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Resilience and perceived stress: predictors of life satisfaction in the students of success and failure

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Abstract

The aim of the present research was to determine the relationship of resilience and perceived stress with life satisfaction in the students of success and failure. The research sample consisted of 120 who were selected from among the students of success and failure through the random sampling method. To collect the data, Resilience Scale, Perceived Stress Scale and Life Satisfaction Scale were used. The results showed that resilience and perceived positive stress are positively related to life satisfaction in the students of success and failure ($P < 0.01$). Also, perceived negative stress is negatively related to life satisfaction in the students of success and failure ($P < 0.01$). The result of multiple regression showed that psychological resilience and perceived stress explained 31 and 49 percent of variance of life satisfaction in the students of success and failure, respectively. The results that increase of resilience, and decrease of stress become more satisfied leads to more satisfaction causes they feel better and developed resources for living well.

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Keywords: resilience, perceived Stress, life satisfaction.

1. Introduction

life satisfaction is defined as an individual's conscious, cognitive appraisal of the quality of his or her life (Headey & Wearing, 1992) and may reflect a global appraisal as well as appraisals within specific life domains (e.g., family, self). Given that life satisfaction reports are differentially related to a number of important psychological states and behaviors, including depression (Lewinsohn, Redner & Seeley, 1991), self-esteem (Arrindell, Heesink & Feij, 1999), and hope, the construct is considered to be a key indicator of an individual's successful adaptation to changes in life circumstances (Diener, Suh, Lucas & Smith, 1999).

The life satisfaction, is seen as partly determined by personality factors, but is also posited to be affected by a genetic, social cognitive mechanisms, in particular, goal-directed activity, self-efficacy, outcome expectations, and environmental supports and resources. Also, life satisfaction is influenced by certain personality variables (e.g., trait positive and negative affect), satisfaction in one's central life domains (e.g., work, family), participation in valued life tasks, progress at fulfilling salient personal goals (Lent et al, 2009), and resilience.

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Recent reviews (Gilman & Huebner, 2003; Huebner, 2004) have highlighted the importance of life satisfaction on adolescents' positive adjustment. In particular, life satisfaction has been found to be positively related to key indicators of adaptive functioning including, self esteem (Dew & Huebner, 1994), positive parent-child and interpersonal relations (Huebner, 2004), and academic ability and adjustment (Leung & Leung, 1992). In contrast, negative correlations have been found with depression and anxiety (Gullone & Cummins, 1999), externalizing and internalizing problems (McKnight, Huebner, & Suldo, 2002) and substance abuse (Zullig, Valois, Huebner, Oeltmann, & Drane, 2001).

Resiliency is a relatively new concept and there is not much research in the area of education to make any pedagogical applications. Resiliency is the ability to thrive in the face of adverse circumstances. Resilience seem to be particularly relevant for adolescents' life satisfaction, due to the influence that academic success, social competence and avoidance of risky behavior may exert in fostering desirable and satisfactory courses of life (Roeser, Eccles, & Freedman-Doan, 1999; Rubin, Bukowski, & Parker, 2006).

Extremera, Durn and Rey (2009) showed that positive correlation exists between dispositional optimism and life satisfaction. Moreover, findings from hierarchical regression analyses indicated an interactive effect of mood clarity and stress in predicting life satisfaction after controlling for confounding effects. When students reported a high level of perceived stress, those with high mood clarity reported higher scores in life satisfaction than those with low mood clarity. However, there were no differences in life satisfaction between high and low clarity groups when perceived stress was low. Cohn, Fredrickson, Brown, Mikels and Conway (2009) revealed that students positive emotions predicted increases in both resilience and life satisfaction. Negative emotions had weak or null effects and did not interfere with the benefits of positive emotions. Positive emotions also mediated the relation between baseline and final resilience, but life satisfaction did not.

Considering the fact that little research has been little done, the present study has attempted to extend or improve upon the previous research in one way. The research has examined the relationship of both resilience and perceived stress with life satisfaction in students. We have anticipated that resilience would correlate with life satisfaction students. We also have anticipated that perceived stress would correlate with life satisfaction in students. Finally, we have hypothesized that resilience and perceived stress would predict life satisfaction in the students of success and failure.

Body

A sample of 110 students (55 success students; 55 failure students) registered in students of high school at the Ardabili/Iran completed the measures. The sample was obtained from ten schools across the city. In the study of students of success and failure who were those whose scores average were above 17 and below 14, respectively. Ages ranged from 14 to 17 years ($M = 15.3$, $SD = 1.2$).

The study measures were administrated in the following order: 1. *The perceived stress scale* (PSS; Cohen, Kamarck, & Mermelstein, 1983) This test is a 14-item measure of self-appraised stress. The PSS has been used in a range of settings and has been shown to relate to a number of psychological responses, including anxiety and depressive symptoms (Chang, 1998). The internal consistency reported for the PSS from 0.84 to 0.86. There is abundant literature reporting validity and reliability (Mimura & Griffiths, 2004). 2. *Connor-Davidson Resilience Scale* (CD-RISC; Connor & Davidson, 2003): The CD-RISC is a 25-item scale that measures the ability to cope with stress and adversity. Connor & Davidson (2003) and Lamond et al. (2008) the internal consistency reported for the CD-RISC 0.89 and 0.92, respectively. 3. *The Satisfaction with Life Scale* (SWLS; Diener, Emmons, Larsen, & Griffin, 1985) was used to assess global life satisfaction. The SWLS consists of five items. The internal consistency and test-retest reliability reported for the SWLS after a two-month period were 0.82, and 0.87, respectively.

The all of analyses were carried out with the statistics program SPSS 14.0 for Windows (the significance level was .05. Each subject completed the questionnaire and returned it to the researcher. Data was analyzed using t test, Pearson correlation coefficient and multiple regression analyses.

Table 1 shows the means, standard deviations, for all variables used in the analyses. The t-test results showed that there were significant differences between the perceived negative stress ($t=-3.22$), resilience ($t=6.36$) and life satisfaction ($t=4.28$) in the students of success and failure ($P<0.01$). While the results showed that there were no difference between the perceived positive stress and resilience in students of success and failure. The results showed

that success students of there were the lower negative stress, higher resilience and higher life satisfaction than failure students. It seems that the result is due to neglecting of the school and parents to poor students and lack of appropriate assistance to them in our country.

Table 1. Means and standard deviations of perceived stress, resilience and life satisfaction in the students

variables	Success		Failure		t	Sig
	M	SD	M	SD		
perceived negative stress	22.47	4.60	24.01	5.06	-3.22	.001
perceived positive stress	22.65	4.07	21.25	4.61	.95	.23
resilience	83.19	13.27	73.40	11.54	6.36	.001
Life satisfaction	24.39	7.04	19.83	4.19	4.28	.001

The Pearson correlation coefficients of perceived stress and resilience with life satisfaction are presented in Table 2 for students of success and failure. Perceived negative stress was negatively correlated with life satisfaction (-.22 vs -.31) in the students of success and failure, respectively. , the results showed that perceived positive stress (.40 vs .45) was positively correlated with life satisfaction in the students of success and failure, respectively ($P < 0.01$). This result is consistent with previous research findings (Gullone & Cummins, 1999; McKnight, Huebner, & Suldo, 2002; Zullig Valois, Huebner, Oeltmann, & Drane, 2001). Cowan, Wyman, Work, & Iker (1990) found that stress resistant participants had greater self-esteem and a sense of competence than the stress vulnerable participants.

Also, the results showed that resilience (.62 vs .31) was positively correlated with life satisfaction in the students of success and failure, respectively ($P < 0.01$). This result is consistent with previous research findings (Roeser et al., 1999; Robin et al., 2006; Cohen et al., 2009; Lent et al., 2009; Extremera, Durn and Rey 2009). It seems that Resilient students are friendly, conscientious, and responsible. They are cognitively superior and have higher academic success (Werner & Smith, 1992). They have realistic goals, and have the ability to distance themselves from dysfunctional situations (Hawkins, Catalano, & Miller, 1992). Rutter (1984) showed that the more resilient individuals had internal locus of control, and they exercised personal control over their lives. Also, it seems that resilient individuals were those who believed in their ability to control their environment. Rutter (1984) showed that the resilient students perceived to have greater control over their lives.

Table 2. Bivariate correlations of perceived stress and resilience with life satisfaction in the students

Variable	Life satisfaction		
	success	failure	Total
perceived negative stress	-.22	-.31	-.29
	.01	.01	.01
perceived positive stress	.40	.45	.36
	.001	.001	.001
resilience	.62	.31	.59
	.001	.01	.001

Table 3 showed that enter multiple regression analyses, including perceived negative stress, perceived positive stress and resilience, used to determine which variables best predicted life satisfaction in the students of failure. A significant model was produced for the students, adjusted $R^2 = 0.313$ $F(3, 51) = 7.69$, $p < 0.001$. The about 31% of life satisfaction variance is explained through the variables of perceived negative stress, perceived positive stress and resilience of failure students. As a result of the t-test, the impact quotients of negative stress ($B = -0.131$) and resilience ($B = -0.401$) indicate that they can meaningfully predict life satisfaction in the students of failure.

Table 3 showed that enter multiple regression analyses, including perceived negative stress, perceived positive stress and resilience, used to determine which variables best predicted life satisfaction in the students of success. A significant model was produced for the students, adjusted $R^2 = 0.487$ $F(3, 51) = 17.39$, $p < 0.001$. The

about 49% of life satisfaction variance is explained through the variables of perceived negative stress, perceived positive stress and resilience. As a result of the *t*-test, the impact quotients of resilience ($B=0.253$) indicate that they can meaningfully predict life satisfaction in the students of success. The results showed perceived positive stress and perceived negative stress were found to be the best predictors for life satisfaction of failure students. While, resilience was found to be the best predictor for life satisfaction in the students of success.

Table 3. Stepwise multiple regression for predictor of life satisfaction in the students of success and failure

Group	Predictors	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
failure students	(Constant)	2.231	1.423		4.36	.001
	1- PNSs	.131	.142	.031	.31	.83
	2- PPS	-.401	.153	.431	-2.52	.01
	3- R	.102	.081	.283	2.42	.01
		R=.551	RS=.313	Adjusted RS= .298	F=7.69	
Group	Predictors	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
success students	(Constant)	3.681	4.043		3.26	.001
	1- PNS	.131	.142	-.091	.93	.25
	2- PPS	-.201	.21	-.031	.99	.84
	3- R	.253	.116	.681	5.56	.001
		R=.698	RS=.487	Adjusted RS= .456	F= 17.39	
		1- Perceived Negative Stress(PNS)		2- Perceived Positive Stress(PPS)	3- Resilience(R)	

Conclusion

One of the significant findings of the study was that perceived stress and resilience had relationship with life satisfaction in students. It seems that teachers and parents play an important role in reducing stress and enhancing resiliency, by providing positive support. Werner and Smith (1992) found, the students who were able to beat the odds and succeed, had a favourite teacher who was their role model and confidant. Also, schools play a very important role in the students life. Good experiences in the school help build positive outlook and also helps mitigate the stress. The finding that resilience and perceived stress accounted for significant variance of life satisfaction at students may have important implications for psychological and educational counselling.

The results showed that success students of there were the lower negative stress, higher resilience and higher life satisfaction than failure students. It seems that the result is due to neglecting of the school and parents to poor students and lack of appropriate assistance to them in our country.

We suggest that managing resilience and perceived stress are very important for increase the life satisfaction of students. Thus, it is academically important to assess the psychological factors contributing to life satisfaction of students. This line of research may also be useful in optimizing the efficient delivery of academic and psychological counselling by targeting specific educational, emotional and interpersonal problems.

Such findings will yield important relationships with related variables such as coping and social support, which can be used to construct models to test mediational hypotheses. Finally, the findings reported from Iranian students are based on a sample derived from six school.

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