

A Study of Mental Toughness in Association with Subjective Well-Being among Adolescents

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Abstract

The main aim of the present study was to assess the subjective well-being of adolescents in relation with mental toughness as cognitive correlate. The sample comprised 200 adolescents (100 males and 100 females) in the age range of 13- 18 years from six private schools of Patiala district after due consent of the respective principals and participants. Socio demographic data sheet was used to take information about the personal details and socio-economic variables. The participants were; administered Subjective Well-being Inventory- SUBI (Sell and Nagpal, 1992) and Mental Toughness Questionnaire – MTQ48 (Clough et al., 2002). After computing product moment correlation, multiple regression analysis was applied to assess the relative contribution of mental toughness in explaining the variance in subjective well-being. The results of the present study revealed that mental toughness was found to be significantly and positively correlated with subjective well-being. The results of the multiple regression analysis revealed that in case of mental toughness, the domains viz; commitment & life control emerged as significant predictors of subjective wellbeing among adolescents. The implications for the present findings were discussed in a way to provide the broader perspective of understanding the needs of adolescents.

Keywords: Subjective well-being, mental toughness.

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Subjective well-being is a broad concept. In recent years the general topic of adolescent's subjective well-being has been the topic of considerable debate. Subjective well-being is defined as that how people feel and think about their lives. The word **Subjective well-being** (SWB) is defined as 'a person's cognitive and affective evaluation of his or her life (Diener, Lucas, Oishi, 2002). The cognitive element of subjective well-being is described as what individual thinks about his or her life satisfaction in global terms (life as a whole) and in domain terms (in specific areas of life such as work, relationships, etc.) The affective element of subjective well-being refers to emotions, moods and feelings. Nagpal and Sell (1992), described Subjective well-being as a composite measure of independent feelings related with life

concerns in addition to an overall feeling about life in positive and negative terms.

Subjective well-being play a vital role in individual's life as it produces number of good outcomes in many areas. It is the measure of the QOL of both an individual and societies. The term subjective well-being is often used as synonym for happiness in literature and in everyday life. The holistic approach of the subjective well-being can be measured by analyzing major components which decides the quality of life as whole. Holistic model of subjective well-being (Roy Choudhury & Barman, 2014) has been build- up in order to assess the holistic approach of subjective well-being. The model consists of 2P (Psychological well-being & Physical well-being) and 2S (Social well-being & Spiritual well-being)

components. Thus, the main purpose of the model is to provide the comprehensive framework covering the all possible elements of subjective well-being. The model indicates how single component influence the well-being of an individual and as well as the exchange of energy between these components which ultimately influence each other to be the part of overall subjective well-being of an individual.

The word mental toughness is a personality trait that describes as people mindset that they adopts in all works they do. Mental toughness is the voice in the back of our head that tells us to keep going, keep pushing, and keep trying, even when the going gets tough. Mental toughness is defined as an individual's natural or developed ability to be constantly successful in coping with stress and anxiety associated with competitive and stressful situations. Thus, mental toughness is the ability to stay determined, focused, confident and in control under stressful circumstances. Mental toughness involves characteristics like resilience, confidence, commitment, self-belief, concentration, and the ability to cope with pressure (Clough, Earle, & Sewell, 2002). According to Gucciardi, Gordon, and Dimmock (2009) the word mental toughness is a collection of experientially developed and inherent values, attitudes, emotions, and cognitions that effect the way in which an individual approaches, responds to, and appraises both negatively and positively construed pressure challenge, and adversity to consistently achieve their goals.

Kobasa (1979) described that hardiness include three important components like control, commitment and challenge. Control is feeling and acting as if one is dominant in the face of various circumstances of life. Commitment is devoting oneself to whatever one is doing, in contrast to alienation. Finally, Challenge, refers to the belief that life is changeable and that the anticipation of changes

are opportunity rather than a threat. Clough et al. (2002) added confidence as the fourth component to more fully represent the sport specific character of mental toughness and create the 4C's model of mental toughness. Thus, the fourth factor describes individuals feeling of being important and capable in overcoming general and interpersonal problems.

Subjective well-being is an imperative aspect of the human experiences. It is defined as an individual's evaluation about their present and past life experiences. For improving people's quality of life their thinking, emotions and social life play a very vital role. Understanding the power of mental toughness among adolescents provide beneficial knowledge which is necessary for adolescents so that they realize their potential and use it to manage their life in better way by handling their daily problems & to develop into a confident adult. Developing mental toughness is needed among adolescents for enhancing positive and well behavior among them that will be helpful for their good impact on different aspects of their life. Keeping in view the previous research investigation, the present study attempts to put awareness on adolescent's subjective well-being in association with mental toughness.

Objective

To examine the relationship between mental toughness and subjective well-being along with its contribution in predicting the variance in subjective well-being of adolescents.

Hypothesis

It is expected that mental toughness would be positively correlated and would predict the variance in subjective well-being of adolescents.

Methodology

Sample:

The sample of the present study comprised 200 adolescents (100 males & 100

females) within the age range of 13-18 years. All the participants were selected from Six private schools of Patiala district after due consent of the respective principals and participants. After taking consent the questionnaires of the subjective well-being and mental toughness were provided with instructions. To obtain information about the personal details demographic data sheet was used.

Measures

The participants were administrated the following tests:

Subjective Well-being Inventory (SUBI), (Sell and Nagpal, 1992)-Subjective Well-being inventory developed by Nagpal and Sell (1992) is a self report 40 items questionnaire to assess or measure an individual's mental status concerning overall feeling about life, based on eleven dimensions. The test retest reliability of the scale is 0.79 and the validity is 0.86.

Mental Toughness Questionnaire (MTQ48), (Clough et al., 2002)- Mental toughness questionnaire is a 48 items scale with total 6 subscales Challenge, Commitment, Emotional control, Life control, Confidence in abilities and Interpersonal confidence. The reliability of the scale is 0.91 and concurrent validity score for over all mental toughness questionnaire and its scales ranges from 0.25 to 0.42.

Procedure

The present study was conducted to assess the subjective well-being of adolescents in relation with mental toughness. Rapport was build up with all the participants and requested them to cooperate and answer trustfully. All the participants were informed about their confidentiality and anonymity regarding their answers in the questionnaire. Before starting all instructions were given to them briefly. After collecting the data all the questions were scored and interpreted following the guidelines provided in the respective manuals.

Results & Discussion

The Present study was carried out to analyze the subjective well-being of adolescents in relation with mental toughness. For this purpose Subjective Well-being Inventory, Mental Toughness Questionnaire was administered to the participants. Correlation and multiple regression analyses were computed in order to find out significant correlations and predictors of the variables under study.

Table 1.1:- Summary of the Correlation of Subjective Well-being with Mental Toughness

SUBJECTIVE WELL-BEING	MENTAL TOUGHNESS						
	CHA	COM	EC	LC	CIA	IC	MT
	-.012	.290**	.115	.200**	.208**	.127	.274**

**p<.01, *p<.05

Challenge (CHA), Commitment (COM), Emotional control (EC), Life control (LC), Confidence in abilities (CIA), Interpersonal confidence (IC), Mental toughness (MT)

Table No 1.2:- Summary Table Showing Multiple Regression Analysis

		Predictors	R	R SQUARE	R SQUARE CHANGE	F	Beta
SUBJECTIVE WELL-BEING	MENTAL TOUGHNESS	Commitment	0.29	0.084	0.084	18.197**	0.29
		Life control	0.323	0.104	0.02	4.417*	0.145

****p<.01, *p<.05**

It was hypothesized that there would be a positive correlation of subjective well-being with mental toughness. The results of the present study (Table 1.1) revealed that mental toughness was found to be significantly and positively correlated with subjective well-being ($r = .274^{**}$, $p < 0.01$). Stamp et al. (2015) found the positive relationship between mental toughness and psychological well-being. Golby & Wood (2016) examined the effects of a psychological skills intervention designed to enhance the mental toughness and psychological well-being of students – athlete rowers. Psychological well-being was conceptualized by a combination of the following psychological constructs; self-esteem, perceived self-efficacy, positive affect and dispositional optimism. Mental toughness significantly improved, in addition to perceived self-efficacy, self-esteem and positive affect. Positive significant relationships were found between components of mental toughness and each of the positive measures; which lends support to the conceptualization of mental toughness as a positive psychological construct which develop positive psychological states. It supports the claim that characteristics of mental toughness were closely associated to subjective psychological wellness. Results of the present

study further revealed that domain of mental toughness i.e commitment was also found to be significantly and positively correlated with subjective well-being ($r = .290^{**}$, $p < 0.01$). Sheard & Golby (2007), see the effect of hardiness components which would influence academic performance. A measurement of commitment, control and challenge and total hardiness was measured. Commitment and hardiness was seen to be positively correlated with academic success. Life control ($r = .200^{**}$, $p < 0.01$) and confidence in abilities ($r = .208^{**}$, $p < 0.01$) other domains of mental toughness also found to be significantly positively correlated with subjective well-being. St Clair- Thompson et al. (2015), found that several aspects of mental toughness viz; challenge, commitment, control of life, overall control and mental toughness were significantly correlated with academic attainment and attendance. The authors also found that commitment, control of life, overall control, interpersonal confidence, total mental toughness was significantly correlated with classroom behavior. They revealed that (confidence in abilities and interpersonal confidence) subscale of mental toughness were significantly correlated further with favorable peer relationships.

The results of the rest of the domains of mental toughness viz; challenge (-.012, n.s), emotional control (.115, n.s) and interpersonal confidence (.127, n.s) were not found to be significant. However, the domain of challenge was found to be inversely related with subjective well-being among adolescents. Crust & Keegan (2010) found significant and positive correlations between overall mental toughness and attitudes towards physical risk. Interpersonal confidence was the only mental toughness subscale found to be significantly and positively related to attitudes towards psychological risk.

Further, results of multiple regression analysis (Table-1.2), reveals that commitment domain of mental toughness accounted for 8.4% and life control domain accounted for 2% of variance in subjective well being. The combined contribution of the above mentioned mental toughness variable contributed 10.4%. Martin and Marsh (2003), in their study among school students found confidence (self-belief), composure (a sense of control, low anxiety), and commitment (persistence) that predict academic resilience. So, mentally tough students well know how to deal with setbacks, stressors or pressures to academic setting further leading to subjective well-being.

The results of the present study provide support for the assertion that mental toughness plays a significant role in determining subjective well-being. Mental toughness in adolescent's life is like a mind-set as they adapt everything in life they do. The aim of this investigation was to create awareness among adolescents about subjective well-being which can enable them to develop a healthy and holistic personality. The findings will provide parents and teachers with a broader perspective in knowing the needs of the adolescents in a better and clear way which in turn will lead to better adjustment of adolescents in society. Future research can adopt

experimental design that besides studying correlates could manipulate situational factors and evaluate actual subjective well-being of adolescents.

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