



Prediction Quality of Life Based on Goal Orientation, Resiliency and Happiness among University Students

Salehzadeh, Parvin

M. A in adult education, Shahid Beheshti University

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ABSTRACT

The aim of present study was to predict quality of life based on goal orientation, resiliency and happiness among female university students. In this correlational research a total of 182 university students were selected via cluster sampling method. Data collected via Oxford Happiness Questionnaire (OHQ), quality of life. Questionnaire (QLQ), resiliency scale (RISK- DC) and achievement goal Questionnaire (AGQ) then data analyzed via correlation and enter regression analysis. Results showed that resiliency and happiness have a positive significant relationship with quality of life ($p < 0/01$). Also results showed that there is a positive significant relationship between mastery-approach goal orientation and quality of life ($p < 0/05$). Finally, results of regression analysis show that study variables predict 33 percent of variance of quality of life.

KEYWORDS: Goal Orientation, Resiliency, Happiness, Quality of Life.

INTRODUCTION

Instinctively, people try to have a desired condition of life in their social life. Having a good-quality life was and has been always a dream for people, and they keep thinking about the concept of a good life and the ways of achieving it. (Sheldon & King, 2001, quoted Chan, 2009). The same reason has led to thinking about another factor like how to live or the quality of life, besides increasing the lifetime (Basu, 2004). Danan Jaya (2006) defines the quality of life as a multi-dimensional set of economic prosperity, environmental conditions, and health status which is understood by a person or a group of people. The World Health Organization (2008) knows the quality of life as person's perception of his situation in life, in culture, and in value system of the society which is related to his goals, expectations, and standards (Stenner, Cooper & Skevington, 2013). Generally, the quality of life is a broad concept which covers all dimensions of life such as health, and it is something more than just physical health and includes a feeling of being healthy, a level of satisfaction, and a general feeling of self-worth (Bowling, 2000). Sometimes, the quality of life is defined equal to the level of people's satisfaction and include a wide range of people satisfaction of all issues of their life (Fleca & Perr, 2005). Improving the quality of life, as a global attempt, has been the subject of studies in many countries. Today theoretical models insist on interactive nature of life. The important roles of mediator and moderator variables are pointed in these models (Hanstad, 2002). Among all are the variables which seem to have a relationship with the quality of life, and among these ways of resistance and confronting to decreasing the quality level of life are goal orientation, resiliency, and happiness.

The goal orientation or the goal of progress is one of the most updating issues which have attracted the attention of the theorists and researchers in the area of progress motivation. Ames (1992) in explaining the structure states that the goal-oriented approach shows a consistent set of person's believes, documents, and excitements which determine his behavioral intentions and cause that he tends to some situations more, and act in a special way (Kaplan & Maher, 2009). As a result Archer (1994) believes that person's attitude and reaction to the surrounding world is under influence of the goal-orientated approach (Pintrich & Shaunk, 2003). In this regard, Elliot (1997; quoted Sideridis & Mouratidis, 2008) knows the goal orientation as a method based on which a person can judge about his competence, and he believes that the main concept in the goal orientation is "competence". Elliot and Macgrigor (2001) introduce four goal orientations which include: approach-mastery, avoidance-mastery, approach-performance, and avoidance-performance. In the approach-mastery orientation, the person aims to maximal learning, overcoming challenges, and increasing the level of competence. In the avoidance-mastery, the person does his best to avoid lack of dominance or learning failure. They are afraid of failure of lesson learning or forgetting the learned topic. Those who have the approach-performance want to prove their ability to others and people with avoidance-performance are afraid of being looked as incompetent and incapable and do their best to avoid failure (quoted Gaul & Shehzad, 2012). The research done in this field has shown that the goal-orienting approach has cognitive, emotional, and motivational consequences in people (Soini, Aro & Nimiorata, 2012). In other word, the people's goal orientation influences on both their educational performance and their satisfaction and quality of life (Reeder, 2010). In this regard, the researches of Mouratidis, Vansteenkist, Lens, and Auweele (2009), Lee, MacInerney, Liem, and Ortiga (2010) show that by

the approach-mastery, people define their identity based on a set of unique features such as abilities, characteristics, attitudes, values, and motivations, and this self-consciousness of internal features which is valuable for people will form a desirable quality of life for them.

In this regard, the concept of resiliency is an item which can be mentioned about the improvement of the quality of life and it was paid attention by the psychologists in recent years (Tugade & Fredrickson). In Lattar and Chichetti's point of view (2000), the resiliency is one of the normal concepts and structure highlighted in positive psychology, and is defined as the person's ability to comply with the condition which include his competence, confidence to inner powers, accepting changes as a positive factor, and spiritual effects (Canner, 2006). Moreover, in James and Asmos's point of view, the resiliency says that a person can improve his social performance and overcome the problems, in spite of being in a severe pressures and risks. Adelman (2007) believes that although the resiliency is somehow a personal characteristic and on the other hand, the result of people's environmental experience, people are not victims of their circumstances or inheritance; they can be taught to increase their level of resiliency by some skills; and generally, people's reaction to stress, unpleasant events, and difficulties can be changed so that they can overcome negative problems of the surroundings (Lazarous, 2004). In his research, Canner (2006) concluded that all of us are born with some intrinsic resiliency and capacities to improve features like social performance, problem-solving skills, and self-management skills which is typically seen in the resilient people; and based on Masten (2001), Carle and Chasen (2004)'s studies, these features help a person to improve his quality of life by increasing the level of resiliency.

Happiness, as one of the other discussed concepts of the positive psychology, has some advantages for sociability, having a pleasant interaction, high satisfaction, and escaping from disappointment (Chamorro-Permuic, 2007). Many of the researchers believe that the ability of being happy and satisfaction is one of the factors of mental health and positive welfare (Sharif, Rashid & Chai, 2012). Aysenek (1993) knew happiness as a stable extraversion and pointed out that when positive emotions in happiness was paid attention, the happiness was related to easy sociability and pleasant communication with others (Argyle, 2007). In the related literature of happiness, various views have been proposed about effective factors on the happiness, but among all, the view of voluntary activities has received more experimental support. In the view of the voluntary activities, a wide range of activities people do, or the thoughts they have in their everyday life, are the most important effective factor on the happiness (Robinson, Emde & Corlet, 2005). As examples, the reframing situations positively (Emmons & McCullough, 2003), and the goal orientations and having hope in life (Snyder & Omat, 2001) can be mentioned which, based on Seligman's research (2002), positively influence people's quality of life considerably. Generally, there is no doubt that as the society grows bigger and the institutions get more complicated, some problems arise and new issues and problems to which there was no need before, seem necessary, and human, is the only creature who must be aware enough of his need and physical and mental strength and the of others to successful continuation of life. Therefore, regarding the mentioned researches, existing of some variables such as the quality of life, happiness, the goal orientation, and the resiliency have a determining role in students' personal and social life as effective factors; so, it seems that doing research in the field of positive psychology, as an update approach, can show us a new door in the area of students' health level. Therefore, regarding the mentioned issues, the researcher in this study aims to understand that whether the goal orientation, resiliency, and happiness can predict the quality of students' life.

METHODOLOGY

Society, example, and sampling method

Current research is descriptive and correlation type. The research community is female student of Allame Tabataba'iy University of Tehran in educational year 2013-2014. People selection was done by multistage cluster sampling method in which first, 3 departments of psychology and educational sciences, law and political sciences, and Persian literature and foreign languages were randomly selected from 8 departments of Allame Tabataba'iy University. Then, 5 classes of each department were randomly selected and the number of students of those classes was 420. After that, about 200 students were selected regarding the research type (correlation), and having the total number of students based in Morgan and Krejcie's sampling table (1997). Finally, after gathering the questionnaires, the data related to 182 questionnaires were analyzed.

Research tool

1) Quality of life questionnaire (QLQ): QLQ of World Health Organization (WHO) is a self-reporting tool which was designed in 1993 by the WHO to evaluate people's quality of life. This questionnaire has 26 questions; the first two questions evaluate the quality of life and the people's general health level, and the other 24 questions consider 4 main aspects of the questionnaire which are physical health, mental health, social interactions, and the environmental health. The subject must answer each question in the 5-point Likert scale. To obtain the score of sub-scale, it is enough to sum the scores of all related terms of that sub-scale, and then divide the obtained score on the number of the sub-scale phrases. So, the average score of each sub-scale will be

obtained. The terms related to the sub-scale include: physical health: 3, 4, 10, 15, 16, 17, 18; mental health: 11, 7, 6, 5, 26, 19; social interaction: 22, 21, 20; and environmental health: 25, 24, 23, 14, 13, 12, 9, and 8. In the questions 3, 4, and 26 scoring is done in reverse. This test has been normalized in Iran by Nejat in 2006 (quoted Nejad Nader, 2007) and Cronbach's alpha coefficient has been reported as: physical health 87%, mental health 74%, social interaction 55%, and environmental health 74%. These coefficients indicate the desired reliability of the test. In this study, also, Cronbach's alpha coefficients were obtained 0.831, 0.691, 0.746, 0.784, and 0.628 for quality of life, physical health, mental health, social interactions, and environmental health respectively.

2) Resiliency Scale (RISK-DC): this scale has been provided by Canner and Davidson (2003) to measure resistant to pressure and threats. This questionnaire includes 25 questions in which there is a range of grading five-options for each question (from completely untrue to always true) and it is scored from zero (completely untrue) to four (always true). The highest score a subject can obtain is 100 which indicates the highest level of resiliency and the lowest score is 0. The validity (via analysis method of convergent and divergent) and reliability (via retesting and Cronbach's alpha) of the scale were confirmed by test-makers in different group (normal and risky). Canner and Davidson (2003) have reported Cronbach's alpha coefficient 89%, also, reliability coefficient obtained from retesting, was 87% in a 4-week period. To determine Iranian validity by Jokar, first, the correlation of each term was calculated with the total score and then, factor analysis method was applied. The correlation measurement of each score with the total score showed coefficients 41% to 64% (Jokar, 1997). In this research, the reliability of the questionnaire was also obtained by Cronbach's alpha coefficient 872%.

3) Goal orientation questionnaire (GOQ): In 2001, Elliot and Macgrigor for the first time prepared a questionnaire to evaluate the goal orientation based on four-dimensional model (2x2) of the progress aims. This questionnaire has 12 matters. Each goal includes 3 items, this scale is Likert type in which the answers are in a 5-graded range of 1= totally disagree to 5= totally agree. The validity and reliability of the tools are confirmed by the makers. Elliot and Macgrigor (2001) extracted 4 factors from this scale using factor analysis method and varimax rotation. These factors include: 1) approach-mastery aims, 2) avoidance- mastery aims, 3) approach-performance aims and 4) avoidance-performance aims which all in all explained 81.5% of the total variance. This scale has been considered in Iran as well. Khormaity (2006) used factor analysis in main factors method with varimax rotation to determine validity and reliability of the scale. The result showed that the approach-mastery factor with special value 2.54 and alpha 0.84 is 21.13 percent of the total variance, the approach-performance with specific value 2.53 and alpha 0.78, is 19.58 percent of the total variance, the avoidance mastery with specific value 2.21 and alpha 0.81 is 18.42 percent of the total variance, and the avoidance-performance with specific value of 1.74 and alpha 0.66 is 14.47 percent of the total variance. In total, four extracted factors explained 73.6 percent of the total scale. In Putwin and Daniles's research (2010), Cronbach's alpha method was used to determine the validity of the questionnaire and the obtained coefficients for goals of avoidance-mastery, avoidance-performance, approach-performance, and approach-mastery were 0.67, 0.57, 0.78, and 0.72 respectively. In the current research, to validate the test of goal orientation, Cronbach's alpha coefficient for each sub-scale of approach-performance, approach-mastery, avoidance-mastery, and avoidance-performance were obtained 0.710, 0.778, 0.475, 0.0, and 0.661 respectively.

4) Oxford Happiness Questionnaire (OHQ): Argyle, Martin and Crossland (1989) provide Oxford Happiness Questionnaire to evaluate happiness. This questionnaire was normalized in Iran by Alipour and Noorbala (1998). This test includes 29 four-option terms which has 7 subscales. The terms related to the subscales are: title self-image (1, 6, 10, 13, 14, 19, 23, 24, 25), life satisfaction (3, 5, 9, 12), mental preparation (18, 20, 21), positive creation (11, 15), aesthetic feeling (2, 4, 7, 16, 27), self-efficiency (8, 17, 22, 26), and hope (28, 29). A separate score is obtained for each subscale and a total score is obtained for the total questionnaire, so, the highest score a subject can obtain in this test is 87 which shows the highest level of happiness and the lowest score is 0. The simultaneous validity of the questionnaire was obtained 0.43 based in friends' judgment, and its structural validity was reported as 0.32, 0.57, and 0.52 using positive emotions, happiness, and negative emotions respectively (Argyle et. al, 1989). Argyle et. al (1989) reported the validity of the questionnaire as 0.78 using retesting method after 7 weeks. Alipour and Noorbala (1998), besides introductory normalizing of Oxford Happiness Questionnaire, reported its reliability as 0.93 using Cronbach's alpha method. In this research, also, Cronbach's alpha coefficient for the whole questionnaire and aspects (self-image, life satisfaction, mental preparation, positive creation, aesthetic feeling, self-efficiency, and hope) were obtained 0.831 (0.708, 0.762, 0.691, 0.721, 0.623, 0.758, 0.744) respectively.

Findings

In order to analyzing the research data, statistical methods were used in two descriptive and deductive levels (simultaneous multiple regression). Descriptive indicators of the research variables are provided in the table number 1.

Table 1: Frequency, average, and standard deviation of the research variables

Statistical indicators	Frequency	Average	Standard Deviation
Variables			
Approach-performance	182	10.33	2.74
Approach-mastery	182	10.88	2.43
Avoidance-mastery	182	9.93	2.75
Avoidance-performance	182	9.88	2.39
Resiliency	182	83.16	23.09
Happiness	182	40.50	15.13
Life quality	182	12.54	2.25

Table 2: Correlation Matrix of the aspects of the goal orientation, resiliency, happiness, and quality of life

Variables	1	2	3	4	5	6	7
1. Approach-performance	1						
2. Approach-mastery	0.343*	1					
3. Avoidance-mastery	-0.197**	-0.141*	1				
4. Avoidance-performance	-0.207**	-0.211*	0.164*	1			
5. Resiliency	0.211*	0.171	-0.031	0.102	1		
6. Happiness	0.011	0.189**	0.025	0.167	0.247	1	
7. Quality of life	-0.009	0.266*	-0.013	0.023	0.401**	0.539**	1

** p<0.01 *p < 05

Table 2 considers the correlation matrix of the research variables. As it is seen, among aspects of the goal orientation, only the aspect of approach-mastery has a significant relationship with the life quality (P < 05, r = 0.26). Moreover, the result show that there is a positive relationship between resiliency and the quality of life r = 0.40, and happiness and the quality of life r = 0.53, and these correlations are significant in level of P < 0.01.

Table 3: simultaneous regression table

Model	R	R 2	Adjusted R2	Standard error of estimate
1	0.432	0.336	0.331	11.35657

Anticipants (stable): aspects of goal orientation, resiliency, happiness

Criterion: Quality of life

The result of the table 3 shows that the variables of aspects of the goal orientation, resiliency, and happiness have entered into the regression equation and their correlation with the quality of life is 0.432, and the r-squared value is 0.336, and the adjusted r-squared value is 0.331. It means that these variables, together, predict 33.1 percent of the changes of the quality of life.

Table 4: Results of the variance analyzing related to regression analysis with simultaneous method

	Sum of squares	Degree of freedom	Average of squares	F amount	Significance level
Remained total	48867.358	6	8144.559	56.965	0.000
regression	25020.507	175	142.974		
	73887.865	181	408.220		

Anticipants (stable): aspects of the goal orientation, resiliency, happiness

Criterion: quality of life

Table 4 analyzes the significance of the regression model and the results indicate that the model is significant and the amount of calculated f 56.965 with degree of freedom 6 and 175 is bigger than the critical amount, and the significant level is smaller than 0.01 which shows the regression model is significant.

Table 5: Regression coefficients

Model	Nonstandard amount		β	T	P	
	B	Standard Error				
Variables	9.361	0.772	12.129		0.001	
1	Approach-performance	-0.042	0.069	-0.063	-0.703	0.483
	Approach-mastery	-0.106	0.071	0.125	1.741	0.083
	Avoidance-mastery	-0.012	0.054	-0.020	-0.243	0.808
	Avoidance-performance	-0.027	0.068	-0.039	-0.476	0.635
	Resiliency	0.159	0.031	0.349	3.154	0.01
	Happiness	0.359	0.021	0.394	4.943	0.001

Table 5 analyzes the regression model. As it can be observed from the results, the variables of the aspects of the goal orientation, resiliency, and happiness have entered to the regression equation. The amount of the

observed beta is 0.34 for the resiliency variable, and 0.39 for the happiness variables. It means that the amount of the quality of life will change by changing a unit in each of these two variables, and the amount of *t* for each of these variables is significant in the level of $p < 0.01$. Therefore, by 0.99 certainties, it can be said that these two variables have the ability of predicting the quality of life.

DISCUSSION AND CONCLUSION

The current research was done with the aim of determining the relationship of the goal orientation and happiness with the students' quality of life. The findings indicate that among the subscales of the goal orientation, only the subscale of the approach mastery has a significant relationship with the quality of life. A review of the previous researches show that this relationship is confirmed in Daftarchi and Sheykholeslami (2011), Soini, Aro, and Nimiorata (2012), Kaplan and Maher (2009), Mouratidis and Sideridis, Lens and Auweele (2009), and Lee, MacInerney, Liem, and Ortiga (2010)'s researches. To explain this finding, it can be said that, as it was mentioned before, in the goal orientation of approach-mastery, the matter is expanding and improving competence through increasing the level of understanding and perception. Those people who have approach-mastery goals are interested in dealing with challenging problems and fully understanding and they consider failure as an introduction to more understanding in accordance with competence improvement. To these kinds of people, learning, itself, is valuable and there is an overlap between attempt and its consequence (Elliot and Thrash, 2001). People having the goal orientation of approach-mastery have inner evaluation standards and their feeling of satisfaction and proud has a direct relationship with spent attempt for the tasks, and due to a tend to success and lack of guilty feeling and consequently, enough attempt to achieve success, have a high quality of life (Imz, 1992; quoted Daftarchi and Sheykholeslami, 2013). Moreover, it can be said that people who have the goal orientation of the approach-mastery, consider activity in progress orientation as a fight, and this perception of the activity produce some excitements which cause those people strengthen the cognitive and emotional investing inside themselves and have more concentration on the lessons, and the tasks seem attractive. Having this goal, the students try to show their priority on others and when they receive a positive and desired judgment of their competence and abilities, with a high probability, they feel more satisfaction of life which leads to have a high quality of life (Pastor, Barronu, Miller, and Davis, 2006). Moreover, those peoples' characteristics that have a goal orientation of approach-mastery are in accordance with those people's characteristics that have a high satisfaction of life in terms of compatible and flexible behaviors, high ability of problem-solving and leadership, education efficiency, holding effective relationship and manner based on social norms, increasing self-esteem, and decreasing stress and anxiety (Karabenick, 2004; Seifert, 2004; Soini, Aro & Nimiorata, 2008).

The finding of this research showed that there is a positive relationship between the resiliency and the quality of life. A review of the previous researches also shows that this relationship is confirmed in the researches of Bahadori and Hashemi (2011), Abolghasemi (2011), and Hosseini (2010). Tagid and Frederickson (2004), and Karl and Chesin (2004) showed in separated research that the high level of the resiliency help people to use positive emotions and excitement to leave bad experiences behind and return to a desired situation. Since increasing the resiliency can improve the quality of life, those students who have higher resiliency, can obtain better scores in the quality of life, as well; these people can manage the problems of life better and have more flexibility (quoted Karbalayi ShiriFard, 1996). Since this ability help the resilient person to manage the stressful conditions and not only save himself of difficult situations of life (Bonabo, 2004), but also achieve a new level of positive balance and growth, and since the resiliency is a dynamic process which is dependent on the life, if it is achieved successfully, it can reinforce the individual capabilities and in general, it means positive consequences in spite of adversity and harsh experiences, and positive and effective performance in bad situations, and improvement after an important hit (Masten, 2001). Additionally, this finding is in accordance with findings of Bonabo (2004), Masten (2001), Canner and Davidson (2003), Lazarous (2004), and Basu's (2004) studies which showed a decrease in the resiliency level in life events accompany with a kind of mental pressure, anxiety, or depression. Resiliency can strengthen self-esteem and a successful opposition toward negative experiences through increasing the level of positive emotions. Based on this approach, resiliency, as a mediated mechanism, and through reinforcing the self-esteem, leads to a positive compatibility and mental health, and people who have higher quality of life, are more powerful to deal with problems, than to people who lack this ability. On the other hand, if a person has more power in resiliency and dealing with problems and stress of life, he experiences less mental and emotional confusion and benefits from mental health and higher quality of life.

The finding of this research showed that there is a significant relationship between happiness and the quality of life. A review of the previous studies indicates that this relationship is confirmed in Snyder and Omato (2001), and Seligman (2002). In the explanations of these findings, it can be said that happy and optimistic people's thoughts tend to think that bad events are just limited to their own time and place and do not have any effects on other parts of the life (Chaiara, 2002), and these people have a lower level of stress and a

stronger immune system, and they are more creative than unhappy people, therefore, they respond to the situation and events in a more positive and compatible way. Moreover, in this regard, the result of Myers's research indicates that happiness plays an effective role in improving and increasing physical and mental health level, and it brings about a feeling of security and satisfaction in life and a higher quality of life, and people who have a happy life, undoubtedly, are healthier psychologically. So, it can be said that people who are happier, have a higher quality of life.

Finally, the result of the regression model showed that the aspects of the goal orientation, resiliency, and happiness have entered into the regression equation and in total, predict 33.1 percent of life quality variance among the students.

But it should be noted that only happiness and resiliency were able to predict the quality of the student's life. In explaining the reason of why the variables of the resiliency and happiness are good predictors for the quality of life, in addition to individual explanation of these variables and the quality of life, it can be said that it seems a happy person, is a light-hearted, educated, extroverted, pessimist, free from worries and with a high level of resiliency (Chamorroo & Permuziic, 2007), and resiliency can reinforce the self-esteem and successful dealing of negative experiences through increasing the level of the positive emotions. . Based on this approach, resiliency, as a mediated mechanism, and through reinforcing the self-esteem, leads to a positive compatibility and mental health, and people who have higher quality of life, are more powerful to deal with problems, than to people who lack this ability. So, the positive compatibility and mental health help people to have a higher quality of life (James & Asmus, 2003).

This research had a demographic limitation in which all the participants were female students of Allame Tabataba'iy University. So, the generalization of the findings of the research to other communities of learners must be applied cautiously. Therefore, it is suggested that to have more precise information about the quality of life and its related factors, future investigations pay attention to other statistical communities of different educational levels, and in this regard, it is suggested to the future researchers to do a comparative research about the students' differences in the quality of life, sex, and different level and fields.

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