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Evaluation Of The Social Efficiency Model Of Students Based On Uncertainty Tolerance And Psychological Adaptability With The Mediating Role Of Resilience

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Abstract

The aim of the present study is to evaluate the social efficiency model of students with regard to uncertainty tolerance and psychological adaptability, considering the mediating role of resilience. This research is descriptive-correlational in nature. The statistical population includes all students in Tabriz County, which, according to the statistics of the Education Department in 2023, comprises a total of 692,868 individuals. Using Cochran's formula, the sample size was calculated to be 330; however, considering the possibility of sample attrition, 400 individuals were selected. Sampling was conducted using a multi-stage cluster method. Data collection tools included the Social Efficiency Questionnaire, the Uncertainty Tolerance Questionnaire, the Cognitive Flexibility Inventory, and the Resilience Scale. SPSS software was used for descriptive statistics, and AMOS software was employed to test the hypotheses using structural equation modeling. The results indicated that the Sobel test statistic for the path "uncertainty tolerance → resilience → social efficiency" was 10.459 with a p-value less than 0.05, indicating a statistically significant indirect effect. Likewise, the Sobel test statistic for the path "psychological adaptability → resilience → social efficiency" was 17.135 with a p-value less than 0.05, also indicating a significant indirect effect.

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Extended Abstract

Introduction

In the turbulent and unpredictable conditions of the contemporary world, psychological and social competencies—especially among students—play a fundamental role in academic success, social adaptation, and personal growth. Social efficiency, as a manifestation of effective interaction among cognitive, emotional, and behavioral dimensions, is closely linked to variables such as uncertainty tolerance and psychological adaptability. Uncertainty tolerance enhances mental flexibility, enabling individuals to cope effectively with ambiguous situations, while psychological adaptability allows for the regulation of effective emotional and behavioral responses in the face of challenges. In this context, resilience acts as a mediating variable, playing a key role in connecting these factors with social efficiency and facilitating effective coping with academic and social pressures. The present study aims to explain the social efficiency model of students by examining the structural relationships between uncertainty tolerance, psychological adaptability, and resilience.

Methodology

This applied research employs a descriptive-correlational design to investigate the social efficiency model of students based on uncertainty tolerance and psychological adaptability, with the mediating role of resilience among students in Tabriz city. A sample of 400 students was selected from a population of 692,868 students using a multi-stage cluster sampling method. Data were collected using four standardized instruments: the Social Efficiency Questionnaire (47 items, four components), the Uncertainty Tolerance Questionnaire (16 items, three components), the Cognitive Flexibility Inventory (CFI) (20 items), and the Resilience Scale (25 items, five components). The reliability of the instruments was confirmed with satisfactory Cronbach's alpha coefficients. Data analysis was conducted using SPSS 22 for descriptive statistics and AMOS 22 for inferential statistics through structural equation modeling.

Results and Discussion

The results indicated that psychological variables, including uncertainty tolerance and psychological adaptability, have a significant and meaningful role in predicting students' social efficiency. Statistical analyses confirmed that these variables, in addition to their direct effects, influence social efficiency indirectly through the mediation of resilience. In other words, resilience, as a mediating construct, facilitates the impact of uncertainty tolerance and psychological adaptability on social efficiency. Furthermore, the findings showed that the data met normal distribution assumptions and that the conceptual model demonstrated good structural and measurement fit and reliability. Therefore, resilience as a key psychological capacity can significantly contribute to improving students' social behaviors and interpersonal interactions. The findings emphasize that enhancing students' uncertainty tolerance and psychological adaptability, especially through strengthening resilience, plays an important role in increasing their social efficiency. Resilience, as a mediator, amplifies the positive effects of these two variables on students' social interactions and psychological skills, thereby fostering better mental health and social functioning. Consequently, it is recommended that intervention and educational programs focus on enhancing resilience and coping skills to effectively promote students' psychological and social capacities. Such an approach can play a critical role in improving students' psycho-social quality of life and academic success and assist educational policymakers in developing supportive strategies for promoting students' mental and social well-being.