

The Relationship Between Developmental Assets of Family, School and Others with Psychological Well-being: The Mediating Role of Hope

Fatemeh Sepehrnoush Moradi*
Ellaheh Hejazi**

Introduction

Adolescence, as an important and decisive period during the development of human life, shows a profound change which separates the child from the adult, and at the same time it is the period of formation and getting ready to face ahead problems of the person. At first, the scientific study of the adolescence was focused on the deficit approach; however, today's newer perspectives focus on positive psychology and tend toward human abilities. The developmental assets framework, highlighting the teenagers' and youths' capabilities and the role of the society in their psychological well-being, consists of a set of relations, opportunities, supports, values and skills that the young people need it. This perspective is on the basis of ecology theory that considers the person in a complex system of the relations and accounts the mutual compromise between growing-active human and the environment structure and its features as a need for the change. Therefore, the present study aims to examine the mediating role of hope in the relation of the developmental assets of family, school and others with psychological well-being of the students.

Method

This is a correlational study, namely a path analysis, in which the relations between the variables were examined in the form of a model. All of the students of the government high schools in Hamadan, in the academic year of 2014-2015, consisted the statistical population of this study; the sample group was 410 people (222 girls and 188 boys) that were selected

* M.A., psychology department of Tehran University, Iran ([Author](#))
f.sepehrnoosh@gmail.com

** associate professor, Faculty of Tehran University, Iran

according to Morgan's table by multistage cluster sampling method and responded to developmental assets, hope and psychological well-being scales. To analyze the data the Pearson's correlation and path analysis were used in addition to descriptive statistics' indices; and for data analysis the statistical software including SPSS version 20 and AMOS version 22 were used as well.

Results

The path analysis results suggested that the family and school developmental assets were directly related to the hope and the hope and family developmental asset were directly related to the psychological well-being. The family and school developmental assets with the mediator of hope influence psychological well-being positively and indirectly; however, the effect of others' developmental asset was not significant on hope and psychological well-being. Totally, the family, school and others' developmental assets will determine 28% of hope and the family, school, others and hope will determine 37% of psychological well-being. The multi-group path analysis was used to evaluate the difference between the proposed model in two groups of girls and boys and the results of the comparison of the unconstrained (free) model with the binding model (zero) showed that in general the proposed model was not significantly different between girls and boys.

Discussion

It can be said, according to the findings, that hope has a mediator role in the relationship of family and school developmental assets with psychological well-being. Accordingly, considering the role of variables such as family and school developmental assets and increasing hope, the psychological well-being of students can be promoted.

Keywords: Family Developmental Asset, School Developmental Asset, Others' Developmental Asset, Hope, Psychological Well-Being