

PERCEIVED EXTERNAL RESOURCES OF RESILIENCE AND THEIR ROLE IN LIFE SATISFACTION

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Abstract

External resources of resilience along with internal assets facilitate the healthy development. Resilience and its external resources are key factors in life satisfaction especially when facing adversity. In early adolescence, this often comes from the home environment. The main aim of this study is to investigate the mediation role of external resources of resilience between individual family adversity factors and life satisfaction. 132 (53% female) early adolescents (mean age = 13.45; SD = 0.52) participated in the research. The external resources of resilience were represented by peer support, home support, home meaningful participation, school support, school meaningful participation, school connectedness, community support and community meaningful participation. The family adversity factors were assessed through conflict, antagonism and punishment scales for mothers and fathers separately. The life satisfaction scale served as the dependent variable. A parallel mediation model with multiple X-variables was used to analyze the data. Regarding life satisfaction, the mediation analysis showed an indirect effect of antagonism with the mother and father on life satisfaction through home meaningful participation and school connectedness. In conclusion, antagonism with mothers and fathers undermined home meaningful participation and school connectedness which led to a lower level of life satisfaction. Thus, home adversity effect broader social environment than expected and not only intervention in the home environment is recommended but also the promotion of other external resilience factors.

Keywords: *Resilience, family adversity, adolescents.*

1. Introduction

Adolescence is a unique developmental period with its own specifics, placing young people in the position of significant personal, social and psychological pressure. For that and many more developmental tasks, a healthy home environment is crucial. Research has shown that a harsh-negative parenting style is associated with lower life satisfaction among adolescents, through self-control and self-esteem (Jeon et al, 2021). However, less is known if this relationship is valid regarding external resources of resilience.

2. Design

A cross-sectional design was used.

3. Objectives

The objective of this study is to examine the mediation role of perceived external resources of resilience between individual home adversity factors and life satisfaction.

4. Methods

4.1. Sample and procedure

132 (53% females) schoolchildren in the 7th grade at primary school (mean age=13.45, SD=0.52) participated in the study.

4.2. Measures

- External resources of resilience were explored using the RYDM (Resilience and Youth Development Module) (Constantine, Benard and Diaz 1999) questionnaire with 4-point Likert-type responses (1= not true at all, 4 = very much true) with subscales: Home support (CA=0.81), Home meaningful participation (CA=0.78), School support (CA=0.87), School meaningful participation (CA=0.72), School connectedness (CA=0.79), Community support (CA=0.95), Community meaningful participation (CA=0.70), Peer support (CA=0.93)
- Family adversity factors were explored using the NRI-SPV (The Network of Relationship Social Provision Version) (Furman & Buhrmester, 1985) questionnaire with 5-point Likert-type responses (1= not at all or little, 5 = most of the time) separately for the mother (M) and father (F) covered by subscales: Conflict (M CA=0.77; F CA=0.76), Antagonism (M CA=0.70; F CA=0.69), Punishment (M CA=0.75; F CA=0.81):
- Life satisfaction was measured by 6 items regarding satisfaction with mother, father, friends, own appearance, financial situation and with yourself. A mean score of the items was calculated to obtain the average life satisfaction in various domains. This approach has previously been used and validated by Ng et al. (2018). A higher overall score indicates higher life satisfaction. The Cronbach’s alpha of the whole scale was: $\alpha=0.71$.

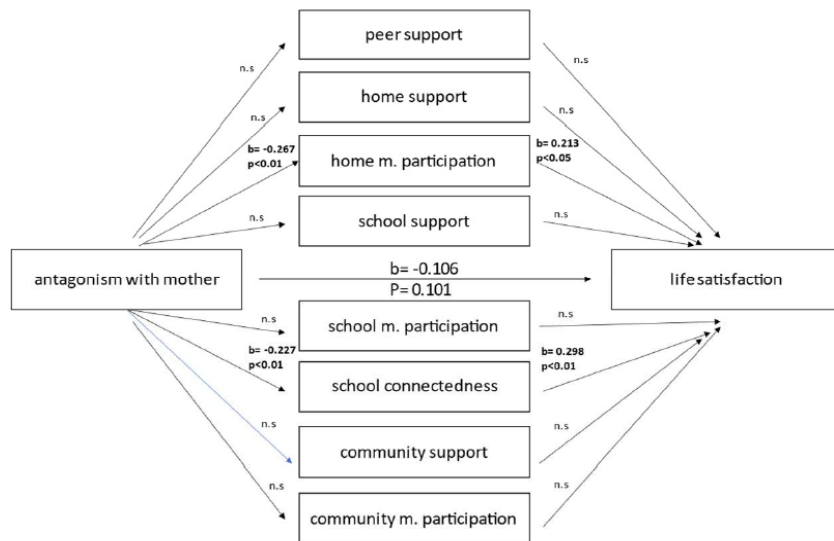
4.3. Statistical analyses

The data were analyzed by IBM SPSS Statistics, version 21 for Windows. The mediation analyses were performed in the Hayes’PROCESS tool as a parallel multiple mediator model with X-variables – Model number 4. Only significant models are presented.

4.4. Results

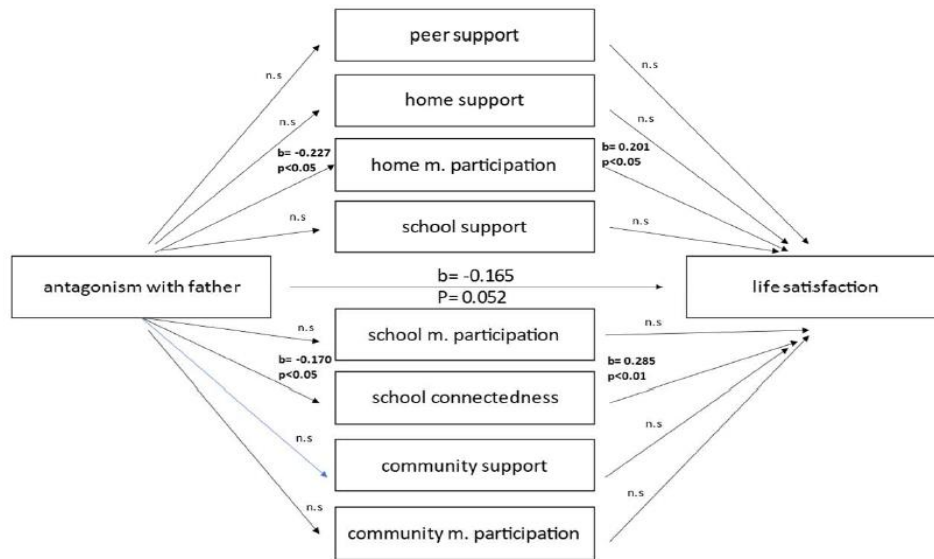
The mediation analysis has shown indirect effect of antagonism with the mother on life satisfaction through perceived school connectedness: $b = -0.067$, BCa CI [-0.125,-0.017] and through perceived home meaningful participation: $b = -0.057$, BCa CI [-0.127, -0.003]. (Figure 1)

Figure 1. Parallel mediation model of perceived external resources of resilience in relationship between antagonism with mother and life satisfaction (*n.s*= non-significant association).



The next mediation model reveals that there was a significant indirect effect of antagonism with the father on life satisfaction through perceived school connectedness: $b = -0.048$, BCa CI [-0.104, -0.005] and perceived home meaningful participation: $b = -0.045$, BCa CI [-0.114, -0.006]. (Figure 2).

Figure 2. Parallel mediation model of perceived external resources of resilience in relationship between antagonism with father and life satisfaction (n.s.= non-significant association).



5. Discussion and conclusion

The findings of this study show that the relationship between antagonism with parents (separately for mother and father) and life satisfaction is mediated by home meaningful participation and school connectedness. Our results suggest that early adolescents need to be engaged, to be a part of the decision-making process in the family and have a voice in a family to feel satisfied, moreover through meaningful participation they form and express their views and influence matters that concern them (Cappa et al., 2018). However, when schoolchildren are affected by antagonistic relationship with parents it may lead them to lower level of life satisfaction due to the low level of engagement in the family. The mediation effect of school connectedness imply that antagonistic parenting establish patterns of relationship, which are then played out, maybe copied in other more proximal interpersonal contexts such as school. Thus, school is losing its importance of important resource for adolescents. It seems that antagonism with parents predisposes individuals to difficulties in attaching to schools, which in turn affects life satisfaction. The attachment theory would predict such a mediation model though the internal working models of attachment.

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