Determining the Role of Psychological Hardiness and Resilience in Predicting Psychological Differentiation in Secondary School Girls of Bandar Abbas City

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ABSTRACT

Background: Considering the importance of mental abilities in continuing education in students, the present study was conducted to determine the role of psychological toughness and resilience in predicting the psychological differentiation of female students of the second level of high school in Bandar Abbas city.

Methods: The current research method was a correlational description. The statistical population of the research was made up of all female students of second-secondary education in Bandar Abbas city in the academic year of 2024. Several 380 people were selected as a sample by cluster random sampling method. The research tools were Skorn and Friedlander's self-differentiation questionnaires, Kubasa's psychological toughness, and Connor and Davidson's resilience scale. Data were analyzed using Pearson's correlation test and multivariate regression.

Results: The results showed that psychological toughness (R = 0.23 & P < 0.01) and all its components and resilience (R = 0.26 & P < 0.01) and all its components have a positive and significant relationship with psychological differentiation in students. Also, the results of the regression analysis showed that psychological toughness (β = 0.26 & P < 0.01) and resilience (β = 0.30 & P < 0.01) can positively and meaningfully predict differentiation in students.

Conclusion: Using the results of this research and considering the identification of factors affecting differentiation, it is suggested to pay special attention to the field of increasing the characteristics of psychological toughness and resilience of students.

Keywords: Self-differentiation, students, resilience psychological

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Introduction

Students, as the next generation, play a very important role in the country's progress. Therefore, it is necessary to make plans for these students to be on the right track of progress (1). A large amount of academic, cultural, social, and personal neglect is caused by the presence of psychological injuries that affect Quality of Life, mindfulness, and psychological health (2). Psychological, physical, and social well-being are essential to promote quality of life. Knowing the role of psychological health on the future of adolescents can provide appropriate planning (3). The distinction, which is one of the concepts of the intergenerational theory of the family, forms the basis of the Boween Strategic Theory (1987) approach (4). The distinction means that one can reach a degree of emotional and emotional maturity to be able to communicate with their original family without being emotionally affected and reach a stage of individuality and independence in emotions (5).

The degree of differentiation refers to how much each person can separate emotional and rational processes (6). In this theory, self-differentiation is a stage of development in which a person has achieved emotional independence, if he is still intimately connected with other people to achieve full emotional maturity and maturity (7). On the other hand, self-differentiation is defined as becoming responsible and independent (8) and is a long-term developmental stage that occurs in the direction of intrapersonal and extrapersonal communication. Intrapersonal self-differentiation refers to a person's capacity and potential to create a balance between feeling and reasoning, and interpersonal self-differentiation refers to the ability to create emotional intimacy with others without losing one's independence and individuality (9). Another component that seems to play a role in predicting psychological differentiation is resilience. Resilience is defined as a process, ability, or potential to successfully adapt to threatening and traumatic conditions (10). Resilience is one of the concepts and normal constructs of interest and study in positive psychology, which has found a special place in the fields of developmental psychology, family psychology, and mental health. So the number of research related to this structure increases every day (11). Resilience is defined as a dynamic process of positive adaptation to bitter and unfortunate experiences; In other words, resilience is positive adaptation in response to adverse conditions (11,12). Of course, resilience is not only stability against injuries or threatening conditions, and it is not a passive state in a dream with dangerous conditions, but active and constructive participation in one's surrounding environment (11). Based on the research conducted, there is a significant and negative relationship between resilience and psychological problems, this structure can be placed as a mediating factor between mental health and many other variables (12), and promoting resilience can increase a person's resistance against factors that cause many problems. Psychological problems can increase (13). Tabatabai (14) also found that there is a significant positive relationship between resilience and differentiation. Also, Kim et al. (15) found that people who have high resilience in their family issues have a high degree of differentiation. Studying factors affecting differentiation can be informative for formulating programs, policies, and interventions aimed at promoting competence and preventing or mitigating problems in the lives of adolescents (14). Also, it should determine the implementation of this project among teenagers and by identifying the factors affecting differentiation, it can prepare programs to increase the self-differentiation of students, which in turn can lead to their academic progress and help the scientific progress of the country (15).

Therefore, based on the investigations carried out in the research background, so far no study has been conducted in the field of evaluating the differentiation of adolescents and the factors affecting it, especially resilience and psychological toughness (12, 13). Therefore, the present research is important to evaluate the role of psychological toughness and resilience in predicting

differentiation to solve the shortcomings and future planning of experts and practitioners of education and training. Also, these research results can be useful in family education and empowerment programs and for psychologists, counselors, and social psychologists to provide specialized awareness.

Methods

The current research method is descriptive of the correlation type; The statistical population of this research included all female students of second secondary education in Bandar Abbas city in the academic year of 2024. By using multi-stage cluster sampling, considering that based on the inquiry from the education department of Bandar Abbas, the statistical population is estimated to be around 6500 people, hence to determine the sample size based on Tabachnik and Fidel's formula for sampling the minimum sample size In regression studies, it was estimated from the formula $N \geq 50 + 8M$. In this formula, N is the sample size and M is the number of predictor variables (which is 2 in this implementation). Considering the number of predictor variables in this research, the sample size should be more than 66 people. Therefore, in this research, 380 people were selected as samples. The sampling method was that the education and training of Bandar Abbas were divided into four regions, North, South, East, and West, then 3 schools from each region and 3 classes from each school were randomly selected and among the students of these classes, 380 people randomly formed the samples with the criteria of education in the second secondary level and the age group of 15-18 years. The inclusion criteria included female students, studying in the second secondary level, age group 15-18 years old, students' consent to participate in the research project and answer the questionnaires, no past or simultaneous participation in similar projects, and the exclusion criteria From the study, there were distorted questionnaires, inability to answer the questionnaires, voluntary withdrawal from the continuation of the project. First, the researcher, holding a letter of introduction from the university,

and after identifying the secondary girls' schools in Bandar Abbas city and identifying the location of the research, went to the specified schools. Then, with the colleagues of the managers and teachers get the cooperation of the students by providing the necessary information and guidance in the field of how to complete the questionnaire and gain their trust to participate in the research and ensure that all the information that will be obtained will remain confidential. The questionnaires were distributed among the students and the questionnaires that were fully answered were included in the sample, and the questionnaires that were answered incompletely or inaccurately as a single option were removed from the samples as outliers. The distribution of questionnaires continued until the required 380 data were collected and finally, after answering, the questionnaires were collected. Then, after defining the variables in the SPSS software, every questionnaire was entered into the software and the data was analyzed.

Tools

Data collection was done at two levels, field and library. In this way, firstly at the library level, the desired sources were studied regarding the variables, and then at the field level, using a questionnaire (Skorn and Friedlander's self-differentiation, 1998, Kubasa's psychological toughness, 1989, and Connor and Davidson's resilience scale, 2003). The necessary quantitative information was collected, which was finally analyzed, discussed, and concluded after collecting them.

1- Skorn and Friedlander self-differentiation questionnaire (1998)

This questionnaire was first designed and implemented in 1998 by Skorn and Friedlander with 43 questions. Then it was revised in 2003 and adjusted with 46 questions and four factors and is used to measure the level of differentiation of people. Its main focus is on the important relationships of life and the ongoing communication of people with their original family (16). This questionnaire is graded with a Likert

scale and in a spectrum of 6 options, from not at all true about me (score 1) to completely true about me (score 6), and has 4 subscales of emotional avoidance, emotional reactivity, fusion with Others and my position is formed. In the research of Skowron and Smith (16), the total reliability coefficient of the test is 0.92. Also, Skoron and Friedlander (17) obtained Cronbach's alpha coefficient of 0.88 for the whole questionnaire 0.83 for the subscales of emotional reactivity, 0.80 for my place, 0.82 for integration with others, and 9.80 for emotional intimacy. . Skowron and Dandy (18) found an inverse and significant correlation (-0.68) between the scores of this questionnaire and chronic anxiety, which indicates its favorable validity. This test was standardized in Iran by Yunsi (19) on a normal sample and its validity was determined through retesting and Cronbach's alpha for the whole scale of 0.85, emotional reactivity 0.77, my position 0.60, emotional avoidance 0.65 and fusion with others has been obtained 0.70. The validity of the test was also examined through factor analysis and four factors with an eigenvalue higher than one were obtained, which explained a total of 57.67% of the variance.

2- Kubasa Psychological Toughness Questionnaire (1989)

The stubborn questionnaire made by Kubasa (1989) consists of 50 statements, each statement is presented as a sentence and scored on a Likert scale between zero (not true at all) and three (completely true). This questionnaire measures the three components of control, commitment, and challenge, which, in total, determine the level of a person's stubbornness. Each of the components includes 17, 16, and 17 questions from the entire questionnaire, respectively. Madi (1994) has

reported the internal reliability of this questionnaire through Cronbach's alpha as 0.71, control 0.84, commitment 0.75, and stubbornness equal to 0.88 (20). The research conducted in Iran has found the reliability of this questionnaire using Cronbach's alpha coefficient for the three components of struggle, commitment, and control to be 0.66, 0.60, and 0.60, respectively (21).

3- Connor and Davidson Resilience Scale (2003)

This questionnaire was prepared by Connor and Davidson (22) by reviewing the research sources of 1979-1991 in the field of resilience. The producers of this scale believe that this questionnaire is well able to distinguish resilient from non-resilient people in clinical and non-clinical groups and can be used in research and clinical situations. Connor and Davidson's resilience questionnaire has 25 statements that are scored on a Likert scale between zero (completely false) and five (always true) the participants' minimum resilience score on the scale is (0) and their maximum score is (100) and how much A score closer to (100) indicates greater resilience. This scale has been standardized in Iran by Mohammadi (23). He used Cronbach's alpha method to determine the reliability of Connor and Davidson's resilience scale and reported a reliability coefficient of 0.89.

Results

According to the information in the above table, the mean and standard deviation of the age of the subjects were 16.93 ± 0.95 years. And out of 380 participants, the most participants 170 people (44.7%) were in the 2nd grade and the least participants were 81 (21.3%) in the 10th grade.

Table 1. The average and standard deviation of subjects' scores in the variables of differentiation, resilience, and psychological toughness

Variable	Mean	SD	Frequency
Differentiation	197.90	12.20	380
Resilience	54.32	7.69	380
Psychological Hardiness	108.48	11.49	380

In the above table, as can be seen, the average scores of differentiation, resilience, and psychological toughness variables were equal to (197.90), (54.32) and (108.48) respectively. Their standard deviation is equal to (12.20), (7.69) and (11.49) respectively.

Table 2. Simultaneous regression analysis for the prediction of differentiation by psychological toughness and its dimensions

Criterion	Forecast	R	R^2	F	β	B	T	P-value
Differentiation	Control	0.30	0.25	4.29	0.25	0.22	3.16	0.01
	Commitment				0.24	0.20	3.09	0.01
	Challenge				0.22	0.19	3.01	0.01
	Tenacity psychological hardiness				0.26	0.25	3.20	0.01

The results of the regression analysis using the simultaneous method show that in the sample group, the predictor variables that entered the regression model were able to predict 25% of the changes in the differentiation variable (R = 0.30 and R2 = 0.25). Psychological toughness and its dimensions have been able to positively and meaningfully predict differentiation. Also, the examination of the beta level showed that the total psychological toughness (β = 0.26 and p < 0.01) plays the largest role in predicting differentiation. The challenge subscale (β = 0.22 and p < 0.01) has the least role in predicting the differentiation variable. According to the obtained results, the first hypothesis of the research is confirmed. The statistical F test for the significance of the correlation coefficient is 4.29, which is significant at the 0.01 level. It shows that the predictor variables have high explanatory power and can explain well the changes in the variance of the dependent variable.

Table 3. Simultaneous regression analysis to predict differentiation by resilience and its dimensions

Criterion	Forecast	R	R^2	F	β	B	T	P-value
Differentiation	Perception of competence	0.34	0.27	5.13	0.27	0.25	3.30	0.01
	Tolerance of negative emotions				0.29	0.26	3.93	0.01
	Positive acceptance of change				0.31	0.28	4.25	0.01
	Control				0.26	0.23	3.20	0.01
	Spiritual effects				0.21	0.20	2.51	0.01
	Resilience				0.30	0.26	4.24	0.01

The results of regression analysis using the simultaneous method show that the sample group of predictor variables that entered the regression model, were able to predict 27% of the changes of differentiation variable (R = 0.34 and R2 = 0.27), and resilience and its dimensions have been able to positively and significantly predict differentiation. Also, examining the beta level showed that the positive acceptance of change (β = 0.31 and p < 0.01) plays the largest role in predicting differentiation, and spiritual effects (β = 0.21 and p < 0.01), play the least role in predicting students' differentiation variable. According to the obtained results, the second hypothesis of the research is confirmed. F statistical test for the significance of the correlation coefficient is equal to 5.13, which is significant at the 0.01 level and shows that the predictor variables have high explanatory power and can explain the changes in the variance of the dependent variable well.

Discussion

This research was conducted to determine the role of psychological toughness and resilience in predicting the psychological differentiation of female students in the second year of high school in Bandar Abbas City. The statistical population of this research included all female students of second secondary education in Bandar Abbas city in the academic year of 2024. In the present study, Pearson's correlation coefficient analysis shows that there is a positive and significant relationship between the total psychological toughness

variables and their dimensions (control, commitment, and challenge) with the differentiation variable.

These results confirm the findings of Kazemianmoghadam et al (24), Dehlani et al. (25), Tabatabai et al (14), Valiy et al (6), Nemati et al (30), Wardani (31), Sadeghi et al (32) who found that there is a positive and significant relationship between psychological toughness and resilience with differentiation. Also, Alizadeh et al (33) found in their research that there is a positive and significant relationship between psychological toughness and self-differentiation. Also, Likani (34) in a research that examined the role of resilience in predicting differentiation showed that resilience can positively and significantly predict differentiation. In explaining the relationship between psychological toughness and differentiation, it can be said that research shows that psychological toughness has a positive relationship with mental and physical health, and as a source of internal resistance, it reduces the negative effects of stress and prevents the occurrence of mental disorders. Due to having an optimistic explanatory style, a feeling of empowerment in facing problems, a problem-oriented approach to problems, positive expectations about consequences, and belief in the dependence of consequences on action, stubborn people can maintain their mental health in unforeseen and unfortunate events. (25) Based on this, psychological toughness leads to positive adaptability and psychological well-being through strengthening students' self-esteem as a mediating mechanism, and people who have higher psychological well-being have a greater ability to adapt to problems and separate emotional from intellectual processes. He is one of those who do not have this advantage (26). Psychological toughness is a type of personality style that consists of a set of psychological traits. For stubborn students, daily and academic events and activities are challenging; They consider life experiences to be rich and deal with them as instructive. At the same time, many people consider facing life's events as boring, boring, or even threatening. Stubborn students feel more in control of life and academic events and evaluate environmental events in a meaningful way, while non-stubborn students feel alienated, powerless, and threatened by academic and daily events. Certainly, such an attitude plays a major role in the way of cognitive evaluation of distinguished people (27, 28).

Also, in explaining the relationship between resilience and differentiation, it can be stated that since both resilience and self-differentiation variables have a close relationship with anxiety, it can be claimed that if a student can manage himself in anxiety-provoking conditions and the ability to It has a high level of resilience and it can be argued that it will probably have a high level of self-differentiation. Also, it can be stated that as Zarei (35) states, a decrease in resilience is associated with a feeling of psychological pressure and intense emotional involvement in interpersonal relationships, which is based on the theory of family systems and indicates people who have a low level of differentiation. Have, so it is possible to infer the mutual relationship between resilience and differentiation in people (30).

Other results of this study showed that there is a positive and significant relationship between the variables of total resilience and its dimensions (perception of competence, tolerance of negative emotions, positive acceptance of change, control, and spiritual influences) with the variable of differentiation. In line with this finding, we can refer to the research of Gholami Kia et al. found that there is a positive and significant relationship between resilience and differentiation. Also, in another research in line with the results of the current research, Mahdigholi et al. (39) in research titled The Mediating Role of Resilience in the Relationship between Differentiation and Marital Dissatisfaction in Couples referring to counseling centers found that there is a positive relationship between resilience and differentiation. There is a meaning. Likani (34) in a research that examined the role of resilience in predicting differentiation showed that resilience can positively and significantly predict differentiation. In the

explanation of this finding, it can be stated that since both variables of resilience and self-differentiation have a close relationship with anxiety, it can be claimed that if a student can manage himself in stressful situations and can cope with stressful situations It has a high level of resilience and it can be argued that it will probably have high self-differentiation (40). Also, it can be stated that as Walsh (36) states, the decrease in resilience is associated with a feeling of psychological pressure and intense emotional involvement in interpersonal relationships, which, based on the theory of family systems, indicates people who have a low level of differentiation. Have, so it is possible to infer the mutual relationship of resilience and differentiation in people (40).

Conclusion

The results showed that psychological toughness and all its components and resilience and all its components have a positive and significant relationship with psychological differentiation in students. Also, the results of regression analysis showed that psychological toughness and resilience have the ability to positively and meaningfully predict differentiation in students. Therefore, using the results of this research and considering the identification of factors affecting differentiation, it is suggested to pay special attention to the field of increasing the characteristics of psychological toughness and resilience of students.

Conflicts of interest

There is no conflict of interest.

Ethical considerations

Data were collected after obtaining written informed consent from all of the participants. This research project was approved by the Ethics Committee of Bandar Abbas University of Medical Sciences, Yazd, Iran.

Code of ethical

IR.IAU.BA.REC.1403.014

Authors' contributions

A. B. and M. J., designed the study and wrote the manuscript; A. KH. and A. J., gathered data, cooperated in manuscript preparation, and submitted it. Both authors analyzed the data and cooperated in revising the manuscript.

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