Relationship between Resiliency and Athletic Activities in Male and Female Students

Sofia Heydari
Department of Psychology, Farhangian University
S118_h@yahoo.com

Nasrin Barsalani
Department of Psychology, Babol Branch, Islamic Azad University, Babol, Iran
Nasrin.barsalani63@yahoo.com

Fatemeh Rasouli Khorshidi
Department of Psychology, Babol Branch, Islamic Azad University, Babol, Iran
Frasouli64@yahoo.com

Zohreh Asadi
Department of Psychology, Babol Branch, Islamic Azad University, Babol, Iran
Zhrasadi@yahoo.com

Ahmad Ali Zadskandar
Bureau of Exceptional Education Rasht, Guilan, Iran
Aaze1353@yahoo.com

Abstract

Resiliency is a Capability Process or Successful Compatibility consequence with threatening conditions, which include Physical, Rational, Social and Emotional domains for the interpretation of life events. The purpose of this research was to review the rate of resiliency in athletic and non-athletic male and female students encountering stressful situations. This research is of the causal – comparative type. The statistical population of this research included all male and female students from Farhangian University of Guilan. 120 students were selected through Random Cluster sampling method. In order to collect the data, the Conner-Davidson Resiliency Questionnaire was used. The results showed that there was a significant difference between the average scores of resiliency against stress in athletic and non-athletic female students (P ≤ 0.01) as well as male students, athletes and non-athletes (P≤0.01). However, there wasn’t any difference between scores of resiliency in male and female students (P≥0.54). These results showed that male and female athletes have higher levels of resiliency in comparison with non-athletic students.

Keywords: Resiliency, Students, Athletes.
Introduction
One of the most important capabilities of human beings, which has led to effective compatibility with the risk factors, is resiliency. Resiliency is one of the components which has found a special place in the area of psychological researches especially in the area of health, psychology, family psychology and mental health in such a way that the number of researches associated with this component increases daily (Garmsy and Masten, 1999). Resiliency has been defined as a capability process or a consequence of successful compatibility with threatening conditions. In other words, resiliency is positive compatibility as a reaction to undesirable conditions (Waller, 2001). Of course, resiliency is not only endurance against damages or threatening conditions and it is not separated state in facing dangerous conditions, but an active and useful participation in one's surrounding environment. It can be said that resiliency is the person's ability in creating biological – mental balance in dangerous conditions (Connor and Davidson, 2003).

People who show fewer signs of psychological worrisome and anxiety while facing life's problems and issues are considered as resilient people. Researchers found out that many psychological and social factors have a relationship with resilience against stress (Khodabakhshi Kolayi, et al., 2010). In a research, the results were obtained that resilient people the psychological trait self-care and are able to free themselves of confusion against numerous problems. The resiliency itself is the natural mechanism of human beings' self-reformation. In addition, Werner believes that self-resiliency, despite threatening risks, is a potential factor in all people for changes. Resiliency is the ability of compatibility of the level of control based on environmental conditions. Resilient people do not have self-destruction behaviors, are emotionally calm and have the ability of moderating stressful conditions (Nariman and Abasi, 2009).

In a research called the relationship between resiliency against stress and the meaning of the life of male and female students, Khodabakhshi Kolayi, Nasiri and Mostafayi concluded that there is a positive relationship between resiliency and meaning of life in students. It means that as level of resiliency increases, the meaning of their lives also increases and vice versa. Also, people who are more resilient than others choose methods of overcoming problem-oriented stress while encountering the problems of their lives.

Jokar (2007), in a research called resiliency and dimensions of spiritual well-being in students, came to the result that the mean of the scores of the group of males in resiliency is significantly higher than that in the group of females. The recent research, in line with other researches, compares resiliency against stress of athletic and non-athletic male and female students. The main question of this research is to answer this question: can gender and regular physical activities and sports lead to the significant difference between the two groups above. In this research, the following hypotheses have been reviewed.
1- There is a significant difference between the rate of resiliency in athletic and non-athletic male students.
2- There is a significant difference between the rate of resiliency in athletic and non-athletic female students.
3- There is a significant difference between the rate of resiliency in athlete and non-athletic students.
Method

Participants and research model
This research is of a causal-comparative type. The statistical population of the present research includes all of the BA students of Farhangian University in Dopardis Imam Ali and Bentolhoda Sadr of Rasht. And a number of 120 students have been selected randomly. 60 of them did athletic activities continuously and were in the group of athletes 30 of whom were girls and the other 30 were boys and the group without any athletic activity in or out of the university were selected as the group of non-athletes again 30 girls and 30 boys.

Research tools
The Connor-Davidson resiliency comparison questionnaire has been made in the year 2003 and has 25 5-option items, which are never, rarely, sometimes, often and always. Mohammadi has made the questionnaire compatible for being used in Iran. High scores in this scale show resiliency. In calculating the validity of it, Cronbach's alpha has been used and the validity coefficient has been equal to 89%.
In another research, the mentioned reliability coefficient has been reported to be 93% by using the Cronbach's alpha method (Jokar, 2007). In this questionnaire, each item is scored based on the Likert scale between zero (completely wrong) and five (completely true). The maximum score in this questionnaire is 100.

Results
The descriptive information (mean and standard deviation) of the resiliency of the athletic and non-athletic male students has been shown in table no. 1.

Table 1 – mean and standard deviation of the variable resiliency of athletic and non-athletic male students

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athlete</td>
<td>73.33</td>
<td>4.23</td>
</tr>
<tr>
<td>Non-athlete</td>
<td>62.13</td>
<td>4.93</td>
</tr>
</tbody>
</table>

Given the present research, which is of the causal-comparative type, the best method for analyzing the data is using independent t-test. The results associated with the independent t-test are reported in table no. 2.

Table 2 – results of independent t-test for comparing the resiliency of athletic and non-athletic male students

<table>
<thead>
<tr>
<th>Variable</th>
<th>F</th>
<th>sig</th>
<th>t</th>
<th>df</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resiliency</td>
<td>33.0</td>
<td>0.57</td>
<td>51.14</td>
<td>58</td>
<td>0.01</td>
</tr>
</tbody>
</table>

Given that the variances of the groups are equal, which have been reviewed through the Levene's test (P ≥0.57), the observed t-value is statistically significant with the assumption of the equality
of variances with the rate of 51.14 (P ≤ 0.01). Therefore, it can be concluded that resiliencies of athletic and non-athletic male students have a significant difference with each other and athlete male students have a higher level of resiliency than non-athlete male students.

Table 3 – mean and standard deviation of the variable resiliency of athletic and non-athletic female students

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athlete</td>
<td>80.81</td>
<td>6.08</td>
</tr>
<tr>
<td>Non-athlete</td>
<td>63.13</td>
<td>8.02</td>
</tr>
</tbody>
</table>

The descriptive information of the resiliency of the athletic and non-athletic female students has been shown in table no. 3. The results associated with the independent t-test are reported in table no. 4.

Table 4 – results of independent t-test for comparing the resiliency of athletic and non-athletic female students

<table>
<thead>
<tr>
<th>Variable</th>
<th>F</th>
<th>sig</th>
<th>T</th>
<th>df</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resiliency</td>
<td>7.77</td>
<td>0.01</td>
<td>9.61</td>
<td>58</td>
<td>0.01</td>
</tr>
</tbody>
</table>

Given that the variances of the groups are equal, which have been reviewed through the Levene's test (P ≥ 0.57), the observed t-value is statistically significant with the assumption of the equality of variances with the rate of 9.61 (P ≤ 0.01). Therefore, it can be concluded that resiliencies of athletic and non-athletic female students have a significant difference with each other and athlete female students have a higher level of resiliency than non-athlete male students.

The descriptive information of the resiliency of male and female students has been shown in table no. 5. The results associated with the independent t-test are reported in table no. 6.

Table 5 – mean and standard deviation of the variable resiliency of male and female students

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>70.73</td>
<td>9.79</td>
</tr>
<tr>
<td>Female</td>
<td>71.97</td>
<td>11.37</td>
</tr>
</tbody>
</table>

Table 6 – results of independent t-test for comparing the resiliency of male and female students

<table>
<thead>
<tr>
<th>Variable</th>
<th>F</th>
<th>sig</th>
<th>T</th>
<th>df</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resiliency</td>
<td>0.38</td>
<td>0.54</td>
<td>0.64</td>
<td>118</td>
<td>0.53</td>
</tr>
</tbody>
</table>
Given that the variances of the groups are equal, which have been reviewed through the Levene's test (P<0.57), the observed t-value is not statistically significant with the assumption of the equality of variances with the rate of 0.64 (P>0.53). Therefore, it can be concluded that resiliencies of male and female students do not have a significant difference with each other.

**Discussion**

The results showed that the rate of resiliency of athletic students is significantly more than that of the non-athletic students; which means that athletic students have higher levels of resiliency than non-athletic students. This research complies with other researches which showed significant differences between these two groups including the study of Dehghani and Kargarfard (2010).

In order to express the results, it shall be noted that resiliency is the compatibility capability and controlling the environmental conditions and resilient people do not have self-destruction behaviors, are emotionally calm and have the ability of moderating stressful conditions and these are the traits of athletes. The study of Simayi and Dastgheyb (2010) showed that athletes with a high score of resiliency at the time of experiencing difficult and stressful situations showed lesser tiredness. The scientific infrastructure of the such relationship is that people with a high score of resiliency in facing threatening conditions of life get along with the situations and seek to find a solution for solving the problems given their personality traits and by using the support resources such as families and friends, physical activities and sports.

By considering the comparison between the means of resiliency of the male and female students, we came to the conclusion that there is no significant difference between them and both groups are approximately at a same level. Thus, it is necessary to conduct more researches in this field.
References