

Investigation of Relationship between Psychological Resiliency and Life Satisfaction in Mothers of Students with Learning Disorders

Fatemeh Hoseinpour¹, Bahman Akbari²

¹Department of General Psychology, Science and Research Branch, Islamic Azad University, Guilan, Iran.

²Associate Professor, Department of Psychology, Rasht Branch, Islamic Azad University, Rasht, Iran.

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ABSTRACT

The present research tries to investigate relationship between psychological resiliency and life satisfaction in mothers of students with learning disabilities.

Research methodology was correlation. The statistical population of the research included all mothers of female students who suffered from learning disorders in Rasht City schools in 2014-2015 academic years. They were 190 people in number. Simple random sampling method was used to select 123 sample members by means of Morgan Table. Dyrer's life satisfaction questionnaire and Konner's psychological resiliency questionnaire were used for data collection. Data were analyzed by means of multiple regression analysis and Pearson correlation coefficient. Statistical results showed that there is a significant relationship between psychological resiliency and life satisfaction in mothers of students with learning disabilities ($p < 0.01$). These results showed that it is necessary to pay attention to psychological resiliency and life satisfaction in mothers of students with learning disabilities.

KEYWORDS: psychological resiliency, life satisfaction, learning disabilities

INTRODUCTION

Since skills and efficiency of students with learning disabilities are very lower than expected levels, their academic progress and daily activities success will be affected adversely. Therefore, students with learning disabilities have high levels of socio-emotional problems in comparison with normal students. Studies have shown that students with emotional disabilities suffer also from learning disabilities in 38 to 76 percent of cases. Moreover, such children are weak at learning social skills. Therefore, such children are confronted with negative responses from their parents. Dyslexia is a kind of learning disorder which affects children's reading skill. This is more common in boys than girls and its cause is not exactly identified. Dyslexia is usually hereditary but no genetic defect has been found as its cause. Dyslexia is not a kind of mental retardation and it does not have any direct relationship with physical disability, cultural problems, weak social and economic status and in-bred cerebral problems (Darman, 2012). One of the factors which play an important role in this case is psychological resiliency and satisfaction with life. In other words, individuals' psychological resiliency is a determining factor in confronting with stressful events of life (Madi and Khoshaba, 2005). Psychological resiliency is the process of successful compatibility with challenging and threatening conditions of life. Psychological resiliency not only indicates individuals' resistance against anxious states but also it gives higher levels of mental and psychological power in stressful conditions. In fact, as Madi and Khoshaba (2005) referred, psychological resiliency is the opposite of vulnerability and indicates the process of successful compatibility with threatening situations. Individuals with low levels of psychological resiliency are vulnerable and lack motivation, courage and necessary abilities to deal with challenging conditions and are always involved in mental occupations and exaggerate their problems and fail to deal with events and always complain about conditions and avoid solving their tense conditions and their worries turn into fear gradually. They feel unable to solve their problems and this feeling affects their family relationships. In contrast, individuals with high levels of psychological resiliency have strong feelings for progress, self-confidence and self-belief. They keep calm in critical conditions and have prediction power (Madi and Khoshaba, 2005). Life satisfaction is a mental concept for an individual who forms three basic elements of mental well-being along with positive feeling and negative feeling and refers to cognitive evaluation of an individual of his or her life (Dyrer, Owshi and Lukas, 2003). In fact, life satisfaction is a general concept and is resulted from way of perception (cognitive or emotional) of life. Therefore, individuals with high levels of life satisfaction experience more positive emotions, remember more positive events from their past and future and describe their surrounding events as being welcoming (Thimm, 2010). Learning disorder in a child or teenager is accompanied by absence of academic progress in reading, writing or math in comparison with general intelligence ability. Learning disorders cause a child's ability to be lower than

*Corresponding Author: Fatemeh Hoseinpour, Department of General Psychology, Science and Research Branch, Islamic Azad University, Guilan, Iran.

expected level. 5% of school children have learning disorders and in most cases, such disorders cause academic failure and result in low self-esteem, chronic frustration and weak relations with peers (Sadouk, 2009). In most cases, children with learning disorders belong to families who did not have had emotional relationships with their parents in growth period. In other words, these children do not have pleasant experiences with their parents in terms of psycho-emotional communications. In most cases, they experience physical punishment, criticism, humiliation and threat by their parents (Afrouz, 2007). Soha (2011) conducted a research titled: a comparison of psychological health and happiness in parents of children with learning disorders (ages below 16 years) in all-night centers and normal children's parents. They concluded that: there is a significant difference between psychological health and happiness in mothers of children with learning disabilities in (5%) level in factors like anxiety, phobias, obsession-compulsion, and sensitivity in social relations. In another research conducted by Ann, Elricson-Smith, Valandour Biyasini (2012), they found that psychological resiliency is a variable which can improve life quality in teenagers with motion disabilities. Neboures et al (2013) found positive relationships between teaching life skills and reduction in aggression, depression, increase in self-confidence, coping skills and students' responsiveness. Snanson and Malon (2014) investigated social skills in normal students and students with learning disorders with 39 meta-analyses. Results showed that students with learning disabilities are weaker than 79% of normal students in solving social problems. Hoffman (2013) compared 30 normal children aged 10-13 with 30 children with learning disabilities (reading and math) in terms of inter-individual conflicts. Results of this research which included 6 dimensions of inter-individual conflicts (understanding difficult dimensions, finding substitute solutions, determination of consequences of each solution, the type of applied strategies for solving problems, differentiation between strategies corresponding to the situation and level of using inter-individual discussions) showed that children with learning disabilities have more problems with understanding situations, use of substitute solutions for solving conflicts and attention to consequences of use of solutions. Results of studies conducted by Shariatee and Davarmanesh (2012) showed that presence of a child with learning disabilities is very effective in psychological health of parents and increases physical and psychological pressures on parents and especially mothers and reduces her resistance to diseases. Therefore, the main problem of the research is that whether there is a relationship between psychological resiliency and life satisfaction in mothers of students with learning disabilities?

Methodology, population and sample

Correlation method was used in the present research.

Statistical population of the research included all mothers of students who suffered from learning disabilities and studied in Rasht City schools in 2014-2015 academic years. They were 190 in number. Sample members (123 people) were selected from Rasht City schools by means of simple random sampling method. Sample size (using Morgan Table) was 123 people.

Mothers of students with learning disabilities who took part in the survey had the following criteria: 1. Minimum education level below high school, 2. they had children with learning disabilities in at least one area of study like reading, writing and math, without any other psychological disabilities 3. The children had no special emotional or physical defects. 4. The children's disabilities were examined and verified by psychiatrists and psychologists. 5. The children's academic performances were low in at least one lesson.

Research instrument

1. Psychological resiliency questionnaire: this questionnaire was designed by Kowner and Davidson (2003) to evaluate psychological resiliency. This questionnaire contains 25 items and the items are based on a 5-point Likert scale from zero (completely incorrect) and 4 (completely correct) and does not have any subscale. The minimum psychological resiliency score in this questionnaire is zero and the maximum score is 100.

Validity and reliability: in order to evaluate validity, first we calculate the correlation between each item and total score and then we use factor analysis. Calculation of the correlation between each score and total score showed that all coefficients are between 0.41 and 0.64 except item 3. In the next stage, scale items were analyzed by means of principal components analysis. After extracting these factors based on items correlation matrix, KMO and "Krolit Bartelt's" test were calculated. KMO value is equal to 0.87 and Kai-squared value in Bartelt's test was equal to 5556.28. Both indices verified the adequacy of evidence for integrity of factor analysis. After this step, Scree graph line slope and Eigen values above 1 were used for determining the number of factors. Validity and reliability of the Persian form of psychological resiliency scale were also analyzed and confirmed in introductory studies on normal and abnormal samples. Cronbach's alpha was equal to 0.86 for psychological resiliency variable which had 25 questions. The validity of this construct was confirmed in Iran by Besharat Zadeh (2007). Furthermore, Mashalpour (2010) correlated it with Ahwaz psychological hardness scale and calculated correlation coefficient to be equal to $r=0.64$. Therefore, this construct is of high validity and we did not validate the instrument any more.

2. Dyner et al's life satisfaction scale (SWLS): life satisfaction scale predicts an individual's general judgment about life in a theoretical manner based upon a comparison of life conditions using the predetermined standards. This scale was designed by Dyner et al (1985) for all age groups. This scale first contained 48 items. After factor analysis, the number of items was reduced to 10 items. Due to semantic similarities between the items, its final version was reduced to 5 items. The items (questions) were based upon a 7-point Likert scale from completely agree to completely disagree. The main designers of this scale reported reliability coefficients by means of internal consistency and retest methods to be equal to 0.87 and 0.82, respectively (Sheikhi et al, 2011). Asgari and Shabaki (2010) reported the reliability coefficients of this method (using Cronbach's alpha and bisection methods) to be equal to 0.86 and 0.82, respectively. Sheikhi et al (2011) calculated Cronbach's alpha and retest coefficients for life satisfaction scale to be equal to 0.85 and 0.77, respectively.

Research findings

Descriptive statistical indices (mean and standard deviation) and multivariate regression analysis were used for analysis. All analyses were conducted by means of SPSS software.

Research hypothesis: there is a relationship between psychological resiliency and satisfaction with life in mothers of students with learning disabilities.

Table 1: mutual correlations for psychological resiliency and satisfaction with life

variable	1	2	3	4
1. Life satisfaction	1	0.28	-0.19	0.38
2. resilience				1

P** <0.01

As it can be seen in the above table, correlation coefficients between psychological resiliency and satisfaction with life in mothers of students with learning disabilities is statistically significant (p<0.01).

Table 2: variance analysis test for significance of stepwise model of relationship between psychological resiliency and life satisfaction

step	Resource of variations	Sum of squares	df	Mean of squares	F	Sig.
1	resilience	771.41	1	771.41	20.20	0.01
	remainder	4620.61	121	38.19		
	Total sum	5392.02	122			

As it can be seen in table 2, the calculated F values are significant in two steps (p<0.01). Therefore, the model goes forward in two steps significantly and we can conclude with 99% of certainty that the relationship between psychological resiliency and life satisfaction in mothers of students with learning disabilities is statistically significant.

Table 3: summary of the results of stepwise regression for prediction of relationship between psychological resiliency and life satisfaction in mothers of students with learning disabilities

model		Non-standard coefficient (b)	Standard error	Standard coefficient B	t	sig
1	constant	10.09	2.29		4.40	0.01
	resilience	0.16	0.04	0.378	4.49	0.01
2	constant	7.49	2.85		3.58	0.01
	resilience	0.15	0.03	0.356	4.37	0.01

Considering the results of table 3, psychological resiliency has a standard B value equal to 0.378 and has a direct impact on life satisfaction in mothers of students with learning disabilities and psychological resiliency predicts 0.16 of variations in life satisfaction in mothers of students with learning disabilities.

CONCLUSION AND DISSUASION

The present research aimed to investigate the relationship between psychological resiliency and life satisfaction in mothers of students with learning disabilities. Life satisfaction is a general concept and is resulted from an individual's perception (cognitive or emotional) of life. Children with learning disabilities are rejected by their

peers, teachers or parents in the early years of life and this weakens their self-esteem and self-concept. These factors have adverse impacts on their social relationships in adulthood. Moreover, ignorance and rejection experience results in formation of different behavioral models. Children who are rejected express aggressive and destructive behaviors. These children suffer from social phobia and usually become isolated (ShokuhiYekta and Parand, 2006). Since the aforementioned disabilities can lead to adverse consequences like successive defeats, self-concept weakness, weakness in self-efficacy and other psychological problems in students and their parents, it seems necessary to pay attention to such disabilities. Psychological resiliency is the process of successful compatibility and coping with challenging and threatening conditions of life. As research findings showed, there is a significant relationship between psychological resiliency and life satisfaction in mothers of students with learning disabilities. These results conform to the results of some similar internal studies. Shariati and Davarmanesh (2012) showed that presence of a child with learning disabilities seriously influence parents' psychological health and reduce their resistance to diseases. This can be explained that different individuals express different responses to tense stimulants. This is due to differences in personalities. Therefore, if tense stimulants threaten our way of viewing ourselves, we will have problems with getting along with them. On the other hand, an individual's perception of tense and stressing events influences on his or her stress. Therefore, an individual's certainty about being able to manage a stressing situation is an important factor in psychological pressure intensity. Therefore, high psychological resiliency provide positive emotions and experience of positive emotions results in psychological resiliency increase and this cycle makes individuals powerful against hard life events. Life satisfaction is necessary for a useful, effective and satisfactory life and involves individuals' cognitive evaluation of their lives. Humans have self-control and self-regulatory systems and can control their behaviors and feelings and thoughts. They can play important roles in cognitive processes of their behaviors. Human's performance and learning is affected by cognitive and emotional tendencies and feelings, beliefs and values. Human is an active creature and can affect his or her life events. Parents who attribute successes and defeats to themselves use more goal-based learning strategies. They can identify the causes of their successes and defeats and try to manipulate these causes. In general, it can be said that family and parents can play important roles in increasing positive self-concept and reducing depression in such students. Therefore, any kind of defect and disability in family and parents' guidance can influence teachers' education. Family limitations and absence of warm relations have adverse impacts on teenagers and especially female students and can intensify their depression. Since depression can have a significant role in reduction of life satisfaction and usually involves control of impulses, emotions and attitudes, it seems necessary to train parents to increase their compatibility, reduce tension and conform to different situations. Furthermore, it must be said that the parents of such students have more behavioral problems and have less happiness in their lives. Such parents believe that their attempts to help their children succeed are in vain and this negative feeling reduces their attempts and leads them to isolation and depression. In addition, such students have problems with applying rules and acquiring metacognitive strategies in inter-individual interactions and may quit school and end up in dark future. Therefore, provision of "cooperative learning opportunities", "adjustment of competitive atmosphere and evaluation system in schools", "reduction in students' control", "addition of flexibility to assignments" can help increase students' motivation and increase learners' control over their situations or "self-determination". This is because studies showed that compared to "controlling" orientation, "self-determination orientation" increases the level of internal motivation and strengthens beliefs about mental competencies and increases self-esteem in such students.

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