TÍTULO: Predicción de la ansiedad basada en la resiliencia y la autoeficacia en estudiantes de secundaria.

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RESUMEN: El propósito de este estudio fue predecir la ansiedad basada en la resiliencia y la autoeficacia en los estudiantes. El método de investigación fue la correlación. Los resultados de la investigación mostraron que existe una correlación negativa y significativa entre la ansiedad en los estudiantes con capacidad de recuperación y la autoeficacia con un 99% de confianza. Los resultados del análisis de regresión mostraron que el 51% de los cambios de ansiedad de los estudiantes estaban relacionados con la autoeficacia y la resiliencia. De acuerdo con la tabla de análisis de varianza, el efecto de las variables predictivas en la variable de criterio puede aceptarse estadísticamente.

PALABRAS CLAVES: ansiedad, resiliencia, autoeficacia, estudiantes de secundaria.

TITLE: Anxiety prediction based on Resilience and Self-Efficacy in secondary students.

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ABSTRACT: The purpose of this study was to predict anxiety based on resilience and self-efficacy in students. The research method was correlation. The results of the research showed that there is a negative and significant correlation between the anxiety in students with resiliency and self-efficacy with 99% confidence. The results of the regression analysis showed that 51% of students' anxiety changes were related to self-efficacy and resiliency. According to the variance analysis table, the effect of predictive variables on the criterion variable can be statistically accepted.

KEY WORDS: anxiety, resilience, self-efficacy, secondary students.

INTRODUCTION.

Adolescence is undoubtedly among the most adventurous years of human life. The unprecedented and quick transformations happening in these years, including changes in physical, cognitive, emotional, and social aspects, has made this period a dual position for growth or vulnerability (Soleimani, Beygi, 2009; Iravani & ShekarchiZade, 2014). Although the predominant thought is that most individuals get over this stressful and stormy period but studied conducted in recent years indicate that the number of adolescents showing signs of emotional or behavioral pathology is increasing day by day; anxiety and stress are specifically among the issues experienced in adolescence which bring a lot of pain and suffering to them (Soleimani, Beygi, 2009; Ahmadi et al, 2014).

Children of present time and future adults are affected by their families in a manner that impacts all aspects of their lives.

In this regard, educational function of families is of great importance because it affects character of children, and therefore, in future, what we can see under the names of feeling of happiness, unhappiness, or misery is largely dependent on function and impact of families (Mohammadi et al, 2005).

Self-efficacy is derived from cognitive theory of the well-known psychologist Bandura (1982), which refers to the individual's beliefs or judgments of his/her own abilities in doing tasks and responsibilities. Self-efficacy means ability and proficiency to achieve a goal in a particular situation. Some researchers believe that psychologists can help individuals and divide their tasks into minor goals, monitor their performance, and give feedback to them in a manner to increase their sense of self-efficacy. People with a stronger sense of self-efficacy in relation to solving psychological problems, are capable of changing their negative psychological moods, and gaining this variable depends on beliefs and attempts of individuals .

Since many years ago, self-efficacy and factors influencing it have been the focus of attention of educational psychologists and other experts. Over the past years, experts and researchers active in this field have altered their modus from behavioral factors to cognitive roots. Among these approaches, the cognitive-social approach which investigates detriments of behavior from cognitive, meta-cognitive, and motivational aspects, has attracted much attention (Andersson et al, 2004; MohsenPoor et al, 2006).

Self-efficacy as a personality variable has an important role in the individual's facing with problems of life. Those with higher self-efficacy show better stability when come across with unsolved problems (Abniki, 2006).

Self-efficacy is having confidence in one's own abilities to control thoughts, feelings, and activities; accordingly, it affects real performance of individuals, their emotions, and selections and finally the amount of effort they make (Kiryakova et al., 2016). Self-efficacy is considered as a predictive

personality traint and therefore should be utilized as a predictive factor in educational and training conditions (Abniki, 2006).

Meta-analytical investigation from 68 studies in the field of self-efficacy published from 1997 to 1989 indicated that self-efficacy beliefs are positively in relation with individuals' actions. Studies also showed that self-efficacy is related with individual and organizational effectiveness, enthusiasm and career performance (AbbasPoor et a, 2008).

When an action is to be performed by the person, self-efficacy designates the amount of effort made and perseverance. People who do not believe in themselves, often tend to prognosticate failure scenarios, in other words they are concerned of deficiencies of performance and end up trying before the proper time. In the same way people with positive self-efficacy illustrate success scenarios which guide their action and let them to be persistent in the face of barriers.

Generally speaking it is not important how much capability the individual has, but rather how much capability the individual has to believe in himself/herself.

Studies show that self-efficacy is in relation with more health, higher levels of success, and social integrity. This concept is utilized in different fields such as educational success, emotional disorders, health and career choice and political-social changes (Bandura, 1982). self-efficacy has positive correlation with optimism, self-esteem, inner control and progress motivation, and negative correlation with anxiety, depression and neuroticism. They also indicated that individuals with higher self-efficacy could adapt better with changes of life. Moreover, self-efficacy has positive relation with self-confidence and optimism, and negative relation with anxiety, depression and signs of physical illnesses.

In biological-psychological-social model, health and illness is outcome of simultaneous intervention of biological, psychological and social factors. In adolescence one of the most common psychological and emotional issues is anxiety which often affects cognitive and emotional actions of individuals.

The characteristic of anxiety is existence of a very unpleasant and often obscure feeling which is accompanied by symptoms of autonomic device such as dyspnea, palpitations, sweating, headache, brief gastric cramp and restlessness characterized by inability to sit or stand.

Anxiety is often started in childhood. Therefore, parents need to provide a safe and secure environment for their children, and as much as possible keep their children and teenagers away from nervous situations which cause anxiety. Furthermore, existence of perfectionism and in particular negative aspect of perfectionism causes a lot of psychological pressure in the individual that emerge as anxiety in the person. Using special strategies is an appropriate way to cope with anxiety.

Resiliency is defined as skills, traits, and capabilities that enable the individual to adapt to hardships, challenges and problems. Resilient person is normally capable of innovative and flexible thinking in solving problems and can struggle difficulties of life successfully (Alvord et al, 2006). This issue becomes more prominent when the case of child labor is discussed.

Resilient behaviors help people to overcome negative experiences and even transform them to positive experiences. This is why in regard of resiliency psychologists count as important the following two aspects. First the individual experiences a damaging and traumatic event, and second the individual is flexible against these events, and starts to rehabilitate in order to restore to his/her usual functions of life. Resilient people are capable of fixing psychological traumas afflicting them, and overcoming difficulties (Safi, 2014). Aspects of self-efficacy and anxiety are from psychological capital aspects and a combinational and connected structure. Self-efficacy is the belief and confidence of the individual in his/her capabilities to achieve success in a specific task through creating motivation in self, providing cognitive sources for self and performing required actions. On the other hand, resiliency is defined as the individuals' psychological capacity which can be utilized successfully to cope with change, crisis, risk, and difficulties. Taking into account what was said, this question arises: whether self and resiliency can predict anxiety in students?

DEVELOPMENT.

Research Methodology.

The present research is classified as an applied study in terms of purpose, in such a way that it is possible to utilize research findings to recognize and prevent anxiety. Moreover, this research is a field study in terms of data collection. Also, it is a descriptive- correlation investigation in relation to research methodology.

The statistical population of this study included all female high school students in Mehrshahr Eram district of Karaj city in the academic year of 96-97. Statistical sampling was done by using Tabaltic and Fidel formula and multi-stage random cluster sampling method. From among four high schools of Mehrshahr, three girls high school were selected randomly, and taking into account the loss of samples, statistical analysis was done with 100 participants. Research tools of this study were three questionnaires including.

Conner-Davidson's Resiliency Scale is a 25-item tool which measures resiliency structure in five-degree sizes of Likert scale from zero to four. Reliability and validity of Persian form of resiliency scale are investigated and confirmed in introductory studies of normal and patient samples. In this research according to tables related to resiliency variable that include 25 questions, the rate of Cronbach's alpha was calculated as 86% which is acceptable and verifies reliability of questionnaire.

Beck Anxiety Questionnaire is a self-report questionnaire. Its internal consistency coefficient is 92%, its validity by retest method with one-week interval is 75%, and correlation of its items varies from 30% to 76%. Five types of validity are measure in this test including content, synchronization, structure, diagnostic and factor, all of which are indicative of high efficiency of this tool in measuring intensity of anxiety.

Also, reliability of Beck Anxiety test was measured by Cronbach's alpha index; the achieved result was 82% which is acceptable and verifies reliability of this questionnaire.

In this research in order to analyze data, descriptive statistics (mean, standard deviation,), frequency table and chart drawing is used. Also, to analyze hypotheses, Regression correlation test is used. SPSS statistical software is used to analyze data.

Research findings.

Table 1. Values related to descriptive indices (central tendency and dispersion) of research variables in students under investigation.

Component	Number	Minimum	Maximum	Mean	Standard Deviation
Resiliency	100	22	100	55.48	15.73
Self-efficacy	100	25	65	44.29	8.55
Anxiety	100	0	60	24.88	14.87

Values of table 1 are about research variables in high school students of Mehrshar Eram of Karaj. Analyzing findings of table 1 indicates that mean value of resiliency in participants is 55.48 with minimum value of 22 and maximum value of 100. Mean value of self-efficacy in participants is 44.29 with minimum value of 25 and maximum value of 65. And mean value of anxiety in participants is 24.88 with minimum value of 0 and maximum value of 60.

In order to investigate normal distribution of frequency of each item, Kolmogorov Smirnov tests are calculated and presented in the following table. Then research questions are inspected.

Table 2. Statistics of Kolmogorov Smirnov tests related to research variables in students under investigation.

	Resiliency	Educational resiliency	Self-efficacy
Number	100	100	100
Mean	55.48	44.29	24.88
Standard Deviation	15.73	8.55	14.87
Kolmogorov Smirnov	0.97	0.86	1.08
Significance level	0.304	0.860	0.193

According to findings of Kolmogorov Smirnov (table 2), all traits have significance level over 0/05, so they have normal distribution and therefore proper parametric tests can be used for data analysis.

Investigating research hypotheses.

Resiliency can predict anxiety of students.

Table 3. Correlation matrix between resiliency and anxiety in students.

Research variables	Number	Correlation coefficient	Significance level
Resiliency and anxiety	100	- 0.684[**]	0.00

Results of correlation matrix (table 3) show that there is a significant negative correlation between resiliency and anxiety in high school students (- 0.684).

In following section in order to test above mentioned hypothesis and inspect anxiety level in students based on resiliency, simple linear regression analysis was used. In this method anxiety in students in considered as predicting variable, and resiliency as criterion variable. Results of this method are given in the following tables.

Table 4. Correlation coefficient (regression coefficient) of predicting anxiety through resiliency.

Model	R	R_2	Adjusted R_2	Estimation criterion error
1	0.68	0.46	0.46	10.90

In table 4, adjusted values of R, R^2, and adjusted R^2 are given. In this table, value of adjusted $R^{2 \text{ is very}}$ important and indicates Fitness level of model. Value of this coefficient is between 0 to one, and the more it gets closer to one, the more precise the model is. As it was shown, in above analysis for predicting anxiety of students this value is 0.46 which indicates that 46 percent of students' anxiety changes depend upon self-efficacy variables. And the rest of variance depends on other factors which

are not considered in this study or are unknown. In other words, the rest is related to variables which have a share in anxiety variance but are not studied in this research.

Table 5. Results of regression analysis to explain anxiety based on resiliency.

Statistical index	Sum of squares	Degree of freedom	Mean of squares	F	Significance level
Regression	10265/23	1	10265/23	86/35	0/00
Residual	11642/32	98	118/87		
Total	21914/56	99			

In addition to this table, in table 5 value of ANOVA is reported. This value evaluates statistical reliability of model. In this table significance level in resiliency variables are less than 0.01, then effect of predicting variable on criterion variable can be accepted.

Table 6. Regression coefficients of variable being evaluated.

model		Non-standard variables		Standard variables		Significance level
		B	Std. Error	Beta	t	
1	Fixed value	4.101	60.78	---	15.14	0.00
	Resiliency(X1)	0.070	-0.647	-0.684	-9.29	0.00

Dependent variable: anxiety.

Value of regression coefficient is significant therefore it is possible to specify importance and significance level of predicting component in determining criterion variable by regression coefficients table. According to the results of table 6, and regarding significance levels, variable of resiliency with beta (-0.647) can predict anxiety of students.

According to the results of regression coefficients table, regression formula to predict anxiety on the basis of resiliency level in high school students is as following: Y= 60/78 - 0/647 (X1)

Self-efficacy can predict anxiety of students.

Table 7. Correlation matrix between self-efficacy and anxiety of students.

Research variables	Number	Correlation coefficient	Significance level
Self-efficacy and anxiety	100	-0.442**	0.00

Results of table 7 correlation matrix indicate that there is a significant and negative correlation between self-efficacy and anxiety in high school students (-0.442).

In following in order to test above mentioned hypothesis and inspect anxiety level in students based on self-efficacy, linear regression analysis was used. In this method anxiety in students in considered as predicting variable, and self-efficacy as criterion variable. Results of this method are given in the following tables.

Table 8. Correlation Coefficients (regression coefficients) of predicting anxiety through self-efficacy.

Model	R	R^2	Adjusted R^2	Estimation criterion error
1	0.442	0.19	0.18	13.41

In table 8, values of R, R^2, and adjusted R^2 are given. Analyzing findings of this table indicate that value of coefficient of determination of R^2 to predict anxiety of students is 0.18, which means that 18 percent of changes in anxiety of students depend on self-efficacy variable. And the residual of variance depends on other factors which are not considered in this research or are unknown. In other words, the residual is related to variables which have a share in anxiety variance but is not considered in this study.

Table 9. Results of Regression Analysis to determine anxiety on the basis of self-efficacy.

Statistical index	Sum of squares	Degree of freedom	Mean of squares	F	Significance level
Regression	4285.18	1	4285.18	23.82	0.000
Residual	17625.37	98	179.89		
Total	21914.56	98			

In addition to this table, in table 9 value of ANOVA is reported. This value evaluates statistical reliability of model. In this table significance level of self-efficacy variables are less than 0.01, then effect of predicting variable on criterion variable can be accepted in terms of statistics.

Table 10. Regression coefficients of variable being evaluated.

model		Non-standard variables		Standard variables		Significance level
		B	Std. Error	Beta	t	
1	Fixed value	58.93	7.10	---	8.29	0.00
	Resiliency(X1)	-0.769	0.158	-0.442	-4.88	0.00

Dependent variable: anxiety.

Value of regression coefficient is significant therefore it is possible to specify importance and significance level of predicting component in determining criterion variable by regression coefficients table. According to the results of tables 6 to 10, and regarding significance levels of self-efficacy variables with beta (-0.769) we can predict anxiety of students.

According to the results of regression coefficients table, regression formula to predict anxiety on the basis of self-efficacy level in high school students is as following: Y= 58/93 - 0/769 (X1).

Resiliency and self-efficacy can predict anxiety in students.

In order to test above mentioned hypothesis and inspect anxiety level in students based on resiliency and self-efficacy, multiple regression analysis was used. In this method anxiety in students in considered as predicting variable, and resiliency and self-efficacy as criterion variables. Results of

this method are given in the following tables. But first assumptions of multiple regression analysis are investigated.

Assumptions of multiple regression analysis.

In order to inspect assumption of normal distribution of single variable, values of stretch and skewness; to evaluate assumption of multicollinearity, variance infection factor and tolerance; to errors independence test among predicting variables, Durbin-Watson index value (autocorrection); and to evaluate existence or non-existence of normality of multiple variable assumption, the analysis of information related to "Melanosis distance (D)" and drawing distribution curve were used. In table 11, stretch and skewness, tolerance coefficient, and variance infection factor (VIF) of research variables are given. Also, other assumptions of regression analysis were distance with relativity of data scales for dependent and independent variables, and condition of random distribution of data, both conditions were present for doing regression analysis.

Table 11. Stretch, skewness, tolerance coefficient, variance infection factor (VIF), and Durbin-Watson of research variables.

Research variables	Skewness	Stretch	Tolerance coefficient	VIF	Durbin-Watson
Anxiety	0.398	0.223	Criterion variable	Criterion variable	Criterion variable
Resiliency (X1)	-0.014	-0.126	0.89	1.12	1.39
Self-efficacy(X2)	0.397	0.662	0.89	1.12	

Table 11 indicates that indices related to stretch and skewness of any of the research variables do not exceed ±2 limit. Therefore, it can be concluded that single variable distribution of those variables is normal. It should also be mentioned that values of stretch and skewness between +2 and -2 is considered as normality of distribution. Also, according to the results of table 11, tolerance coefficient

index and variance infection factor of research variables are respectively larger than 0.1 and smaller than 10. This shows that multicolinearity does not exist in research variables. If value of variance infection factor is larger than 10 and value of tolerance coefficient is smaller than 0.1, then multicollinearity exists.

In general investigating results achieved from regression analysis indicated that both variables of resiliency and self-efficacy are included in regression equation.

Table 12. Multiple correlation coefficient (regression coefficient) through resiliency and self-efficacy to predict anxiety in students.

Model	R	R^2	Adjusted R^2	Estimation criterion error
1	0.72	0.52	0.51	10.39

In table 12, values of R, R^2, and adjusted R^2 are given. Value of coefficient of determination of R^2 to predict anxiety of students is 0.51, which means that 51percent of changes in anxiety of students depend on resiliency and self-efficacy variable. And the residual of variance depends on other factors which are not considered in this research or are unknown. In other words, the residual is related to variables which have a share in anxiety variance but is not considered in this study.

Table 13. Results of multiple regression analysis by step-by-step method to determine anxiety on the basis of resiliency and self-efficacy.

Statistical index	Sum of squares	Degree of freedom	Mean of squares	F	Significance level
Regression	11432.24	2	5716.12	52.89	0/00
Residual	10482.31	97	108.06		
Total	21914/56	99			

In addition to this table, in table (13) value of ANOVA is reported. This value evaluates statistical reliability of model. In this table significance level in resiliency and self-efficacy variables are less than 0.01, then effect of predicting variable on criterion variable can be accepted in terms of statistics.

Table 14. Regression coefficients of variables being evaluated.

model		Non-standard variables		Standard variables		Significance level
		B	Std. Error	Beta	t	
2	Fixed value	75.39	5.86	---	12.85	0.00
	Resiliency	-0.572	0.070	-0.604	-8.13	0.00
	Self-efficacy	-0.425	0.129	-0.244	-3.28	0.00

Dependent variable: anxiety (Y).

Value of regression coefficient is significant therefore it is possible to specify importance and significance level of predicting component in determining criterion variable by regression coefficients table. According to the results of table 14, and regarding significance levels, variables of resiliency with beta (-0.769) and self-efficacy with beta (-0.425) can predict anxiety of students.

According to the results of regression coefficients table, regression formula to predict anxiety on the basis of self-efficacy level in high school students is as following: Y= 75/39 - 0/579 (X1) - 0/425 (X2)

CONCLUSIONS.

Resiliency can predict anxiety of students.

Result of correlation matrix about relation between anxiety and resiliency showed that in students with resiliency, there is a significant and negative correlation. Achieved results are in accordance with findings of many researchers. About positive effects of resiliency in reducing anxiety and stress of individuals in the present world, when people come across with tense and stressful situations, a group of them feel restless, anxious, gloomy and wretched; this is why show off aggressive behavior

or become more depressed and lose their appetite and sleep. If stressful conditions remain for a long period time in life of these kinds of people, their physical and mental health will be in danger. These people are weak in dealing with stress and are naturally more damaging. On the other hand, there is one other group who do not give up when they are faced with stressful conditions, rather try to use the existing situation as an opportunity to progress and develop.

When resilient persons meet difficult and severe conditions such as divorce, family disputes, economic bankruptcy, instead of emotional reactions, they show a lot of patience and tolerance and do not make the condition worse by doing emotional and quick solutions; these kinds of people approach their problem from various aspects and without losing control of their emotion and behavior, attempt to find out reasonable solutions. Therefore with promotion of resiliency, the individual can show stability and overcome difficulties when faces with stressful, anxious events as well as happenings that lead to many of their psychological problems.

Self-efficacy can predict anxiety of students.

Result of correlation matrix about relation between anxiety and self-efficacy showed that in students with self-efficacy, there is a significant and negative correlation. Achieved results are in accordance with findings of many researchers.

Therefore, improving these features and moral qualities in people, especially in adolescents, can be an effective factor in reducing anxiety.

In general, according to the achieved findings it can be said that self-efficacy is a cognitive process which creates in the individual the capability of dealing with frightening conditions and reducing anxiety caused by those conditions. Being aware of one's abilities makes the individual to exhibit effective behaviors. Those with clear, well-defined and stable self-efficacy beliefs have better mental health. These persons have gained a clear vision of themselves and are less affected by daily events and evaluations of these events. Self-efficacy refers to beliefs or judgments about capabilities of self

in doing tasks and liabilities. In this regard individuals with higher self-efficacy have higher sense of competence, inner motivation, power of choice, commitment to goals and perseverance against challenging tasks compared with those with lower self-efficacy.

Examining results obtained from regression analysis show that 51 percent of anxiety changes in students depend on self-efficacy and resiliency. According to table of variance analysis, the impact of predicting variables on criterion variable in terms of statistics can be accepted. In accord with table of regression coefficients both variables are included in regression equation and are capable of predicting anxiety in students. higher levels of resiliency prognosticate negative and positive emotions, and resilient individuals are more capable of coping with stress and managing anxiety.

In his research, Poor Bahram have concluded that components of self-efficacy and resiliency are considered a major predictor for psychological well-being indices and interpersonal performance. In this regard human behavior is not just related to environment control, rather cognitive processes play a big role in human behavior. Performance and learning of human is affected by cognitive, emotional and sensational approaches and, expectations, beliefs and values.

Human being is an active creature and influences his/her happenings of life. Human is influenced by psychological factors and actively affects in his/her motivation and behavior. Self-efficacy as a personality variable has an important role in the individual's confrontation with life occurrences. By improving individual's sustainability, self-efficacy can be effective in reducing anxiety. Hence those with higher self-efficacy demonstrate more sustainability when confront unsolved issues and experience less anxiety. Moreover, persons with resiliency usually restore to normal mood by creating positive emotions after stressful and tense events, and pass through these conditions without being harmed psychologically; it also seems that in some cases despite their difficult experiences they have progressed and succeeded as well.

Findings of various studies introduce resiliency as a component which is related to mental health and life satisfaction. On the other hand, due to the positive effect of resiliency in reducing anxiety it can be said that resiliency is the individual's capability in making psychological-biological balance in dangerous conditions. Resilient people are more flexible against damaging conditions and protect themselves in these situations. They also believe that various factors such as social, psychological, inner features, support of family members and friends and advocacy of other social systems have role in creating and promoting resiliency. Therefore, personal traits such as self-efficacy and resiliency, besides other environmental components, are effective in reducing anxiety.

The present research confronted a number of following limitations according to which some suggestions are given:

- Lack of previously conducted studies in this field.

- Lack of schools' managers cooperation and difficulty in getting related permissions to perform research wasted a lot of energy of researcher.

- It is suggested that due to positive effects of resiliency in reducing anxiety, to design programs to increase resiliency and proper dealing with anxiety.

- To make the research findings available for education experts.

It is suggested to include appropriate educational programs in order to promote resiliency and self-efficacy in educational program of education system and families.

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