

Boosting of Tolerance for Disagreement and Need to Belong Via Satisfaction, Psychological Well Being and Resilience among University Undergraduate Students

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Abstract

The present study examines the presence of satisfaction with life, psychological well-being and resilience will boost up tolerance for disagreement and need to belong among undergraduate students of university. To test the model, three factors (satisfaction with life, psychological well-being and resilience) are used to predict student's tolerance for disagreement and need to belong which are important variables in academic achievement and constructive life. We administered scales of tolerance for disagreement, need to belong, satisfaction with life, Ryff's psychological well-being and resilience. Using correlation and regression (path analysis) analysis, findings of the study explored that life satisfaction, PWB and resilience are predicting disagreement tolerance and belongingness need. This study is limited to one public university. Applied significance of the study is, it will help policy makers, educational planners, parents, counselors etc. to devise strategies which increase the satisfaction, psychological well-being and resilience will ultimately increase the disagreement tolerance and sense of belonging among students.

Keywords: Tolerance, Need to Belong, Psychological Wellbeing, Satisfaction and Resilience

1. INTRODUCTION

Education for tolerance and disagreement tolerance and need to belong (Belongingness or social connectedness) have been new areas of focus in many countries. It enables people to understand, appreciate, value, and practice peace values and tolerance and comprehend the need of constructive relationships. Also, it helps states, societies, and people to live in peace and stability. Tolerance in education is crucial to eliminate conflicts and differences on the basis of respect and understanding. It is needed at the personal, family, social, political, cultural, and religious levels. In the literature on tolerance, there are two relative terms found: tolerance and toleration. Scholars, like King (1976), Lukes (1997), Galeotti (2001), Oberdiek (2001), and Fiala (2003), made distinction between toleration and tolerance. Toleration is the description of tolerant actions for political and social principles and Tolerance is used for interpersonal attitudes or virtues. Researchers such as Gray (2003) and Heyd (1996) do not agree with this differentiation between tolerance and toleration. In researches, both tolerance and toleration were used interchangeable (King, 1976, Lukes, 1997, Oberdiek, 2001, Galeotti, 2001, and Fiala, 2003 cited in Al Sadi and Basit, 2013, p. 4).

Tolerance is an elementary democratic belief that supports civil societies handle with rising levels of diversity (Rapp and Freitag, 2015). Therefore, education for tolerance should be considered as part of the mission of social, educational, and formal organizations which builds human societies. In addition, families and schools have to carry out the responsibility of teaching and promoting tolerance among

their members in a rational and practical manner. Tolerance is “an attitude or behavior consisting in the recognition of the right of others to hold beliefs, attitudes and behaviors different or even contradictory to ours, or the ones that we perceive as having little relevance” (Słownik Psychologiczny, Warsaw, 1985).

The debate to highlight the differentiation between good and bad conflict has taken place in the history which led to the emergence of disagreement tolerance (Burgoon, Heston, & McCroskey, 1974). Need was sensed by McCroskey and Wheelless (1976) to make a distinction between the term disagreement and conflict. Based on this discussion “people with a high tolerance for disagreement comparatively conflict resistant, whereas people with a low tolerance for disagreement are more conflict prone” (McCroskey, 1992). It is quality of high disagreement tolerance which makes an individual capable to present and discuss his ideas and frame his arguments in a very appropriate way (Richmond & McCroskey, 2010).

In the current era, world is becoming more aware of the inevitability to stop destroying human relations and almost every country and nation of the world is utilizing every possible and available strategy to bring peaceful coexistence environment and constructive development at all level of the state and even in interpersonal relationships (Safina, Rezida N.; Abdurakhmanov, Mirzatilla A., 2016). It is task of the family and education institution to teach and follow a chain of reasoning comprised of these lines: tolerance is ideal and good while discrimination is bad. Teachers and parents should bring up their children to learn that respect should be given to everybody even differ them in religion, culture, race or language (Almond, 2010).

Human beings live their lives in a matrix of different relations which to a greater extent define their identity as a citizen, daughter, son, student etc. Besides, the significance of kind of relations shines cultural diversities (Kitayama & Markus, 1994; Heine, Lehman, Markus, & Kitayama, 1999; Silvera & Seger, 2004). The dependence on social connections and relationship with each other is very inevitable and not surprising that factors like loneliness and belongingness are important prognosticators of psychological health (Ernst & Cacioppo, 1999; Baumeister & Leary, 1995; Townsend & McWhirter, 2005).

According to some prominent thinkers’ point of view regarding life characterizing it as meaningless and absurd (Kierkegaard, 1849/1941, Sartre, 1939; Camus, 1942). Still most of these are not immobilized by solipsistic nihilism and an experimental void and majority of people even find life charming, meaningful and enjoyable. Struggle for identification of factors which provides importance to masses’ existence are proved fruit-bearing and number of researches provided support in declaring social relationships are the prerequisite to find significance in life and satisfaction in life (Stillman et al., 2009; Williams, 1997, 2002; Lambert et al., 2010).

The power of social networking and connections in developing social connectedness and consequently better health outcome can be explored through the theoretical lens provided by belongingness theory (Grieve et al. 2013). Emotional connection and a feeling of association between a person and other individuals is described as social connectedness (Lee & Robbins, 1995). Belongingness theory stated that an individual form meaningful relationship to experience a sense of belonging will lead to experience sound psychological well-being and better mental health (Baumeister & Leary 1995).

People are sturdily driven to have relationship which is fundamental necessity to belong (Baumeister & Leary, 1995). Belonging hypothesis proposed that individuals want to remain and feel closely connected to others which is their basic psychological need (Baumeister & Leary, 1995).

Baumeister and Leary (1995) established the model from the Adler’s hallmark (1931) who framed that the vital impetus of mankind is belongingness demand (Ferguson, 1989). According to Adler’s (1931) comprehension that a “social interest” which is well developed is the benchmark of sound cognition convinced him to develop the postulate that basically all homo sapiens are in need of

belongingness. Healthy functioning increases when humans feel belonging and reduces low in a sense of belonging (Ferguson, 1989). Children and adolescents usually struggle to remain special rather than striving to cooperate and contribute when they do not feel belonging (Dreikurs, Cassel, and Ferguson, 2004).

Different theories suggested that people tend to connect with other people for their fundamental need of security, affection, nutriment, breeding and other conveniences (Ryan & Deci, 2000; Cacioppo et al., 2006). Need to belong is proved as the driven force to form and sustain lasting relationships with other people (Baumeister & Leary, 1995). Boosting of psychological and physical well-being are conditioned with the ability of people to content the requirement to belong by maintaining mutually supportive, positive and continuing relationship (House, Landis, & Umberson, 1988; Ryff & Keyes, 1995; Holt-Lunstad, Smith, & Layton, 2010).

Need to belong is not want but a need and missing of need to belonging will bring extreme health related consequences proposed by Baumeister and Leary (1995). Baumeister & Leary (1995) explored that requirement of belong is not restricted and gratified by single relationship alone. Some people remain satisfied with limited contacts despite lower need to belong and some require many contact and high need to belong to be satisfied (Kelly, 2001).

Armstrong, et al. (1992) pointed out that sense of belonging devotes mostly to a sense of wellness. Sense of belonging significantly influences the youngsters coping processes adopted by them like solving problem methods and planning (Isakson & Jarvis, 1999). It is also explored that sense of belonging is a critical element which contribute to a greater extent in adolescents' identity and affecting their interconnection within the surrounding of the school (Beck & Malley, 1998). Throughout youngsters' period, adjustment and school belongingness are interconnected with the scopes of social and academic embracing within educational organizations (Ma, 2003). Sense of belonging is not only positively related to general well-being but it also plays role in meeting psychosocial requirements of youngsters (Ma, 2003). Detachment and absence of trust and understanding are the results of low sense of school belonging (Goodenow, 1993). Need to belonging is also recognized as a critical and safe method against mental health problems like depression etc. (Sun & Hui, 2007; Anderman, 2002).

Through life content a person assess his or her life and to know where life is going in the future. According to Diener et al. (1985) life content is individuals positive evaluation of whole life according to the set pattern determined by the individual himself or herself. Life satisfaction is directly related to people's well-being in the context of morale and happiness. Satisfaction with life is measurement of well-being and may be evaluated in reference to mood, satisfaction in relation with others, achieved goals, self-concept, and self-perceived ability to cope with daily life. It is a satisfactory attitude about one's life as a whole as compare to current feelings. Satisfaction with life have been evaluated in context of economic condition, education level, experiences, and living conditions as well as many more topics (Diener, Emmons, Larsen, Griffin, 1985). Significant relationship between well-being and sense of belonging in turn signifying high level of satisfaction with life (Steger and Kashdan, 2009).

In most of the studies, researchers assess meaning by interrogating directly from participants for subjective evaluation of how will they rank meaning in their lives (Steger, Frazier, Oishi, & Kaler, 2006). The absence of the debilitating rudiments of the human experience is the simultaneous result of psychological well-being and the presence of meaning, enabling one's positive emotions, environmental mastery, health relationships, engagement, self-actualization. Psychological well-being is over and above and beyond the mere absence of psychological ill-being and it includes and considers a wider gamut of constructs other than what is customarily regarded as contentment (Seligman & Csikszentmihalyi, 2000; Seligman, 2011).

Psychological well-being is a wide-range concept. Different researchers have used different terms, concept and measures for explaining and studying the concept of psychological well-being (PWB)

(Dattilo, Dattilo, Samdahe & Kleiber, 1994). PWB is considered a ongoing process of realization and experiencing of a individual's personal growth, true potential and motive in life (Ryff, 1989; Ryff & Singer, 1998). PWB is an intentional and proactive aspect of an individual's life which is further comprises of self-acceptance and master, autonomy and personality characteristics like spirituality, integrity, curiosity and forgiveness (Seligman, 2002, 2011; Ryan & Deci, 2000).

To reflect a worldwide Utopia about what is “good” for an individual is the characteristics of psychological well-being. Ryff's theory of psychological well-being make it possible to inform and make this utopia attainable. Ryff's theory of psychological well-being has developed and emerged through four: instrumental, conceptual, causal, and interventional orientations historically (Ryff, 1989; Ryff, 2013; Ryff, 2017). According to Carl Roger, good life is a process and not a state of being. It's not a destination but a direction (Roger, 1957; Barresi, 1999). Subjective well-being as more focused towards hedonic happiness (Diener, Larsen, & Emmons, 1984).

Ryff (1989) considered psychological well-being a group of psychological attributes including positive human functioning (Ryff, Keyes & Schmotkin, 2002) which is comprised of number of resilience related aspects, these is maturity (Allport, 1961), Self-efficacy (Schwarzer & Warner, 2013) and purpose in life (Crumbaugh & Maholick, 1969). The most frequent criterion of psychological well-being according to “eudaimonic perspective is attached with sense of “self-acceptance” of an individual (Ryan & Deci, 2001). Ryff and Singer (1996) documented that psychological well-being is a positive relation with other persons which is connected to the capacity of individual to show powerful emotions of empathy and affection for all humankind and to have the potential of love, strong friend relationships and absolute recognition with other people.

Being resilient individual doesn't mean that no one will experience difficulty or distress (Southwick & Charney, 2012). “Bounce back” from stressful experiences quickly and efficiently indicate psychological resilience which is the description of theoretical framework (Carver, 1998). As a separate construct, very little number of researches have examined the association between resilience and grit. Duckworth by herself explained and suggested that resilience is a component of grit (Duckworth et al., 2007, Duckworth and Quinn, 2009). Successful academic persistency of undergraduates who face mental health issues have been linked with presence of resilience (Hartley, 2016). It is proved by research studies that there is positive correlation between psychological well-being and resilience. Resilience is a predictor of life satisfaction showed by Abolghasemi, & Varaniyab (2010).

Resilience is a dynamic procedure that involves positive adaptation within the framework of important adversity (Luther, Cicchetti & Becker, 2000). Researches explored that some individuals can develop healthy and stable personalities despite lasting high stressful environment (Linley & Joseph, 2004) including those impacted by Intimate partner violence, while Humpherys (2003) demonstrated that resilience has negative relationship with domestic violence.

Researchers concluded that resistance not only help persons when managing with hardship but also make them capable to fight against adversities when developing and fostering relationship (Kim, Park & Kim, 2017). Resistance play a pivotal role in the context of psychological, subjective and social well-being in difficulties (Joshi, 2017; Yildirim et al., 2018). Indirect relationships explored between subjective well-being and externality of happiness through resilience and personal growth initiatives (Joshi, 2017).

Other constructs like hardiness and resilience (Masten et al., 1999; Kobasa, Maddi & Kahn, 1982), satisfaction with life (Ozpolat, Isgor, & Sezer, 2012), internal locus of control (Ryff, 1989; Ruini et al., 2003), adaptive coping strategies (Gloria et al., 2009), personality traits (Schmutte & Ryff, 1997; Garcia, 2011), positive and negative affect (Watson et al., 1988; Garcia & Moradi, 2013), and so on have also been analyzed in relation with the paradigm of psychological well-being. Significant

relationship has been discovered between personality traits and psychological well-being (Schmutte & Ryff, 1997).

In educational and positive psychology the most interesting discussion is related to the connection between resistance and psychological well-being and explored that students who are resilient are generally considered competent to preserve their physical and psychological health and recover rate is faster from stressful events (Ryff, Singer, Love, & Essex, 1998; Ryff and Singer, 2003).

Married females display only a little more happiness compared to unmarried females. Also, married men tend to have a greater SWL status than married females. Investment goals are formulated by accepted risk levels, financial security, the desired level of life satisfaction and current lifestyle mix (Marx, 2013).

This study is comprised of the following hypotheses:

H1: There is significant relationship among tolerance for disagreement, need to belong, satisfaction with life, psychological well-being and resilience.

H2: Satisfaction with life, psychological well-being and resilience predicting high level of disagreement tolerance and sense of belonging among undergraduate students.

2. METHOD

CONCEPTUAL MODLE OF THE STUDY



PARTICIPANTS

Population of this study was undergraduate students from University of Peshawar (UOP). Purposive sampling technique was used to collect data for the current study. Sample size for this study was 576 undergraduate students which was further divided into male (51.04%) and female (48.95%). The average age of participant students was 20.34 years ($SD=2.32$). Only students enrolled in undergraduate scheme of study were included for data analysis. Data collection was spread to all the running semesters of undergraduate program of fall semester (1st semester, 3rd semester, 5th semester and 7th semester).

INSTRUMENTS

Tolerance for Disagreement Scale (TFD). Teven, Richmond and McCroskey (1998) developed TFD with the objective to find out the degree of tolerance of an individual, when other people disagreeing

with what the individual believes to be true. In this study, to assess and operationalize the students disagreement tolerance, TFD scale which is comprised of 15 items assessed on 5-point Likert scale is administered. 5-point Likert Scale is ranges from (1) strongly disagree to (5) strongly disagree. The measurement of the Cronbach's alpha of TFD was reported as 0.86 (Teven, Richmond, & McCroskey, 1998) and in current study it is acceptable at 0.83.

Need to Belong Scale (NTB). Need to belong scale is developed by Leary, Kelly, Cottrell, & Schreindorfer (2007). NTB is comprised of 10 items and based on 5-point Liker Scale. NTB measures the strength of the desire for acceptance and belonging. Students indicated on a 5-point Likert scale the degree to which they agreed or disagreed with a certain statement (1 = strongly disagree, 5 = strongly agree). "I want other people to accept me" is an example statement of the NTB scale. After adding up all the scores of the item, the higher score indicated a higher desire for (a greater need to belong) acceptance. Evidence of reliability (Cronbach's Alpha) is acceptable at 0.86.

Satisfaction with Life Scale (SWL). Diener, Emmons, Larsen, & Graffin (1985) developed satisfaction with life scale. It is a self-report measure comprised of 5 items assessed on a 7-point Liker scale. In this SWL scale, 1 is the lowest score (strongly disagree) and 7 is the highest score (strongly agree). SWL scale is designed to assess global cognitive judgements of one's life satisfaction (not a measure of either positive or negative effect). In this study, the Cronbach's alpha reliability of SWL is acceptable at 0.79.

Ryff Psychological Well Being scale (RyffPWBS). Ryff psychological wellbeing scale is developed by Ryff (1989). This scale is nonreversed, 44 items were rated on a 6-point Likert scale which ranges from 1(=strongly disagree) to 6 (=strongly agree). Ryff (1989c) originally assumed a six-factor model based on theory and tested the model in a sample of young, middle-aged and older adults using the 120-item version. Its internal consistencies ranged from 0.86 to 0.93. Six factors inter-correlation ranged from 0.32 to 0.76 which raised the concern regarding the distinctiveness of the factors.

Brief Resilience Scale (BRS). The Brief Resilience Scale (BRS) is developed by Smith, Dalen, Wiggins, Tooley, Christopher & Bernard (2008). It is a scale of 6-item intended to measure the resilience, targeting on the potential to recover from stress and adversity. BRS responses are based on a 5-point Liker scale which ranges from *Strongly Disagree* (1) to *Strongly Agree* (5). Higher score on BRS represent that the respondent is more resilient. BRS is based on single factor scale. Cronbach alpha reliability of the BRS is reported from 0.80 to 0.91. Reliability of the BRS for the current study was 0.81.

3. PROCEDURE

Several steps were implemented for collection of data. Permission was obtained from Institutional Heads in the very first step. In second step, students were approached by using the strategy of purposive sampling technique. In third step, students were briefed about their participation which is voluntary participation and no credit will come in reward after participating in the data collection. Questionnaires were distributed during class time and completion took almost 15 to 20 minutes. In final step, after completion of data collection, scores from all data (Questionnaires) were amassed and fed into a data management software (SPSS AMOS) and then computed.

4. DATA ANALYSIS

Statistical Power Analysis. To establish power for the intended research design at the level of 0.81 based on $\alpha=.05$ by conducting a priori power analysis by using G*Power Program (Faul, Erdfelder, Lang, & Buchner, 2007). To identify a medium effect between predictor variables to estimate change among scores on tolerance for disagreement and need to belong. It is regarded that our research results dependable for recognizing relationship between predictor and criterion variables on a given sample of 576 participants.

Preliminary Analysis. Bivariate correlations were assessed among the variables. Association among criterion and predictor variables were given low with the inclusion every predictor variable in a model was well judged.

Primary Analysis. Relationship between predictor and criterion variables was modeled by applying multiple regression model to asses our hypothesis linked to the level that satisfaction with life, psychological wellbeing and resilience predicted disagreement tolerance and need to belong. In this model, 3 predicted variables were regressed onto scores of tolerance for disagreement and need to belong and also evaluated regression coefficients estimating applied and practical significance.

Table No. 1

Evaluation table of bivariate correlation among predictor variables

Variable	1	2	3	4	5
Tolerance	--	.856**	.858**	.862**	.824**
Need to Belong		-	.775**	.823**	.785**
Satisfaction in Life			-	.798**	.759**
Psychological Wellbeing				-	.925**
Resilience					-

$p < .001$

5. RESULTS

Regression analysis was conducted to investigate the variables predicting tolerance for disagreement and need to belong (see Table No. 2 & 3). Statistically significant model is yielded by regression analysis, $F(3, 573) = 1600.16, 1654.77$ and 1215.77 , $p < .001$, $R^2 = .73, .74$ and $.67$ and $F(3, 573) = 864.27, 231.21$ and 4.162 , $p < .001$, $R^2 = .60, .71$ and $.71$ expressive of a huge effect size in which 73%, 74% and 67% and 60%, 71% and 71% of the change is accounted by predictors among the scores estimating tolerance for disagreement and need to belong respectively. Score which are associated with the participants Satisfaction with life, Resilience and Psychological Wellbeing within the model measured a very significant predictive relationship ($B = 1.60, 0.23$ and 1.80 (Tolerance for Disagreement) and $.44, .09$ and $.19$ (Need to belong) $p < .0001$), which is the indication of medium effect size. Result findings suggest that 73%, 74% and 67% of change in participants' scores on tolerance for disagreement and 60%, 71% and 71% on need to belong ($p < .0001$) is attributed to the student's satisfaction with life, psychological wellbeing and resilience respectively indicative of a medium effect size.

Table No. 2

Summary table of variables predicting Tolerance

Variables	B	SEB	β	t	Sig	F	R^2
Satisfaction with Life	1.60	.040	.858	40.00	.000	1600.16	.736
Psychological Well Being	.232	.006	.862	40.67	.000	1654.77	.742
Resilience	1.80	.052	.824	34.86	.000	1215.77	.679

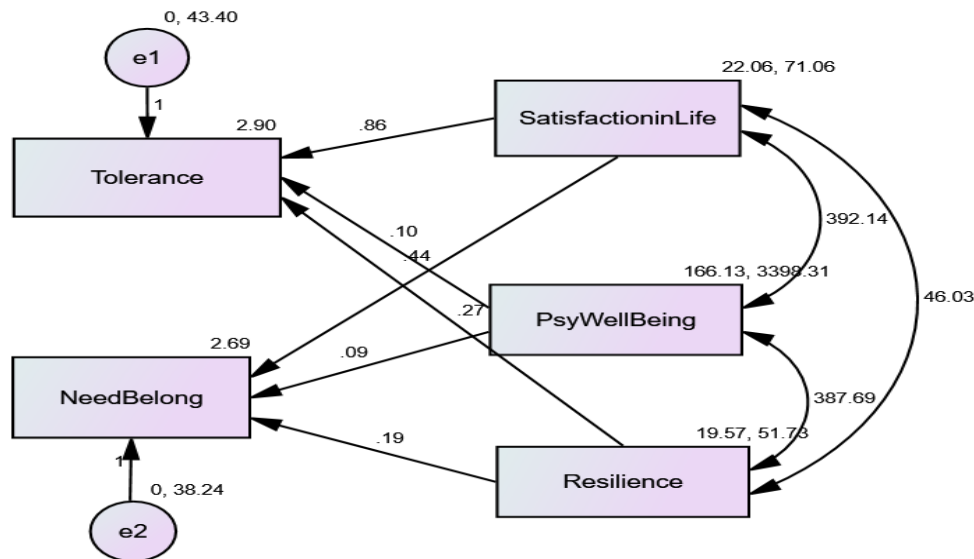
Table No. 3

Summary table of variables predicting Need to Belong

Variables	B	SEB	β	t	Sig	F	R^2
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Satisfaction with Life	.441	.051	.320	8.635	.000	864.27	.601
Psychological Well Being	.091	.013	.457	7.226	.000	231.21	.716
Resilience	.193	.095	.119	2.040	.042	4.162	.718

Path Model of Regression (Predictor and Criterion Variables)



Comparative analysis was done to find out the difference among male and female students through independent sample t test (see table 4). As it was hypothesized that there will be no differences between male and female students in reference to predicting and criterion variables. Result yielded that there is difference between male and female students only on scores of need to belong scale ($M = 30.28$ & $M = 32.49$, $p = .023$) and indicated no difference between male and female on Tolerance for disagreement, Satisfaction with life, Psychological wellbeing and Resilience.

Table No. 4

Means, standard deviations and t-value of the Male and Female students (N=576)

Variables	Male (n=294)		Female (n=282)		t		95% CI		Cohen's d
	M	S.D	M	S.D					
Tolerance	43.09	17.01	45.26	14.23	-1.65	.098	-4.742	.4016	0.025
Need to Belong	30.28	12.34	32.49	10.77	-2.28	.023	-4.107	-.3071	0.039
Satisfaction in Life	21.45	9.01	22.67	7.75	-1.73	.083	-2.596	.1607	0.284
Psychological Wellbeing	163.96	63.35	168.38	52.64	-.908	.364	-13.97	5.136	0.072
Resilience	19.29	7.79	19.86	6.52	-.949	.343	-1.747	.6093	0.001

$p < .001$

DISCUSSION

This is the first study of its kind in which we have made a relationship of criterion and predicted variables of satisfaction with life, psychological well-being and resilience with disagreement tolerance

and need to belong respectively. In the literature, there are studies conducted where disagreement tolerance and need to belong is predicting other variable like, psychological well-being, loneliness, mental health, satisfaction with life and meaning in life, resilience etc. In current study, it was taken vice versa to examine the association of tolerance for disagreement and sense of belongingness in predicting high level of satisfaction with life, psychological well-being and resilience among undergraduate students. In result, students will be able to concentrate on their goals and able to struggle with full passion and perseverance to achieve success and spend constructive lives.

This study findings contribute to extend our comprehension about the predicting role of satisfaction with life, psychological wellbeing and resilience in boosting disagreement tolerance and need to belong among undergraduate students at a university level in a multidimensional manner. Results of the current study have the capacity and strength to help in devising strategies for intervention to improve the satisfaction with life, psychological wellbeing and resilience among students which have a direct impact on the improvement of disagreement tolerance and need to belong. In the findings of this study, it is extracted that satisfaction with life, psychological wellbeing and resilience have strong impact and predictors of disagreement tolerance and need to belong. In the light of our findings, it can be suggested that as we increase the students' satisfaction, psychological wellbeing, their resilience, will also increase the level of student's tolerance and the power of the wish for affirmation and belonging (need to belong).

Individuals are different from each other in the context of toleration of disagreement and avoid facing conflict. Conflict is resultant when disagreement is taking personally. McCroskey (1992) further describes people differences in both low and high disagreement tolerance by discussing that "people with high tolerance for disagreement are relatively conflict resistant whereas people with low tolerance for disagreement are highly conflict prone ". Thus, disagreement tolerance has been reconceive as "the amount of disagreement an individual can tolerate before he or she perceives the existence of conflict in a relationship" (McCroskey, Richmond 1992).

Previous researches have supported that tolerance can contribute a lot when people sailing through a rough period of their life. Support also comes from the study of Watson, et al. (2010) according to the study one can cultivate the capability to tolerate when his partner diverges from what he anticipated, he'll be able to decrease the quantity of time he textures angry and aloof from his spouse.

Research finding shows that tolerance performed a role of mediator in the connection between psychological well-being and mindfulness is new and fascinating for research. Findings are in resonating with preceding studies (Lopes et al., 2011). Researches result indicated relationship among variables such as tolerance for disagreement, need to belong, satisfaction with life, psychological well-being and resilience etc. (Carson & Langer, 2006; Brown and Ryan, 2003; Collard et al., 2008; Jimenez et al., 2010; Ryff, 1989; Thompson & Waltz, 2008). Study explored that high levels of psychological well-being was associated with more self-acceptance and more forbearance to other people and uniform with preceding researches (Hoffman, 2006; Kasser and Ryan, 1993, 1996; Makino and Tagami, 1998; Negy and Winton, 2008; Ryff, 1989; Sanjuán, 2011). There is positive correlation between psychological well-being and tolerance is also complying with foregoing studies (Lopes et al., 2011).

Lert, Chastang, & Castano in 2001 reported no relationship in the stress which is derived from the patients suffering to psychological outcomes. Psychological distress, emotional exhaustion and depersonalization were main predictors of stress and work overloaded which is derived from social relationships at work place, on the other hand the moderator effect of satisfaction was found weak. Life satisfaction has been discussed by different researchers like satisfaction with professional life, job, peers and family life taking into account a broader phenomenon of life satisfaction rather than single entity (Gilman & Huebner, 2003). Association between healthy intra and interpersonal relationships, positive psychological health, less physical complaints and high level of life satisfaction was found Huebner (2004). Whereas a link poor life satisfaction was found with adjustment problems, depression, alcohol use, poor self-concept and other different psychopathologies.

If the long-term effects of rejection are denied or ignored which are the valued identity components than it will lead to emotional numbness has been also reported (Baumeister & DeWall, 2005; Baumeister & Leary, 1995; Richman & Leary, 2009). The findings are also related with the theory namely identity negotiation theory (Ting Toomey, 2015). More resilience is demonstrated by those who display more elevated levels of discerned decision freedom, they also feel more control and life stressors affect them less (Gray & Gash, 2014; Lefcourt, 1973; Luthar & Zigler, 1991; Perlmutter & Monty, 1977; Russell, 2016).

Psychological wellbeing and life satisfaction are positively correlated with each other. Findings supported by the previous researches conducted by Arafa, Nazel, Ibrahim and Attia (2003). They conducted study on nurses and found life satisfaction and social support to be significant predictor of psychological wellbeing. Significant and positive relation was found in depression and life satisfaction in the study conducted by Demirbatir, Helvaci, Yilmaz, Gul, Senol & Bilgel (2013). The cause of positive affect was studied by Lyubomirsky, King & Diener (2005), and according to them, desirable characteristics, successes and resources are correlated with happiness. An observation of Diener, Sandvik & Pavot (1991) displays that life contentment is a outcome of the predominance of the positive affect in everyday life.

In resilience growth, tolerance, contentment and simplified life styles play an important role, similarly roles and social positions significantly contribute to resilience enhancement. These findings are resonating with the old studies (e.g., Adger, Huq, Brown, Conway, & Hulme, 2003; DiFulvio, 2011; Nori & Neely, 2009).

After making comparison of two predictive models related to need to belonging, result of model suggested that satisfaction with life served as a role of mediator variable. Finding of the researches shows that ethnicity and immigration variable influence general satisfaction with life of immigrants which in turn influences the sense of belonging of the immigrants. These findings emphasize the importance of PWB in predicting sense of belonging (Phinney et al., 2001; Chow, 2007).

Research explored that dispositional need to belong was only slightly associated with general satisfaction with one's interpersonal relationship. Adolescents' well-being was the consequence of link between relationship satisfaction and desire to belong. Variable like low self-esteem, depression and loneliness were mostly found in youngsters who had high sense of belonging in combining with low contentment (Leary et al., 2013). In another study, adolescent with high belongingness need displayed adequate levels of well-being like low loneliness, high self-esteem and low depression and also showed high level of satisfaction in relationship (Mellor et al., 2008).

It is the finding of the research study that well-being of an individual increased with the satisfying needs. Individual meeting their basic requirements will show high level of happiness (Eryilmaz, 2012). According to Cihangir-Cankaya (2009), a research dealing with various variables like satisfaction with life and fulfillment of needs concluded that need fulfillment has direct impact on satisfaction with life. Another study of Cihangir-Cankaya (2009) found that need to belong and well-being of teachers explored that need to belong was associated with well-being. Research findings documented a relationship between PWB and belonging to social interaction among individual with depressive symptoms and individuals without depression (Steger & Kashdan, 2009). One of the qualitative studies indicated that adults with autism were facing several obstacles feeling they belong in social area and hindrances which harm their well-being (Milton & Sims, 2016). Another qualitative study revealed that adolescents dealing with the concept of need to belong affecting PWB under the condition of being group member (Montague & Eiroa-Orosa, 2018). Burchett & Matheso (2010) explored that refugees living in an area with common experience developed the sense of belonging and increased their PWB.

In some researches, the need to belong of an individual was made limited to a domain like family, neighborhood, or school and explored its correlation with well-being (Young, Russell, Power, 2004;

Hudson, 2015). There is a two-way correlation between subjective well-being and belonging to school which is revealed in a longitudinal study dealt with subjective well-being and belonging to school status (Tian, Zhang, Huebner, Zheng, & Liu, 2016).

Satisfaction with social relationships is a convincing predictor of sense of belonging (community). Stronger the social network and increase in social participation will high the rate of belongingness as compare to lack of friend's circle and smaller social network are linked to low sense of belongingness (Jetten et al., 2014). Social relationship and social interaction are strongly associated with sense of belonging and stronger sense of community belonging will high the subjective well-being (Mahar et al., 2012). It is explored in study that well-being is positively correlates with sense of belonging which meant that belongingness anticipates that how purposeful life is discerned to be (Lambert et al., 2013). Association of community belongingness among adolescents was found by Albanesi et al. (2007) and similar association was explored by Cramm and Nieboer (2015) among older people. Grobecker (2016) explored positive influence of a sense of belonging on the learning, confidence and motivation of students and also linked with PWB.

Possessing a high sense of belonging will decrease the student's tendency to experience problems such as depression, anxiety, loneliness and dissatisfaction as reported by previous studies as sense of belonging was found to have a strong connection with mental health (Newman, Lohman, & Newman, 2007). Furthermore, possessing a high sense of belonging will increase students' motivation to continue their studies and at the same time will improve their academic achievements (Walton & Cohen, 2011) because sense of belonging is the key of educational success among college students (Strayhorn, 2012).

In one of the studies, social support, need to belong and self-reliance significantly predicted adolescent's resilience. Resilience was not predicted significantly through adolescent's self-reliance and sense of belonging independently. When the factors were examined in combination, self-reliance, sense of belonging and social assistance are factors of resilience. There's a consistency in the findings with the literature which proposes protective factors contribute towards positive outcomes. Protective factors include social support, sense of belonging and self-reliance. Definite (positive) outcomes are the result of protective factors which effect the level to which an individual is resilient (Dumont & Provost, 1999; Fergus & Zimmerman, 2005). It has been demonstrated through emerging researches that meaning in life is promoted through family relationships (Lambert et al., 2010). It is illustrated through research that meaninglessness is decreased by social exclusion in some way (e.g., Stillman et al., 2009; Williams, 1997; 2002; Williams et al., 2000).

Examination of sense of belonging independently was not a best anticipator of resilience. This result is not consistent with the findings of Ma's (2003) study. He found that sense of school belonging and involvement are vital elements in achievement and positive outcomes that promotes resilience. In adolescents, sense of belonging with associates is the powerful indicator of psychological health, Qualter and Munn (2002).

It was recognized by Newman, Lohman and Newman (2007) that all youngsters do not regard belonging to a group equally and have unlike point of regards on wishing to associate with one. The contrast between one's discernment of class belonging and actual experience of class belonging was highlighted in the study conducted by Newman, Lohman and Newman (2007).

The findings are in line with the suggestions a) provided by Norlander et al. (2005), Archer et al. (2007), Garcia & Siddiqui (2009a), to which among self-fulfilling adolescents, the psychological wellbeing is higher as compare to all other profiles; b) proposed by Tugade and Fredrickson (2004) and Ong et al. (2006), that there is a relationship between resilience and positive affect which is positively linked with high resilience. Sex differences confirmed the observation of evidences by Schütz and her colleagues (2013) and Schütz, Garcia and Archer (2014). According to their observation, higher level of negative affect is expressed by female as compare to male.

Recent study by Joshanloo (2017), have explored the mediating effect of resilience in the relationships between subjective wellbeing and externality of happiness. Results of the study provided support for the study conducted by Yildirim et al. (2018) which found a negative relationship between satisfaction with life and externality of happiness and flourishing. These results were in line with the findings of Joshanloo's (2017) which shows that individuals who score high on levels of externality of happiness have scored low on resilience, life satisfaction, positive affect and high score on negative affect. Additionally, resilience was positively correlated with flourishing and subjective wellbeing. Keeping in view the current study and previous studies (e.g., Cohn et al., 2009; Hu et al., 2015; Sourì, & Hasanirad, 2011), individuals scored high on subjective wellbeing and flourishing with high levels of resilience.

Gender contrasts and subjective welfare was also studied in separate societies which showed that welfare was greater overall in states which agree, boost and welcome equality in gender Tesch-Römer, Motel-Klingebiel and Tomasik (2007).

LIMITATION

Warrant consideration is resulted because of limitations in our current study. First, self-reporting of the students related to their perception of satisfaction with life, psychological well-being and resilience variables might hinder to understand the variables like disagreement tolerance and need to belong which are prone to several biases (Stone et al., 2002). participators backdated reviews might not show the true situation. Second, students from the same particular area were selected which brought homogeneity that might affect the generalizability of the result. Result findings are only applicable to students of undergraduate program. For future researches, it will be prerequisite to focus on prospective methodology with larger samples.

CONCLUSION AND RESEARCH IMPLICATION

The basic aim of this study was to explore out the predicting role of satisfaction with life, psychological well-being and resilience in boosting of disagreement tolerance and need to belong of undergraduate students. On the basis of results of our study, it is concluded that satisfaction with life, psychological well-being and resilience strongly predicted disagreement tolerance and sense of belonging and also shows that there is strong relationship among disagreement tolerance, need to belong, satisfaction with life, psychological well-being and resilience. Result findings suggest that shaping and launching intervention strategies and programs related to students should focus on increasing satisfaction with life, psychological wellbeing and resilience which will increase disagreement tolerance and sense of belonging of the undergraduate students of university. Student counselors should manage sense of belonging oriented programs or conduct counseling sessions to provide support to students. It is not advised to allow students to feel that they do not belong with the people of their institution. This will give a huge impact to the students' growth and development.

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