

Resilience, Psychological Needs and Wellbeing among Adolescents of Border Areas of Jammu

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ABSTRACT

The aim of the current study was to examine the role of resilience and basic psychological needs in wellbeing among adolescents of border areas. The total sample consisted of 200 adolescents living in border areas. Resilience Scale by Wagnild and Young (1987), PGI wellbeing scale by Verma and Verma (1989) and basic psychological scale in general (BPNS) by Deci and Ryan (2000) were used to collect the data. Pearson product moment correlation and stepwise multiple regression were applied to analyze the data. Significant positive relationship was found between resilience, basic psychological needs and wellbeing in adolescents. Resilience, relatedness and competence significantly predicted wellbeing in adolescents.

Key Words : Resilience, Basic psychological needs, Wellbeing, Adolescents, Border area

INTRODUCTION

Borders are considered as the physical markers that not merely define the territorial limit and the extent of sovereign authority of the state, however additionally the psychological symbols dividing individuals and their sense of belonging between 'us' and 'them' (Correa, 2011 as cited in Chowdhary, 2012). Ceasefire is the agreement or settlement to stop a war at temporary level in which each side agrees with the other to suspend aggressive actions. Breaking of this agreement is ceasefire violation. There are five districts of Jammu region (Jammu & Kashmir, India) namely, Jammu, Samba, Kathua, Rajouri and Poonch which shared their borders with neighboring county Pakistan (Chowdhary, 2012). Ceasefire violations are the order of the day in these districts. Pakistani armed forces made the highest number of ceasefire violations in the last sixteen years alongside the border of Jammu and Kashmir in 2019, amounting to over 3,200 instances or an average of nine such ceasefire violations daily (The Economic Times, 2020).

The lives of the people residing in border areas are ruled by cross border tensions, fears of militancy, and different forms of destabilization (Patnaik, 2005). This has severely affected their mental health, giving way to depression, anxiety, and Post Traumatic Stress Disorder (Naik, 2019). The psychosocial impact of conflict on children and adolescents is also very huge. Due to ceasefire violations, children and adolescents may become anxious, feeling hopeless about their future, developing aggressive behavior, having insomnia, etc. (Khajuria, 2017).

Wellbeing is a dynamic concept that incorporates subjective, social, and psychological dimensions as well as health-related behaviors (Seifart, 2005). It is a state of happiness and contentment, with low levels of distress, overall good physical as well as mental health and outlook, or good quality of life (APA Dictionary of Psychology).

Ryff (1989) gave the theory as well as the measurement scales of psychological wellbeing. It assesses the individual's aspect of self-acceptance, the establishment of quality ties to others, a sense of autonomy

in thoughts and actions, the ability to manage complex environments to suit personal needs and values, sense of purpose in life, continued growth and development as an individual.

The wellbeing of adolescents has been affected by both individuals as well as contextual factors (Zukauskienė, 2013). It is reported that there is an impact of environmental risk factors on the wellbeing of adolescents. Maladaptive outcomes in children have been associated with exposure to parental and family conflict, poverty, loss of dear ones, aggression and bullying, and exposure to violence, war, and natural disasters. However, social-cultural protective factors such as characteristics of children, family, and wider environment lessen the negative consequences of adversity on children's mental health via instrumental, emotional, and social support and provision of a safe social environment (Masten and Reed 2002; Nastasi and Borja, 2016). The present study focuses on exploring the role of protective factors like resilience and basic psychological needs satisfaction in the wellbeing of adolescents living in border areas.

Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress like family and relationship problems, serious health problems, or workplace and financial stressors. As much as resilience includes "bouncing back" from these tough experiences, it can also include profound personal growth. Resilient people adapt to difficult or challenging life experiences, particularly through mental, emotional, and behavioral flexibility and adjustment to external as well as internal demands (American Psychological Association, 2020).

It is a process to harness assets to sustain wellbeing (Panter-Brick and Leckman, 2013). Resilient adolescents are those who have managed to cope effectively, even in the face of stressful events and other difficult circumstances, and are poised to enter adulthood with a good chance of positive and better mental health (Steinberg, 2005; Zolkoski and Bullock, 2012).

Basic psychological needs theory is a sub-theory of a human motivation macro-theory known as Self-Determination Theory (Ryan and Deci, 2000). This theory which is based on intrinsic motivation posits that the satisfaction of the needs for autonomy (the need to feel free and self-directed), competence (the need to feel effective) and relatedness (the need to connect closely with others) is crucial for motivation, optimal development, effective functioning, and good health

(Milyavskaya and Koestner, 2011).

Deci and Ryan (2000) stated that three basic psychological needs (competence, relatedness, and autonomy) must be fulfilled to foster wellbeing and health and these needs can be universally applied. Milyavskaya and Koestner (2011) contended that the need satisfaction was closely related to both autonomous motivation and wellbeing in multiple domains. Goulmaris, Mavridis, Genti and Rokka (2014) found a significant relationship between psychological wellbeing and satisfaction of the three basic psychological needs *i.e.* autonomy, relatedness and competence. Kirmani *et al.* (2015) examined the relationship between hope, resilience and subjective wellbeing among 98 adolescent girls and found a significant relationship between the variables. Dey and Daliya (2016) found a significant influence of resilience on psychological wellbeing in adolescents.

Orkibi and Ronen (2017) studied satisfaction of basic psychological needs and subjective wellbeing in 1576 Israeli adolescents and found a significant relationship between basic psychological needs satisfaction and subjective wellbeing in adolescents.

Agarwal and Malhotra (2019) found a significant positive relationship between resilience and psychological wellbeing in young adults

Based on the previous related literature, following hypotheses were framed :

H1: There is significant relationship between resilience, basic psychological needs and wellbeing among adolescents of border areas.

H2: Resilience and basic psychological needs are the significant predictors of wellbeing among adolescents of border areas.

METHODOLOGY

Participants:

The participants were 200 adolescents (aged 15-17 years) studying in various schools of Samba and Chamb border areas of areas of Jammu region. Purposive sampling technique was used for collecting the data.

Measures:

Resilience scale:

It is a 25 item scale developed by Wagnild and Young (1987). Items are measured on a 7-point scale from 1 (disagree) to 7 (agree) Responses are summed to produce a total score. The score ranges from 25 to 175. Reliability of the scale ranges from coefficients ranged from .72 to

.94.

PGI wellbeing scale:

This scale has been developed by Verma and Verma (1989). It consists of 20 items organized in domains namely physical (e.g. feeling bothered by illness or pain), mood (e.g. feeling cheerful most of the time), anxiety (e.g. feeling useful/wanted) of five items each. Each item is rated on a four-point scale indicating personal frequency of occurrence (not at all, rarely, often or most of the time, frequency or all the time. Reliability of scale is .98.

Basic psychological needs scale in general (BPNS): The scale was developed by Deci and Ryan (2000) has 21 items with 3 sub-scales – autonomy, competence and relatedness. It is a seven-point scale ranging from “not at all true” to “very true” items). The reliability coefficients (Cronbach’s alpha) of the subscales are 0.70 for autonomy, 0.60 for competence and 0.72 for relatedness.

Data analyses:

Pearson product moment correlation and stepwise multiple regression was used to analyze the data. All the analyses were done on IBM SPSS statistics version 20.

RESULTS AND DISCUSSION

The aim of this study was to assess the relationship of resilience and basic psychological needs with wellbeing and to explore the role of resilience and basic psychological needs in wellbeing of adolescents. Pearson product moment correlation method was used to assess the relationship between variables and results are

presented in Table 1.

As shown in Table 1 significant positive relationship was found between resilience, basic psychological needs and wellbeing among adolescents of border areas providing support for hypothesis 1. Results of the present study are in line with previous research findings. Sari (2012) also found significant relationship between the psychological wellbeing and the basic psychological needs among 402 University students in Turkey. Sagone and Caroli (2014) concluded that there was a significant positive relationship between psychological wellbeing and resilience in middle and late adolescents.

Stepwise multiple regression analysis was used to study the second hypothesis which was whether resilience and satisfaction of basic psychological needs predicted wellbeing in adolescents of border areas. Table 2 indicates that in the first model resilience variable alone explained 17.7 per cent of variance in wellbeing and the second model showed that resilience and relatedness together explained 25.2 per cent of variance in wellbeing. Likewise the third model reflected that resilience, relatedness and competence together explained 27.9 per cent of variance in wellbeing.

These results are in conformity with self-determination theory (Deci and Ryan, 2000) which stated that the satisfaction of basic psychological needs enhance wellbeing and health. Previously, Souril and Hasanirad (2011) also found that resilience predicted psychological wellbeing in students of medicine in Tehran and Iran. Martela and Sheldon (2019) concluded that satisfaction of all three needs of autonomy, competence, and relatedness directly affected subjective wellbeing and

Table 1 : Relationship between resilience, basic psychological needs and wellbeing in adolescents

Pearson correlation	Resilience	Autonomy	Competence	Relatedness
Wellbeing	.420**	.280**	.349**	.365**

**p<.01

Table 2 : Stepwise regression for the criterion variable wellbeing as predicted by resilience and basic psychological needs in adolescents

Model	Predictors	R	R Square	Beta	F	Sig
1	Resilience	.420	.177	.420	42.44**	.000
2	Resilience	.502	.252	.355	33.23**	.000
	Relatedness			.283		
3	Resilience	.528	.279	.331	25.30**	.000
	Relatedness			.208		
	Competence			.184		

**p<.01

other health and wellness outcomes.

Conclusion:

A significant positive relationship was found between resilience, basic psychological needs and wellbeing among adolescents. Resilience, relatedness and competence significantly predicted wellbeing in adolescents whereas Autonomy was not found to be a significant predictor of the wellbeing.

Some limitations of this study need to be noted. The sample was comprised of adolescents from border areas of Samba and Chamb areas of the Jammu region and therefore the results cannot be generalized to the population of other adolescents at large. The sample was limited to 200 adolescents only. So the results may vary for a large sample. Only adolescents were included in the study, adults and old aged people can also be taken in further studies.

The results of the study have certain implications. Psychosocial interventions and counseling programs that include expressive therapies should be provided to children and adolescents with mental health issues. The psychological needs of the adolescents should be satisfied by structuring the environment of the border areas in such a way that these needs should be met because as per the assumptions of self-determination theory the satisfaction of the needs for autonomy, competence and relatedness elevate the wellbeing of the individuals. School authorities may conduct workshops or group training sessions in which parents participate in learning various skills to help adolescents improve competence, relatedness, and autonomy including the communication skills, the quality of relationships in the peer groups, and the social interaction in school settings. To develop adolescents' resilient effective resilience-enhancing interventions including instilling a sense of hope, dignity and coherence may be critically important for fostering resilience in a war-torn and impoverished community. Protective factors like resilience may help adolescents exhibit wellbeing even under adversity. Although war zones have many risk factors, there may also have protective factors for enhancing the wellbeing of adolescents and children such as being with caring parents or adults, access to education, peer support, and religious support.

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