

INVESTIGATING THE CORRELATION BETWEEN THE ACCEPTANCE AND COMMITMENT WITH RESILIENCE AND HAPPINESS IN STUDENTS

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ABSTRACT

This study aims at investigating the correlation between the acceptance and commitment with happiness and resilience in students at Islamic Azad University of Roudehen. The statistical population consists of all 653 students at faculties of psychology, counseling, social sciences, mechanics, accounting, agriculture, construction, language and literature in the academic year of 2014-15. The sampling method has cluster random type in this study. The statistical sample is selected equal to 150 according to Morgan table. With regard to the research variables, three questionnaires are applied as the data collection tools: 1- Connor-Davidson Resilience Scale (CD-RIS) (2003), 2- Oxford Happiness Questionnaire (1989), 3- Jamshidifar commitment and acceptance questionnaire (2014). Pearson correlation coefficient and stepwise regression analysis are utilized for data analysis. Furthermore, the data analysis is done by SPSS software. The results indicate that there is a significant correlation between the acceptance and commitment with happiness and resilience in students.

Keywords: *Acceptance, Commitment, Resilience, Happiness*

INTRODUCTION

According to Hayes *et al.*, (2006), the commitment and acceptance refer to a therapeutic approach which uses the acceptance, mindfulness, commitment and behavior-change processes in order to create the psychological flexibility. In terms of commitment and acceptance, the human suffering has roots in the psychological inflexibility which is created by cognitive fusion and experiential avoidance; and the tendency towards the attraction of experiences and fighting with them through avoiding the business are called the damages (Hayes, 2006). The impact of commitment and acceptance-based treatment is proven in a variety of disorders, but there is no research on its correlation with happiness and other relevant variables.

The happiness is a feeling which all people are interested in and seek to achieve (Meeb, 2001). The typical symptom of this situation indicates the sense of gratitude, inner feeling, feeling of satisfaction and self-interest which have three components including the feeling of happiness, life satisfaction and the absence of negative emotion. The joy and happiness affects the human thoughts and behavior and prevents the life from stagnation. Finding the companionship and cooperation with others, sociability at leisure, and helping the others are the effects of joy and happiness. The positive mood also plays the significant role in creation of mental health, creative thinking, and sociability (Argil, 2001).

The proper understanding and application of happiness and resilience are among the important cases of positive psychology. The positive psychology, as a new approach in psychology, focuses on understanding and describing the happiness and the sense of subjective well-being and also the accurate prediction of factors which affect them. According to the positive view, this approach deals with treating the defects and disorders. Therefore, the positive psychology complements the traditional clinical psychology. Understanding and clarification of happiness and the sense of subjective well-being are the core issues of positive psychology (Seligman, 2000). However, despite the fact that the resilience is partly a personal attribute and the result of people's environmental experiences, the humans are not the victims of their environment or inheritance, and the people can be trained to increase their capacity of resilience through learning some skills. The people's reaction to the stress, unpleasant events and difficulties can be changed, so that they can overcome the negative environmental problems (Korhonen, 2007). Therefore,

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according to the provided information, this research seeks to answer this question whether there is a correlation between the acceptance and commitment with resilience and happiness?

MATERIALS AND METHODS

This research has a fundamental type with the aim at clarifying the correlation between the phenomena and adding to the existing set of knowledge in the field of commitment and acceptance with the happiness and resilience. With regard to the research subject and the nature of variables, which are already created and since it is impossible to manipulate the variables, this plan has a post-event type in which the researcher seeks to study, compare and explain the obtained results. The statistical population consists of all 653 students at faculties of psychology, counseling, social sciences, mechanics, accounting, agriculture, construction, and language and literature in the academic year of 2014-15. The sampling method has cluster random type in this study. The statistical sample is selected equal to 150 according to Morgan table.

With regard to the research variables, three questionnaires are applied as the data collection tools: 1- Connor-Davidson Resilience Scale (CD-RIS) (2003), 2- Oxford Happiness Questionnaire (1989), 3- Jamshidifar commitment and acceptance questionnaire (2014). Pearson correlation coefficient and stepwise regression analysis are utilized for data analysis. According to the Cronbach's alpha coefficient, the reliabilities of questionnaire are equal to 0.87, 0.90 and 0.91, respectively. Their validity is confirmed by supervisor professors and three department professors.

RESULTS AND DISCUSSION

Results

Table 1: Variance-covariance matrix of research variables

Description	Acceptance	Resilience	Happiness
Acceptance	1	0.19 (0.01)	0.21 (0.00)
Resilience	0.19 (0.01)	1	0.05 (0.23)
Happiness	0.21 (0.00)	0.05 (0.23)	1

Inferential Data Analysis

The research hypotheses are analyzed in this section.

First Hypothesis: There is a correlation between the acceptance and commitment with happiness in students.

Table 1 shows that there is a positive and significant correlation between the acceptance and happiness ($p < 0.001$ and $r = 0.21$). Durbin-Watson statistic is utilized to detect the autocorrelation of error terms. If Durbin-Watson statistic is close to 2, there is no correlation between the error terms and this is the favorable condition in main hypotheses of residuals in regression analysis, but if it is close to zero or 4, there is a negative and positive correlation, respectively, between the error terms, and thus the validity of model becomes low in this case. Durbin-Watson statistic is higher than 2, which is acceptable in this model.

Table 2: Summary of model information

Model	R	R ²	Adjusted R ²	Standard estimates	error	Significance level	Durbin-Watson statistic
1	0.21 ^a	0.04	0.03	8.19		0.01	2.28

a. Predictor variables: Acceptance (constant)

b. Dependent variable (criterion): Happiness

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The table shows that the obtained R is significant at the level of $\alpha=0.05$, thus it can be concluded that there is a significant correlation between the commitment and acceptance with happiness at the confidence level of 95%, thus the null hypothesis is rejected for this hypothesis.

Table 3: Analysis of variance for significant R squared

Description	Sum of square (SS)	df	Mean square (MS)	F	Significance level
Regression	461.41	1	461.41		
Residual	9947.42	148	67.21	6.86	0.01 ^b
Total	10408.83	149			

a. Predictor variables: Acceptance (constant)

b. Dependent variable (criterion): Happiness

The table above indicates the significant contribution of commitment and acceptance in predicting the happiness with standardized beta coefficient of 0.21 at the level of $\alpha=0.05$. Therefore, it is possible to predict the happiness by commitment and acceptance.

Table 4: Regression coefficients for model

Description	Non-standardized coefficients		Standardized coefficients	t	Significance level
	B	Standard error	Beta		
Constant	70.84	5.30		13.35	0.00
Welfare	0.02	0.07	0.21	2.62	0.01

Second Hypothesis: There is a correlation between the acceptance and commitment with resilience in students.

The table shows that there is a significant positive correlation between the acceptance and commitment with resilience ($p<0.001$ and $r=0.19$). Durbin-Watson statistic is utilized to detect the autocorrelation between the error terms. If Durbin-Watson statistic is close to 2, there is no correlation between the error terms and this is the favorable condition in main hypotheses of residuals in regression analysis, but if it is close to zero or 4, there is a negative and positive correlation between the error terms, respectively, and thus the variability of model is low in this case. Durbin-Watson statistic is a little more than 2, which is acceptable, in this model.

Table 5: Summary of model information

Model	R	R ²	Adjusted R ²	Standard error of approximation	Significance level	Durbin-Watson statistic
1	0.19	0.03	0.03	8.23	0.02	2.04

a. Predictor variables: Acceptance (constant)

b. Dependent variable (criterion): Resilience

The table shows that the obtained R is significant at the level of $\alpha=0.05$, thus it can be concluded that there is a significant correlation between the commitment and acceptance with resilience at the confidence level of 95%, thus the null hypothesis is rejected for this hypothesis.

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Table 6: Analysis of variance for significant R square d

Description	Sum of squares (SS)	df	Mean (MS)	square	F	Significance level
Regression	375.72	1	375.72			
Residual	10033.11	148	67.91		5.54	0.02
Total	10408.83	149				

a. Predictor variables: Acceptance (constant)

b. Dependent variable (criterion): Resilience

The table shows the significant contribution of commitment and acceptance in predicting the happiness with standardized beta coefficient of 0.19 at the level of $\alpha=0.05$. Therefore, the resilience can be predicted by commitment and acceptance.

Table 7: Regression coefficients for model

Description	Non-standardized coefficients		Standardized coefficients Beta	t	Significance level
	B	Standard error			
Constant value	73.33	4.84		15.13	0.00
Resilience	0.14	0.06	0.19	2.35	0.02

Table 8: Summary of model information

Model	R	R ²	Adjusted R ²	Standard error of approximation	Significance level	Durbin-Watson statistic
1	0.31 ^a	0.09	0.06	8.08	0.01	2.58

a. Predictor variable: Commitment

b. Dependent variable (criterion): Self-regard, adequacy, health, positive mood, satisfaction

The table shows that the obtained R is significant at the level of $\alpha=0.05$, thus it can be concluded that there is a significant correlation between the commitment and acceptance with sub-scales of happiness at the confidence level of 95%, thus the null hypothesis is rejected for this hypothesis.

Table 9: Analysis of variance for significant R square d

Description	Sum of squares (SS)	df	Mean (MS)	square	F	Significance level
Regression	998.82	5	199.76			
Residual	9410	144	65.37		3.05	0.01 ^a
Total	10408.833	149				

a. Predictor variable: Acceptance

b. Dependent variable (criterion): Self-regard, adequacy, health, positive mood, satisfaction

The table above indicates the significant contribution of commitment and acceptance in predicting the happiness with standardized beta coefficient of 0.20 for self-regard, 0.12 for adequacy, 0.23 for health, 0.29 for positive mood and 0.26 for life satisfaction at the level of $\alpha=0.05$, thus it is possible to predict only the health, positive mood and life satisfaction from the commitment and acceptance.

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Table 10: Regression coefficients for model

Description	Non-standardized coefficients		Standardized coefficients Beta	t	Significance level
	B	Standard error			
Constant value	81.40	6.03		13.49	0.00
Self regard	1.23	0.87	0.20	1.40	0.16
Adequacy	0.84	1.01	0.12	0.83	0.40
Health	1.42	0.59	0.23	2.38	0.01
Positive mood	0.94	0.46	0.29	2.04	0.04
Satisfaction	0.73	0.33	0.26	2.19	0.03

Discussion

Main Hypothesis: There is a correlation between the acceptance and commitment with happiness and resilience in students.

The results indicate that there is a significant correlation between the compliance and commitment with happiness and resilience. These results are consistent with the findings by Keyvanpour (2012), Narimani (2012); Gilak (2009), Moore (2009); Niklik (2008), Kaviani (2012) and Asgari (2013).

The results of investigating this hypothesis:

1- There is a correlation between the acceptance and commitment with life satisfaction in students.

The results indicate that there is correlation between the acceptance and commitment with life satisfaction. This finding is consistent with the findings of research by Keyvanpour (2012), Narimani (2012), Gilak (2009), Moore (2009), and Niklik (2008).

2- There is a correlation between the acceptance and commitment with positive mood in students.

The results indicate that there is a positive correlation between the acceptance and commitment with positive mood. This finding is consistent with the research results by Narimani (2012), Gilak (2009), Moore (2009), Niklik (2008), Kaviani (2012) and Asgari (2013).

3- There is a correlation between the acceptance and commitment with health in students. The results indicate that there is a correlation between the acceptance and commitment with health. This finding is consistent with the research by Kaviani (2012), Asgari (2013), Shapiro, Astin, Bishop and Cordova (2005), Dahl (2004), Kimberly, Kafi, Hartmann and Fridrikson (2010) and Mehrdoust et al (2013).

4- There is a correlation between the acceptance and commitment with adequacy in students.

The results indicate that there is no significant correlation between the acceptance and commitment with adequacy, and there is no consistent research in this regard.

5- There is a correlation between the acceptance and commitment with self regard in students.

The results indicate that there is no significant correlation between the acceptance and commitment with self regard, and there is no consistent research in this regard.

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