

Well-being after Personal and Natural Trauma among University Students

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ABSTRACT

Exposure to Natural and manmade disasters is associated with long-term health consequences including for mental health. Students who are in university study for their bachelor and master degrees also have come across different types of trauma in their personal life. Some of them are not identified or treated throughout their lifespan. This study (N= 357) tries to find the relationship between Emotional Intelligence and impacts upon Trauma coping. Results of Linear regression analysis points out that Wellbeing of them is positively correlate and depend on Six factors including resilience (recovery, impairments) and other Emotional Intelligence factors (Emotionality, Self-control, Sociability) and avoidance as a coping style when they come up with Natural disasters in their life. Linear regression analysis shows some what different results for people who faced Personal Trauma during their life. There are only three variables (Two factors of Emotional Intelligence: Self-control, Sociability and PTSD factor of avoidance act as a significant factor when well being considered as the dependent variable. And all those are positively correlated with well being. Linear regression analysis points out more factors that can act as independent variables and have significant relationships than the personal traumas among the students.

Keywords: *Natural Disasters, Personal Disasters, Trauma, Emotional Intelligence, Resilience, Wellbeing, Coping*

Trauma and trauma resilience afterward the trauma is a process. There are many factors play a role in determining the trauma coping capacities. Stress coping process has certain steps so-called stress management. But trauma coping process is quite complicated and has consist of many factors such as positive growth, Post Traumatic Stress Disorders. Therefore trauma resilience process should facilitate with many factors such as trauma wellbeing. University students are the significant population in which has numerous burning issues based on

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contextual factors. For instance in Sri Lanka there are a lot of burning issues among university students including ragging, curriculum related issues, political involvement to the university, class issues, and socioeconomic factors in which badly affect the quality of tertiary education. The present article would be considered its attention on the following key points with a comparison of Germany and Sri Lanka as a country as a demographical variable.

Well-being is a complex Psychological factor for explaining. Wellbeing can be explained as the managing of stress and sometimes it can be explained as the stress coping strategies and overall psychological health of a particular individual. Trauma is courses that can appear among everyone and at any time in our lifespan. Courses of Trauma can be natural as well as man-made. In this research, it is to be investigated that disasters made by people as well as Natural disasters and their traumatic effect matters of Psychological well being in terms of Emotional Intelligence, resilience and some coping strategy usage by the victims. Well-being is a complex phenomenon for explaining. In this research well being is a factor of the trait emotional Intelligence scale. And some researchers point out Well being as a part of human coping behaviors.

In which situation the wellbeing is facilitated. In natural trauma or in manmade (Personal traumas)?

Trauma

Mostly the emotions of victims are infected by Trauma, conflict, violation, and disaster. and finally, the wellbeing of the victims determine by the personality, nature of the trauma and the coping strategies they used. In this work, the connection between emotional intelligence and ways of coping will be assessed in cross-cultural comparison of German and Sri Lankan student population. The student populations have faced traumatic experiences at different levels. The general question of this study is to explore how emotional capacities can influence coping processes after a traumatic experience. The cross-cultural format of the study was chosen in order to compare samples with expected low and high traumatic experiences.

Based on the findings of literature and Sri Lankan experiences and reports about trauma recovery after the civilian war and Tsunami in Sri Lanka this research carry out an exploratory research strategy to analyze the following questions:

In analyzing and summarizing the data of the own study the suggestions for further work with traumatized students especially in Sri Lanka should be discussed.

In deeply, the study will be focused upon Study tries to figure out the role of Emotional Intelligence for developing coping strategies among adolescents who face traumatic events. Late adolescence students who have enrolled in the University education (Bachelor students/first-year students) would be selected as the sample. University education is an important stage of students' academic life. Therefore, all students need to develop their

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competencies to attain the goal of passing examinations and also to develop their wisdom related to the scientific knowledge they gathered through their academic life. The study has been conducted in a cross-cultural manner and it took place in Germany and Sri Lanka. The sample consisted of 356 students from Germany and Sri Lanka. Late adolescence is a critical period of the human being as it is a foot step in their life which acquiring the emotional and social qualities in their social life. There are many adolescents who have affected by traumatic events during their lifespan but have not been identified or treated. More specifically, there are numerous burning issues within the first year of the university students namely, ragging did by seniors to juniors, bullying, invalidation and issues raise based on attitudes changes and orientation issues. Those factors can be traumatic for both their academic and day to day lifestyle. Identifying the students' resiliency of emotional damages with traumas and effective rehabilitation from the traumatic events is immensely needed in order to facilitate university students for their academic achievements and social life within the University education.

As a society, we value and reach the importance of self- resilience, inner strength, and the ability to overcome adversity. In fact, it is common for people to feel that no matter what they've faced or lived with, no matter how extreme the ordeal, they should be able to carry on. Emotions are key factors in overcoming not only daily stresses but also some traumatic events in our life.

Personal and Natural Trauma

But regardless of how competent people may be personally or professionally, sometimes they face trauma such magnitude that they may become unable to cope and function in their daily lives. Some people become so distressed by memories of the traumas- memories that won't go away- that they begin to lives trying to avoid any reminders of what happened to them.

Late adolescence students who have enrolled in the University education (Bachelor students/first-year students) would be selected as the sample. Study to be conducted in a cross-cultural manner and it will be taking place in Germany and Sri Lanka. The sample will be consisting of 200 students from each country. Adolescence is a critical period of the human being as it is a foot step in their life which acquiring the emotional and social qualities in their social life. There are many adolescents who have affected by traumatic events during their lifespan but have not been identified or treated. many of the published studies reporting on children's and adolescent's psychological responses to trauma are contradictory and questions concerning the roles of age and gender differences have not yet been solved (Balaban, 2006).

Moreover, there are numerous burning issues within the first year of the university students namely, ragging done by seniors to juniors, bullying, invalidation and issues raise based on attitudes changes and orientation issues. Those factors can be traumatic for both of their academic and day to day lifestyle. Damaging of students emotions and their resiliency afterward and rehabilitation from the traumatic events is immensely needed in order to

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facilitate university students for their academic achievements and social life of the University. More specifically, University students/late adolescence will be selected as a sample of this study as they are able to understand and follow some research guidelines and questionnaires in an efficient manner that lead to obtaining higher validity and reliability of research outcome.

According to Pynoos (1993), Trauma can be considered as a contextually defined phenomenon. It can be a range of events that overwhelm an individual's coping capacities and involves threats of serious injury or death to self or someone close to the individual. (Banyard & Cantor, 2004).

DSM-V defines a Trauma or Traumatic event as an experience that causes physical, emotional and psychological distress or harm (American Psychological Association).

Accordingly, with DSM-V, there are different types of Traumatic events. Namely, Natural disasters (Hurricane, flood, tornado), Industrial disasters, Accidents (Car, train, etc), childhood Sexual abuse, Rape, Criminal Victimization, Domestic Violence. In addition to the fact that there are several low magnitude stressors which can be traumatized for particular situations. Such as Job loss, financial difficulties, problem with bill collectors, marital problem, breaking up/ Significant other, separation/divorce, serious illness/ household member, death/family member or close friend (Natural causes).

Natural Traumas

Natural traumas can be defined as the trauma occurred in the natural environment. And its effects upon living creatures. The severity of traumatic event determined the results in terms of PTSD. And, the impact of natural traumatic events can be neutralized through the social support system and with much other support such as cultural factors.

Trauma can be varied from its nature. In a review of War Trauma, natural and technological disasters, torture, the Holocaust, and duty-related trauma Wilson and Raphael (1993) have identified seven factors associated with Trauma-related resilience capacity. (a) locus of control (i.e., a sense of efficacy and determination, (b) self-disclosure of the Trauma experience to significance others, (c) a sense of group identity and sense of self as a positive survivor, (d) the perception of personal and social resources to aid in coping in the post-trauma recovery environment, (e) altruistic or prosocial behaviours, (f) the capacity to find meaning in the traumatic experience and life afterward, and (g) connection, bonding, and social interaction within a significant community of friends and fellow survivors (Agaibi, 2005).

Most of the times the natural traumas impact upon all the generations as it is unpredictable and influences on the all human being. But Man made trauma sometimes impact upon certain generations. Some of the influences of natural traumas can be reduced over the time and psychological influences are not embedded over our lifespan.

Manmade(Personal) Trauma

Man-made trauma refers to trauma occurs within the human mediation. Sometimes traumas occurred in our childhood can be resulted in some psychological problems in our later life. Especially youth are the special age group can be influenced by the traumas. Adolescence, late adolescence should be considered as a special age group. University education all the time consist of many traumas. Ragging is a popular trauma arise in university context it is a man-made trauma doing by the seniors in order to control the juniors and to adopt towards the University subculture. But the problem is man-made trauma can be selectional and it can be accepted by the certain groups while against and traumatized by the certain groups. Therefore identifying the real meaning of the trauma in real impact and emotional damages by the traumatic events can be important for the future predictions.

- Individual Trauma
- Interpersonal Trauma
- Social Trauma

Trauma and Psychological impact of trauma is an upcoming theme in modern world. Vulnerability with Trauma develops PTSD (Post Traumatic Stress Disorder). Not only Vulnerability but also resilience capacity of the individual also influenced upon if the person catch PTSD afterward the Trauma. PTSD symptoms following traumatic stressors can be a result of personal vulnerability or types of pre-traumatic vulnerability (e.g., prior stressors, trauma, Psychological disorders)(Agaibi, 2005).

Disaster Caused to Trauma

Traumatic events and coping followed by the events are come up with many theoretical backgrounds. But theoretical part of this work basic assumptions knowledge about Psychotraumatology disaster Psychology and Emotional Intelligence as a resource for coping will be discussed. Disaster, mass violence and Trauma are topic which similar by their means. But the influence of these events and the reactions and results are different person to person and region to region. in general Trauma can be defined as stress events that present extraordinary challenges to coping and adaptation (Agaibi 2005).

Psychological impact of the event is the remarkable thing during the process of rehabilitation. Resilience and recovery among most affected survivors is frequently discuss topic and vulnerability and psychiatric morbidity are important factors to find out a solution for the disaster-related problem(Page 7, Interventions Following Mass Violence and Disaster).

Traumatic events differ from disaster as it can be available in daily life as well as aftermath a disaster in terms of Post Traumatic Stress Disorder. For example, Disaster that caused by several damage to the human being can cause to traumatized people. Not only from disaster but also from life and personal Traumas people develop traumas and PTSD or severe stress in their life.

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Epidemiological aspect of Trauma is an important factor in finding the impact level of the Traumas. Several studies have examined the prevalence of Traumatic experience and Post-traumatic stress reactions in samples of Youth and adults. In the National Comorbidity Survey (NCS), Keiser and colleagues (1995) reported that 60.7% of American males and 51.2% of females aged 15-24 reported exposures to one or more traumatic events (as cited in Friedeman et al., 2008). In an Early Developmental Psychopathology (ESDP) study which was done with a population, age ranged from 14-24 years adolescents in Munich found that 21.4% of Sample experienced at least one lifetime event that met the DSM IV A1 criterion for exposure: 26 % of males and 17.7% of females.

When the investigators applied the more stringent DSM-IV A2 criterion (i.e. when the event occurred, feeling or reacting with intense fear, hopelessness, horror or irritability) to the definition of trauma, 17% of the sample qualified: 18.6% males and females. The prevalence of PTSD in the general population was reported at 1 % for males and 2.2% for females and the conditional probability of a lifetime PTSD diagnosis among respondents who met the DSM IV A1 and A2 criteria was 77.8% (Friedman, 2008).

At follow-up, Perkonig and colleagues (2005) reported that more than 50% of the cohort with PTSD at baseline remained significantly symptomatic for more than 3 years (Friedeman et al., 2008).

There are various types of disasters affected various societies and communities. According to a study done by Hoven (2002) found with 4-12 grades students in New York after 6 months of the terrorist attack of World Trade Center found out that 10.6% of prevalence of PTSD among the sample. 14.8% were having with agoraphobia and 12.8% conduct disorder, 12.3 % separation anxiety, and for teens alcohol problem 4.5% Over 60% experienced at least one major traumatic event prior to the attack.

Not only in the USA but also in Australia there are some researches have been done in order to find out the prevalence of traumatic events aftermath disasters. According to McFarlane in 1997 study points out that 52.8% of prevalence at 8 months and 57.2% prevalence at 26th months among over 800 Australian children exposed to major bushfire (Friedeman et al., 2008).

Objectives

This research was carried out to figure out the major consequences that can emerge after the traumatic experiences by the university students.

Major objectives of the research can be explained

- to explain the factors affect on traumatic situation and wellbeing afterward the trauma
- to identify resilience involvement towards wellbeing after trauma

METHOD

Subjects

The subjects were 356 University undergraduates and master students from Germany and Sri Lanka who were doing Psychology and Educational Psychology as a subject. German students who were doing Psychology as a subject were recruited based on credit points that day supposed to earn in order to complete their bachelor degree. In same Country Germany, educational Psychology students elected from the Teaching.

Instruments

1. **Well being and Trait Emotional Intelligence questionnaire**

Trait emotional intelligence introduced by Petrides and colleagues. It has four subscales. Well being, self control, emotionality and sociability. Wellbeing subscale included the items off. *I generally don't find life enjoyable.*; *I feel that I have a number of good qualities.*; *On the whole, I have a gloomy perspective on most things.*; *On the whole, I'm pleased with my life.*; *I believe I'm full of personal strengths.*; *I generally believe that things will work out fine in my life.* Scale was 1-7 Likert scale and negative items were reversed with the index proposed by the Petrides and colleagues in 2001.

Measurements

2. **Essener Trauma Inventory**

The Effects of experienced traumatic events were assessed with Essener Trauma- Inventar (Tagay et al., 2004). The Essener Trauma Inventar contains following scales. First part of the questionnaire is developed to identifying the disasters that people faced in their life and second part based upon the most disastrous events among the traumatic events they faced and it's symptoms during the past three months.

Emotional intelligence of the was measured with Trait Meta-Mood Scale in which commonly known as the TEI-Que (Trait emotional Intelligence questionnaire). The TEI-Que identify four several dimensions of Emotional Intelligence. (Wellbeing, Self-control, Emotionality, Sociability). Cronbach Alpha score was 0.884.

The present study used the standard questionnaire TEIQue-SF (Petrides&Furnham, 2001). The reliability coefficient of the scales are ranging from to

To evaluate the personal level of coping strategies we used Brief Coping inventory by Carver in 1997. By the help of this questionnaire following dimensions will be differentiated. (Approach coping and Avoidance coping) Cronbach Alpha score was 0.857.

Students resilience capacity was assessed by the help of the Resilience Scale for Children & Adolescence published by(Sandra Prince-Embury,XX), from this scale we used only the subscale Emotional Reactivity scale. Each scale had different subscales indicating three by each.

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Reliability coefficient Cronbach Alpha score was 0.915. The Effects of experienced traumatic events were assessed with Essener Trauma- Inventar (Tagay S., Düllmann, S., Senf W.,2004) The Essener Trauma Inventar contains the following scales. First,partoft hequestionnaire is developed to identifying the disasters that people faced in their life and a second part based upon the most disastrous events among the traumatic events they faced and it's symptoms during the past three months.

Ex- (Intrusion, Avoidance, Hyperactivity, Dissociation)

The Reliability coefficients of the scales are ranging from to.....

The ETI is one of the newest Trauma assessment tools which is developed also for assessment of young people. Cronbach Alpha was 0.911.

Sample

The sample consisted of University students from Germany and Sri Lanka. (357 students who were doing bachelor and master studies)

Hypothesis

The present study based on fifteen hypothesis and the present writing based on the bivariate correlations between two countries in terms of natural and personal traumas.

H1: Natural Trauma positively correlated with wellbeing

H2: Personal Trauma negatively correlates with wellbeing

RESULTS

Bivariate analysis of the relationship between the trauma variables, Emotional Intelligence, and resilience and the coping outcome has summarized in the table one.

Table 1

Summary of t-test

| Research variables | Min | Max | Sri Lanka | | Germany | | t | d |
|------------------------|-----|-----|-----------|------|---------|------|--------|------|
| | | | Mean | SD | Mean | SD | | |
| Traumatic symptoms | 0 | 300 | 0.98 | 0.45 | 0.55 | 0.50 | -8.353 | 0.40 |
| Emotional Intelligence | 30 | 210 | 4.97 | 0.69 | 2.77 | 0.72 | -29.02 | 0.84 |
| Resiliences-1(SOM) | 0 | 80 | 2.93 | 0.41 | 2.81 | 0.50 | 1.204 | 0.13 |
| Resilience-2(ER) | 0 | 80 | 2.12 | 0.64 | 2.75 | 0.49 | 4.062 | 0.48 |
| Approach coping | 28 | 112 | 2.93 | 0.48 | 3 | 0.43 | -2.453 | 0.06 |
| Avoidance coping | 28 | 112 | 2.10 | 0.35 | 2.26 | 0.38 | 10 | 0.21 |

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Table 2

Trauma types among university students

| | Frequency | Percent | Valid Percent |
|-------------------|-----------|---------|---------------|
| Natural_Disaster | 24 | 6,7 | 6,9 |
| Personal_Disaster | 325 | 91,0 | 93,1 |
| Total | 349 | 97,8 | 100,0 |

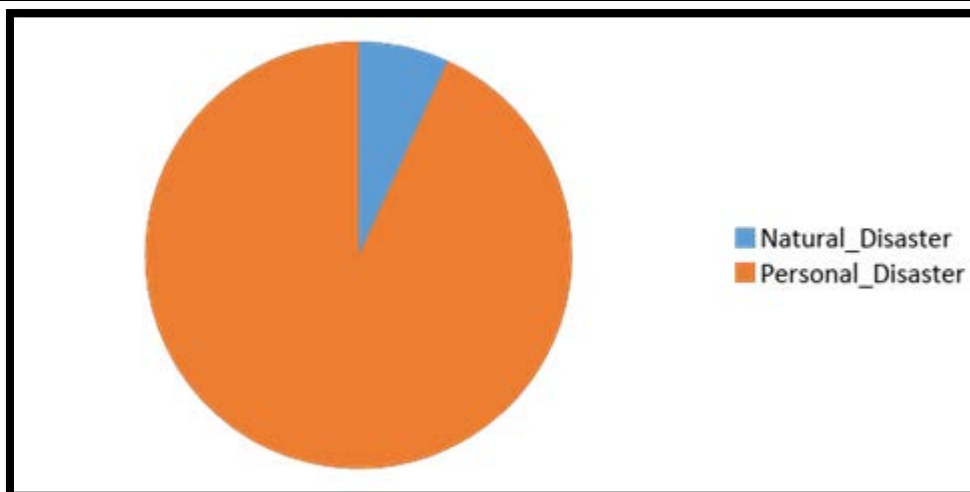


Figure1. Trauma type among university students

Table 3

Sample composition in terms of country

| Country | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------|-----------|---------|---------------|--------------------|
| Valid | German | 146 | 40,9 | 40,9 | 40,9 |
| | Sri Lankan | 207 | 58,0 | 58,0 | 98,9 |
| | other | 4 | 1,1 | 1,1 | 100,0 |
| Total | | 357 | 100,0 | 100,0 | |

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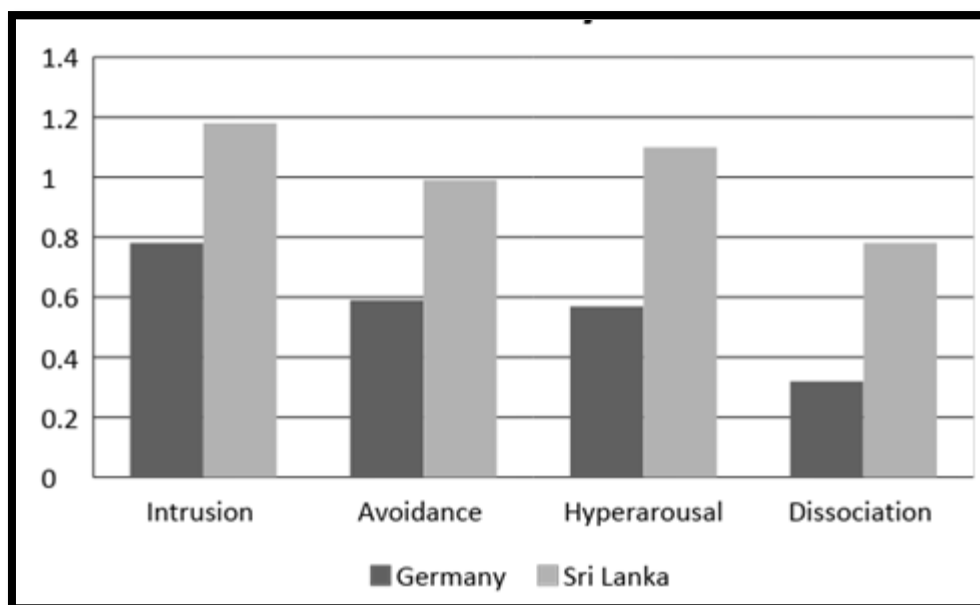


Figure 2. Trauma symptoms among two countries

Table 4

Correlation Matrix for key Variables students with Personal Trauma

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|--------|--------|---------|---------|-------|--------|----|
| Intrusion | 1 | | | | | | | | | | | | | | | |
| Avoidance | .719** | 1 | | | | | | | | | | | | | | |
| Hyperarousal | .705** | .702** | 1 | | | | | | | | | | | | | |
| Dissoziation | .645** | .718** | .674** | 1 | | | | | | | | | | | | |
| Wellbeing | .272** | .319** | .359** | .301** | 1 | | | | | | | | | | | |
| Self control | .183** | .217** | .216** | .209** | .764** | 1 | | | | | | | | | | |
| Emotionality | .275** | .325** | .338** | .315** | .804** | .664** | 1 | | | | | | | | | |
| Sociability | .258** | .313** | .311** | .270** | .749** | .647** | .738** | 1 | | | | | | | | |
| Optimism | -.134** | -.246** | -.107 | -.142* | .113* | .121* | .111* | .088 | 1 | | | | | | | |
| Self efficacy | -.077 | -.162** | -.094 | -.076 | .010 | -.015 | -.004 | -.035 | .690** | 1 | | | | | | |
| Adaptability | -.055 | -.131* | -.056 | -.027 | .090 | .069 | .060 | .070 | .387** | .438** | 1 | | | | | |
| Sensitivity | -.120* | -.212** | -.127* | -.170** | .059 | .089 | -.064 | .030 | .869** | .743** | .353** | 1 | | | | |
| Recovery | -.332** | -.334** | -.366** | -.343** | -.334** | -.248** | -.260** | -.203** | .168** | .181** | .116* | .199** | 1 | | | |
| Imparement | -.380** | -.427** | -.449** | -.439** | -.322** | -.201** | -.257** | -.208** | .095 | .157** | .053 | .158** | .528** | 1 | | |
| Approach Coping | .072 | .000 | .061 | .086 | -.085 | -.014 | -.128* | -.146** | .208** | .256** | .230** | .169** | -.142* | -.347 | 1 | |
| Avoidance Coping | .139* | .229** | .172** | .204** | -.160* | -.116* | -.162** | -.141* | -.179** | -.130* | -.104 | -.149** | -.191** | -.482 | .363** | 1 |

*p<0.05. **p<0.01, p***<0.001

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Table 5

Correlation Matrix for key Variables students with Natural Trauma

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|----------------------|--------|--------|--------|-------|---------|---------|---------|--------|--------|--------|-------|-------|--------|--------|-------|----|
| 1. Intrusion | 1 | | | | | | | | | | | | | | | |
| 2. Avoidance | ,702** | 1 | | | | | | | | | | | | | | |
| 3. Hyperarousal | ,631** | ,704** | 1 | | | | | | | | | | | | | |
| 4. Dissoziation | ,591** | ,620** | ,713** | 1 | | | | | | | | | | | | |
| 5. Wellbeing | ,082 | ,160 | ,310 | ,060 | 1 | | | | | | | | | | | |
| 6. Self control | -,115 | -,119 | ,269 | -,102 | | 1 | | | | | | | | | | |
| 7. Emotionality | ,025 | ,054 | -,017 | -,228 | ,662** | ,588** | 1 | | | | | | | | | |
| 8. Sociability | -,065 | -,034 | ,120 | -,122 | ,776** | ,688** | ,548** | 1 | | | | | | | | |
| 9. Optimism | -,130 | ,036 | ,000 | ,131 | ,250 | ,113 | ,133 | -,124 | 1 | | | | | | | |
| 10. Self efficacy | -,075 | ,241 | ,176 | ,197 | -,022 | -,012 | -,006 | -,090 | | 1 | | | | | | |
| 11. Adaptability | ,115 | ,162 | ,066 | -,011 | ,524** | ,339 | ,389 | ,519** | ,338 | ,008 | 1 | | | | | |
| 12. Sensitivity | ,006 | ,310 | ,160 | ,247 | ,161 | ,058 | ,114 | ,059 | ,878** | ,887** | ,221 | 1 | | | | |
| 13. Recovery | -,118 | -,231 | ,030 | ,116 | ,334 | ,436* | ,037 | ,349 | ,131 | -,135 | ,021 | -,046 | 1 | | | |
| 14. Imparement | -,200 | -,479* | -,160 | ,008 | ,137 | ,276 | ,164 | ,132 | ,350 | ,075 | -,136 | ,132 | ,683** | 1 | | |
| 15. Approach Coping | -,058 | -,077 | -,047 | -,235 | -,320 | -,195 | -,144 | -,022 | -,310 | -,280 | -,037 | -,339 | -,265 | -,347 | 1 | |
| 16. Avoidance Coping | ,075 | ,168 | -,123 | ,071 | -,554** | -,606** | -,528** | -,378 | -,332 | -,217 | -,003 | -,180 | -,270 | -,482* | ,442* | 1 |

*p<0.05. **p<0.01, p***<0.00

Correlation matrix point out that, **the resilience factors.** Table 4 shows the correlations of the variables in the students with Natural Trauma in an expected manner. First, it is clear that three dimensions of Trauma symptoms are highly significantly correlated. This underlines the fact that in the most case of suffering from Natural Trauma as well as intrusions, avoidance and hyper vigilance are associated. The second fact is the positive significant correlation between self-control and wellbeing. It shows the resource of self-control for having a better outcome after Trauma. The same seems to be true for Sociability and Emotionality both are also significantly associated with Wellbeing. And this seems to support the assumption the table shows clearly the positive and significant positive correlation between self-efficacy and optimism both are concepts of resilience. Another important aspect seems to be the negative significant correlation between avoidance coping and well-being, self-control, emotionality and impairment. This shows the negative impact of a wrong learned coping with wellbeing and other aspects of Emotional Intelligence. Last highly significant associations exist between sensitivity, Optimism, and self-control. This seems to lead to a new hypothesis about the role of sensitivity in coping with Trauma.

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Table Number 5 shows the correlations of the variables of the student's sample with personal Trauma. There are some equivalent results like above but there are special findings, which should be taking into account. Firstly, it depicts three dimensions of trauma symptoms are highly significantly correlated. This underlines the fact that in the most case of suffering from Personal Trauma as well as intrusions, avoidance and hyper vigilance are highly associated. In Personal Trauma correlation matrix between wellbeing and sociability, emotionality and self-control are highly significantly correlated. This means that the positive wellbeing of traumatized persons depends on the ability to get back a stable and controllable social and emotionally regulation. In this table, it depicts problematic patterns of the person with personal trauma. There is a negative impact of Recovery, sensitivity, and impairment of high avoidance, hyper arousal, dissociation and Sociability and Emotionality. These findings should come under special consideration in the differentiated statistical analysis.

CONCLUSION

Trauma is a never-ending phenomenon. Most of the times we tend to see the traumatic experiences in terms of natural trauma. Most countries experience natural traumas. And based on the severity of the traumatic experience their wellbeing is damaged. This study was carried out to figure out natural trauma and personal trauma and their effect on human wellbeing.

Three major factors were considered Trauma, coping and well-being. After exposed to the traumatic experiences the coping and wellbeing is the major factor that we should focus upon. It is different due to cultural and situational factors.

Factors effect on Traumatic experiences has never yet been completely revealed. In the present study, the basic attempt was ranging from Emotional Intelligence, Resilience, Wellbeing. Eventhough the resilience and wellbeing are well synchronize well, the contribution of resilience and wellbeing and types of trauma and usage of resilience and wellbeing on that kind of traumas is essentially revealed from the present study.

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Conflict of Interest

The authors colorfully declare this paper to bear not conflict of interests

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