

# Resilience, learned optimism and self-esteem as predictors of psychological well-being among university students

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## Abstract

**The present research was executed to elucidate the role of resilience, learned optimism and self-esteem on the psychological well-being of University students. The sample consisted of 50 students studying post graduate courses in a university. They were assessed by resilience scale, learned optimism scale, self-esteem scale and psychological well-being scale. The results of correlation coefficient indicated that all of the studied variables were correlated with psychological well-being. Also, the regression analysis showed that resilience, self-esteem and learned optimism could predict psychological well-being significantly. The implications and limitations of the research are discussed.**

**Keyword: resilience, learned optimism, self-esteem, psychological well-being and university students**

## 1. INTRODUCTION

Student life is the golden period in the life of every individual. It is important that the student receives good and congenial environment which molds his future personality. The present study aimed at estimating the psychological correlates of psychological well-being among university students. Psychological well-being is necessary for the development of each and every student.

**Psychological -wellbeing:** Psychological well-being is a type of well-being that consists of six elements: self-acceptance, personal growth, purpose in life, environmental mastery, autonomy and positive relations

with others. Self-acceptance is positive attitude towards the self. It is the process of acknowledging and accepting multiple aspects of self it is feeling positive about past life. Personal growth is having feelings of continued development and potential and is open to new experience; feel increasingly knowledgeable and effective. Purpose in life is having goals and a sense of direction in life; past life is meaningful; hold beliefs that give purpose to life. Environmental mastery is a feeling of competence and able to manage a complex environment; choose or create personally suitable community.

Autonomy is self-determining, independent and regulated internally; resist social pressures to think and act in certain ways; evaluate self by personal standards. Positive relations with others is of having warm, satisfying, trusting relationships; are concerned about others welfare; capable of strong empathy, affection and intimacy; understand give and take of human relationships.

**Resilience:** Resilience is the ability to successfully cope with a crisis and to return to normal status quickly. It exists when the person utilizes mental processes and behaviors in promoting personal assets and protecting an individual from the potential negative effects of stressors. It exists in people who develop psychological and behavioral capabilities that allow them to remain calm during crises/chaos and to move on from the incident without long-term negative results. It is an advantage that most people have and use to combat normal stressors. A number of factors are found to determine a person's resilience. They include:

1. A person must have the ability to make realistic plans and able to execute them.
2. He must have confidence in his strengths and abilities.
3. He must have good communication and problem-solving skills.
4. He must be able to manage strong impulses and feelings.

**Self -esteem:** Self-esteem is an individual's overall subjective emotional evaluation of his or her own worth. It is an estimate made by an individual as an attitude towards the self. Self-esteem consists of beliefs about oneself, (for example, "I am good", "I am bad"), as well as emotional states, such as celebration, sorrow, pride, and shame. Self-esteem is the positive or negative estimates of the self.

**Learned optimism:** Learned optimism is a sense of enthusiasm, confidence and control, which develops once one achieves small successes. How an individual think about events in his /her life greatly affects the kinds of actions he / she take. Learned optimism is having a strong expectation that despite the inevitable setbacks and frustrations, events and experiences will eventually turn out alright.

## 2. REVIEW OF LITERATURE

Review of literature is an important pre-requisite for actual planning and carrying out any research work. The present section presents a brief review of the researches done by earlier researchers in this field.

Sosik, John J etal (2017) found that students' psychological wellbeing to be positively related to their learning goal orientation and negatively related to their performance-avoidance goal orientation.

Aksoy, Nil (2104) found that there is a positive relationship between university students' attitude to listening to music and their level of optimism.

Boyle etal. (2018) found that self-esteem, self-efficacy and social support emerged as predictors of communicative participation in adults who stutter.

Brouskeli etal (2018) found that resilience is positively correlated with occupational well-being of Secondary school teachers.

## 3. OBJECTIVES

1. To assess the role of self –esteem, resilience, learned optimism and psychological well-being among students in a University.
2. To study the relationship between self-esteem, resilience, learned optimism and psychological well-being among students in a University.

### 3.1. Hypotheses

1. There is a positive and significant contribution of self-esteem towards the psychological well-being of students in a University.
2. There is a positive and significant contribution of resilience towards the psychological well-being of university students.
3. There is a positive and significant contribution of learned optimism towards the psychological well-being of students in a University.
4. There is a positive and significant relationship between self-esteem, resilience, learned optimism and psychological well-being of students in a University.

### 3.2. Methods

Sample: The sample consisted of 50 students studying post-graduate courses in a University. The sample was divided into 25 males and 25 females. They were of the age group 20-25. They were drawn by snowball sampling from a University. Tools

1. Self – esteem scale: The scale was developed by Rosenberg (1995). This scale has a set of 10 statements drawn from everyday life experiences. There are four modes of answering. Higher is the score, higher is the level of self-esteem.
2. Learned optimism scale: The scale was developed by Pethe, Dhar, Upinder Dhar and Chaudhuri. The scale has 22 statements and there are five modes of answering: strongly agree, agree, undecided, disagree and strongly disagree. Higher is the score, higher is the level of learned optimism.

3. Psychological well-being scale: The scale was developed by Caroll Ryff. The scale has 42 statements and there are six modes of answering. Higher is the score, higher is the level of psychological wellbeing.

4. Resilience scale: The scale was developed by Wagnild and Young (1987). It has 25 statements. There are 7 modes of answering ranging from strongly agree to strongly disagree. Higher is the score, higher is the resilience.

### 3.3. Procedure

The students were asked to complete the questionnaires of self-esteem, resilience, learned optimism and psychological well-being. They were also informed that there anonymity will be preserved and their responses kept confidential. After this the questionnaires were collected and scored manually

### 4. RESULTS

**Table.1. Descriptive statistics and correlation coefficients among independents variables with dependent variable (n=50)**

Variables	M(SD)	Psychological Well-Being
Learned Optimism	107.92(5.962)	.785**
Resilience	163.20(8.122)	.957**
Self Esteem	37.66(1.493)	.481**
Psychological Well-Being	248.02(2.227)	

**Correlation is significant at the 0.05 level (2-tailed).**

As shown in table 1, the mean and standard deviation of Learned Optimism, Resilience, Self Esteem and Psychological well-being were 107.92(SD=5.962), 163.20(SD=8.122), 37.66(1.493) and 248.02 (SD=2.227) respectively. The table shows the correlation coefficients of Learned Optimism, Resilience and Self Esteem with

Psychological well-being. The three variables correlation were positive statistical and significant.

**Table .2. Effects of Learned optimism, Resilience and Self Esteem on Psychological Well-being**

Model	R	R Square	F	P-value
1	.237 <sup>a</sup>	.056	.914	.441 <sup>b</sup>

a. Predictors: (Constant), Self Esteem, Learned Optimism, Resilience

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	239.425	9.705		24.669	.000
	Learned Optimism	.022	.055	.060	.405	.688
	Resilience	.067	.042	.243	1.579	.121
	Self Esteem	.004	.228	.002	.016	.988

a. Dependent Variable: Psychological Well-Being

A multiple regression was run to predict Psychological well-being from learned optimism, Resilience and Self Esteem. The results showed that the prediction model was fitted and the variables statistically, significantly predicted, F=0.914, p=.441, R<sup>2</sup>=0.056. Furthermore, the unstandardized coefficients (Bs) showed that learned optimism, Resilience and Self Esteem are n significantly predicting psychological wellbeing.

### 5. DISCUSSION

This study aimed at predicting psychological well-being from self-esteem, resilience and learned optimism. The results of the correlation analysis showed that self-esteem, resilience and learned optimism were correlated

with psychological well-being. Also, the multiple regression models predicted that the variables self-esteem, resilience and learned optimism significantly predicted psychological well-being. Thus there is a positive and significant relationship between self-esteem, resilience, learned optimism and psychological well-being. Thus, all the stated hypotheses are accepted. Thus, people who have high levels of resilience, self-esteem and learned optimism also had higher psychological well-being.

## 6. CONCLUSION

Consequently, it is concluded that self-esteem, resilience and learned optimism are not correlated with psychological well-being. All the independent variables are not having significant variance on the psychological well-being of University students.

## 7. SUGGESTION

The findings of the study reveal the influence of resilience, self-esteem and learned optimism on psychological well-being of university students. However additional researches are needed to study the moderating factors of psychological well-being among different professions, culture as well as age groups. The findings of this research could be compared with those found in other area of the world to decode similarities and differences.

## 8. ACKNOWLEDGEMENTS

The author acknowledges all those who participated in the study and helped facilitate the research process.

## 9. CONFLICT OF INTEREST

The author declared no conflict of interests.

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