships that are evaluated and judged differently based on the perspective of each family member, so it is necessary to evaluate a comprehensive judgment of the family life of the respondent. A comprehensive perspective allows individuals to evaluate the different areas of their family life in relation to their own value structure and arrive at a more accurate measure of family satisfaction than a specific area would provide. Individuals may collectively balance personal feelings, aspirations, disappointments, environmental factors, and the achievement of goals and desires when determining their level of family satisfaction. Therefore, similar to life satisfaction, family satisfaction can be defined as a conscious cognitive judgment of an individual's family life, where the criteria for judgment are left to the individual. Although emotional components are likely to be included to varying degrees, family satisfaction from this perspective reflects a

cognitive process of self-evaluation regarding an individual's overall family life.

In contemporary societies, individuals are increasingly exposed to diverse psychological and social pressures resulting from rapid changes in economic, technological, and social conditions. These changes pose significant challenges for young people, particularly university students, as they strive to define their goals, meet their needs, and achieve personal and social balance. Such circumstances necessitate the development of effective personality management skills that enable individuals to adapt to changing life demands and maintain psychological stability. Personality management skills are a set of abilities that help individuals regulate their thoughts, emotions, and behaviors to promote effective coping, emotional balance, and positive interactions with their environment. Practicing the aforementioned personality management skills leads to self-affirmation and the creation of a productive personality. Individuals become more confident and relaxed in their daily interactions, knowing the direction they are heading in. Personality management and integrity lead individuals to overcome their mistakes. Personal skills are extremely important for interacting with everyday situations in order to satisfy human needs for survival, continuity, and the development of adaptive means and methods for living. They are important for every individual in this life in order to achieve adaptation with others and success in life. Training individuals from an early age in personal skills and related daily activities leads to the integration of the individual's personality, self-esteem, the acquisition of positive traits, and effective personality management, such as self-confidence and independence. It is necessary to develop various personality management skills, such as communicating and interacting with others, building relationships, domestic skills, and life skills. This helps the individual to rely on themselves in the future and to benefit from their abilities and make good use of their personal energies (Riddle, 2016). The interaction of personal skills plays an important role in successful interaction with others, encouraging them to participate in planning, take responsibility, and develop self-confidence to be able to take on challenges and achieve goals (Mohan, 2013). In this competitive era, individuals must possess the ability to manage their personality and skills, such as negotiation, conflict resolution, and self-management (Roodenrys, 2012). According to Al-Zoubi (2005), individuals who possess strong personality management skills are better able to mobilize their internal resources, adopt positive perspectives, manage stress, and respond constructively to life challenges. These skills contribute to emotional resilience, self-control, and effective decision-making. University students, in particular, require well-developed personality management skills to succeed academically, socially, and personally. The family plays a vital role in nurturing these skills through socialization processes, the exchange of experiences, and the provision of emotional and practical support. Through family interaction, individuals learn effective strategies for communication, responsibility, time management, problem-solving, and emotional regulation.

Several key personality management skills have been highlighted in the literature. These include time management and planning skills, which involve organizing tasks and setting priorities; financial management skills, which contribute to independence and goal achievement; communication skills, which enable individuals to express themselves clearly and engage effectively with others; organizational skills, which

facilitate structured and efficient work habits; and self-development skills, which support continuous personal growth and self-improvement (Riddle, 2016). The interaction of these skills plays a critical role in enabling individuals to engage productively with others, assume responsibility, enhance self-confidence, and achieve personal and professional goals (Mohan, 2013). In an increasingly competitive world, the ability to manage one's personality effectively—through skills such as negotiation, conflict resolution, emotional regulation, and self-management—has become essential for personal success and psychological well-being (Roodenrys, 2012). Previous empirical studies have emphasized the close relationship between family life satisfaction and various personal and psychological skills. Research has shown that positive family environments contribute to higher levels of self-management, self-efficacy, emotional stability, and life satisfaction (Zabriskie & Ward, 2013; Sung-Ho, Ji-Young, & Sang-Cheol, 2021). These findings suggest that satisfaction with family life may serve as a key foundation for the development of effective personality management skills. The study by Kourosh, Kareem, Abdi, Sahar Dalvand, and Gheshlagh (2020) analyzed factors of satisfaction with family life in scientific studies and found a strong relationship between marital satisfaction and personality traits, and that couples with high levels of neuroticism suffer from lower levels of marital satisfaction, while couples with high levels of conscience are more satisfied with their married life. Based on the theoretical and empirical evidence, the present study seeks to explore the relationship between family life satisfaction and personality management skills among university students, with particular attention to the role of gender and marital status. Understanding this relationship may contribute to the development of effective counseling, educational, and family-based interventions aimed at enhancing students' psychological well-being and personal competence.

Problem Statement

Family life satisfaction represents a fundamental indicator of family stability and quality of life. A supportive and cohesive family environment contributes significantly to individuals' psychological well-being, emotional balance, and ability to manage personal and social responsibilities effectively. Conversely, dissatisfaction with family life is often associated with emotional distress, social problems, and difficulties in personality management, which may hinder individuals' ability to achieve happiness, self-fulfillment, and academic success.

In recent years, families have been increasingly affected by rapid social, economic, and demographic changes that have altered traditional family structures and roles. These changes have introduced new challenges that may negatively influence family cohesion and satisfaction. University students, in particular, are exposed to multiple pressures related to academic demands, future career aspirations, social expectations, and personal development. When combined with family-related stressors, these pressures may adversely affect students' ability to manage their personalities effectively.

Despite the importance of family life satisfaction in shaping personality management skills, limited empirical research has examined the relationship between these two variables within the context of Arab societies, especially among university students. Understanding this relationship is essential, as effective personality management skills enable

students to cope with life challenges, regulate their emotions, and interact positively with others.

Therefore, the present study seeks to address this gap by examining the relationship between family life satisfaction and personality management skills among university students, as well as identifying potential differences related to gender and marital status. The findings of this study may contribute to the development of counseling, educational, and family-based interventions aimed at enhancing family well-being and promoting effective personality management among young adults.

Study Questions

Main Hypothesis:

"There is a statistically significant positive correlation ($\alpha \leq 0.05$) between satisfaction with family life and personal management skills among university students."

Sub-Hypotheses:

The present study seeks to answer the following questions:

- What is the level of family life satisfaction and personality management skills among the study sample?
- Are there statistically significant differences in the level of family life satisfaction and personality management skills attributable to gender?
- Are there statistically significant differences in the level of family life satisfaction and personality management skills attributable to marital status (married or unmarried)?
- Is there a statistically significant relationship between family life satisfaction and personality management skills among university students?

Study Objectives

The study aims to achieve the following objectives:

- To identify the level of family life satisfaction among university students.
- To determine the level of personality management skills among university students.
- To examine differences in family life satisfaction and personality management skills according to gender.
- To examine differences in family life satisfaction and personality management skills according to marital status.
- To investigate the relationship between family life satisfaction and personality management skills among university students.

Significance of the Study:

Theoretical Significance

The importance of this study lies in addressing a topic that has received limited attention in Arab and regional research, particularly with regard to the relationship between family life satisfaction and personality management skills. The study contributes to the existing literature by providing empirical evidence on how family-related factors are associated with personality management among university students.

Practical and Societal Significance:

The findings of this study may assist counselors, educators, and family therapists in developing intervention programs that enhance family life satisfaction and strengthen personality management skills among students. In addition, the study provides validated measurement tools that may be utilized in future research addressing family and psychological variables. The results may also inform policymakers and educational institutions about the importance of integrating family-oriented and personal development programs within university settings.

Procedural Definitions:

Satisfaction with family life: This is the achievement of a sense of happiness and self-satisfaction stemming from family cohesion and flexible communication among family members (Zabriskie & Ward, 2013). It is operationally defined as the score obtained by the respondent on the family life satisfaction scale used in the current study.

Personality management skills: Shaban (2014: 18) defines these as a set of learned behavioral skills that lead the individual toward the ability to make decisions, change, and improve oneself, as well as the ability to resist life's pressures. They consist of several skills, the most important of which are: communication skills, organizational skills, time management skills, and planning skills. It is procedurally defined by the score obtained by the examinee on the personality management skills scale.

METHODOLOGY AND PROCEDURES**Method and Procedures:**

This section presents a comprehensive description of the study methodology, including the research design, study population, sample and sampling procedures, research instruments, methods used to establish validity and reliability, study variables, data collection procedures, and the statistical techniques employed to obtain the study results.

Research Methodology:

To achieve the objectives of the study and answer its research questions, the descriptive correlational approach was adopted. This approach is considered appropriate for the nature of the current study, as it involves collecting data through questionnaires, followed by statistical analysis using appropriate methods to examine relationships among variables.

Study Population:

The study population consisted of all undergraduate students at Ajloun National University who were enrolled during the second semester of the academic year 2024–2025, A total of 3,500 male and female students.

Study Sample:

The study sample consisted of 184 undergraduate students from various colleges at Ajloun National University. The sample was selected randomly.

Table 1 presents the frequencies and percentages of the study sample according to the study variables.

Table 1: Distribution of the study sample according to demographic variables

Variable	Level	Frequency	%
Gender	Male	44	23.9%
	Female	140	76.1%
Marital status	unmarried	134	72.8%
	Married/engaged	50	27.2%
Total		184	100%

Construct Validity of the Study Instruments:

The researcher referred to previous literature and studies related to the subject of the study. The study used the Al-Zoubi (2005) scale for personality management skills, which consists of 23 items that measure personality management skills. This scale is applicable to the Jordanian environment and is culturally appropriate. To verify the construct validity of the study instruments, the questionnaires were administered to a pilot sample of 30 students drawn from the study population and excluded from the main study sample. Pearson correlation coefficients were calculated between each item score and the total score of the scale. Table (2) presents these results.

Table (2) Pearson correlation coefficients between the items of the Satisfaction with Family Life Scale and the total scale score

Item	Scale
I am satisfied with the degree of closeness between my family members	.337**
I am satisfied with my family's ability to handle stress.	.224**
I am satisfied with my family's ability and flexibility in dealing with others.	.512**
I am satisfied with my family's ability to share positive experiences.	.505**
I am satisfied with the communication skills between family members.	.541**
I am satisfied with my family's ability to resolve conflicts.	.515**
I am satisfied with the time my family members spend with each other.	.636**
I am satisfied with the discussion method of solving problems with my family.	.457**
I am satisfied with the integrity of criticism in my family.	.604**
I am satisfied with the level of concern my family members have for each other.	.542**

It is evident from Table 2 that all item–total correlation coefficients exceeded 0.20, which is considered acceptable for achieving the purposes of the study and indicates adequate construct validity.

Construct Validity of the Personality Management Scale

The construct validity of the Personality Management Scale was also examined by calculating Pearson correlation coefficients between each item and the total score of the scale. Table 3 presents these coefficients.

Table 3 Pearson correlation coefficients between the items of the Personality Management Scale and the total scale score

Items	Scale
I don't have the ability to adapt to different personality styles.	.535**
I lack tact and sensitivity.	.537**
I always react when the right actions are taken too soon.	.554**
I promote equality and fairness in extreme situations.	.489**
I interact with others on my same team or group.	.686**
I have the ability to resolve conflict between others.	.636**
I encourage them to share and engage with each other and get information.	.624**
I find it difficult to come up with new solutions or practical methods for the current situation or circumstance.	.491**
I have the ability to stay positive.	.650**
I take responsibility for achieving my personal goals.	.643**
I participate in group activities.	.471**
I have the ability to speak up, have open discussion, and listen to others.	.356*
I have the ability to motivate and influence the performance of others in an enthusiastic and positive way.	.614**
I have the ability to provide advice or guidance.	.561**
I have difficulty developing my relationships with others/colleagues, management, etc.	.684**
I have the ability to assert myself when necessary with confidence, diplomacy and tact.	.666**
I feel in control of events, and able to organize myself effectively.	.643**
I prioritize tasks or goals that are within a time frame and achieve them.	.659**

I have the ability to accurately analyze information, involve others in problem solving, and decision making.	.675**
I have a high level of self-confidence in my personal abilities.	.525**
I work well under pressure.	.548**
I do not have the ability to communicate with others clearly and concisely.	.488**
I know the right time to do my work.	.623**

* Statistically significant at the level (0.05).

** Statistically significant at the level (0.01).

The results shown in Table (3) indicate that all correlation coefficients were greater than 0.20, which confirms the suitability of the items for achieving the objectives of the current study.

Reliability of the Study Instruments:

The researchers measured satisfaction with family life using the sub-items of the Family Adaptability and Cohesion Evaluation Scale (FACES-IV), developed by Olson (2011). The sub-items related to satisfaction with family life, consisting of 10 items, were used. This scale assesses the satisfaction of family members with regard to family cohesion, flexibility, and communication methods, evaluating satisfaction with the current family system. In the current study, the researcher conducted content validity testing for the scale in its current form by presenting its items in Arabic, accompanied by the original English version and its procedural definitions, to a group of judges consisting of seven arbitrators from the departments of psychology, counseling, and mental health, to determine the clarity of meaning in the statements, their accuracy, and their level of consistency and suitability for the Jordanian environment. The items that received a positive evaluation of 90% or higher were adopted. Based on this, the final version of the scale was prepared.

Two methods were used to verify the reliability of the study instruments. The first method was the test-retest method, in which the questionnaire was administered twice to the pilot sample (30 respondents) with a two-week interval between applications. Pearson's correlation coefficient was calculated between the two administrations. The second method involved calculating the internal consistency reliability using Cronbach's alpha coefficient. Table (4) presents the reliability coefficients for both methods.

Table 4 Test-retest reliability coefficients and Cronbach's alpha for the study scales

Scale	Cronbach Alpha	Re-test
Satisfaction with family life	0.891	0.921
Personal management	0.912	0.901

The results in Table 4 indicate that all reliability coefficients exceeded 0.80, reflecting a high level of reliability. Accordingly, the instruments

were deemed appropriate for the purposes of the current study, and their results can be considered reliable.

Scoring of the Study Instruments

To calculate the total scores of the instruments, a five-point Likert scale was used. The response alternatives were assigned scores as follows:

(5) Very High, (4) High, (3) Moderate, (2) Low, and (1) Very Low.

To determine the levels of the arithmetic means for items, domains, and the overall scale, the following equation was used:

Category Range = (Highest Value – Lowest Value) ÷ Number of Categories

Category Range = $(5 - 1) \div 5 = 0.8$

Accordingly, the criteria for interpreting arithmetic means were as follows:

Mean Range	Level
1.00 below 1.80	Very low
1.80 below 2.60	Low
2.60 below 3.40	Medium
3.40 below 4.20	High
5.00 below 4.20	Very High

Study Variables

The study included the following variables:

First: Demographic (Independent) Variables

Gender: (Male, Female)

Marital Status: (Unmarried, Married/Engaged)

Second: Dependent Variables

Satisfaction with family life

Personality management among university students

Statistical Analysis

The following statistical methods were used to analyze the data:

- Arithmetic means and standard deviations were used to answer the first research question.
- Arithmetic means, standard deviations, and independent sample t-tests were used to answer the second and third research questions.
- Pearson's correlation coefficient was used to answer the third research question and examine the relationship between study variables.

Procedures:

To achieve the study objectives, the study tools were finalized after verifying their validity and reliability indicators. The scale was then distributed to university students in March 2025 through an electronic questionnaire on Google Drive. It took the sample individuals eight days to complete the questionnaire. They were assured that their participation was voluntary and that the data they provided would be treated with complete confidentiality and used for scientific research purposes. After conducting the exploratory study, it became clear that the time taken by the sample individuals to respond to the scale ranged between 10 and 20 minutes. The answers were downloaded from the website onto the SPSS program, and then the appropriate statistical treatments were used in accordance with the SPSS program to answer the study questions.

Data Analysis:

The arithmetic means and standard deviations were calculated for both the level of satisfaction with family life and personality management skills. The t-test was used to test for gender differences, and Pearson's correlation coefficient was used to determine the relationship between the level of satisfaction with family life and the level of personality management. In addition, multiple stepwise regression analysis was used to detect satisfaction with family life in both genders.

Scope of the Study:

The scope of the current study is limited to the following:

- Human limitations: This study was limited to a sample of students at Ajloun National University.
- Spatial limitations: The study was conducted in the northern region of Jordan and did not include other regions.
- Temporal limitations: The study was conducted during the 2024/2025 academic year.

RESULTS

This study aimed to examine satisfaction with family life and its relationship to personality management skills among university students. To achieve this objective, the study questions were addressed sequentially. The following provides an overview of the findings:

Results of the First Research Question:

The first question stated: "What is the level of satisfaction with family life and personal management skills among the study sample?"

To answer this question, arithmetic means and standard deviations were calculated for the study participants' ratings on the items of satisfaction with family life and their relationship to university students' personal management skills. Table (5) presents these results.

1st: Measure of Satisfaction with Family Life

Table (5): Arithmetic means and standard deviations of study participants' ratings on the items of satisfaction with family life, arranged in descending order according to the means.

No.	Item	Mean	SD	Rank	Level
10	I am satisfied with the level of concern my family members have for each other.	4.35	.81	1	Very High
4	I am satisfied with my family's ability to share positive experiences.	4.07	.86	2	High
5	I am satisfied with the communication skills between family members.	3.97	1.00	3	High

7	I am satisfied with the time my family members spend with each other.	3.90	.97	4	High
9	I am satisfied with the integrity of criticism in my family.	3.76	1.05	5	High
6	I am satisfied with my family's ability to resolve conflicts.	3.74	.96	6	High
3	I am satisfied with my family's ability and flexibility in dealing with others.	3.66	1.00	7	High
1	I am satisfied with the degree of closeness between my family members	2.66	1.04	8	Moderate
8	I am satisfied with the discussion method of solving problems with my family.	2.65	1.08	9	Moderate
2	I am satisfied with my family's ability to handle stress.	2.07	1.14	10	Low
	Overall measure of satisfaction with family life	3.48	.45		High

Table 5 shows that the arithmetic means for the domain items ranged from 2.07 to 4.35, from low to very high. Item (10), "I am satisfied with the level of attention my family members pay to each other," ranked first with a mean of 4.35 and a standard deviation of 0.81 (very high). Conversely, item (2), "I am satisfied with my family's ability to handle stress," ranked last with a mean of 2.07 and a standard deviation of 1.14 (low).

2nd: Personality Management Scale

Table 6: Arithmetic means and standard deviations of study participants' ratings on the Personality Management Scale, arranged in descending order according to the means.

No.	Item	Mean	SD	Rank	Level
14	I have the ability to provide advice or guidance.	4.41	.74	1	Very high
23	I know the right time to do my work.	4.35	.83	2	Very high
18	I prioritize tasks or goals that are within a time frame and achieve them.	4.27	.74	3	Very high
10	I take responsibility for achieving my personal goals.	4.14	.92	4	High
17	I feel in control of events, and able to organize myself effectively.	4.14	.79	5	High
16	I have the ability to assert myself when necessary with confidence, diplomacy and tact.	4.10	.86	6	High
15	I have difficulty developing my relationships with others/colleagues, management, etc.	4.07	.92	7	High
19	I have the ability to accurately analyze information, involve others in problem solving, and decision making.	4.06	.93	8	High
20	I have a high level of self-confidence in my personal abilities.	4.04	.94	9	High
13	I have the ability to motivate and influence the performance of others in an	3.98	.93	10	High

	enthusiastic and positive way.				
21	I work well under pressure.	3.98	.89	11	High
3	I always react when the right actions are taken too soon.	3.89	.94	12	High
2	I lack tact and sensitivity.	3.85	.99	13	High
6	I have the ability to resolve conflict between others.	3.84	.92	14	High
8	I find it difficult to find new solutions or practical methods for the current situation or circumstance.	3.83	.91	15	High
4	I promote equality and fairness in extreme situations.	3.80	.98	16	High
22	I do not have the ability to communicate with others clearly and concisely.	3.69	.98	17	High
9	I have the ability to stay positive.	3.68	.92	18	High
11	I participate in group activities.	3.64	1.12	19	High
7	I encourage them to share and engage with each other and get information.	3.54	.97	20	High
1	I don't have the ability to adapt to different personality styles.	3.53	1.13	21	Low
5	I interact with others on my same team or group.	2.43	1.22	22	Low
12	I have the ability to speak up, have open discussion, and listen to others.	2.22	1.08	23	Low

Overall measure of Personality management	3.80	.48	High
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Table 6 shows that the arithmetic means for the domain items ranged from 2.22 to 4.41, from low to very high. Item (14), "I have the ability to provide advice or guidance," ranked first with a mean of 4.41 and a standard deviation of 0.74 (very high), while item (12), "I have the ability to speak, engage in open discussion, and listen to others," ranked last with a mean of 2.22 and a standard deviation of 1.08 (low).

Researchers attribute satisfaction with family life to several factors, the most prominent of which include effective communication and interaction among family members, as well as the equitable sharing of responsibilities and tasks between spouses. The spouses' competence in fulfilling their respective roles and maintaining positive relationships with their children enhances the family's sense of well-being and contributes to greater satisfaction with family life. Additionally, when a family's economic and social circumstances align with the couple's expectations, and when they enjoy adequate recreational opportunities, this further supports an acceptable level of family satisfaction in the Jordanian context.

The sample's moderate level of meaning in life appears to stem from maintaining and pursuing family goals, integrating life experiences, and fostering feelings of love, happiness, warmth, and care for family members. A satisfactory family life reduces contradictions between present circumstances and personal aspirations, allowing couples to recognize the meaning of their lives, feel fulfilled, and develop a sense of responsibility toward their families. Strong family and social ties, along with the support provided by family members, enhance the individual's perception of life's meaning through increased satisfaction with family life. Providing security, love, and support contributes to achieving personal goals and enables couples to realize the purpose of their lives, which in turn fosters feelings of happiness and contentment. Therefore, promoting satisfaction with family life in the Hashemite Kingdom of Jordan should be prioritized through family counseling interventions in schools, universities, and broader societal services.

Regarding personality management skills, the study attributes the observed results to the fact that university students, despite experiencing pressures and challenges, possess varying degrees of ability to manage their personalities depending on the context and the nature of the problems they face. Family flexibility plays a significant role, as positive interactions, effective communication, and family cohesion equip students with the skills to cope and manage their personalities effectively outside the family environment. Families also differ in terms of social upbringing: some provide a sound and flexible environment that prepares children to face life's challenges, while others may lack awareness of their role in proper upbringing, which contributes to disparities in personality management skills. These findings differ from those of Al-Zubaidi (2005), who reported a generally high level of personality management among students.

Results of the Second Research Question:

The second question stated: "Are there differences between genders in the level of satisfaction with family life and personal management skills?"

To answer this question, arithmetic means and standard deviations were calculated for satisfaction with family life and personality management skills, and an independent-samples t-test was conducted. The results are presented in Table 7.

Table 7: t-tests results on satisfaction with family life and personal management skills by gender (male, female)

Scale	Level	No	Mean	SD	t-test	Sig.
satisfaction with family life	Male	44	3.60	.409	1.998	.047
	Female	140	3.45	.452		
personal management skills	Male	44	3.9324	.48062	2.175	.031
	Female	140	3.7527	.47702		

It is evident from Table 7 that:

- There are statistically significant differences ($\alpha < 0.05$) in satisfaction with family life, favoring males.
- There are statistically significant differences ($\alpha < 0.05$) in personality management skills, favoring males.

This result can be attributed to the physiological makeup of males, which enables them to withstand physical burdens and psychological pressures to a greater extent than females. In addition, customs, traditions, prevailing culture, and social restrictions imposed by society surround females with excessive protection and do not allow them absolute freedom in society. In addition, Jordanian society is based on the husband bearing responsibility for the family, managing it, and taking care of its affairs. Male spouses are the ones who take responsibility, seek to prove themselves, look for work, and start a family. They are able to set clear goals based on their strengths, priorities, and interests in life, set a time frame for achieving the final outcome, and determine the nature of their goal, whether it is professional, material, or something else. The study also attributes this result to the fact that the physiological nature of males makes them more psychologically resilient and stronger in character than females, who are characterized by emotion, which controls their administrative skills and personalities, and whose decisions are based on emotion and feelings. While males are better able to make sound decisions objectively and seriously as required by the situation. Furthermore, the nature of customs and traditions prevailing in Jordanian society places restrictions on females that do not allow them absolute freedom, and this affects their management of their personalities. The study agreed with the findings of Shamkh (2012).

Results of the Third Research Question:

The third question stated: "Are there differences in the level of satisfaction with family life and personality management skills depending on marital status (married, unmarried)?"

To answer this question, arithmetic means and standard deviations were calculated for participants according to their marital status. In addition, an

independent-samples t-test was conducted to examine whether the observed differences between married and unmarried participants were statistically significant. The results of the analysis are presented in Table 8.

Table 8: t-test results for satisfaction with family life and personal management skills by marital status (married, unmarried)

Scale	Marital Status	No	Mean	SD	t-test	Sig.
satisfaction with family life	unmarried	3.43	134	.466	-2.535	.012
	Married/engaged	3.62	50	.358		
personal management skills	unmarried	3.7340	134	.51473	-2.893	.004
	Married/engaged	3.9609	50	.33590		

It is evident from Table 8 that:

- There are statistically significant differences ($\alpha = 0.05$) in satisfaction with family life, favoring married or engaged participants.
- There are statistically significant differences ($\alpha = 0.05$) in personality management skills, favoring married or engaged participants.

This result is attributed to the fact that satisfaction with family life is higher among married couples, as they are more integrated into family life, more fulfilled in their needs, and more tolerant of family and social responsibilities. Additionally, the reliance of married couples on meeting their psychological and social needs further enhances their satisfaction with family life. According to psychological theories, marriage represents a choice between integration and isolation, reflecting increased involvement in family relationships. This involvement positively influences personal management skills, as married individuals have the opportunity to assume social responsibilities, set priorities, interact tactfully with others, work under pressure, and develop other skills fostered by family life. These findings are consistent with previous studies by Zabriskie & Ward (2013), Nua (2013), Bandura, Caprara, Barbaranelli, Regalia & Scabini (2011), and Ahmed (2014).

Results of the Fourth Research Question:

The fourth question stated: “Is there a significant correlation between life satisfaction and personality management skills?”

The Pearson correlation coefficient was calculated between participants’ ratings on life satisfaction and personality management skills, as shown in Table 9:

		management skills	
Scale	R	satisfaction with family life	personal management skills
Satisfaction with family life	Pearson R	1	.586**
	Sig.		.000
	Frequency	184	184

Personal	Pearson R	.586**	1
management	Sig.	.000	
skills	Frequency	184	184

Note: Statistically significant at $\alpha = 0.01$

There is a positive, statistically significant correlation ($r = 0.586$, $p < 0.01$) between satisfaction with family life and personality management skills. The researcher attributes this result to the quality of family life prevalent in Jordanian society. This quality is based on several factors, including the satisfaction of psychological needs, positive interactions within the family, the absence of family problems, the provision of support and assistance in various situations, economic adequacy, and the shared performance of family tasks and duties by both spouses. A family atmosphere characterized by complementary relationships, care, and conflict resolution contributes to a sense of meaning in life and happiness among couples.

Family support also ensures that each spouse feels important and valued, which enhances the couple's overall happiness. The ability to satisfy various basic needs is a central component of quality of life. A good standard of living further increases the couple's sense of happiness and their ability to achieve personal goals. Satisfaction with family life also influences personal management, as it shapes the spouse's perception of their life and their goals. Therefore, family satisfaction serves as a source of strength in personal management through the integration of needs, based on reciprocity and continuous interaction among the spouse's family, the original family, and the surrounding community. This interaction forms a set of skills and strategies for effective personality management. For these benefits to be sustained, families must establish permanent and continuous conditions that promote positive interaction, such as providing love, internal family activities, recreational opportunities, and a balanced lifestyle for all members. The study emphasizes that a supportive family environment and upbringing—characterized by flexibility, the ability to cope with life pressures, adaptive decision-making, and the inclusion of children in decision-making—combined with love, understanding, cohesion, clarity of roles, cooperation, and moderate satisfaction of children's needs, fosters children's psychological well-being. It promotes growth, self-esteem, and a balanced ability to develop practical personality management skills. These results are consistent with the findings of Ahmed (2014), Sung-Ho, Ji-Young, & Sang-Cheol (2021), and Dullas, Yncierto, Labiano, and Marcelo (2020).

DISCUSSION

Satisfaction with family life is closely linked to personality traits, as family stability contributes to the promotion of positive personality traits such as self-confidence and emotional stability, while low family satisfaction leads to high levels of neuroticism and dissatisfaction, and vice versa, making the relationship between quality of family life and personality traits reciprocal. Individuals with stable personality traits: Individuals with strong personality traits, such as a “conscience” (awareness and responsibility), tend to achieve higher satisfaction with their marital and family life. The mutual influence: personality affects how one interacts with the family, and satisfaction with family life reshapes one's self-image and self-confidence. Satisfaction with family life is part of overall mental health and is associated with fewer personality problems. The results showed that life satisfaction is closely related to high levels of personality

management skills. This is evident from what has been proven in scientific studies in this field. Hence, an acceptable level of satisfaction with family life reduces the contradictions between what is and what one wants to achieve, and helps individuals realize the meaning of their lives, feel satisfied with them, and feel responsible towards their families. Through an individual's satisfaction with their family life. Security and love create an acceptable level of satisfaction with family life to achieve personal goals, at which point individuals are able to realize the meaning and purpose of their lives, resulting in feelings of happiness and satisfaction. Hence, priority should be given to satisfaction with family life in the Hashemite Kingdom of Jordan through family counseling interventions for members of society, in schools and universities, and the provision of family counseling services in general. In light of these results, the researcher recommends the following: Conducting more analytical studies that link levels of satisfaction in family and work life to happiness in different environments, and conducting studies that take into account other independent variables not included in this study. Focus on developing satisfaction with family life among members of society in general, given its active role in achieving psychological happiness and meaning in life. Increase interest in conducting special family programs for people who are about to get married, which would develop personality management skills that are reflected in life skills and thus achieve a higher level of satisfaction.

THEORETICAL AND SOCIETAL CONTRIBUTIONS

Theoretical Contributions:

The study addresses a topic that has received limited attention in the Arab world, particularly regarding satisfaction with family life and personality management skills.

Practical Importance for Individuals and Society:

The findings can help therapists design treatment plans focusing on students' and families' strengths, enhancing personal management skills and family satisfaction. Educational counselors and family therapists can also benefit by identifying the negative consequences associated with related problems.

Societal Contributions:

This study highlights the relationship between family life satisfaction and personality management skills, and provides reliable tools for measuring these variables. These tools can be used in future research on similar topics.

Recommendations and Future Proposals:

Based on the study's findings, the researchers recommend:

1. Enhancing family psychological resilience, satisfaction with family life, and personal management skills through counseling and educational centers.
2. Holding seminars and conferences to develop students' personal management skills.
3. Promoting social responsibility among university students.
4. Introducing courses on family care and child-rearing for all students to prepare them for future parental roles.

5. Conducting further research on family psychological resilience, its relationship to anxiety and depression, and other variables related to family upbringing among university students.

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Data Availability Statement:

The data is available only to the researchers and no one else has access to it. It will be destroyed after the research is published.

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