

A STUDY OF RESILIENCE AND PSYCHOLOGICAL WELLBEING AMONG ADOLESCENCES

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Abstract

Adolescences who become resilient are inquisitive, brave, and trust their instincts. These children are more likely to take healthy risks because they don't fear falling short of expectations. Through resilience, they develop independence, efficient problem-solving skills and are better able to build and maintain interpersonal relationships. Hence, the resilience and psychological well-being and their relations in male and female adolescences were systematically measured and compared separately. For this, purpose 70 males adolescences and 70 females adolescences of Bihar were purposively selected and they were administered resilience questionnaire and psychological well-being scale. The t- test was applied to analyze the data. The results as follows: Significant difference between mean resilience cores of male and female adolescences was obtained. Significant difference between mean psychological well-being scores of male and female adolescences was obtained. The study aims in making the adolescences aware of the role of resilience and their harmful effect in personal life and the different coping strategies that can help them deal with the stressors in a better way, and thus maintaining their psychological well-being the review concludes with a summary of major research findings, as well as a consideration of future directions and implications for practice and policy.

Key words: Resilience, Psychological Well-being, Male and Female Adolescences

Introduction

Evaluating well-being is challenging because of the concept's complexity, measurement inconsistency, and overlap with the quality-of-life construct. The literature clearly distinguishes between subjective well-being, or happiness, and psychological well-being. "The state in which an individual realizes his or her own abilities, can cope with normal stresses of life, can work productively, and is able to make a contribution to his or her own community" is how the World Health Organization defines wellbeing. A healthy sense of self-worth and self-image is essential to wellbeing.

People often complain about specific situations in their daily life. They talk about how nobody can understand them, which makes them unhappy sometimes, or how they can't communicate to anyone about their problem. Following a thorough analysis of these situations, it became evident that the level of an individual's wellbeing might be the root cause of the problem (Nur Şahin, 2011). Ryff and Keyes (1995) defined "well-being" as a person's knowledge of both their own potential and the nature of their interactions with others (cited from Hamurcu, 2011).

Well-being is one of the main areas of focus for positive psychology, which emerged in response to psychology's focus on human problems and the treatment of diseases resulting from these disorders (Ok, 2016). It's clear that those who are not feeling well have a lot more negative emotionality. This emotional pessimism is an indication of unfortunate experiences

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in life. This voluntary lifestyle degrades one's quality of life by arousing negative memories (Diener, 2006). It is clear that at every stage of life, a high level of wellbeing is crucial. According to Silk, Steinberg, and Morris (2003), adolescence is one of the life periods where social, psychological, emotional, and behavioral problems are known to be more common than in previous and later stages. In this sense, it may be said that during adolescence, a high level of wellbeing becomes increasingly important. Adolescence is a period of life when a person experiences major changes in their physical and mental development, according to Deniz (2010). A review of the literature on adolescent well-being indicates that studies emphasize the significance of teens' life satisfaction and happiness for their emotional and social development and for their capacity to be future reliable positive influencers (Çivitci, 2009). The purpose of the current study is to investigate the relationships between adolescent resilience abilities and wellbeing. Another objective of this research is to determine if characteristics like gender, age, grade, number of siblings, and economic status have an impact on the self-regulation, social anxiety, and general well-being of teens. The present research set out to investigate the potential correlation between these individual factors. It was hypothesized that self-regulation would be associated with and would be a good predictor of resilience, and that low-medium- high levels of self-regulation would lead to similar levels of resilience.

By putting resilience and general well-being first, mental health problems can be delayed or even less severe than they already are. When someone has good problem-solving skills, realistic goal-setting abilities, and strong interpersonal connections, their ability to operate and contribute meaningfully in daily life is significantly enhanced. Their degree of resilience and well-being affects all of these things. Over the past fifty years, resilience has been the subject of much research; however, in the last twenty years, the field has grown dramatically, encompassing studies in the social sciences, engineering, healthcare, and other fields (Zolli and Healy, 2012).

An overview of the research in the literature indicates that there is a substantial relationship between the psychological well-being of teenagers and their capacity for self-regulation, level of social anxiety, and general well-being. The current study aims to investigate the relationships between social anxiety, self-regulation skills, and general well-being in teenagers. Finding out if variables including gender, age, grade, number of siblings, and socioeconomic status have an effect on teens' wellbeing, social anxiety, and capacity for self-regulation is another objective of this study.

Hypotheses:

1. There would be a significant difference in resilience of male and female adolescence.
2. There would be a significant difference in psychological well-being of male and female adolescence..
3. There would be significant relationship between resilience and wellbeing scores of adolescence.

Method Sample:

In this study 140 participants were taken which include 70 males adolescence and 70 female adolescence. The participants were taken from six different public school located in Bihar, using draw by lot method. The schools were taken randomly after preparing lists of schools

located in the city every in every school list of students studying in class ix and x were taken from the class teacher after seeking permission from the principles and every fifth student was contacted for the purpose of data collection. In this way random method was used for the collection of data.

Tools:

The following tools were administered on the participants in the proposed study.

The Conner -Davidson Resilience Scale was developed by Kathryn M. Conner and Jonathan R.T. Davidson (2003) as means of assessing resilience. It comprises of 25 items, each rated on a 5-point scale (0-4), with higher scores reflecting greater resilience.

World Health Organisation-5 well-being index (WHO-5) The WHO-5 is an instrument developed for assessing psychological well-being over a two- week period. The five items in the scale cover positive mood (feeling in good spirits, feeling relaxed), vitality (being active and waking up fresh and rested), and being interested in things. Each item is rated on a six-point Likert scale from 0 'at no time' to 5 'all of the time', with higher scores representing better self-perceived well-being. The total scores range from 0 to 25, with a score below 13 indicating poor well-being and the need to test for depression. The WHO-5 has been translated into more than 30 languages. It has been widely used in research studies and tested in various populations with good psychometric properties.

Results and Discussion

Table 1: Showing Mean and Standard deviation of resilience scores of male and female adolescents and 't' value for the difference between two groups on resilience.

Variable	Gender	N	Mean	Standard deviation	SE	T	Significance level
Resilience	Male	70	59.1	14.3	3.2	2.9	0.01
	Female	70	63.6	14.5	3.2		

Hypothesis I presuming difference between males and females on resilience was also tested by computing mean and standard deviation of resilience score of males and females group separately results given in the table 1 from the table mean score of resilience of males adolescents was found **59.1** with standard deviation of **63.6** while for the female it was 63.5 with standard deviation of 14.5 't'. In order to test the reliability of the difference between male and female adolescents t value was calculated and found to be 2.9. it was so large that also found statistically significant at 0.01 level it shows that females were high on resilience than males.

The results indicate that resilience which was considered as buffer against stress were found high among females meaning there by females were more psychologically strong and deal with the stress more effectively than the Males. Årdal et al. (2018) found that women had more connection, character, and caring than men in a sample of Norwegian youth. Behera, R. R., et al. (2020) found that female students of IIT Kharagpur were found to be more resilient than male students.

Table 2: Showing Mean and Standard deviation of psychological wellbeing scores of male and female adolescents and ‘t’ value for the difference between two groups on psychological wellbeing.

Variable	Gender	N	Mean	Standard deviation	SEt	Significance level
Psychological wellbeing	Male	70	20.3	4.3	1.0	3.17 0.01
	Female	70	25.7	4.6	1.0	

Hypothesis II presuming difference between males and females in the psychological wellbeing was also tested by computing mean and S.D. of wellbeing scores of the two groups separately. From the table II it was evident that female adolescents were high on the wellbeing than their male counterparts as the mean value of psychological wellbeing among male adolescents was found to be 20.3 with standard deviation of 4.3 while for the female group mean value of psychological wellbeing was found to be 25.7 with standard deviation of 4.6. In order to test the reliability of the difference between the two groups ‘t’ value of psychological wellbeing scores was also computed which was found as 3.17. The obtained value of ‘t’ was so large that it was also found statistically significant beyond .01 level of confidence. On the basis of results it can be said that there was difference between male and female adolescents in the level of psychological wellbeing. Results show that females were better than males as far as wellbeing was concerned. Studies which have found that well-being levels of female individuals are higher than those of male individuals (Gündoğdu and Yavuzer, 2012; Özden 2014; Sezer, 2013).

results showed that females were high on all the three variables viz self-regulation, resilience and wellbeing but the differences were too small to be statistically significant and so no gender differences was found with respect of any of these variables.

Table 3: Showing correlation coefficient value between resilience and well-being among adolescences.

Variable	Resilience	Psychological wellbeing	Significance level
Resilience		0.4	0.01
Psychological wellbeing	0.4		

Hypothesis III stating relationship between resilience and wellbeing was also tested by computing coefficient of correlation between scores of the two variables. The obtained result showed that correlation coefficient was 0.44 which was found statistically significantly significant at .01 level of confidence. Results indicates that resilience and well-being were found strongly associated with each other. The obtained relationship reveals that higher will be the resilience better will be the wellbeing or vice versa. In other words, resilience and wellbeing are inter dependent. From the results, better resilience helps in the maintenance of wellbeing. Similar findings were also obtained and a medium positive correlation between resilience and psychological well-being was also demonstrated by Zeng, Hou, and Peng in Chinese primary and secondary school pupils (2017). They reported that resilience mediates between psychological well-being and a grown mindset, which pertains to the ability of an individual to regard challenges as opportunities for intellectual growth.

Conclusion:

On the whole findings of the study suggest that there were gender difference in the self regulation, resilience and psychological wellbeing of school adolescents. Males were found better on self regulation where as females were high on resilience and psychological wellbeing. Further self regulation and resilience both were found directly directly related to the wellbeing of school adolescents.

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