Studying the Relationship between Mental Cheer and Resiliency in Married Students of Hormozgan University

Maryam Sadeghifard, Hossein Zainalipour and Zahra Shamsaldini*

Hormozgan University, Bandar Abbas, Iran

*Corresponding author's e-mail: Shamsaldini.z@gmail.com

ABSTRACT: This study determines the relationship between mental cheer and resiliency in married students of Hormozgan University. The research was a descriptive-correlative exploration. Sample of the study consisted of all married students studying at Hormozgan University between 2012 and 2013. Using Cochran formula, 300 students were randomly selected. Data collection procedure was conducted via survey using PANAS mental cheer scale and Conner and Davidson resiliency scale. Results indicated that mental cheer predicts students' resiliency. Positive affection predicts students' resiliency. There is no relationship between students' negative affection and resiliency.
Keywords: Mental Cheer, Resiliency, Student

INTRODUCTION

Cheer, life satisfaction, and mental feeling are terms used in contemporary psychology to describe mental wellbeing. Though being different at a glance, the terms imply one subject. The effect of mental wellbeing on different variables is the most fundamental construction explored by this approach. In the meantime, resiliency has been given particular attention in the fields of developmental psychology, family psychology, and mental health. That is the number of respective studies increases every day .Resiliency is defined as a process, ability, or consequence of successful adaptability to threatening conditions. On the other hand, this is positive adaptability in reaction to adverse conditions. It is also defined as maintaining health and successful performance or adaptability to a threatening or irritating context or situation. However, resiliency is not merely resisting against harms or threatening conditions or a passive state in encountering risky situations, rather it is the active and fruitful participation in the individual's surrounding environment. It can be said that resiliency is the individual's capability to hold biological-psychological balance in risky conditions [1].

A study by Samani as "resiliency, mental health, and satisfaction", MANOVA results by simultaneous hierarchical method indicated the significance of the mediating role of negative emotions (depression, anxiety, and stress) in family resiliency and satisfaction with life. In the end, the researcher concluded that resiliency brings about life satisfaction due to alleviating emotional problems and (or) improving the level of mental health. Veysi [2] demonstrated that individuals with higher resiliency and strength in highly stressful conditions have better mental health and wellbeing compared to those with lower resiliency and strength.

In foreign studies, Vysyng and Van Eden also recognized general psychological wellbeing factor. They have described it as a combination of special qualities such as feeling of integrity, satisfaction with life, affection balance, and general attitude toward positivism or positive attitude toward life [3]. Keys studied mental wellbeing and cheer as signs of mental health. He called high wellbeing as "prosperity" and low mental wellbeing as "lethargy". In a study on 3032 adults in the US, Keys showed that %17.2 of them reported high wellbeing. They are called prosperous or developed individuals. And, %12.1 adults reported low wellbeing correlated with "lethargy" measure. Judy et al. showed that high level of resiliency has mediating effects on wellbeing and related to lower level of illness and depression [4].

Since most studies on resiliency has been focused on addiction and (or) family, the present study can add to previous knowledge. That is whether mental cheer and positivistic psychology can enhance students' resiliency? Regarding the students' issues like homesickness, educational problems, marriage, employment and future recognizing resiliency and its effective factors and its relationship with mental cheer can solve many issues and problems concerning positivism. Accordingly, this study can present strategies which can be used by students, their families, the authorities of educational and psychological affairs, psychologists, and researchers.

This research intends to answer following question: Is there relationship between students' mental cheer and resiliency? And, what is the role of each of the positive and negative affection components in students' resiliency?

This study was carried out using descriptive-correlative method. Sample of the study consisted of all married students studying at Hormozgan University. Using Cochran formula, 300 students were randomly selected.

Data Collection Tools:
Data collection procedure was conducted via survey using PANAS mental cheer scale and Conner and Davidson resiliency scale.

Mental Cheer Scale:
This scale was applied to measure Positive Affection (AP) and Negative Affection (AN). To design a valid and reliable scale that can be both short and executable, authors formulated authors formulated a 20-item scale called PANAS. On a 5-grade scale (from 1 (little) to 5 (so much)), participants show how they generally felt each of 10 negative affection and 10 positive affection states. The test was translated. Alpha coefficient was determined, and retested. For 30 participants, alpha coefficient was gained 0.83 for positive affection and 0.82 for negative affection. In six weeks, retest coefficient was calculated as 0.65 for positive affection and 0.68 for negative affection [5].

Correlation between positive affection and depression scale of 30 participants was -0.36. And, it was gained as 0.56 for negative affection [5].

Cronbach alpha was calculated 0.725 for mental cheer scale.

Connor and Davidson Resiliency Scale:
This 25-item scale was developed by Connor and Davidson for measuring resiliency against pressure and threat. For each question, 5-grade spectrum (scored from 0 [completely wrong] to 4 [always right]) was considered. Although this scale measures different aspects of resiliency, it has a total score. Validity (by factor analysis method and convergent and divergent validity) and reliability (by retest method and Cronbach alpha) of the scale were examined on various groups (ordinary and at risk) and proved by authors. To prove reliability, Cronbach alpha was used. And, validity was measured by factor analysis. Reliability scale was measured 0.722 which was completely in accordance with the reliability reported by the authors [6].

RESULTS

The table 1 indicates the resulting score for mental resiliency scale and its components. Minimum resiliency score was between 34 and 92 (mean=59.99 and variance=64.689). The score for mental cheer was between 41 and 78 (mean=60.18 and variance=46.710). Mean scores were gained 31.04 and 29.14 for two positive and negative mental cheer components, respectively.

Table 1. Mean and variance indices regarding the scores of resiliency and mental cheer scales

Components	No.	Min	Max	Mean	SD	Variance
Resiliency	300	34	92	59.99	8.043	64.689
Mental cheer	300	41	78	60.18	6.834	46.710
Positive affection	300	18	45	31.04	4.756	22.624
Negative affection	300	13	42	29.14	4.289	18.399

Inferential Statistics of Hypotheses: H1: Mental cheer predicts students' resiliency.

Table 2. Summary of regression analysis results regarding resiliency and mental cheer

R coefficient	Coefficient of determination (R^2)	Adjusted Coefficient of determination (R^2)	Standard error
0.0203	0.041	0.038	7.889

The coefficient of determination is $R^2=0.041$. That is, mental cheer as predictor could explain %1.4 of resiliency. Data dispersion around this regression is 7.889.

Table 3. ANOVA of regression results regarding resiliency and mental cheer

Varying resource	Sum squares	FD	Mean squares	F	Sig. level
Regression	794.320	1	794.320	12.762	0.001
Residue	18547.627	298	62.240		
Total	19341.947	299			

Based on ANOVA results, the value is significant with F=12.762 (p<0.01). Hence, the relationship gained is the best possible linear combination between mental cheer and the dependent variable (i.e. resiliency).

Table 4. β coefficient and t values and level of significance for resiliency and mental cheer

Resources	Non-standard coefficients		standard coefficients	t	Sig. level
	B regression coefficient	Standard error	β		
Fixed	45. 635	4. 043		11. 287	0.001
Mental cheer	0.238	0.067	0.203	3. 572	0.001

As seen in the table, mental cheer significantly predicts resiliency. That is, it positively predicts resiliency at significant level (α=0.001 and <P=0.01) with β=0.203 and t=3.572. As in previous table, generally they can explain about %4.1 of resiliency variance.

H2: Positive affection predicts students' resiliency.

Table 5. Summary of regression analysis results regarding resiliency and positive affection

R coefficient	Coefficient of determination (R^2)	Adjusted Coefficient of determination (R^2)	Standard error
0.245	0.060	0.057	7. 810

The coefficient of determination is R^2=0.060. That is, positive affection as predictor could explain %6 of resiliency. Data dispersion around this regression is 7.810.

Table 6. ANOVA of regression results regarding resiliency and positive affection

Varying resource	Sum squares	FD	Mean squares	F	Sig. level
Regression	1164. 949	1	1164. 949	19. 099	0.001
Residue	18176. 998	298	60. 997		
Total	19341. 947	299			

Based on ANOVA results, the value is significant with F=19.099 (p<0.01). Hence, the relationship gained is the best possible linear combination between positive affection and the dependent variable (i.e. resiliency).

Table 7. β coefficient and t values and level of significance for resiliency and positive affection

Resources	Non-standard coefficients		standard coefficients	t	Sig. level
	B regression coefficient	Standard error	β		
Fixed	47. 104	2. 982		15. 795	0.001
Positive affection	0.415	0.095	0.245	4. 370	0.001

As seen in the table, positive affection significantly predicts resiliency. That is, it positively predicts resiliency at significant level (α=0.001 and <P=0.01) with β=0.203 and t=3.572. As in previous table, generally they can explain about %4.1 of resiliency variance.

H3: Negative affection predicts students' resiliency.

Table 8. Pearson correlation coefficient test between resiliency and negative affection variables

Variable	statistical index	Negative affection
Resiliency	Pearson correlation coefficient	0.051
	Sig.	0.381
	Number	300

To analyze results, Pearson simple correlation coefficient was used. As seen in the table, the correlation coefficient between negative affection and resiliency variables (r=0.051) is significant (α=0.381). The value is not significant at p<0.05 and n=300. Hence, it cannot be said that there is relationship between students' negative affection and resiliency.

DISCUSSION

H1: Mental cheer predicts students' resiliency:

Regarding this hypothesis, results showed that mental cheer significantly predicts resiliency. Mental cheer generally explains %0.41 of resiliency variance. These results are in accordance with the results reported by Samani [6]. If the individual mostly experiences life satisfaction and happiness and just sometimes emotions like sadness and anger, he will have high mental wellbeing. On a contrary, if he experiences life dissatisfaction and little happiness and interest as well as continuous negative emotions like anger and anxiety, he will have low mental wellbeing.

H2: Positive affection predicts students' resiliency:

Regarding this hypothesis, results showed that positive affection significantly predicts resiliency. Positive affection generally explains %6 of resiliency variance. These results are in accordance with the results reported by Azadi and Azad [1]. Garmezy and Masten defined resiliency as a process, ability, or consequence of successful

adaptability with threatening conditions. On the other hand, resiliency is positive adaptability in reacting to adverse conditions. However, resiliency is not merely resisting against harms or threatening conditions or a passive state in encountering risky situations, rather it is the active and fruitful participation in the individual's surrounding environment. It can be said that resiliency is the individual's capability to hold biological-psychological balance in risky conditions [6].

H3: There is relationship between students' negative affection and resiliency:

Regarding this hypothesis, results showed that there is not relationship between negative affection and resiliency. And, this hypothesis was rejected. These results are in accordance with the results reported by Joudi et al. In a study, they demonstrated that high resiliency level has mediating effects on wellbeing. And, it is related to low level of illness and depression. Resiliency is to accept oneself as a valuable person. This is to respecting oneself and one's abilities, having unconditional love and making attempt to identify one's own positive points and nurturing them. Resilient individuals have the ability to make respectful mutual relationship with others. And, this leads to social association; that is sense of belonging to individuals, groups, and social organs [7].

Results indicate that mental cheer is a suitable predictor for resiliency. It is suggested that officials and authorities of the university work on strategies for enhancing the students' mental cheer and as a result their resiliency. It is also proposed that – to improve mental cheer and resiliency – training courses be administered on mental cheer, if possible [8-10].

To enhance results generalization, it is suggested that this study be also carried out in other cities and universities. And, other effective variables concerning students' resiliency like their quality of life (including environmental conditions, demographic variables, income level, etc.) be also examined.

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