

Relationship between Life Expectancy as well as Social Intelligence and Adaptability to the Mediating Role of Resistance in High School Boys

Robabeh Padam,¹ and Mojgan Nickname^{2,*}

¹Department of General Psychology, College of Humanities and Social Sciences, Science and Research Branch, Islamic Azad University, Tehran, IR Iran

²Faculty Member, Department of General Psychology, College of Psychology and Social Sciences, Roudehen Branch, Islamic Azad University, Tehran, IR Iran

*Corresponding author: Mojgan Nickname, Faculty Member, Department of General Psychology, College of Psychology and Social Sciences, Roudehen Branch, Islamic Azad University, Tehran, IR Iran. E-mail: niknam_mojgan@yahoo.com

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Abstract

Background: Adolescence is a sensitive stage of life, where adolescents experience considerable emotional, physical, and intellectual changes. Hence, any delay in emotional maturity might be followed by serious problems in interpersonal relationships of adolescents as well as social challenges; the criterion for determination of social growth is the ability to adapt to others.

Objectives: The present study aimed to examine the relationships between life expectancy as well as social intelligence and adaptability to the mediating role of resistance in high school boys in Tehran.

Methods: It was a correlational descriptive study; the statistical population consisted of all high school boys in Tehran, from whom 250 students were selected by cluster sampling method. Data collection was based on Snyder's et al. (1991) Life Expectancy standard questionnaire, Silvera's et al. (2001) Social Intelligence questionnaire as well as Sinha and Sing's (1993) Adaptability questionnaire.

Results: The results showed that there is a significant relationship between life expectancy as well as social intelligence and the mediating role of resistance in high school boys in Tehran. It also showed that there is a significant relationship between life expectancy as well as adaptability dimensions (emotional, educational, and social) and the mediating role of resistance in high school boys in Tehran. Finally, it showed that there is a significant relationship between social intelligence well as adaptability dimensions (emotional, educational, and social) and the mediating role of resistance in high school boys.

Conclusions: Based on the results, it can be stated that resistance plays an intermediary role in life expectancy and social intelligence with social adjustment.

Keywords: Life Expectancy, Educational Adaptability, Social Intelligence, Emotional Adaptability

1. Background

Adolescence is a sensitive stage of life, where adolescents experience considerable emotional, physical, and intellectual changes. Hence, any delay in emotional maturity might be followed by serious problems in interpersonal relationships of adolescents as well as social challenges; the criterion for determination of social growth is the ability to adapt to others.

Students' adaptability in schools can rise education quality and increase individuals' productivity in terms of acquiring knowledge and increasing life quality (1). Godstein and Lanion (2) stated that adaptability is a continual process which enables individuals to meet their needs through social experience and knowledge (2). It is a state where all needs are met and all organic mechanisms are done (3). Social adjustment in adolescents is the most important sign of mental health; and in recent years, it has been the focus of attention by many sociologists, psychol-

ogists, and instructors (4). Social adjustment is a continual quantity like physical, emotional, and intellectual growth. It gradually becomes perfect, which is naturally obtained within experiences (5). Brown (6) refers to social adjustment as a process within which interpersonal and intergroup relationships as well as cultural elements are in a favorable condition. In other words, interpersonal and intergroup relationships take place in a way that there is mutual satisfaction.

Numerous factors are correlated with adaptability, from which we can refer to life expectancy and social intelligence. Despite technological advances in industries, people's spirit and physical-mental health are in decline. Hence, one of the most important subjects is hope. Therefore, considering life expectancy and social hope, we can eliminate many problems and transform chaotic lives into happy lives. Hope is an old concept; and it can be said that its advent dates back to creation of human on earth (7). Hope is a complex concept, which has been examined in

a scientific framework since the end of 1960 (8). Since the 70s, this concept has been examined in different ways, in connection to negative feelings, adaptability, and survival. Besides over time, with popularity of health psychology, the concept of hope entered a new era of theorizing (9). In hope, there is a will for realizing goals on the one hand; and on the other hand, it helps find suitable solutions in order to realize hidden goals. Thus, hope in life is a support mechanism, which helps increase life expectancy (10). In fact, hope is the source of dynamism and advancement in life. Hope means success and better future, and a reason for living. When there is hope, there will be happiness in life (11).

Studies indicate that hopefulness is a predictor of better performance both in terms of education and sports. In other words, it is an effective factor which helps to achieve athletic, educational, and social success. On the other hand, hopefulness has a positive effect on health; and hopeful students have more hope for future, and participate in school activities more actively and more willingly (12).

On the other hand, with the advent of information age and with the increase in the value of human relationships as well as strategic organizational situations, people have not had the same kind of performance in social situations; these individual differences in psychology literature refer to social intelligence. Thorndike (1920) defines social intelligence as the ability to understand others and act wisely in human relationships (13). In fact, social intelligence is a key factor for understanding and recognizing interpersonal relationships (14). Social intelligence is the ability to apply communicational skills, to have friendly relationships with others, to have social behaviors, and to have empathy for others (15).

The theory of social intelligence has attracted a considerable amount of attention. Social intelligence is an inclusive expression which comprises an extensive set of personal skills and characteristics; and it is considered to include intrapersonal and interpersonal skills which are beyond a certain area of previous knowledge, because intelligence includes technical or professional skills. Thorndike is a velocity in terms of the social intelligence theory; and he defines social intelligence as the ability to understand others and to act wisely in human relationships (16).

Resistance is another variable which affects the relationship between life expectancy and social intelligence in connection to social adjustment. Different studies (17-25) have examined the relationship between life expectancy and social intelligence with social adjustment and mediating role of resistance in adolescents. However, the main concern in the present study is to examine whether there is a relationship between life expectancy as well as social

intelligence and social adjustment, considering the mediating role of resistance in high school boys in Tehran.

2. Objectives

The present study aimed to examine the relationships between life expectancy as well as social intelligence and adaptability to the mediating role of resistance in high school boys in Tehran.

3. Methods

Descriptive- correlational method was used in this study. The statistical population of the present study consisted of all of the high school boys in Tehran (1,627,345 individuals). Considering the statistical population and using cluster sampling method and Morgan table, a sample including 250 individuals was selected and a questionnaire was given to them. Therefore, the sampling method of the present research was a cluster method. Hence, of 22 regions of Tehran, 8 regions were selected randomly; and from each region, one school was selected randomly. And sampling was done in each school.

Data collection tool: the tools listed as follows.

Life expectancy questionnaire: this questionnaire, which was designed by Snyder (2007), had 12 items (26), aiming to examine the level of life expectancy in individuals. Scoring was based on a Likert 5-point scale. This questionnaire was designed for 15+ individuals. Of 12 items, 4 ones were used to examine factor thinking; 4 to evaluate strategic thinking; and 4 items were confusions. Therefore, this questionnaire measures two subscales: factor and strategy. Hope is a coping strategy which helps to adapt to problems and even untreatable diseases. Additionally, hope can act as a multidimensional, dynamic, and powerful healer, playing an important role in adapting to losses. For the validity and reliability, the internal consistency of the questionnaire reported from 0.74 to 0.84. In addition, the test-retest reliability was 80%.

Social intelligence questionnaire: in order to evaluate the level of social intelligence, Silvera's et al. (2001) social intelligence standard questionnaire was used (27). This questionnaire consisted of 21 items containing three components: social information processing, social skills, and social awareness. In order to determine the validity of this questionnaire, content validity and perceptions of theorists and experts were used; and in order to evaluate the reliability of the questionnaire, Cronbach's alpha method was used; reliability coefficient was calculated to be as 0.93 using the above method for social intelligence questionnaire (27).

Adaptability questionnaire: in order to evaluate the level of adaptability, a 60-item questionnaire was used for three components: emotional, educational, and social adjustment. For each component, there were 20 items (28). This questionnaire focused on 1950 individuals (1200 boys and 750 girls) from students of grades 1, 2, 3, and 4 in high schools, who were selected randomly. Distribution of scores was tested for normality using Chi-Square formula; and there was not a significant difference between the distribution and normal distribution. Respondents could be divided into 5 groups based on raw scores of the questionnaire, and the 5 groups of adaptability were: 1 = very good adaptability, 2 = good adaptability, 3 = medium adaptability, 4 = weak adaptability, 5 = very weak adaptability. Reliability of the questionnaire was reported as 0.88 using Cronbach's alpha. Furthermore, the content validity of the questionnaire was reported as well.

Data analysis method: using these indexes, variance and mean of data were calculated; demographic information of the sample was classified using descriptive statistics, and it was illustrated on a graph. In inferential statistics, it is recommended that the results obtained from studying a small group called sample, be generalized to a bigger group called society. In this research, in order to test hypotheses and approve or disapprove them, structural equations were used; and in order to analyze research data, Smart-pls software was used.

4. Results

In analysis of the hypotheses, the effect of life expectancy and social intelligence on adaptability to the mediating role of resistance in high school boys in Tehran was examined and summarized in Table 1.

In Table 1, direct effects, statistics "t", and the result of research hypotheses have been presented based on data analysis.

According to the results given in the above table, life expectancy has a significant relationship with the mediating role of resistance in 99-percent confidence considering all components of adaptability. In addition, considering obtained beta coefficients, it can be stated that there is a relationship between life expectancy and all components of adaptability with the mediating role of resistance. Additionally, according to the results given in Table 1, social intelligence has a significant relationship with all components of adaptability with the mediating role of resistance in 99-percent confidence. Based on beta coefficients, it can be said that there is a relationship between social intelligence and all components of adaptability with the mediating role of resistance.

PLS model measures loads of items and covariance of residuals. In a structural level, beta coefficients, correlation between latent variables, expressed variance, and average variance extracted (AVE) of latent variables are measured. "T" statistics is calculated for each path and factor loads using a cross-sectional or automating method. Proper fitting of the model is done when beta coefficient is significant, when expressed variance is acceptable, and when internal consistency is greater than 0.05 for each construct. Favorable values of factor loads also show that model fitting is appropriate.

Table 2 presents values of the common elements of the first research model.

$$\begin{aligned} Gof &= \sqrt{\text{communalities} \times R^2} \\ &= \sqrt{0.571 \times 0.409} \\ &= 0.483 \end{aligned} \quad (1)$$

Since the calculated values of GOF were greater than 0.36 for the first research model, it was made clear that fitting of the first research model was favorable. In addition, all beta coefficients were significant, expressed variance was acceptable, and internal consistency of constructs was greater than 0.05.

Additionally, Table 3 shows the values of commonalities of the second research hypothesis.

$$\begin{aligned} Gof &= \sqrt{\text{communalities} \times R^2} \\ &= \sqrt{0.642 \times 0.469} \\ &= 0.549 \end{aligned} \quad (2)$$

Since the calculated values of GOF were greater than 0.36 for the second model of the research, it was made clear that the fitting of the second research model was favorable. Additionally, all beta coefficients were significant, expressed variance was acceptable, and internal consistency of constructs was greater than 0.05.

5. Discussion and Conclusion

The present study aimed to examine whether there is a relationship between life expectancy as well as social intelligence and adaptability considering the mediating role of resistance in high school boys in Tehran. Social adjustment is a concept that has attracted a lot of attention from sociologists and psychologists in recent years, which is directly affected by variables such as social intelligence and life expectancy. On the other hand, a variable such as resistance is considered as another mediator. Considering the findings incorporated in the fourth chapter, it was made clear that there is a significant relationship between life expectancy

Table 1. Direct Effects, Statistics "t", and the Result of Research Hypotheses^a

Research Hypotheses	Beta Coefficient	Statistics "t"	Sig	Result of Hypothesis
There is a relationship between life expectancy and emotional adaptability with the mediating role of resistance.	0.864	5.007	99%	Accepted
There is a relationship between life expectancy and educational adaptability with the mediating role of resistance.	0.618	4.668	99%	Accepted
There is a relationship between life expectancy and social adjustment with the mediating role of resistance.	0.607	4.527	95%	Accepted
There is a relationship between social intelligence and emotional adaptability with the mediating role of resistance.	0.697	5.610	99%	Accepted
There is a relationship between social intelligence and educational adaptability with the mediating role of resistance.	0.751	6.084	99%	Accepted
There is a relationship between social intelligence and social adjustment with the mediating role of resistance.	0.824	6.712	95%	Accepted

^a Significance with 99-percent confidence and significance with 95-percent confidence.

Table 2. Commonalities

Dimensions	Commonalities
Educational Adaptability	0.682
Social Adjustment	0.718
Emotional Adaptability	0.671
Mean	0.571
Mean R ²	0.409

Table 3. Commonalities

Dimensions	Commonalities
Educational Adaptability	0.594
Social Adjustment	0.612
Emotional Adaptability	0.691
Mean	0.642
Mean R ²	0.469

as well as social intelligence and adaptability to the mediating role of resistance in high school boys in Tehran. In approving the above finding, we can refer to the relevant studies which are directly and indirectly in line with the present findings:

The results of this research are in congruence with findings obtained from the studies conducted by Hampela et al. (2011), Cook et al. (2008), Khosh Konesh et al. (2010), Mikaeli Monie and Madadi Imam Zadeh (2008 (2, 20, 21, 29). Yarmohammadian and Sharafizadeh (2011) found that there is a significant relationship between social intelligence factors and social adjustment in students between the ages of 10 and 12, and between the ages of 13 and 15 (24). However, this relationship was not significant in students between the ages of 16 and 18; and the results of this research are in line with those of the present research, which states that there is a significant relationship between social intelligence and adaptability. In addition, Snyder (2007) showed that high levels of hope in university students is a

predictor of higher scores, better chances for graduation, and lower likelihood of failure (26). In addition, he indicated that BA graduates with higher scores of hope have better adaptability skills and choose better strategies for their education stages. And the results of this research are in line with those of the present research, which states that life expectancy affects adolescents' adaptability.

Studies have shown that hope is the main predictor of better performance both in education and in sports. In other words, hope is an effective factor in achieving athletic, educational, and social positions (8). On the other hand, hope for future has a positive effect on health; hopeful students are more positive about future and they have more power when facing difficulties, leading to more activeness and willingness in school activities (12). In expressing research findings, from factors helping to hold a significant relationship between life expectancy and educational adaptability, we can refer to mental health which affects adolescent communications, resulting in significant

relationships.

In expressing research findings, it can be said that adaptability comprises internal and external processes which are responsible for controlling personal life, evaluation, and changing reactions in order to realize goals; and any inadequacy in adaptability can make adolescents vulnerable in coping with psychological problems and conflicts. In fact, examination of adaptability and the style of functioning are of great importance. Adaptability helps achieve many favorable results such as satisfaction, cooperation, reduction in depression, and reduction in anxiety. Hence, examination of adaptability in adolescents and variables affecting it is of great importance. And better identification of that helps improve adolescents' adaptability and offer services as well as reinforcing them. One of the constraints of the present study is that there are limitations in generalizing results to other individuals; additionally, considering the fact that a multifold regression test was used, it was neither possible to express some cases nor to examine components two by two. In addition, the present study is merely limited to a certain part of Iran, and it cannot be a complete representative for the entire country. Hence, it is necessary to consider other parts of the country as a statistical population in order to eliminate location constraints. Therefore, it is recommended that certain studies examine whether there is a relationship between life expectancy as well as social intelligence and adaptability considering the mediating role of resistance in high school boys in Tehran. For future studies, we can enter other variables and examine the relationships between constructs in a general model. In this research, in order to collect information from students, only questionnaires were used. And in order to reinforce the results of the research, considering the process of collecting data, it is better to use other measurement tools such as observation and interview tools and other standard questionnaires. In addition, the present study examined whether there is a relationship between life expectancy as well as social intelligence and adaptability considering the mediating role of resistance in high school boys in Tehran. In future studies, we can do the same examination for other provinces and/or even other cities.

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