PREDICTING PERSONALITY RESILIENCY BY PSYCHOLOGICAL WELL-BEING AND ITS COMPONENTS IN GIRL STUDENTS OF ISLAMIC AZAD UNIVERSITY

By

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ABSTRACT

The aim of this study was to predict psychological resilience by psychological well-being and its components. The research sample consisted of 216 girl students who were selected through multistage random sampling. The data were collected by implementing psychological resilience and psychological well- being questionnaire and analyzed by using Pearson correlation coefficient and multiple regressions. A significant correlation coefficient was found between psychological resilience and overall psychological well – being (0.62, p<0.01). Resilience was also found to be positively and significantly related to all six dimensions of psychological well- being. The calculated determination coefficient (0.39) indicated that psychological well- being has the ability to predict psychological resilience. Results confirmed the impact of dimensions of psychological well- being on resilience among college students. It is likely that resilience and the psychological well- being reinforce one another in a cyclic manner. Individuals' psychological well- being maintained higher levels of resilient.

Keywords: Psychological Well- Being, Psychological Resilience, Students

INTRODUCTION

In recent years the positive psychology approach has been paid attention to regarding the human abilities. The ultimate goal of this approach is identifying the methods and constructs that follow human well-being. Hereby, the factors causing more adaptation to life's needs and threats are the basic constructs of this approach for studying. Psychological well-being is defined as the ability of an individual to balance many different thoughts, emotions, situations, to solve problem and to respond stress in a healthy manner (Bradshaw, Hoelscher, & Richardson (2007). Ryff and Singer (2003) argue that resilient individuals are generally able to maintain their physical and psychological health and have the capacity to recover more quickly from stressful events. While there is a growing body of research regarding resilience theory, and mindfulness and its association with psychological well-being, there is a paucity of empirical evidence supporting this association (Richardson et al., 1990). Flexibility and psychological well-being have an important place in positivism psychological fields. Flexibility refers to effective coping and adjustment apart from any travail, loss, failure, and misery. Studies tried to identify the personality characteristics of people who regardless of facing with life problems are more adaptive and progressed more. Moreover, they have special ability in vulnerability and resisting failure (Masten, 2001). In order to strengthen and develop flexibility, a series of abilities in an individual should be provided as underlining factors to achieve faster recovery in response to stress with flexibility. Fryborg, (2005) cited in Annalakshmi (2007), expressed internal and social characteristics, support by family members, friends and other supportive systems are important in creating and enhancing flexibility. The Positivism psychology model focuses on more flexibility in life hassles that in turn leads to well-being in all the life periods (Maginness, 2007). According to Nill (2006) due to personal attributions, flexible individuals are not only able to overcome stressors, but also tend to experience such challenges as learning strategies and opportunities for development. Kumpfer (1999) suggested four effective

domains including cognitive, spiritual, emotional and behavioral-physical as intrinsic factors of flexibility.

Review of the literature

Werner and Smith (2002) stated that the factors such as feminine, being adjusted, intimacy, being patient, progressiveness, good interpersonal relationships, high self-esteem, supportive environment, internal control, good relations to parents, positive educational climate, high self-efficacy and life planning skills are effective in flexibility.

Souri and Hasanirad (2011) found that resilience is able to predict psychological well-being, and optimism played a minor mediation role in the relationship between resilience and psychological well-being. The results indicated that psychological well-being is influenced by personal characteristics such as resilience, and the individual's optimism regardless of his/her degree of resilience can to some extent provide for psychological well-being. Further, Souri and Hejazi (2014) stated from their study on a sample including 414 students of medicine (213 boys and 191 girls) a positive significant correlation between optimism and resilience (r=0.38, P<0.01) and also a positive significant correlation between optimism and psychological well-being (r= 0.45, P<0.01). Further, findings indicated that part of the effect of resiliency on psychological well-being could be applied through optimism. The findings showed that regardless of the level of resilience, optimism can, facilitate psychological well-being to some extent.

Pidgeon's study (2014) revealed significant positive relationships between mindfulness and resilience. Regression analysis revealed that mindfulness and resilience predicted 51% of the variance in psychological well-being scores, with resilience accounting for the greatest amount of variance 47%. Results indicate that, when used as a dichotomous variable in the regression model, the presence of mindfulness meditation makes a significant contribution to an individual's level of mindfulness as shown by the standardized coefficient of 0.23. Therefore, the current study will explore the predictive relationship between resilience and psychological well-being.

Objectives

The aim of this study is to investigate the relationship between psychological well – being and its components with resilience.

Research questions

1. Is there any relationship between psychological well – being and its components with resilience?

2. To what extent does psychological well – being predicts resiliency?

Methodology

Sample

Using a Random Multistage Cluster Sampling Technique 216 students from different academic fields of Behbahan's Islamic Azad University were selected. Participants were required to complete a package of questionnaires comprising of the Mental Well-being Scale (Ryff & Keyes, 1995) and Resilience scale (Wagnild & Young, 1993).

Tools

1. Psychological well-being scale (PWB)

For evaluation of his theoretical model, Reef (1995) designed a self-report questionnaire to measure psychological well-being, which is one of the most important scales of psychological well-being. In this scale, the response to each question is on a six-degree range (from strongly disagree to strongly agree).

2. Resilience Questionnaire (Wagnild & Young, 1993)

It consists of 26 items based on Likert scales. Internal consistency of the scale with Cronbach alpha was reported as 0.93. Also, the reliability of the questionnaire was calculated through Cronbach alpha (r=0.91).

Participants' scores for psychological well-being and resiliency were calculated by summing each item within each scale.

Procedures

After selecting subjects of the study by a cluster random sampling technique, participants were asked to fill up the questionnaires truly.

Table 1 shows the calculated mean, Standard Deviation for Psychological well being and Resilience and Table 2 shows the correlation matrix for the predictor and criterion variables. The value of each Pearson's correlation coefficient is shown with the corresponding significance value. It can be noted that, Psychological well-being and resilience are significantly correlated (r=0. 62, p<.00). Further, all components of Psychological well-being were significantly correlated with resiliency (p<0.001).

A stepwise–regression model was run to predict resiliency based on psychological well-being components. When used as predictors in the regression model, all psychological well-being components were found to have large correlations with the criterion variable as can be seen by the R^2 values in Table 3. Furthermore, Table 3 shows the adjusted R^2 values, which were all found to be moderately sized and significant. The linear combination of Psychological well-being components accounted for 63% of the total outcome variance which explains 39 percent of the variance of resiliency (R=0.63, RS=0.39). Further, the linear combination of the components

indicate that among the well-being components, Environmental mastery =0.30, t=2.86, p<0.03; and Purpose in life =0.19, t=2.10, p<0.05 were the best predictors of resiliency, respectively. The multiple coefficient of correlations of psychological well-being (R=0.63) were significantly larger than the simple correlations of each component with resiliency.

Discussion

The present study aimed to predict psychological well-being based on resilience among the girl college students. Results show that psychological well-being and resilience have positive significant correlation. This finding is in accordance with previous research findings (e.g. Johnson, 2011) and supports the relation of psychological well being and by the explanation of finding well-being and resilience. It can be said that resilience can be either as a consequence of well-being and or as a reason which may lead to higher level of well-being. We can see this subject resilience from the point of intricacy of the definition and processing view to resilience and psychological well-being. Resilience and psychological well-being are not the stable factors and capacities, but they are dynamic factors, so that personality traits affect resilience, and resilience in turn enhances personality traits. One new observed result in this study was; among well-being components, the environmental mastery and purpose in life could predict the changes due to resilience in the subjects. This also is in accordance with Johnson's (2011) study and supports, the role of environmental mastery and purpose of life in promotion of resilience. This finding may be justified by the following explanations:

Those who have more sense of mastery and are more efficient in managing their surrounding, have more purpose in life. This ability provides the change in background of persons' overt behavior in coping with stress for a faster recovery. Those who work with students may get new insights in order to help the students to cope with stressors, more compatibility and enjoying from the study at the university by focusing on the relation of psychological well-being and resilience. It is necessary that individuals learn skills to think and behave in a flexible way to cope with stressors and difficulties. By training

Indicators Personality traits & resiliency	M	SD	N
Positive relationships	57.36	9.24	216
Autonomy	53.24	8.46	216
Environmental Mastery	56.49	9.89	216
Personal growth	62.94	10.00	216
Purpose in life	61.55	11.40	216
Self-acceptance	56.46	11.22	216
Psychological well-being	347.63	48.30	216
Resiliency	79.99	10.70	216

Note: M= Mean Score, SD= Standard Deviation, N= Number of Participants

Table 1. Number of Participants, Mean Scores, and Standard Deviations for Psychological Well-being and Resiliency

Criterion variable	Resiliency	
Predictors	r - value	Sig
Positive relationships	0.38	0.000*
Autonomy	0.41	0.000
Environmental Mastery	0.60	0.000
Personal growth	0.48	0.000
Purpose in life	0.57	0.000
Self - acceptance	0.52	0.000
Psychological well - being	0.62	0.000

Note: *p<0.001

Table 2. Pearson Correlation Coefficients for Predictor and Criterion Variables

Indicators Predictors	R	R²	FP	Regression coefficients					
				1	2	3	4	5	6
Positive relationships	0.37	0.14	35.09	$\beta = 0/44$ $t = 5/92$ $P < 0/000$					
Positive relationships Autonomy	0.48	0.23	31.08	$\beta = 0/31$ $t = 4/1$ $P < 0/000$	$\beta = 0/37$ $t = 4/84$ $P < 0/000$				
Positive relationships Autonomy Environmental mastery	0.61	0.37	40.72	$\beta = 0/1$ $t = 0/84$ $P < 0/04$	$\beta = 0/17$ $t = 2/1$ $P < 0/03$	$\beta = 0/53$ $t = 6/86$ $P < 0/000$			
Positive relationships Autonomy Environmental mastery Personal growth	0.61	0.37	31.38	$\beta = 0/1$ $t = 0/60$ $P < 0/55$	$\beta = 0/17$ $t = 1/98$ $P < 0/05$	$\beta = 0/46$ $t = 5$ $P < 0/001$	$\beta = 0/13$ $t = 1/6$ $P < 0/11$		
Positive relationships Autonomy Environmental mastery Personal growth Purpose in life	0.62	0.39	27.32	$\beta = 0/010$ $t = 0/131$ $P < 0/896$	$\beta = 0/53$ $t = 1/9`1$ $P < 0/058$	$\beta = 0/33$ $t = 3/28$ $P < 0/001$	$\beta = 0/49$ $t = 0/58$ $P < 0/56$	$\beta = 0/29$ $t = 2/69$ $P < 0/008$	
Positive relationships Autonomy Environmental mastery Personal growth Purpose in life Self - acceptance	0.63	0.39	23.05	$\beta = 0/003$ $t = 0/05$ $P < 0/96$	$\beta = 0/14$ $t = -1/68$ $P < 0/09$	$\beta = 0/30$ $t = 2/86$ $P < 0/05$	$\beta = 0/05$ $t = 0/60$ $P < 0/55$	$\beta = 0/19$ $t = 2/10$ $P < 0/03$	$\beta = 0/096$ $t = 1/20$ $P < 0/23$

Table 3. The Regression Model of Criterion variable on Predictor Variables (Psychological well-being and its components)

students can enhance their resilient potentials which lead to academic achievement and efficacy. Finally, since personality variables show a long diary of efficacy on resilience as an index of quality of life, it is necessary to pay attention on variables which are effective on resilience, to provide mental health and for the identification of the health state of juveniles and students.

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